

Fall 2020

Distance Learning and LCAP Needs Survey Results and Next Steps

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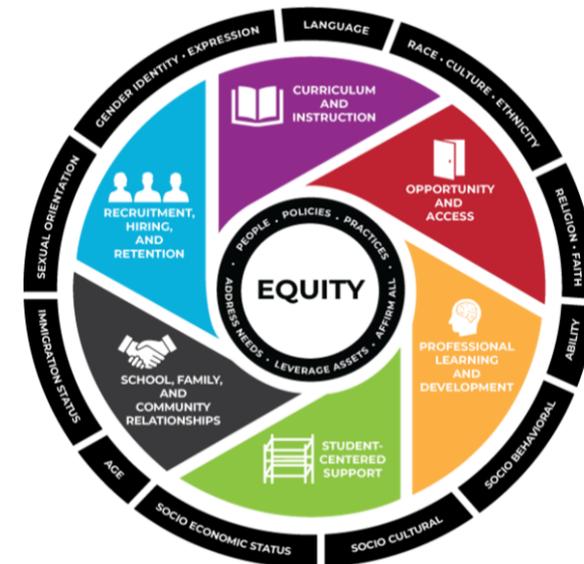
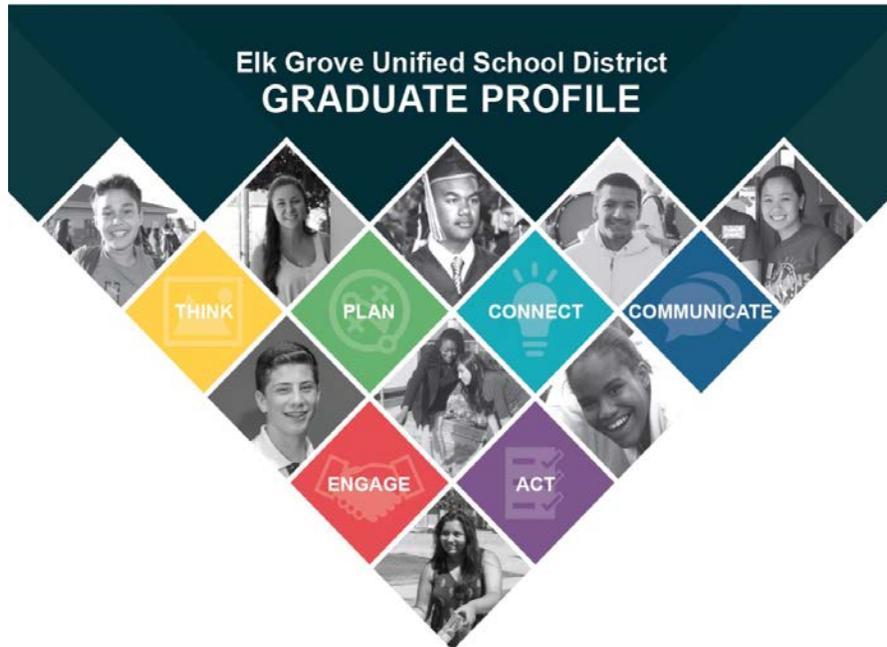
EGUSD Board of Education Meeting

February 2, 2021



EGUSD Strategic Goals

- High-Quality Curriculum & Instruction**
 All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
- Student Assessment & Program Evaluation**
 All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
- Wellness**
 All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
- Family & Community Engagement**
 All students will benefit from programs and services designed to inform and involve family and community partners.



Educational Equity

Educational equity is defined as both a **process** and an **outcome** (Putnam-Walkerly & Russell, 2016):

- The **process** of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The **outcome** whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, ability, gender, and socioeconomic status.

Purpose of DL and LCAP Needs Survey

- Evaluate services provided under the district's 2020-21 Learning Continuity and Attendance Plan (LCP)
 - Synchronous learning
 - Asynchronous learning
 - Meeting academic needs
 - Devices and connectivity
 - Social-emotional and mental health
- Solicit feedback to inform district and site LCAP development
- Assess overall satisfaction with distance learning, monitor change from spring 2020
- Assess student engagement, monitor change from spring 2020

Survey Administration

- Primarily web-based
- Supplemented by targeted phone banking for parents without email addresses
 - 26 callers across multiple departments called ~1600 parents
- Open from Nov. 16 through Dec. 14
- Data collected from students, parents, teachers, administrators, and service providers (e.g., mental health therapists, psychologists, counselors, etc.)
 - Students in grades 5-12 only

Survey Respondents

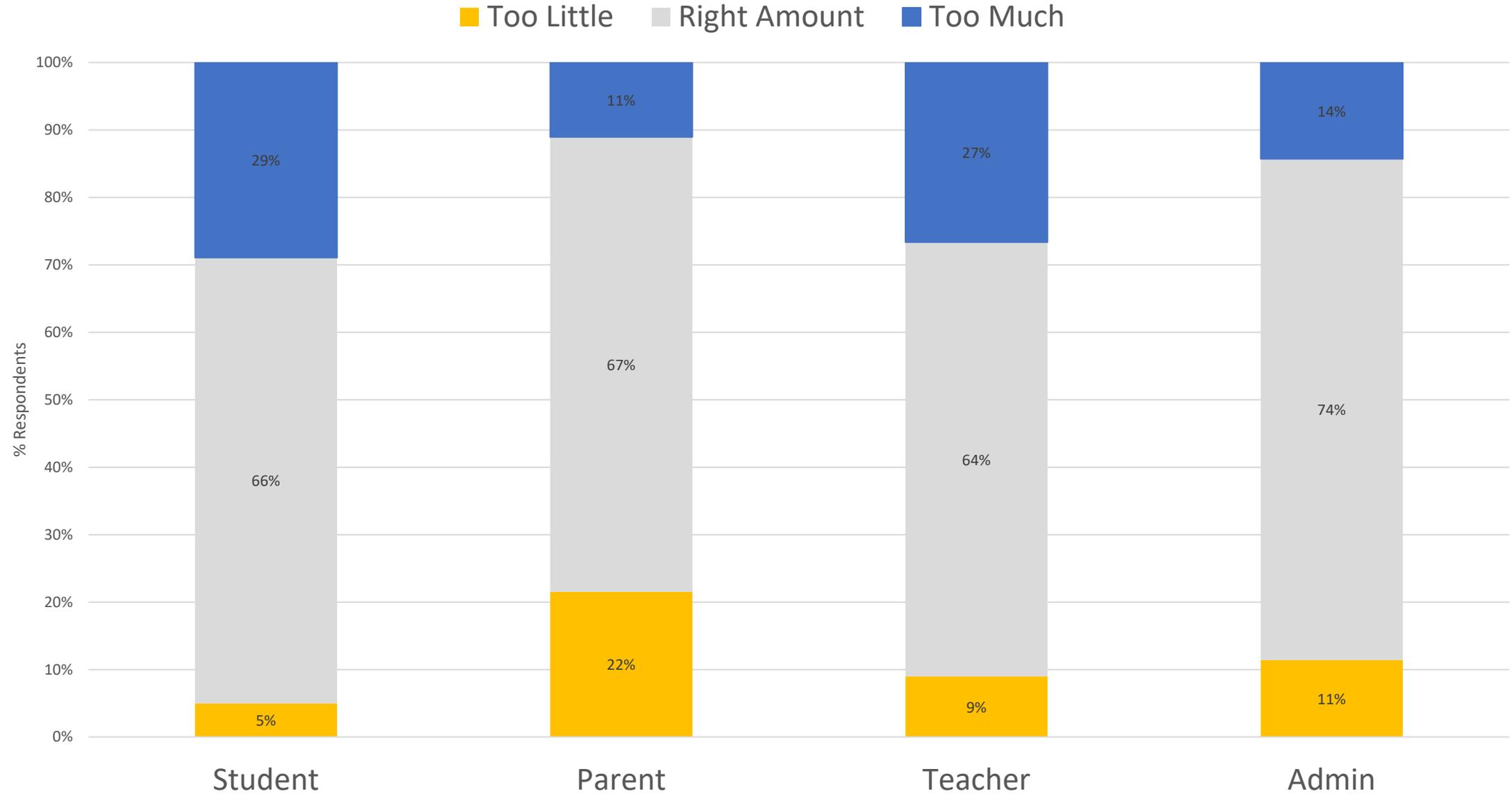
Students	Parents	Teachers	Admin.	Service Providers
17,314 Responses 41% of Enr.	5,049 Responses ~ 14% of Families	1,960 Responses ~60 % of Teachers	129 Responses ~78% of Admin.	138 Responses ~78% of Providers
Survey Length: 27 Questions ~ 5 minutes	Survey Length: 27 Questions ~ 4 minutes	Survey Length: 21 Questions ~ 3 minutes	Survey Length: 20 Questions ~ 3 minutes	Survey Length: 15 Questions ~ 2 minutes

