



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Superintendent Report



iam OUSD

June 24, 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.



Summer Learning & Services

Food Distribution

Continue through June and July.

- Expanded from 12 to 24 sites (see appendix)
- Same time and days of week



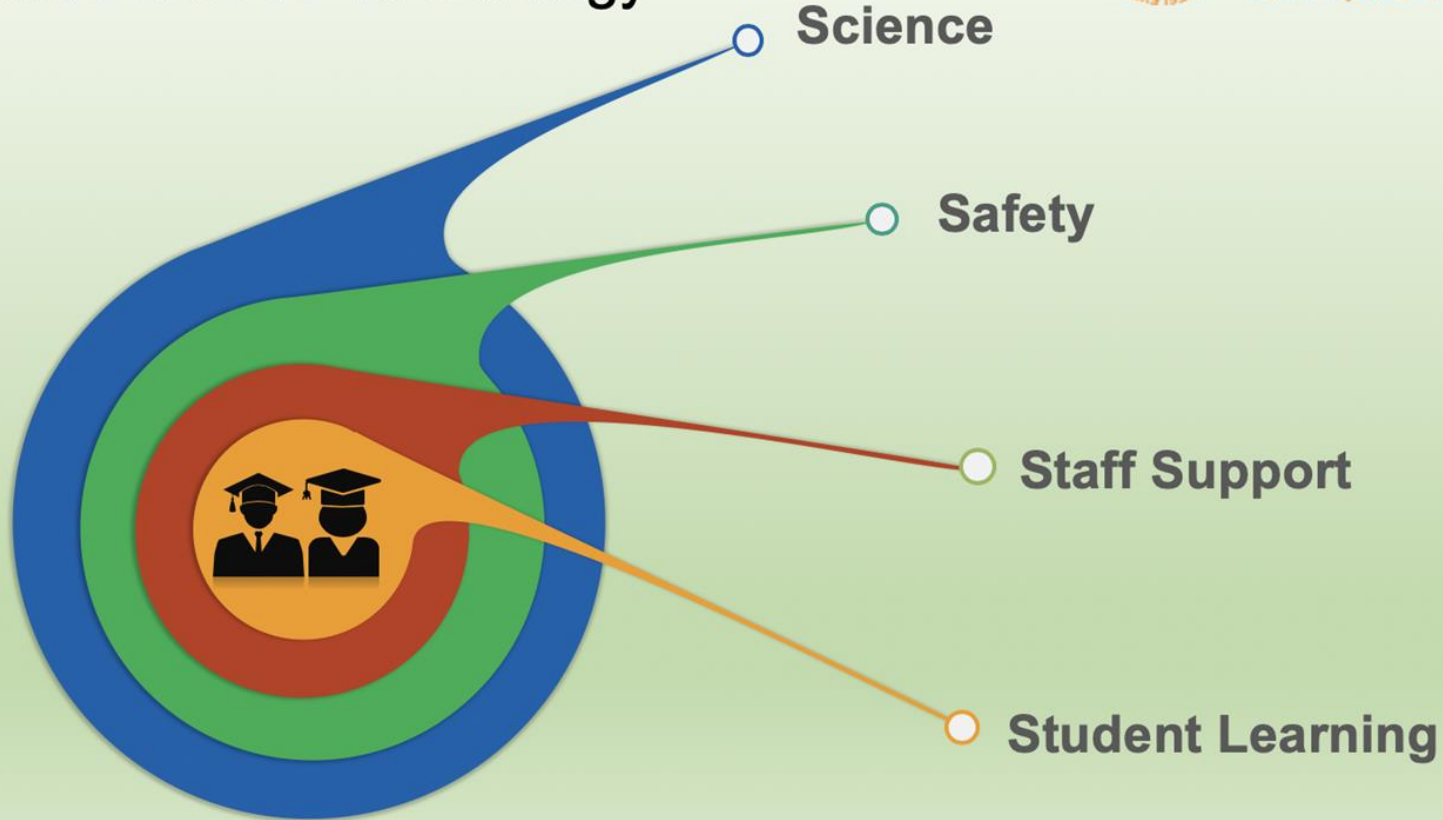
Summer Learning Programs

June 8 to July 2, 2020

- Total Enrollment PreK-Young Adult:
4,531
- Total virtual home visits conducted for Elementary literacy intervention:
772
- Total high school students enrolled in credit recovery opportunities:
1760



OUSD COVID-19 Strategy



Community Feedback - Surveys

Family Distance Learning Survey

Closed May 31.

- 4425 have taken the survey.

Thought Exchange

Online Platform: Closed June 19.

- 950+ participants & 1500+ thoughts (as of 6/17)
- Distance Learning
- Important conditions for fall

Grade 3-5 Experience Survey

Closed June 19.

- ~1300 have taken the survey.

Community Engagements

5/27: Faith In Action/Californians
For Justice/Public Advocates

6/1: Community Town Hall

6/4: ELL Family Meeting

6/17: Faith In Action/Californians
For Justice/Public Advocates

6/17: Parent Student Advisory
Council

6/22: Community Advisory Council

6/25: District English Language
Learners

6/30: Foster Youth Subcommittee

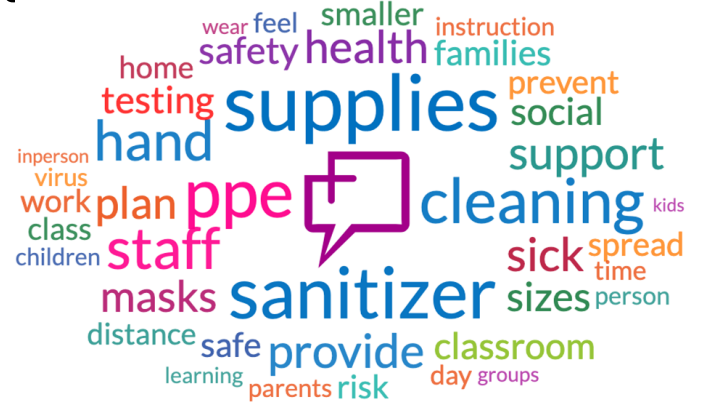
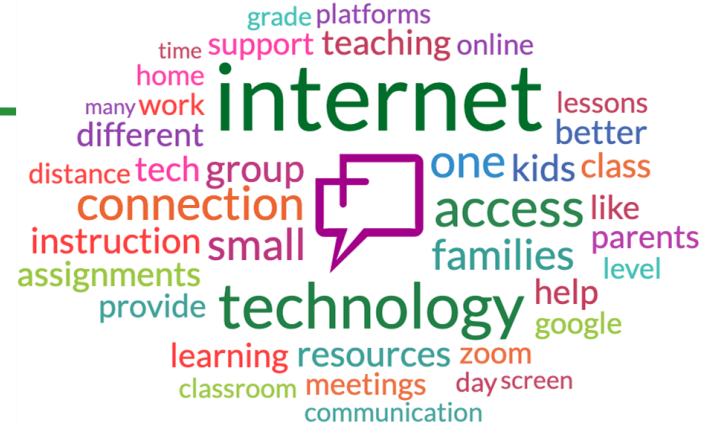
7/1: Committee to Empower
Excellence in Black Students'
Education

7/2: Family Report Back on
Reopening of School

7/10: Final Action Team + All Admin
Report on Reopening Guidelines

Feedback Themes

1. Technology Access
2. Safety Protocols & PPE
3. Distance Learning Improvements
4. Supports for Parents
5. SEL Support for Students
6. Training & Support for Staff



Public Health and Safety Guidance

(State, County, City Orders)

Communications/Legal/HR

Technology:

Devices
WiFi Access
Teacher Support

Operations:

Nutritional Services
Legal
Transportation
Start Date
PPE
Learning Packet
Distribution

Facilities:

Initial & Ongoing
Cleaning
Screening
Social Distancing
Sanitation stations

Finances:

Additional Reductions
Revenue Generation
Fund Raising

Community:

Enrollment, Charter
Schools, Families,
Govt Agencies

Instruction:

Equity for Subgroups, Assessment & PD for Staff, Rotating Schedules, Learning Packets

Wellness:

Mental Health & SEL supports for staff, students and families, crisis response

Timeline: Working Groups collect community input/feedback and create proposals.

