

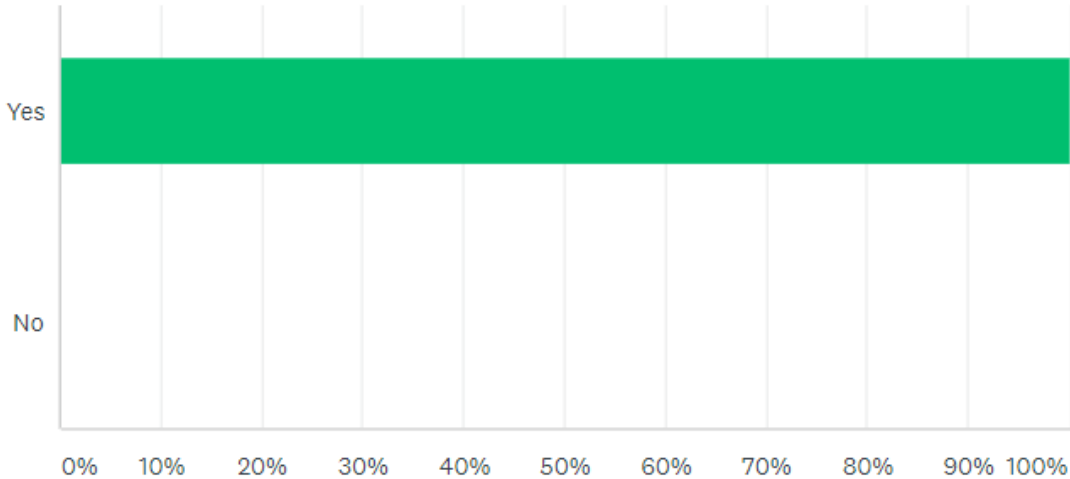
Durham Unified December Survey- Teacher/Staff

Q1



I have read and understand the face covering and social distance requirements for schools related to COVID-19.

Answered: 71 Skipped: 0



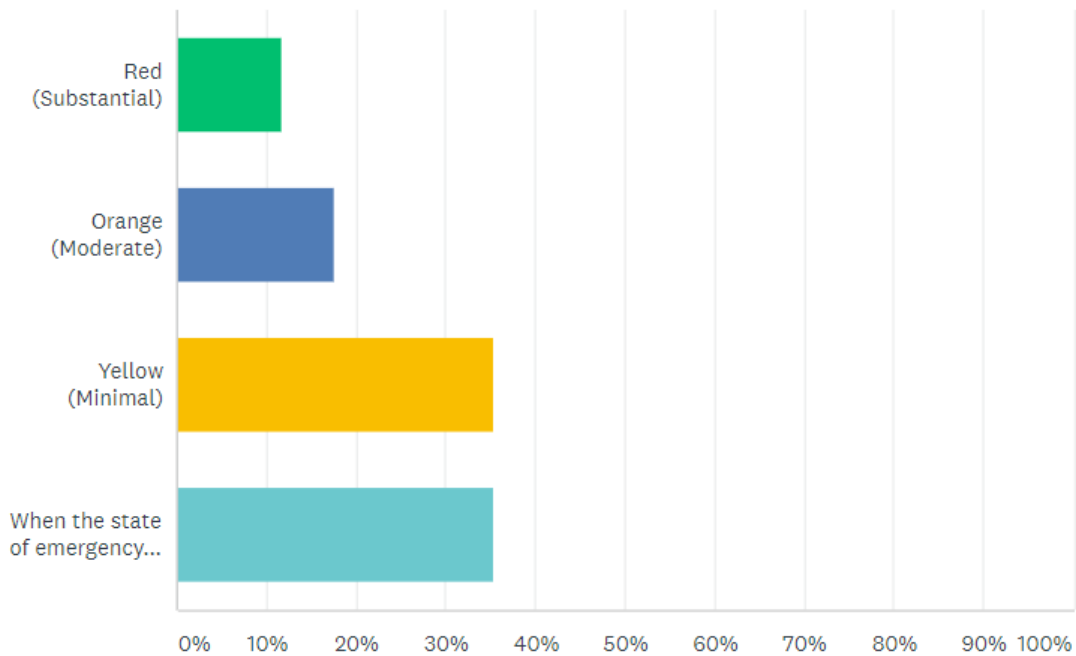
ANSWER CHOICES	RESPONSES	
Yes	100.00%	71
No	0.00%	0
TOTAL		71

