OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

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	September 9, 2020
Subject	Learning Continuity and Attendance Plan — Public Hearing

Summary

The Oakland Unified School District's 2020-21 Learning Continuity and Attendance Plan (referred to as the Learning Continuity Plan, or LCP) will be presented at a public hearing on September 9, 2020.

The LCP is a new tool created in response to the pandemic for districts to explain to students, families, and stakeholders how they will provide quality learning opportunities (whether in-person or at a distance) and support the needs of students and staff during the 2020-2021 school year. The LCP outlines the District's approach to:

- providing in-person instructional offerings when appropriate;
- providing a distance learning program when appropriate;
- addressing the unique needs of English Language Learners, low-income students, unhoused students, foster youth, students with dis/abilities, and Black students;
- addressing unfinished learning that resulted from extended school closures;
- supporting mental and social-emotional health of students and staff;
- providing students with continued access to food; and
- increasing or improving services for foster youth, low-income students, and English learners.

The LCP details the use of federal and state funding, including new learning loss mitigation funds, to support this work. The Public Hearing is a requirement of Senate Bill (SB) 98 to gather public input on the proposed strategies, actions, and expenditures for the coming school year.

Background

SB 98 established that the Local Control and Accountability Plan (LCAP) and Annual Update are not required for the 2020–21 school year. SB 98 also defined the new Learning Continuity and Attendance Plan (Learning Continuity Plan, or LCP) requirements for the 2020–21 school year.

Under SB 98, the development and adoption of the Budget Overview for Parents has been separated from the development and adoption of the LCP for the 2020–21 school year. The Budget Overview for Parents will be developed and presented to the Board for a public hearing and adoption by December 15, 2020.

Engagement on Plan
The LCP content grew out of months of dialogue with students, families, staff, and community partners through town halls, focus groups, surveys, and public meetings. Actions proposed in the LCP reflect input from these engagements, from the LCAP Parent-Student Advisory Committee (PSAC) and its subcommittees, and from the agreements reached with our labor partners.

The draft Learning Continuity Plan was shared with the PSAC for review and feedback at the August 19, 2020 PSAC General Meeting. PSAC members identified specific areas of the Plan where additional or modified actions and investments were needed. In addition, the PSAC subcommittees provided feedback on the draft LCP on the following dates: District English Language Learners' Subcommittee (DELLS) on August 13, 2020; the Community Advisory Committee for Special Education on August 17, 2020; the Foster Youth Advisory Committee on August 25, 2020; and the Committee to Empower Excellence in Black Students' Education on September 3, 2020. Feedback from the PSAC and its subcommittees and from other stakeholders has been integrated into the Plan wherever feasible.

Discussion

This is the public hearing for the Learning Continuity Plan (LCP). After hearing public comments, and at the direction of the Board, staff will make any necessary adjustments to the Plan and submit the revised Plan for adoption by the Board on September 23, 2020. The District is then required to file the Learning Continuity Plan to the Alameda County Office of Education within five days of adoption.

Fiscal Impact

$159,757,995 total included in the LCP:
- $75,638,663 Supplemental & Concentration Allocation
- $2,624,824 CARES Act Governor's Emergency Education Relief (GEER) Allocation
- $38,423,546 CARES Act Coronavirus Relief (CR) Fund Allocation
- $3,255,312 Learning Loss Mitigation General Fund (GF) Allocation
- $14,493,191 Elementary and Secondary School Emergency Relief (ESSER) Fund Allocation
- $17,204,963 Projected Title I, Part A Allocation
- $1,725,381 Projected Title II, Part A Allocation
- $1,354,382 Projected Title III, Part A English Learner Student Program Allocation

- $376,187 Projected Title III, Part A Immigrant Student Program Allocation
- $1,259,073 Projected Title IV, Part A Student Support & Academic Enrichment Allocation
- $3,402,473 Comprehensive Support & Improvement Allocation
- Select grant funds in support of LCP actions

Attachment   2020-21 Learning Continuity and Attendance Plan

DRAFT Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency Name (LEA)	Contact Name and Title	Email and Phone
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer	sondra.aguilera@ousd.org 510-879-4289

OVERVIEW

In just a few short months, the COVID-19 pandemic has had a profound impact on the Oakland, California community and on the children served by the Oakland Unified School District (OUSD). Oakland is a diverse city of over 430,000 that sits on the east side of the San Francisco Bay. Our student enrollment of 36,000 students is 44 percent Latino, 23 percent African American, 12 percent Asian, 12 percent white, 5 percent multi-ethnic, 1 percent Pacific Islander, and 1 percent Filipino. Nearly three out of four (71.3 percent) qualify for free or reduced-price school meals. About 13.5 percent of students in our district-run K-12 schools and programs are students with disabilities who receive special education services. We also have nearly 1,500 children enrolled in our pre-kindergarten programs at 29 early childhood education sites.

Over half of our students speak one of 57 world languages at home, and nearly one in three students are English language learners. Among these are nearly 3,000 newcomer students—youth who have been in the United States for less than 3 years. Most of our newest arrivals fall into the status of refugee, asylee, asylum seeker, and/or unaccompanied minor and may be fleeing violence, human trafficking, or persecution in their home countries. As a Sanctuary District, we stand behind our students no matter where they were born or the barriers they overcame to be here. We cherish the cultural richness in our district and make no exceptions when it comes to including learners with a wide variety of backgrounds and needs.

Given the demographic diversity of OUSD, equity is central to our work. For us, equity means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future. Even ahead of the pandemic, our work sat at the intersection of some of the most complex equity challenges of our era. The COVID-19 crisis has magnified racial and socioeconomic inequalities in Oakland and beyond, and has made addressing these inequities—in both the short and long term—more critical than ever before.

In the weeks following the shelter-in-place order in Alameda County, unemployment in the City of Oakland rose rapidly, growing from 3.4 percent in February 2020 to 15.6 percent in June 2020. At some Oakland Unified schools, principals surveyed their students' families and discovered that as many as four in five families had lost some or all employment income.

Families who were already struggling to make ends meet quickly found themselves in dire straits. Staff, community members, and community partners mobilized quickly to raise funds to support families most in need, including newcomer and unhoused families. The District's food program expanded quickly to provide "Grab and Go" at 24 school sites across the city. By late July, the program had handed out over 3.6 million student meals and another 500,000 adult meals. In partnership with the Alameda County Community Food Bank, Salesforce, Eat. Learn. Play., and Gold Star Foods, staff also handed out over 57,000 bags of groceries and nearly 30,000 produce boxes to meet community needs. The City of Oakland passed an emergency moratorium on residential rent increases and evictions which has provided temporary relief for some families, but many continue to struggle to provide food and housing.

In addition to the stark economic crisis, Oakland has been harder hit by the health impacts of COVID-19 itself than any other Alameda County community. While the overall County case rate was 939 cases per 100,000 residents in mid-August 2020, three Deep East Oakland ZIP codes—94601, 94603, and 94621—had case rates of over 3,000 cases per 100,000 residents. The combination of overcrowded housing and a high percentage of essential workers whose jobs require that they work outside the home has made these communities especially vulnerable to the spread of the disease. In addition, many families lack access to health insurance, creating additional financial burdens and barriers to care as they navigate the pandemic.

OUSD is a Full Service Community School District, focused on high academic achievement while serving the whole child, eliminating inequity, and providing culturally responsive teachers. We are committed to more than quality academic education—we take pride in providing enriching activities, school-based health centers, nutritious locally sourced meals, and social emotional learning skills. We endeavor to bring joy to the academic experience while cultivating the skills to ensure our students are caring, competent, fully-informed, critical thinkers. We have been recognized as a leader in equity programs such as our nationally acclaimed African-American Male Achievement program, as well as our African-American Female Excellence program, launched in 2016-17, and our Latino and Asian Pacific Islander Student Achievement programs, launched in 2017-18. We are proud of our enrichment programs including music, arts, athletics, and dual language Spanish-English immersion programs. In the spring, many of these programs necessarily paused as schools shuttered and students and staff sheltered in place. Understanding how to sustain these initiatives in a time of crisis has been core to our planning for the 2020-21 school year.

