

# **Student Engagement Online During School Facilities Closures:**

An Analysis of L.A. Unified Secondary  
Students' Schoology Activity from  
March 16 to May 22, 2020

**Independent Analysis Unit**  
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The views expressed are those of the Independent Analysis Unit and do not reflect those of the District, the Board of Education, or any individual Board Member.

## EXECUTIVE SUMMARY

Overall, close to 100% of secondary students in L.A. Unified minimally accessed Schoology, the District's primary online course management system, at least once in the first nine weeks of school facilities closures. However, measured in various ways, disparities in Schoology activity were clear. **Compared to more advantaged students, fewer middle and high school students who are Black, Hispanic, living in low-income households, classified as English learners, have a disability, are in the District's homeless program or are in foster care participated across all measures of online activity** presented in this report. Low participation may show lost learning, which could take students years to recoup.

**The data in this report should not be used to judge the quality or success of distance learning in LA. Unified in Spring of 2020** for several reasons. The District's first priorities after the sudden switch to remote instruction were to connect students, provide devices, and offer training to teachers. Also, students and teachers used multiple tools and platforms to engage in distance learning in the spring. However, this report helps us understand better what happened in the nine weeks after school facilities closed. Further, the California 2020-2021 budget trailer bill (SB 98), which the Governor signed into law on June 29, requires that future distance learning options provide a "...level of service and school connectedness" that is comparable to what students would experience with in-person instruction. This report can inform decisions about how to ensure any remote-only options offered in the fall are comparable to in-person instructional offerings.

In the spring, students and teachers were not required to interact daily. Indeed, many teachers gave their students several days to complete assignments. Further, daily participation may not reflect student engagement. However, for distance learning in the fall, **state law requires verifiable daily participation** defined as participation in online activities, completion of regular assignments, completion of assessments, or contacts between District employees and pupils or parents or guardians. A student who does not take part in distance learning on a school day shall be documented as absent for that school day, which will affect the District's average daily attendance (ADA). Between March 16 and May 22, 40% of secondary students were absent from Schoology on average each day. That on any given day an average of only 60% of secondary students were active on Schoology shows that **daily participation, as measured by student logins, may be a challenge for the District this fall.**

Besides mandating comparability and daily participation, SB 98 requires that the District **must develop and provide a weekly engagement record for each pupil** that documents "synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments." **The measures contained in this report are prototypes of what could meet part of the new reporting requirements.**

In sum, this report suggests that **the District may need to boost distance learning participation for secondary students in the fall of 2020-2021.** As the District considers strategies to increase student participation, **the participation gaps described in this report should be central to every discussion and plan.** There will not be a single strategy for all such students, since students in different groups have different contexts for their non-participation. A focused effort to reach students in each specific area of need will be essential.

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**A**fter school facilities closed on March 13, 2020, L.A. Unified embarked on an ambitious project to provide continuity of learning to all students in their homes. As part of this effort, the District loaned tablets and laptops to every student and provided many students access to Schoology, an online course management system, or “virtual classroom.” Students used Schoology, as well as other platforms, to communicate with their teachers, access course contents, and complete class assignments.

Data in this report show that, though 97% of all secondary students were active at a minimal level at least once on Schoology in the nine weeks between school facilities closures and May 22, only 60% were active each day, and that weekly and total participation in activities such as posting in message boards, submitting assignments, or taking tests was substantially lower. Measured in various ways, **participation by students who are Black, Hispanic or Latino, living in low-income households, classified as English learners, have a disability, or are homeless or in foster care consistently lagged behind their more advantaged peers.**

Because the transition to online learning in L.A. Unified was rapid and unanticipated, we cannot judge it against best practices of online school.<sup>1</sup> However, the COVID 19 health crisis will persist during the 2020-2021 school year and at least some L.A. Unified students may continue to learn online. In that case, the District will be subject to new statutory requirements for student participation, including a daily participation requirement, a weekly engagement report that records absences, and a time-value measure of student work comparable to minimum instructional

minutes. The intent of the law is that all students should experience a “full curriculum of substantially similar quality regardless of the method of delivery.”<sup>2</sup> Therefore, instructional leaders should continue to improve student and teacher engagement using Schoology and other educational technology. The information in this report can inform this effort.

This report shows how much middle and high school students used Schoology between March 16 and May 22, what they did on the platform, and differences in how distinct groups of students used Schoology. This information shows the measures from the data that are available and useful, and it reveals disparities in access and engagement that schools can work to address. However, because teachers may have used other platforms to engage with students (e.g., email), this report does not capture all secondary student online engagement.

The guiding question for this analysis was:  
***For secondary students between March 16 and May 22, how did Schoology activity vary for different students?***

## SCHOOLGY ACTIVITY

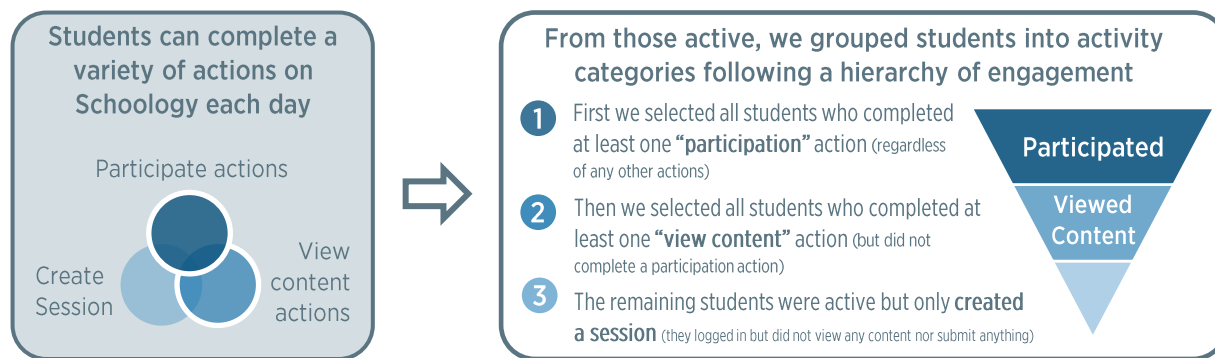
*Activity* is anything any student does to interact with Schoology (i.e., any combinations of actions), from initiating a session to submitting an assignment. Students could complete multiple types of actions within a day. For example, a student may log in (i.e., create a session) and then submit an assignment (i.e., participate). To categorize student activity by one type of action for each time period examined, we grouped students into activity categories following a hierarchy of engagement.

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<sup>1</sup> Digital Learning Collaborative. (2020). *Snapshot 2020: A review of K-12 online, blended, and digital learning*

(Keeping Pace with Digital Learning). Digital Learning Collaborative. <https://www.digitallearningcollab.com/>

<sup>2</sup> Cal. Education Code § 43509



We examined four categories of activity:

- **Absent (or inactive)**—students who completed none of the following actions (create session, view content, or participate)
- **Created session**—the minimal level of activity, entailing logging in and little else
- **Viewed content**—the student accessed a reading, instructions, or video, but did not participate.
- **Participated**—the student participated in the course by submitting an assignment, taking a test, posting to a discussion board or creating a message.

We examined the following activity measures:

1. Students who completed **any action** in Schoology **at least once** since March 16
2. Students who completed **any action** in Schoology **each day**
3. Students who completed **any action** in Schoology at least **once a week**
4. Average amount of **participation each week**
5. **Total weeks** students participated

We used Schoology activity data for each calendar day between March 16 and May 22 for

this report. We present data in two ways: 1) per instructional day, which includes all school days, but excludes all weekends and school holidays; or 2) per instructional week, which includes weekends but excludes April 3 through 12 (spring break and the adjacent weekends), totaling nine instructional weeks.

## WHO'S IN THIS REPORT

The different groups of students we examined were ethnic/racial categories (Asian, Black, Filipino, Hispanic or Latino,<sup>3</sup> white, and two or more races),<sup>4</sup> students living in low-income households, students classified as English learners, students with disabilities, and students in the District's homeless program or with an active foster court case. The disparities we identify exist at the student level. Nonetheless, following data reporting systems in the District, we also present activity measures for each Board District. Finally, only students attending schools classified as middle or high schools and enrolled in the District during school facilities closures were included in the study.<sup>5</sup>

<sup>3</sup> Hispanic or Latino students responded yes to "Is the student's ethnicity Hispanic/Latino?" on the L.A. Unified Student Enrollment Form. We use the term Hispanic in the remainder of the report.

<sup>4</sup> Data for American Indian/ Alaska Native students, Pacific Islander students, and unknown race students are provided in the Appendix of this report.

