

EGUSD Distance Learning Update

Mark Cerutti, Deputy Superintendent
Education Services and Schools
Board Workshop, October 14, 2020

The Foundations of EGUSD's Distance Learning Model

1. Balanced synchronous and asynchronous learning
2. High Quality Instruction
3. Social emotional supports
4. Academic assessments and progress monitoring
5. Supporting students with disabilities
6. Supporting English Learner students
7. Supporting Foster Youth students
8. Supporting students experiencing homelessness
9. Strong family connections
10. Ongoing training and support for staff
11. Meeting instructional technology and connectivity needs
12. Continued collection and use of stakeholder feedback
13. Comprehensive program evaluation
14. Adhering to principles of continuous improvement

Grades 1-6: Full Distance Learning Year Round and ModT/T

Time	Monday (Early Out)	Time	Tuesday - Friday
7:50 – 8:00	Set up	7:50 – 8:00	Set up
8:00 – 11:05 (YR) 8:00 – 11:00 (MT/T) (includes 20 min. of break time) Students will have a minimum 255 min. for YR/240 min. for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Student Instructional Engagement: Synchronous instruction and assessment to include: <ul style="list-style-type: none"> Focused instruction Guided instruction Collaborative work Formative and Summative Assessment Intervention/RSP supports Designated ELD (30 min.) (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> Independent work Projects and long-term assignments Formative and Summative Assessments (Asynchronous activity not to exceed 45/40 min. in this block period only.)	8:00 – 12:15 (YR) 8:00 – 12:00 (MT/T) (includes 20 min. of break time) Students will have a minimum of 255 min. for YR/240 min. for ModT/T daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Student Instructional Engagement: Synchronous instruction and assessment to include: <ul style="list-style-type: none"> Focused instruction Guided instruction Collaborative work Formative and Summative Assessment Intervention/RSP supports Designated ELD (30 min.) (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> Independent work Projects and long-term assignments Formative and Summative Assessments (Asynchronous activity not to exceed 70/60 min. in this block period only.)
11:05 – 12:15 (YR) 11:00 – 12:00 (MT/T) (70/60 min)	Professional Learning: Distance Learning (Ed Services) – optional Distance Learning Planning, and Lesson Development <u>Students:</u> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> Independent work Projects and long-term assignments Formative and Summative Assessments 		
12:15 – 12:50 (YR) 12:00 – 12:35 (MT/T) (35/35 min.)	LUNCH	12:15 – 12:50 (YR) 12:00 – 12:35 (MT/T) (35/35 min.)	LUNCH

Grades 1-6: Full Distance Learning Year Round and ModT/T (cont.)

Time	Monday (Early Out)	Time	Tuesday - Friday
12:50 – 1:40 (YR) 12:35 – 1:25 (MT/T) (50/50 min.) Minimum of 20 minutes of asynchronous activities for all students required.	Collaboration per the Late Start/ Early Out Pilot Agreement** Ed Services training available for Professional Learning Communities and other collaborative groups <u>Students:</u> Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> Independent work Projects and long-term assignments Formative and Summative Assessments 	12:50 – 1:55 (YR) 12:35 – 1:45 (MT/T) (65/70 min.) Minimum of 20 minutes of synchronous and/or asynchronous activities for all students required.	Synchronous intervention: <ul style="list-style-type: none"> Small group focused and guided instruction as needed Designated ELD Asynchronous instruction and assessment: <ul style="list-style-type: none"> Independent practice Collaborative work Formative and Summative Assessment Family communication
1:40 – 2:25 (YR) 1:25 – 2:10 (MT/T)	Prep (45 min.)	1:55 – 2:40 (YR) 1:45 – 2:30 (MT/T)	Prep (45 min.)
2:25 – 3:20 (YR) 2:10 – 3:20 (MT/T) (55/60 min.)	<ul style="list-style-type: none"> Distance Learning Management, Planning, and Lesson Development Family communication Synergy updates *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.	2:40 – 3:20 (YR) 2:30 – 3:20 (MT/T) (40/50 min.)	<ul style="list-style-type: none"> Distance Learning Management, Planning, and Lesson Development Family communication Synergy updates *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.

***Note: Up to 90 minutes of meeting time per week outside of contractual hours including, but not limited to: IEP/504 Student Support meetings, Staff meetings, Professional Development and Learning.**

****Per the Late Start or Early Out Elementary Collaboration Time Pilot Agreement (6/21/19):**

2. The parties agree that the purpose of Late Start or Early Out Elementary collaboration is for teachers and certificated staff to plan, adapt, and evaluate curriculum and instructional strategies, and analyze data collaboratively with colleagues.

The Late Start or Early Out Elementary Collaboration Time Pilot Agreement-Extension is attached.