Results – Highlights

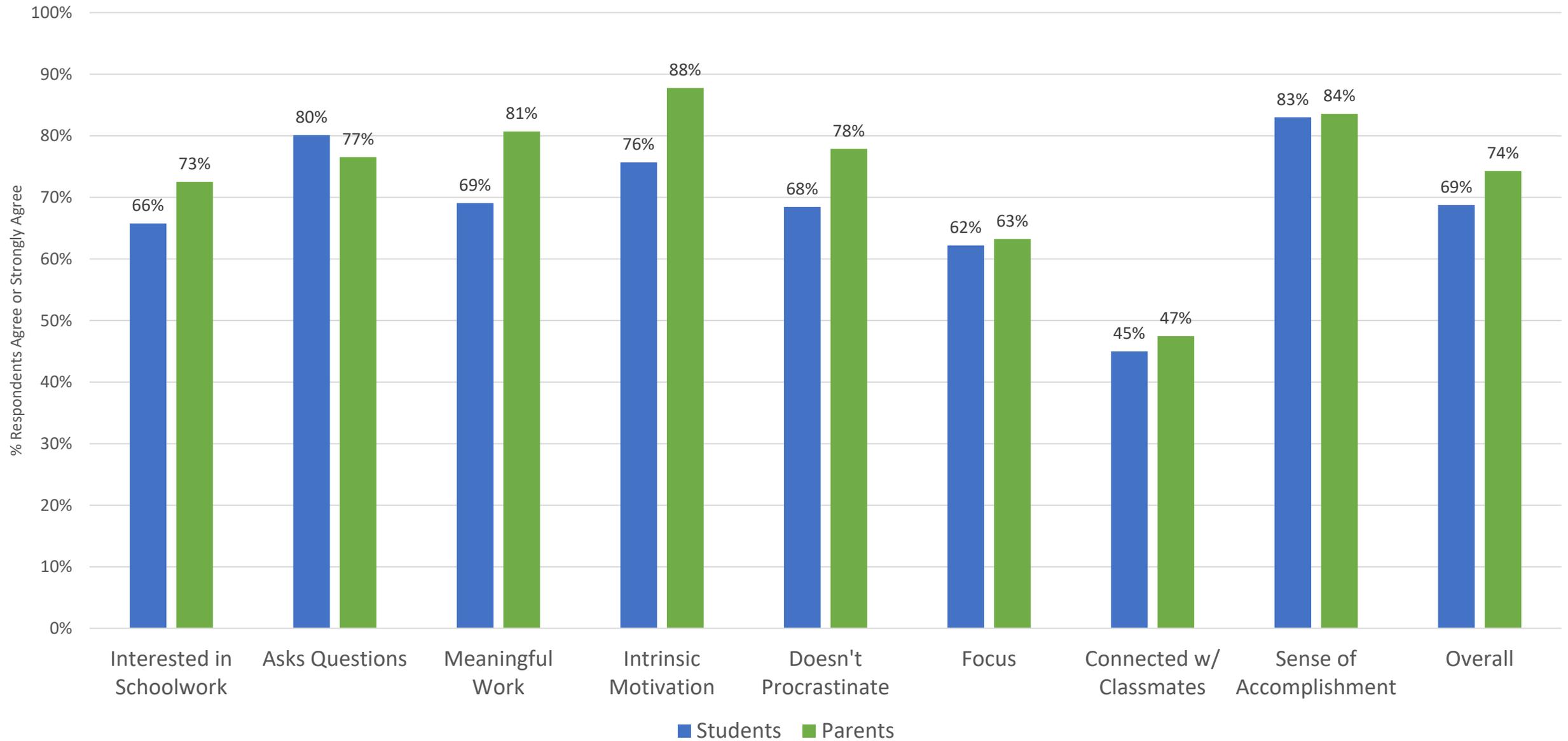
- Near universal satisfaction with services delivered under LCP – with the exception of support for social-emotional skills and mental health
- Student satisfaction and engagement remains high and largely unchanged since spring
- Parents report significantly higher levels of satisfaction, student engagement, and positive experiences since the spring
- Parents and students most concerned about social-emotional and mental health
- Teachers and administrators most concerned about academics
- Teachers more positive about distance learning experience than spring

Key Measures Compared Across Respondent Groups

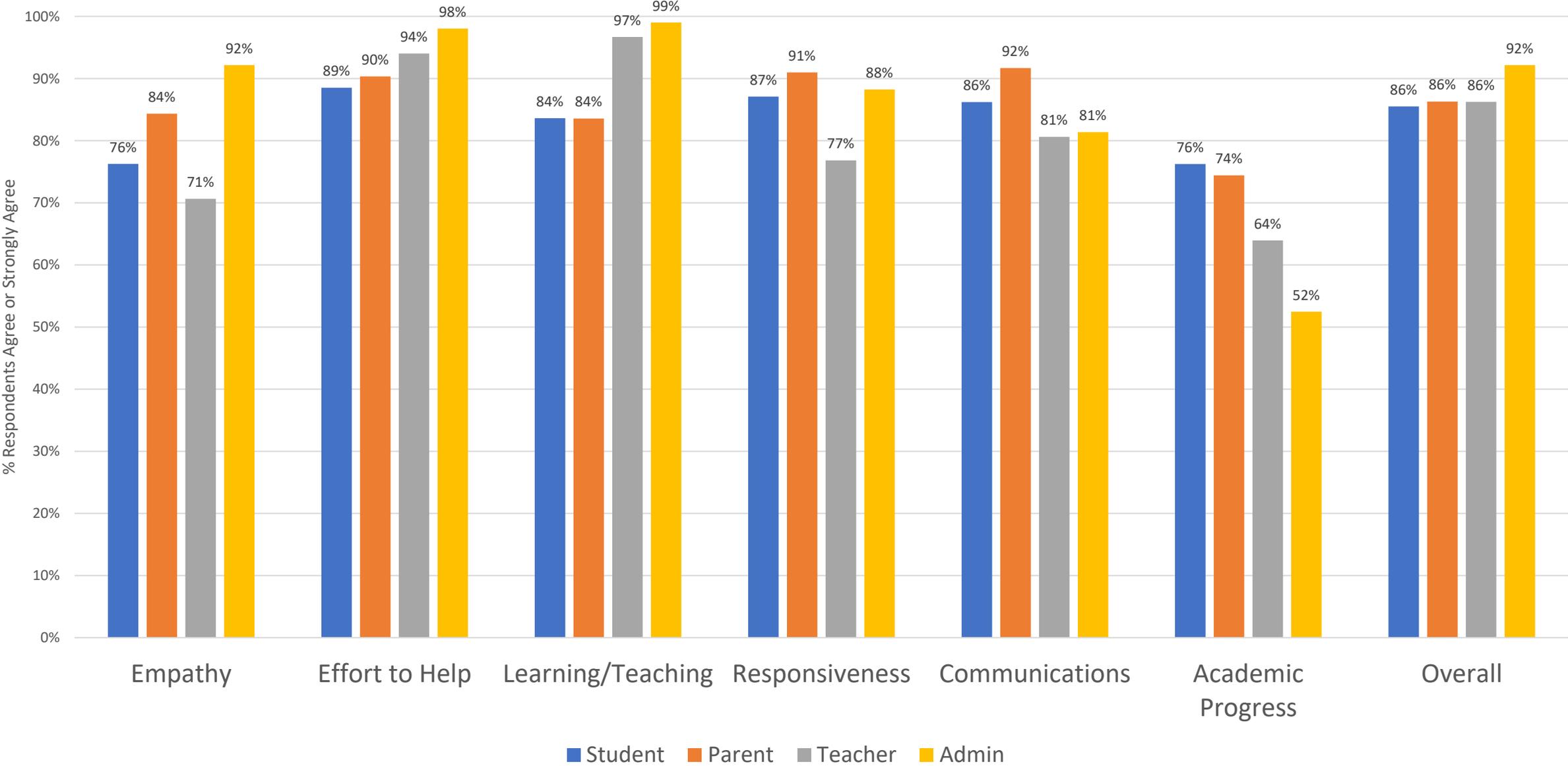
Time Spent on Live Instruction - November 2020



