OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students
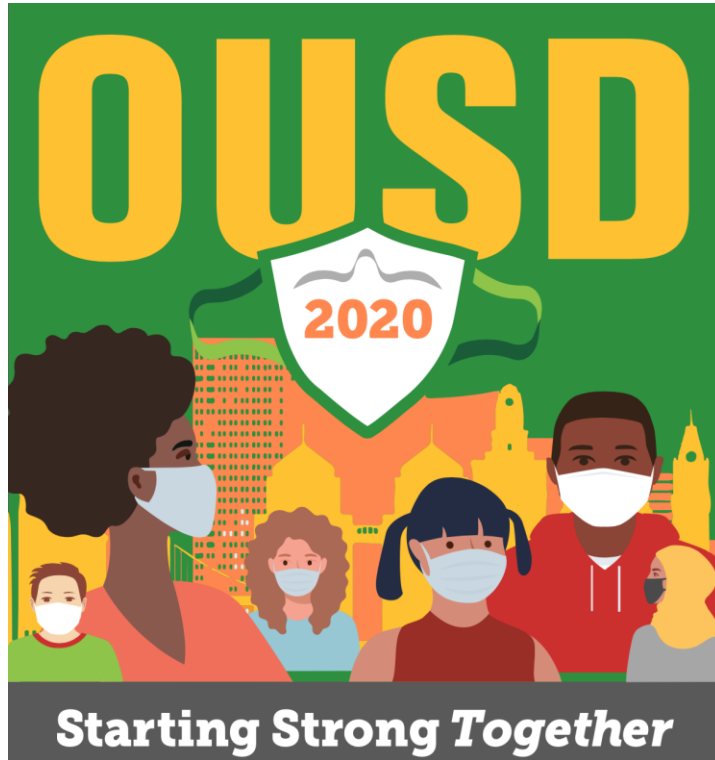
Superintendent Report

i am OUSD

January 13, 2021

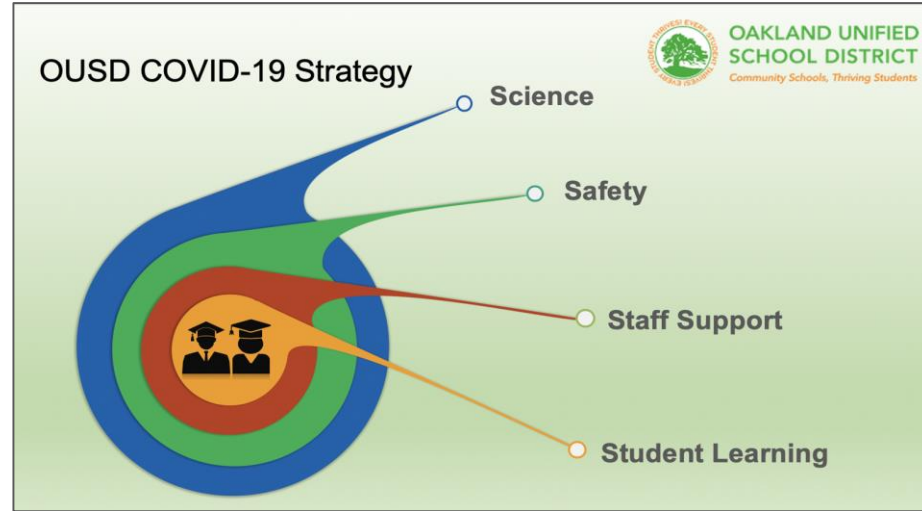# Superintendent Report Overview

- ❖ **Fall Family Survey**
- ❖ **Covid Dashboard**
- ❖ **Attendance Update**
- ❖ **Learning Hub Updates**
- ❖ **CARES Act Funding Update**
- ❖ **Academic Update**

Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.
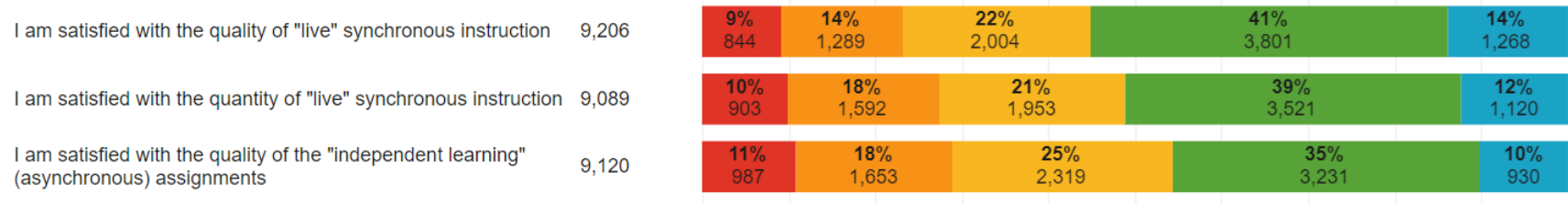

OUSD COVID-19 Strategy

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

- Science
- Safety
- Staff Support
- Student Learning

Fall Family Survey Results

Fall Family Survey: Live and Independent Learning

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

With regard to distance learning this fall, please indicate how you feel about the following statements.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	9,206	9% / 844	14% / 1,289	22% / 2,004	41% / 3,801	14% / 1,268
I am satisfied with the quantity of "live" synchronous instruction	9,089	10% / 903	18% / 1,592	21% / 1,953	39% / 3,521	12% / 1,120
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	9,120	11% / 987	18% / 1,653	25% / 2,319	35% / 3,231	10% / 930

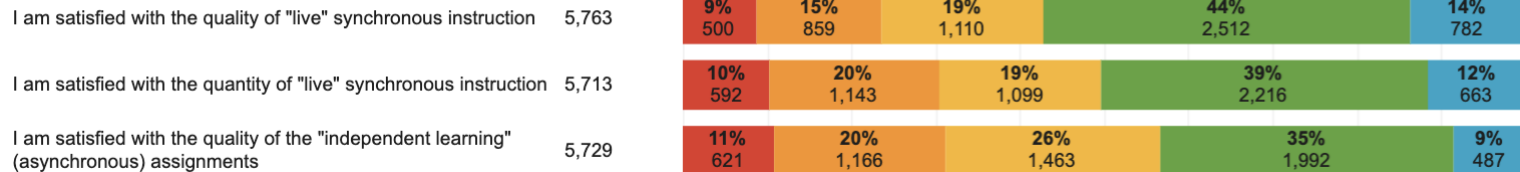| **Quality of Live Instruction**	**Quantity of Live Instruction**	**Quality of Independent Learning**
● 55% Satisfied ● 22% Neither Satisfied/ Dissatisfied ● 23% Dissatisfied	● 51% Satisfied ● 21% Neither Satisfied/ Dissatisfied ● 28% Dissatisfied	● 45% Satisfied ● 25% Neither Satisfied/ Dissatisfied ● 29% Dissatisfied

Important: See appendices for breakdown for each of the 11 race/ethnic groups on the survey

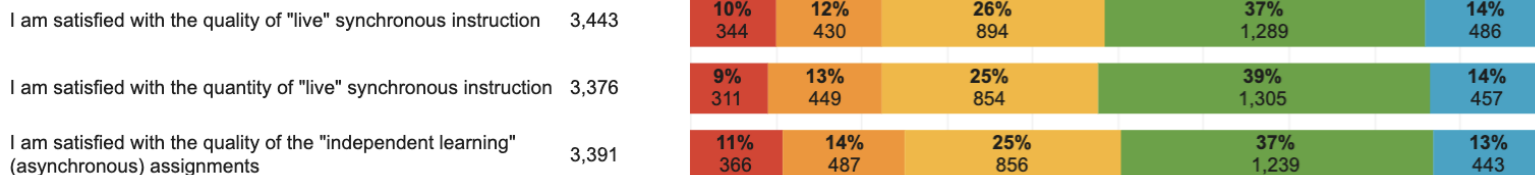# Fall Family Survey: Satisfaction by FRL Status

🟥 Strongly Disagree 🟧 Disagree 🟨 Neither Agree nor Disagree 🟩 Agree 🟦 Strongly Agree

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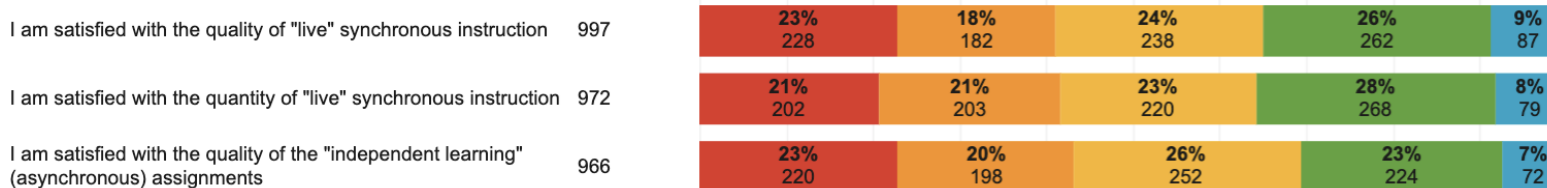
Families **not** qualifying for Free/ Reduced Lunch

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Families "cannot reliably pay for family expenses"

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	997	23% / 228	18% / 182	24% / 238	26% / 262	9% / 87
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Covid Readiness Dashboard

OUSD Safety Measures Progress

The OUSD Readiness to Return Dashboard reflects the steps we have taken to meet the public health standards from the Alameda County Department of Public Health (ACPHD) and ensure safety for our students and staff.

