

SAC Report to the Board

Dec 14, 2020

- I. SAC met to review and edit the Spring Family Survey
 - a. Edits were made to remove less applicable sections such as class observation, PTO events, etc.
 - b. Edits were made to move some general questions regarding academic supports, rigor, and social/emotional support to grade levels.
 - c. Pre-K has been added

- II. Back to Learning Check-Ins
 - a. The most recent check in went out before Thanksgiving break and was closed on Nov 30, prior to the start of the new trimester. This included all Full-time/ Original Distance Learners and all 5-8 Temporary Distance Learners with a total of 291 responses.
 - b. Observations from Temporary Distance Learners (5-8):
 - i. Many responses from the temporary distance learners who said it was going more smoothly than spring and credit much of it to following the same daily schedule with ongoing live classes throughout the day to keep them motivated and on track.
 - ii. Concerns were expressed over lack of supervision of students due to parent work schedules and distractions due to younger siblings.
 - iii. Comments overwhelmingly supported a return to in-school learning as soon as possible.
 - iv. Comments also acknowledged the extreme dedication of LA teachers
 - c. Observations from Full-time/Original Distance Learners (K-8)
 - i. Full-time distance learners expressed achieving moderate success with the structure of Distance Learning at the end of the first trimester. Although nearly all reported moderate agreement with a score of 5 or higher to the statement "My student is successful with Distance Learning", the agreement with the statement at a level of 7+ varied greatly by grade level with K, 6,7,8 having the lowest level of agreement with varying response rates.
 - ii. Many responses expressed greater success as schedules and communication have smoothed out and more live interaction with teachers has been incorporated. The latter piece is highly recognized by families as a means to keep their student engaged and feeling positive about their learning experience.

- iii. There is a contingency of self-motivated learners who prefer recorded lessons allowing them to move at their own pace.
 - iv. There was strong support across grade levels for live classes improving comprehension, engagement, and mental health. There was frustration expressed by families who did not understand why their full-time distance learners were not receiving (or being invited to) the same live classes as the temporary distance learners.
 - v. Parents requested notification when new live opportunities are being offered to Original Distance Learners so they can support their student in participation.
- d. Highlights or points of note across distance learning groups:
- i. When all groups were asked what could be implemented to improve the Distance Learning experience, there was strong support across grade levels for adding Snack and Chat (supervised, but unstructured social Zoom time) to increase interaction with other students.
 - ii. Other features that parents saw as being valuable additions would be Pride Paws in younger grades and Study buddies for older students.
 - iii. Parents would like feedback from teachers on whether their student is engaged in live classes.
 - iv. Parents are requesting some type of feedback on assignments beyond grades that are posted in Campus.
 - v. Parents believe students are missing ongoing interaction and affirmation.
 - vi. Some videos might benefit from reducing length or increasing engagement.
 - vii. Breakout rooms may be abused without supervision.
 - viii. Some concern about screen fatigue, but most responses seemed to support the structured Zoom schedule followed by independent work time.
 - ix. Parents seemed to express a need for more parent involvement at both the young grades of K/1 and the oldest group, Eighth grade. There were not enough comments to explain the high need for parent involvement in the older group as some of the late elementary/early MS grades showed a more limited need for parent involvement.