La Jolla Cluster Principals' Update:

Planning Considerations for School Year 2020-2021

Prepared for July 16, 2020
Cluster Meeting

Purpose of today's update:

We recognize that we are partners in distance learning.

We recognize that the needs of clusters throughout our district vary greatly.

We recognize that we all have many more questions than answers at this time.

How can we use the strength of our cluster to secure the best outcomes for our students?

How can this unique moment in time bring our schools into closer alignment?

We want to share with you some of our initial wonderings about the upcoming year and spark further conversations that will need to be ongoing as we move forward together.

We want you to leave this webinar with an understanding that principals are thoughtfully and intentionally planning for our launch in six weeks.

School Data: What parents say* …

About the amount of work

	Not enough	Just right	Too much
Elementary	16%	49%	23%
Middle	11%	~77%**	11%
High	38%	54%	8%

About the amount of instruction

	Not enough	Just right	Too much
Elementary	37%	50%	2%
High	75%	25%	<1%

**includes "slightly overwhelmed," "managing tasks comfortably" and "slightly underwhelmed"

*informal, optional surveys provided by site principals to La Jolla Cluster families

School Data: What parents say…

- Students need more time with their teachers and more direct instruction
- Consistency across teachers and grade levels; standardized schedules and expectations for teachers
- Keeping students engaged and motivated
- Keeping up with the amount of work students received
- Supporting parents - increased burden, especially for working parents
- Managing and navigating various learning platforms
- Technology glitches/challenges
- Lack of opportunity for social interaction with peers
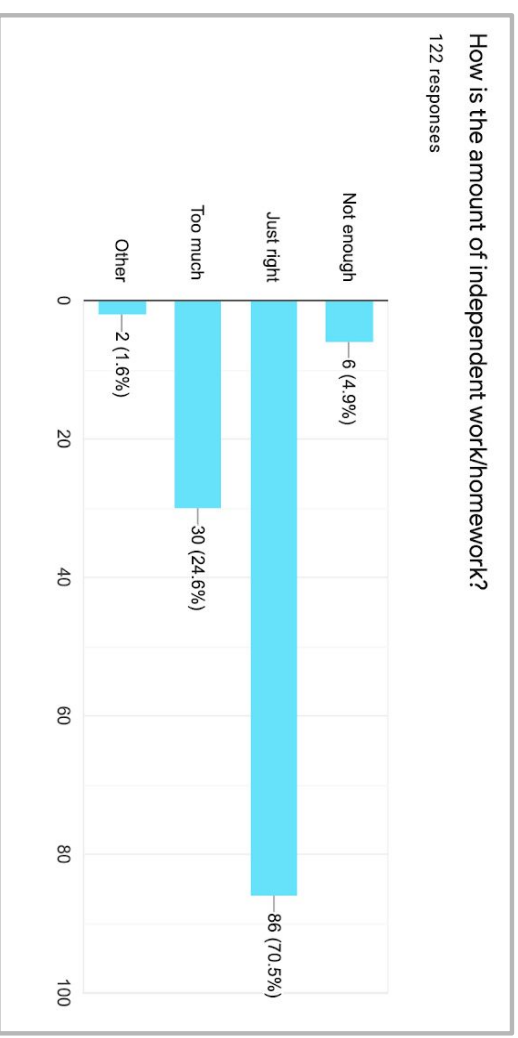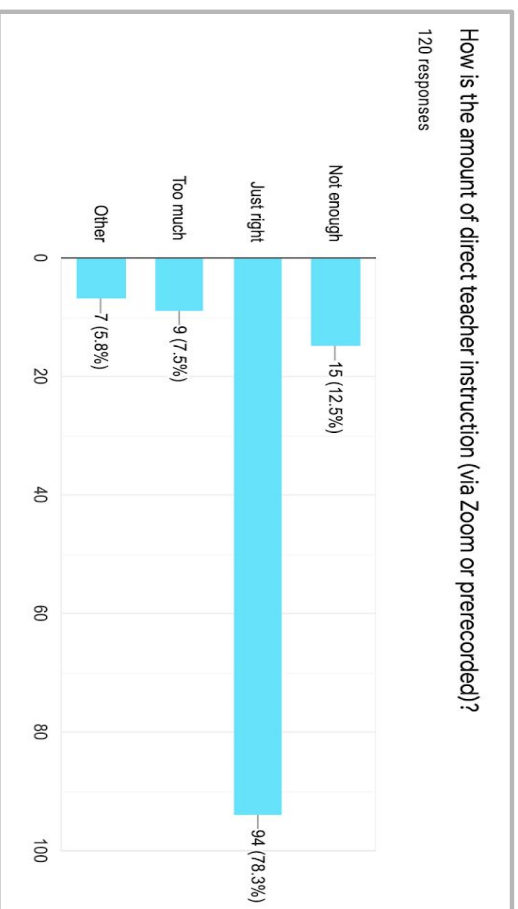- Additional feedback on assignments