Q2



At what Tier in California's Risk Level Assessment (see above) would you feel comfortable coming back to full time (5 days a week) instruction understanding that we won't be following the social distancing guidelines? (Please Note: Face coverings will be mandated in any tier)

Answered: 68 Skipped: 3

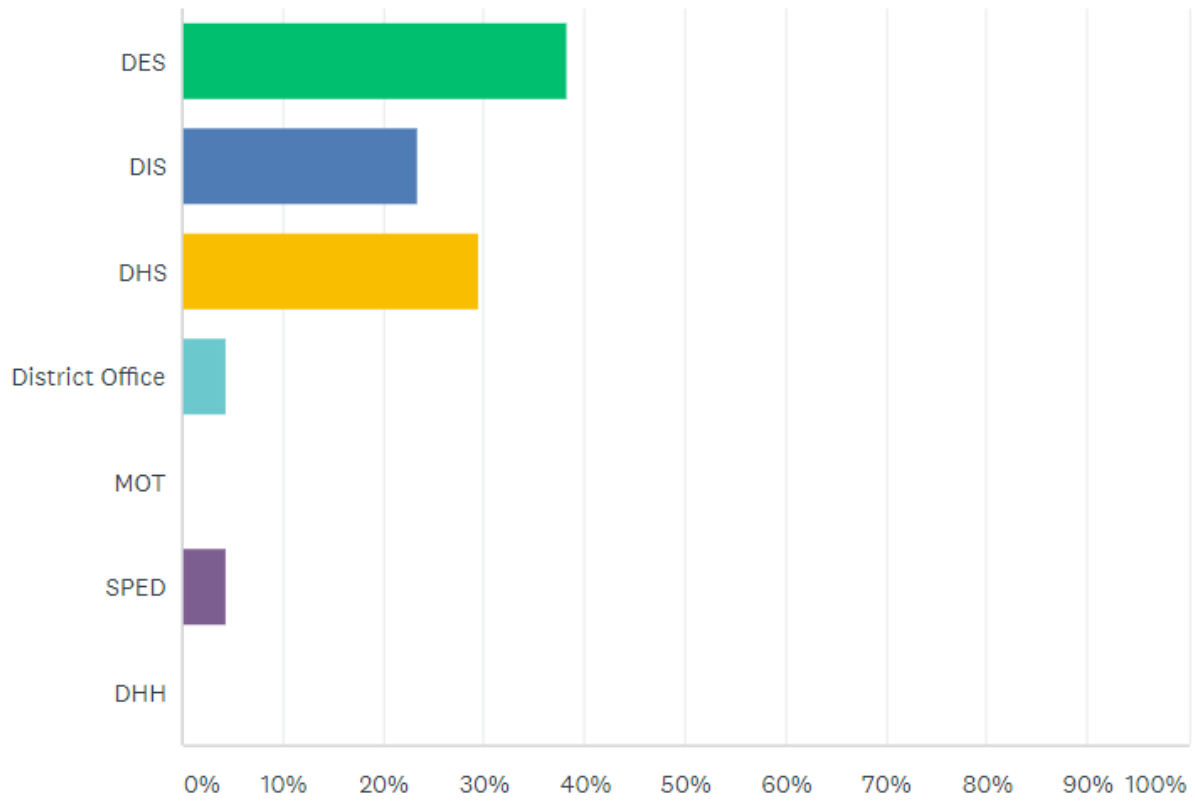


ANSWER CHOICES	RESPONSES	
Red (Substantial)	11.76%	8
Orange (Moderate)	17.65%	12
Yellow (Minimal)	35.29%	24
When the state of emergency and all restrictions are lifted by the state of California.	35.29%	24
TOTAL		68



What is your work site/job?