OUSD Readiness to Return Dashboard

| SAFETY (PPE) | CUSTODIAL | STAFF | FACILITIES | ENGAGEMENT/ COMMUNICATION |

Progress on Ensuring Clean and Safe Buildings

FACILITY READINESS

Classrooms set up for social distancing standards | 98% 12.30.20

Social distancing marks placed in hallways | 11% 12.30.20

Alameda County safety signs posted at entrances | 100%

Hand sanitizer located at entrances | 100%

Electrostatic sprayers (sanitizing surfaces at active campuses) | 100%

Site based safety plans updated | In progress

Create plans for outdoor learning spaces |Upcoming

Ventilation

Sites assessed for operable windows | 90%

Sites assessed for a forced air system | 100%

Upgrading forced air systems with Merv-16 filters |51% 1.6.20

Sites will get In-room, HEPA air purifiers| (In progress) by Feb.

CLEANING PROTOCOLS

Deep cleaning of all classrooms | 100%

Restroom soap dispensers filled & repaired | 100%

Cleaning protocols & procedures created | 100%

Cleaning procedures training provided to custodial staff | 100%

Custodial cleaning schedules set & posted on campuses | 100% 12.30.20

Site custodial staffing hired to support distance learning | 96%

OUSD Readiness to Return Dashboard

Progress on PPE, Testing, and Vaccinations

SAFETY and Personal Protective Equipment (PPE)

Safety lead identified at each school site | 96%

PPE Inventory sufficient for remainder of school year in warehouse | 100%

Initial PPE kits delivered to school sites | 100%

Create Identify Isolation Spaces at sites|In Progress

Plan for safety walkthroughs at sites |Upcoming

[OUSD Readiness to Return Dashboard](#)

STAFF Testing & Screening

Daily health screener (symptom check) established for staff | 100%

COVID-19 Testing Contract in place for staff | 100%

Universal entry screening (COVID-19 test) established for staff | 100%

Employee leave & accommodations process | 100%

Text/phone-based system pilot of daily health screener | in progress

COVID-19 Testing Protocol provided to staff | in progress

Student covid testing |Waiting for more ino

Employee vaccinations |Waiting for more info

Implementing the LCP: Multi Tiered Systems of Support (MTSS)

MTSS Tier	Academic	Social Emotional
Tier 1	● Adjusted Scope and Sequence of Core Subject Area Content ● Districtwide Teacher Leaders-Scope and Sequence creation and Professional Development ● Administration of Assessments to track learning loss	● Provided Social Emotional Learning Guidance (Daily Community Classroom Meetings K-12) ● Mental Health & Wellness Resources (students and staff) ● Family Navigator, Safety Lead established for 100% of schools
Tier 2	● Targeted Instruction through small group instruction for students in reading, Language Learning and Special Education	● Engagement Strategies developed and tracked for students not engaging during Distance Learning ● Additional Translators hired to support families
Tier 3	● Learning Pods for students exhibiting learning loss and skill regression in Special Educations ● HS: Credit Recovery implemented	● Learning Hubs established for students experiencing homelessness and trouble accessing distance learning

Academic Update: Early Literacy & High School Graduation

Kindergarten: Fall 2020 Letter ID
(20 or more)

Upper Case (88.5% part)	Lower Case (88% part)
52.4%	42.9%

Kindergarten Fall 2020 Letter ID

By Ethnicity

Grade	Test	Student Ethnicity	Total	% of Students
Grade K	Lowercase Letters	African American	421	23.0% / 97 — 36.8% / 155 — 40.1% / 169
		Asian	320	39.7% / 127 — 36.9% / 118 — 23.4% / 75
		Latino	1,052	12.2% / 128 — 23.9% / 251 — 64.0% / 673
		Multiple Ethnicity	192	26.0% / 50 — 54.2% / 104 — 19.8% / 38
		Pacific Islander	20	15.0% / 3 — 10.0% / 2 — 75.0% / 15
		White	379	24.0% / 91 — 47.5% / 180 — 28.5% / 108
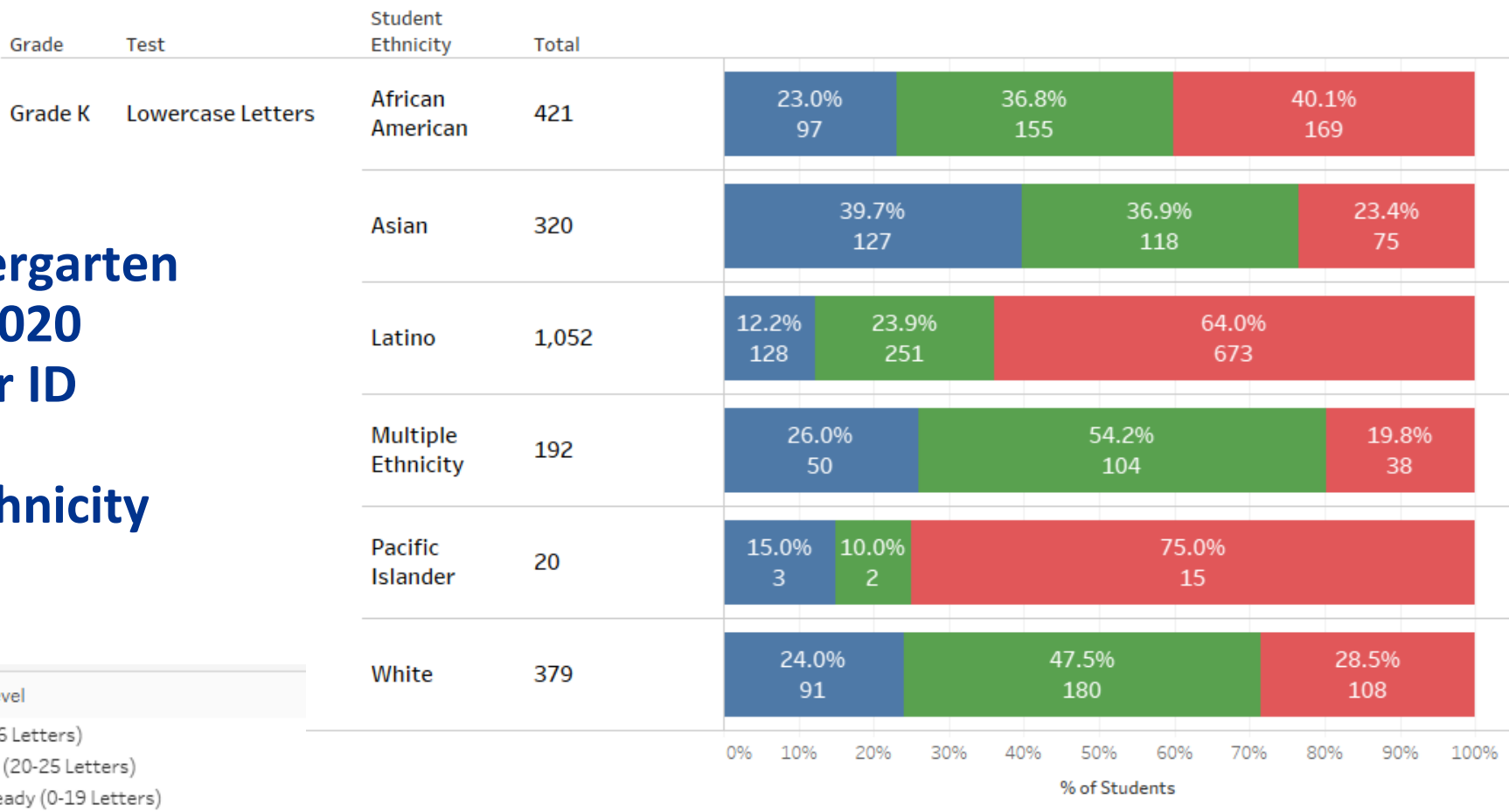
Performance Level
- Mastered (26 Letters)
- SIPPS Ready (20-25 Letters)
- Not SIPPS Ready (0-19 Letters)

