



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Oakland Unified School District ReOpening Plan and Program

Preliminary Information for Impact and Effects Bargaining Sunshine



November 12, 2020

Our Mission, Vision and Values

OUR VISION

All Oakland Unified School District (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.

OUR MISSION

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.

OUR GRADUATE PROFILE

Resilient Learners | Collaborative Teammates | Community Leaders | Critical Thinkers | Creative Problem Solvers

OUR VALUES

- **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.
- **Equity:** We provide everyone access to what they need to be successful.
- **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.
- **Integrity:** We are honest, trustworthy and accountable.
- **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.
- **Joy:** We seek and celebrate moments of laughter and wonder.

Our Priorities

THRIVING STUDENTS. THRIVING SCHOOLS. THRIVING DISTRICT.

Our three priorities underscore the importance of and interconnectedness between our students, schools, and district.

Oakland thrives when its students thrive. Students thrive when their schools thrive. And schools thrive when their district thrives.

Reopening Plan and Program

On October 13, the State announced that Alameda County entered the Orange Tier of the color-coded four-tier Blueprint for a Safer Economy, where we remain.

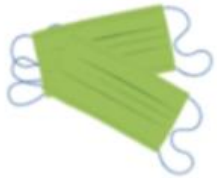
School Districts that complete a COVID-19 health and safety reopening plan as required to the Alameda County Office of Education will be permitted to open for in-person instruction if ready.

We are preparing to open schools because we believe that in-person instruction is best for our students.

Reopening Plan and Program

Our [OUSD Readiness to Return Dashboard](#) reflects our most up-to-date COVID-19 preparedness efforts and the steps we have completed to meet the standards from the Alameda County Department of Public Health (ACPHD) to ensure safety for our students and staff.

OUSD Readiness to Return Dashboard



SAFETY (PPE)



CUSTODIAL



STAFF



FACILITIES



ENGAGEMENT /
COMMUNICATION

The Purpose of Sunshining

- As required by law, the District will negotiate any bargainable impacts and effects of its COVID-19 Reopening Plan and Program if identified.
- The District's formal sunshine (attached to this item) is presented to facilitate any negotiations that may be required with OEA to address any impacts or effects that may arise.
- Although impacts and effects have not been identified to date, the District has opted to share certain information related to the Reopening Plan and Program in this presentation.

Reopening Plan and Program: What We Aspire to Offer

**Quality
Distance
Learning**

and

**In-Person
Instruction
for
Students**

We believe a mix of quality distance learning, safe in person instruction and enrichment activities is best for our students academically, socially, and emotionally.

What We Aspire to Offer

We aspire to offer to all students safe in person instruction opportunities weekly beginning in January of 2021.

Cultivating **Joy** in Our Students

Our program is aimed at cultivating joy in students through safe in-person interactions with their peers and their educators.

Reopening Plan and Program: Ensuring Equity

Quality
Distance
Learning

and

In-Person
Instruction
for
Students

Holding to our commitment to equity, our program prioritizes the following:

- 1) **All Students.** Addressing learning gaps as a result of unfinished learning through targeted in person instruction and supports available weekly to all students who opt in.
- 1) **Assessing Gaps and Special Needs.** Assessing learning and access gaps as a result of unfinished learning including assessments needed for special education students (IEP related assessments) and english learners (ELPAC), which must be conducted through in person.
- 1) **Targeted Supports for Subgroups.** Additional in person supports for those subgroups identified pursuant to Education Code section 52052. (see CA School Dashboard established pursuant to subdivision (g) of Section 52064.5) which includes:

Black Students, English Learners, Homeless Youth and Special Education Students

Reopening Plan and Program: Ensuring Equity (cont.)

Determining Priority Subgroups for Additional Targeted In Person Instruction and Supports

LEAs are eligible for LCFF support based on **student group performance in each LCFF state priority area**. Both **state and local indicator** results reported in the Dashboard are used to identify districts.

OUSD Student Group Eligibility:

African American Students

- Pupil Achievement (Priority 4)- **Math, ELA**
- Pupil Engagement (Priority 5)- **Chronic Absenteeism**

English Learners

- Pupil Achievement (Priority 4)- **Math, ELA**
- Pupil Engagement (Priority 5)- **Chronic Absenteeism**

Students Experiencing Homelessness

- Pupil Achievement (Priority 4)- **Math, ELA**
- Pupil Engagement (Priority 5)- **Chronic Absenteeism**

LCFF State Priority Areas 1-5	LCFF State Priority Areas 6-10
Basics (Priority 1) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator 	School Climate (Priority 6) <ul style="list-style-type: none"> • Red on Suspension Rate Indicator, or • Not Met for Two or More Years on Local Performance Indicator
Implementation of State Academic Standards (Priority 2) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator 	Access to a Broad Course of Study (Priority 7) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator
Parent and Family Engagement (Priority 3) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator 	Outcomes in a Broad Course of Study (Priority 8) <ul style="list-style-type: none"> • Red on College/Career Indicator
Pupil Achievement (Priority 4) <ul style="list-style-type: none"> • Red on both English language arts and math tests, or • Red on English language arts or math test and Orange on the other test, or • Status of 'Very Low' on the English Learner Progress Indicator (ELPI) (EL student group only) (Note: ELPI Status Only available in 2019) 	Coordination of Services for Expelled Pupils – COEs Only (Priority 9) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator
Pupil Engagement (Priority 5) <ul style="list-style-type: none"> • Red on Graduation Rate Indicator, or • Red on Chronic Absence Indicator 	Coordination of Services for Foster Youth – COEs Only (Priority 10) <ul style="list-style-type: none"> • Not Met for Two or More Years on Local Performance Indicator

<https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>



Quality Schools in Every Neighborhood!



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



[@OUSDnews](https://twitter.com/OUSDnews)