Answered: 68 Skipped: 3

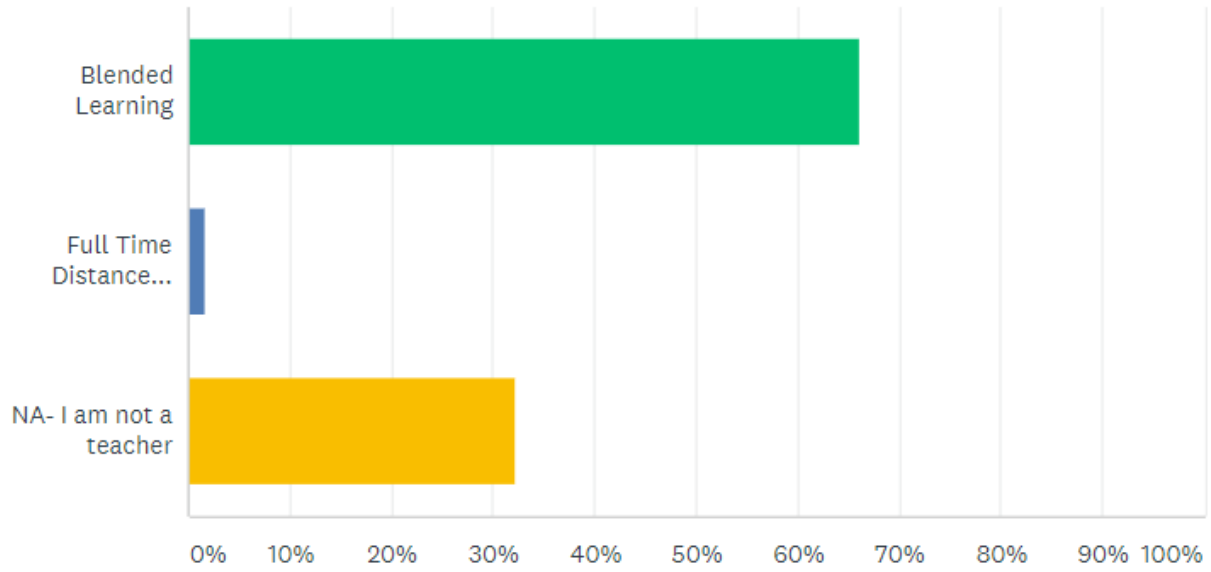


ANSWER CHOICES	RESPONSES	
DES	38.24%	26
DIS	23.53%	16
DHS	29.41%	20
District Office	4.41%	3
MOT	0.00%	0
SPED	4.41%	3
DHH	0.00%	0
TOTAL		68



What program are you currently teaching?

Answered: 62 Skipped: 9



ANSWER CHOICES	RESPONSES	
Blended Learning	66.13%	41
Full Time Distance learning	1.61%	1
NA- I am not a teacher	32.26%	20
TOTAL		62

Q5



How do you rate the blended learning program?

Answered: 40 Skipped: 31

3.4★
average rating



	POOR	(NO LABEL)	(NO LABEL)	(NO LABEL)	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	10.00% 4	47.50% 19	35.00% 14	7.50% 3	40	3.40

Q6



What are the best things/successes for you in the blended program?

Answered: 37 Skipped: 34

- Kids are back at school
- Having contact on campus again. Contact between students and teachers is vital to learning and providing a structure for students to get their work accomplished and get the help they need.
- I get to see my students twice a week and encourage them and speak Spanish with them.
- I think students feel less pressure socially and are engaging in ways they previously haven't. Some students are doing really well with the flexibility.
- appropriate distancing & masking. Fewer students in the room at a time.
- involved committed parents who have AND maintain expectations of their students at home. Children really WANT to be in school, so behavior management has been much easier and redirecting to learning more successful. The reduced student/teacher ratio ROCKS!!!! So much more individual attention
- Small class sizes.