Kindergarten Fall 2020 Letter ID By English Learner Status
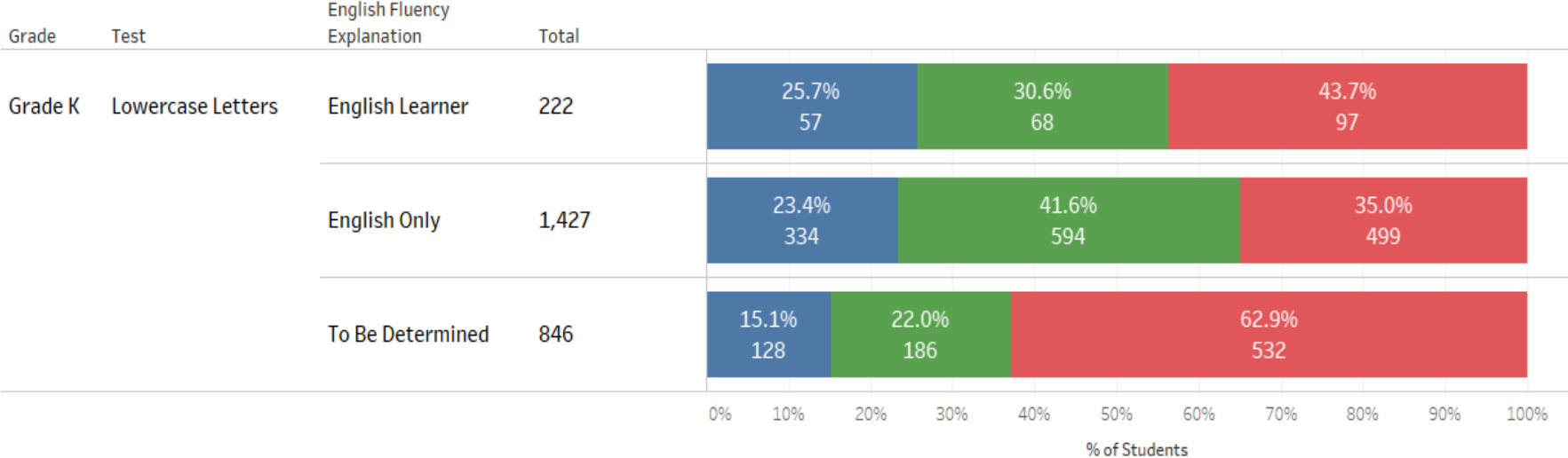
Grade	Test	English Fluency Explanation	Total	% of Students
Grade K	Lowercase Letters	English Learner	222	**25.7%** 57 · **30.6%** 68 · **43.7%** 97
		English Only	1,427	**23.4%** 334 · **41.6%** 594 · **35.0%** 499
		To Be Determined	846	**15.1%** 128 · **22.0%** 186 · **62.9%** 532

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

% of Students

Performance Level

- Mastered (26 Letters)
- SIPPS Ready (20-25 Letters)
- Not SIPPS Ready (0-19 Letters)

1st Grade Reading
Fall 2020 i-Ready

Early 1

K

PK

31%   12%   52%   5%

Tier 1   Tier 2   Tier 3

⬤ Mid or Above Grade Level   ⬤ Early On Grade Level   ⬤ One Grade Level Below   ⬤ Two Grade Levels Below   ⬤ Three or More Grade Levels Below

724 Students   **283 Students**   **1,208 Students**   **114 Students**   **0 Students**
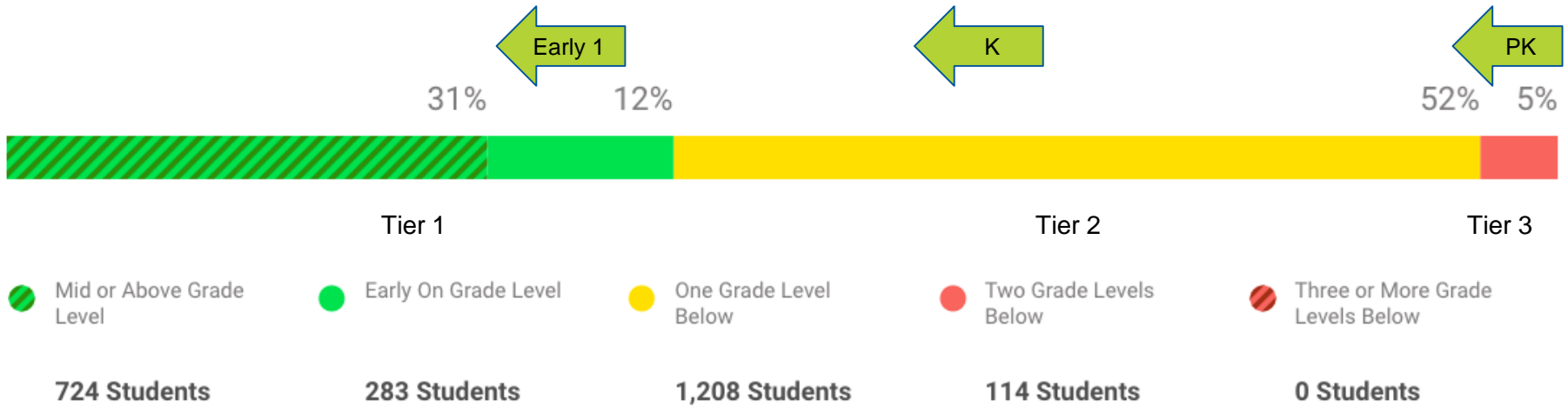
89.6% participation as of 10-12-20

1st Grade Reading by Ethnicity
Fall 2020 i-Ready
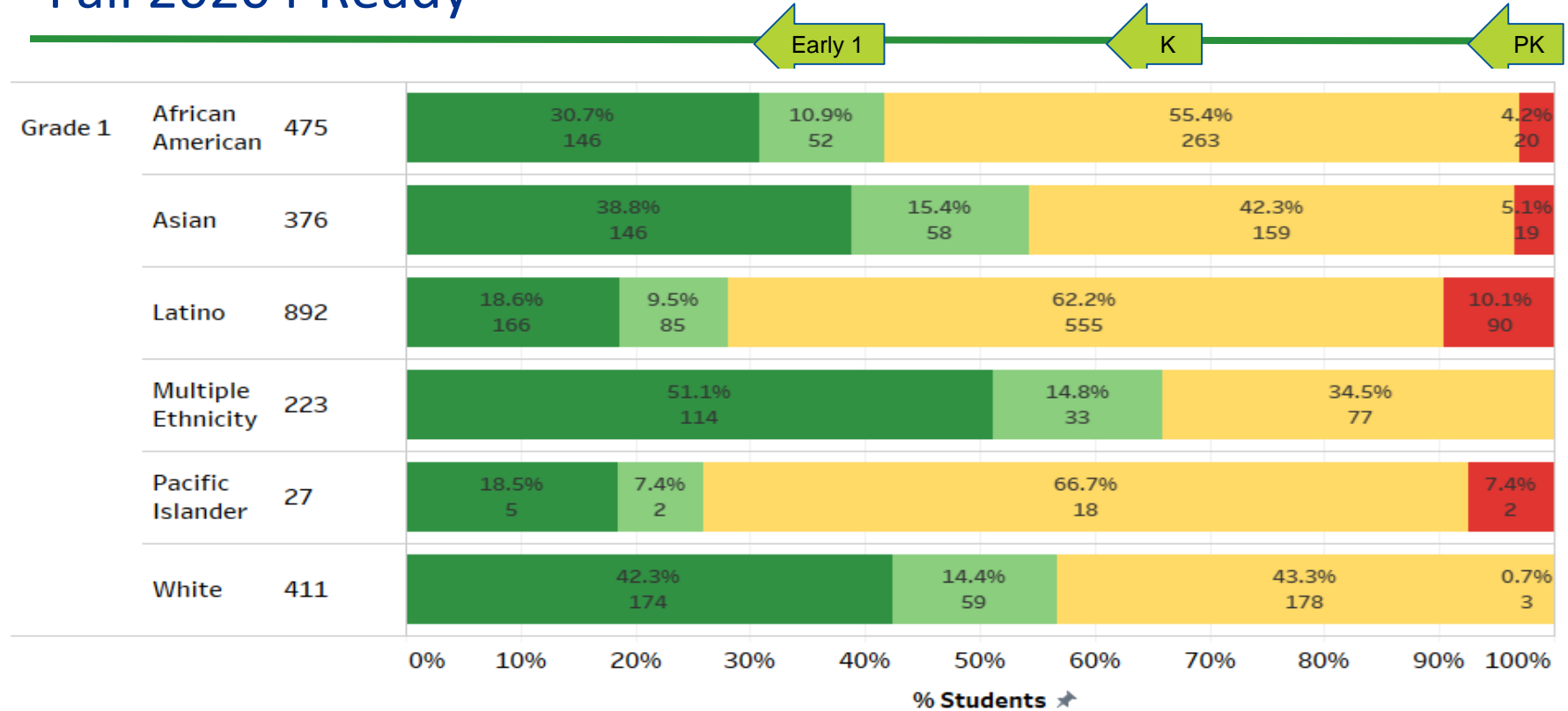
			Early 1		K		PK

