Reopening Info & Listening Session

January 2021
1. Go to Controls
   Vaya a los controles | 控制項

2. Click “Interpretation”
   Clic en “Interpretación” | 翻译

3. Choose a Language
   Escoja un idioma | 選擇一種語言
Update Overview

- State and County safety standards
- OUSD safety plans
- OUSD plans for in-person learning
- Process for returning
Pre-Meeting Pulse Check

What are your biggest concerns around safety?

After the presentation:
- What concerns remain?
- Where do we need to focus our preparation and communication efforts?

https://www.menti.com/jv3edcez9r
Across the US: Only 28% of districts are fully reopened. We are one of 60% of districts offering some reduced capacity in-person learning.
OUSD COVID-19 Strategy

Science

Safety

Staff Support

Student Learning
State & County Safety Standards

What is the latest information we have about effective safety practices?
School Reopening: COVID Mitigation Strategies

Data Source: “The effect of school closures and reopening strategies on COVID-19 infection dynamics in the San Francisco Bay Area: a cross-sectional survey and modeling analysis” from University of California, Berkeley (8/6/2020)
State and Alameda County Public Health Guidance

State tier system to guide reopening

- **WIDESPREAD**
  - 7+ DAILY NEW CASES (PER 100K)
  - Many non-essential indoor business operations are closed

- **SUBSTANTIAL**
  - 4 - 7 DAILY NEW CASES (PER 100K)
  - Some non-essential indoor business operations are closed

- **MODERATE**
  - 1 - 3.9 DAILY NEW CASES (PER 100K)
  - Some indoor business operations are open with modifications

- **MINIMAL**
  - < 1 DAILY NEW CASES (PER 100K)
  - Most indoor business operations are open with modifications

→ Small Cohorts allowed to open
→ State allows reopening schools
→ OUSD recommendation for reopening

County requirements for reopening

- **Small and Stable Cohorts**
- **Physical Distancing & Daily Symptom Screening**
- **Face Coverings for all staff & students (K-12)**

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
ACPHD Vaccine Prioritization Framework

**Phase 1**
- 1a: Health care workers & long term care facility residents and staff
- 1b: Essential workers & people 75+ years old
- 1c: Older adults in congregate living settings
- People at significantly higher risk due to underlying health

**Phase 2**
- Older adults not in Phase 1
- Incarcerated and detained persons and jail/detention staff
- Staff and residents of: homeless shelters, and group homes for people with disabilities or serious mental illness
- People at moderate risk due to underlying health

**Phase 3**
- Young adults
- Children
- Workers not covered in Phases 1 or 2

**Phase 4**
- Anyone who did not access vaccine in Phases 1, 2, or 3

Equity is cross-cutting issue
OUSD Safety Plans

What safety measures - aligned to state and county guidance and best practices - will be in place in OUSD schools and offices?
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.
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 | **In Progress**
- Site based safety plans updated | **In progress**
- Create plans for outdoor learning spaces | **Upcoming**

**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%**

**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.

**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 info
Employee vaccinations | Waiting for more info
# OUSD Safety Measures

## Preparations
- Universal Entry Staff COVID Testing
- Site Capacity Assessments
- Safety Leads
- Ventilation
  - MERV-16 Filter Upgrades
  - HEPA Air Purifiers
- Signage
- Outdoor Learning Spaces
- Vaccine

## At School
- PPE
- Daily Symptom Screening
- Regular Staff COVID Testing
  - OUSD Health Plans
  - Curative
  - Valencia Branch Lab/Color
- Isolation Spaces
- Small, Stable Cohorts
- New Cleaning Procedures
- Safety Walkthroughs
- Student COVID Testing

## In Case of COVID
- Contact Tracing
- Deep Cleaning

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**Key**
- Complete
- In progress
- Upcoming
- Waiting for more Info.
Q&A - Discussion
Post-Safety Presentation Pulse Check

After the presentation:
- What concerns remain?
- Where do we need to focus our preparation and communication efforts?

https://www.menti.com/jv3edcez9r
What is the plan for different grade levels returning to in person/hybrid learning?
State and Alameda County Public Health Guidance

State tier system to guide reopening

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County requirements for reopening

- Small Cohorts allowed to open
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- OUSD recommendation for reopening

- Small and Stable Cohorts
- Physical Distancing & Daily Symptom Screening
- Face Coverings for all staff & students (K-12)
Students have small group opportunities to receive in-person support for distance learning, with a focus on serving our students with unstable housing and who need in-person support to access learning.