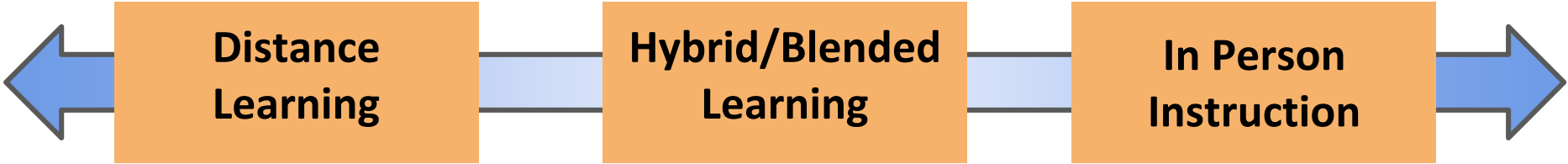
- Recommendations to the BOE - early July

Academic Program Considerations for Blended Learning and Learning Loss

Presentation Objectives:

- Provide academic program information for the Board to consider in planning for the COVID-19 context;
- Contemplate investments for the upcoming school year(s); and
- Consider multiple perspectives from our stakeholders and seek input from the Board on how to work through these perspectives.

Continuum of Models



The diagram shows a horizontal continuum of three orange boxes connected by a grey line. From left to right, the boxes are labeled 'Distance Learning', 'Hybrid/Blended Learning', and 'In Person Instruction'. A large blue arrow points to the left from the 'Distance Learning' box, and another large blue arrow points to the right from the 'In Person Instruction' box.

Distance Learning

What does this mean?

- no in-person instruction
- robust distance learning plans across all schools
- district-wide content that can be leveraged for local contexts
- Wellness strategies in virtual setting

Hybrid/Blended Learning

What does this mean?

- distance learning platforms continue
- some degree of in-person, small group instruction
- may focus on vulnerable/most impacted populations for in-person instruction
- Wellness strategies for fluctuating between in-person and distance learning

In Person Instruction

What does this mean?

- Back to “normal” school
- Integrate new lessons learned for equity-centered, transformational learning
- Ready to return to Distance Learning at any time
- Wellness strategies for in-person learning

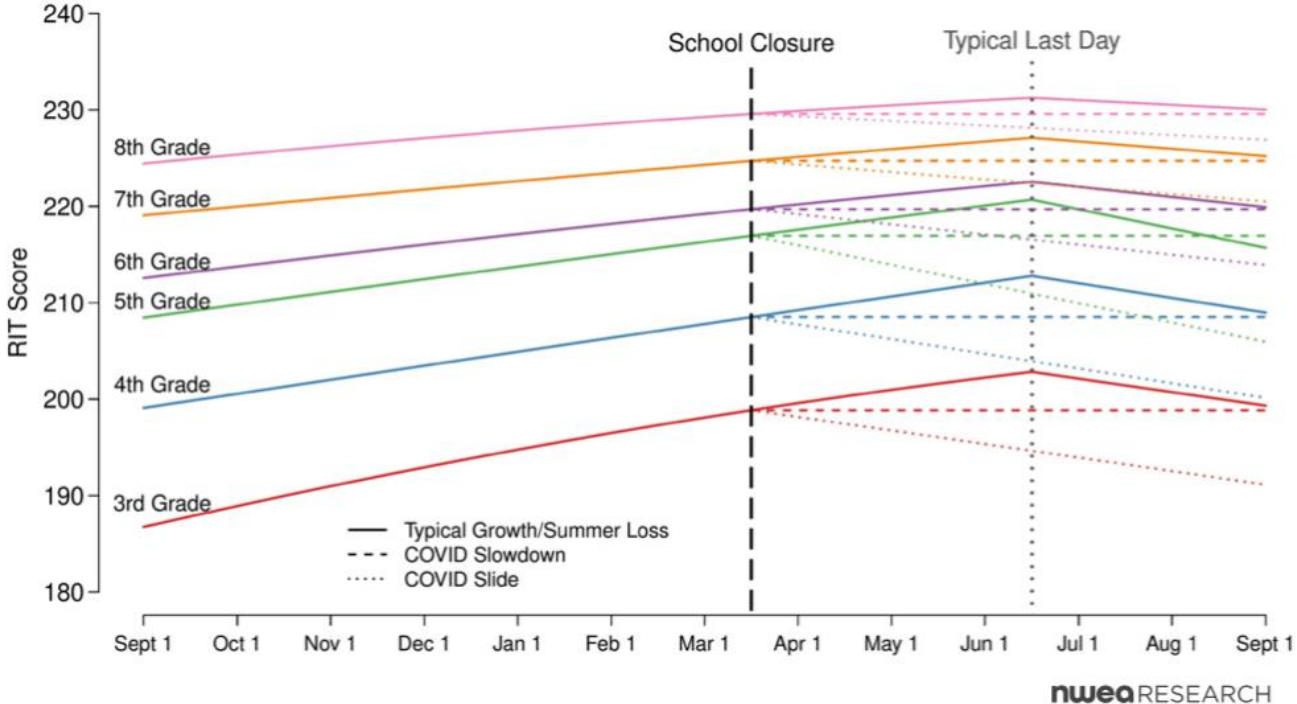
Blended Learning (OEA Contract, Article 27)

“Blended learning is a holistic instructional model in which the teacher dedicates a portion of their instructional time to using adaptive content software and technologies where students have control over time, place, path, and/or pace and a portion of their instructional time delivering targeted small group teacher instruction. In 2015, Blended Learning was included in the OEA/USD contract (Article 27) as a Specialized Program targeted to improve student academic achievement.”

- **ELEMENT 1 Small Group Instruction:** Schools adopt and use instructional delivery models that maximize personalized and differentiated interaction
- **ELEMENT 2 Integrated Digital Instruction:** Schools leverage digital content to help differentiate and measure students’ level of academic proficiency
- **ELEMENT 3 Data-Driven Decisions:** Schools utilize data from digital and other sources to make specific decisions about student growth related to standards
- **ELEMENT 4 Student Reflection and Self-Direction:** Schools support students’ personalized plans by developing their ability to reflect on their learning
- **ELEMENT 5 Blended Learning Leadership and Decisions:** Schools distribute leadership around blended learning and decisions, including to students
- **ELEMENT 6 Teacher Shifts for Student Collaboration:** Teachers shift to empower students in their own learning