Grade 1	Ethnicity	Total	Green	Light Green	Yellow	Red
	African American	475	30.7% / 146	10.9% / 52	55.4% / 263	4.2% / 20
	Asian	376	38.8% / 146	15.4% / 58	42.3% / 159	5.1% / 19
	Latino	892	18.6% / 166	9.5% / 85	62.2% / 555	10.1% / 90
	Multiple Ethnicity	223	51.1% / 114	14.8% / 33	34.5% / 77	
	Pacific Islander	27	18.5% / 5	7.4% / 2	66.7% / 18	7.4% / 2
	White	411	42.3% / 174	14.4% / 59	43.3% / 178	0.7% / 3

% Students

1st Grade Reading by English Learner Status
Fall 2020 i-Ready

Early 1   K   PK

| Grade 1 | English Learner | 918 | 19.0% 174 | 10.8% 99 | 59.9% 550 | 11.2% 103 |
| | English Only | 1,450 | 38.5% 558 | 12.2% 177 | 47.7% 692 | 2.4% 35 |

% Students
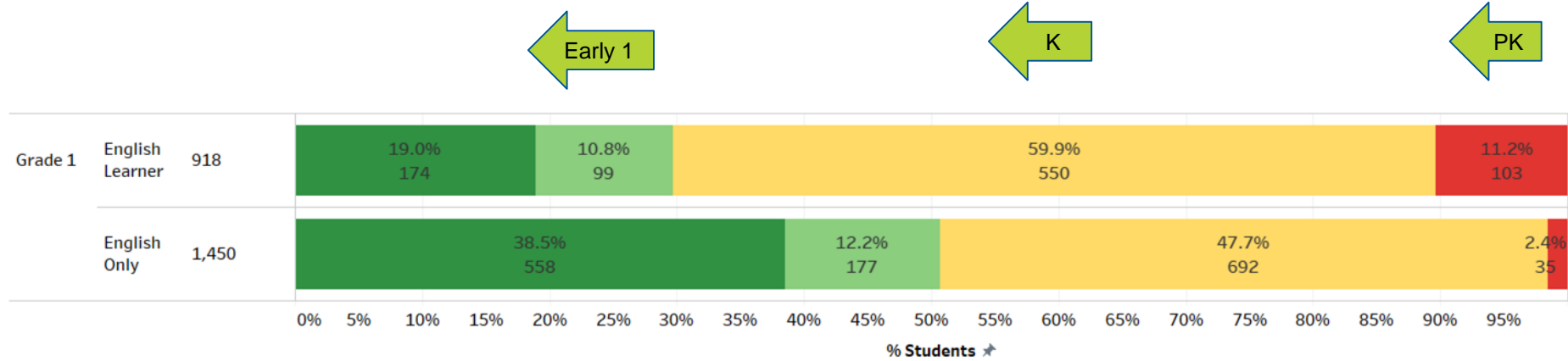
Legend:
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

2nd Grade Reading
Fall 2020 i-Ready

Early 2 ← | 1st ← | K ← | PK ←

| 22% | 13% | 38% | 24% | 2% |

Tier 1 | Tier 2 | Tier 3

- 🟢 Mid or Above Grade Level
- 🟢 Early On Grade Level
- 🟡 One Grade Level Below
- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

516 Students | **309 Students** | **887 Students** | **556 Students** | **44 Students**

87% participation

2nd Grade Reading by Ethnicity
Fall 2020 i-Ready

Grade 2	Ethnicity	Total	Early 2 (dark green)	Early 2 (light green)	1st (yellow)	K (red)	(dark red)
Grade 2	African American	494	19.8% / 98	9.9% / 49	44.1% / 218	27.5% / 136	
	Asian	367	24.5% / 90	19.9% / 73	45.5% / 167	12.3% / 45	
	Latino	1,000	10.5% / 105	10.1% / 101	37.5% / 375	39.3% / 393	4.2% / 42
	Multiple Ethnicity	210	49.0% / 103	15.7% / 33	28.6% / 60	7.6% / 16	
	Pacific Islander	28	3.6% / 1	7.1% / 2	53.6% / 15	32.1% / 9	3.6% / 1
	White	368	47.8% / 176	17.1% / 63	29.9% / 110	6.8% / 25	

% Students

2nd Grade Reading by English Learner Status
Fall 2020 i-Ready

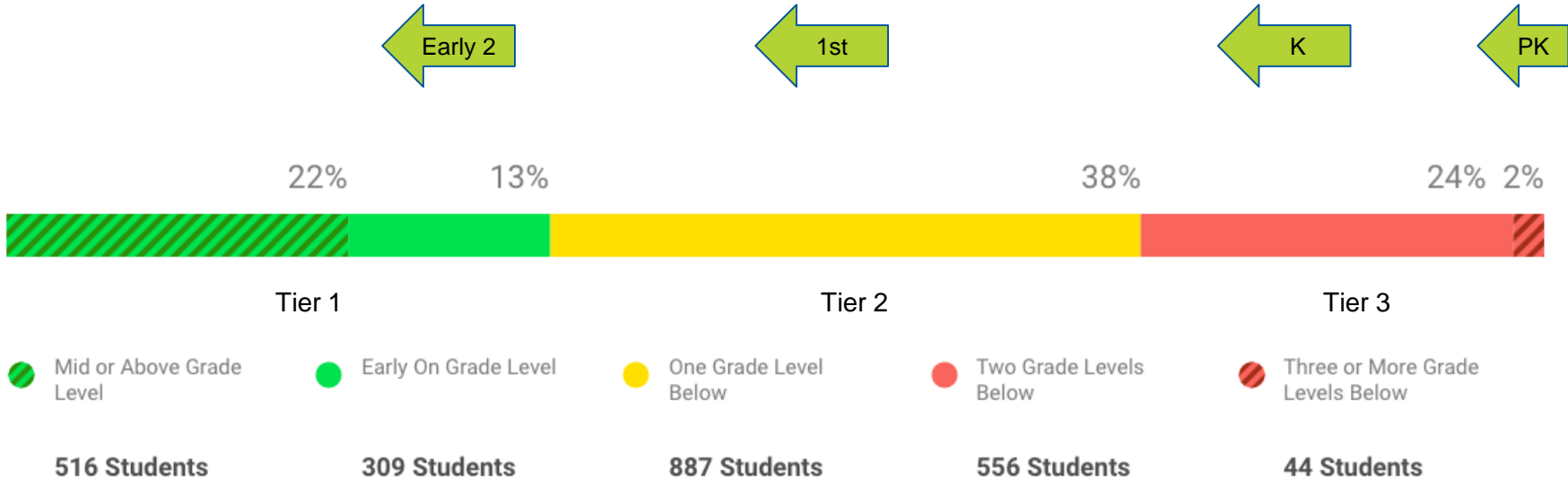|			
Grade 2	English Learner	967	7.9% 76 — 11.2% 108 — 39.5% 382 — 38.9% 376 — 4.4% 43
	English Only	1,428	33.6% 480 — 13.3% 190 — 37.5% 535 — 16.9% 242