- Lessons are taught twice, so they are usually best on the second day.
- In person assessment mainly and in person teaching and interacting with students in real time.
- With only 10 students a day classroom management is a breeze.
- Small group instruction. Having only ten students is amazing!
- I have been able to work explicitly with students who are struggling with certain topics because the class size is smaller.
- Small class sizes! Great opportunity for learning without distractions!
- I like having less kids in my classroom, I feel like we can be more productive on our labs and I feel like I can assist students better
- Low class sizes, extra individual help for students, recognizing deficiencies/missing concepts in particular students.
- Getting to see the students again and help them with so much one on one time because of the small class sizes.
- Smaller class size. Safety.
- Smaller class sizes
- Having the kids at school so that I know they are being instructed and completing their work.
- Smaller class sizes
- Students are very happy to be at school! They can learn much more effectively and are having fun doing so when they are actually with their teacher and their peers.
- Students are taking advantage of the things that will help them learn: videos, extra tutoring time, technology math tools.
- Getting to see the kids.
- Having kids on campus makes a world of difference and enhances what we can accomplish in DL days. Acellus is a good way to push curriculum when we don't see kids every day.
- Small groups are extremely beneficial to my students. I feel much more safe with half of my kids rather than all of my kids in relation to the size of my room. My students really value school and work hard the days they're here.
- Fewer behavior problems. We can cover more material in a shorter time period. Social distancing is more feasible.
- The best thing about the blended program, is that with smaller classes I am able to work more closely and directly with students. There is less in class distraction. Students are eager to be present on their days since they are a "gift" that can be taken away. Work at home is being completed on a fairly consistent basis, and is supplementing the learning in the class to provide a well rounded experience- given we are teaching in a pandemic.

- SMALL class sizes! I'm able to get through twice as much curriculum with half my class at a time. I also am getting to know each student more and what they need/capable of.
- I am able to target certain students more effectively to help fill gaps. Small class sizes are easier to manage overall.
- Small groups eliminate many student behavior issues. At least we can see students twice a week. Human contact with students.
- Being able to see students in person
- Ratio of teacher to student
- Small class sizes
- Students are able to attend school.
- Kids are in school and pretty safe.
- I've gotten down a good routine and have received a lot of positive feedback from parents. I am seeing similar growth to what I see when we follow a traditional school schedule, with the greatest amount of growth in students who are completing the work and practicing at home in addition to school, which is consistent with a traditional model as well. Overall behavior is much better with the blended program. Students computer skills are better than they have ever been.
- The small class size has really helped with social distancing. It has also helped increase teacher student interactions which has increased understanding and retention of material with many of my students.

Q7



What are some of the challenges you have in the blended program?

Answered: 38 Skipped: 33

- Lack of time limits the learning and activities.
- We can not move through the curriculum as fast, so we are behind. Many students are not able to structure their off-campus days to get their work done or come prepared to their on-campus days.
- Creating meaningful work that can be done independently on the off day.
- Students who need support have less time to the necessary staff. I think IEP students would have been more successful in the cohort model where they could have received one-on-one support for a greater period of time rather than trying to fit a weeks worth of support into two hours total. There are only so many hours in the day and they need more than they currently get.

- Realistically, students only really work two days per week in this model. We're stuck between lowering expectations and lowering student grades significantly.
- Lack of control over work completion/quality when at home, inconsistent attendance makes kids get lost and unable to track/meet expectations. Teaching w a mask on is very very very bothersome, uncomfortable and sucky! Bring on the needle!!!!
- At one point more students were returning to the classroom and it became more difficult to maintain the 6 foot rule. The cleanliness of the facilities. Some individuals not understanding how the virus is spread and as a result, they either fight wearing a mask or they wear it improperly.
- Keeping students on track and up to date on assignments when working on their off days.
- Getting information to students on days they are not here, and having to constantly play catch up with students are behind.
- Pacing, and giving and getting student feedback. I can't tell if a student understands what I just explained if they are not in my class. Many students are reluctant to ask questions during a meet session.
- No classroom helpers. Differentiated learning is very difficult. Students have huge gaps and it's difficult to differentiate.
- Students are so behind. They are only receiving half of the instruction that they should be getting. 85% of my students are reading far below grade level.
- Only having 2 days to teach all the material.
- Group work cant happen and it's good for kids.
- I feel like I have a lot of balls in the air and the kids that are on distance learning often get dropped because they simply aren't there and many of them don't utilize help desk. I also feel as if there is still some practices and policies that are not set in stone for when a staff member is gone due to covid. Also the students do not believe they need to be working on their days not on campus
- Delay in email/Acellus exams opened/requests from students on distance learning/off days at school while teaching.
- There are so many rules and it feels like I am just shoving information at them faster than they can receive it due to cramming everything in to two instructional days. It is really hard to teach young children when they cannot play in our classroom and when recess is so limited... I worry it will have effects on them socially and emotionally. Also wearing a mask is the worst on all levels. Especially with small children who need to see your mouth to understand how to make sounds.
- Cohesiveness of a full class.
- We are only meeting 2 times per week
- No social distancing at recess.