School Data: What parents say…

Successes and Helpful Components of Distance Learning

- Small group instruction and breakout sessions
- Connecting with teacher and classmates
- Teacher check ins
- Flexibility for families
- Smooth transition to online learning
- Accessibility to teachers
- Caring, hard-working, committed, organized teachers
- Opportunities for student independence, enrichment, challenges
- Learning platforms and online learning programs
- District Chromebooks
- Routines/Schedules

Elementary School Data: What kids say...

Student responses to spring survey* questions:

How is the amount of direct teacher instruction (via Zoom or prerecorded)?

120 responses

Not enough	15 (12.5%)
Just right	94 (78.3%)
Too much	9 (7.5%)
Other	7 (5.8%)

How is the amount of independent work/homework?

122 responses

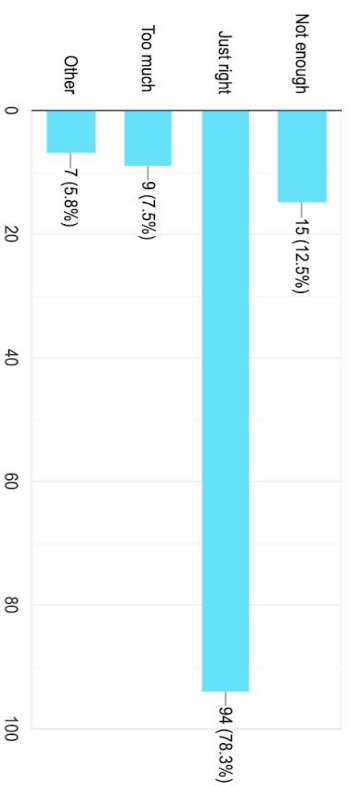|	
Not enough	6 (4.9%)
Just right	86 (70.5%)
Too much	30 (24.6%)
Other	2 (1.6%)

*informal, optional survey provided to all elementary students at school site

Elementary School Data: What kids say...

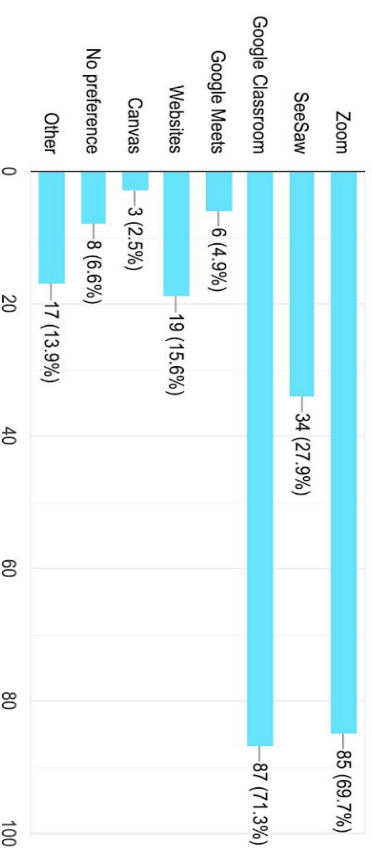Student responses to spring survey* questions:

*informal, optional survey provided to all elementary students at school site

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120 responses

Response	Count
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Just right	94 (78.3%)
Too much	9 (7.5%)
Other	7 (5.8%)

What learning platform(s) works best for you:

122 responses

Response	Count
Zoom	85 (69.7%)
SeeSaw	34 (27.9%)
Google Classroom	87 (71.3%)
Google Meets	6 (4.9%)
Websites	19 (15.6%)
Canvas	3 (2.5%)
No preference	8 (6.6%)
Other	17 (13.9%)

Elementary School Data: What kids say...

"What things would be more helpful in your distance learning experience?"

During certain breakout groups, people sometimes disrupt each other and dwindle from the subject. I think that students should talk with the teacher before hand to be the host of that breakout group, eliminating any interrupters by merely muting them.

We could have a little longer time in the meetings like 34 minutes.

Well, my experience is pretty great. I like the idea of relaxing at home while learning! So It's pretty much perfection as it is. But the quick checks, quick every few days math homework that we do, would be much better if we found a way to show our work. So instead of just getting it wrong, we could figure out how we messed up and do better next time. And that's what math is all about, I think.

Nothing, currently doing fine as it is. Don't really need anything to change it, only problems with lag/technical difficulties during zoom but you can't really fix that.