Covid-19 Slide: 50% decline in Math

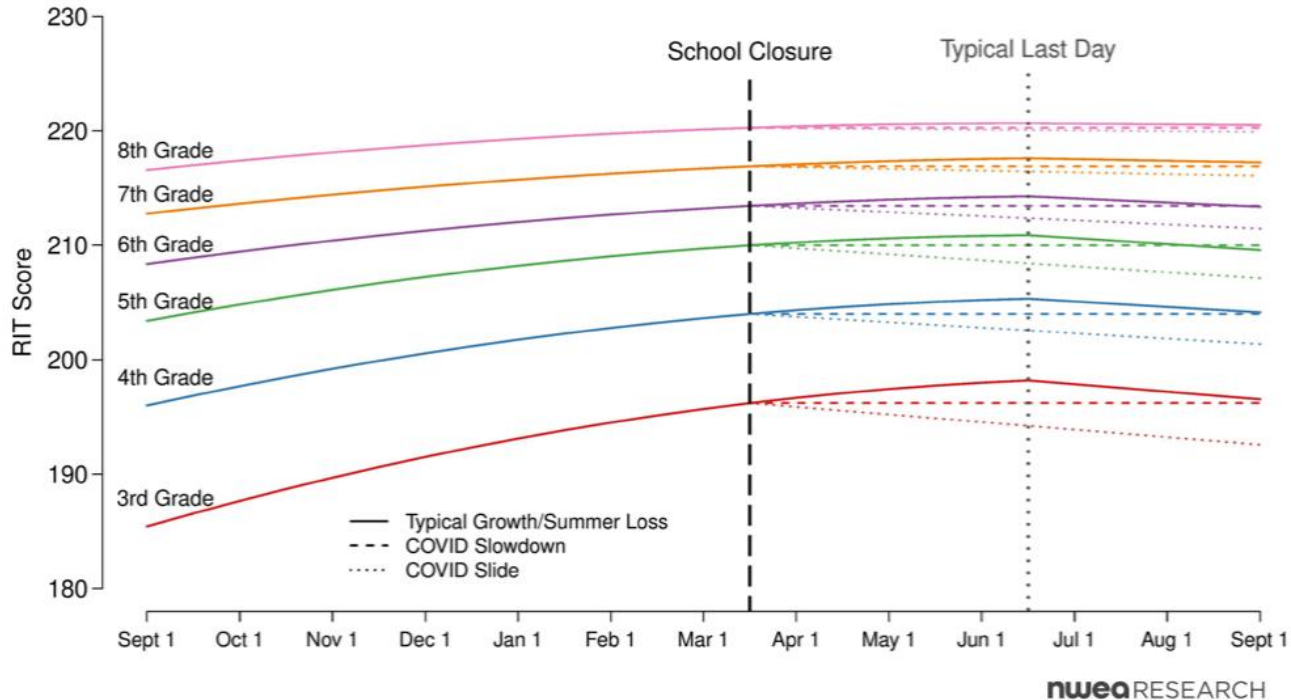
Figure 1. Mathematics forecast



nwea RESEARCH

COVID-19 Slide: 30% Decline in English Language Arts

Figure 2. Reading forecast



Accelerated Learning not remediation

The typical approach to remediation—providing work better suited for earlier grades—won't come close to catching students up and will likely compound the problem. In our recent study, [The Opportunity Myth](#),² we found this approach of “meeting students where they are,” though well intentioned, practically guarantees they'll lose more academic ground and reinforces misguided beliefs that some students can't do grade-level work. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.

In other words, doubling down on current strategies for catching students up will only widen opportunity and achievement gaps. Schools need to be ready on the first day back with a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

Learning Loss

(The New Teacher Project, April 2020)

Accelerated learning and cultural, social, and emotional responsiveness are not mutually exclusive.

Learning doesn't happen at the expense of responsive teaching, or vice-versa. The truth is that a core part of strong instruction is responding to the cultural, social and emotional needs of students. If instructional practices leave students feeling displaced, invisible, or unsafe, accelerated learning can't happen. Likewise, trauma-informed instruction and cultural, social, and emotional responsiveness do not require forfeiting strong, grade-level-aligned instruction.

Accelerated learning and strong instruction are interdependent.

You can't accelerate learning with poor instructional practices in place, and you can't have strong instruction if you cannot effectively support unfinished learning. Therefore, it is important to develop your leaders and teachers on the concepts and best practices of accelerated learning *and* strong instruction.

Accelerated learning and strong instruction should not cause further trauma.

Educators have the potential to cause trauma. We can cause additional trauma to students by denying them access to a high-quality education, and we can cause trauma by putting systems and structures in place that prevent students from accessing high-quality instruction. We must consistently evaluate and understand the consequences that our instructional decisions have for the children we serve and the adults that support them.

Learning Loss Strategies (The New Teacher Project, April 2020)

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level now.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. **Train your teachers and leaders to diagnose students' unfinished learning and provide acceleration support.**
5. **Monitor your students' progress** on grade-appropriate assignments and **adjust your supports for teachers and leaders** based on student results.

1. Most critical prerequisite skills and knowledge

How do we implement this strategy?

- Study grade-level standards alongside our scope and sequence;
- Identify how students will apply their knowledge;
- Identify how students will show their knowledge;
- Identify previous skills and knowledge students will need in order to access grade-level standards;
- Plan specifically for students that, as an example, have dual characteristics like are a language learner and have a learning disability;
- Access existing tools that provide grade-level standards guidance ([Achieve the Core](#))
- Identify which Social Emotional Learning (SEL) Competencies are needed to access learning

Investments

- Professional Learning-Instruction and SEL
- Central staff time to create learning for teachers and leaders
- Instructional Leadership Teams at School Sites

2. Diagnosing student's unfinished learning

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Diagnose the size of the learning loss;● Use diagnostic assessments from instructional materials;● Elementary- reading foundational skills, reading fluency, comprehension and writing skills quick assessment;● Secondary English Language Arts- assess reading fluency, comprehension and writing skills quick assessment;● Secondary Math: assess for the prerequisite skills identified for mastery.● Consider gathering data during at home learning.	<ul style="list-style-type: none">● Professional Learning● Assessment Platforms- flexible tools to use in Distance Learning and during Blended Learning/In-Person Instruction● Central staff time to create learning for teachers and leaders● On-site professional learning structures

3. Scope and Sequence Adjustment

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Update teacher resources that provide our scope and sequence;● Identify students' conceptual knowledge and where they lack the ability to apply and transfer knowledge to other situations;● Update curriculum maps-insert a few potential lessons related to building that understanding immediately before lessons where students focus on desired prerequisite skill; pulling materials from the previous grade's content that wasn't covered to fill in learning gaps● Set expectation that teachers use updated curriculum maps;● Ensure schools have systems for reviewing data and a structure of shared leadership.	<ul style="list-style-type: none">● Central staff time to update scope and sequence maps● Professional Learning● Central staff time to create learning for teachers and leaders● On-site structures for professional learning and data review.

4. Train Teachers & Leaders

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Develop a training sequence for leaders and teachers:● Accelerating Student Learning;● Prerequisite skills and knowledge;● diagnose unfinished learning;● adjusting scope and sequence,● acceleration strategies,● monitor progress	<ul style="list-style-type: none">● Central staff time to plan professional learning series● Opportunities for leaders and teachers to provide input on the professional learning series

5. Monitor student progress & adjust teacher support

How do we implement this strategy?	Investments
<ul style="list-style-type: none">● Are students mastering grade-level content?;● Are teachers and leaders using the acceleration plan and strategies;● Student Experience Toolkit for informing the quantitative data.	<ul style="list-style-type: none">● Professional Learning● Central staff time to review and provide feedback on Strong Start Plans● Surveying students and families to provide feedback on our learning models.