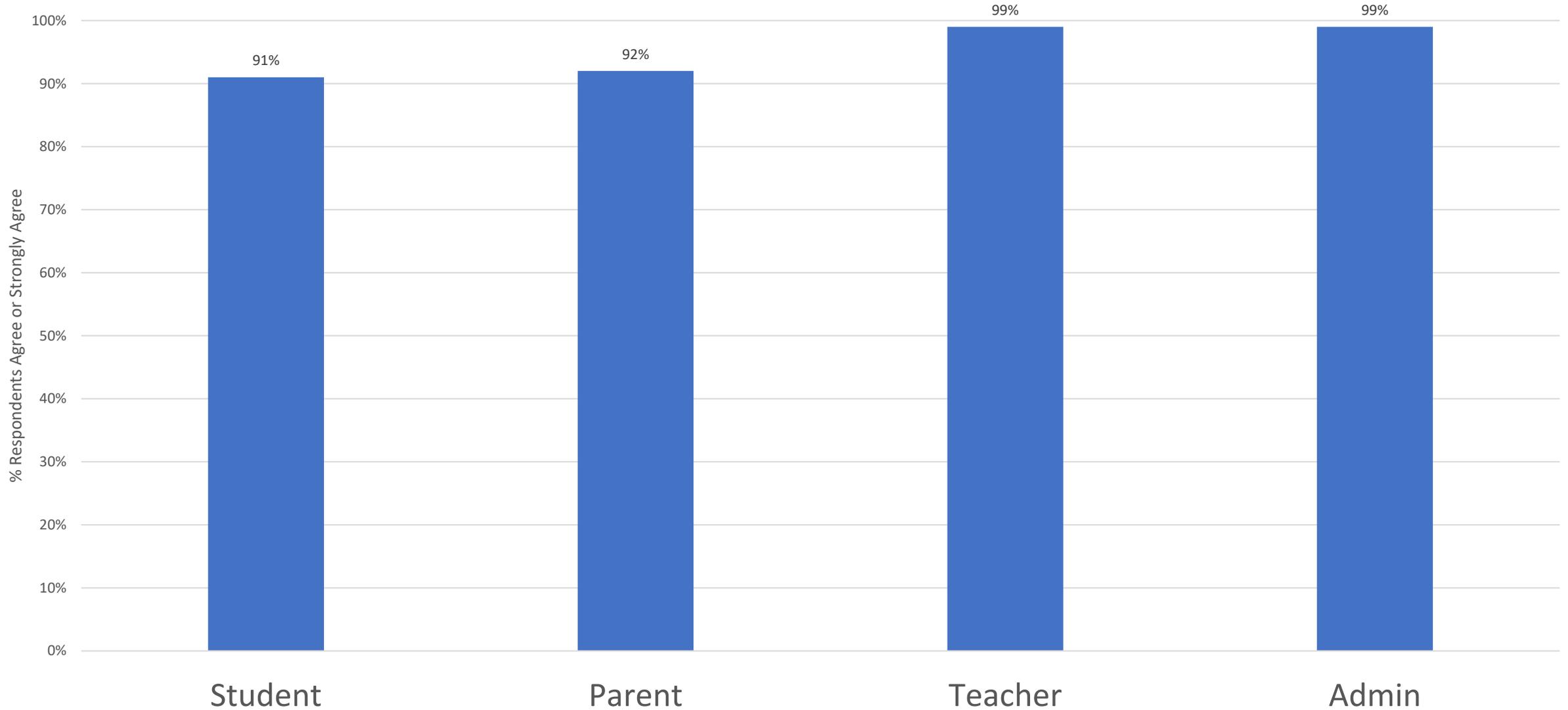
Student Engagement under Distance Learning - November 2020



