Who is GO?

We are a non-profit education advocacy organization, founded in 2008.

Our mission is to advocate for a quality education for all Oakland students, especially the most underserved.

We do that through advocacy and campaigns & involvement in school board elections.
At GO, we believe:

- There’s no question that every child deserves a high-quality education that prepares them for a life that they choose.
- But we also know that opportunity is not accessible to all Oakland families. This was true before the pandemic and it is even more true now.

The #SchoolsAfterCOVID survey:

- Is an opportunity for families to share feedback on how they have experienced the school closures and distance learning and to inform decisions about next year like calendars, budget priorities, and new ways of teaching and learning.
- GO is bringing families together through this survey to make bold and necessary family demands to inform decision makers as they plan for the fall.
Special thank you to our outreach community partners:

- AAYSP
- Alliance for Girls
- Asian Refugees United
- Banteay Srei
- Education Coalition for Hispanics in Oakland (ECHO)
- Families in Action (FIA)
- GreatSchools
- Great School Choices
- IKUNA
- Latino Task Force
- Latino Education Network (LEN)
- NAACP Oakland
- Tech Exchange
Family Demands

OAKLAND FAMILIES DEMAND EFFECTIVE AND CONSISTENT DISTANCE LEARNING EXPERIENCES. Family voices must be included to ensure quality distance learning.

1. More instructional time
   Increase the daily minimum expectation for direct instructional minutes.

2. Small-group instruction for every child, and more for students who are most behind
   Each child must receive small-group instruction and 1:1 check-ins at least weekly and more frequently for our most marginalized students.

3. Formative assessments to measure and communicate student progress
   Schools should administer an assessment during the 1st month of school, identified by the school/district with a clear progress report sent to each family identifying any gaps to grade-level readiness and supports.

4. Feedback on student work
   Every child must receive feedback on their work every week to accelerate student learning and help parents support them.
Supporting Demands

**Family Choice on Schooling Location**
Families demand to have a choice about if and when their child returns to school buildings. Families are concerned about their children’s safety but also worry their children are missing out on important learning opportunities. There is not one perfect fit for all families, however, one thing is clear: a quality distance learning experience is a non-negotiable.

**Mental Health Access**
Families demand more access to mental health resources and services. Mental health support is foundational for student learning. Students need to feel more connected to their peers and teachers, especially those in transitional grades, students with disabilities, and English Language Learners. Our schools must identify and eliminate barriers to access.

**1:1 Technology Access**
Families demand that every child has access to reliable wifi and their own personal device. Families still lack appropriate access to wifi and technology and the gap is even wider for Black and brown students.

**Public Data Availability**
Families demand that school-level data about internet access, device access, and student participation and attendance during all distance learning is measured and publicly shared. We cannot change what we do not measure. We must know exactly where access and participation gaps exist in order to better support families. The district should report updates at every Board meeting.

**Childcare Access for Teachers**
Families demand a citywide solution to childcare for teachers. If teachers are going to truly provide quality educational opportunities for our children, they must have access to safe childcare to allow them to focus on teaching, learning and partnering with families.
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Survey Sample

Equitable Access

Student Learning

Planning for Next Year
Over 4,500 families shared their voice about the future of Oakland schools.
Through targeted outreach to marginalized families, the survey reached a racially diverse sample.
90% of survey responses came from families who attend district-run schools.
The survey sample reflects important subgroups: English Learners, Students of disabilities and newcomers.

Survey Sample

Respondents by Student Subgroup

- **English Learner**: 31% of respondents, 31% of OUSD
- **Newcomer**: 5% of respondents, 8% of OUSD
- **IEP**: 16% of respondents, 14% of OUSD

22% of Black respondents reported that their student has an IEP.
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Survey Sample

Equitable Access

Student Learning

Planning for Next Year
3 Essential Questions:

- Do families have access to the technology they need to access learning opportunities?
- Are families receiving adequate communication from their school to support their child at home with learning?
- Do students have access to mental health supports during this stressful time to set them up for success with learning?
Equitable Access

Access to technology is still a barrier for 1 in 5 students.