Having more small group meetings will be helpful because I can learn better when I am with less people.

if they took away how much math we do in a week.

Elementary School Data: What kids say…

I think something that is not as helpful is that our teacher cannot help us as much as she usually does.

The technical difficulties.

Don't get to see our friends in person. :(

Sometimes glitches occur between different time periods. Also my teacher always gets kicked out of the meeting when he shares his screen. And also when other students talk, their voice gets choppy and hard to hear.

Breaking out zoom sessions into 30-40 minutes each instead of one long 1.5 session.

I really do not think that there is anything wrong with the distance learning experience.

distractions around my house

parents who come on to zoom and tell everybody they need to mute

This is irrelevant, but a good chair to sit on does wonders.

School Data: What teachers say…

- Student attendance/participation
- Keeping students engaged and holding them accountable
- Technical issues
- Juggling all of the demands - teaching, creating lessons/content, supporting with technology, responding to emails
- Learning and implementing at the same time
- Supporting all learners
- Meeting the needs of all families and students - some wanted more of something, while others wanted less
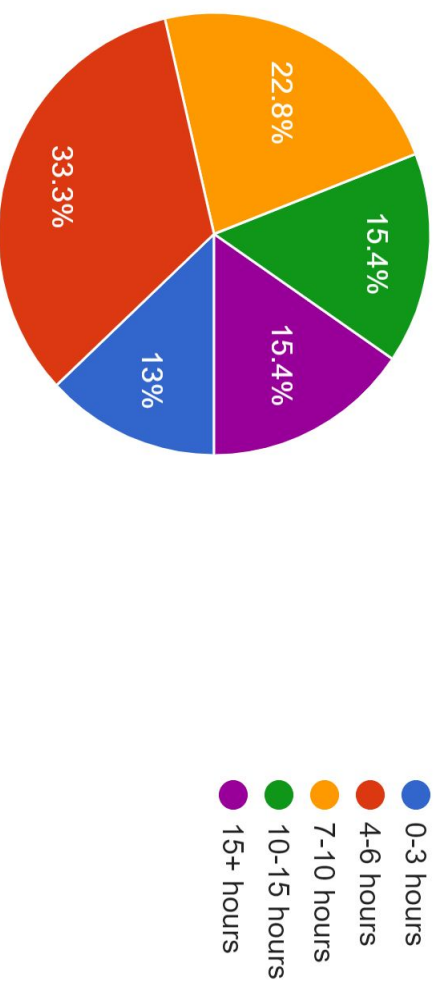- Assessing and monitoring students' progress

School Data: What teachers say…

- Student engagement and participation
- Connecting with students via Zoom
- Creating meaningful assignments and content using various online tools, platforms, and programs
- Many resources were available to us
- Collaboration with colleagues
- Flexibility for teachers
- Seeing students' work in real time
- Supporting students in small groups and breakout sessions
- Insights and new learnings will enhance teachers' future instruction

Middle School Data - P/S Time Completing School Work

How much time did you spend completing school work each week (not including online teaching time or watching online videos)?

123 responses

- 0-3 hours
- 4-6 hours
- 7-10 hours
- 10-15 hours
- 15+ hours

33.3%

22.8%

15.4%

15.4%

13%

*informal, optional survey provided to all middle school families at school site

Middle School Data - P/S What Helped our Students

Responses	What activities helped you learn BEST in the past two months?
99 (82.5%)	We used Google Classroom
80 (66.7%)	Attending live Zoom sessions
51 (42.5%)	I received feedback/comments on my assignments from my teachers
50 (41.7%)	My teacher posted worksheets that I could complete online and submit
43 (35.8%)	My teacher posted videos of themselves that supported our lessons
42 (35%)	My teacher used web-based tools like flipgrid, Padlet, Kahoot, Quizlet, Imagine Learning, etc
40 (33.3%)	I attended office hours/tutorials that were offered by my teacher
38 (31.7%)	My teacher sent me emails with information about assignments
30 (25%)	My teacher posted videos of someone else teaching the content
29 (24.2%)	We used Canvas
20 (16.7%)	My teacher assigned worksheets that I could print and complete and take a picture/submit
4 (3.3%)	We used SeeSaw
4 (3.3%)	We used Class Dojo
0 (0%)	Attending Google Meets sessions

*informal, optional survey provided to all middle school families at school site

Middle School Data - P/S What Made DL Difficult?