TK/Kinder: Full Distance Learning Schedule YR and ModT/T

Time	Monday	Time	Tuesday-Friday
7:50 – 8:00	Set up	7:50 – 8:00	Set up
8:00 – 11:10 (YR) 8:00 – 11:00 (MT/T) Students will have a minimum of 190 min YR (180 MT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Student Instructional Engagement: Synchronous instruction and assessment to include: <ul style="list-style-type: none"> • Focused instruction • Guided instruction • Collaborative work • Formative and Summative Assessment • Intervention/RSP supports • Designated ELD (15 min.) (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> • Independent work • Projects and long-term assignments • Formative and Summative Assessments (Asynchronous activity not to exceed 65/60 min. in this block period only.)	8:00 – 11:10 (YR) 8:00 – 11:00 (MT/T) Students will have a minimum of 190 min YR (180 MT/T) daily minutes of instructional engagement throughout the school day; total minutes of student engagement will vary based on instructional need and pace of independent practice.	Student Instructional Engagement: Synchronous instruction and assessment to include: <ul style="list-style-type: none"> • Focused instruction • Guided instruction • Collaborative work • Formative and Summative Assessment • Intervention/RSP supports • Designated ELD (15 min.) (Delivered via Zoom or Google Meet) Asynchronous instruction and assessment to include: <ul style="list-style-type: none"> • Independent work • Projects and long-term assignments • Formative and Summative Assessments (Asynchronous activity not to exceed 65/60 min. in this block period only.)
11:10 – 12:00 (YR) 11:00 – 12:00 (MT/T) (50/60 min)	Professional Learning: Distance Learning (Ed Services)-- optional Distance Learning Planning and Lesson Development	11:10 – 12:10 (YR) 11:00 – 12:00 (MT/T) (60/60 min.)	<ul style="list-style-type: none"> • One on one or small group targeted engagement and coaching that is scheduled the same time every week • Focus of this block would be for re-teach, extension, focusing on IEP goals, ELD intervention with individual students & their parent
12:00 – 12:35 (YR) 12:00 – 12:35 (MT/T)	LUNCH (35 minutes)	12:10 – 12:45 (YR) 12:00 – 12:35 (MT/T)	LUNCH (35 minutes)

TK/Kinder: Full Distance Learning Schedule YR and ModT/T (cont.)

Time	Monday	Time	Tuesday-Friday
12:35 – 1:35 (YR) 12:35 – 1:35 (MT/T) (60/60 min.)	Collaboration per the Late Start/Early Out Pilot Agreement** Ed Services training available for Professional Learning Communities and other collaborative groups	12:45 – 1:55 (YR) 12:35 – 1:45 (MT/T) (70/70 min.) Minimum of 15 minutes of asynchronous activities will be assigned and required for all students	<ul style="list-style-type: none"> Formative and summative Assessment Feedback to and from parent/guardian/student Student/Parent support
1:35 – 2:20 (YR) 1:35 – 2:20 (MT/T) (45/45 min.)	Prep	1:55 – 2:40 (YR) 1:45 – 2:30 (MT/T) (45/45 min.)	Prep
2:20 – 3:20 (YR) 2:20 – 3:20 (MT/T) (60/60 min.)	Distance Learning Management, Planning, and Lesson Development Family communication and engagement Synergy updates *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.	2:40 – 3:20 (YR) 2:30 – 3:20 (MT/T) (40/50 min.)	Distance Learning Management, Planning, and Lesson Development Family communication and engagement Synergy updates *Staff will be released as necessary for attendance at IEPs/ 504 Student Support Meetings.

*Note: Up to 90 minutes of meeting time per week outside of contractual hours for the purposes of...(IEP/504, Staff meetings, PD/PL, etc.)

*Schedule was developed in support of students having access to technology/devices.

4x4 Full Distance Learning Schedule

Monday Class time (40 minutes): Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet. In addition to class time, students will also have at least an additional 20 minutes per class of independent practice time assigned to them per class in order to meet the 240 minute minimum requirement as per SB 98. Advocacy to be determined site by site.

Tuesday - Friday Class time (55 minutes): Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet. Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

Tuesday - Friday Guided Practice and Support time (20 minutes): Teacher remains available to students from this class period for support and questions. Students may be working independently and are not required to be logged into the Zoom/Google Meet.