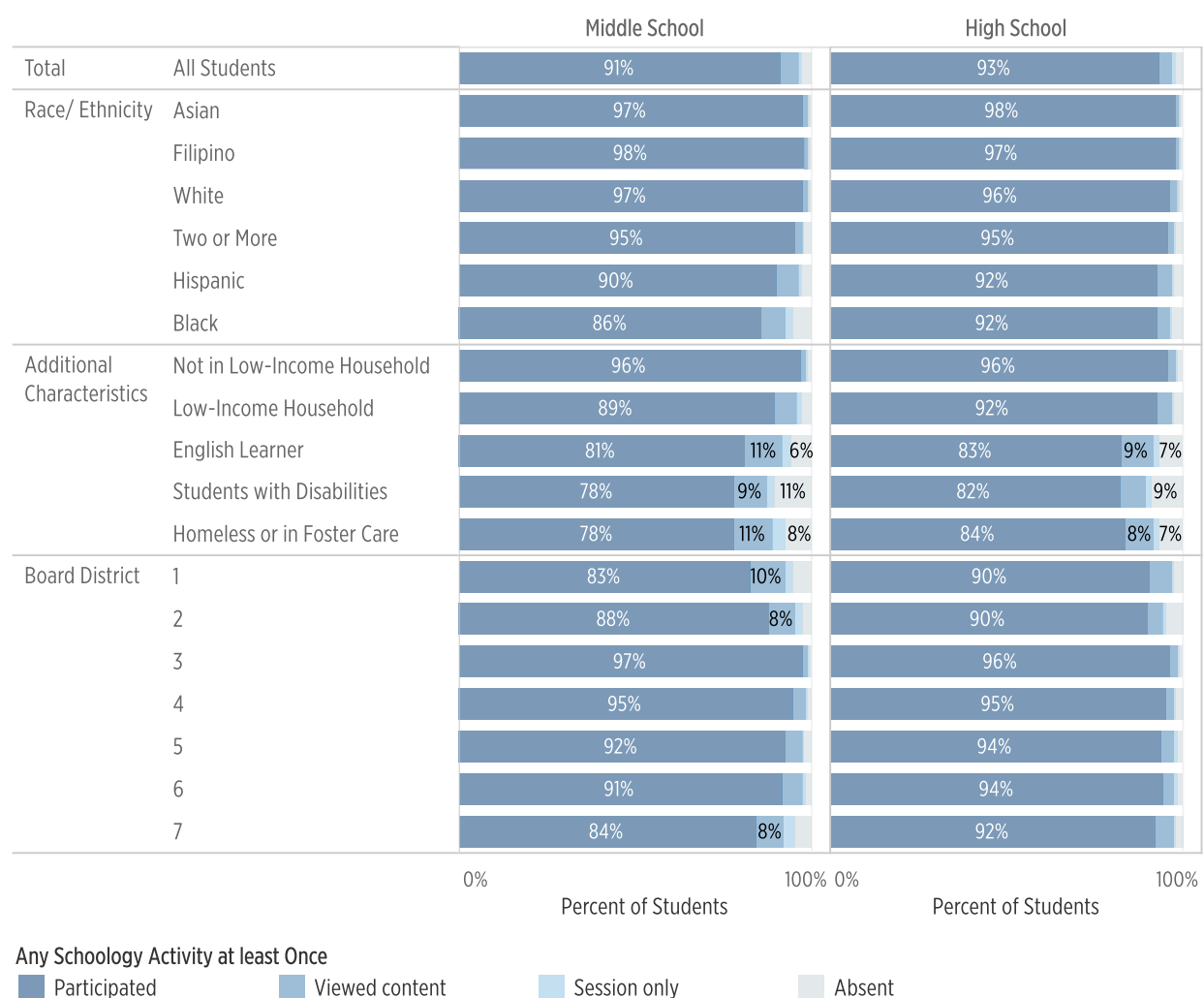
<sup>5</sup> Student enrollment detail was retrieved from District administrative data (FOCUS) on April 3, 2020.

## WHAT PERCENTAGE OF STUDENTS WERE ACTIVE AT LEAST ONCE?

By May 22—the end of the ninth instructional week of the crisis—nearly all the District’s middle and high school students (97%) had been active on Schoology at least once. Though 97% of students in middle and high school had been *active* in some way at least once by May 22, slightly fewer—91% of middle school students and 93% high school students—had *participated* at least once. To participate, students must do more than log in or view content; they must submit an assignment, take a test, or post a message.

Figure 1 shows high percentages of students participating at least once. However, there are notable disparities in whether a student has participated at least once: English learners, students with disabilities and students who are homeless or in foster care, and students in Board Districts 1 and 7 (and to a lesser degree, Board District 2) had the lowest percentages of participation.

**Figure 1.** Students Active on Schoology at least Once from March 22-May 16, by School Level

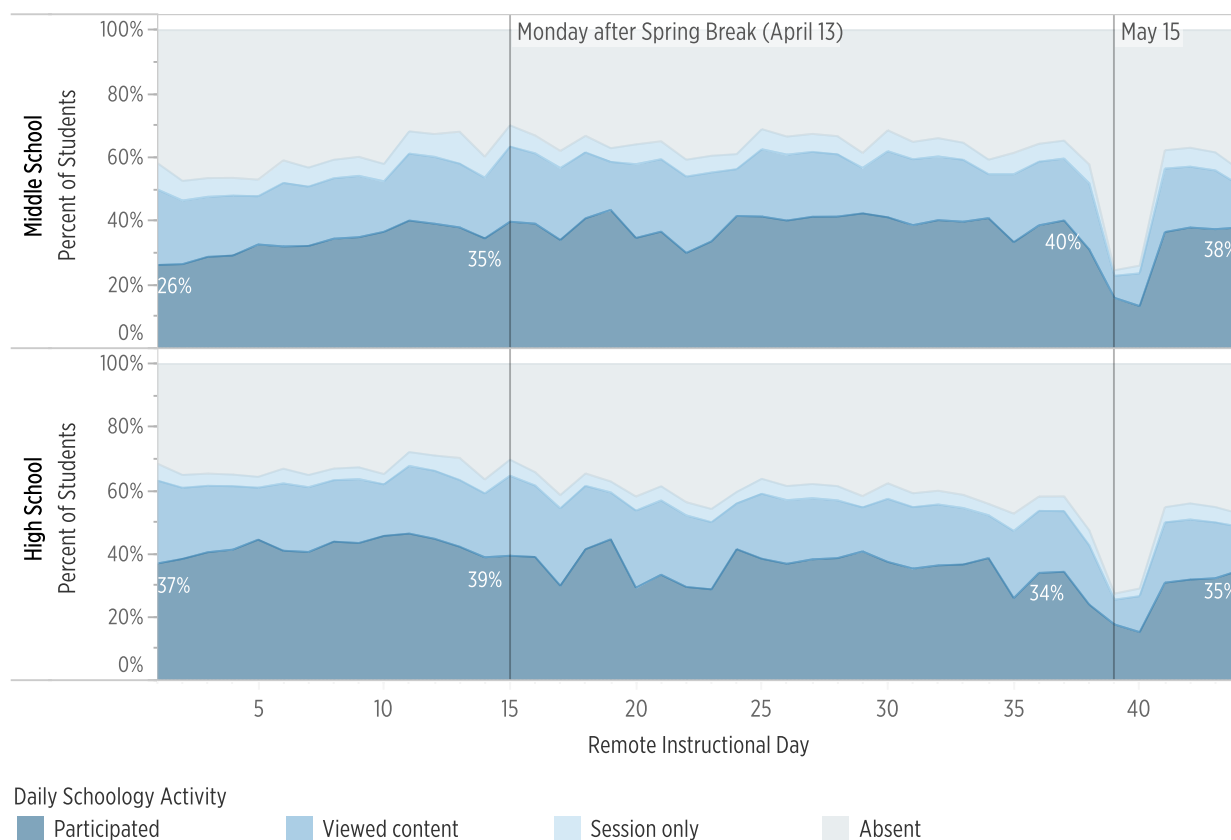


## WHAT PERCENTAGE OF STUDENTS WERE ACTIVE EACH DAY?

Students and teachers were not expected to login to Schoology each day during school facilities closures in the spring on 2020, and students may have engaged with their teachers using other platforms—data not captured in this report. However, because some form of daily attendance will be required in the 2020-2021 school year, we provide data on daily activity in this section.

On average, about 60% of students in middle and high school were active on Schoology each day during the period of study. Figure 2 displays the percentage of students active on Schoology by type of activity and school level over the 45 instructional days included in this data brief. On average, a little over one-third of middle school and high school students participated each day, with an additional 20% of students viewing content, but not participating in other ways.

**Figure 2.** Students Active on Schoology at least Once per Instructional Day, by School Level



Middle school participation grew slowly over the first three instructional weeks (up through instructional day 15) and then remained relatively stable, with a few exceptions when participation decreased substantially among all middle school and high school the instructional days flanking



the weekend of May 15.<sup>6</sup> High school participation was relatively stable over the first few weeks but has oscillated and decreased slightly since.

Daily activity on Schoology is not the same as being engaged in learning, but data on activity can shed light on how students and teachers used the technology in the spring. We divide usage into several recorded activities, as shown in Table 1.

Of all students enrolled, 61% were active and 39% were absent. Of those active, 36% participated by taking assessments or submitting assignments (~29%) or posting messages (7%) in both school levels. Approximately another quarter of students were active each day, mostly by at least viewing some content, but did not complete a participation action.