19% Do not have access to a reliable device to communicate with their teacher(s)

18% Do not have access to reliable wifi to communicate with their teacher(s)

NOTE: These results came from a survey that was administered digitally, meaning that this may underestimate students without access.
Equitable Access

The digital divide does not impact all families equally.

Access to a reliable device by ethnicity

Overall – 81%

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Access (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>59%</td>
</tr>
<tr>
<td>Latina/o/x</td>
<td>62%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>82%</td>
</tr>
<tr>
<td>Asian</td>
<td>86%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>86%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>91%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>93%</td>
</tr>
<tr>
<td>Filipino</td>
<td>94%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>95%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>95%</td>
</tr>
</tbody>
</table>
Equitable Access

Latinos, OUSD’s largest subgroup face a much larger gap in internet access.
Families depend on frequent communication to access learning opportunities, but less than half of students received daily communication from their school.

Respondents Reporting at Least Daily Communication with Teachers by Ethnicity

- Southeast Asian: 32%
- Black or African American: 34%
- Pacific Islander: 40%
- Latina/o/x: 40%
- Asian: 43%
- Middle Eastern: 46%
- Native American: 47%
- Multiracial: 49%
- White/Caucasian: 50%
- Filipino: 53%

Overall: 43%
English Learners and students with disabilities should have more frequent communication, not less.

Respondents Reporting at Least Daily Communication by Student Subgroup

- English Learners: 40%
- Non-ELs: 44%
- Students with IEPs: 38%
- Students without IEPs: 44%
- Newcomers: 42%
- Non-Newcomers: 43%
Equitable Access

High school students are least likely to receive daily communication from their teachers.

Respondents Reporting at Least Daily Communication with Teachers by Grade Band

- Pre-Elem: 41%
- Elementary: 47%
- Middle: 41%
- High: 26%
Equitable Access

While most families reported adequate communication from schools, fewer than half received information about their child's academic progress.

66%
Say they have received adequate communication from their school or district about distance learning.

44%
Say their school has communicated their child’s progress to them.
Equitable Access

Families report very little communication about student progress.

Respondents reporting having received information on their child’s progress from a teacher

- Overall: 44%
- White/Caucasian: 34%
- Native American: 35%
- Multiracial: 41%
- Southeast Asian: 45%
- Latina/o/x: 46%
- Black or African American: 51%
- Filipino: 53%
- Asian: 59%
- Middle Eastern: 59%
- Pacific Islander: 65%
Equitable Access

Over 1 in 3 of families report not receiving any form of mental health support.

- 1:1 support from teacher/nurse/staff: 15%
- Electronic resources shared with me about mindfulness/health: 18%
- Mindfulness activities with class/group of students: 23%
- None at all: 36%
- I am not sure: 24%

Mental Health

Percent of respondents reporting mental health supports received by students.
In fact, non-English speaking families reported receiving less mental health supports than English speaking families.

Percent of respondents reporting mental health supports received by students

<table>
<thead>
<tr>
<th>Support Type</th>
<th>English Language Respondents</th>
<th>Non-English Language Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1 support from teacher/nurse/staff</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Electronic resources shared with me about...</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>Mindfulness activities with class/group of students</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>None at all</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Table of Contents

- Survey Sample
- Equitable Access
- Student Learning
- Planning for Next Year
3 essential questions:

• How much time did students spend on distance learning and did that amount feel appropriate to families?

• According to families, what were the most helpful methods of distance learning?

• What distance learning supports did families have access to? Did this vary by race or grade-level?
Student Learning

The vast majority, 9 out of 10, of Oakland families report that they are participating in distance learning.
Student Learning

However, distance learning participation varied by race.