Tuesday - Friday Family communication and/or DL Support (80 minutes): Teachers are available to students and families for support. In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

Mondays (Early Dismissal)		Tuesdays - Fridays	
7:50	Teacher arrival	7:50	Teacher arrival
8:00-9:00	Prep	8:00-8:55	Period 1 Class time
Transition		8:55-9:15	Period 1 Guided Practice and Support
9:10-9:50	Period1 Class time	Transition	
Transition		9:25-10:20	Period 2 Class time
10:00-10:40	Period 2 Class time	10:20-10:40	Period 2 Guided Practice and Support
Transition		Transition	
10:50-11:30	Period 3 Class time	10:50-11:45	Period 3 Class time
Transition		11:45-12:05	Period 3 Guided Practice and Support
11:40 - 12:20	Period 4 Class time	Transition	
12:20 - 12:50	Teacher lunch	12:05-12:35	Lunch
Transition		Transition	
1:00-2:00	Collaboration Time/PLCs for Effective Distance Learning	12:45-1:40	Period 4 Class time
2:00-3:20	Rotation of Staff Meetings, Professional Learning, Department Meetings.	1:40-2:00	Period 4 Guided Practice and Support
	*Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	2:00-3:20	Family communication and/or Distance Learning Support

3x4 (Traditional 6-Period Day) - Full Distance Learning Schedule

Monday Class time (50 minutes): Teacher is live with students to check in, establish the plan and expectations for the week, and deliver synchronous instruction via Zoom or Google Meet. In addition to class time, students will also have at least an additional 30 minutes per class of independent practice time assigned to them per class in order to meet the 240 minute minimum requirement as per SB 98. Advocacy to be determined site by site.

Tuesday - Friday Class time (55 minutes): Teacher has daily live time with students delivering synchronous instruction via Zoom or Google Meet. Synchronous instruction includes instructional activities such as focused instruction, guided instruction, collaborative work, and other activities between teachers and students.

Tuesday - Friday Guided Practice and Support time (20 minutes): Teacher remains available to students from this class period for support and questions. Students may be working independently and are not required to be logged into the Zoom/Google Meet.

Tuesday - Friday Family communication and/or DL Support (60 minutes Off-Cycle Prep) or (140 minutes On Cycle Prep Teachers): Teachers are available to students and families for support. In addition, this time may be utilized for intervention and enrichment activities, small group work, and other activities to support student learning.

Mondays (Early Dismissal)		Tuesdays - Fridays	
7:50	Teacher arrival	7:50	Teacher arrival
8:00 - 9:00	Prep	8:00 - 9:00	Period 1 Class time
Transition		9:00 - 9:20	Period 1 Guided Practice and Support
9:10 - 10:00	Period 1 Class time	Transition	
Transition		9:30 - 10:30	Period 2 Class time
10:10 - 11:00	Period 2 Class time	10:30 - 10:50	Period 2 Guided Practice and Support
Transition		10:50 - 11:20	Lunch
11:10 - 12:00	Period 3 Class time	Transition	
12:00 - 12:30	Lunch	11:30 - 12:30	Period 3 Class time
12:30 - 1:00	Prep	12:30 - 12:50	Period 3 Guided Practice and Support
1:00-2:00	Collaboration time/PLCs for effective distance learning	Transition	
2:00 - 3:20	Rotation of staff meetings, professional learning, department meetings. *Staff will be released as necessary for attendance in IEP/504 Student Support Meetings.	1:00 - 3:20	Teachers without a Periods 1-3 prep: 1:00-2:20 Prep (80 minutes) 2:20-3:20 Family communication/additional support time for all classes (60 minutes) Teachers WITH a Period 1-3 prep: Family communication/Additional support time for all classes

High Quality Instruction

- Continued professional learning on the Framework for High Quality Instruction (FHQI) -teachers and administrators
- FHQI principles integrated into in all DL trainings for teachers
- Administrators piloting a new electronic walkthrough tool (Framework Observation Note Taking Tool, or FONT) that focuses on the principles of the FHQI

Social emotional supports

- PBIS/Counseling Guidance in Distance Learning
- 4 Part Professional Development Series on Social Emotional Learning
- Development of Social Emotional Steering Committee
- Behavior Intervention Monitoring Assessment System (BIMAS-2)
- Multi-Tiered Support Systems Module for Synergy
- Evening and Weekend SEL supports for students
- Suicide Awareness and Prevention Training

Academic assessments and progress monitoring

- Interim benchmark assessments available K-12 in reading/language arts and mathematics; supported with training on test administration, proctoring, and how to utilize the results
- Ongoing teacher training on how to use the *Illuminate* system to develop classroom formative assessments

Supporting students with disabilities

- Paraeducators are supporting students in breakout sessions where needed
- In-person assessments are taking place
- Increase in synchronous instruction for special education services
- IEPs are held virtually
- Alternatives to online learning have been provided to families when appropriate
- Increase in parent/family contact
- Curriculum
 - Digital assessment tools have been identified for purchase
 - Online speech curriculum to be purchased pending Board approval
 - Technology purchases for instruction
 - Weekly curricular training for teachers and paraeducators