- A lot of work---teach in person, provide asynchronous work, check asynchronous daily to make sure it is getting done and if not, keep kids in at recess to complete, taking attendance by 2pm when we don't have any prep time but are required to make contact with families before submitting attendance, new students being added with MINIMAL time to fully prep for them. My list could go on and on.
- Engaging all students, accountability for assignment completion and attendance, academic rigor
- Recess for the younger students is a challenge. Even though they have been provided with jumprobes and sidewalk chalk which is wonderful, there is not a variety of active things for them to do (play structure, bike riding, balls, sandbox, etc. and it is difficult for them to stay away from one another.
- Students cheat during tests when at home, even if I proctor via Meet. Many students do ZERO work besides during in-person classes. I spend a little too much time being accessible to students and responding to them after school and weekends.
- Kids think they only have two days of school per week instead of the actual 5
- Absent students who aren't participating because no one is guiding them at home.
- I have minimal time to prep right now. We are asked to hold conferences with parents during prep time. It's really difficult not having a lot of help, being that it isn't safe to have parent helpers.
- If a child misses one day of in-person time, they miss out on a lot!!! I would love time to fit in more subjects.
- The blended program depends on a level of support from home. Students need a space and grace to do their homework... which is something that some families cannot provide. If I review my low grades in both full time distance and blended programs- racial minorities and low socio-economic status is present in ALL my F students, which indicates a problem with access and equity to education in this model.
- School work at home- parents not helping/not knowing how to help.
- Accountability at home. Student emotional well being is poor. Keeping track of all the different work and having to quarantine things and not get within six feet is very difficult

- If a student misses one day, much information and instruction is lost. In a 5-day week, there is a much better opportunity to touch base with students, especially those with learning/motivation issue, and get them back on track. Two days really undermines how much and what we can cover; the curriculum is watered down so much just in an effort to keep kids' heads above water. My students are doing about 1/3 of my normal curriculum. Most importantly, the effects on struggling students will be catastrophic to their learning and progress. Students will lack the depth and breadth of instruction whenever we get back full time, particularly in math and science. Many more students are failing, due largely to the lack of seat time--many students are not individually driven to stay on task and do the asynchronous work, causing their grades to plummet. Students, in general, have been inculcated with the idea that minimal effort is now the norm, contributing to lowered performance, going all the way back to last spring semester--there is an apathy I have not seen over my 33 years of teaching. It concerns me greatly that we are harming the drive of students to excel and are sending the message that it is fine to be sub-standard. With only two days of instruction, it is difficult to make sure instructions for projects are clear so students know what they need to do on major assignments.
- Keeping students safe; social distancing and wearing mask
- Safety guidelines, group and team work in class
- Some students don't engage on their days at home.
- Fear of getting ill and spreading it to family members that are elderly and are in my care.
- When kids miss school they miss a lot of instruction. We have no control of the kids getting work done at home. Kids and parents aren't held accountable for missing a lot of school. Kids have a four day weekend every week. Takes awhile to get them back on track every Monday or Tuesday.
- I am definitely working more hours to make school successful for students at school and at home. Before my day starts, during my breaks, and after school, I am helping/supporting my students who are working at home and their parents. Also some students who are completing in-class assignments are not completing any online assignments and even consequences or a loss of privileges is not motivation to do it. Not having the face to face connection with parents not being allowed on campus has made communication with some more difficult.
- Finding time to work with struggling students has been a challenge. Also, finding the time to plan and prep for in person lessons and asynchronous work has been a challenge.



What is one thing that would help you perform better in the blended program?

