



EXTRA WORK HOURS

FCEA

Prep for Asynchronous Lessons

540 Members

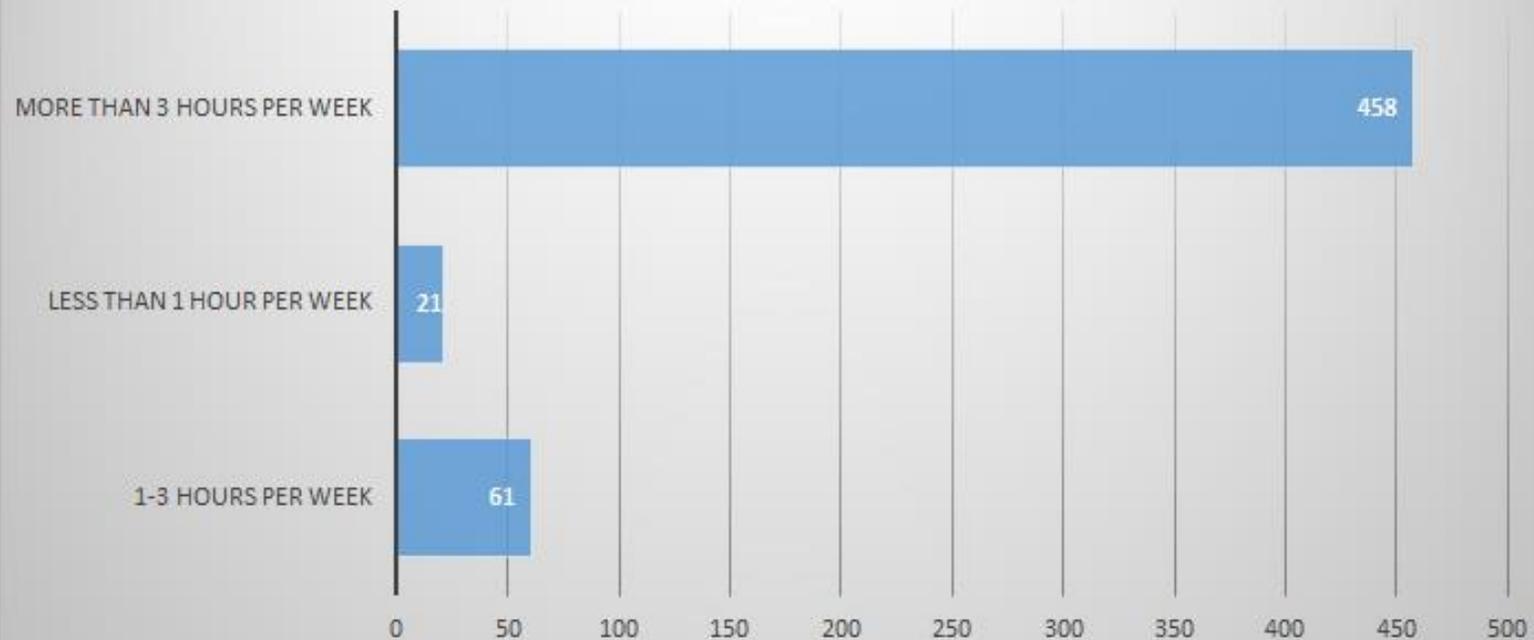
>3 Hours/Wk – 458 (85%)

<1 Hour/Wk – 21(4%)

1-3 Hours/Wk – 61(11%)

After Work Hours

Count of Preparation for asynchronous lessons -
creating content, organizing packets, etc.