% Students 📌
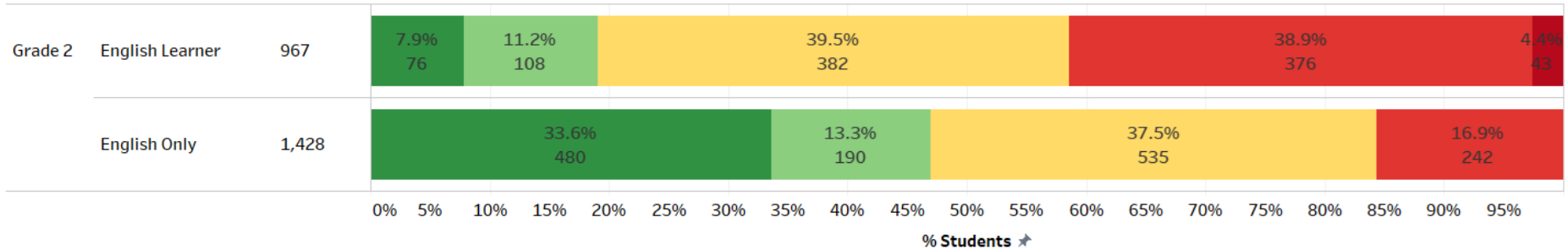
Legend:
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- 2 Grade Levels Below
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High School: On-Track to Graduate
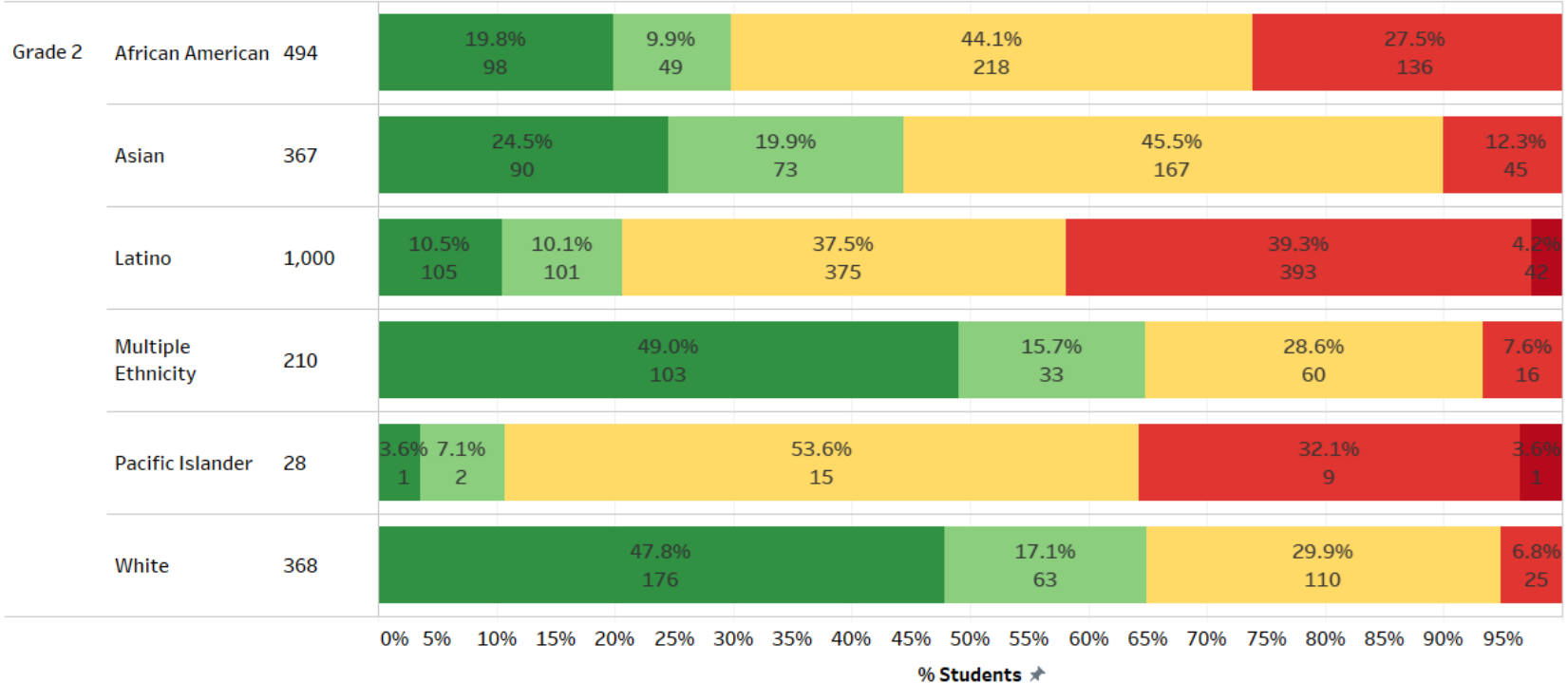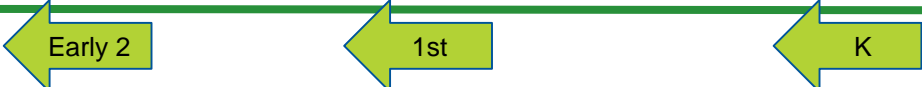
12th Grade On Track - Credits 2020-21

View By School/Type	Select School/Type	View by Group	Group	On Track Status - Credit Range
School Type	(Multiple values)	All Students	All Students	🟩 On Track - 180+
				🟨 Slightly Off Track - 150-179
				🟧 Off Track - 120-149
				🟥 Severely Off Track - 0-119

Select School/Type	Group	Total	
Alt Ed	All Students	560	31.6% N=177 / 23.6% N=132 / 21.8% N=122 / 22.7% N=127
Large Comprehensive	All Students	1,207	91.1% N=1,099 / 5.9% N=71
Medium Comprehensive	All Students	505	83.6% N=422 / 7.3% N=37 / 4.6% N=23
Small by Design	All Students	248	95.2% N=236

% of 12th Grade Students
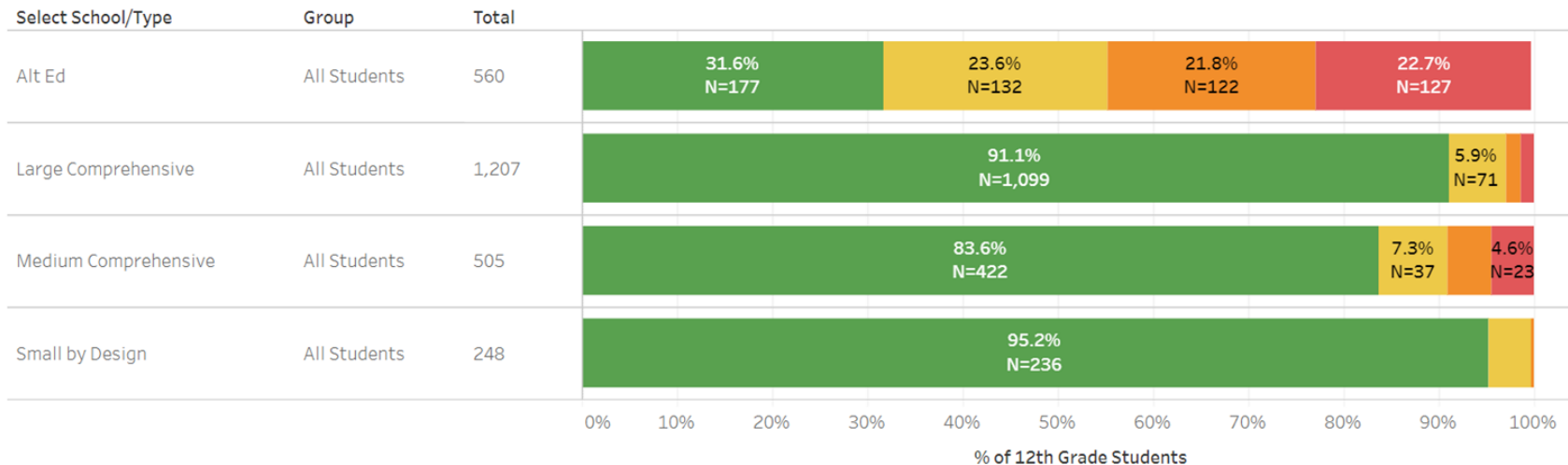
Supporting High School Students

High School Supports
- Severely off track students find support in alternative education schools or adult ed.
- Some seniors that are severly of track may be able to graduate with 130 credits if they qualify under AB167, AB1806, or AB2306 (foster youth services, transitional family services, juvenile justice transition)
- We currently have 1,000 Apex licenses for online credit recovery.
- Schools with more than 6 periods have the master schedule flexibility to move seniors to different classes to retake classes during quarters 3 and 4.
- Many schools allow students to enter into an independent studies contract with a teacher after a student has failed their class to give a student the opportunity to demonstrate mastery on specific standards instead of retaking the class.
- Summer school (June 2021)
- As a network, we monitor grades quarterly in Principal Professional Learning (PPL). Monitoring by school also happens between principals and their supervisors during 1 on 1 weekly meetings.