Respondents reporting that their child is participating in distance learning, by ethnicity:

- Overall: 91%
- Native American: 79%
- Middle Eastern: 82%
- Latina/o/x: 88%
- Southeast Asian: 88%
- Black or African American: 92%
- Asian: 93%
- Multiracial: 95%
- White/Caucasian: 97%
- Filipino: 100%
- Pacific Islander: 100%
While the time students spent each day on distance learning varied, most students spent between 1 and 4 hours.
While most families felt like the hourly expectations for instructional time were appropriate, almost 1 in 3 of families want more instruction.

OUSD has set expectations that students receive at least the following hours of instruction provided by their teacher each weekday.

**PreK-K:** 1 hour and 30 min  
**Grades 1-3:** 2 hours and 15 min  
**Grades 4-5:** 2 hours and 30 min  
**Grades 6-12:** 3 hours and 15 min

In your opinion, for the grade level of your child, this amount of instructional time is:
The majority of families are spending 1 to 2 hours helping their child with schoolwork.

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 hour</td>
<td>19%</td>
</tr>
<tr>
<td>1-2 hours</td>
<td>36%</td>
</tr>
<tr>
<td>3-4 hours</td>
<td>22%</td>
</tr>
<tr>
<td>5-6 hours</td>
<td>9%</td>
</tr>
<tr>
<td>7-8 hours</td>
<td>4%</td>
</tr>
<tr>
<td>More than 8 hours</td>
<td>7%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>4%</td>
</tr>
</tbody>
</table>

20% of families reported spending 5+ hours helping their child.
Families with students with IEPs are more likely to spend more time supporting their child. Over 1 in 4 families with IEPs report spending more than 5 hours supporting their child's learning each day.

Respondents spending more than 5 hours per day supporting distance learning
Families report that 1:1 or small-group instruction were the most helpful.

Percent of Respondents that find these most helpful:

- One-on-one or small group check-ins over the phone or computer: 70%
- One-on-one or live small group instruction: 69%
- Live virtual instruction online with the entire class over computer: 59%
- Schoolwork packets shared via email: 56%
- Pre-recorded virtual instruction over computer: 51%
- Hard-copy packets sent home to students: 42%
Student Learning

However, fewer than half of families had access to those “most helpful” supports.

<table>
<thead>
<tr>
<th>Type of Distance Learning Offering</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live virtual instruction</td>
<td>73%</td>
</tr>
<tr>
<td>Live small group instruction</td>
<td>49%</td>
</tr>
<tr>
<td>One-on-one check-ins</td>
<td>42%</td>
</tr>
<tr>
<td>Pre-recorded videos</td>
<td>43%</td>
</tr>
<tr>
<td>Schoolwork packets shared via email</td>
<td>41%</td>
</tr>
<tr>
<td>Hard-copy packets sent home to students</td>
<td>22%</td>
</tr>
<tr>
<td>No resources</td>
<td>2%</td>
</tr>
<tr>
<td>Not sure</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
</tr>
</tbody>
</table>

These offerings were ranked most helpful but not widely available to families. Most students received virtual live instruction.
Student Learning

With little access to the most helpful forms of distance learning, fewer than half of parents believe that their child is learning new content and will be ready for next year. Even less think their child enjoys distance learning.

41% Agree that their child is learning new skills and content through distance learning.

40% Agree that the activities their child is doing through distance learning will adequately prepare them for the next grade level.

38% Agree that their child enjoys their distance learning activities.
Families who reported not having access to a device or wi-fi also reported...

<table>
<thead>
<tr>
<th></th>
<th>Families Without Access</th>
<th>Families With Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower rates of distance learning participation</td>
<td>70%</td>
<td>97%</td>
</tr>
<tr>
<td>Lower student enjoyment of distance learning</td>
<td>28%</td>
<td>41%</td>
</tr>
<tr>
<td>Lower belief that their student is gaining new skills through distance learning</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td>Lower rates of teachers communicating with them about what their children should be learning</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Lower rates of teachers communicating with them about their students’ progress</td>
<td>31%</td>
<td>47%</td>
</tr>
<tr>
<td>Lower rates of feeling supported during distance learning</td>
<td>33%</td>
<td>64%</td>
</tr>
</tbody>
</table>
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Survey Sample
Equitable Access
Student Learning
Planning for Next Year
Planning for Next Year

3 essential questions:

• How do families feel about assessing student progress in the fall?