Many teachers gave students several days to complete assignments. Thus, in the remainder of the report, we focus on weekly activity as a more accurate depiction of secondary student online engagement in Schoology during school facilities closures in the spring of 2020.

**Table 1.** Average Daily Percentage of Students Active on Schoology from March 16-May 22, by School Level and Type of Activity

Activity	Middle School	High School
Active on Schoology	61%	60%
Participated	36%	36%
Assessment	14%	10%
Assignment, no assessment	15%	20%
Message or discussion only	7%	7%
Active but did not participate	25%	24%
Viewed content	19%	19%
Session only	6%	4%
Absent from Schoology	39%	40%
Total	100%	100%

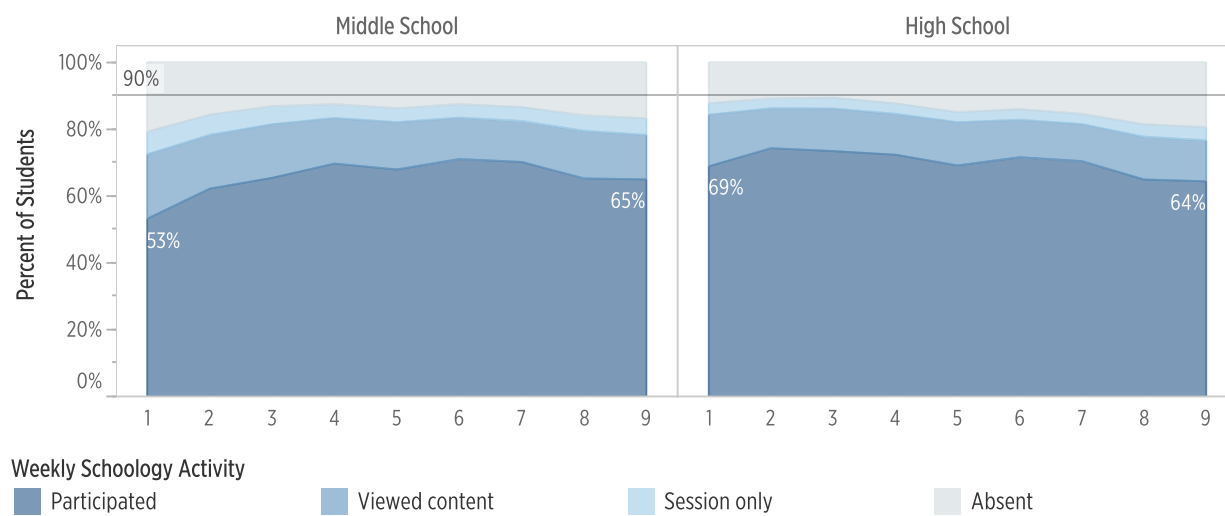
<sup>6</sup> The cause of the drop off around Friday, May 15 (including Thursday, May 14 and Monday, May 18), a week before Memorial Day, is unknown.

## WHAT PERCENTAGE OF STUDENTS WERE ACTIVE EACH WEEK?

Because there was no requirement that teachers and students needed to be active each day, daily activity is insufficient to understand overall activity in the spring semester. Therefore, weekly participation patterns are shown in detail and disaggregated by student groups in this section.

Figure 3 displays the percentage of students active on Schoology at least once per instructional week. The total percentage of middle school students active each week remained relatively stable during the period of the report at around 80%, while total percentage of high school students active each week decreased from around 90% to 80%. Middle school participation grew slowly since the first week, up from 53% in week 1 to 65% in week 9 (peaking at 71%), while high school participation decreased slightly, from 69% to 64% (peaking at 74%).

**Figure 3.** Students Active on Schoology at least Once per Instructional Week, by School Level



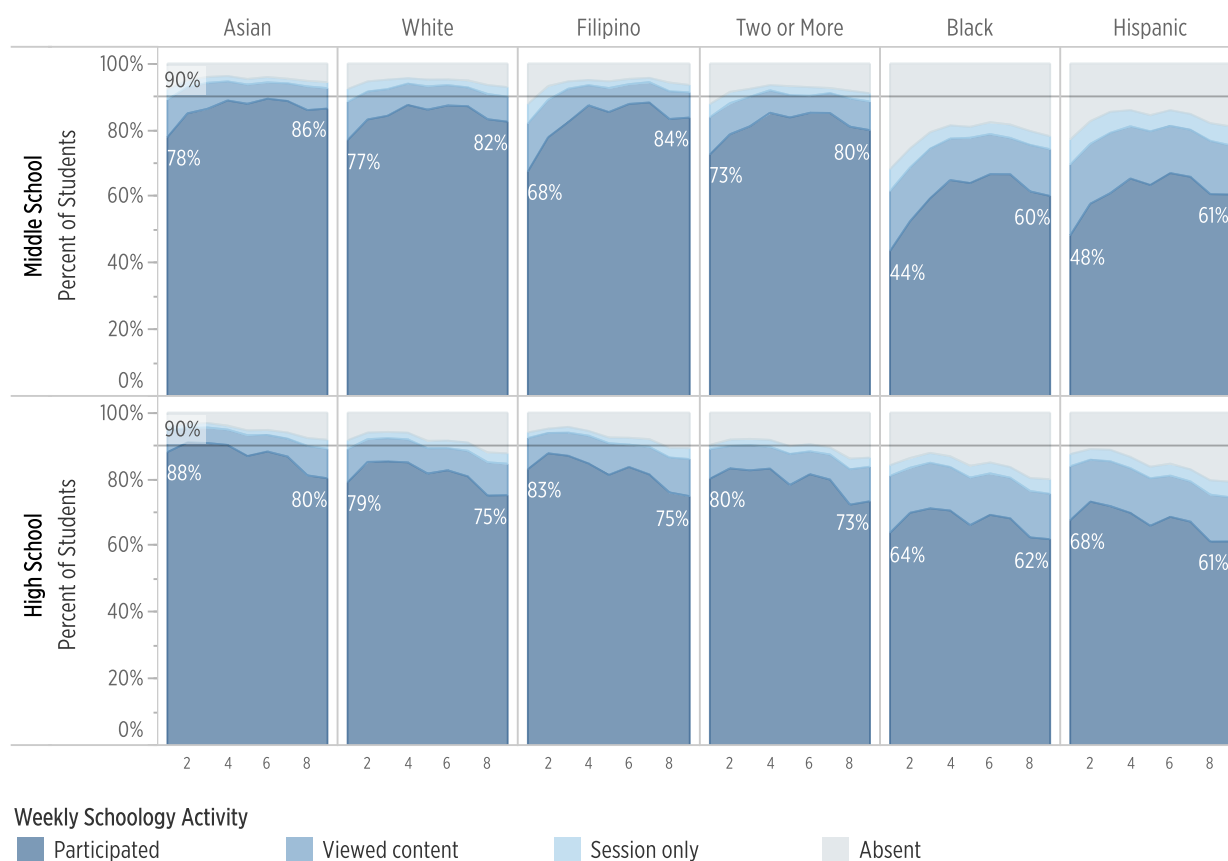
The following figures show that weekly activity and, within that, participation, was lowest among students who are Black and Hispanic and was lower for students who live in low-income households than it was for students in higher-income households. Weekly activity and participation were also lower for students who are English Learners, students with disabilities, and students in the District's homeless program or who have an active foster court case, compared to students not in those categories.

## RACE/ ETHNICITY: Weekly participation by Black and Hispanic students has been 10 to 20 percentage points lower than their peers.

Figure 4 displays the percent of students active at least once on Schoology each instructional week by race and ethnicity. Participation by Black and Hispanic students is lower than their Asian, white, Filipino and multiracial peers.

At the beginning of the crisis, fewer than 50% of Black and Hispanic students in middle school participated, compared to 68% or more of their multiracial, Filipino, white and Asian peers. By the ninth instructional week, 60% of Black students in middle school and 61% of Hispanic students had participated at least once that week, compared to over 80% of their non-Hispanic or Black peers. The District's high school students show exhibit similar patterns: Black and Hispanic students participated at least once per instructional week at lower rates than their peers throughout the crisis. For reference, we show peak participation percentages in Table 2.