EVERY STUDENT THRIVES!

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Community Schools, Thriving Students

www.ousd.org   @OUSDnews

Attendance, Learning Hubs & Cares Act Funding

CARES (as submitted January 5, 2021)

Total CRF Allocation	$ 33,220,006
Total of Previous CRF Expended (Mar 1 - Sept 30, 2020)	$ 440,808
Total of Previous CRF Expended (Mar 1 - Oct 31, 2020)	$ 4,667,795
Total Expenditures to include verified Obligations as of Dec 30, 2020)	$ 28,111,330
Total Unspent CRF Dollars *	$ 73

On December 20, 2021 Congress extended the CRF spending deadline from December 30, 2020 to December 31, 2021

Attendance Update (Aug 10-Jan 4)

Grade level	All Students	ELL	New-comer**	SPED	Unhoused	Foster Youth	African American	Latino	Asian	White
TK-5 (current enrollment)	95% (18496)	95% (6973)	93% (1486)	92% (2471)	83% (195)	87% (77)	91% (3677)	95% (7793)	98% (2366)	99% (2463)
6-8 (current enrollment)	95% (6963)	94% (2028)	93% (408)	92% (1244)	85% (93)	87% (35)	92% (1579)	95% (3328)	97% (700)	99% (690)
9-12 (current enrollment)	88% (9466)	81% (2580)	78% (1004)	84% (1517)	73% (518)	76% (90)	85% (2454)	85% (4298)	95% (1209)	96% (788)

* MetWest and Sojourner Truth NOT included.
** Newcomer data as of Dec 1 due to some data issues that are being fixed at source.

Learning Hubs

Learning Hubs: Community-based	City of Oakland/OUSD/CBO partnerships providing in-person academic and enrichment support program at 6 community sites.
Learning Hubs: School-based	Open for Students struggling with Distance Learning: Dewey, CCPA, MPA, OIHS (1/11) 5-10 Additional sites forthcoming in January/February
Virtual Tutoring	Partnership with Oakland Ed Fund. Volunteers matched with teachers (classroom Zoom Assistants) and with individual students (tutoring). 60 volunteers matched with nearly 240 more in process.

Phase 2: In-person learning pilots

	Citywide Learning Hubs	Special Education Learning Pods	School-based Support hubs
Staff	Non-OUSD Staff	OUSD Staff (Paras) & Non OUSD Staff	After School Staff (OUSD staff pending MOU)
Where?	6 Non-OUSD Sites	8 OUSD Sites	3 OUSD Sites *(9 sites pending)*
Who is being served?	**Foster, Unhoused other high need:** 100+ students by COST referral only	**Mod/Severe SpEd:** 162 students by referral from Special Ed. Office	Up to 25% of students, identified by school sites using Equity Dashboard
Dates	Started September 21	Started November 9	Started October 26

Special Education Services and Testing

Support Pods	We are providing in-person services beyond the virtual instructional day to a group of students identified by their teachers as being impacted by significant skill regression. Pods are ongoing now with roughly 40 total students and will conclude at the end of January, 2021. Some in-person learning opportunities will continue for early childhood and young adult programs.
In-Home Service	Dozens of students are now receiving in-home support to facilitate their access to distance learning or provide direct skill regression supports. We have partnered with three nonpublic agency partners to provide in-home Behavior Technicians in addition to virtual and in-person tutoring outside of the instructional day.
Assessment	While we continue to experience a significant backlog in special education evaluations due to limited staff, we have augmented our staff with contracted evaluators to assess more students, including two additional SLPs and eleven additional school psychologists. Assessments are taking place at 20 OUSD sites in addition to our Special Education central offices in alignment with our equity framework.

Fall Family Survey Results

Fall Family Survey: Synchronous/Asynchronous

Strongly Disagree   **Disagree**   **Neither Agree nor Disagree**   **Agree**   **Strongly Agree**

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Fall Family Survey: Satisfaction by Race/Ethnicity

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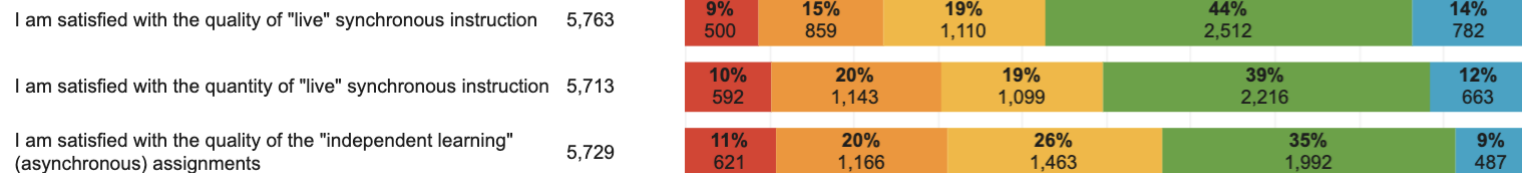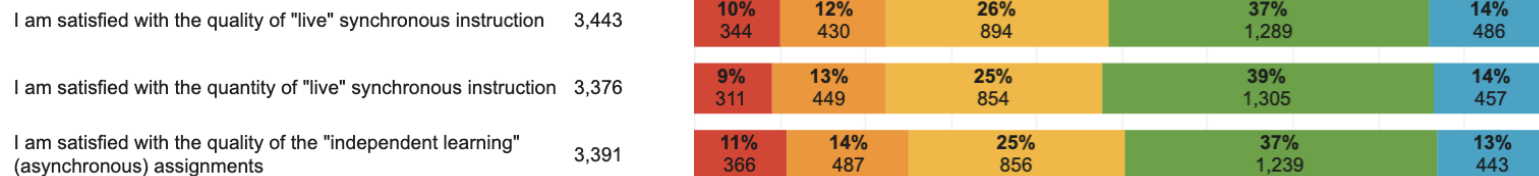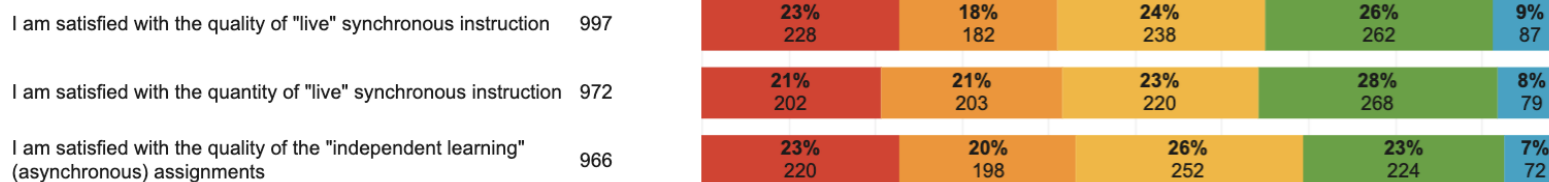
Black/African American

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	1,043	12% / 122	13% / 136	25% / 257	37% / 390	13% / 138
I am satisfied with the quantity of "live" synchronous instruction	1,034	12% / 121	15% / 158	24% / 243	37% / 384	12% / 128
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	1,043	13% / 136	17% / 180	28% / 287	31% / 326	11% / 114