PART 1: STAKEHOLDER ENGAGEMENT

Stakeholder Engagement Process

Student, Family & Community Engagement

The OUSD engagement process for the content of the Learning Continuity and Attendance Plan included a combination of districtwide and small group meetings and sessions to facilitate participation, share information, and gather feedback on how to structure the 2020-21 academic year. Oakland Unified hosted a series of engagements for parents, students, and other community members to learn more about what worked and what did not during the initial period of distance learning and to plan for 2020-21 instruction. In total:

- Over the spring, the All City Council (ACC) Student Union high school student leaders surveyed close to 700 of their peers. ACC Middle School student leaders also surveyed 200 sixth, seventh, and eighth grade students. Student leaders presented their recommendations for distance learning at a school board meeting and forwarded their recommendations to the COVID-19 Action Team.

- Additional student input was generated over the summer by the COVID-19 Action Team and community partners, via virtual zoom group meetings, and an elementary student survey for students in grades 3–5. In both cases, we asked students what types of activities they participated in during distance learning, and which kinds of distance learning activities were the most helpful to them. The younger students slightly preferred whole class Zoom sessions, while older students preferred small group sessions. The high school students also liked the idea of mini-mesters, though they had many questions about AP classes and preparation for those exams in the spring.

- In May and June, more than 4,500 families responded to the Office of Equity's #SchoolAfterCOVID survey, and informed the district's COVID-19 Action Team recommendations for fall reopening.

- In June, over 500 parents attended meetings to give their input into planning for the fall.

- On July 2, 2020, more than 2,500 community members joined our Family Report Back Meeting on Reopening.

- On July 13, 2020, 3,000 community members joined us for our second Family Report Back Meeting.

The District also hosted a series of Town Halls, parent meetings, and focus groups using the Zoom platform throughout the months of April, May, and June. In addition to these

synchronous events for teachers, principals, and staff, we also hosted an online Thought Exchange that opened in May. The Thought Exchange received over 700 responses over the first month it was open, evenly split between responses from families and responses from staff. At the end of May, we hosted an All Administrators meeting for all principals and central leaders to review the planning process for the upcoming school year and give input to establish priorities for the following year. At the end of the planning process in mid-July, we convened a second All Administrator meeting to review the recommendations from the COVID-19 Action Team.

LCAP Parent & Student Advisory Committee Engagement

Following the closure of school campuses to in-person instruction in March 2020, Lead Delegates from the Local Control and Accountability Plan (LCAP) Parent and Student Advisory Committee (LCAP PSAC) began meeting weekly with District staff to stay apprised of the rollout of distance learning and other support in spring 2020 and to begin planning for the 2020-21 school year.

The LCAP PSAC also continued their regularly scheduled meetings in a virtual format and added special meetings, hosting community members monthly through the summer to ensure that families had opportunities to engage with LCAP PSAC members on key planning concerns. These meetings were held on the dates listed below with attendance ranging between 75 and 100 participants. All meetings included reporting segments for the other district advisory committees. Finally, meeting agendas, materials, notes, and recordings were made available in the committee's public folder at www.ousd.org/LCAP.

This series of meetings culminated with LCAP PSAC members writing an advisory letter to the COVID-19 Action Team and other district leaders. That letter constitutes official committee feedback for the launch of the 2020-21 school year and can also be found on the LCAP website. PSAC and the other advisory committees hosted additional meetings in August and September to review the draft Learning Continuity Plan, and provide formal letters of feedback on the LCP as well. These letters can also be found on the LCAP website.

- **April 23, 2020:** Update on response by schools sites and district to COVID-19 crisis and feedback, including report by Lead Delegates from weekly collaboration with district leaders

- **May 20, 2020:** Review of COVID-19 Operations report and feedback for continuing committee and community engagement in the planning and budgeting process for 2020-21 and beyond.

- **June 17, 2020:** Report from planning by the COVID-19 Working Groups for the 2020-21 school year; committee and community feedback in large group and breakout groups.

- **July 15, 2020:** Community review of committee feedback for the launch of the 2020-21 school year; timeline and process to advise on the Learning Continuity and Attendance Plan (LCP).

- **August 19, 2020:** Committee and community member review of the draft 2020-21 LCP to provide additional feedback.

[Link to Feedback Statement from LCAP PSAC](#)   Also available at www.ousd.org/LCAP

In addition to the LCAP PSAC engagement, the other advisory committees also continued their regular meetings in a virtual format, adding special meetings to support so that members and the larger community could advise on the support for specific student groups during the COVID-19 crisis and distance learning. Please note that the members of the District English Language Learners' Sub-Committee are also members of LCAP PSAC.

District English Language Learners' Sub-Committee (DELLS)
Public meetings led by DELLS, which serves as OUSD's District English Learner Advisory Committee, were held on the dates listed below with attendance ranging between 30 and 300 participants.

- **June 4, 2020:** At the urging of DELLS members and in collaboration with them, OUSD staff from the Office of Equity and the Office of English Language Learners & Multilingual Achievement (ELLMA) organized a Spanish Language Question and Answer/Listening Session with simultaneous interpretation into English. The event was broadcasted live on Youtube where comments were also monitored. The goal of the event was to hear family and student experiences during the pandemic to inform planning and to provide real time answers to common questions during the COVID-19 crisis.

- **June 26, 2020:** Given that the many questions from English Language Learner families about the registration process for 2020-21 revealed gaps in communication by school sites, DELLS organized a special meeting to address those questions and to advise on improved communication with families.

- **August 13, 2020:** Sub-committee and community review of support for English Language Learners (ELLs) in the 2020-21 Learning Continuity and Attendance Plan (LCP) and feedback; review of planned use of federal funds to support ELLs and feedback.

Community Advisory Committee for Special Education

In response to the COVID-19 crisis, the CAC added communication platforms to gather feedback from all Special Education stakeholders, including a committee led survey and a message line along with its Facebook page and email address. Committee leaders also added weekly planning meetings to their schedule with the support of district staff to gather information, plan meetings, and relay feedback in a more timely manner. Public meetings were held on the dates listed below with attendance ranging between 80 and 100 participants.

- **April 13, 2020:** Listening session to learn about experiences and concerns of Special Education families and students during school closures; staff report on actions to ensure Special Education students have access to all resources and services during COVID-19 crisis; staff report on Special Education services available during school closures, update on committee response during the crisis.

- **May 11, 2020:** Staff updates on changes to services and supports for Special Education families and students since April 2020, additional listening session to learn about experiences and concerns, presentation about the 2020-21 Annual Service Plan and Annual Budget Plan.

- **June 22, 2020:** CAC reports on findings from its COVID-19 Distance Learning Survey; review of OUSD proposals for in-person and distance learning; stakeholder feedback to proposals; discussion of implications for students with specific types of dis/ability-related needs.

- **August 17, 2020:** Committee and community member review of support for Students with Dis/abilities and IEPs as written in the draft 2020-21 Learning Continuity and Attendance Plan (LCP) to provide additional feedback.

Foster Youth Advisory Committee (FYAC)

At the onset of the COVID-19 crisis and related school closures, FYAC members continued to hold monthly meetings in a virtual format and added a special June meeting to its schedule. Additionally, FYAC officers hosted smaller discussions with foster youth organizations and providers, to discuss how to best address the needs of foster students in this emergency context. Finally, members of the committee made individual calls to foster parents and caregivers to learn about their experiences and offer the support of committee members.

Public meetings were held on the dates listed below with attendance ranging between 40 and 75 participants.

- **April 28, 2020:** Report from Foster Youth Services and about needs of foster students during the pandemic and support available; questions and answers from stakeholders; report from committee calls to families with summary of needs and concerns.

- **May 26, 2020:** Discussion of targeted support needs of foster students beyond after the may 2020 elimination of the three foster youth case managers; presentation by community providers about their capacity to support OUSD foster students in collaboration with remaining Foster Youth staff; stakeholder feedback.

- **June 30, 2020:** Feedback to plans for providing continuity of targeted support to foster students in summer and fall 2020; review of OUSD proposals for in-person and distance learning in fall 2020 and feedback focused on implications for foster students.