**Figure 4.** Students Active on Schoology at least Once per Instructional Week, by Race/ Ethnicity and School Level



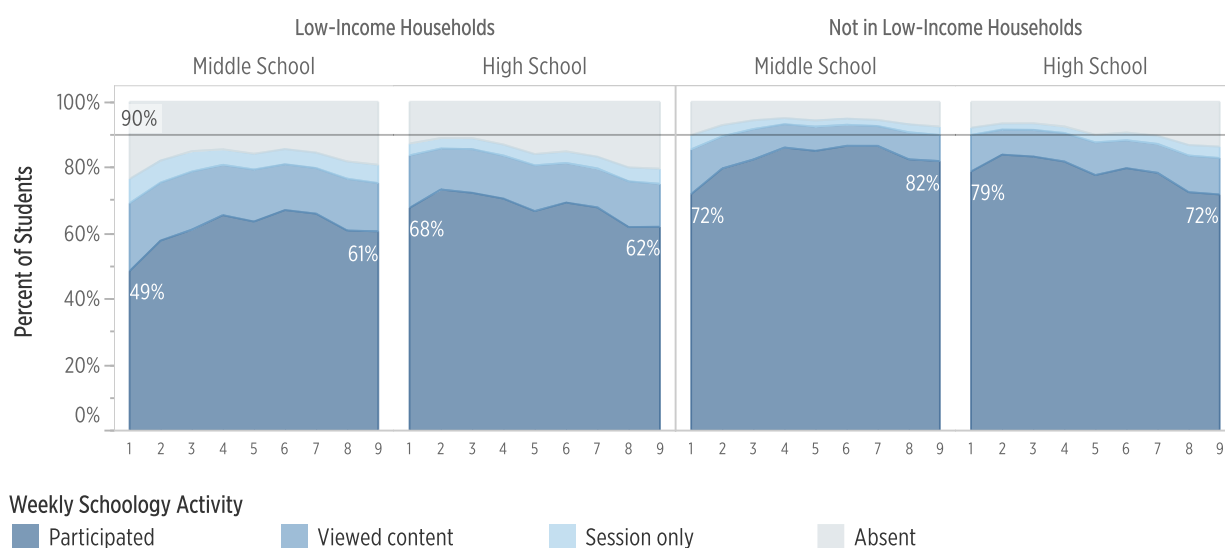
**Table 2.** Peak Weekly Participation Percentage, by Race/ Ethnicity and School Level

	Asian	White	Filipino	Two or More	Black	Hispanic
Middle school	89%	88%	88%	85%	67%	67%
High school	91%	85%	88%	83%	71%	73%

## LOW INCOME: Each week, students in low-income households participated at lower rates than students living in higher-income households.

Figure 5 displays the percentage of students active at least once per instructional week by whether they live in a low-income household. In middle school, participation by students who are not living in low-income households was approximately 20 percentage points higher than participation by students living in low-income households, and this gap remained constant throughout school facilities closures. The same pattern held true for high school students, though the gap was smaller—10 percentage points. Weekly participation among middle and high school students living in low-income households peaked at 67% and 73%, respectively (participation peaked at 87% and 84% among middle and high school students not living in low-income households).

**Figure 5.** Students Active on Schoology at least Once per Instructional Week, by Household Income and School Level

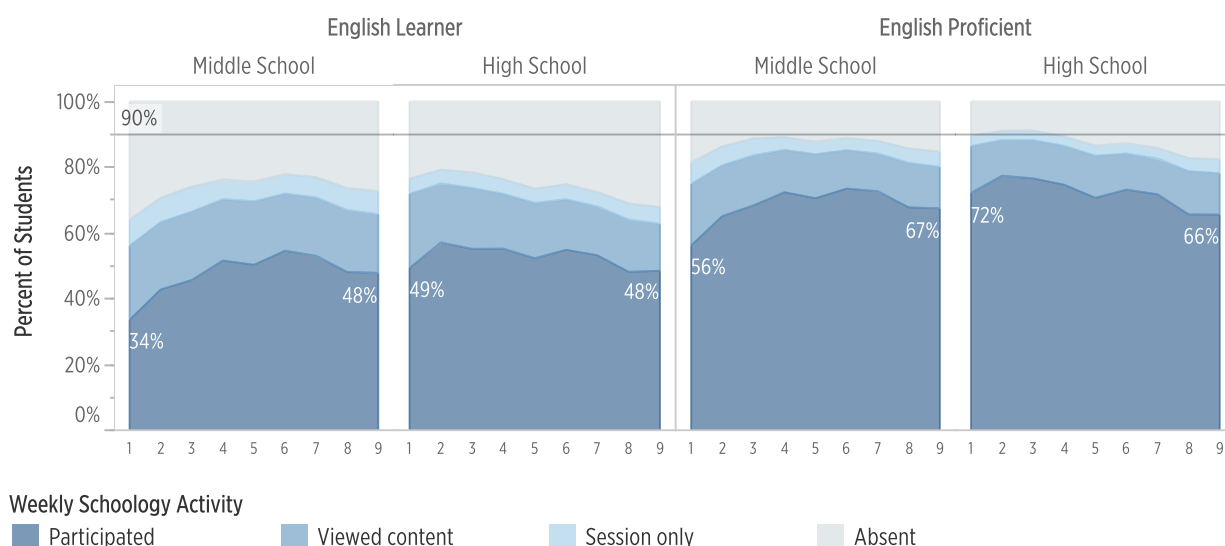


**ENGLISH LEARNERS: On average, less than half of students classified as English learners participated each week—a participation rate 20 percentage points lower than that of students who are English-proficient.**

Figure 6 displays the percentage of students active at least once on Schoology for each instructional week by English learner classification. Students who are English learners in both middle school and high school participated at lower rates than their peers who are English proficient by a difference of approximately 20 percentage points, a gap that remained relatively consistent over the nine weeks.

In middle school, participation by students who are English learners grew since the first instructional week up to 48% in week 9, having peaked at 56%. In high school, participation by students who are English learners remained roughly stable at 50%, with the highest participation percentage in the second instructional week at 57%.

**Figure 6.** Students Active on Schoology at least Once per Instructional Week, by English Learner Classification and School Level

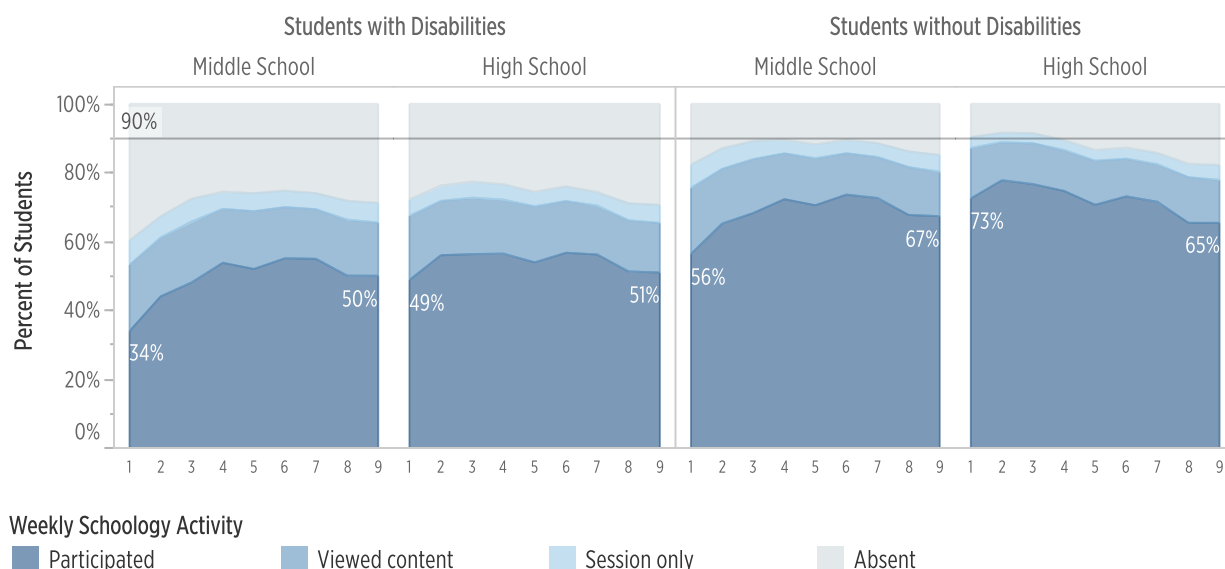


**DISABILITY STATUS:** There was a notable gap in participation rates between students with disabilities and their peers, too. Each week, only about half of students with disabilities participated on Schoology.

Figure 7 displays the percentage of students active on Schoology at least once per instructional week by disability status. Like students who are English learners, students with disabilities in both middle school and high school participated at lower rates than their peers without disabilities.

In middle school, participation by students with disabilities grew 16 percentage points to 50%, from 34% in the beginning (the peak participation percentage was 55%). In high school, participation by students with disabilities remained roughly stable at 50% (the peak participation percentage was 57%).