**Professional Development
540 Members**

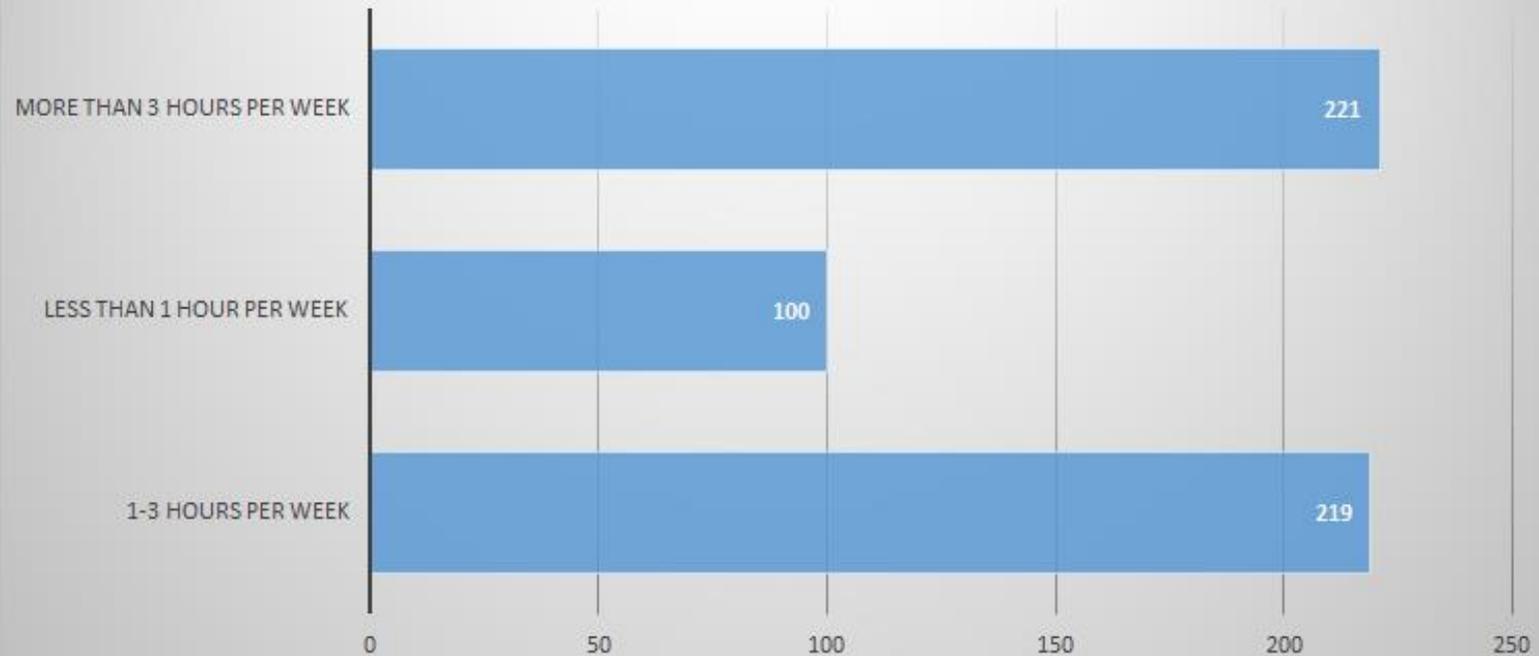
>3 Hours/Wk - 221(41%)

<1 Hour/Wk - 100(19%)

1-3 Hours/Wk - 219(40%)