Academic Program Investments

**How does our instructional planning
inform our investments?**

Blended Learning and Learning Loss Investments

Non-Labor

- Staff Professional Learning on 6 Elements; Learning Loss Strategies; Curriculum and Literacy Training
- On-site structure and learning
- Learning & Assessment Platforms
- Opportunities for Family Learning about supporting learning
- 1:1 Devices, Classroom Cameras
- Minimal supplies to support instruction: Supply packets for home
- ASP Enrichment: Music & Art (reduce during Distance Learning and expand during in-person), Tutoring
- Protective Gear for staff and students
- Cleaning supplies for high touch surfaces
- Translation Platforms

Labor

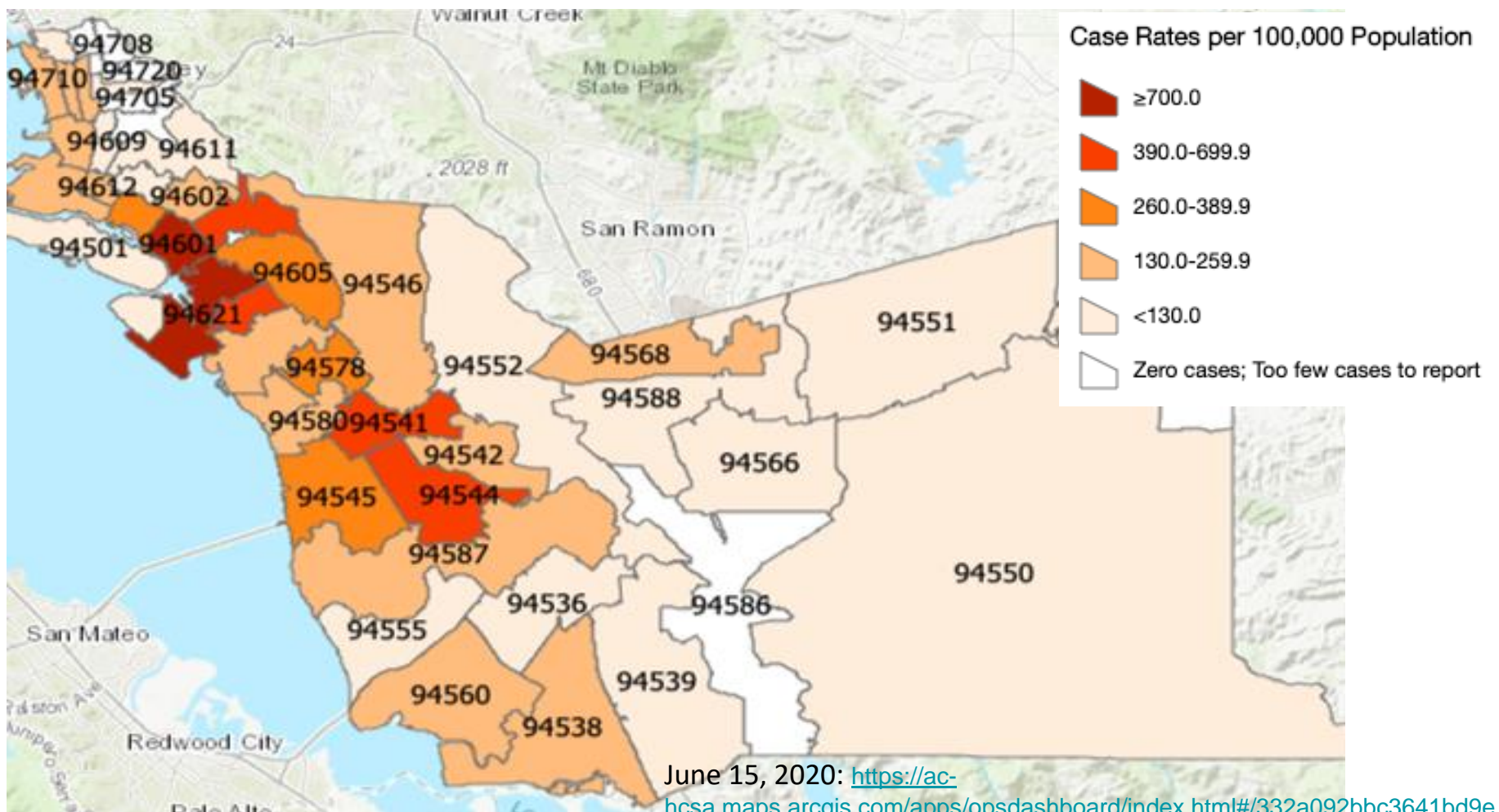
- Teacher (secondary minimesters)
- Principal
- Administrative: Administrative Assistant; Attendance Specialists
- Wellness/engagement support person to advise staff on creating a positive classroom culture
- Custodian
- Secondary Counselors
- Secondary Internship management

Wellness/Social Emotional Positions

- Restorative Justice Facilitators
- Case Managers
- Social Workers
- Community School Managers
- Community Liaisons
- Secondary Counselors

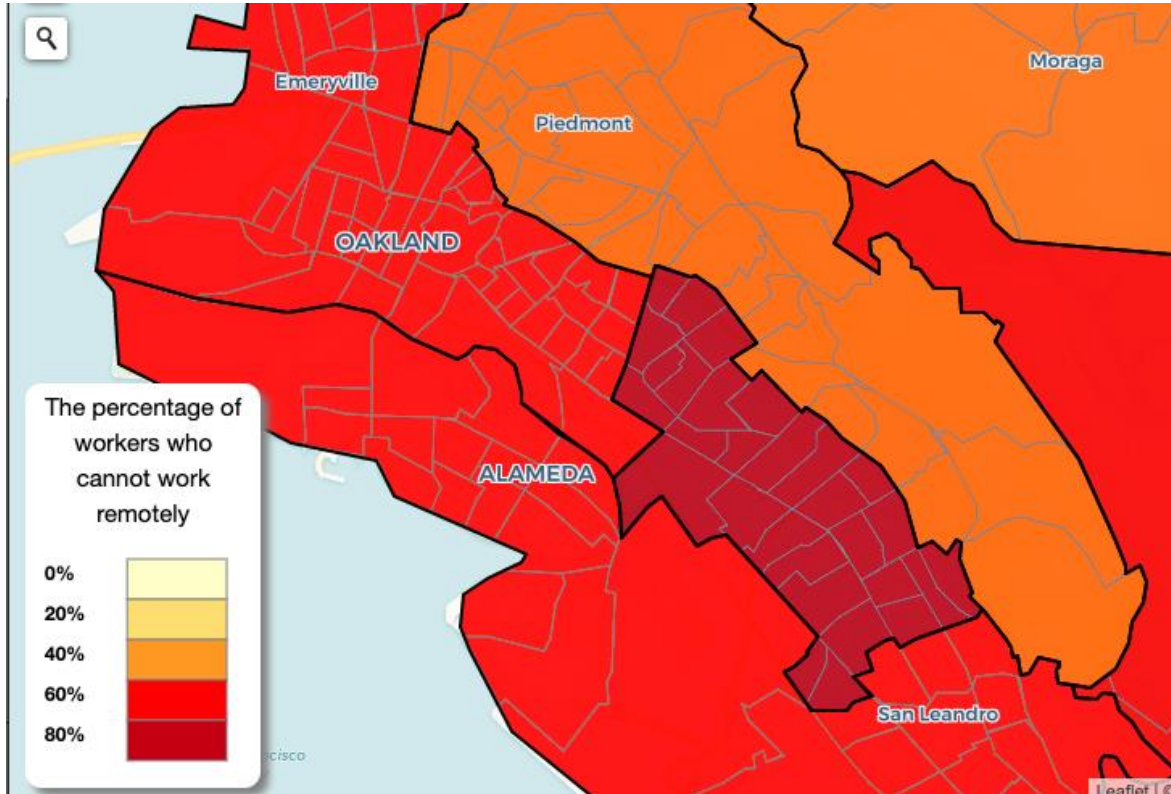
Multiple Perspectives

Consider the multiple perspectives of our stakeholders



June 15, 2020: <https://ac-hcsa.maps.arcgis.com/apps/opsdashboard/index.html#/332a092bbc3641bd9ec8373e7c7b5b3d>

Families Need Childcare



40-80% of Oakland families may need childcare because they cannot work remotely.