**Figure 7.** Students Active on Schoology at least Once per Instructional Week, by Disability Status and School Level

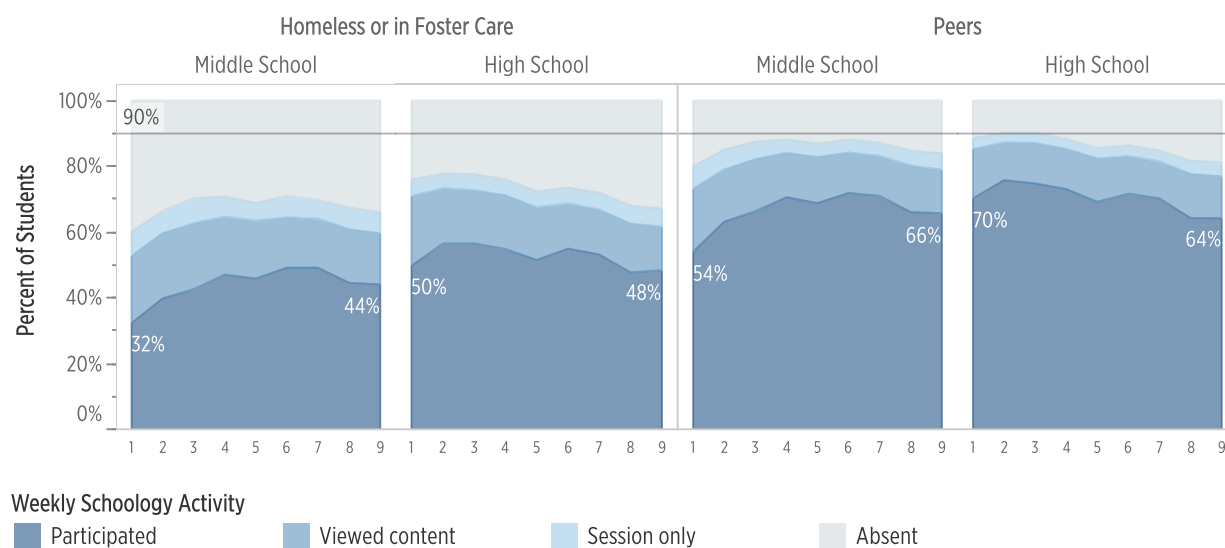


**HOMELESS OR IN FOSTER CARE:** Like students who are English learners or have disabilities, students in the District's homeless program or who have an active foster court case participated at far lower rates than their peers.

Figure 8 displays the percentage of students active at least once per instructional week over the course of school closures by whether they are in the District's homeless program or have an active foster court case. Like English learners and students with disabilities, these students participated on Schoology at lower rates than their peers.

In middle school, participation by students in the District's homeless program or foster care grew 12 percentage points to 44%, from 32% in the beginning (participation peaked at 49%). In high school, participation by students in homeless program or foster care remained stable but dipped slightly from 50% to 48% (participation peaked at 56%).

**Figure 8.** Students Active on Schoology at least Once per Instructional Week, by Homeless Program or Active Foster Court Case and School Level

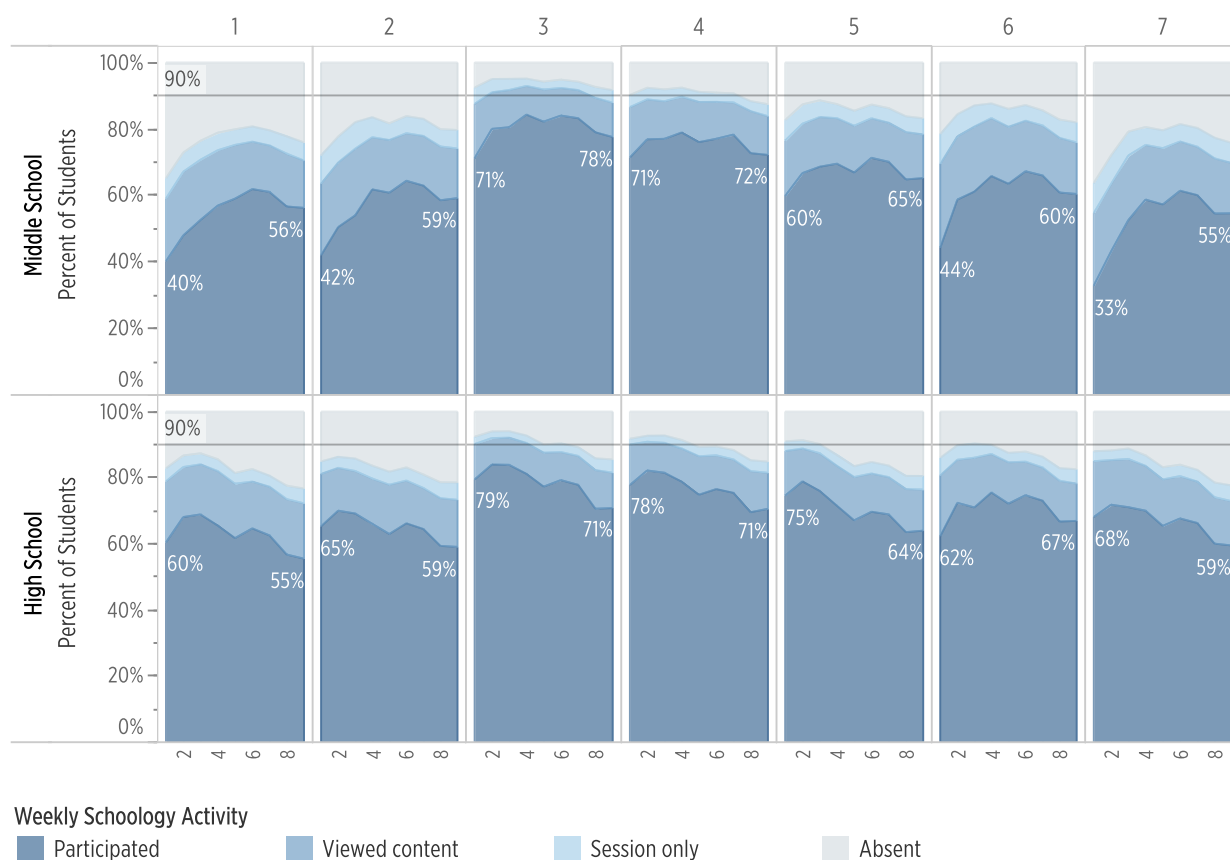


## BOARD DISTRICT: Weekly participation rates varied across Board Districts, but Board Districts 1, 2 and 7 were consistently lowest.

Following District data reporting conventions, we report participation disaggregated by Board Districts. Since each District is heterogeneous, differences between Board Districts reflect the disparities between student groups found throughout the District.

Figure 9 shows weekly Schoology activity by Board district and school level. Board District 3 has the most weekly activity, and Board Districts 1 and 7 have the lowest in both school levels. Middle school activity grew most in Board Districts 1, 2, 6 and 7. High school overall activity and participation decreased between the beginning of the closures and week 9 across all Board districts except Board District 6. We provide peak participation percentages Table 3.

**Figure 9.** Students Active on Schoology at least Once per Instructional Week, by Board District and School Level



**Table 3.** Peak Weekly Participation Percentage, by Board District and School Level

	1	2	3	4	5	6	7
Middle school	62%	64%	84%	78%	71%	67%	61%
High school	69%	70%	84%	82%	79%	76%	72%



## HOW FREQUENTLY DID STUDENTS PARTICIPATE EACH WEEK?

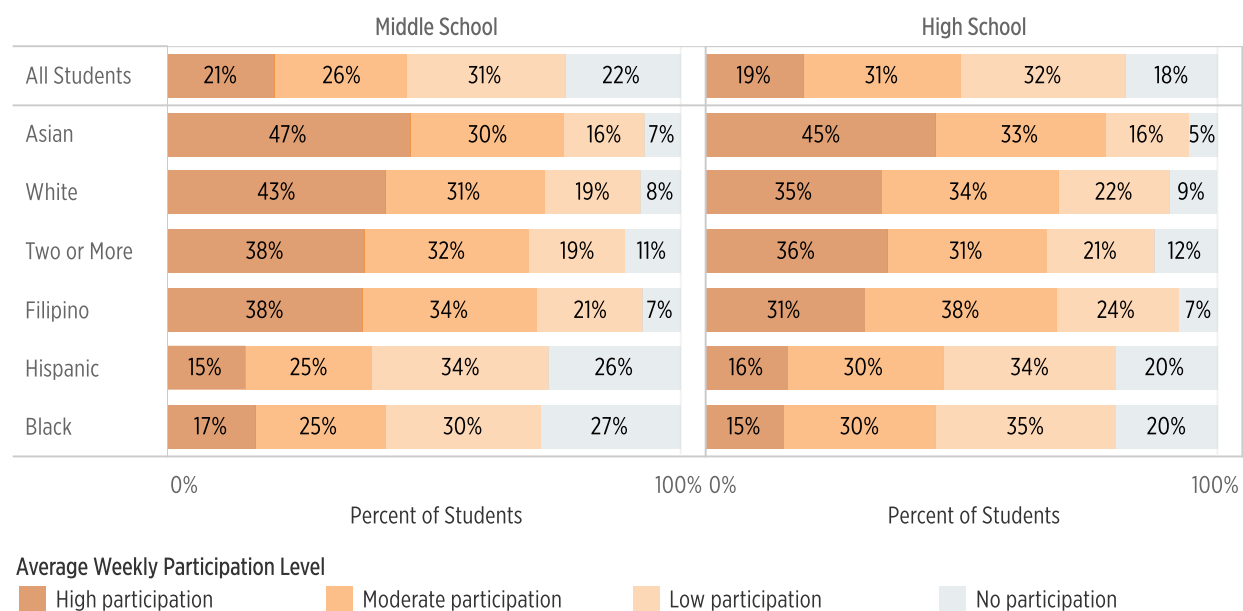
This section focuses on participation and displays the percentage of students who participated at different levels of frequency in the first nine weeks after school facilities closed. Some students (about 20% overall) did not submit assignments, assessments, post comments, or send messages even once on average per week. Others, though very few, participated as much as 19 times. The range probably reflects the variation in how teachers used Schoology and variation in student engagement (e.g., some students who participated over 5 times likely sent many messages, each counting as one action). We defined average weekly participation levels as follows:

- **High participation:** student participated over 5 times per week on average
- **Moderate participation:** student participated between 3 and 5 times per week on average
- **Low participation:** student participated 1 or 2 times per week on average
- **No participation:** student may have created a session or viewed content but did not submit assignment, take a test, post to a discussion, or send a message, on average.