- More equipment.
- Having students come on Fridays for help or every other week they could get 3 days in for learning. Maybe Friday is a short day for students, then the rest of the day is a help/workshop day. I think if we moved to this it would have to be mandatory and not voluntary. Too many students are failing already.
- I think it is a thousand times better than what we did last spring so I am grateful.
- Time with students. Either by improved student attendance or scheduled time.
- Less work overall. Other things that still have to be done (WASC, supporting distance-learning students, supporting other teachers, admin and staff, dealing with sanitation issues) make it easy to get behind in actual teaching, grading, preparing. At-risk students are increasing in number and our capacity to help them is severely diminished.
- I'd like someone at ACS WASC to admit that they're not the most important thing in the world and just take an extended break while teachers do the more immediately-needed work of supporting students. Ha, as if.
- I'd like more staff to be hired here to pick up some of the work that we've all taken on. The stress of this situation is crippling.
- How about some parent classes to teach them how to manage at home learning!! So many are floundering who really do want to make it work but don't know how.
- A person and/or space here on campus for kids to get work done they ignored at home. I have one 15 minute and one 20 minute prep periods t at two different times during the day and I CAN NOT afford to give these too small of work periods up to chase and hold students accountable for missed work that should have been done at home.
- Maintaining small class sizes so that students can be spread at least 6 feet apart. Along with the education of both students and staff on how the virus is spread. Some of the population has a good understanding of the virus while others don't or they just don't care.
- Better presentation technology
- Reading Groups
- Coffee- Breakfast and lunches! Happiness somehow... it's lonely and I never see anyone. We need a sunshine committee.... to try and make our work place somewhat pleasant!
- I personally need to figure out a way to be more organized to avoid dropping the ball on anyone, that being said better communication about expectations of us would be awesome!
- More time between classes to answer Distance learning requests. Difficult while helping students at end of class, cleaning, using the restroom, supervision, snack.
- I am not really sure. I think it's going the best it can given the circumstances.
- It has been helpful to have Friday to work on individual students and plan.

- I think Fridays need to be used better for students. Many students were surprised to hear me say we have school on Fridays, and if we could use that time better for student learning, support groups, failing students study hall, we could really have a solid program.
- Less movement between DL and blended. I think parents need to make a decision for the quarter and stick to it, barring extenuating circumstances.
- Stronger interventions for students/parents who are not performing. When parents don't respond to teacher contacts our hand are tied.
- Staying consistent and not changing things.
- Being able to pull small groups back to a table to work on remedial skills.
- Time... There is so much prep to do live classes 2 hours a day, prep for purely distance learners, and provide stimulating and relevant lessons for my hybrid students... I am drowning in paperwork and planning with no time. The emails and extra work that come from Advisory, which seem like it might be minimal, are actually constant and impact my load substantially.
- It's all good!!!
- There isn't anything. I think we are doing well with the cards we have been dealt.
- time, appropriate staffing
- Additional \$ to purchase supplies. I spent all of my PTS money on PPE for my room. I had to choose between health and safety and supplies
- The children being held accountable for in person attendance.
- More time, which is always a wish when we are even on a traditional schedule. So much to fit in and so little time to do it.
- A support person to help with struggling students either by pulling them out of the classroom for 10 minutes or by working with them in the classroom for a few minutes each day. Time during the day to plan for lessons or asynchronous work would also help during blended learning.

Q9



How to you rank the Full Time Distance Learning Program?

Answered: 1 Skipped: 70

4.0★

average rating



	POOR	(NO LABEL)	(NO LABEL)	(NO LABEL)	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	4.00

Q10



What are the best things/successes for you in the full time distance learning program?

Answered: 1 Skipped: 70

- Being able to safely educate kids and have them continue to progress in their academic program.

Q11



What are some challenges you have in the full time distance learning program?

Answered: 1 Skipped: 70

- Connecting with students in meaningful ways.
- Communicating with students requirements for different courses, including electives, and with differing levels of support and expectations from teachers.
- Meeting a-g requirements for high schoolers.

Q12



What is one thing that would help you perform better in the full time distance learning program?

Answered: 1 Skipped: 70

- Clearer, more uniform, and more defined expectations for students, regardless of their coursework.