• After the school closures, how academically prepared do families believe their children are for next year?

• As we think about the re-opening of schools and the need to accommodate social distancing, what scenarios are most feasible for families?
Planning for Next Year

With the cancellation of the state test this spring, most families do not want a state test to be administered in the fall. However, 2 in 3 families want the district to administer a formal assessment to be used for formative purposes.

63%

Say that **should not administer any state test in the fall and wait until next spring to administer the regular state test next year.**

66%

Say that **schools should administer a formal test** to give teachers and families information about student progress during distance learning (either over the summer or during the fall).
Planning for Next Year

1 in 5 families do not think their child is academically prepared for the next grade level.

- 56% believe my child is currently ready for the next grade level.
- 24% believe my child will be ready for the next grade level by the end of the school year.
- 17% do not believe my child will be ready for the next grade level and will need summer support to be ready for the next grade level.
- 3% do not believe my child will be ready for the next grade level by the start of the next school year.
- 22% think all students should advance to the next grade level, regardless of their current progress during distance learning.

53%
About half of families agree that English learner supports have been adequate. Even fewer report that their special education services have been adequate.

52% Say that their child's English Learner services have been adequate during distance learning.

38% Say that their child's special education services have been adequate during distance learning.
As a result, families of English Learners, students with disabilities, and newcomers were considerably less likely to think their child is on track for the next grade.

Respondents reporting that their child will not be ready for next grade level (either without summer support or under no circumstances).
Planning for Next Year

Families report that very few scheduling options for distance and blended learning are feasible for them. About half support the idea of prioritizing high-need students for in-person learning.

Percent of respondents reporting options for next school year as feasible

- Half-Day In-School; Half-Day DL: 55%
- One Day In-School; Next Day DL: 53%
- Year-Round Schooling: 51%
- In-Person Schooling, with Priority Groups: 48%
- Start School in July: 45%
- School in July for Certain Grades: 43%
- DL with No In-Person Instruction: 39%
Appendix
Respondents by Race / Ethnicity

- Latina/o/x: 31.2%
- White: 22.5%
- Black or African American: 16.5%
- Multiracial: 12.9%
- Asian: 7.4%
- Middle Eastern: 0.9%
- Southeast Asian: 0.8%
- Pacific Islander: 0.4%
- Native American: 0.4%
- Filipino: 0.4%
- Other: 2.9%
- Prefer not to say: 3.7%
Respondents by Student Grade

- Pre-K: 0%
- Kindergarten (K): 4%
- 1st grade: 7%
- 2nd grade: 11%
- 3rd grade: 14%
- 4th grade: 0%
- 5th grade: 0%
- 6th grade: 0%
- 7th grade: 0%
- 8th grade: 0%
- 9th grade: 0%
- 10th grade: 0%
- 11th grade: 0%
- 12th grade: 0%

Colors:
- Blue: Pre-Elementary
- Cyan: Elementary
- Orange: Middle
- Yellow: High
# Equitable Access

## Frequency of Teacher Communication in the Last Week

<table>
<thead>
<tr>
<th>Communication Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few times per day</td>
<td>14%</td>
</tr>
<tr>
<td>Once per day</td>
<td>31%</td>
</tr>
<tr>
<td>A few times per week</td>
<td>41%</td>
</tr>
<tr>
<td>Once per week</td>
<td>14%</td>
</tr>
<tr>
<td>No communication</td>
<td>0%</td>
</tr>
<tr>
<td>Not sure</td>
<td>1%</td>
</tr>
</tbody>
</table>
Equitable Access

Respondents Agreeing / Strongly Agreeing with Communication Statements by Response Language

- **The information I have received is in a language I can easily understand.**
  - English Language Respondents: 88%
  - Non-English Language Respondents: 77%

- **My school has communicated to me what my child should be learning at home.**
  - English Language Respondents: 60%
  - Non-English Language Respondents: 53%

The information I have received is in a language I can easily understand.