Source:

<https://belonging.berkeley.edu/coronavirus-california>

Family Survey & Input Sessions- Recommendation Themes

Distance Learning	Communication	Assessment	Fall Scenarios
<ul style="list-style-type: none"> ● 1:1 ● Small group ● Fewer and more consistent use of Ed Tech platforms 	<ul style="list-style-type: none"> ● Student progress ● Week at a glance ● Grade-level expectations ● Language access 	<ul style="list-style-type: none"> ● Measurement of learning loss and plan to address ● No state test 	<ul style="list-style-type: none"> ● Support for combination distance learning and in-person ● Support for prioritizing subgroups ● Less support for all Distance Learning

- **4,500 Families. Subgroups represented:** 31% ELL, 5% Newcomer, 16% IEP
- **Ethnicity:** 32% Latino, 17% African American, 13% MultiRacial, 6% Asian, 0.8% Middle Eastern, 0.7% SEA, 0.5% PI, 0.4% Native 0.4% Filipino, 23% White

Family Experiences & Concerns - Equity Considerations

Equitable Access (Technology & Communication)

- Do families have the technology they need to access learning opportunities?
- Do families receive enough communication from schools to support distance learning?
- Did students have access to mental health supports during this stressful time to set them up for success with learning?

Student Learning

- How long did students spend on distance learning? Did it feel appropriate to families?
- According to families, what were the most helpful methods of distance learning?
- What distance learning supports did families have? Did this vary by subgroup?

Fall Scenario Planning

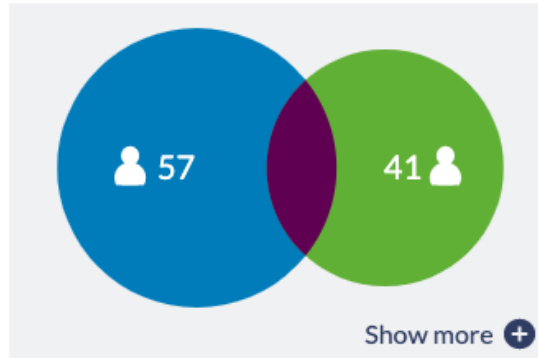
- About half of our families support the idea of prioritizing high need students for in-person learning.
- About half of our families also support the idea of a blended learning model (part DL par in person instruction)
- Fewer families, 39%, support 100% DL with no in-person instruction.

Thought Exchange Feedback from Staff & Parents

Side A

We need to stay home for the first semester next year to maintain safety for all. We cannot put teachers, our families, and students at risk. I am terrified of bringing home germs to my own family with compromised immune systems. I will quit my teaching job before doing that.

★ 4.9 ☆ 1.3



Side B

Enough hours of in-person instruction for my children that I can keep my job Stress: I do not feel financially secure because I cannot take any more unpaid leave

★ 1.4 ☆ 4.8

My kindergartner needs in-person instruction he cannot learn through online

Side A

%	Person Icon	Answer
57%	(33)	Instructional Staff
40%	(23)	Parents/Guardians
2%	(1)	Non-instructional Staff
0%	(0)	Students
0%	(0)	Community Member/Other



Side B

%	Person Icon	Answer
15%	(6)	Instructional Staff
76%	(31)	Parents/Guardians
7%	(3)	Non-instructional Staff
0%	(0)	Students
2%	(1)	Community Member/Other



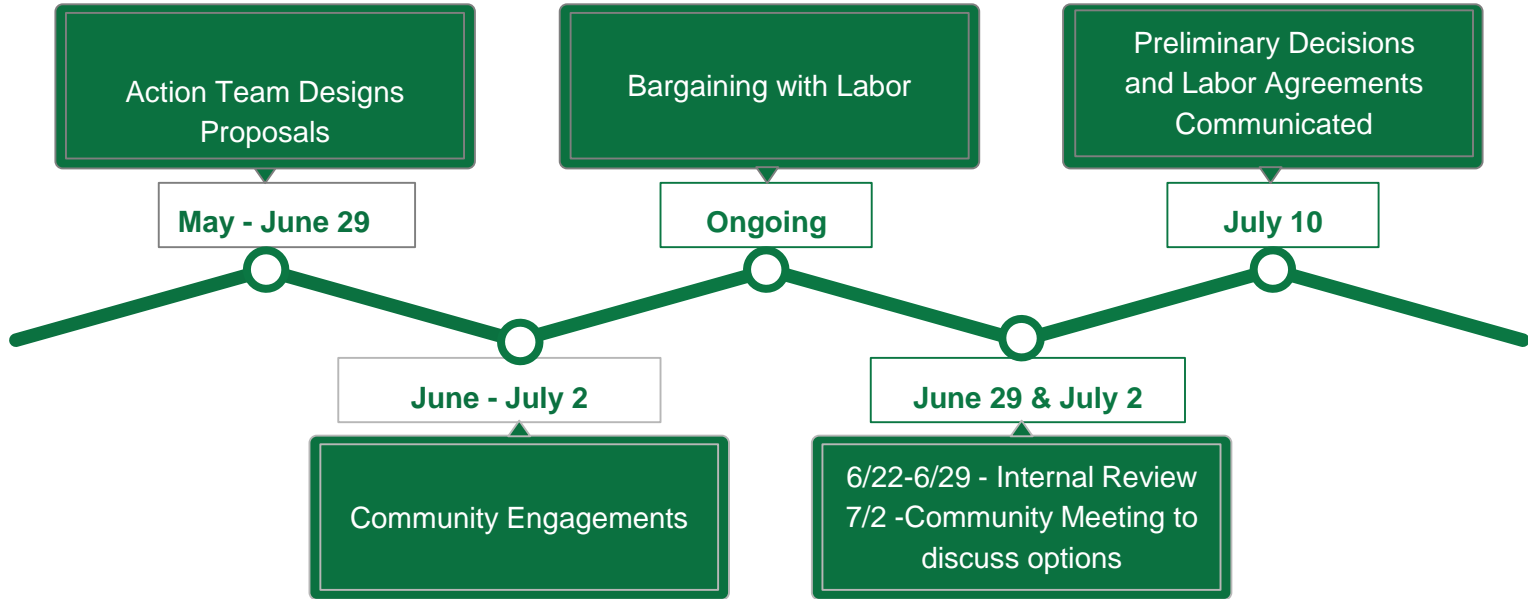
Administrator Survey Results

Surveyed administrators about numerous scenarios.

Ranked scenarios in terms of (1) Student Learning; (2) Feeling Safe; (3) Possible to Implement, and (4) Cost Effectiveness

1. Student Learning	2. Feeling of Safety	3. Possible to Implement	4. Cost Effective
<ol style="list-style-type: none">1. 5 days in person Instruction2. In Person for some students3. Phased reopening	<ol style="list-style-type: none">1. All online2. Students with underlying medical conditions continue online3. In Person instruction for some students	<ol style="list-style-type: none">1. All online2. Phased reopening	<ol style="list-style-type: none">1. All online2. 5 days in person3. In Person for some students

Next Steps: Timeline





Quality Schools in Every Neighborhood!