- **August 25, 2020:** Committee and community member review of support for Foster Students as written in the draft Learning Continuity and Attendance Plan (LCP) to provide additional feedback.

Link to Feedback Statement from FYAC   Also available at www.ousd.org/LCAP

Committee to Empower Excellence in Black Students' Education (CEEBSE)

This committee was newly established in Summer 2020 amidst the school closures due to COVID-19. A public meeting was held on August 6, 2020 at which participants gathered suggestions for improved support in Fall 2020. These recommendations were provided to staff and presented at the August 19, 2020 LCAP PSAC meeting.

- **September 3, 2020:** Committee and community members reviewed support for Black students as written in the draft Learning Continuity and Attendance Plan (LCP) to provide additional feedback.

Feedback statement will be completed at the September 3 meeting.

Staff and Labor Engagement

When school campuses closed in March 2020, OUSD began planning for what a longer-term shutdown might look like, and how to get feedback from teachers about the shift to online learning. The superintendent and mayor held their first Educator Town Hall on April 8, to hear from teachers directly about what was and what was not working in distance learning. In May 2020, OUSD assembled a COVID-19 Action Team of 105 members, including parents, teachers, classified staff, nurses, principals, and central leaders which focused on seven main areas:

Instruction, Operations, Technology, Wellness, Community, Finance, and Facilities. Each of these working groups was co-chaired by a principal and a central office leader, and each had a parent, teacher, and classified staff member serving on the team. Given the size of our working groups, more than a quarter of our principals directly served on the six-week planning team, either in a leadership or supporting role, to create the recommendations that went into the district's plan for the 2020-21 school year. Our Community Working Group led the work of stakeholder engagement, using existing structures like our Parent Student Advisory Committee, as well as new opportunities, like online Thought Exchanges, community town halls, and focus groups to solicit broad as well as targeted feedback and input.

To supplement feedback from the Action Team, staff input was also collected via the District's annual staff survey, completed by almost 2,000 employees. The results indicated that staff felt generally supported by their supervisors and by the district as a whole during the COVID-19 closure, but that there was widespread concern over returning to work in person. In addition, many employees reported stress from social isolation, leading our Talent department to develop a greater focus on staff wellness for the coming year.

Five of our labor partners, including the Oakland Education Association (OEA), United Administrators of Oakland Schools (UAOS), Service Employees International Union (SEIU), American Federation of State, County & Municipal Employees (AFSCME), and Building and Construction Trades Council (BCTC), nominated representatives to serve on our Action Teams. In addition to the engagement processes above, the District also met with the seven unions representing District staff to craft Memoranda of Understanding (MOUs) reflecting shared agreements on what distance learning would look like for staff and students. The District will consult with unions as needed on additional topics in the coming months. The LCP reflects the MOUs that had been ratified at the time of writing, and will be updated throughout the year as new agreements are reached.

Options for Remote Participation in Public Meetings

On March 19, 2020, less than a week after school campuses were closed to slow the spread of COVID-19, the OUSD Board of Education held their first online board meeting on Zoom, and has continued to meet online since then. The District's many advisory committees, including the Local Control and Accountability Plan Parent and Student Advisory Committee (LCAP PSAC); the District English Language Learners' Subcommittee (DELLS); the Community Advisory Committee for Special Education (CAC); the Foster Youth Advisory Committee (FYAC); and the Committee to Empower Excellence in Black Students' Education (CEEBSE) all followed suit and have continued to meet via Zoom throughout the pandemic. The LCAP PSAC piloted and the Board of Education then adopted a strategy to allow synchronous interpretation during Zoom meetings,

with speakers of languages other than English listening on alternate audio channels as District interpreters relayed meeting proceedings.

Community members can view Board meetings and public hearings on OUSD's public access television station or by streaming from the Board website, and can participate directly by calling in by phone or logging in on Zoom. The Board takes public comment via call-in and Zoom. Other committee meetings are made available on Zoom and streamed on the District's website, with call-in and online participation options.

Summary of Stakeholder Feedback

Student, Parent & Community Feedback
Several key themes emerged from OUSD's meetings with community members in the spring and summer:

- Regardless of the model of instruction—full distance, blended, or in-person—small group work and one-on-one interaction with teachers is essential.

- Families need regular communication from teachers about learning expectations and how their student is doing.

- For distance learning to work, every student has to have a laptop and a reliable wifi connection.

- The social and emotional needs of students require attention, especially when they can't see teachers and friends in person.

- Families want to help with learning at home, but they need support.

- High school students were in favor of the idea of mini-mesters: taking fewer classes at a time, to ensure greater focus and fewer teachers to communicate with each quarter, instead of a full course load for an entire semester.

These concerns, in combination with the latest public health guidance on preventing the spread of COVID-19, helped shape the District's plan for reopening.

Staff Feedback
Principals, teachers, and staff concerns fell into these main categories:

- **Safety for resuming in-person work/instruction:** Staff were concerned about the safety for children and for themselves when discussing returning in person. We held several teach-ins with doctors from UCSF about COVID-19 transmission and risk factors, which

helped dispel some misconceptions about the virus, and stress the importance of PPE and physical distancing.

- **Technology access and improving distance learning:** All staff members, teachers and principals especially, were concerned about making distance learning more engaging, rigorous, and accessible this year. The technology access gap was a huge area of concern from the spring, as was the technology literacy gap for students and families.

- **Clarity around leave, elevated risk, COVID-positive, and exposure protocols:** Related to the safety concerns were questions about general policy and procedures for how the district would support individuals who were at elevated risk for COVID-19 complications or who needed to access leave during the year.

Aspects of the Plan Influenced by Stakeholder Input

Over a two-month engagement period, the COVID-19 Action Team, the LCAP PSAC, staff, parents, students, and other key stakeholders contributed to the design of the District's plans for the upcoming year. Part of this work entailed collecting feedback from community stakeholders and staff, which influenced the following elements of the LCP, among others:

1. **Start the School Year in Distance Learning:** Prior to Governor Newsom's announcement that the state Monitoring List would determine which districts could resume in-person instruction, OUSD announced that we would be starting the year in distance learning, largely in response to staff input and feedback, as well as the rising number of cases in Alameda County. In addition to the start in distance learning the Action Team recommended moving to a quarter (or "mini-mester") system at the secondary level, wherein students take half of their classes at a time over the course of a semester, thereby reducing the number of classes they have to manage at any given time, and the number of student contacts that a teacher has to manage at any given time.

2. **Expand technology access for both students and staff:** In April 2020, we launched #OaklandUndivided in partnership with local non-profit organizations and the City of Oakland to bridge the digital divide with purchases of Chromebooks and Internet hotspots. We are on track to ensuring that every child has a district-owned device and internet on the first day of school, with a program to then provide personal computers to students who need them, shortly thereafter. In addition to student access, the district is committed to ensuring that teachers have the access they need for instruction. Technology Services provides all teachers with a Chromebook and we are purchasing additional hotspots for teachers that may be under-connected at home due to the demands of distance learning.

3. **Provide professional development and training to ensure that staff fully understand the changing landscape due to COVID-19:** We are creating a training series for all staff members about COVID-19 transmission, PPE, safety procedures, leave policies, elevated risk conditions, and our protocols for responding to cases and close contact cases. The training series will be hosted in a way that allows us to track all employees who have completed the online course.

4. **Develop a robust system to purchase and distribute Personal Protective Equipment (PPE) and other supplies to keep staff and students safe:** Both community members and staff shared their concerns about ensuring that schools offered safe spaces for instruction once in-person instruction resumes. Starting in the spring, the District began purchasing cloth and disposable masks, gloves, disinfectant, soap, and face shields for our staff members. We have been able to build up a system for managing inventory and ordering supplies, so that we can proactively keep our schools stocked throughout the year. The start in distance learning has also provided an opportunity to test and scale up this system.