### RACE/ ETHNICITY: More Asian, white, multiracial and Filipino students had top participation levels compared to their Hispanic and Black peers.

Figure 10 displays the average weekly participation levels by race/ ethnicity. Overall, 21% of middle school students and 19% of high school students had high participation and 31% of middle school students and 32% of high school students had low participation levels. In middle school and high school, two to three times as many Asian, white, multiracial and Filipino students had high participation levels compared to their Hispanic and Black peers.

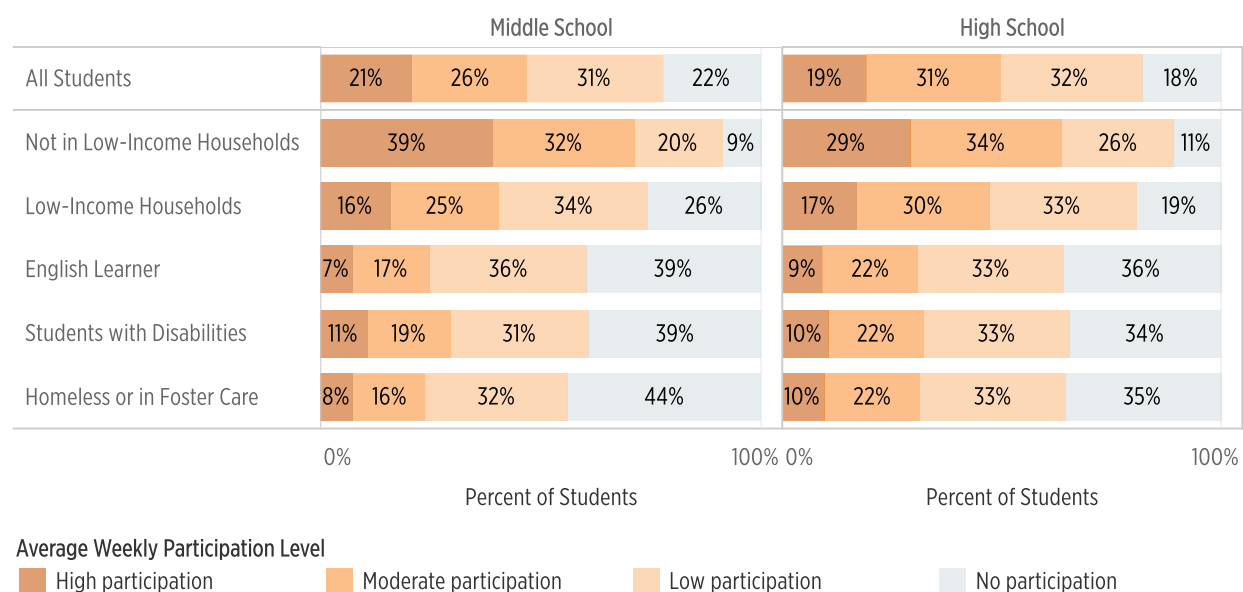
**Figure 10.** Average Weekly Participation Levels During School Facilities Closures, By Race/ Ethnicity and School Level



**ADDITIONAL CHARACTERISTICS:** Compared to their more affluent peers, fewer students who living in low-income households, classified as English learners, have disabilities, are experiencing homelessness or in foster care had high participation.

Figure 11 displays the average weekly participation levels by other student characteristics. Close to twice as many students who do not live in poverty participated at top levels (39% and 29% in middle and high schools, respectively) compared to students who live in low-income households (16% and 17%). Comparatively few students who are English learners (7% and 9%), students with disabilities (11% and 10%), and students in the District’s homeless program or have an active foster court case (8% and 10%) had high participation.

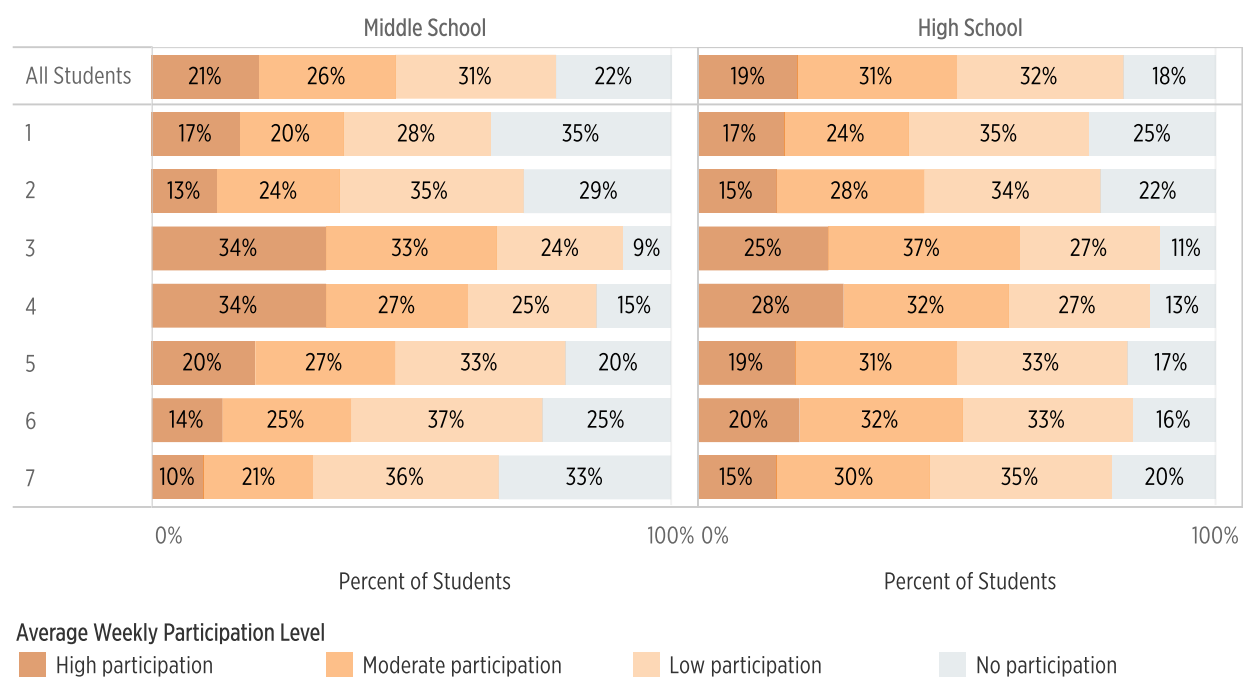
**Figure 11.** Average Weekly Participation Levels During School Facilities Closures, By Student Characteristics and School Level



## BOARD DISTRICT: Fewer students in Board Districts 1, 2, 6 and 7 had top levels of participation compared to the average for all students.

Figure 12. shows the average weekly participation levels by Board district. In middle school and high school, Board Districts 3 and 4 had the highest percentages of students with high participation levels. Board Districts 1, 2 and 7 had the highest percentages of students with low and no participation. The other two Board districts had a distribution of student participation that reflected the overall average of the District.