General Satisfaction under Distance Learning - November 2020

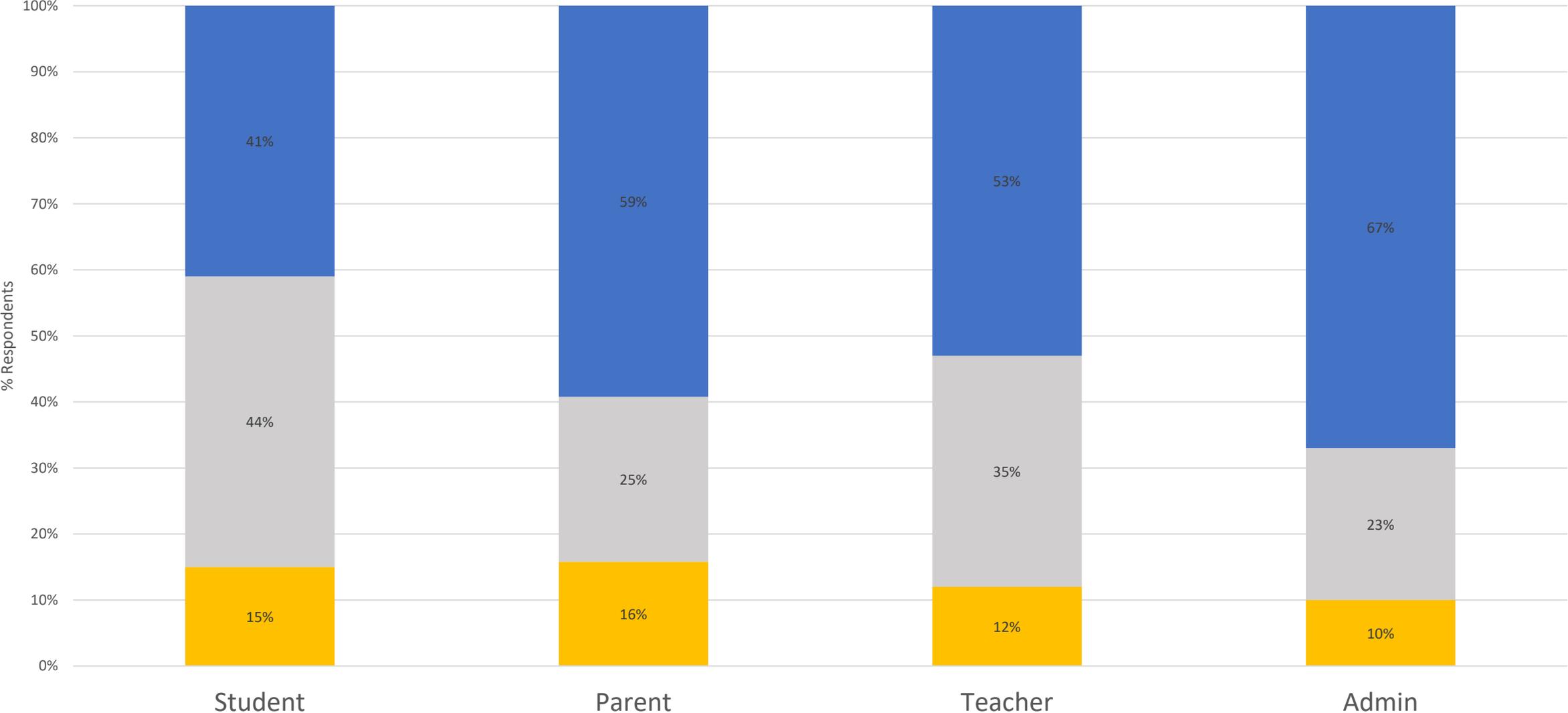


Teachers Improving Instruction Under Distance Learning November 2020



Overall Experience During Distance Learning - November 2020

■ Negative ■ Neutral ■ Positive



Detailed Results

Student Results

- 9 out of 10 students are satisfied with:
 - Live instruction
 - Teacher support outside classroom
 - Specific educational needs met
 - Devices and connectivity
- 77% satisfied with how schools have helped meet needs around friendships, emotions, and mental health
 - Satisfaction diminishes with increase in grade level: 85% in 5th grade down to 67% in 12th
 - English learner students reported highest at 88%

Student Results

- 69% of students highly engaged with distance learning
 - Essentially unchanged since spring (68%)
 - Diminishes with increase in grade level: 85% in 5th to 53% in 12th
 - Strongest area for engagement was sense of accomplishment with schoolwork (83%), unchanged since spring (83%)
 - Weakest area for engagement was sense of connection between students (45%), slightly increased since spring (42%)
 - Among race/ethnicity: Asian students report highest (73%) while African American report lowest (63%)
 - Among student groups: EL students report highest (81%) while homeless students report lowest (61%)

Student Results

- 86% of students generally satisfied with distance learning
 - Unchanged since spring (86%)
 - Diminishes with increase in grade level: 91% in 5th to 76% in 12th
 - Strongest area for satisfaction was sense of effort to help from the school (89%), increased since spring (82%)
 - Weakest areas for satisfaction were empathy from the school and satisfaction with academic progress (both 76%), increased or about the same from the spring (71% and 77%, respectively)
 - Among race/ethnicity: Asian/Filipino students report highest (90%) while African American report lowest (79%)
 - Among student groups: EL students report highest (92%) while homeless students report lowest (69%)
- 41% of students report an overall positive experience during distance learning, while 15% report negative
 - Increase from 37% positive in spring

Parent Results

- 9 out of 10 parents are satisfied with:
 - Live instruction
 - Teacher support outside classroom
 - Specific educational needs met
 - Devices and connectivity
- 68% satisfied with how schools have helped meet student needs around friendships, emotions, and mental health
 - Parents of English learner students reported highest at 88%

Parent Results

- 74% of parents report students highly engaged with distance learning
 - Increased since spring (64%)
 - Strongest area for engagement was sense of student effort (88%), increased since spring (74%)
 - Weakest area for engagement was sense of connection between students (47%), increased since spring (33%)
 - Among race/ethnicity: Filipino parents report highest (88%) while White report lowest (64%)
 - Among student groups: parents of EL students report highest (87%) while parents of special education students report lowest (64%)

Parent Results

- 86% of parents satisfied with distance learning
 - Increased since spring (77%)
 - Strongest area for satisfaction was sufficiency of school communication (92%)
 - Weakest area for satisfaction was academic progress (74%), increased from the spring (56%)
 - Among race/ethnicity: Asian/Filipino students report highest (95%) while White report lowest (81%)
 - Among student groups: parents of EL students report highest (93%) while parents of special education students report lowest (80%)
- 59% of parents report an overall positive experience during distance learning while 16% report negative
 - Increase from 40% positive in the spring

Teacher Results

- 9 out of 10 teachers are satisfied with:
 - Their own live instruction
 - SEL and mental health services
 - Devices and connectivity
- 8 out of 10 teachers are satisfied with
 - Support for students outside of regular classroom
 - Student academic progress
 - Devices and connectivity for teachers

Teacher Results

- 86% of teachers satisfied with distance learning
 - Decreased slightly since spring (89%)
 - Strongest area for satisfaction was improving practice (97%), increased from the spring (91%)
 - Weakest area for satisfaction was student academic progress (64%), increased from the spring (43%)
- 53% of teachers report an overall positive experience during distance learning while 12% report negative
 - Increase from 35% positive in the spring

Administrators Results

- Administrators are highly satisfied and positive about almost all aspects of distance learning
 - The exception is that administrators worry about meeting student educational needs (76%) and satisfaction with academic progress (52%)

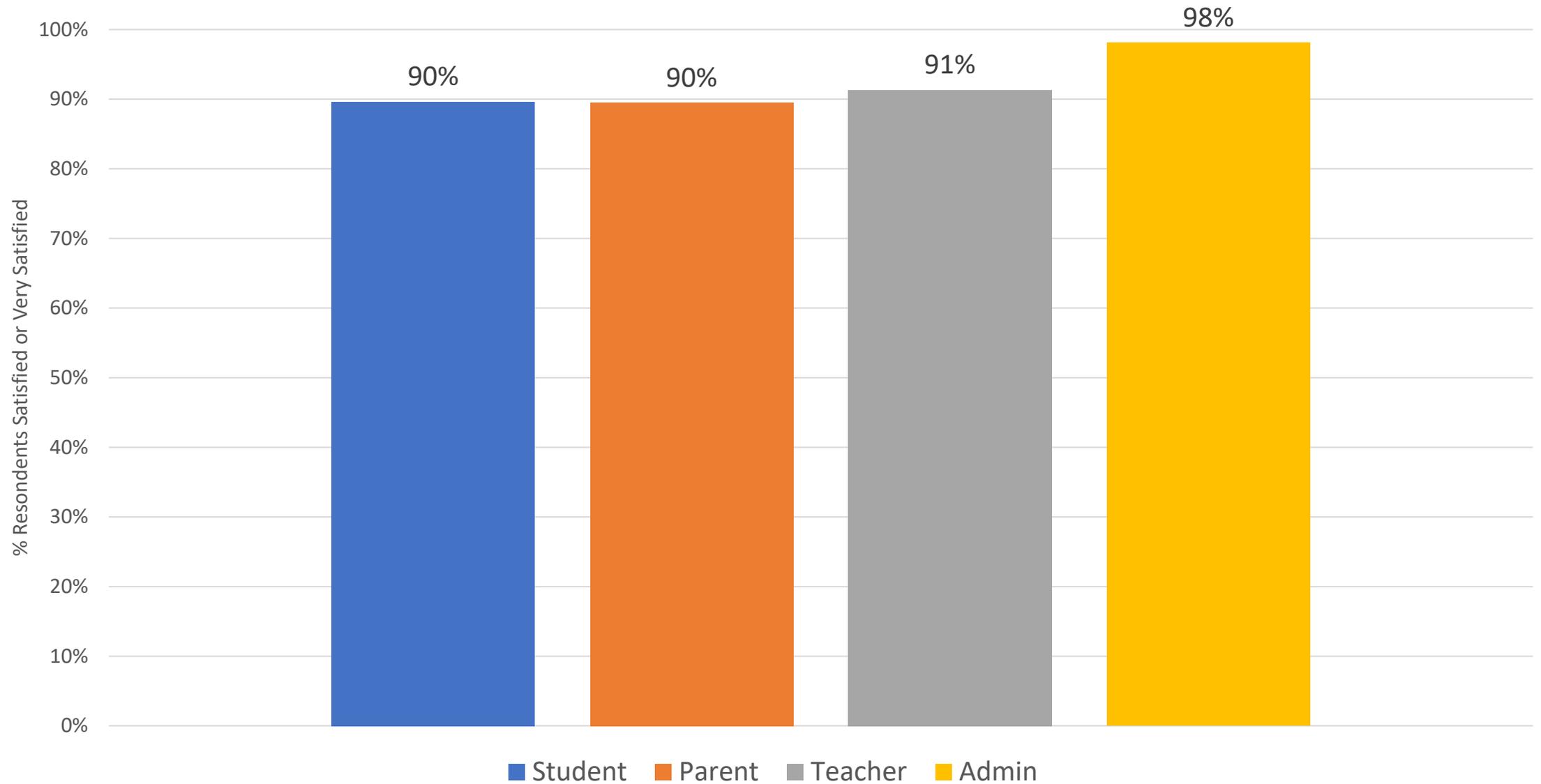
Related Service Provider Results

- Service providers (e.g., Social Workers, Counselors, Psychologists etc.) are generally highly satisfied with services provided, but are less positive about their distance learning experience overall (in particular Psychologists and Speech/Language Pathologists)