After Work Hours

Count of Watching videos to learn how to use apps or platforms



Family Social Emotional Outreach

540 Members

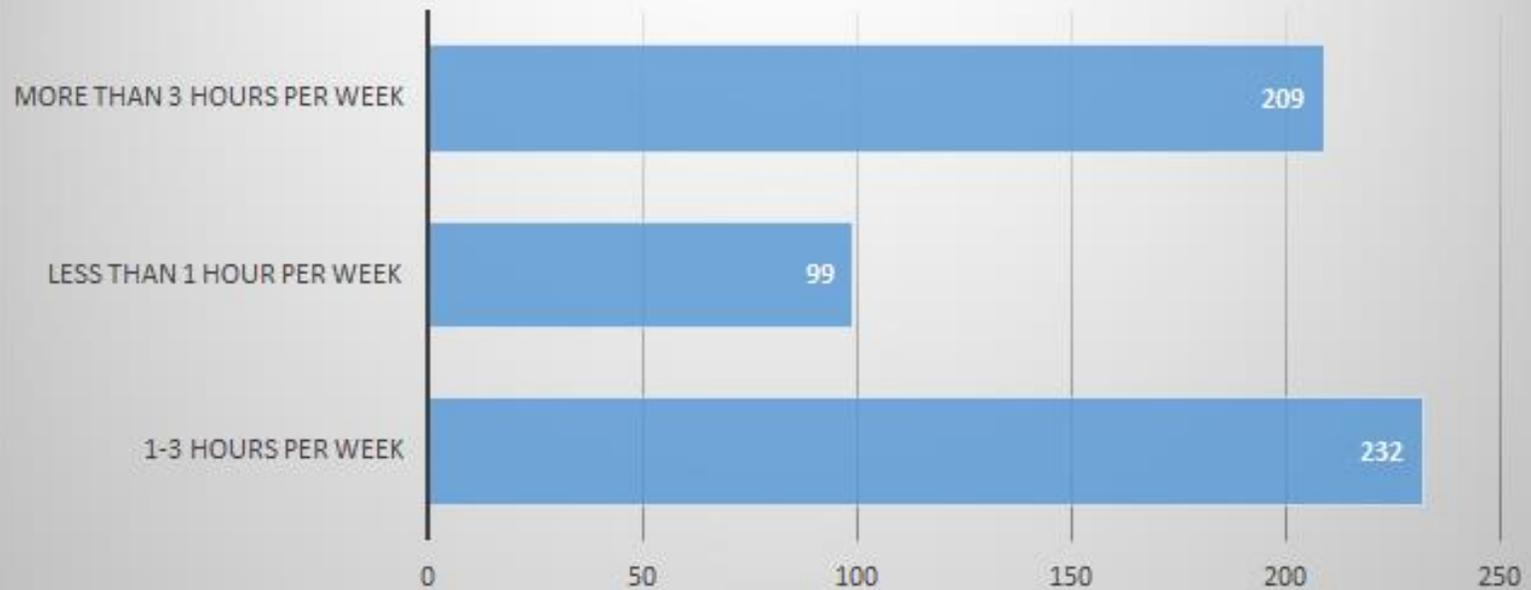
>3 Hours/Wk – 209(39%)

<1 Hour/Wk – 99(18%)

1-3 Hours/Wk – 232(43%)

After Work Hours

Count of Parent email/social emotional support-outreach to students and families



Meetings

Staff/PLC/IEP/Other

540 Members

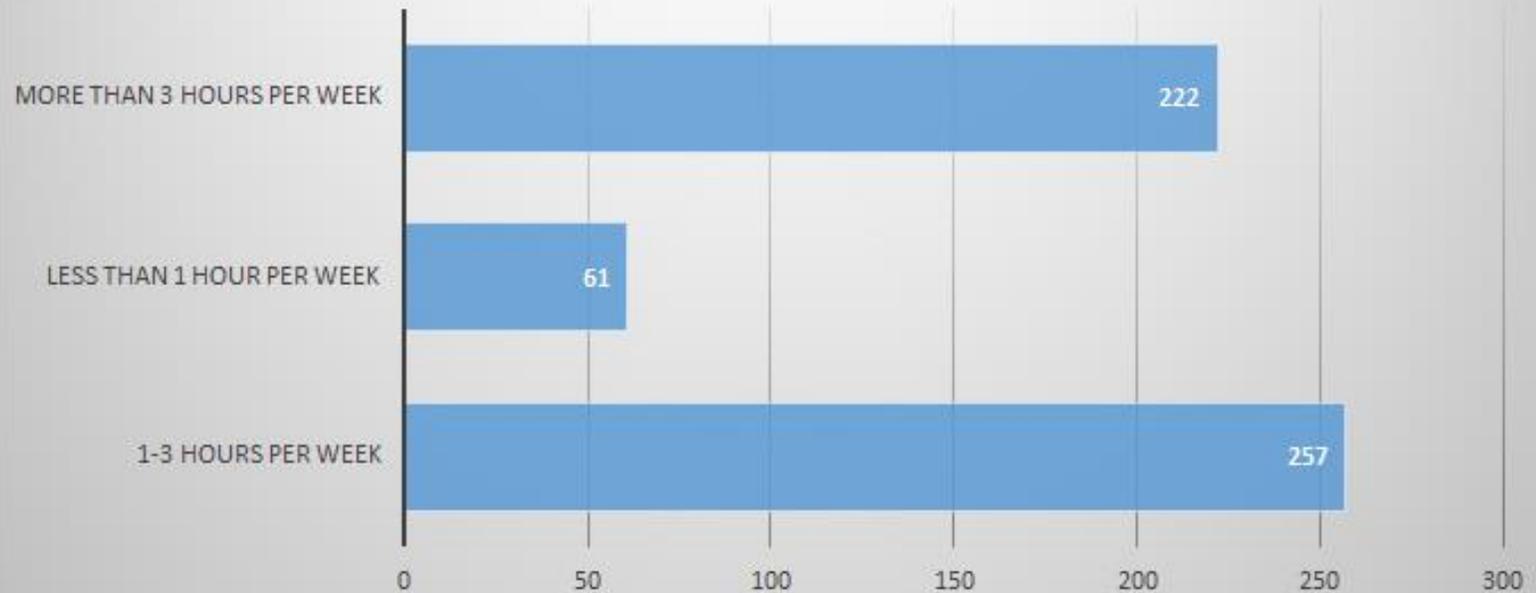
>3 Hours/Wk – 222(41%)