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

1000 Broadway, Suite 300, Oakland, CA 94607

www.ousd.org



@OUSDnews

Appendices

www.ousd.org



@OUSDnews

Bridging the Digital Divide

#OaklandUndivided Campaign:

Phase I: Raised \$12.5mm;

- Jack Dorsey - \$10.0 M
- Mark Pincus - \$700K
- Other Generous Supporters - \$1.8 M
(see appendices Fast Facts for full list)

Phase II:

- 500K Gilead

What it means:

Greatly expands our educational options for all students

- 1:1 AT HOME computers, WiFi and tech support for low income, disconnected and under-connected students/homes

Ongoing Needs:

Annual cost of \$4 million

- to sustain the 1:1 at home model

Future needs:

- technology for teachers
- to develop sustainable citywide internet,
- and computers for our graduates entering colleges.

COVID-19 Information & Communication

Expanding our Communication Efforts

- **Texted non-English speaking families** quick video resources in their native language
- Working with community partners to ensure that **translation services and interpreters** are available to school communities.
- Beginning to work with **KDOL-TV to broadcast informational sessions for families** through channel 27.

Overall Online Resources:

www.ousd.org/covid-19

Resources for Families:

<https://familycentral.ousd.org>

Resources for Teachers:

<https://teachercentral.ousd.org>

COVID-19 RESPONSE - FAST FACTS

OAKLAND UNIFIED SCHOOL DISTRICT - As of Friday, June 12, 2020



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools. Thriving Students

FOOD & BASIC NEEDS



MEALS

2,684,366

Total number of grab and go meals distributed from March 16 to June 12, 2020. **2,360,366** student meals + **324,000** adult meals. **299,965** children served.

24 summer locations

Total **OUSD SUMMER SITES** to pick up 7 days worth free grab and go meals on Mondays and Thursdays starting on June 1st.

501,879 summer meals

for students delivered June 1 - June 12 during first two week of summer meals. Also served: **96,000** adult summer meals. **46,866** children served this summer.



FOOD BANK

37,115

Total number of **ALAMEDA COUNTY COMMUNITY FOOD BANK** emergency food bags equalling **556,725 pounds**. **186 bins** of food bank fruits & vegetables equalling **155,400** pounds as of May 29.

OTHER ITEMS

FREE RIDES



35,000 rides

Donated by **UBER** for families who need transportation to the 12 school meal grab-and-go sites, available through June 30. Provides **FREE ROUND-TRIP RIDES** for about **2,500 families/week**. **LYFT** is also donating **200** free rides serving **50 families** for four weeks.



DIAPERS

400,452 diapers

Provided by **HELP A MOTHER OUT**.



20,000 pounds of pet food provided by **BERKELEY HUMANE**. **982** vegetable food plants provided by **UC MASTER GARDENERS**. **7,776 packages** of feminine hygiene products provided by **SUPPLYBANK.ORG** (16ct kotex pads/package), **5,000 kits** of dental products provided by **DELTA DENTAL**.

DISTANCE LEARNING



SUMMER LEARNING

4,531 enrollment

PreK-Young Adult enrollment in summer learning, general education and special education.

1,729 students in PreK-5th grade classes; **883** students in 6th-8th grade classes; **1,919** students in 9th-12th grade classes and Young Adult Program.

33 hub sites

for Summer Learning: **1 SPECIAL ED PRE-K** site, **10 ELEMENTARY** sites, **11 MIDDLE SCHOOL** sites, **11 HIGH SCHOOL** sites. June 8-July 2, distance learning model.

15,625 packets

Summer learning packets donated by **HP** and mailed by OUSD to all K-4 OUSD students. Materials are from the **UNITED NATIONS** (book about COVID-19), **NASA**, and **ENCYCLOPEDIA BRITANNICA**.



COMPUTERS & INTERNET

18,226

OUSD chromebooks distributed to students for online learning at home (Data Source: OUSD Technology Services). In addition, **TECH EXCHANGE** has distributed **1,457** laptops and **435** tablets for a total of **1,892** as of June 5. Total distributed to date: **19,533** chromebooks and other devices.



2,570 hot spots

1,570 provided by **TECH EXCHANGE** and **500** provided by the **OAKLAND PUBLIC LIBRARY** connected by **T-MOBILE** and distributed by **TECH EXCHANGE** as of June 12.

COVID-19 RELIEF FUNDS



OUSD/OAKLAND PUBLIC ED FUND COVID-19 RELIEF FUND

\$1,884,000

Total donated as of June 5. Funding is supporting OUSD food distribution, distance learning, direct assistance to highest need families, including **NEWCOMER & MCKINNEY-VENTO** homeless.

CLOSING THE DIGITAL DIVIDE

GOAL MET! \$12.5 M RAISED

FOR CLOSING THE DIGITAL

DIVIDE - #OaklandUndivided --

PHASE 2 LAUNCHED

\$500,000

from **GILEAD SCIENCES** donated on May 26, launching Phase 2 of #OaklandUndivided campaign to close the digital divide -- a City of Oakland and OUSD effort in partnership with Tech Exchange and the Oakland Public Education Fund.

\$10 million

from **JACK DORSEY & his #startsmallinitiative**

\$700,000

Donation from **MARK PINCUS**, CEO of Zynga.

\$1.8 million

Donations include **\$400K** from the **OAKLAND PUBLIC ED FUND BOARD OF DIRECTORS**, **\$200K** from the **KOSHLAND FAMILY FOUNDATION**, **\$125K** from the **GOLDEN STATE WARRIORS**, **\$100K** from **AMAZON**.

Other donors include **Akonedi Foundation**, **Anonymous**, **Black Rock**, **Comcast**, **David and Lucile Packard Foundation**, **Family and Beyond**, **Hewlett Packard Enterprise**, **Intel Foundation**, **Kapor Center**, **Oakland COVID-19 Relief Fund**, **The Barrios Trust**, **Verizon**, among others.

\$200,000

Donation from **SALESFORCE** for **3,900** two-year

HOTSPOTS in partnership with **1MILLION PROJECT FOUNDATION**.

WITH SUPPORT FROM



PARTNERS

1Million Project Foundation
Alameda County Community Food Bank
Berkeley Humane
City of Oakland
Clorox Foundation
Comcast
Delta Dental
Help a Mother Out
HP
Lyft
Oakland Public Education Fund
Revolution Foods
SupplyBank.org
Uber
World Central Kitchen



DONORS

Akonadi Foundation
Amazon
Anonymous
The Barrios Trust
Black Rock
Charles and Lynn Schusterman Family Foundation
Comcast
David and Lucile Packard Foundation
Eat. Learn. Play. Foundation
Educate78
Family and Beyond
Gilead Sciences
Golden State Warriors
Hellman Foundation
Hewlett Packard Enterprise
Intel Foundation
Irene S. Scully Family Foundation
Jack Dorsey & #startsmallinitiative
Jewish Community Federation & Endowment Fund
Kapor Center
Koshland Family Foundation
Mark Pincus
NewSchools Venture Fund
No Kid Hungry
Numi Foundation
Oakland COVID-19 Relief Fund
Oakland Public Ed Fund Board of Directors
Salesforce
Stupski Foundation
T-Mobile Thompson Family Foundation
Tom Steyer and Kat Taylor
Verizon
Walter and Elise Haas Fund

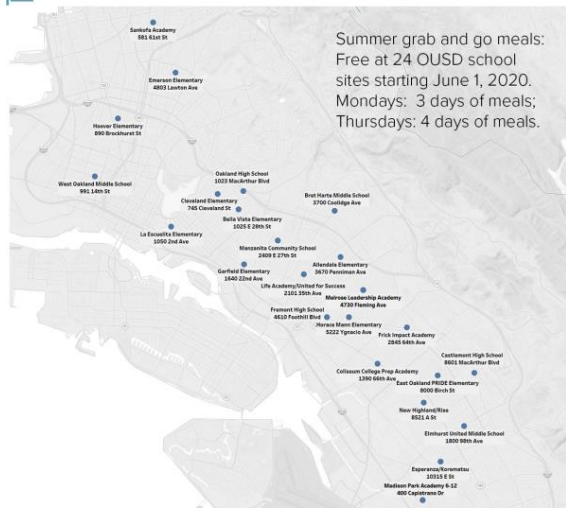
COVID-19 RESPONSE FOOD & RESOURCE DISTRIBUTION

OAKLAND UNIFIED SCHOOL DISTRICT - As of Friday, June 12, 2020



TOTAL NUMBER OF OUSD DISTRIBUTION SITES

24 OUSD Summer Sites



Summer grab and go meals:
Free at 24 OUSD school sites starting June 1, 2020.
Mondays: 3 days of meals;
Thursdays: 4 days of meals.