Suggestions to Improve

LCP Satisfaction under Distance Learning - November 2020

Live Instruction

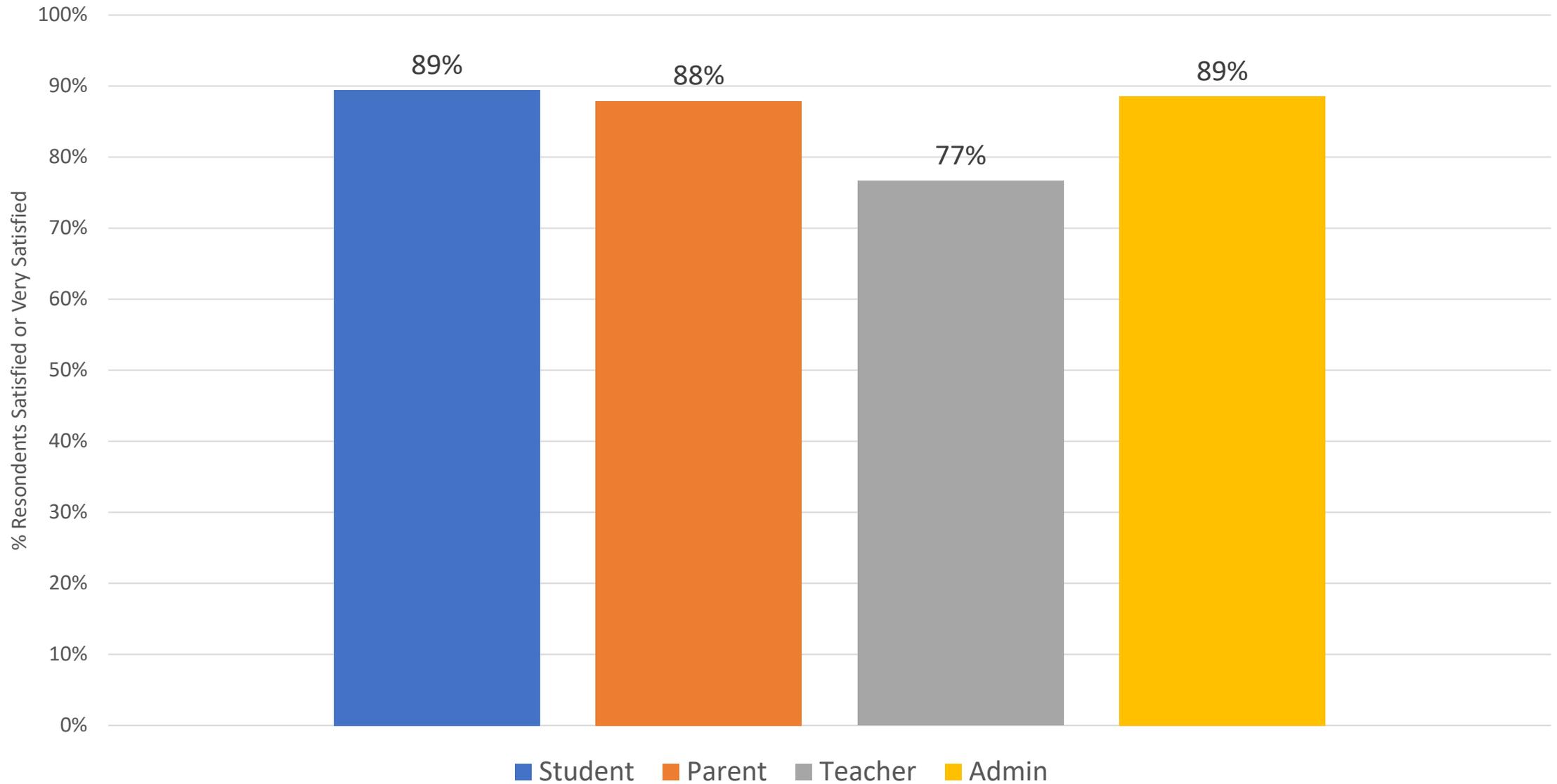


LCAP Needs: Live Instruction

In your response you indicated you were dissatisfied with how teachers are doing live teaching through Zoom and/or Google Meet. How might the school improve in this area?

- Reduce the number of hours on Zoom. (Students, Staff)
“Have less hours on zoom meetings. So many hours everyday have become draining.” (Student)
- Offer authentic live instruction from teachers and use fewer videos. (Parents)
“Some of the high school teachers are just putting work and slides up for the students to learn on their own-no actual teaching.” (Parent)
- Be more understanding about deadlines and tardiness. (Parents)
“Do not allow teachers to assign homework due the same night or on weekends. Students would never be required to turn in assignments on the weekend or in the evening if they were doing live instruction.” (Parent)
- Utilize the full synchronous instruction time for teaching. (Parents)
“Many teachers end the class well in advance of the scheduled time leaving us to wonder how a whole semester of work can be covered in one quarter of time. We feel as though our child is being provided a fraction of an actual education.” (Parent)
- Maintain a professional and respectful demeanor with students during instruction. (Parents)
“I don’t think the teachers were as kind as they should have been. I can only imagine how they talk to the kids when we are not around. There were issues that should be addressed with parents, not with the entire class.” (Parent)

LCP Satisfaction under Distance Learning - November 2020 Opportunities for Connections between Teachers and Families