5. **Identify point people at each site for Family Navigation, Safety, and Distance Learning:** All school sites selected new point people at their sites to receive training and coordinate services for their schools around COVID specific safety protocols and distance learning. These Safety Leads and Distance Learning Leads meet regularly with central coordinators for training, and are paid extended contracts for their additional duties. All school sites also identified Equity-Family Navigators, often the staff member already responsible for family engagement, such as Community School Managers. These Family Navigators also meet on a regular basis with the Office of Equity around new guidelines for family engagement, best practices, and shared problem-solving equity of access and engagement for our families during distance learning. A list of the leads for each school will be provided once all schools have identified staff to serve in these roles.

Please refer to Section 2E for a complete list of ongoing opportunities for students and families to engage with our COVID-19 plans.

Actions Related to Part 1: Stakeholder Engagement

Action Number	Description	Emergency Relief & Learning Loss Mitigation Funds	Other Funds	Contributing*
1-1	Fund a 0.8 FTE Senior Director of School Operations to coordinate the COVID-19 response from March 2020 through June 2022.	$393,627	--	N

| 1-2 | Stipends for COVID-19 Action Team | $53,935 | -- | N |
| 1-3 | Community Engagement Platform for collecting feedback on COVID-19 Planning. | $10,000 | -- | N |

* Action contributes to the increased or improved services requirement for foster youth, English Language Learners, and low-income students

For additional investments related to student and family engagement, including translation and interpretation services, please see the actions table for Part 2, Sections 2D–2F: Student, Family & Staff Supports.

PART 2: CONTINUITY OF LEARNING

2A. In-Person Instruction

Oakland Unified currently plans for a phased-in approach to in-person instruction once Alameda County is off of the Governor's watch list and additional safety conditions are met as agreed upon with our labor partners. Plans for in-person instruction will be modified as needed based on negotiations with our labor partners. Movement from one phase to the next will be based on local COVID-19 case rates and whether the District meets other safety conditions, including having sufficient PPE, contact tracing, and site-level sanitization and safety protocols sufficiently resourced.

Phase 1 is 100 percent distance learning with no in-person instruction. During this time, in-person interaction is limited to distribution of technology, supplies, and food as well as Federal and State-mandated assessments, such as the Initial ELPAC. The District is also in conversation with the City of Oakland to explore potential models for citywide learning hubs that would provide high-need students with additional support during periods of distance learning and limited in-person instruction.

Phase 2 is limited in-person instruction. During this time, all students will come onto campus weekly or bi-weekly for social-emotional and academic progress check-ins with teachers at school and daily instruction will be provided for students in all Moderate-Severe SDCs, Early Childhood Education, and Mental Health Enriched SDCs. Most instruction will continue to be provided through the distance learning model coupled with some elements of blended learning to ease the transition into Phase 3.

In Phase 3, elementary students return to campus in A/B rotations. In middle and high school, small group instruction will be provided for our highest needs students based on our equity framework for distance learning, that includes monitoring access and engagement of our targeted populations, and prioritizing select student populations to be served in-person,

focusing on students who are least able to access distance learning and who are most dependent on in-person instruction. Our equity dashboard and equity decision tree will guide these decisions. The equity decision tree considers the number of students who can safely be served in-person and the order in which student groups will gradually be invited to participate for in-person instruction. The first priority group are students enrolled in moderate/severe special education and counseling enriched programs as well as students in our early childhood programs. The second priority group includes additional vulnerable populations such as students with disabilities, unhoused students, newcomers, and foster youth, as well as students with limited access to internet, students who are chronically absent, and students reading multiple years below grade level.

Finally, in Phase 4, all students will return to campus on a rotation schedule to maintain small, stable cohorts. Throughout the phases, all families have the option of remaining in distance learning if they do not wish to participate in in-person instruction.

During Phases 2 through 4, in-person instruction will be focused on introducing new content, building community, and addressing social-emotional wellness. Prioritized high needs students will receive additional targeted small group instruction based on assessment data in math, literacy, and language proficiency.

Learning Model

As a result of our plan to phase in in-person learning, our learning model during in-person instruction will be blended learning, or a mixture of distance learning and in-person instruction. We have understandable concerns for students who have experienced significant learning loss due to school closures. The district will conduct screening and diagnostic assessments at the beginning of the year and interim assessments at the end of each trimester in elementary and quarter in secondary. Assessments will be used to provide additional supports through small group instruction and self-paced adaptive platforms (e.g., i-Ready, ST Math, Newsela, Khan Academy. The scope and sequence for learning will be adjusted to concentrate on key skills and knowledge for the grade level/subject area and teachers will be trained to conduct pre-assessments at the beginning of each unit to guide adjustments to instruction. A Multi-Tiered Systems of Support (MTSS) team will be formed at each site to regularly review data and determine Tier 1, 2, and 3 supports. This team will be responsible for identifying students who demonstrate below grade-level achievement on our local assessments and lead the implementation of research-based instructional strategies to mitigate learning loss.

Site Procedures to Ensure Student and Staff Safety

All OUSD central office and school site staff will have to implement new safety procedures to keep staff and students safe, as we are critical participants in the larger public health response to COVID-19 in Alameda County.

The first four weeks of the school year, starting August 10, 2020, will be online with distance learning and our schools will remain closed to in-person instruction. We will continue to rely on our custodial and Buildings & Grounds staff to ensure that campuses are safe, secure, and sanitized for access by our teaching and support staff during distance learning.

We will continue to develop our site procedures as we get closer to returning to in-person instruction. The District is also developing posters, guides, and other support materials for use at school sites to help communicate these new practices to staff, students, and families.

Face Coverings
The following guidelines are in place as of the drafting of this plan in August 2020:

- All staff, students in grades 3–12, and visitors to the school site must wear face coverings over both their nose and mouth at all times when on campus. Masks are highly recommended for students in grades PreK–2. Valved masks should not be used.

- Staff working in a room by themselves may remove their face coverings and resume wearing their mask in common areas or when interacting with people.

- Staff may wear face shields over their masks, face shields with drapes, or masks with clear fronts, so students can see their mouths.

- Students who cannot wear a mask due to documented medical or behavior contraindications or those students with developmental delays will not be excluded from class if they cannot consistently wear a face covering. Staff will encourage and remind them to wear their face covering, and keep students 6 feet apart from other students, if they cannot wear a face covering.

- Everyone should prioritize consistent use of face coverings when in hallways, bathrooms and other spaces where students may encounter staff and students from other classrooms.

- Cloth masks will be provided for all students and staff by the district. Face shields will be provided for all staff who request one. All schools will be provided with a supply of disposable masks for individuals who forget to bring one.

Symptom Checks

Families should be checking their child's temperature each morning, before sending them to school, as well as screening them for other COVID-19 symptoms, such as cough, shortness of breath, or sore throat. Students with any symptoms should stay home.

All staff and students must complete Symptom Screenings every day before entering campus by answering the following questions:

1. Does any member of your household have a confirmed COVID-19 infection? If the answer is "yes", the staff/student will be sent home. The staff/ family will contact the family to initiate COVID-19 Symptoms protocol procedures.
   If the answer is "no," proceed to the next question.

2. Have you had any of the following symptoms in the last 24 hours, that cannot be explained by a reason other than possible COVID-19:

   - Fever or chills
   - Cough
   - Shortness of breath or difficulty breathing
   - Fatigue
   - Muscle or body aches
   - Headache
   - New loss of taste or smell
   - Sore throat
   - Congestion or runny nose
   - Nausea or vomiting
   - Diarrhea

   If the answer to any of the above symptoms is "yes," we will send the staff/student home and follow our COVID-19 Symptoms Protocol, which is based on the Alameda County Public Health Department (ACPHD) guidance and advice from our medical advisors at UCSF Benioff Children's Hospital Oakland. Our Talent Department and nurses will work with our Legal and Risk Management Departments to support contact tracing efforts in partnership with the ACPHD.

Hand Washing/Sanitizing

Staff and students should be washing their hands, or using a hand sanitizer that is at least 60 percent alcohol, multiple times a day, to further prevent the spread of COVID-19.

- All individuals entering the school campus should wash their hands or use hand sanitizer; individuals should also clean their hands after using the restroom, before and after lunch, and after sneezing.

- Hand sanitizer will be available for all classrooms throughout the district.