My school has communicated to me what my child should be learning at home.
Equitable Access Agreement by zip code with the statement:

“I have received adequate communication from my school or district about distance learning.”
59%

Say their school has communicated to them what their child should be learning at home.
Equitable Access

Respondents reporting having received information on their child’s progress from a teacher

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>34%</td>
</tr>
<tr>
<td>Native American</td>
<td>35%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>41%</td>
</tr>
<tr>
<td>Overall</td>
<td>44%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>45%</td>
</tr>
<tr>
<td>Latina/o/x</td>
<td>46%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>51%</td>
</tr>
<tr>
<td>Filipino</td>
<td>53%</td>
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<tr>
<td>Asian</td>
<td>59%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>59%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>65%</td>
</tr>
</tbody>
</table>
## Equitable Access

Respondents Reporting at Least Daily Communication with Teachers by Grade Band

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Communication Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>43%</td>
</tr>
<tr>
<td>Pre-Elem</td>
<td>41%</td>
</tr>
<tr>
<td>Elementary</td>
<td>47%</td>
</tr>
<tr>
<td>Middle</td>
<td>41%</td>
</tr>
<tr>
<td>High</td>
<td>26%</td>
</tr>
</tbody>
</table>
Percent of Respondents Reporting Distance Learning Participation by Ethnicity

- Native American: 79%
- Middle Eastern: 82%
- Latina/o/x: 86%
- Southeast Asian: 88%
- All Students: 91%
- Black or African American: 92%
- Asian: 93%
- Multiracial: 95%
- White/Caucasian: 97%
- Filipino: 100%
- Pacific Islander: 100%
Student Learning

59%

Agree that they feel supported by their child’s teacher(s), school leader, or district in implementing distance learning.

65%

Agree that they received paper or electronic resources to support my child’s distance learning.
Student Learning

Amount of Student Work

- Too little schoolwork: 22%
- Just the right amount of schoolwork: 65%
- Too much schoolwork: 11%
- Schoolwork has not been assigned: 2%

Difficulty of Student Work

- Too easy: 16%
- Just right (appropriate for my child’s grade level): 63%
- Too difficult: 7%
- I’m not sure: 13%
- Schoolwork has not been assigned: 2%
Student Learning

Respondents feeling supported in implementing distance learning by student subgroup

- English Learners: 57%
- Non-ELs: 61%
- Students with IEPs: 53%
- Students without IEPs: 61%
- Newcomers: 54%
- Non-Newcomers: 59%
Student Learning

Percent of Respondents Receiving Live Instruction by Grade Band

- **Live Whole-Class Instruction**
  - Pre-Elem: 73%
  - Elementary: 74%
  - Middle: 76%
  - High: 64%

- **Live Small Group Instruction**
  - Pre-Elem: 48%
  - Elementary: 53%
  - Middle: 45%
  - High: 36%

Legend:
- Pre-Elem
- Elementary
- Middle
- High
Student Learning

Respondents Reporting that Their Child Enjoys Distance Learning by Grade Band

- Overall: 38%
- Pre-Elem: 49%
- Elementary: 41%
- Middle: 35%
- High: 31%
### Next School Year

Percent of respondents reporting options for next school year as feasible

<table>
<thead>
<tr>
<th>Option</th>
<th>Overall</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-Day In-School; Half-Day DL</td>
<td>55%</td>
<td>53%</td>
</tr>
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</tr>
<tr>
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<td>51%</td>
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<tr>
<td>In-Person Schooling, with Priority Groups</td>
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<tr>
<td>Start School in July</td>
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<td></td>
</tr>
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<td>School School in July for Certain Grades</td>
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<td></td>
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<tr>
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