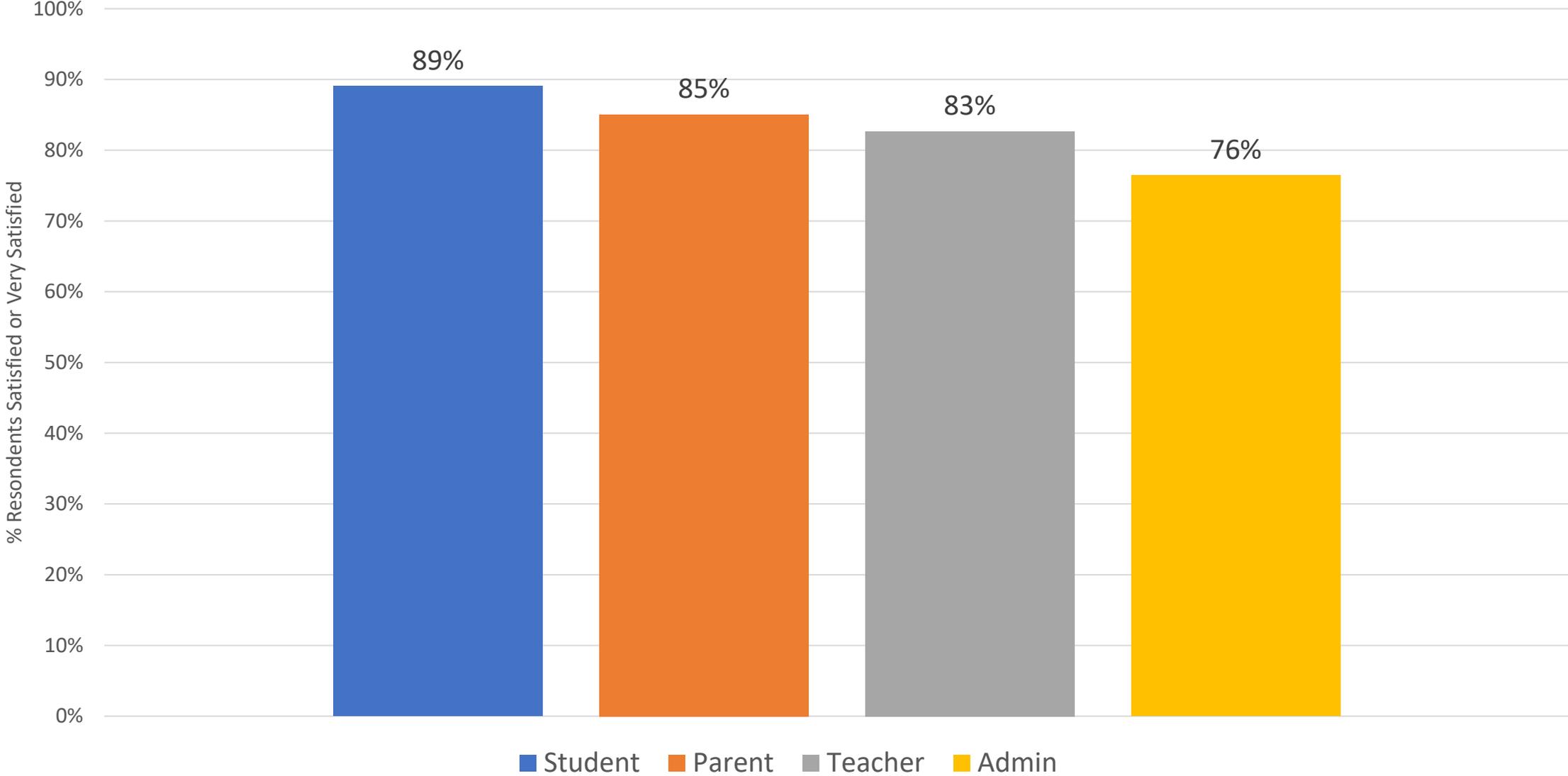
LCAP Needs: Opportunities for Connections between Teachers and Families

In your response you indicated you were dissatisfied with the opportunities for teacher-family connections outside of the regular classroom time for additional information and support. How might the school improve in this area?

- Offer more opportunities for tutoring and academic support. (Students, Parents, Staff)
“Some teachers don't have office/tutoring hours, or they use all the guided practice time for instruction so there is no time to ask for help.” (Student)
- Respond to emails in a timely manner. (Students, Parents)
“In my experience getting in contact with most teachers was a challenge. I would email and not get timely responses if any at all.” (Parent)
- Be sensitive to students who may wish to speak privately to teachers. (Students)
“It's kind of hard to communicate with the teacher privately.” (Student)
- Provide timely feedback to parents regarding student performance. (Parents)
“My kids do a ton of work on the computer. I am not getting any of it back with grades or feedback. So, I don't know how they are doing on assignments and where they need help.” (Parent)
- Have teachers be proactive and accountable about reaching out to families. (Staff)
“There should be language that makes the Distance Learning and Family Communication time mandatory, or we need metrics to show how many students are receiving support during this time.” (Staff)

LCP Satisfaction under Distance Learning - November 2020

Meeting Students' Academic Needs



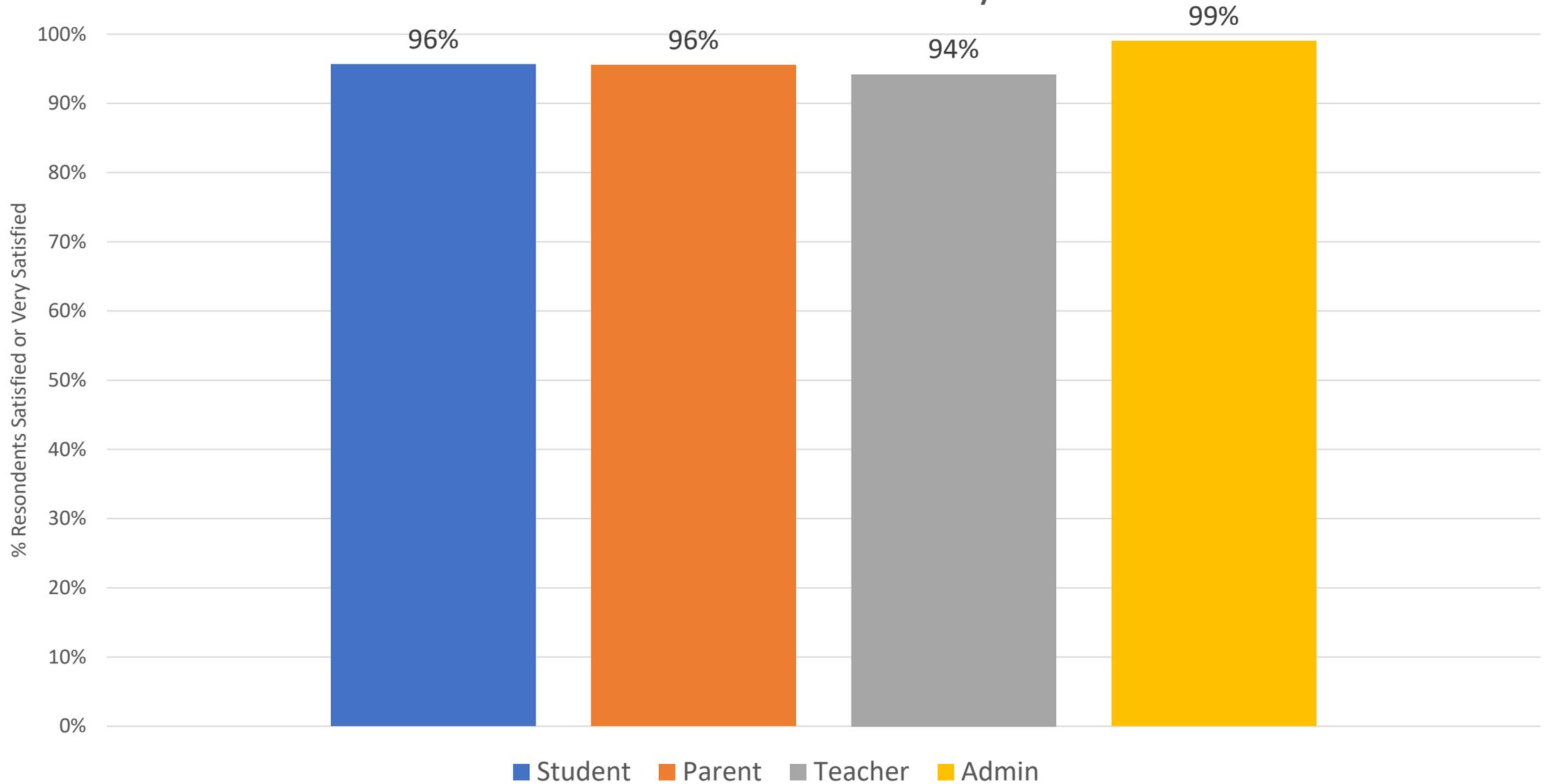
LCAP Needs: Meeting Students' Academic Needs

In your response you indicated you were dissatisfied with how the school is meeting students' specific academic needs. How might the school improve in this area?