- Hand soap and paper towels will be provided for all bathrooms and classroom sinks throughout the district.

Physical Distancing

All staff and students must keep at least 6 feet distance from each other during the school day, as per guidance from the Alameda County Department of Public Health and County Office of Education. We will be revising master schedules and staggering start times to limit the number of students on campus at any given time.

Additional efforts to aid in physical distancing include:

- Designating specific routes for entry and exit to the campus for each cohort, using as many entrances/exits as feasible.

- Minimizing movement of students through hallways: staggering class change times so that only one cohort is in the hallway at any given time.

- Creating one-way hallways to minimize congestion. Placing physical guides, such as tape, signs, or safety cones, on floors and sidewalks to mark one-way routes.

- Reminding staff within schools to stay at least six feet from other adults as much as possible. And for staff and students to stay at least six feet away from other students when feasible.

- Using video conferences for staff meetings and family meetings, whenever possible, or holding meetings outside, maintaining social distancing, and in groups of 12 or fewer.

- When outside or in shared spaces, preventing interactions between cohorts should be prioritized over distancing of students within a cohort.

- Providing more than six feet of distance between students when engaging in physical education activities.

Stable Groups

One of the most critical recommendations from the Alameda County Department of Public Health is that we maintain stable groups of students in each classroom. This is done both to mitigate the spread of COVID-19, and to assist in contact tracing and isolation procedures

should an exposure occur. Keeping teachers and students in the same group also lowers their exposure risk by decreasing the number of people they come into contact with each day.

Accordingly, we will:

- Keep cohorts as small as possible, while ensuring that cohorts are not segregated by race/ethnicity or socioeconomic class.

- Limit cross-over of students and teachers to the extent possible. Cross-over of teachers between cohorts is permitted to meet students' educational needs. Stagger schedules for arrival/dismissal, and recess and lunch to prevent mixing of cohorts.

- Have teachers rotate into the classroom for different subjects while students remain in the classroom, when feasible.

- Prohibit larger gatherings of more than one cohort (e.g., school assemblies, performances, morning circle).

Facilities Evaluation
Our current evaluation finds that almost all schools have enough classrooms with operable windows to accommodate enough students in Phases 1 and 2 of instruction.

Principals can access their site plans and their facilities' space assessment online to help plan which classrooms may be used in the new year. Principals at schools that have ventilation issues in classrooms are working with Facilities Department staff to address the concerns. The Facilities Department will be upgrading filters and outdoor air exchanges in classrooms where ventilation needs to be improved before in-person instruction begins.

Additionally, we will:

- Use outdoor space for instruction and meals/snacks to the extent possible.

- Use classrooms with doors and operable windows for classroom instruction. If a classroom does not have an operable window, or second outside-facing door, it may be used for a teacher working in their classroom by themselves. Plan blended master schedules to exclude the use of these rooms by classes of students.

- Remove furniture like bookshelves, sofas, and play areas to allow maximal spacing between student desks and limit the number of touchable hard surfaces.

- Use other campus spaces like courtyards, cafeterias, gymnasiums, and auditoriums for instruction, to allow more optimal spacing.

- Limit occupancy of bathrooms, elevators, locker rooms, staff rooms and similar shared spaces to allow six-foot distancing. Adjacent bathroom stalls may be used. Post signs with occupancy limits.

- Mark spots on the floor or the walls six feet apart to indicate where to stand, at all places where students congregate or wait in line.

- Eliminate use of lockers in hallways and other shared spaces. If used, ensure 6 foot distancing between students accessing lockers. Example: Assign lockers so that students in the same cohort are given lockers 6 feet apart, and stagger times for locker access between cohorts.

- Eliminate uniform requirements for physical education (PE) so that students do not need to use the locker room to change. PE should take place outdoors, as much as possible, with 10-15 feet between students. Students and staff should be wearing face masks at all times.

- Each campus will also have an isolation room/tent, where symptomatic students or adults can wait, if they develop symptoms at school, to be picked up to be taken home. Ideally, the isolation space is set up outside, to ensure proper ventilation, near an office with a supervising adult. The chair/desk in that space will be cleaned and disinfected after every use.

Facilities Cleaning

Our custodial staff has been hard at work all spring and summer, cleaning all of our campuses, sanitizing at food distribution sites, and preparing for a new year with all the supplies they need to ensure our schools are fully stocked for the increased sanitation, hand washing, and hand sanitizing needed in the era of a global pandemic. We are following county guidelines in ensuring that high-touch surfaces are cleaned frequently, common spaces are cleaned and sanitized in between different groups of students, and all bathrooms are cleaned and restocked multiple times a day.

Additionally, we will:

- Limit sharing of art supplies, manipulatives, and other high-touch materials as much as possible.

- If feasible, have a separate set of supplies for each student and keep each student's supplies and belongings in separate, individually labeled bags, boxes or cubbies. If it is not possible to have a separate set of supplies for each student, supplies need to be limited to use by a single cohort or wiped down between uses by different cohorts.

- Ask students to limit the amount of personal belongings they bring to campus each day.

- Avoid sharing electronic devices, sports equipment, clothing, books, games and learning aids when feasible.

- Clean and disinfect shared supplies and equipment between students.

For details, refer to the CDC guidelines on cleaning schools and community facilities.

Nutrition

We are committed to continuing to provide food security to our students and families throughout the school year, regardless of the instructional model we are using. If campuses are closed to instruction, we will continue to distribute food at our distribution hubs. (See Section 2F: School Nutrition for details.)

When in-person instruction begins:

1. Individuals should remove masks while eating; meals should be taken in the classroom, with students facing in the same direction, or outside, whenever possible.

2. For half days, students may take their lunches to go, along with meals for the days when classes are not meeting on campus.

Transportation

All of our district transportation vendors will be physically distancing students on their buses for the 20-21 school year.

AC Transit and BART are also limiting the number of passengers on their buses/trains to allow for physical distancing. Expect that all buses and trains will be running at approximately 25 to 30 percent capacity this year. Face coverings are required on all public and school district transportation.

- Families should take students' temperatures and ask about COVID exposure and symptoms before boarding buses.

- Drivers and passengers must wear face coverings over their nose and mouth, unless a student has a documented medical or behavioral contraindication, verified by the Special Education department.

- Drivers will keep vehicle windows open when weather and safety permits.

- Buses will be cleaned and disinfected in between groups of passengers.

Actions Related to Part 2, Section 2A: In-Person Instructional Offerings

Action Number	Description	Emergency Relief & Learning Loss Mitigation Funds	Other Funds	Contributing*

2A-1	Create COVID-19-related signage and provide additional printing services.	$71,811	--	N
2A-2	Purchase Personal Protective Equipment (PPE) for school sites and central offices.	$2,375,000	--	N
2A-3	Fund a staff symptom check system.	$75,000	--	N
2A-4	Fund additional custodial time for enhanced cleaning of school sites to meet COVID-19 recommendation for two years.	$453,000	--	N
2A-5	Purchase additional soap, sanitizer, and paper towels for schools sites and central offices.	$350,000	--	N
2A-6	Continue to pay custodial staff during Distance Learning even if services are not needed due to decreased use of school sites, in accordance with SB 98.	$2,453,249	--	N
2A-7	Improve ventilation systems at school sites.	$1,150,000	--	N
2A-8	Purchase additional furniture needed to make in-person instruction possible under new safety guidance.	$100,000	--	N
2A-9	Provide supplies to support outdoor education, registration, and supply distribution activities at school sites, including canopies and other needed materials.	$500,000	--	N
2A-10	Purchase wall-mounted thermometers, in accordance with labor agreements.	$400,000	--	N
2A-11	Fund committee work to develop an OUSD Safety Plan.	$20,000	--	N
2A-12	Pay substitute teachers during spring 2020 school closures even if services were not needed, in accordance with labor agreements.	$119,474	$2,380,526	N

* Action contributes to the increased or improved services requirement for foster youth, English Language Learners, and low-income students

2B.   Distance Learning Programs

Continuity of Instruction

We are committed to providing our students access to a full curriculum that is similar to the quality of instruction during in-person instruction. To provide continuity of education through curriculum and instructional resources, Oakland Unified is employing the following strategies: 1) Centrally-led Strong Start Plans providing academic and social emotional learning content; 2) development of standards-based distance learning curricula; 3) streamlined distribution of and support for instructional technology; 4) ongoing professional learning to support distance learning; and 5) targeted Special Education and English Language Learner supports.