Conduct in-person initial English Language Proficiency Assessments for California (ELPAC) and urgent Special Education assessments.

Distance Learning will continue to be an option for all families, in each phase.
## Phase 2: In-person learning hub pilots

<table>
<thead>
<tr>
<th></th>
<th>Citywide Learning Hubs</th>
<th>Special Education Learning Pods</th>
<th>School-based Support hubs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
<td>Non-OUUSD Staff</td>
<td>OUSD Staff (Paras) &amp; Non OUSD Staff</td>
<td>After School Staff Classified Staff and Site Administrators</td>
</tr>
<tr>
<td><strong>Where?</strong></td>
<td>6 Non-OUUSD Sites</td>
<td>8 OUSD Sites</td>
<td>3 OUSD Sites <em>(9 other sites pending)</em></td>
</tr>
<tr>
<td><strong>Who is being served?</strong></td>
<td>Foster or Unhoused: 100 students by COST referral only</td>
<td><strong>Mod/Severe SpEd:</strong> 162 students by referral from Special Ed. Office</td>
<td>Up to 25% of students, identified by school sites using Equity Dashboard</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>Started September 21</td>
<td>8-week pilot: Nov-Jan</td>
<td>Started October 26</td>
</tr>
</tbody>
</table>
Process for potential hybrid schedules

1. Space
   Determine classrooms or outdoor learning spaces on each campus for in-person learning.

2. Staff
   Identify available staff available for in-person instruction and/or student supports.

3. Students
   Identify students who will be returning based on family preference, grade level & learning needs within the appropriate phase of reopening.

Distance learning will continue to be an option for all families, in each phase.
Q&A - Discussion
What are next steps you need?
- What concerns remain?
- Where do we need to focus our preparation and communication efforts for hybrid planning?
- Who are the students we should focus on?

https://www.menti.com/40en2kpft
Additional Engagements

1/8: Principal Listening Session
1/8: Central Leaders
1/11: All Staff Listening Session
1/12: Parent Listening Session
1/19: All Staff Listening Session
1/20: Parent Advisory Committee meeting
1/21: District 1 Listening Session
1/25: District 6 Listening Session
1/26: All Staff Listening Session
2/2: District 4 Listening Session
2/9: District 7 Listening Session
2/16: District 3 Listening Session
TBD: District 2 Listening Session
EVERY STUDENT THRIVES!
Fall Family Survey Results
## Fall Family Survey: Synchronous/Asynchronous

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>9%</td>
<td>14%</td>
<td>22%</td>
<td>41%</td>
<td>14%</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>10%</td>
<td>18%</td>
<td>21%</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</td>
<td>11%</td>
<td>18%</td>
<td>25%</td>
<td>35%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Quality of Live Instruction
- **55% Satisfied**
- **22% Neither Satisfied/Dissatisfied**
- **23% Dissatisfied**

### Quantity of Live Instruction
- **51% Satisfied**
- **21% Neither Satisfied/Dissatisfied**
- **28% Dissatisfied**

### Quality of Independent Learning
- **45% Satisfied**
- **25% Neither Satisfied/Dissatisfied**
- **29% Dissatisfied**
# Fall Family Survey: Satisfaction by FRL Status

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

### Families not qualifying for Free/reduced Lunch

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>9%</td>
<td>15%</td>
<td>19%</td>
<td>44%</td>
<td>14%</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>10%</td>
<td>20%</td>
<td>19%</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; assignments</td>
<td>11%</td>
<td>20%</td>
<td>26%</td>
<td>35%</td>
<td>9%</td>
</tr>
</tbody>
</table>

### Families qualifying for Free/reduced Lunch

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>10%</td>
<td>12%</td>
<td>26%</td>
<td>37%</td>
<td>14%</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>9%</td>
<td>13%</td>
<td>25%</td>
<td>39%</td>
<td>14%</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; assignments</td>
<td>11%</td>
<td>14%</td>
<td>25%</td>
<td>37%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Cannot pay for family expenses