- **Reduce the workload assigned to students. (Students, Parents)**
"I just feel like we get way more work online than actual school." (Student)
- **Use varied teaching methods to engage students. (Students)**
"I think my classmates and I could really benefit from more interactive ways of learning over zoom/google meet, like PearDeck or even just some presentations and some collaborative classwork." (Student)
- **Communicate in-depth explanations and clear instructions to students. (Students)**
"Have the teachers explain things more carefully." (Student)
- **Tailor instruction to meet students' academic needs. (Parents)**
"By identifying kids that need extra help and the kids that are above the class, in order to guide them on how they can learn without falling behind or losing interest because they are bored listening same lecture." (Parent)
- **Provide resources to support parents. (Parents)**
"Maybe if the teacher can explain or email a link to so parents can find and read about these things so they can better understand and help their kids understand better." (Parent)
- **Offer additional help for students with special needs. (Parents)**
"Children with special needs are being left behind. while speech and OT may be conducted virtually, there is very little support in the classroom. Our para joins breakout groups and she is wonderful but I also need strategies as a parent to better support my child." (Parent)

LCP Satisfaction under Distance Learning - November 2020

Devices and Connectivity



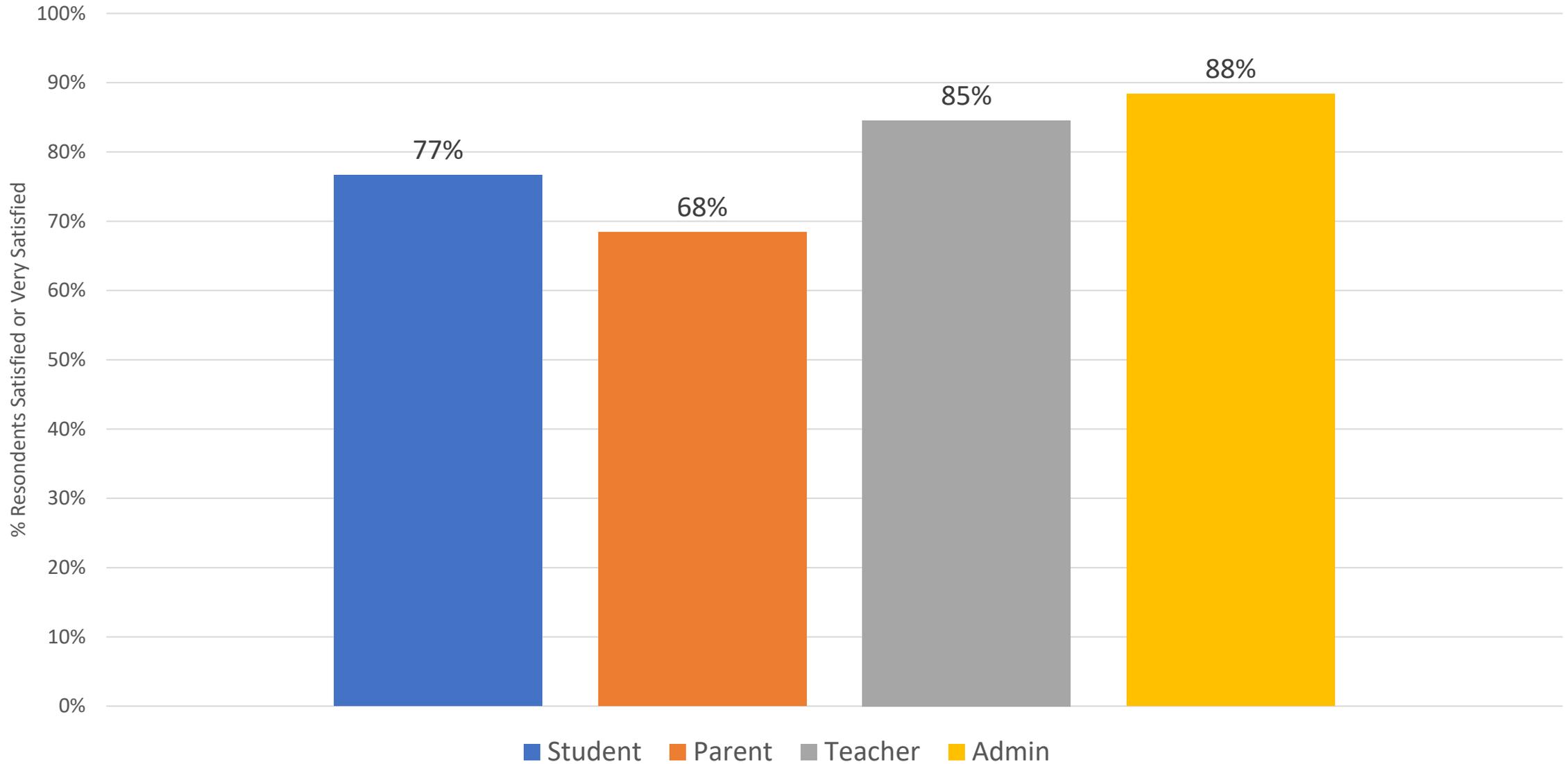
LCAP Needs: Devices and Connectivity

In your response you indicated you were dissatisfied with how the district and school have provided Chromebooks and hotspots for distance learning. How might the district/school improve in this area?

- Improve the reliability of district-issued Chromebooks and hotspots for students. (Students, Parents, Staff)
“I still have students that can't connect and don't have proper working Chromebooks.” (Staff)
- Provide students with easy and equal access to Chromebooks and hotspots. (Students, Parents, Staff)
“Many, many of my students did not have hotspots and needed them, and they did not even know about them/how to get them.” (Staff)
- Improve technical support for families and staff (Students, Parents, Staff)
“There too many students who still have internet connection issues and most of them are the ones with hotspots. Chromebooks are constantly having issues and our District Tech Team expects teachers do their job for them instead providing the necessary tech support families and students need.” (Staff)
- Provide teachers with adequate equipment to deliver high quality distance teaching. (Staff)
“Chromebooks are very limiting and not an efficient tool for teachers to use with so many applications and bandwidth needs. A device with more processing capabilities is more appropriate to successfully implementing distance learning.” (Staff)
- Improve connectivity for teachers, particularly in the classroom. (Students, Staff)
“Poor wifi and internet connectivity in the classroom. Drops zoom meeting every 5 minutes. Have to zoom from home for stable internet.” (Staff)

LCP Satisfaction under Distance Learning - November 2020

Student SEL and Mental Health



LCAP Needs: Student SEL and Mental Health

In your response you indicated you were dissatisfied with how the school is meeting students' needs around friendships, emotions, and mental health. How might the school improve in this area?

- **Build in opportunities for peer interaction during class. (Students, Parents)**
“They can improve in this area by letting us (kids) talk to each other more. And we barely have time also because as soon as we are done with class we have to leave. Can't we just like talk for a while with each other?” (Student)
- **Implement school-wide efforts to support emotional and mental health. (Students, Parents, Staff)**
“My son struggles with school and now it's so much worse. He is depressed and wants to give up. Why doesn't the school have counselors reaching out to kids that are obviously falling behind. These kids are mentally exhausted and physically detained.” (Parent)
- **Create regular opportunities or clubs for students to socialize online. (Parents)**
“Maybe have social groups such as lunch bunch or even different clubs. The district can have someone come in and talk about social emotional issues or concerns.” (Parent)
- **Provide more social-emotional learning resources for teachers, students, and families. (Staff)**
“I haven't received many resources for social emotional and mental health needs to share with my class. I think it would be beneficial for all students and families to have multiple resources for social emotional and mental health needs/growth.” (Staff)
- **Adjust expectations of teachers and students in the distance learning environment. (Staff)**
“I know staff members are doing everything they can. But the insistence to keep focusing on tests and scores and not modifying benchmarks EVEN though students are doing their best to learn in a pandemic makes me very disappointed and sad. I wish that the expectations had been modified so we could focus more on SEL and less on hitting the perfect benchmarks, pretending like we aren't in a pandemic.” (Staff)

Key Takeaways Revisited

- Generally high degree of satisfaction from all respondents, both about LCP services specifically, and more generally
- Everyone agrees that instruction has improved; however
 - Concern persists among staff about academic progress of students
 - Student engagement measures remain flat from the spring
- Families worry about student social-emotional and mental wellbeing
- Most students feel disconnected from classmates

Monitoring Student Outcomes

- Attendance
- GPA
- Credit accumulation
- Interim benchmark scores
- Student discipline
- Social-emotional Learning

Using feedback for continuous improvement

- Survey data and student outcome measures are used to analyze and continuously improve all aspects of Distance Learning:
 - Staff professional learning and development
 - Lesson design and delivery
 - Support service design and delivery
 - Student assessment
 - Student and parent feedback and communications
 - Instructional technology
 - Technology connectivity

Moving Forward

- The survey data was extremely valuable in informing our Distance Learning practices and it is equally as valuable in support of our planning moving forward this spring and into next year.
- We want to use this opportunity to provide an update on our plan to safely return students to school.