TOTAL NUMBER OF MEALS SERVED MARCH 16 TO JUNE 12, 2020

2,684,366 2,360,366 student meals +
324,000 adult meals.
299,965 children served.



TOTAL NUMBER OF SUMMER MEALS SERVED THE WEEK ENDING ON JUNE 12, 2020

298,441 270,441 student meals +
28,000 adult meals.
25,367 children served.



TOTAL NUMBER OF ALAMEDA COUNTY COMMUNITY FOOD BANK BAGS DISTRIBUTED MARCH 16 TO MAY 29, 2020

37,115 Equalling 556,725 pounds. 186 bins of
food bank fruits & vegetables equalling
155,400 pounds.

Each bag contains approximately 15 pounds of non-perishable food.
4.2 tons (8,400 pounds) of fresh fruits & vegetables are distributed
Mondays & Thursdays.



TOTAL NUMBER OF WORKERS FROM MARCH 16 TO APRIL 17, 2020

438 staff & volunteers

Shout out to our 105 Nutritional Service workers, 24 Custodians,
24 School Security Officers, 5 Truck Drivers, & 280 Volunteers.



MEALS DONATED TO OUSD STAFF & VOLUNTEERS FROM THE WEEK ENDING ON MAY 7, 2020

494 meals for staff & volunteers

Provided by FARLEY'S & REEM'S CALIFORNIA.
Funded by WORLD CENTRAL KITCHEN.



SUMMER DISTRIBUTION DAYS AND TIMES

Monday

8:00-12:00

3 days of meals.

Thursday

8:00-12:00

4 days of meals.



FREE RIDES

35,200 rides

35,000 from UBER and 200 from LYFT for families to pick up grab-and-go meals.



DIAPERS

400,452

Provided by HELP A MOTHER OUT.



PET FOOD

20,000 lbs.

Provided by BERKELEY HUMANE.



VEGETABLE PLANTS

982 plants

Provided by UC MASTER GARDENERS.

7,776 packages of feminine hygiene products provided by SUPPLYBANK.ORG. 5,000 kits of dental products provided by DELTA DENTAL.

SPECIAL THANKS to Eat. Learn. Play. Foundation, World Central Kitchen, the Alameda County Community Food Bank, Revolution Foods, International Fund for Animal Welfare, No Kid Hungry, Walter & Elise Fund, Thompson Family Foundation, Numi Foundation, Oakland Promise - Brilliant Baby, Uber, and Lyft.

Food Distribution

Highlights

- Averaging 14 thousand students
- Safety is our top priority.
- Service will continue June and July
- Double number of sites for summer service
- Much more than just food



TOTAL NUMBER OF MEALS SERVED MARCH 16 TO JUNE 12, 2020

2,684,366 2,360,366 student meals +
324,000 adult meals.
299,965 children served.



**TOTAL NUMBER OF SUMMER MEALS SERVED THE WEEK
ENDING ON JUNE 12, 2020**

298,441 270,441 student meals +
28,000 adult meals.
25,367 children served.



**TOTAL NUMBER OF ALAMEDA COUNTY COMMUNITY FOOD BANK
BAGS DISTRIBUTED MARCH 16 TO MAY 29, 2020**

37,115 Equalling 556,725 pounds. 186 bins of
food bank fruits & vegetables equalling
155,400 pounds.

Each bag contains approximately 15 pounds of non-perishable food.
4.2 tons (8,400 pounds) of fresh fruits & vegetables are distributed
Mondays & Thursdays.

www.ousd.org/covid-19studentmeals

Doubling sites for summer food service

June 1- July 30th (New Sites in Orange)

Allendale

Bret Harte

Bella Vista

Castlemont High

Cleveland

CCPA

East Oakland Pride

Elmhurst United

Emerson

Esperanza/KDA

Frick

Fremont High

Garfield Elementary

Hoover Elementary

Horace Mann

La Escuelita

Life Academy/UFSA

Madison Park Academy

Manzanita

Melrose

Oakland High

New Highland/Rise

Sankofa

West Oakland Middle

Doubling sites for summer food service

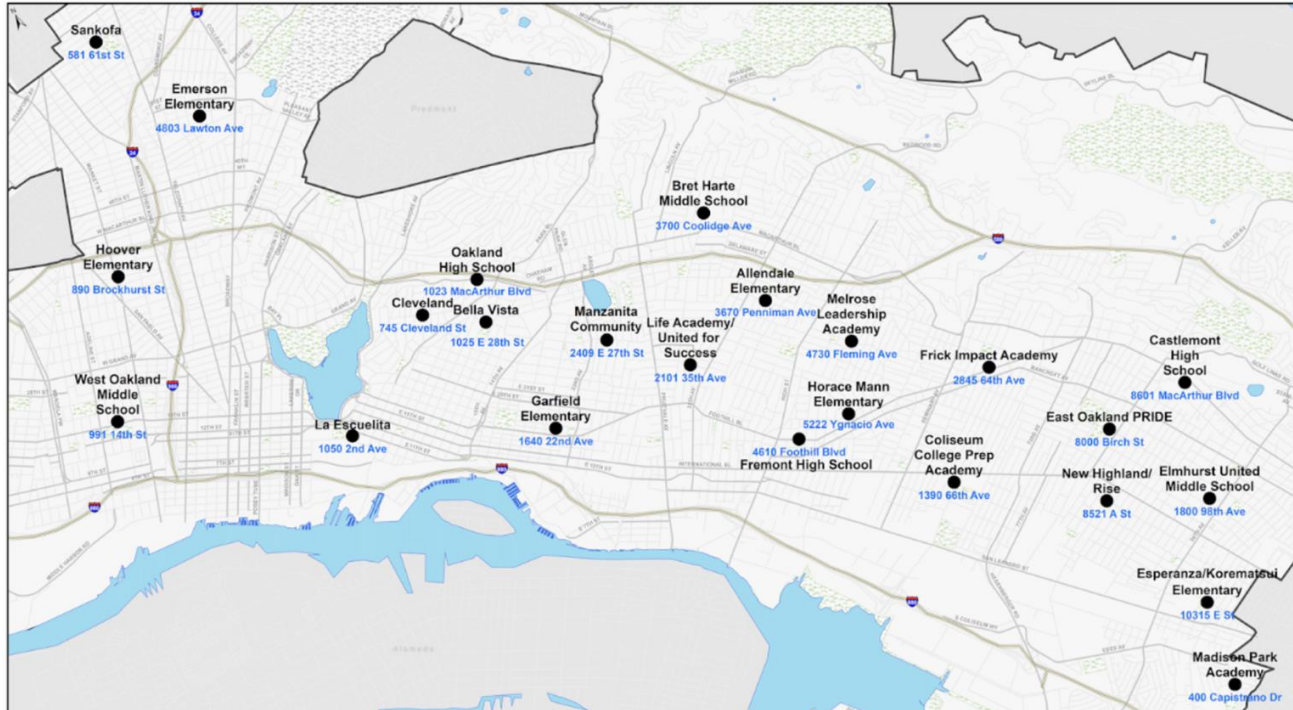


**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

24 sites for free breakfast/lunch pick-up during summer

All sites serving grab 'n go meals Mondays and Thursdays 8:00am - 12:00 noon June 1 - July 30, 2020