**Figure 12.** Average weekly participation levels during school facilities closures, by Board District and School Level



## HOW MANY TOTAL WEEKS DID STUDENTS PARTICIPATE?

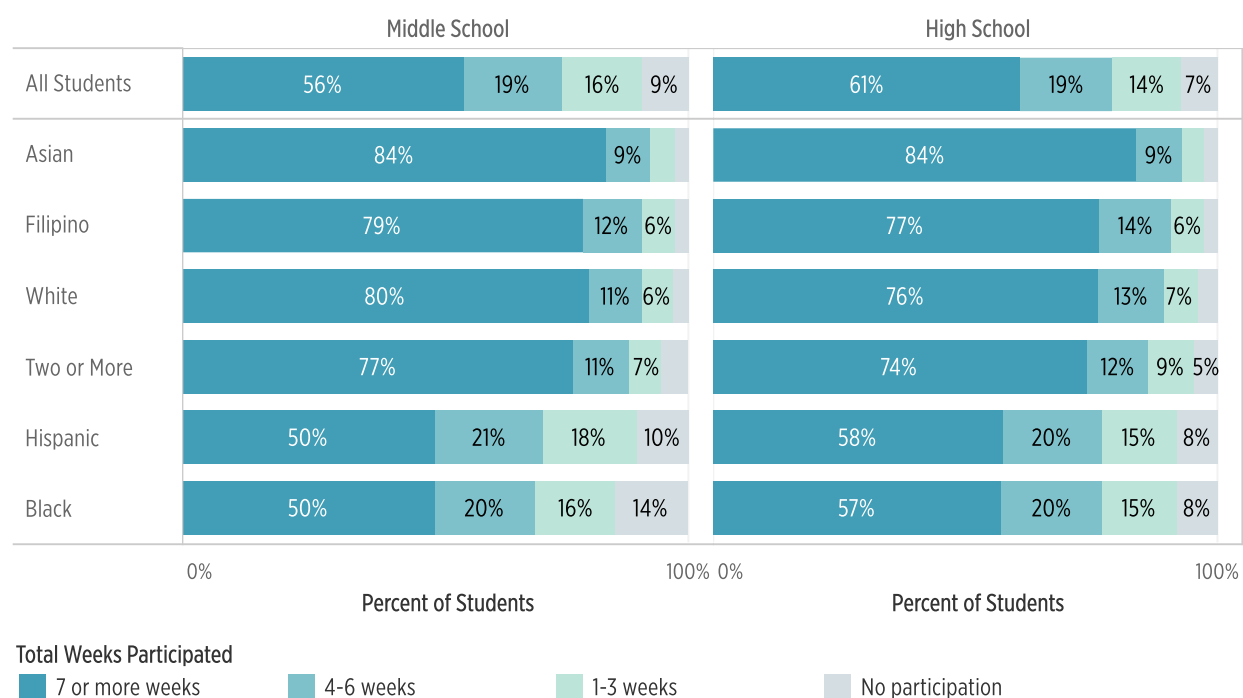
The number of times a student participated in class on average each week gives insight into the intensity of weekly activity on Schoology. However, data on average weekly activity tell us nothing about the percentage of students who persistently participated over the nine-week period.

Though spring break was a school holiday, some students were active on Schoology between April 3 and April 12. We included this week in these students' total count of weeks active, so some students participated as many as 10 weeks, though there were only 9 instructional weeks.

### **RACE/ ETHNICITY: Percentages of Hispanic or Black students who participated for seven weeks or more were markedly less than their Asian, white, Filipino and multiracial peers.**

Figure 13 displays the total weeks different race/ ethnicity groups participated. Only half of Black and Hispanic students in middle school participated seven or more weeks, compared to over three quarters of their Asian, white, Filipino and multiracial peers. Slightly larger shares of Black and Hispanic students in high school participated seven or more weeks, though the percentages are still markedly less than their Asian, white, Filipino and multiracial peers.

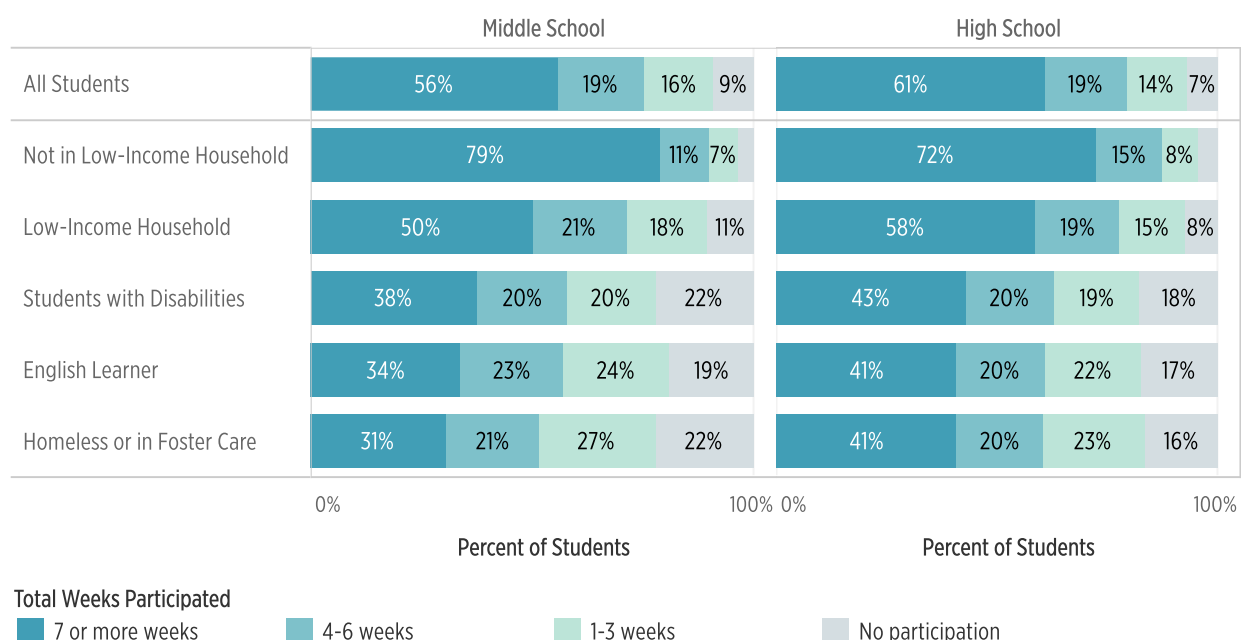
**Figure 13.** Total Weeks Participated During School Facilities Closures, By Race/ Ethnicity and School Level



**ADDITIONAL CHARACTERISTICS:** Though about 60% of all students participated for seven weeks or more, students who are English learners, have disabilities, in the District's homeless program, or have an active foster care case participated for fewer weeks than their peers.

Figure 14 displays the percentages of students who participated for different numbers of total weeks. More than half of middle school students (56%) and high school students (61%) participated most weeks. However, there are noticeable disparities by student characteristics. Among students not living in low-income households, 79% of middle school students and 72% of high school students participated over seven weeks. Students who are English learners, with disabilities, in the District's homeless program or have an active foster care case participated for fewer weeks than their peers.

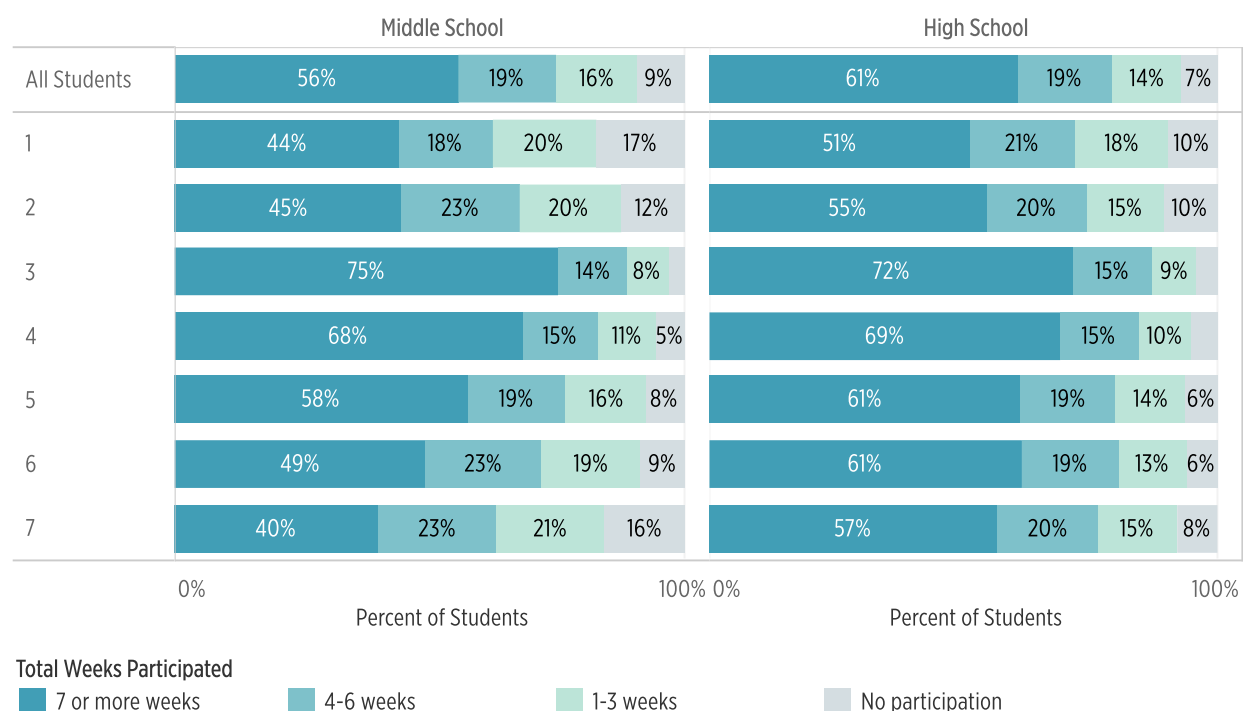
**Figure 14.** Total Weeks Participated During School Facilities Closures, By Student Characteristics and School Levels



## BOARD DISTRICT: Fewer students in Board Districts 1, 2, and 7 participated for seven weeks or more, compared to students in other Board Districts.