Responses	What made Distance Learning Challanging?
91 (72.8%)	Not being able to interact with my Teacher
80 (64%)	Not being able to interact with my Schoolmates
79 (63.2%)	I was not sure what I was supposed to do
59 (47.2%)	Staying on task while I was on the computer
44 (35.2%)	I needed more help
39 (31.2%)	Not having a schedule and someone encouraging me
35 (28%)	The time it took me to finish work
30 (24%)	Too much work
23 (18.4%)	Participating in sports, clubs, or other activities
21 (16.8%)	Too little work
12 (9.6%)	Students telling lies, being disruptive
11 (8.8%)	Nothing was challanging for me
7 (5.6%)	I had other responsibilities that prevented me from getting my work done
2 (1.6%)	I didn't have a place to do my work

*informal, optional survey provided to all middle school families at school site

Middle School Data - Staff - What Worked with DL

Responses	Staff: Instructional activities most effective to deliver your distance learning curriculum?
19 (95%)	I used Google Classroom
18 (90%)	I used Zoom to meet with my students
18 (90%)	I sent emails to students or parents with information about the assignments I gave
15 (75%)	I set Office/Tutorial hours to meet with my students
15 (75%)	I gave my students feedback/comments on their online work
15 (75%)	Posted videos of myself teaching
13 (65%)	Posted videos that I found online of someone else teaching the content
9 (45%)	I used we-based tools like Flipgrid, Padlet, iReady, Imagine Learning, etc
9 (45%)	Posted worksheets that my students could complete online and submit to me
7 (35%)	Other
7 (35%)	Posted worksheets that my students could print and complete and take a picture/submit
4 (20%)	I used Canvas
3 (15%)	I used Class Dojo
1 (5%)	

*informal, optional survey provided to all middle school teachers at school site

Middle School Data - Staff - Biggest Challenges with the DL Format?
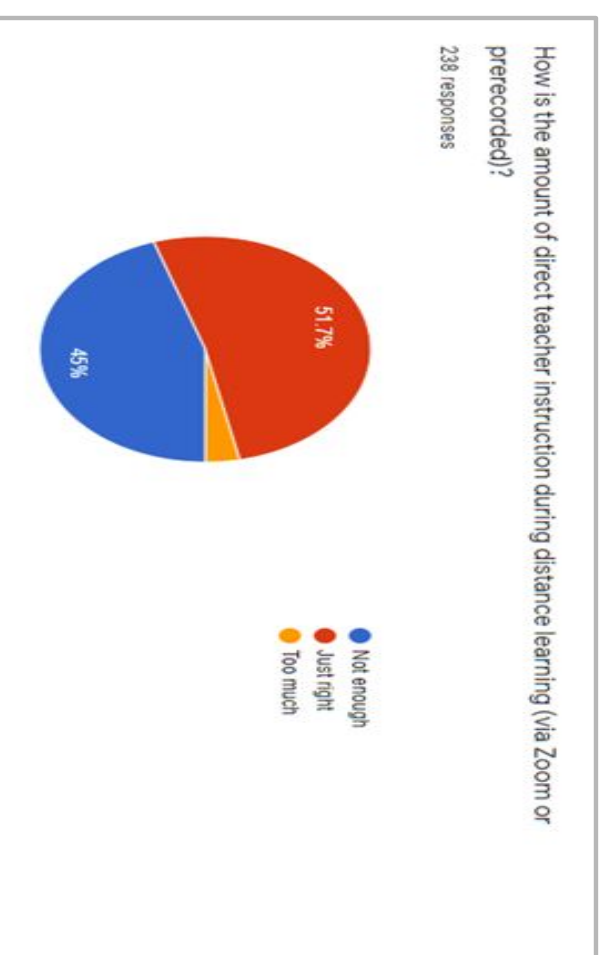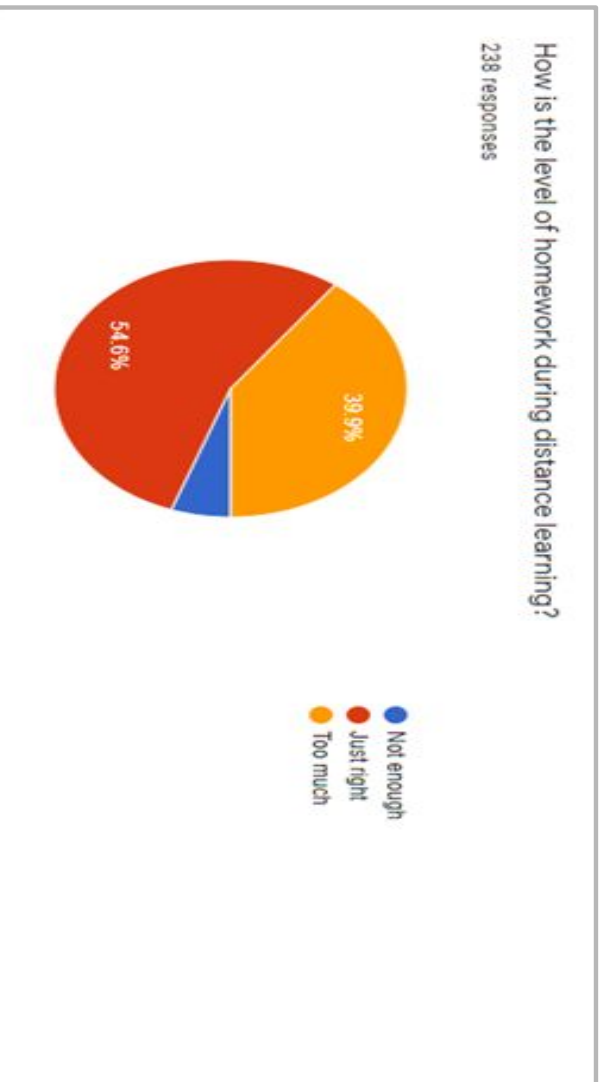
-Student engagement when no penalties for not doing work students talking/participating verbally in Zoom

