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Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Diana Sherman, Coordinator, Local Control & Accountability Plan

Board Meeting Date June 10, 2020

Subject First Reading - Oakland Unified School District’s COVID-19 Operations Written Report

Action First reading of the Oakland Unified School District’s COVID-19 Operations Written Report, a report required by Executive Order N-56-20: Empowering Schools to Focus on COVID-19 Response and Transparency as a condition of extending the deadline for adoption of the 2020-2021 Local Control and Accountability Plan (LCAP) to December 15, 2020. We will seek approval for our OUSD COVID-19 Operations Written Report on June 24, 2020.

Background Due to COVID-19, Governor Newsom issued [Executive Order N-56-20](#) on April 22, 2020. The Executive Order extends the deadline for Board approval of the 2020-2021 LCAP and Budget Overview for Parents to December 15, 2020 and creates a new **COVID-19 Operations Written Report** to be approved by the Board by July 1, 2020 documenting the District’s response to the COVID-19 emergency.

Report Summary

The COVID-19 Operations Written Report requires:

- An overview explaining the changes to program offerings that the District has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families;
- A description of how the District is meeting the needs of its English learners, foster youth, and low-income students;
- A description of the steps that have been taken by the District to continue delivering high-quality distance learning opportunities;
- A description of the steps that have been taken by the District to

provide school meals while maintaining social distancing practices;
and

- A description of the steps that have been taken by the District to arrange for supervision of students during ordinary school hours.

Engagement on Report

The COVID-19 Operations Written Report was shared with the LCAP Parent and Student Advisory Committee (PSAC) for review and feedback at PSAC Lead Delegates weekly meetings throughout May 2020 and at the May 20, 2020 PSAC General Meeting. PSAC members identified specific areas of the Report where further detail was needed, including how the District is supporting Special Education and unhoused students during the COVID-19 school closure. This feedback has been integrated into the Report and added to our template although the State did not request this information.

Discussion

This is the first reading of the COVID-19 Operations Written Report. After hearing public comments, and at the direction of the Board, staff will make any necessary adjustments to the Report and submit the revised Report for adoption by the Board in conjunction with the annual budget on June 24, 2020. The District is then required to submit the COVID-19 Operations Written Report along with the adopted annual budget to the Alameda County Office of Education no later than July 1, 2020.

Fiscal Impact

No fiscal impact is expected as a direct result of adoption of the COVID-19 Operations Written Report.

Attachment

COVID-19 Operations Written Report

**EXECUTIVE DEPARTMENT
STATE OF CALIFORNIA**

EXECUTIVE ORDER N-56-20

WHEREAS on March 4, 2020, I proclaimed a State of Emergency to exist in California as a result of the threat of COVID-19; and

WHEREAS on March 13, 2020, I issued Executive Order N-26-20, which ensured continued funding for public schools that close in response to the COVID-19 pandemic so they could continue, during the period of a school closure, to deliver high-quality distance learning opportunities, access to school nutrition programs, and supervision of students during ordinary school hours and to pay their employees; and

WHEREAS continued school closures in response to the COVID-19 pandemic will impact important annual planning, budgetary, and other processes specified by statute and regulation, necessitating immediate relief from associated deadlines in the short term; and

WHEREAS further action in partnership with the Legislature is necessary to address future deadlines that are not imminent, including certain requirements related to the California School Dashboard; and

WHEREAS under the provisions of Government Code section 8571, I find that strict compliance with various statutes and regulations specified in this order would prevent, hinder, or delay appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

NOW, THEREFORE, I, GAVIN NEWSOM, Governor of the State of California, in accordance with the authority vested in me by the State Constitution and statutes of the State of California, and in particular, Government Code sections 8567 and 8571, do hereby issue the following Order to become effective immediately:

IT IS HEREBY ORDERED THAT:

1. For purposes of this Order, Local Educational Agency (LEA) means school districts, county offices of education, and charter schools; and the Local Control and Accountability Plan (LCAP) refers to a local control and accountability plan and annual update adopted using the template specified in Education Code section 52064.
2. The deadline for a local school district governing board, county board of education, or a governing body of a charter school to adopt the LCAP and the budget overview for parents by July 1 of each year, pursuant to Education Code sections 47604.33, 47606.5, 52060, 52061, 52064.1, 52066, and 52067, is extended until December 15, 2020, on the conditions that:
 - (i) The governing board or body of the LEA adopts, during the same meeting at which the governing board or body of the LEA adopts the annual budget due July 1, 2020, a written report to

the community that explains the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families, which shall include, at minimum, a description of how the LEA is meeting the needs of unduplicated pupils, defined consistent with Education Code section 42238.02(b)(1), during the period of school closures and the steps taken by the LEA, consistent with Paragraph 2 of Executive Order N-26-20, to support the following during the period of school closures:

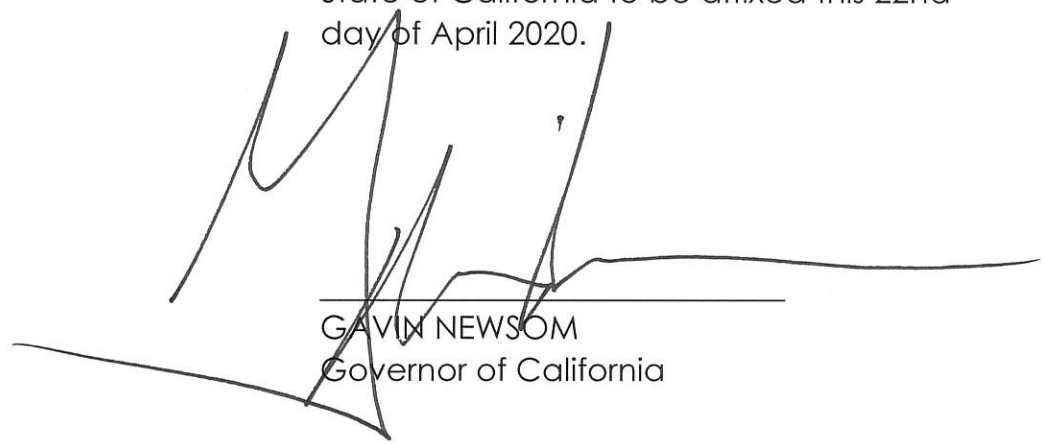
- a. Continue delivering high-quality distance learning opportunities;
 - b. Provide school meals in non-congregate settings; and
 - c. Arrange for supervision of students during ordinary school hours.
- (ii) School districts and county boards of education submit the written report adopted pursuant to clause (i) to the county superintendent of schools or the Superintendent of Public Instruction, respectively, in conjunction with submission of the adopted annual budget.
- (iii) A charter school submits the written report adopted pursuant to clause (i) to its authorizer in accordance with Education Code 47604.33.
- (iv) The LEA posts a copy of the written report adopted pursuant to clause (i) on the homepage of the internet website maintained by the LEA, if such website exists.
3. The California Department of Education shall develop a form that LEAs may use for the written report specified in Paragraph 2.
 4. The deadline for a county superintendent or the Superintendent of Public Instruction to approve the LCAP pursuant to Education Code section 52070(d) and 52070.5(d) is extended until January 14, 2021.
 5. The deadline for a charter school to submit the LCAP to its chartering authority and the county superintendent of schools is extended to December 15, 2020.
 6. Education Code section 52064(j) is waived with respect to any LCAP adopted pursuant to Paragraph 2.

7. For the budget adopted by a governing board of a school district on or before July 1, 2020, the requirements that the governing board adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 42127(a)(2)(A); that a county superintendent of schools disapprove the budget by September 15, 2020 if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code sections 42127(c)(3) and 42127(d)(1); and that a county superintendent of schools shall not adopt or approve a budget before the LCAP for the budget year is approved pursuant to Education Code section 42127(d)(2), are waived.
8. For the budget adopted by a county board of education on or before July 1, 2020, the requirements that a county board of education adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 1622(a); that the Superintendent of Public Instruction disapprove the budget if the county board of education has not adopted a LCAP or if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(b)(2); and that the Superintendent of Public Instruction disapprove a revised budget by November 8, 2020 if the Superintendent of Public Instruction determines the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code section 1622(d), are waived.
9. Education Code section 52064.5(e)(2), requiring the governing board of a school district, the county board of education, and the governing body of a charter school to review data to be publicly reported for Dashboard local indicators in conjunction with adoption of the LCAP, is waived with respect to the review and adoption that would otherwise be required by July 1, 2020.
10. Paragraph 3 of Executive Order N-29-20, including the conditions specified therein, shall apply to meetings held pursuant to Article 3 of Chapter 2 of Part 21 of Division 3 of Title 2 of the Education Code and Education Code section 47604.1(b).
11. The requirements specified in Education Code sections 51210(a)(7), 51220(d), 51222, and 51223, related to minimum instructional minutes in physical education for grades 1-12 are waived, and the requirements specified in Education Code section 51241(b)(2), related to providing adequate facilities for physical education courses, are waived.
12. Education Code section 60800, requiring each LEA maintaining any of grades 5, 7, and 9 to administer a physical fitness performance test to each student in those grades, and Education Code sections 33352(b)(4) and (5), requiring the California Department of Education to collect data regarding the administration of the physical fitness test, are waived for the 2019-20 school year.