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>23%</td>
<td>18%</td>
<td>24%</td>
<td>26%</td>
<td>9%</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>21%</td>
<td>21%</td>
<td>23%</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; assignments</td>
<td>23%</td>
<td>20%</td>
<td>26%</td>
<td>23%</td>
<td>7%</td>
</tr>
</tbody>
</table>

www.ousd.org  Facebook  Twitter  Instagram  YouTube  @OUSDnews
### Fall Family Survey: Satisfaction by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black/African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>12%</td>
<td>13%</td>
<td>25%</td>
<td>37%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>122</td>
<td>136</td>
<td>257</td>
<td>390</td>
<td>138</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>12%</td>
<td>15%</td>
<td>24%</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>121</td>
<td>158</td>
<td>243</td>
<td>384</td>
<td>128</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</td>
<td>13%</td>
<td>17%</td>
<td>28%</td>
<td>31%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>136</td>
<td>180</td>
<td>287</td>
<td>326</td>
<td>114</td>
</tr>
</tbody>
</table>

| **Latino**                |                   |         |                           |       |                |
| I am satisfied with the quality of "live" synchronous instruction | 9%    | 12%    | 23%                        | 40%   | 16%           |
|                          | 168              | 212     | 412                        | 712   | 278           |
| I am satisfied with the quantity of "live" synchronous instruction | 9%    | 13%    | 24%                        | 39%   | 15%           |
|                          | 154              | 219     | 413                        | 673   | 263           |
| I am satisfied with the quality of the "independent learning" (asynchronous) assignments | 9%    | 13%    | 23%                        | 41%   | 14%           |
|                          | 163              | 225     | 402                        | 702   | 240           |

| **White**                 |                   |         |                           |       |                |
| I am satisfied with the quality of "live" synchronous instruction | 9%    | 16%    | 17%                        | 44%   | 15%           |
|                          | 212              | 391     | 427                        | 1,083 | 359           |
| I am satisfied with the quantity of "live" synchronous instruction | 10%   | 21%    | 16%                        | 40%   | 12%           |
|                          | 257              | 519     | 405                        | 978   | 297           |
| I am satisfied with the quality of the "independent learning" (asynchronous) assignments | 11%   | 21%    | 25%                        | 34%   | 9%            |
|                          | 267              | 521     | 625                        | 839   | 211           |
### Fall Family Survey: Satisfaction by Race/Ethnicity

#### East Asian
- **I am satisfied with the quality of "live" synchronous instruction**: 470 responses, 24 strongly disagree (5%), 56 disagree (12%), 130 neither agree nor disagree (28%), 197 agree (42%), 63 strongly agree (13%).
- **I am satisfied with the quantity of "live" synchronous instruction**: 469 responses, 33 strongly disagree (7%), 83 disagree (18%), 114 neither agree nor disagree (24%), 191 agree (41%), 48 strongly agree (10%).
- **I am satisfied with the quality of the "independent learning" (asynchronous) assignments**: 466 responses, 31 strongly disagree (7%), 83 disagree (18%), 138 neither agree nor disagree (30%), 175 agree (38%), 39 strongly agree (8%).

#### Middle Eastern
- **I am satisfied with the quality of "live" synchronous instruction**: 127 responses, 21 strongly disagree (17%), 24 disagree (19%), 26 neither agree nor disagree (20%), 47 agree (37%), 9 strongly agree (7%).
- **I am satisfied with the quantity of "live" synchronous instruction**: 126 responses, 23 strongly disagree (18%), 35 disagree (28%), 22 neither agree nor disagree (17%), 38 agree (30%), 8 strongly agree (6%).
- **I am satisfied with the quality of the "independent learning" (asynchronous) assignments**: 122 responses, 25 strongly disagree (20%), 20 disagree (16%), 28 neither agree nor disagree (23%), 35 agree (29%), 14 strongly agree (11%).