Strong Start Plans: OUSD has provided guidance to sites in establishing instructional schedules that ensure a full course of study with a balance of synchronous (live instruction) and asynchronous (independent) work time. During the summer, content specialists worked with teacher leaders to build out detailed plans for the first four weeks of school for elementary and new scope and sequence plans grounded in priority learning content as well as sample distance learning-adapted units for secondary. These plans also name priority instructional content (i.e., standards) and provide pacing guides that emphasize depth over breadth for a distance learning or hybrid context. OUSD will continue to provide adjusted scope and sequence guidance through open-source resources, sample units, and lessons that teachers can adapt to their local context by bringing together teacher leaders at each grade level and content area.

Standards-Based Curricula: In recent years, OUSD has adopted high-quality instructional materials in middle elementary science, middle school English Language Arts (ELA), middle school math, middle school history, and middle school science. This year OUSD has adopted a high-quality curriculum for High School Math courses and is piloting two English Language Arts and Spanish Language Arts curricula in roughly half of elementary schools to supplement the current suite of standards-based materials. Most curricula have robust online resources (e.g., FOSS Map, Illustrative Math (IM)) that will be utilized and supported through district training and coaching. OUSD schools also distributed print instructional materials (textbooks, work books, novels and trade books) to students through safe check-out systems during our device and supply distribution. In courses or grades where curricula for the online learning setting is needed, the district is providing teacher-created instructional content (e.g., sample units and pacing guides).

Streamlined Instructional Technology: We are mindful that we will be transitioning between in-person instruction and distance learning. In addition to online curriculum resources, OUSD is

providing and supporting a series of platforms: Google Classroom and G Suite (Seesaw as TK-2 alternative) as our learning management system (LMS) and the follow adaptive programs:

- Grades TK–5 English Language Arts: iti- t-Ready (implementing diagnostic literacy screener in all K–2 classes)

- Grades TK–5 Math: ST Math

- Grades 3–12 English Language Arts: NewsELA

- Grades 6–12 Math, Science, History: Khan Academy

- Newcomer and ELL Programs: BrainPop, Imagine Learning, and Lexia

All programs are integrated through Clever and Google single sign on. These systems also integrate into Aeries, our Student Information System (SIS). Information about student assignments, student progress, and assessments are available to families through the Aeries portal and the gradebook feature within Aeries.

Hands-On Materials to Support Distance Learning: In addition to providing essential technology tools to students, school sites distributed basic school supplies to students for use while in distance learning. Additionally, students will be provided with resources to ensure that students have additional hands-on materials (science kits, supplemental readers, enrichment supplies) for learning at home.

Special Education during Distance Learning: For students with Individual Education Programs (IEPs), the District has worked with curriculum partners to ensure that digital versions of adopted curricula for multisensory literacy intervention, math instruction, transition skill development and alternative curricula for students with moderate-intensive needs are available for all teachers. There are weekly training opportunities for Special Education staff, including teachers, related service providers and paraprofessionals, which focus on utilizing the curriculum and monitoring student progress data. Additionally, the District has purchased licenses for students to engage in self-paced reading fluency practice during asynchronous instructional time and has created a library of activities that address common IEP goals related to communication, functional skills and motor skills for families to implement with their children. Finally, the District is providing tangible materials for students who require them to ensure access to instruction, such as manipulatives (letter tiles, math cubes), large print paper texts for students with vision impairments, specialized technology (switches, Speech Generating Devices), and art and sensory tools.

Special Education teachers will meet in monthly job-alike professional learning communities led by Special Education Teachers on Special Assignment (TSAs) to share resources and ensure consistent implementation of the curriculum.

English Language Learner Support during Distance Learning: Open source lessons in the Strong Start and subsequent plans include integration of language development, language scaffolding and additional support for newcomers for all content-area instruction. Instructional technology includes language development apps to allow for supplementary learning and practice. Instruction will prioritize small group instruction for ELLs and other vulnerable groups of students to support access to standardized-based instruction in addition to time for Designated ELD. Elementary Newcomer Teacher Leaders at 9 sites with high concentrations of newcomers will provide direct services to students, such as small group instruction, and work with teachers to embed linguistically and culturally responsive supports. At the middle and high school level, newcomer assistants will provide small groups of students direct instruction in foundational literacy using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program.

In order to allow for the flexibility needed to move between distance and blended learning models according to our readiness criteria, we are building a strong foundation of distance learning, which we consider our Tier 1 base instruction model. In-person learning will be organized to deepen and amplify distance learning, and to provide targeted instruction based on our equity and MTSS framework.

Access to Devices and Connectivity

Assessing Student Device and Connectivity Needs
Student technology needs were assessed in two ways before the start of the school year. First, sites contacted families regarding their "tech status" to determine whether or not they had a Chromebook and internet access at home. This information was captured in Aeries and is being used to circulate and distribute loaner Chromebooks and hotspots to students without home technology. Second, OUSD is continuing to work in collaboration with the #OaklandUndivided campaign, a citywide initiative aimed at getting disconnected and underconnected students home technology access by gifting them with Chromebooks, internet access, and support to qualified families. Parents were asked to complete a Tech Check Survey to determine eligibility and are being provided a permanent Chromebook and up to two years of internet service if they have a demonstrated need and economic hardship. As the new technology is delivered, families are returning District-owned loaner devices that they had previously received for use during distance learning.

Providing Technology Support
Technology support for computers and internet access will be provided by OUSD Technology Services and Tech Exchange, a community partner and founding partner of #OaklandUndivided. Tech Exchange has established a call center to respond to technology setup and troubleshooting. OUSD HelpDesk will also provide support to teachers and students related to

district-owned devices such as loaned Chromebooks and hotspots. OUSD's Instructional Technology Coordinator will support distance learning applications and integrations. In addition, the District is investing in additional technology support staffing for the 2020-21 school year.

Assessing Staff Device and Connectivity Needs
Distance Learning Leads have been identified at each site to serve as the point-of-contact for teachers in order to better meet the technology demands of online learning. While a large part of the Distance Learning Lead role is to help with student access and instructional technology, they also support teachers with home access inquiries and report staff needs to the OUSD Technology Department.

Teachers needing updated Chromebooks to run Zoom and our web-based platforms have been provided information on how to swap out devices through the OUSD Technology Department. If teachers have connectivity needs, they are asked to report this need to our Technology Department for hot spots. Department leads have identified technology needs for staff providing specialized services to students. We are currently purchasing these devices to replace devices that are less compatible with specialized testing platforms (Special Education).

Ensuring Students and Families with Unique Needs Have Access to Devices and Connectivity
Optimal internet options depend in part on location and family size. We have data from cellular carriers regarding areas with lower bandwidth as well as data from the Tech Check survey to inform efforts around providing alternative solutions. We have partnered with Comcast Internet Essentials to provide subsidized home broadband to families for whom a hotspot is not optimal. OUSD and #OaklandUndivided have also purchased enhanced computers for K–1 and Special Education students who may benefit from touchscreen displays and/or larger screen sizes.

Over half of OUSD students speak a language other than English at home, so providing multilingual technology support for families navigating distance learning at home is essential. Tech Exchange, a District partner organization, has received a grant to provide this support to Oakland families. The District will also evaluate data from the Tech Check survey and related data dashboards to understand how well the technology needs of ELL students are being met.

We also have students and families with unique needs related to their living situations. Our data team has developed a dashboard to track technology access for all students that allows authorized staff to monitor whether students who are coded in our Student Information System as foster youth and as unhoused have devices. Staff will follow up directly with any foster youth or unhoused students who have not completed the Tech Check survey to ensure that their technology needs are met.

