



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent Report



iam OUSD

April 22, 2020



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.

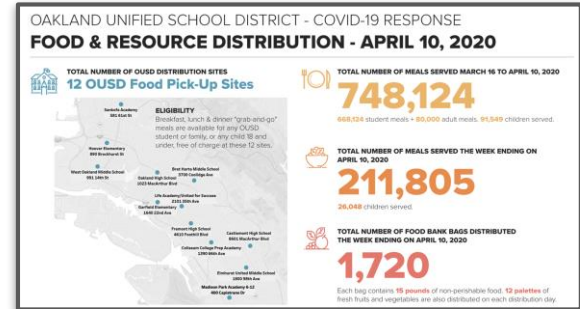


Food Distribution Update



Safety is our top priority: We change gloves and wipe down stations every 30 mins, use masks and face coverings, deep clean after each service, practice physical distancing, have a Health and Safety Team monitoring progress, and are aligning and adjusting our practices to latest guidance from health experts.

This week we are launching our new **Food and Resource Dashboard** that will highlight our **OUSD's COVID 19 Response**. You can find this and more information at: www.ousd.org/covid-19studentmeals.



Help a Mother Out is supporting us to distribute thousands of diapers each Thursday throughout our 12 Community Centers.



World Central Kitchen provides meals for all essential workers and volunteers on food distribution days. Food comes from from local restaurants to support our small business community in Oakland.

Distance Learning Plan: Goals



AT HOME
LEARNING

<http://www.ousd.org/covid-19studentlearning>

FOR STUDENTS

A sense of belonging and connectedness by communicating with their teachers and peers

Support in making sense of local and global changes

Access to standards-based instruction through flexible opportunities to learn academic skills and content

FOR FAMILIES

Connection with school-based resources for learning, technology, nutrition, and wellness

Flexible activities to engage students in learning while at home--including opportunities for family members to engage in learning together

Learning options for families with different amounts of time and access to technology

Distance Learning Plan: Supports



AT HOME
LEARNING

<http://www.ousd.org/covid-19studentlearn>

Phases

- 1) Focus on Wellness (3/16 - 3/26)
- 1) Exploration (April 6-10)
- 2) Initial Implementation (April 13-24)
- 3) Implementation (April 27-May 22)
- 4) Reflection (May 26-29)

- **Guiding Documents:** Continuity of Education Plan, Distance Learning Steering Committee, Teacher Leaders, Teacher Central, MOU
- **Instructional Technology Resources for Educators**
 - Digital learning platforms, including Learning Management Systems and content area programs
 - Google Classrooms for teachers by grade and subject; curated by teacher leaders
 - Offline materials for direct mailing
 - Teacher Central Website and Weekly Newsletter
- **Professional Development**
 - Daily Feature Webinar Series
 - Full calendar of PD and online PLCs

Distance Learning: Device Distribution

- **Prioritizing Seniors, Juniors, students below grade-level** to provide devices and hotspots
- **Providing paper packets** to all Early Childhood students, Special Education students not participating in Distance Learning, and students without devices or internet in TK-8
- **70 of 85 schools have distributed devices** (as of 4/14). Schools have loaned approximately 15,000 Chromebooks to support distance learning. Tech Exchange has distributed an additional 678 devices (315 laptops, 71 hotspots and 292 tablets).
- **Establishing an action and funding plan with the city, Tech Exchange and the Oakland Ed Fund** to ensure our students have devices and WiFi connection

Network	Needed Chromebooks	Needed Internet Hot Spots
PK	432	144
Elementary	380	1370
MS	160	572
HS	519	906
Young Adult	29	0
Non Public School	13	0
Adult Ed	0	50
TOTAL	1533	2898

Distance Learning Plan: Special Education



AT HOME
LEARNING

<http://www.ousd.org/covid-19studentlearning>

Core Foci

- Provide as many **direct and consultative services** to families/students as possible
- Focus on reaching families through a **range of modalities**
- **Continue to hold IEPs** to the maximum extent possible
- Prioritize access to **physical and mental health** services

Next Steps

- Provide **paper-based activities** for students who cannot access online instruction
- Continue engagement with site leaders to ensure **consistency in services across sites**

- Teachers are providing consultative specialized academic instruction and some individual and group student sessions (e.g. 'office hours');
- Related services personnel are providing direct virtual services focused on maintenance of IEP goal progress;
- Department staff are creating and curating materials and resources for service providers;
- Instructional Coaches are facilitating PLCs for Special Educators to scale effective virtual instruction practices;
- Assistive Technology Specialists are holding daily webinars for staff and families focused on curricular access and online tools;
- Department Leadership is monitoring state and federal guidance and preparing weekly updates for personnel.

Distance Learning Plan: English Language Learning



AT HOME
LEARNING

<http://www.ousd.org/covid-19studentlearning>

Core Foci

- Wellbeing of newcomer families
- Guidance, tools, and resources for ELLs and Multilingual learners
- On-line professional learning and coaching support
- Communication with Mam families who cannot access written materials

Next Steps

- Continue to curate ELL-responsive and multilingual resources
- Collaborate with Equity Office to communicate with all Mam and Arabic-speaking families

- Newcomer social workers and refugee/asylee office providing high levels of support to newcomers, prioritizing students and families who have lost work, are homeless, struggling to pay rent and bills, and who have medical needs.
- Guidance created for [Essential Practices for ELLs during Distance Learning](#) and introduced in a well-attended webinar.
- Resources, tools, and supports for ELLs integrated in all content-based professional learning and guidance
- Regular on-line professional learning communities for Newcomer ELD and Dual Language educators
- Office hours established for individual and small group support for teachers
- Community navigators supporting interpretation in Mam and other minority languages.

Fiscal Update



- Proposition 98 Minimum Guarantee
 - Anticipated decrease in Current Year and Budget Year
 - Workload Budget for May Revise and Budget Adoption
- Covid 19 Response Funds
 - Estimated at 0.6 million
- Covid P2 Average Daily Attendance
 - Anticipated decrease
- Federal Stimulus Package

Appreciations





Quality Schools in Every Neighborhood!



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www.ousd.org



@OUSDnews