We have a plan

1. Learning Options
2. Criteria for a safe return to school
3. How all can support a safe return to school
4. Safety protocols and signage, personal protective equipment (PPE), and sanitation protocols in place
5. Classrooms are ready to accommodate social distancing and instructional technology
6. Teacher support and preparation
7. Continued collaboration with all bargaining units
8. Communications

Learning Options

- Distance Learning
 - Will remain an option for all who are interested
- In-Person Concurrent Model
 - A combination of in-classroom (two days per week) and home distance learning
 - Students keep their same teacher and calendars including year-round schools
- Phase-in implementation of the In-Person Concurrent Model:
 - All PreK-3 students - general and special education and Jessie Baker School, 2 weeks after reaching the red tier
 - All 4-6 grade students and self-contained special education in grades 4-12, the following week
 - All 7-12 grade students, 1 week after grades 4-6

Criteria for the safe reopening of EGUSD schools

- In order to reopen under the concurrent model, per the ratified agreements with bargaining units, Sacramento County must be in the red tier for at least two consecutive weeks.
- California Department of Public Health (CDPH) is who makes the official decision to move counties into lower or higher tiers.
- In order for Sacramento County to move from purple to red, Sacramento County must meet the red tier metrics for two consecutive weeks.
- Red Tier Metrics
 - Adjusted case rate must be 4-7 positive cases per 100,000 (7-day average of daily positive COVID-19 cases per 100K), AND
 - Positivity rate must be 5-8%.

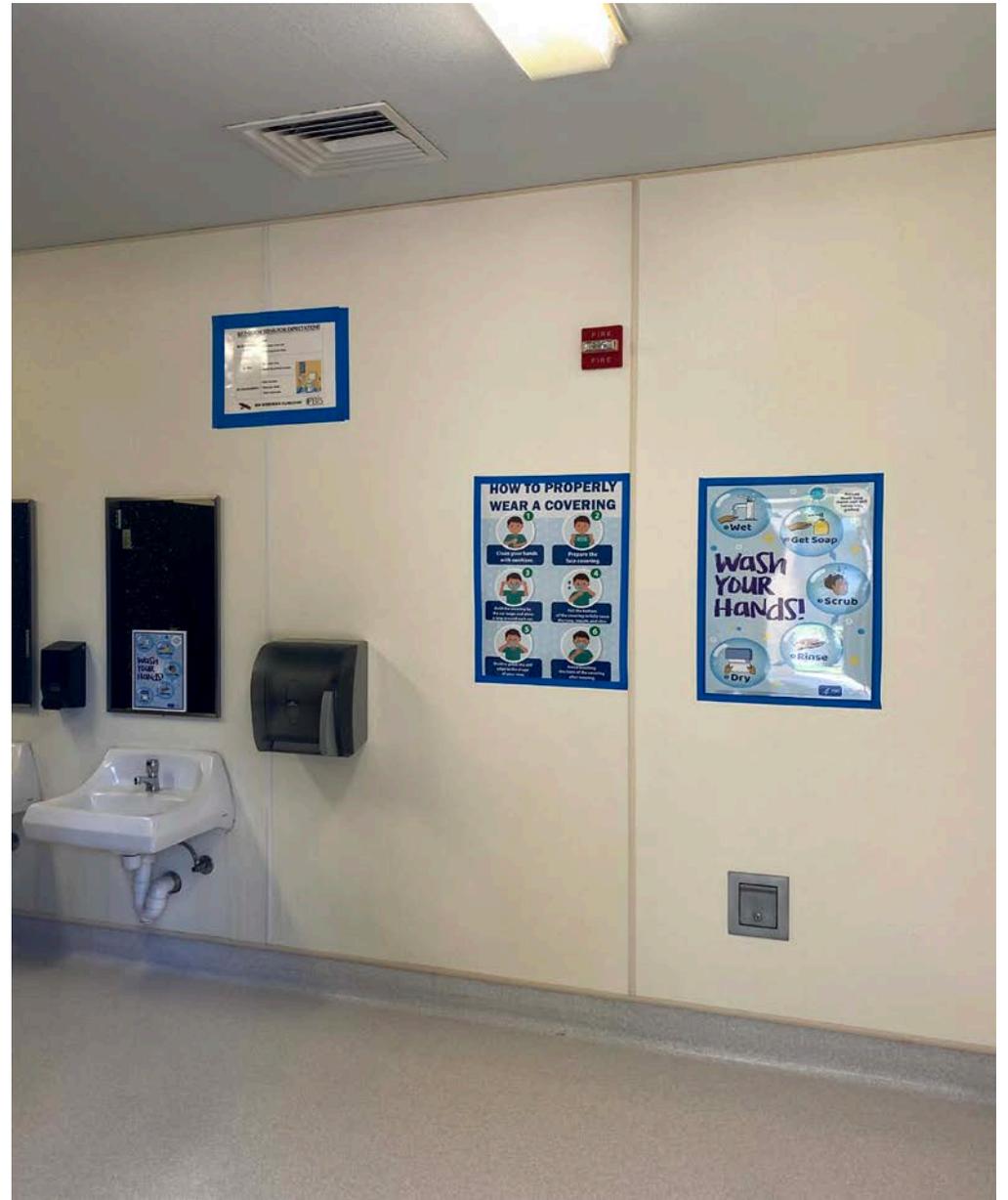
How you can support a safe return to school

- Adhere to social distancing, face coverings, and hand washing.
- Vaccines – People eligible to receive vaccines do so. We continue to work with Sacramento County Health Department on providing vaccines for employees and community distribution.
- Stay connected to your teachers, principals, and to District communications and resources.

Safety, Signage, PPE, and Sanitation

- All safety protocols are in place and trainings for students, staff, and parents are prepared.
- Signage is in place at all schools and in all needed locations.
- Personal Protective Equipment (PPE) is available for staff and students.
- Sanitation protocols are in place and being implemented.
- Higher quality air filters have been installed District-wide pursuant to CDC and CDPH guidance.





Classroom Set-Up

- Classroom set-ups focus on social distancing and safe student interaction.
- Technology is available to support both Distance Learning and Concurrent teaching and learning.
- Multiple hand-washing stations and/or hand sanitizer are in place.
- PPE has been distributed to each school and ample inventory is available centrally for replenishment.
- Cleaning and disinfection products are available and protocols have been established for proper use by staff.



Teacher support and preparation

- Teacher/administrator teams, supported by the Departments of Technology Services and Curriculum and Professional Learning, have been familiarizing themselves with technology options and instructional practices that can be used in the concurrent model.
- Ongoing training and support will be provided to teachers, staff, and administrators.

Continued collaboration with all Labor Partners

- All of our Labor Partners have been and continue to be integral to our collaborative planning and design efforts.
 - AFSCME
 - ATU
 - CSEA
 - EGEA
 - EGTEAMS
 - NUHW
 - PSWA

Communications

- We will continue to keep you fully informed of our plan and timelines.
- Learning Option Selection – We will reopen the learning option selection process available through ParentVUE for those who wish to make a change. The date is yet to be determined.
- Sources of information include:
 - <http://www.egusd.net/covid-19/>

Fall 2020

Distance Learning and LCAP Needs
Survey Results and Next Steps