#### Native American
- **I am satisfied with the quality of "live" synchronous instruction**: 41 responses, 6 strongly disagree (15%), 7 disagree (17%), 9 neither agree nor disagree (22%), 13 agree (32%), 6 strongly agree (15%).
- **I am satisfied with the quantity of "live" synchronous instruction**: 41 responses, 5 strongly disagree (12%), 9 disagree (22%), 7 neither agree nor disagree (17%), 16 agree (39%), 4 strongly agree (10%).
- **I am satisfied with the quality of the "independent learning" (asynchronous) assignments**: 40 responses, 7 strongly disagree (18%), 8 disagree (20%), 5 neither agree nor disagree (13%), 18 agree (45%), 2 strongly agree (5%).
## Fall Family Survey: Satisfaction by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>7% 131</td>
<td>13% 238</td>
<td>23% 409</td>
<td>44% 793</td>
<td>13% 226</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>8% 149</td>
<td>17% 311</td>
<td>23% 418</td>
<td>40% 715</td>
<td>11% 199</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</td>
<td>10% 174</td>
<td>19% 336</td>
<td>26% 467</td>
<td>37% 660</td>
<td>9% 159</td>
</tr>
<tr>
<td>Native Hawaiian/API</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>11% 8</td>
<td>20% 14</td>
<td>19% 13</td>
<td>39% 27</td>
<td>11% 8</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>10% 7</td>
<td>22% 15</td>
<td>17% 12</td>
<td>39% 27</td>
<td>12% 8</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</td>
<td>12% 8</td>
<td>14% 10</td>
<td>23% 16</td>
<td>36% 25</td>
<td>14% 10</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the quality of &quot;live&quot; synchronous instruction</td>
<td>6% 8</td>
<td>7% 10</td>
<td>31% 44</td>
<td>39% 56</td>
<td>17% 24</td>
</tr>
<tr>
<td>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</td>
<td>4% 5</td>
<td>12% 16</td>
<td>31% 43</td>
<td>42% 58</td>
<td>12% 16</td>
</tr>
<tr>
<td>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</td>
<td>6% 9</td>
<td>17% 24</td>
<td>29% 41</td>
<td>37% 52</td>
<td>11% 16</td>
</tr>
</tbody>
</table>
## Fall Family Survey: Satisfaction by Race/Ethnicity

### South Asian

<table>
<thead>
<tr>
<th>Satisfactory Level</th>
<th>I am satisfied with the quality of &quot;live&quot; synchronous instruction</th>
<th>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</th>
<th>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>39%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>60%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>60%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>48%</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Southeast Asian

<table>
<thead>
<tr>
<th>Satisfactory Level</th>
<th>I am satisfied with the quality of &quot;live&quot; synchronous instruction</th>
<th>I am satisfied with the quantity of &quot;live&quot; synchronous instruction</th>
<th>I am satisfied with the quality of the &quot;independent learning&quot; (asynchronous) assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>29%</td>
<td>36%</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>40%</td>
<td>44%</td>
<td>16%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>74%</td>
<td>74%</td>
<td>31%</td>
</tr>
<tr>
<td>Agree</td>
<td>130%</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>33%</td>
<td>34%</td>
<td>11%</td>
</tr>
</tbody>
</table>
### Fall Family Survey: Small Group Instruction

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of the small group instruction</td>
<td>8% (726)</td>
<td>12% (1,059)</td>
<td>25% (2,306)</td>
<td>39% (3,546)</td>
<td>16% (1,462)</td>
</tr>
<tr>
<td>I am satisfied with the amount of small group instruction</td>
<td>10% (880)</td>
<td>17% (1,582)</td>
<td>26% (2,325)</td>
<td>33% (3,034)</td>
<td>14% (1,252)</td>
</tr>
</tbody>
</table>

**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

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

I am satisfied with the communication from my school:
- Strongly Disagree: 8% (716)
- Disagree: 10% (880)
- Neither Agree nor Disagree: 19% (1,765)
- Agree: 45% (4,084)
- Strongly Agree: 19% (1,731)

I am satisfied with the communication from my teacher:
- Strongly Disagree: 7% (680)
- Disagree: 10% (957)
- Neither Agree nor Disagree: 18% (1,638)
- Agree: 42% (3,916)
- Strongly Agree: 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