Figure 15 shows the total weeks students in different Board districts participated. Consistent with other measures of Schoology activity, Board Districts 3 and 4 had the highest percentages of students who participated every week for over seven weeks. Also consistent with other measures, Board Districts 1 and 7 had relatively few students who persistently participated seven weeks or more. Board District 2 also had fewer students who participated through all nine weeks.

**Figure 15.** Total Weeks Participated During School Facilities Closures, By Board District and School Level



## NEW RULES FOR STUDENT ENGAGEMENT

It is likely remote learning will continue as part of a hybrid school option (part in-person, part remote) for many students in the fall term, and when it does, it must conform to new statutory guidelines regarding participation.

The budget trailer bill that passed the California legislature and was signed into law by the Governor on June 29 (SB 98) stipulated several requirements and standards for distance learning participation:

**Instructional minutes.** Minimum requirements for in-person instructional minutes offered during the school year are waived; however, the District must determine, measure and report the **time value of pupil work**, which should be approximately equivalent to the required instructional minutes.<sup>7</sup>

**Live interaction.** “Frequent live interaction that provides a...level of service and school connectedness”<sup>8</sup> that is comparable to what students would experience with in-person instruction is required.

**Daily participation.** Daily participation is required and “may include, but is not limited to, 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.”<sup>9</sup> A student who does not participate in distance learning on a school day shall be **documented as absent** for that school day.

**Student progress.** The District must develop and provide a **weekly engagement record** for

each pupil that documents “synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.”

The District must complete, and the Board must approve, a **Learning Continuity and Attendance Plan** for the 2020-2021 school year by September 30, 2020. The template will be available from the California Department of Education (CDE) by August 1. The plan must describe how the District plans to **ensure access, pupil participation, and pupil progress via in-person and remote learning**. The plan must also include written procedures for tiered reengagement strategies for all pupils absent from distance learning for over three schooldays or 60 percent of the instructional days in a week.

## KEY CONSIDERATIONS

This report shows that the District has the data needed to monitor, report and evaluate distance learning participation, as will be required in the 2020-2021 school year. The measures contained here are prototypes of what could meet reporting requirements and be used to understand student engagement.

As the District considers strategies to offer remote learning that compares to in-person instruction in the fall, there are several key considerations for increasing participation. These include:

- the need to require, monitor and report daily student participation;
- the need for a differentiated strategy to reach and engage all students, since students in different groups have different contexts for their non-participation;

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<sup>7</sup> Cal. Education. Code § 43502

<sup>8</sup> Cal. Education. Code § 43503

<sup>9</sup> Cal. Education. Code § 43504

- and the need for policies and practices that sustain engagement and keep attendance and participation high throughout the year.

Overall daily and weekly participation in the spring were far below levels that will be required in the fall. More importantly from an equity perspective, participation was disproportionately low for Hispanic and Black students, students classified as English learners,

students with disabilities, students in foster care, and students who are experiencing homelessness.

If the levels of daily participation seen in the spring of 2020 were to persist in the 2020-2021 school year, not only would the District's chronic absenteeism rate and average daily attendance likely be affected, but many students could continue to lose learning opportunities.



# APPENDIX

## Sample Summary

**Table A1.** Middle and High School Student Enrollment during Crisis, by School Level and Category

Category	Description	Middle School		High School		Total	
		#	%	#	%	#	%
Race/Ethnicity	Hispanic	64,146	73%	90,374	77%	154,520	75%
	White	9,898	11%	9,403	8%	19,301	9%
	Black	6,360	7%	9,131	8%	15,491	8%
	Asian	3,743	4%	4,498	4%	8,241	4%
	Filipino	1,634	2%	2,769	2%	4,403	2%
	Two or More	1,624	2%	1,365	1%	2,989	1%
	Pacific Islander	323	0.4%	329	0.3%	652	0.3%
	American Indian/ Alaska Native	128	0.2%	170	0.1%	298	0.1%
	Unknown	78	0.1%	77	0.1%	155	0.1%
Poverty	Low-income Household	70,166	80%	98,510	83%	168,676	82%
	Not in Low-income Household	17,768	20%	19,606	17%	37,374	18%
English Learner	English Proficient	76,511	87%	104,626	89%	181,137	88%
	English Learner	11,423	13%	13,490	11%	24,913	12%
Special Education	Students without Disabilities	75,468	86%	103,307	87%	178,775	87%
	Students with Disabilities	12,466	14%	14,809	13%	27,275	13%
Homeless or Foster Care	Peers	84,619	96%	114,071	97%	198,690	96%
	Homeless or in Foster Care	3,315	4%	4,045	3%	7,360	4%
<b>Total</b>	<b>All Students</b>	<b>87,934</b>	<b>100%</b>	<b>118,116</b>	<b>100%</b>	<b>206,050</b>	<b>100%</b>

Note: Schoology activity data for Pacific Islander, American Indian/ Alaskan Native, and Unknown race students is only provided in the Appendix.

**Table A2.** Middle and High School Student Enrollment during Crisis, by School Level and Board District

Board District	Middle School	High School	Total
1	5,940	10,977	16,917
2	12,123	22,314	34,437
3	20,035	17,548	37,583
4	9,675	11,055	20,730
5	13,655	18,079	31,734
6	10,997	18,456	29,453
7	15,509	19,688	35,197
<b>All Students</b>	<b>87,934</b>	<b>118,116</b>	<b>206,050</b>

## Data for American Indian/ Alaska Native, Pacific Islander and Unknown Race Students

The data for the activity measures are presented slightly differently for American Indian/ Alaska Native, Pacific Islander and unknown race students due to their small population sizes. Only data for activity measure 1 and activity measures 3-5 were disaggregated by student characteristics and are provided below, and categories used in the report are combined or averaged or ranges are reported as needed.

### Activity Measure 1: Students who completed any action at least once

**Table A3.** Students Active on Schoology at least Once from March 22-May 16, by Race and School Level

School Level	Race	Participated	Did Not Participate or Absent
Middle school	All Students	91%	9%
	American Indian/Alaska Native	91%	9%
	Pacific Islander	94%	6%
	Unknown	≥80%	≤20%
High school	All Students	93%	7%
	American Indian/Alaska Native	94%	6%
	Pacific Islander	≥95%	≤5%
	Unknown	84%	16%

*Note:* Did not participate or absent includes students who viewed content or created a session only or were absent.

### Activity measure 3: Students who completed any action at least once per week

**Table A4.** Average Percent of Students Active on Schoology at least Once per Instructional Week, by Race and School Level

School Level	Race	Participated	Active but Did Not Participate	Absent
Middle school	All Students	66%	20%	15%
	American Indian/Alaska Native	66%	18%	15%
	Pacific Islander	70%	18%	12%
	Unknown	60%	19%	21%
High school	All Students	70%	16%	14%
	American Indian/Alaska Native	70%	17%	13%
	Pacific Islander	76%	15%	9%
	Unknown	67%	16%	17%

*Note:* Active but did not participate includes students who viewed content or created a session only. Weekly participation rates were averaged over the nine instructional weeks.

## Activity measure 4: Average amount of participation each week

Average weekly participation levels are defined as follows:

- **High participation:** student participated over 5 times per week on average
- **Moderate participation:** student participated between 3 and 5 times per week on average
- **Low participation:** student participated 1 or 2 times per week on average
- **No participation:** student may have created a session or viewed content but did not submit assignment, take a test, post to a discussion, or send a message, on average.

**Table A4.** Average Weekly Participation Levels During School Facilities Closures, By Race and School Level

School Level	Race	Participation Level			
		High	Moderate	Low	None
Middle school	All Students	22%	26%	31%	22%
	American Indian/Alaska Native	21%	27%	27%	25%
	Pacific Islander	21%	30%	33%	16%
	Unknown	18%	22%	28%	32%
High school	All Students	19%	31%	32%	18%
	American Indian/Alaska Native	16%	32%	35%	13%
	Pacific Islander	22%	35%	30%	9%
	Unknown	22%	29%	27%	17%

## Activity measure 5: Total number of weeks students participated

**Table A5.** Total Weeks Participated During School Facilities Closures, By Race and School Level

School Level	Race	Weeks Participated		
		7 or More Weeks	3-6 Weeks	3 Weeks or Less
Middle school	All Students	56%	19%	25%
	American Indian/Alaska Native	58%	19%	23%
	Pacific Islander	62%	20%	18%
	Unknown	51%	17%	32%
High school	All Students	61%	19%	21%
	American Indian/Alaska Native	60%	20%	20%
	Pacific Islander	65%	20%	15%
	Unknown	58%	16%	26%

*Note:* Students who participated 3 weeks or less includes students who participated 1-3 weeks and students who did not participate any of the weeks. Students who did not participate may have been active, though in less engaging ways (i.e., they may have viewed content or created a session only).