IT IS FURTHER ORDERED that as soon as hereafter possible, this Order be filed in the Office of the Secretary of State and that widespread publicity and notice be given of this Order.

This Order is not intended to, and does not, create any rights or benefits, substantive or procedural, enforceable at law or in equity, against the State of California, its agencies, departments, entities, officers, employees, or any other person.

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 22nd day of April 2020.



A large, stylized handwritten signature in black ink, which appears to be "Gavin Newsom". The signature is written over a horizontal line that serves as a separator between the signature and the printed name below.

GAVIN NEWSOM
Governor of California

ATTEST:

ALEX PADILLA
Secretary of State

COVID-19 Operations Written Report
June 2020

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer	sondra.aguilera@ousd.org	June 24, 2020

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Oakland Unified’s District-run schools closed to students and families on March 16, 2020. We began distance learning on Wednesday, March 18, 2020. We initially believed that we would return to school after our Spring Break on April 6. As our County Public Health information changed, we expanded our plans because it was clear that we would be closing our schools for the remainder of the school year.

We have enhanced our distance learning plan and professional learning opportunities. Each school site communicates directly to students and families to provide a school-specific distance learning plan. Families can also access a Districtwide distance learning plan for resources to supplement what their teachers are providing. This spring, we provided daily [Distance Learning Webinars](#) to offer both technical and platform support to our teachers, and created two websites to support our teachers and families so they stay up-to-date on our Distance Learning Plan: [Teacher Central](#) and [Family Central](#). We have also distributed over 18,000 Chromebooks and launched key partnerships with organizations to help bridge our technology gaps. To ensure that all students have access to instructional materials, the District also shipped over 3,000 learning packets directly to students’ homes if families reported not having a device or internet connectivity. District teams have developed specific plans and professional learning to support special populations like our [Special Education students](#) and our [English Language Learners](#). We also plan to provide [summer learning opportunities](#) and our [Extended School Year](#) program as we have each year, although these programs will use a distance learning approach.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

To support Oakland's English learners, foster youth, and low-income students during the COVID-19 school closure, OUSD has provided extensive guidance and support to teachers through online professional learning and coaching. We have adapted our [English Language Learner \(ELL\) Essential Practices](#) for distance learning to provide tools and clear expectations for teachers to continue to provide Integrated and Designated English Language Development (ELD). We have also provided both digital and paper-based resources for ELL families in Spanish and English. Professional learning includes weekly webinars, a weekly online newcomer ELD Professional Learning Community (PLC), bi-weekly professional learning session on adapting Dual Language materials, and collaboration with content-area teams for grade-level PLCs. Newcomer social workers have been able to communicate with more than 90 percent of families and have assisted with issues of connectivity, financial distress, medical and mental health issues, and crisis management.

OUSD's Foster Youth Case managers have reached out to all students on their caseloads to keep students engaged in schools. This includes connecting youth to mental health services, ensuring all foster youth have access to technology for distance learning, conducting wellness checks on families, and working with Summer Learning and Special Education staff to provide additional supplemental supports as appropriate.

Our unhoused students have received supports that include food deliveries for medically fragile families, connecting McKinney Vento undocumented families to hotels/motels, connecting families to hot meal deliveries, assisting families with distance learning and tech support as needed, conducting wellness calls, and helping families enroll in supplemental supports.