Latino

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	1,782	9% / 168	12% / 212	23% / 412	40% / 712	16% / 278
I am satisfied with the quantity of "live" synchronous instruction	1,722	9% / 154	13% / 219	24% / 413	39% / 673	15% / 263
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	1,732	9% / 163	13% / 225	23% / 402	41% / 702	14% / 240

White

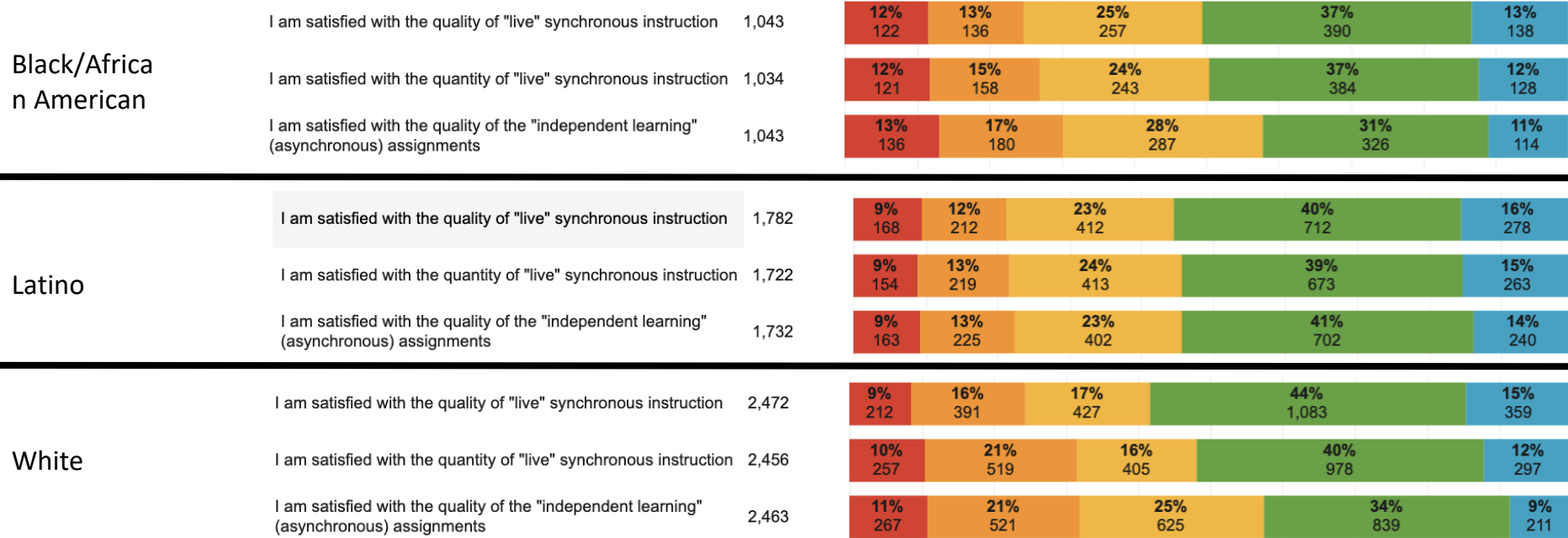| Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	2,472	9% / 212	16% / 391	17% / 427	44% / 1,083	15% / 359
I am satisfied with the quantity of "live" synchronous instruction	2,456	10% / 257	21% / 519	16% / 405	40% / 978	12% / 297
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	2,463	11% / 267	21% / 521	25% / 625	34% / 839	9% / 211

Fall Family Survey: Satisfaction by Race/Ethnicity

| ■ Strongly Disagree | ■ Disagree | ■ Neither Agree nor Disagree | ■ Agree | ■ Strongly Agree |

East Asian

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	470	5% / 24	12% / 56	28% / 130	42% / 197	13% / 63
I am satisfied with the quantity of "live" synchronous instruction	469	7% / 33	18% / 83	24% / 114	41% / 191	10% / 48
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	466	7% / 31	18% / 83	30% / 138	38% / 175	8% / 39

Middle Eastern

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	127	17% / 21	19% / 24	20% / 26	37% / 47	7% / 9
I am satisfied with the quantity of "live" synchronous instruction	126	18% / 23	28% / 35	17% / 22	30% / 38	6% / 8
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	122	20% / 25	16% / 20	23% / 28	29% / 35	11% / 14

Native American

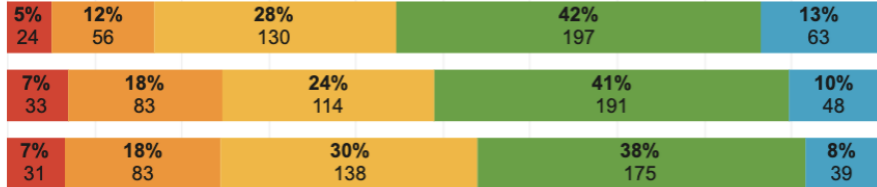|		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	41	15% / 6	17% / 7	22% / 9	32% / 13	15% / 6
I am satisfied with the quantity of "live" synchronous instruction	41	12% / 5	22% / 9	17% / 7	39% / 16	10% / 4
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	40	18% / 7	20% / 8	13% / 5	45% / 18	5% / 2

Fall Family Survey: Satisfaction by Race/Ethnicity

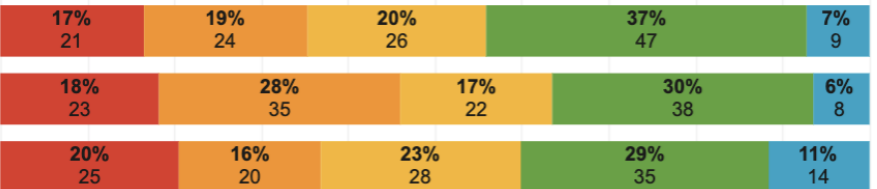🟥 Strongly Disagree   🟧 Disagree   🟨 Neither Agree nor Disagree   🟩 Agree   🟦 Strongly Agree

Two or more races

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	1,797	7% / 131	13% / 238	23% / 409	44% / 793	13% / 226
I am satisfied with the quantity of "live" synchronous instruction	1,790	8% / 149	17% / 311	23% / 416	40% / 715	11% / 199
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	1,796	10% / 174	19% / 336	26% / 467	37% / 660	9% / 159

Native Hawaiian/ API

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	70	11% / 8	20% / 14	19% / 13	39% / 27	11% / 8
I am satisfied with the quantity of "live" synchronous instruction	69	10% / 7	22% / 15	17% / 12	39% / 27	12% / 8
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	69	12% / 8	14% / 10	23% / 16	36% / 25	14% / 10

Filipino

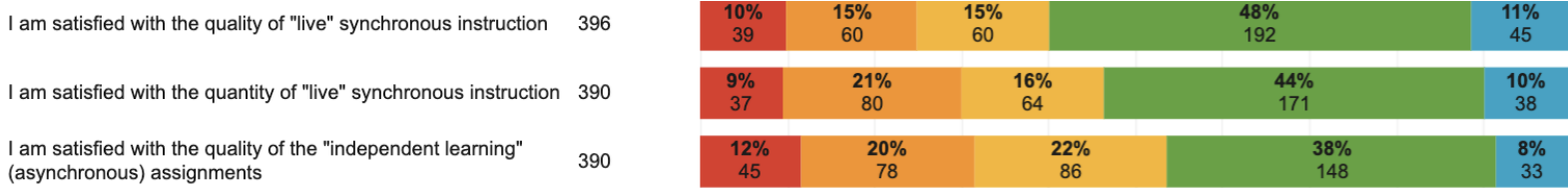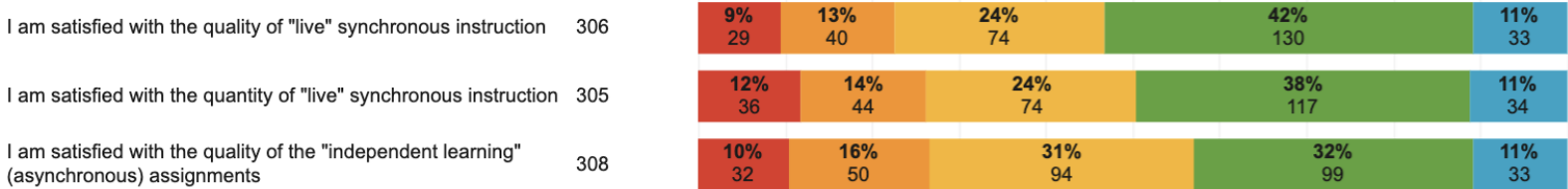| Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	142	6% / 8	7% / 10	31% / 44	39% / 56	17% / 24
I am satisfied with the quantity of "live" synchronous instruction	138	4% / 5	12% / 16	31% / 43	42% / 58	12% / 16
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	142	6% / 9	17% / 24	29% / 41	37% / 52	11% / 16