Methods to Reach Students and Families Without Devices and Connectivity

OUSD has engaged with site leadership and staff to reach families who are most at risk of not having sufficient devices and connectivity and conducted independent Family Access Surveys following school closures in the 2019-2020 school year. To better prepare for 2020-2021, OUSD is also engaging with central departments such as Community Schools and Student Services to reach families via After School Programs and Family Engagement Liaisons within the Equity Office. Additionally, mass robo calls have been sent to all families announcing key information and details on how families can connect with their schools through School Messenger and Talking Points (text based communication). The #OaklandUndivided campaign will also be reaching out to families through community partners like Oakland REACH and Oakland Promise as well as leveraging its Salesforce platform to send emails and text messages to families in six languages.

Student Participation and Progress

Student participation in the academic program will be tracked through our student information system, Aeries, through attendance taking. We have added new attendance codes to track student engagement in Aeries. Teachers enter a code for each student, daily for elementary students and per period for secondary students. Students are marked as Engaged in Distance Learning (code "E") or Absent (Unexcused) from Distance Learning (code "B"). If a parent or guardian provides the reason for an absence and it is excusable, this will be reflected in the Attendance All Day code and the absence will be coded as Absent (Excused) from Distance Learning (code "K"). The parent absence verification may be provided in response to robocalls or to personal contacts from site staff/faculty. These attendance codes are distance learning-specific to allow the District to track engagement in distance learning distinctly from participation in in-person instruction once in-person instruction resumes.

We are aware that our students and families have been impacted by COVID-19 which may prohibit them from interacting in live instruction with their teachers. Taking life circumstances of our families into consideration, we have adjusted our attendance reporting cut-off time to 6:30 p.m. to allow for students to demonstrate engagement in multiple ways: participation in instruction by doing course work and participation through phone contact about assignments. In the event that a teacher verifies these additional forms of participation after the 6:30 p.m. cutoff, they will submit a form to notify their school's attendance specialist to update the attendance record to Engaged.

The District has developed a data dashboard to identify any student with attendance concerns. This dashboard will include the total number of absences, the chronic absence rate of the student from last year, connectivity status, and current interventions. It will be updated on a daily basis for each school site to monitor and intervene. This dashboard will provide summary

data on the number and percentage of students who participated in Distance Learning. The dashboard will also allow users to disaggregate participation data by student demographics, such as ethnicity, gender, English fluency, special education status, as well as by daily or cumulative participation over a period of time. The dashboard will additionally allow authorized users to drill down to the student list for targeted invention.

Oakland Unified developed a Multi-Tiered Systems of Support Re-Engagement and Attendance Plan to respond to the lack of participation in the academic program. The plan identifies tiered strategies to support students to re-engage in school after three or more absences.

- Attendance Procedures were developed and shared with sites in the Strong Start Plans to support teachers in taking attendance.

Outreach Strategies for Students Not Attending or Engaging
Based on the OUSD Attendance MTSS Plan for Distance Learning (and in accordance with SB 98):

- **Every absence:** Daily phone call each day a student is absent.

- **After three absences:** Auto-generated letter is emailed to family. Letter is translated into Spanish, Arabic, and Chinese. Possible Tier 2 intervention implemented.

- **After six absences:** Auto-generated letter emailed to family, and attendance team identifies/implements Tier 2 intervention

- **After nine absences:** Auto-generated letter emailed to family, and attendance team identifies a Tier 3 intervention (e.g., Distance Learning School Attendance Review Team (SART)-like interventions/supports, Coordination of Services Team (COST) referral, School Attendance Review Board (SARB) referral)

Attendance specialists will monitor attendance daily and will contact teachers to collect missing data. If a student is absent, the attendance specialist will contact the family to verify the reason for the absence.

In addition, OUSD developed a new data dashboard that shows the following for each school site:

- By student, count of absences in descending order

- Student chronic absence rate (prior year)

- Connectivity and Tech Status

- Intervention status in Aeries

Every site is expected to have a functioning Attendance Team. The Attendance Team will be responsible for implementing the Attendance MTSS Plan for Distance Learning which includes implementing the District/Citywide Tier 1 Attendance Initiative and using the data dashboard to determine Tier 2 and Tier 3 interventions and supports for students who fit into these categories.

Each day a student misses instruction, the school site or District staff will take the following steps to attempt contact:

- District phone call informing the guardian of the absences; and

- Contact the student and/or family through their preferred method of contact to determine the cause of the absence.

Schools will document each attempt and the result in Aeries. Families will also be notified of each absence by an automated message.

In the event that a student has not participated for three days, school staff are instructed to intervene in the following ways:

- An "Excessive Absence Letter" will automatically be emailed to families by the District. This letter is written to be supportive and to encourage families to contact the school for support.

- The student will be added to the school site's participation/intervention dashboard. This dashboard will include the total number of absences, the chronic absence rate of the student from last year, connectivity status, and current interventions.

- The school site will monitor and implement additional interventions identified in the site's MTSS plan.

- The school site will monitor the effectiveness of each intervention and adjust or implement an alternative intervention or strategy if necessary.

The school site's Attendance Team will meet every week to review this list and decide on the intervention to be instituted. Tier 2 Interventions can include a mentor, parent consult, and virtual home visit. Tier 3 Interventions can include virtual attendance meeting with site staff or School Attendance Review Team (SART) and referral to Coordination of Services Team (COST) or the School Attendance Review Board (SARB). This attendance intervention will be documented in Aeries in the intervention tab. The dashboard will also be able to track a student's attendance from the point an intervention started to track its effectiveness

Students who are struggling with attendance due to other barriers such as family needs, mental health issues, or other challenges will be referred to COST for additional supports and connections to service providers.

- A team of school support staff including teachers, advisors, case managers, after school program staff, school counselors, school psychologists, and others will provide targeted outreach to the student and/or family to identify obstacles to attending.

- When virtual outreach is not effective, teams will conduct a home visit to facilitate in-person contact with the student/family to increase engagement.

- Staff will document intervention efforts as well as re-entry plans in the Aeries Intervention Tab.

Student Assignment Log and Academic Progress
Schools are scheduling both synchronous and asynchronous assignments for students. Teachers will provide schedules to their students that indicate the work that will be completed synchronously and asynchronously. We will work with Aeries to implement a daily Gradebook assignment to track synchronous versus asynchronous engagement each day. Aeries will be releasing the recurring assignment feature to support districts with this mandate. A Gradebook template will be created to ensure that all sites are using the same format for this tracking.

Teachers will use the gradebook feature of Aeries to keep track of student assignments and progress. Students and families have access to Aeries Gradebook through the Aeries Student and Parent Portals that they may check at any time in addition to districtwide grade reporting that will take place every 6 weeks for elementary and every 4-5 weeks for secondary. Schools that have opted for alternative gradebooks to those housed in Aeries (e.g., Jupiter Grades) will use the same reporting structure in alignment with districtwide progress reporting. Grades from alternative systems will also be entered into Aeries for secondary students to ensure that all grades are included on transcripts. Jupiter Grades also allows families to access the grade portal at any time to view progress on assignments and outcomes of assessments.

Aeries Gradebook will be used in conjunction with Google Classroom to track the time value of assignments. All teachers use Google Classroom and designated learning platforms which can directly link to Aeries. Google Classroom provides the breakdown of synchronous and asynchronous student work, including how much time is anticipated for each assignment. Zoom also provides a report of participants' login times and durations.

Distance Learning Professional Development

Foundational Professional Development for Distance Learning
Oakland Unified is providing a series of "Strong Start" professional development sessions for teachers and academic support staff. These sessions are being conducted virtually, and topics include distance learning pedagogy, implementation of "Strong Start" academic plans, and training for online distance learning platforms. In addition, we have created a collection of online resources for teacher support around distance learning. These resources are housed on the OUSD Teacher Central website, and include Strong Start Plans, professional development session recordings, and information about online platforms. OUSD provided a "Strong Start" professional development (PD) series during the month of August (including daily PD from August 5–14) focusing on priority instructional content, base technology platforms, instructional schedules, and the use of OUSD curriculum for remote learning. The District will continue to provide professional learning each week and hold monthly Professional Learning Communities (PLCs) to introduce newly developed materials to teachers and provide a space for reflection on the use of these materials.