OUSD's Special Education Department has provided guidance and resources to the more than 1,000 staff who support students with disabilities. We have created sample schedules, lesson plans aligned to common Individualized Education Program (IEP) goal domains, and guides for families to support students with needs related to communication, motor development, and behavior. Our assistive technology team has hosted over 45 webinars for staff, community members, and families with over 1,200 participants attending at least one session. We have continued to partner with select nonpublic agencies to ensure that students who require specialized behavioral interventions have daily access to their Registered Behavior Techs and that students with complex medical needs have a daily health check performed by a licensed nurse. Finally, the Department has worked with our partners on the transportation team to arrange for food delivery for families of students who have compromised immune systems.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Led by the OUSD Distance Learning Committee, the District has supported schools in developing site-based continuation of education plans that utilize OUSD curricula and online applications. Through the spring, schools have implemented these plans in five stages: 1) Focus on Wellness, 2) Exploration, 3) Initial Implementation, 4) Implementation, and 5) Reflection. To support teachers in transitioning to distance learning, OUSD has utilized the [Teacher Central](#) website to provide professional learning, guidance, applications, and lesson resources. Teacher leaders have curated lesson resources and shared them with colleagues through Google Classrooms for each grade and content area and held weekly PLCs to discuss materials and best practices. OUSD is also providing 37 webinars (with a total participation of 3,987 for the first 27 sessions) to support teachers in using District applications and curriculum and supporting English Learners and students with IEPs. OUSD has provided over 18,000 computers and 700 internet hot spots to families and worked with cable and internet providers to expand internet access. The District is tracking usage on these devices: over 90 percent of students are using OUSD applications, including over 13,000 students using Google Classroom on district computers. The District shipped over 3,000 learning packets directly to the homes of students without access to a device or the internet. OUSD has also launched a [Family Central](#) website with videos and resources for families to support distance learning in multiple languages.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

OUSD made massive changes to food delivery systems in order to provide breakfast, lunch and dinner to students in a non-congregant setting starting on the first day of school closures. The district opened 12 food distribution centers across the city, serving over a million meals by the third week of April. Families who are unable to reach the food distribution sites due to mobility issues or a COVID-19 positive status can be referred by school-based Coordination of Services Teams to receive home delivery of meals. Families may pick up nine meals per child on Mondays and six meals per child on Thursdays. On a typical day, the distribution centers provide food to 12,686 children. In addition, families also receive items such as food bank bags, diapers, books, and pet food. Staffing for the food distribution centers is composed of food service staff, operations staff, and carefully-vetted volunteers. Food distribution centers follow guidelines from the Centers for Disease Control and Prevention (CDC), the Alameda County Public Health Department, and the District to deliver food while maintaining social distancing and hygiene practices. Site leaders and cafeteria managers receive training on how to create and monitor assembly lines that minimize risks to workers and the public. For example, sites must instruct workers and volunteers in hand washing, have staff change gloves frequently, have stations that provide six feet of distancing and are wiped down regularly, and carry out “no touch” hand-offs of food to community members. To reinforce and monitor the execution of guidelines, the District’s risk management team created safety rubrics and assesses each site daily. Results from these assessments are shared with site leaders on a daily basis.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

OUSD is currently tracking both student wellness and student participation in distance learning. A memorandum of understanding between the District and the Oakland Education Association (our local union representing teachers and certificated staff) asks that teachers and staff complete wellness and participation checks on students on a weekly basis at the elementary level and on a bi-weekly basis at the secondary level. In the event that students are not participating and responding to teacher check-ins, we have assigned student wellness staff at school sites to make every effort to reach students.

The District does not currently provide direct child care for essential workers. However, staff have connected families that reported a need for care to BANANAS, our local Child Care Resource & Referral agency, and to other open child care programs serving children of essential workers. Staff asked about child care needs as part of family wellness checks, and found that many families are concerned about leaving their children with others during these unprecedented times.

For younger students, OUSD provides a comprehensive at-home distance learning packet that incorporates both educational activities and a broad range of family home routines, from making your bed and getting dressed to outdoor movement, lunch, and quiet time. This open-ended framework supports specific key learning domains such as music and movement, social-emotional learning through play, math, exploration and literacy, and storytime. Families are provided a brief overview of each key learning domain to help them easily understand what their child is learning when engaged in hands-on play-based educational activities that can be repeated based on children’s interests, engagement and educational needs. For preschool-aged students, OUSD educators also continue to facilitate Big Day PreK, the District’s core curriculum, remotely.

California Department of Education
May 2020

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Jody London, President
Board of Education
OAKLAND UNIFIED SCHOOL DISTRICT
6/24/2020



Kyla Johnson Trammell, Secretary
Board of Education
OAKLAND UNIFIED SCHOOL DISTRICT
6/24/2020