-Attendance and work completion. The students understood that their lack of participation in any form - meetings or assignments - would not negatively impact their grade and so many just did not participate at all.

-Students who chose not participate or claimed that they could not access the materials

-Some students fell through the cracks and did not participate. I missed the social collaboration between students and my students learning suffered because of this loss. I am also still not happy with how to give tests remotely.

-Zoom meetings, trying to work from home with not enough space

Middle School Data -Staff -What were the challenges for our students?

-Time management. Many mentioned needing to keep a calendar to keep track of assignments and meetings.

-Not having the in class, hands on setting to foster social learning and be held accountable for the material.

-Staying motivated and on task (the self-disciplining was hard for so many with so many distractions online and /or at home, especially knowing no real consequences for not doing work

- Motivation and lack of grades x several responses

-Social-Emotional well-being and mental health for our students was a common theme when I had contact with families and students. A lot of students couldn't keep up and were not motivated due to the grading situation.

-Lack of social time, lack of peer input, lack of one-on-one help, lack of schedule

High School Data: What students say…

Student responses to spring survey questions:

How is the level of homework during distance learning?

238 responses

- Not enough
- Just right
- Too much

54.6%

39.9%

How is the amount of direct teacher instruction during distance learning (via Zoom or prerecorded)?

238 responses

- Not enough
- Just right
- Too much

51.7%

45%

*informal, optional survey provided to all high school students at school site

High School Data: What kids say...

· If teachers would get onto one platform, it would be easier to not have to go onto 3 different websites daily at least to find what I must do

· All the teachers using Google Classroom and having the reminders

· More flexibility & less big projects

· More student-teacher communications

· More zooms for teachers to allow students to ask questions and learn through their explanations

High School Data: What kids say...

"What things are not as helpful in your distance learning experience?"

· The amount of work it's already hard to stay motivated it kinda feels like everything is being piled on

· Long lectures in Zoom or Google Meets are not as helpful as prerecorded messages or extra resources given on Google Classroom

· College classes online schedule's sometimes collide with LJHS classes

· How some teachers give optional zoom meetings (Which I want to attend) at times when I have a mandatory class so I can't go to both

· When teachers ask you to upload things onto google classroom that may take a lot of storage- like a 2 min video. Not all computers or iPhone have enough free storage to upload a file of that size

La Jolla Cluster principals are working together to support our students.

- We are meeting weekly as a team
- We are in synch and leveraging the best of our thinking together
- We will be sharing best practices and collaborating with one another
- We will be sharing all messages we send to our communities
- We will receive and respond to constructive feedback

Stay connected: https://www.lajollacluster.com

Listen to Superintendent Marten's interview on KUSI: https://www.kusi.com/san-diego-unified-superintendent-explains-why-campuses-will-remain-closed-when-school-starts/

Areas of Focus at School Sites:

- Core Teacher Team
  - ○ Logistics, scheduling, vision and expectations for online learning
- Support/Communication from District
- Social Emotional Learning
- PTA/Foundation
  - ○ Welcoming students back
  - ○ Virtual orientation
  - ○ Textbook distribution
  - ○ Community communications
- Continuing to think about:
  - ○ Needs of all Students (SWD, GATE, ELs)
  - ○ Preparing to return to campus

Takeaways from Distance Learning 1.0

"You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it." Maya Angelou

"We become wiser by adversity; prosperity destroys our appreciation of the right."
Lucius Annaeus Senecea

We are committed to our community.