Supporting English Learner students

- Assurances for supported designated and integrated ELD for all EL and struggling reclassified students
- Imagine Learning (an online instructional support tool for English language development) for all ELs (including struggling reclassified students)
- Accelerated supports for newcomers to include tutoring, additional language acquisition support, social/emotional support
- Continuing partnership with the Office of Family and Community Engagement to ensure families are connected to school to support their student's progress

Supporting Foster Youth students

- **Case Management:** FYS Individual Case Managers (ICMs) work with students and their support team to provide individual and group interventions based on the student's Educational Success Plan. ICM services include: Academic Planning, School-based Behavioral Support, Resources and Referrals, Post-secondary Support, and Independent Living Skills Development.
- **School Transitions:** FYS Program Assistants assist with immediate enrollment and timely transfer of school records.
- **Academic Interventions:** FYS Paraeducators and contracted services with Total Education Solutions provide weekly individualized tutoring services.

Supporting students experiencing homelessness

- **Case Management:** Student Support Center (SSC) case managers work with families and unaccompanied homeless youth to verify homeless status, provide information and referrals to community resources, and distribute program resources. The SSC social worker provides individual assessments, interventions, and resource referrals for unaccompanied youth and youth with complex needs (mental health, behavior, and discipline).
- **School Transitions:** SSC staff assist with immediate enrollment, acquiring health and identification documentation, and timely transfer of records.
- **Graduation Exemption Eligibility and FAFSA Homeless Verification:** Students in grades 11-12 receive a transcript review and notification of eligibility.

Strong family connections

Communication with Families

- Positive phone calls home
- Bridge Virtual Visits
- Positive postcards and emails home
- Virtual parent meetings
- Family Resources Website
- Talking Points Communication App
- Support for schools

Resources for Families

- Translated videos on on various distant learning platforms
- Parent Vue videos on how to sign-up
- Family Resources Website
- Virtual Family Wellness Series
- Virtual Office Hours 4-6pm T/Th (includes various language interpretation)

Ongoing training and support for staff

Major Topics for Professional Learning:

- Technology (platforms, tools, resources)
- Distance Learning Pedagogy to include High Quality Instruction
- Social Emotional Learning
- Racial Justice and Equity
- Early Literacy
- K-12 Assessments (Including trainings on our assessment system, *Illuminate*)
- Family engagement and virtual home visits

Meeting instructional technology and connectivity needs

- As of October 1:
 - 42,500 Chromebooks have been assigned
 - 2,500 hot spots have been assigned - helping 3,600 students
 - 3,000 web cams deployed to staff
 - 4,000 monitors being ordered
- 750 hot spots available and will receive another 1,200
- 21,000 Chromebooks arrived and are being distributed to schools now
- 4,000 laptops for staff will be ordered
- Waiting on 2,000 touch Chromebooks for PreK and TK

Continued data collection

Past Surveys

- | | |
|----------------------------------|----------------|
| • Connectivity and Communication | April 2020 |
| • Distance Learning Reflection | May 2020 |
| • Parent Input and Preference | June 2020 |
| • EGEA, AFSCME, EGTEAMS Concerns | June/July 2020 |
| • Learning Continuity Plan | August 2020 |

Continued data dollection

Planned Surveys - to date

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| • DL Fall 2020 & LCP/LCAP Needs Survey
(student, parent, staff) | Oct/Nov 2020 |
| • DL Winter 2021 Student/Parent Survey | Jan/Feb 2021 |
| • DL Spring 2021 Student/Parent Survey
2021 | May/June |

Use of stakeholder feedback

Main themes that have emerged thus far:

- Reduce the length of synchronous instruction (Parents, Staff, Students)
- Create regular opportunities for students to obtain extra help from teachers or ask questions (Parents, Staff)
- Have empathy and support for the constraints/needs of parents and teachers (Parents, Staff)
- Maintain timely communication with both students and families. (Parents, Staff)
- Monitor student mental health at the classroom level (Parents, Staff)
- Hire and train more counselors and mental health professionals, and allow more students access to these professionals (Staff, Students)

Comprehensive program evaluation

Outputs

- Instruction Time (Google/Zoom analytics)
- Instructional Practices (Student/Parent Surveys, FONT observations)
- Assessment Practices (Illuminate Test Participation)
- Observation Practices (Google/Zoom analytics, FONT observations)

Outcomes

- Student (Attendance from Synergy)
- Student Engagement (Student/Parent Surveys)
- Student Satisfaction (Student/Parent Surveys)
- Social Emotional Learning (SEL Surveys)
- Student Academic Performance (Illuminate, SBAC, ELPAC)

Adhering to principles of continuous improvement

- Input-output-outcome data analysis
- Gap and cause analyses
- Determination of improvement actions