<1 Hour/Wk – 21(4%)

1-3 Hours/Wk – 257(48%)

During Work Hours

Count of How much time in the past week have you spent on Meetings: faculty/department/PLC/IEPs/any other district or site called meeting:



Online Instruction

Research on effective distance and blended instruction can provide helpful principles for educators. It is useful to know that ***well-designed on-line or blended instruction can be as or more effective than in-classroom learning alone***. While many worry that distance learning is necessarily less effective than in-person learning, many studies show that well-designed distance learning that has the features described below is often more effective than traditional in-classroom learning alone (US Department of Education, 2010; see also Policy Analysis for California Education, 2020).

SB 98

Attendance: LEAs are required to document daily participation for each student every school day. If a student does not participate in distance learning, he/she will be documented as absent for that school day. Daily participation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Local Education Agencies (LEAs) are required to complete a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Table 3: Screen Time Recommendations

Grade Level	Age	Recommended Screen Time
Pre-school	3-5 years	an hour a day
Elementary school	6-10 years	one to one and half hours per day
Middle school	11-13 years	up to two hours per day
High school	14+ years	no specific recommendations

Screen Time and Daily Live Instruction

Daily live instruction includes a combination of teacher and peer interaction. SB 98 does not specify nor distinguish how much time a student should spend in daily live instruction.

Developmental and screen time appropriateness should be considered in providing daily live instruction. The American Academy of Pediatrics (AAP) and the World Health Organization (WHO) developed a brief with guidance on screen time (2019).

Suggested Synchronous Class Time Session Length

Grade Level	Recommended Synchronous Time	Key Considerations
TK-K	30 to 60 minutes (not all in one session) Can include whole class session, small group, and one-to-one personalized instruction.	Schedules should be flexible to address ongoing needs of students and local context. Small group sessions should include flexible grouping to address ongoing needs of students.
1-3	60 to 90 minutes (not all in one session) Can include whole class session, small group, and one-to-one personalized instruction.	Though all lessons can include the integration of Physical Education and the Arts, it can help to dedicate a day of the week to these equally important content areas.
4-5	90 to 120 minutes (not all in one session) Can include whole class session, small group, and one-to-one personalized instruction.	

Suggested Synchronous Class Time Session Length

6-8	<p>15 - 30 minutes/class 90-180 minutes total</p> <p>Can include whole class session, small group, one-to-one personalized instruction, and electives.</p>	<p>Schedules should be designed to best fit the needs of students and the local context.</p> <p>Student schedules can be organized by holding 3 periods two days a week (i.e., even periods Mon/Wed, odd periods Tues/Thus) and leaving Fridays for small group instruction as needed or specialized instruction (i.e., Designated English language development for English language learners by proficiency level.)</p>
9-12	<p>15 - 30 minutes/class 90-180 minutes total</p> <p>Can include whole class session, small group, one-to-one personalized instruction, and electives.</p>	<p>Block scheduling can also be another option.</p> <p>Though the limited time may prioritize core subject areas, electives are very important for adolescents to stay engaged and support their social-emotional well-being.</p>

References

References

Policy Analysis for California Education (2020). Supporting Learning in the COVID-19 Context: *Research to Guide Distance and Blended Instruction*.

https://edpolicyinca.org/sites/default/files/2020-07/r_myung_jul20.pdf

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development (2010.) *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, Washington, D.C.

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>