Fall Family Survey: Satisfaction by Race/Ethnicity

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree
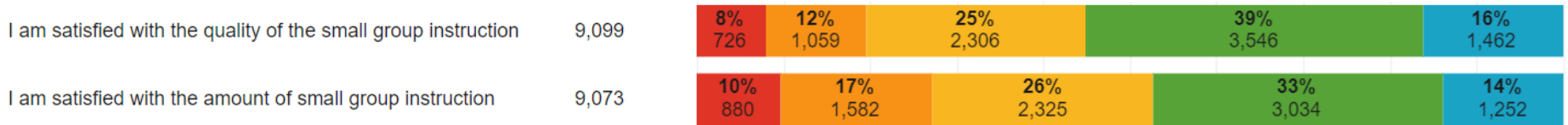
South Asian

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	396	10% / 39	15% / 60	15% / 60	48% / 192	11% / 45
I am satisfied with the quantity of "live" synchronous instruction	390	9% / 37	21% / 80	16% / 64	44% / 171	10% / 38
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	390	12% / 45	20% / 78	22% / 86	38% / 148	8% / 33

Southeast Asian

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	306	9% / 29	13% / 40	24% / 74	42% / 130	11% / 33
I am satisfied with the quantity of "live" synchronous instruction	305	12% / 36	14% / 44	24% / 74	38% / 117	11% / 34
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	308	10% / 32	16% / 50	31% / 94	32% / 99	11% / 33

Fall Family Survey: Small Group Instruction

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

With regard to distance learning this fall, please indicate how you feel about the following statements.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of the small group instruction	9,099	8% / 726	12% / 1,059	25% / 2,306	39% / 3,546	16% / 1,462
I am satisfied with the amount of small group instruction	9,073	10% / 880	17% / 1,582	26% / 2,325	33% / 3,034	14% / 1,252

Quality
- 55% satisfied with small group instruction
- 25% Neither Satisfied;Dissatisfied
- 20% not satisfied with small group instruction

Quantity
- 47% satisfied with the amount of small group instruction
- 26% Neither Satisfied;Dissatisfied
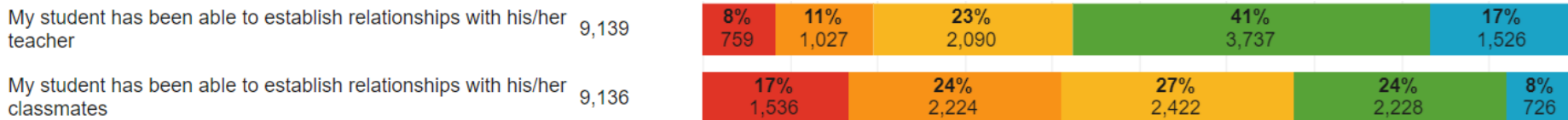- 27% not satisfied with small group instruction

Improvements
- Provide professional learning to teachers on targeted supports for literacy instruction for specific groups of students (ELD/Literacy) at school level
- Engage substitutes to provide instructional coverage while classroom teacher provides intervention and/or provide substitutes with literacy intervention training

Fall Family Survey: Relationships
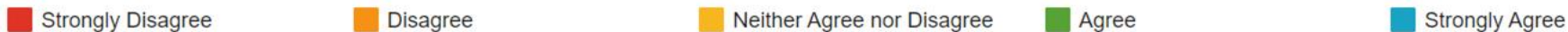
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

With regard to distance learning this fall, please indicate how you feel about the following statements.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My student has been able to establish relationships with his/her teacher	9,139	8% / 759	11% / 1,027	23% / 2,090	41% / 3,737	17% / 1,526
My student has been able to establish relationships with his/her classmates	9,136	17% / 1,536	24% / 2,224	27% / 2,422	24% / 2,228	8% / 726

Relationship with Teacher
- 58% Satisfied
- 23 % Neither Satisfied;Dissatisfied
- 19% Dissatisfied

Relationship with Peers
- 32% Satisfied
- 27% Neither Satisfied;Dissatisfied
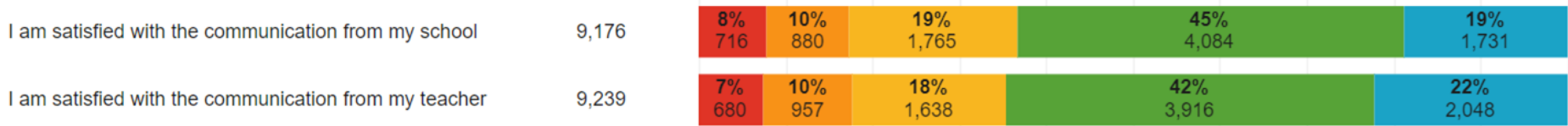- 41% Dissatisfied

Improvements
- Provide schools and teachers time in professional learning to examine their Social Emotional Learning strategies against best practices
- Highlight opportunities for school sites to offer unstructured peer to peer time (virtual social clubs, etc.)

Fall Family Survey: Communication

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

With regard to distance learning this fall, please indicate how you feel about the following statements.

Statement	Total	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the communication from my school	9,176	8% / 716	10% / 880	19% / 1,765	45% / 4,084	19% / 1,731
I am satisfied with the communication from my teacher	9,239	7% / 680	10% / 957	18% / 1,638	42% / 3,916	22% / 2,048

School Communication
- 64% Satisfied
- 19% Neither Satisfied;Dissatisfied
- 18% Dissatisfied

Teacher Communication
- 64% Satisfied
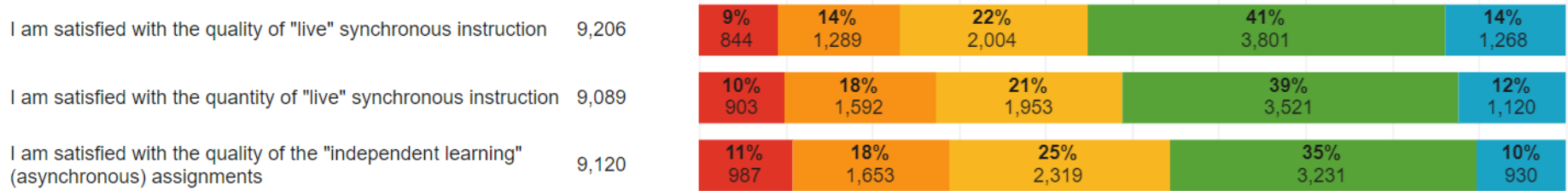- 18% Neither Satisfied;Dissatisfied
- 17% Dissatisfied

Improvements
- Structure reflection time for Family Navigators to examine data for their particular school site;
- Set standards with community stakeholders on communication minimums so we have a District standard for communication frequency

Fall Family Survey: Synchronous/Asynchronous

Strongly Disagree ■   **Disagree** ■   **Neither Agree nor Disagree** ■   **Agree** ■   **Strongly Agree** ■

With regard to distance learning this fall, please indicate how you feel about the following statements.

Statement	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the quality of "live" synchronous instruction	9,206	9% / 844	14% / 1,289	22% / 2,004	41% / 3,801	14% / 1,268
I am satisfied with the quantity of "live" synchronous instruction	9,089	10% / 903	18% / 1,592	21% / 1,953	39% / 3,521	12% / 1,120
I am satisfied with the quality of the "independent learning" (asynchronous) assignments	9,120	11% / 987	18% / 1,653	25% / 2,319	35% / 3,231	10% / 930

Quality of Live Instruction	**Quantity of live Instruction**	**Quality of Independent Learning**
55% Satisfied	51% Satisfied	45% Satisfied
22% Neither Satisfied/ Dissatisfied	21% Neither Satisfied/ Dissatisfied	25% Neither Satisfied/ Dissatisfied
23% Dissatisfied	28% Dissatisfied	29% Dissatisfied