Distance Learning

<input checked="" type="checkbox"/>	Phase 1	Mar. 16 - Mar. 26	Connect with students, families and colleagues
<input checked="" type="checkbox"/>	Phase 2	Apr. 06 - Apr. 10	Get ready
<input checked="" type="checkbox"/>	Phase 3	Apr. 13 - Apr. 24	Try it out
<input checked="" type="checkbox"/>	Phase 4	Apr. 27 - May 22	Refine and Improve: Educators and support staff will continue to receive lesson planning support and professional learning opportunities. They will continue to connect with students and families and provide learning opportunities. New material will continue to be introduced to students through May 22.
<input checked="" type="checkbox"/>	Phase 5	May 26 - May 28	Reflection: During the last week of school, no new material will be introduced. Our teachers and students will be focused on reflecting on their shared learning and closing out the school year.

www.ousd.org/covid-19studentlearning

SEL and Student Well Being

Highlights (1 of 2)

- Schools continue to hold COST meetings to connect students and families to resources.
- Created documents for parents/staff to understand available family resources.
- Health partners providing telehealth services across all campuses for mental health outreach. We have 3 School Based Health Centers providing telehealth and in person consults as requested.
- Restorative Justice Facilitators are reaching out to students and providing virtual consults and some opportunities for students to engage - we hosted a session on using Restorative Practices in a virtual classroom.



www.ousd.org/covid-19studentlearning

SEL and Student Well Being



Highlights (2 of 2)

- Launched Wellness Wednesdays to share wellness tips and resources to staff that can be shared with families. Also created a guide for staff to support their own wellness that includes personal counseling, physical activity, work from home tips, mindfulness, etc.
- After School programs are reaching out to students and families and hosting virtual activities including dissemination of tech kits to students at school meal sites that includes materials and youtube videos about how to create.
- Behavioral health staff created wellness trackers and scripts for phone calls to families to check in and provide supports.
- Foster Youth Case Managers reaching out and supporting youth with needs
- Homeless families accessing central supports and www.ousd.org/covid-19studentlearning

Supporting Equity

Highlights (1 of 2)

- Google Classroom: African American Male Achievement (AAMA), African American Female Excellence (AAFE), Asian Pacific Islander Achievement (APISA), Latino Student Achievement (LSA) held online classes, and virtual academic support, youth leadership and wellness opportunities, as part of their site's continuity of service
- Professional Learning for Teachers and Staff: Online learning opportunities as requested to continue building all staff capacity to build empowering narratives, counter deficit thinking, and integrate student and family cultural and linguistic assets.
- One to One Wellness checks with students and families: AAMA, AAFE, APISA, LSA staff together with our family engagement staff, will continue to support sites with family wellness checks, in collaboration with site teachers



www.ousd.org/covid-19studentlearning

Supporting Equity



Highlights (2 of 2)

- School and district governance committees: Our family engagement and shared governance team will continue to support sites as with outreach and various supports.
- Annual Honor Roll Celebrations: We will post our plans for celebrating our African American, Pacific Islander, Latino, and Middle Eastern scholars at ousd.org/equity, as well as directly inform site leaders, collaborators and families directly.
- Distance Learning support to students and parents: Zoom webinars in different language formats, will be posted on ousd.org/equity, on various topics such as: (1) How to connect to community resources for families impacted by covid-19; (2) Overview of OUSD online learning resources; (3) Supporting learning at home by grade level and subject area; (4) [Covid-19 Health and Wellness Q & A](#) with All City Council student leaders; and (5) [Academic Q & A](#) with All City Council student leaders

www.ousd.org/covid-19studentlearning

Summer Learning- Site List

Summer Learning Programs and Extended School Year (ESY)

- Most programs are 4 weeks long
- June 8 to July 2, 2020
- Distance learning with paper packet options for families with limited internet.
- Literacy and math intervention for recommended students.
- Partnering with community agencies for enrichment opportunities.
- Contact your child's school for more information

Credit Recovery

- Offered to upper class high school students in order to graduate on time.
- Contact your child's high school counselor for more information and eligibility.

www.ousd.org/summerlearning

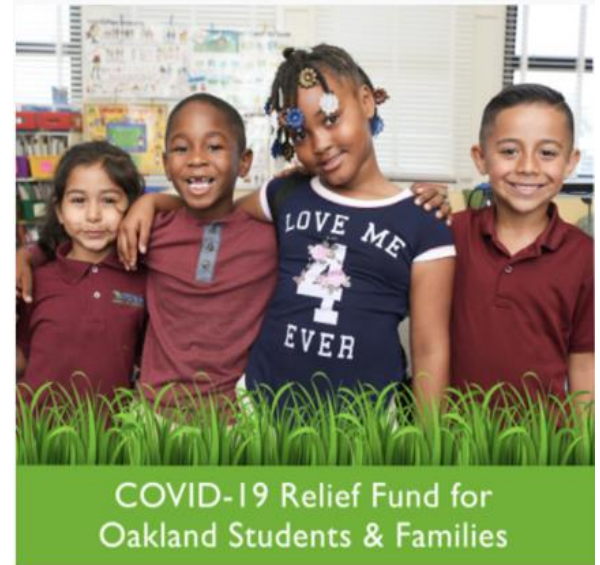
Partnerships & Advocacy

OUSD/Oakland Ed Fund COVID-19 Relief Fund:

- Raised \$1,884,000 to support meal program, distance learning, and direct assistance to families. The Ed Fund is distributing at least \$600,000 directly to 1,500 hundred families.
- We launched phase 2 to raise an additional \$2.5M, of which \$1M will be to continue direct assistance to families.





Increasing State and Federal Support:

- Letters to state and fed gov't advocating for more support.



www.ousd.org/covid-19howtohelp

What do we know? What do we not know?

	 Science	 Safety	 Staff Support	 Student Learning
✓	<ul style="list-style-type: none"> ● Transmission ● Vulnerable Populations ● Asymptomatic 	<ul style="list-style-type: none"> ● Face coverings ● Physical Distancing ● Testing Available 	<ul style="list-style-type: none"> ● Clear Expectations ● Training ● Sense of Purpose 	<ul style="list-style-type: none"> ● Relationships ● Targeted Interventions ● Basic Needs
✗	<ul style="list-style-type: none"> ● Vaccine/Cure ● Antibodies/Immunity ● Effect on Children 	<ul style="list-style-type: none"> ● Personal Protective Equipment (PPE)/Tests for All ● Gov't thresholds for future closure orders 	<ul style="list-style-type: none"> ● New Roles ● New Working Styles 	<ul style="list-style-type: none"> ● Learning Loss ● Increased at-home risk factors ● Access Issues

We need to **craft a plan** based on what we know *and* respond to **new information** as it is available.

Staff Feedback

Staff Surveys (Developed with labor partners):

- Reflection on the spring
- 3rd annual staff retention survey
- Instructional Tech Survey

Other

- Sharing best practices
- Online panels/webinars reflecting on distance learning by grade levels