Professional Development Provided by Districtwide Teachers
The success and response to our Strong Start Plans have led us to create a team of districtwide teachers. This team started in the summer to design the Strong Start academic plans and based on feedback, we will continue this team going forward. This team will bring together a cadre of approximately 80 teachers to lead the work of adapting our curriculum to a distance learning setting and make this content available to all Oakland teachers. This content will be disseminated to all teachers through monthly districtwide PLCs by grade-level in elementary and by content in secondary.

Professional Development to Support English Language Learners
Language specialists will provide central professional development on an ongoing basis, including synchronous and asynchronous modules. Specialists will also work with a subset of partnership schools to engage in at least one six-week cycle of inquiry on providing Integrated or Designated ELD in a distance setting. All PD will be grounded in the ELL Essential Practices, and forthcoming focal indicators adapted to a distance learning context.

Professional Development to Support Special Education Students
The Special Education Department has a multi-tiered professional learning support system that includes the following types of opportunities for teachers and staff:

- **Live Sessions:** All teachers will meet monthly in job-alike PLCs. These sessions will be facilitated by our Teachers on Special Assignment (TSAs) and will focus on making our curricula accessible for students in a virtual format, supporting students' mental health

and social skills needs, and preparing for blended instruction when we are able to return some students to in-person instruction. Support staff will have six live sessions per year focused on behavior management, implementation of accommodations, and utilization of our adopted curricula.

- **Asynchronous Library:** Our Special Education Department website has an asynchronous learning library that educators can access when it is convenient for them to learn at their own pace. Topics include a page-by-page guide to IEPs, function-based positive behavior interventions, strategies for engagement during online learning, and collaboration with support staff and colleagues.

- **Informal Observation Cycles:** A subset of teachers will participate in observation cycles based on collaboratively-developed goals a minimum of three times per year.

- **1:1 Coaching:** A subset of teachers receive intensive weekly coaching from an experienced Special Education Teacher on Special Assignment.

- **FAPE Summits:** Three times per year, Special Educators will convene for a FAPE summit. This PD experience is an opportunity to follow the path of a student on each educator's caseload from initial eligibility to the present to determine IEP goal alignment, assess progress, and reflect on the Least Restrictive Environment.

Professional Learning Communities (PLC)
Wellness and SEL PLCs for Principals and Teachers will provide principals and teachers an opportunity to engage in learning on implementation of whole school Social Emotional Learning curricula and strategies, Whole school Restorative Practices, and personal Wellness. We will provide both ongoing professional learning opportunities and topic specific shorter sessions in these areas.

School Support Staff PLCs will include staff on school sites providing direct student supports. Staff include after school providers, case managers, community school managers, restorative justice facilitators, COST leads, and family engagement staff among others. The PLCs will create space for staff to learn best practices in case management; understand how to provide targeted supports for foster youth, homeless families, newcomers and others; and strategies to engage families and students to increase attendance and participation.

Professional Development to Support Clerical Staff
The transition to distance learning created new challenges for clerical staff across the district. Staff reported feeling isolated and fearful of illness, and found it difficult to focus on priorities with insufficient technology at home, difficulty communicating with student families and colleagues, and a lack of access to school sites to receive deliveries. To address these and other concerns, the District is providing 4–6 professional development sessions for clerical staff each

week, up from a single session in past years. Information such as attendance taking in distance learning is changing rapidly, so it is critical that staff are able to learn about new procedures as they are developed. The District is also developing new online dashboards, forms, and processes to complete work that was previously paper-based, so ongoing trainings and opportunities for learning are essential for clerical staff.

Staff Roles and Responsibilities

COVID-19 has required our staff to work in dramatically different ways. While virtually every District staff member is holding work in new ways given remote work arrangements and the closure of schools for in-person instruction, this section outlines some of the new or markedly changed roles that have become necessary due to the pandemic. Information on the changing roles and responsibilities for other staff can be found in the sections of this plan that discuss their areas of work.

New Roles in the OUSD Talent Division

The Talent Division is working to provide our employees with the critical resources and support they need to navigate through the impact COVID-19 has had on the way we work, engage and lead our everyday lives. Talent is also working to support the Districts larger staffing related strategy to keep our schools open, students learning and to keep employees healthy, safe and informed during these challenging times. The services we are providing are complex and include:

- COVID-19 Advice, Guidance and Support
- Return to Office: Assessments, Planning and Strategic Guidance
- Return to Office: Safety Training
- Remote Work Team Assessments
- Policy development related to COVID-19
- Employee Leave Management and Administration
- Staffing needs
- Web-based employee training and development

COVID-19 has presented a multitude of leave of absence (LOA) related challenges. We need additional staffing to manage new regulation guidance and manage anticipated increases in employee leave request volumes. The needed employee leave management and administrative support includes:

- Guidance on changes to current policies to ensure compliance with leave rules at the federal, state, and local levels, including FMLA and the newly passed Families First Coronavirus Response Act (FFCRA).

- Intake and processing of employee leave of absence requests through approval (or denial) stage.
- Leave request and approval documentation and recordkeeping.
- Leave tracking to ensure time taken conforms with required guidelines and company policy.
- Employee communications throughout the duration of the leave period.
- Government agency paperwork filing and communication management.
- Tracking and follow ups tied to outstanding leave documents and approvals.
- Employee question management.
- Facilitation of payroll / benefit adjustments necessary for the leave period.
- Facilitation of communication between insurance carriers and other third parties.

In addition, Talent Partners are needed to manage the influx of monitoring symptom positive employees and COVID-19 positive employees. Managing the engagement, follow-up, contact tracing and communication related to any employees who are symptomatic or positive for COVID-19 for the entire District.

New Roles in the OUSD Office of Labor Management & Employee Relations
A total of seven (7) unions represent employees in OUSD. Successful implementation of the LCP will require ongoing negotiations with the unions, and particularly our four largest unions OEA, AFSCME, SEIU and UAOS, as impacts to employees are identified throughout the year. An additional Labor Analyst will support contract negotiations and contract implementation specific to the LCP including but not limited to; distance learning, blended learning/hybrid, flexible roles and responsibilities of represented employees needed for implementation of the LCP an facilitation of the joint labor and management "Distance Learning Problem Solving Committee" comprised of all labor and District staff with the purpose of addressing problems through a collaborative process.

Changing Roles in Academic & Community Schools Student Services
Our Academic and Community Schools Student Services staff have adjusted to providing our schools guidance that is effective in the virtual setting. This includes adapting and creating curriculum for distance learning, providing professional learning virtually, developing skills to provide coaching and technical assistance in virtual settings, and developing strategies to support schools to engage students and families to ensure they are able to participate in school. Additionally, we have added staff to support our distance learning instructional program who will be responsible for supporting school sites to access instruction through distance learning.

Serving Students with Unique Needs

Support for Students with Dis/abilities and Special Education
All students' Individual Education Programs (IEPs) will be followed to the maximum extent possible, including direct academic and related services. Along with all other students, our students with disabilities will be participating virtually in their instructional experiences. Each student will have a Distance Learning Plan as required by state law SB 98. The Distance Learning Plan will be created utilizing feedback from families and will specify the services and supports each child will receive during distance learning.

The Special Education Department is focusing on providing training for families and staff on technology, including district-adopted platforms and tools to support enhanced access for students with special needs. We will be hosting technology-focused training online two times per week, which will be recorded for later access by families and staff. For students who have technology tools and devices in their IEPs (e.g., switches, communication devices), such devices will be provided to them, and technology support will be available from our assistive technology team to ensure parents and caregivers are well-versed in their use. The assistive technology team consists of a group of experienced speech pathologists and occupational therapists who help ensure instructional access through the use of technology, from low-tech supports such as picture exchange communication to high-tech devices and platforms. Beyond providing direct service to students per IEPs, these professionals have adapted their work during this time to focus on support for families and staff by holding office hours, open labs, and recorded webinars. In addition to specialized technological tool access, students will receive tangible instructional materials such as manipulatives or printed materials, to allow for multisensory instruction.

Our Special Education teachers will emphasize small group instruction (based on IEP goal domains) for separate setting minutes and "push in" during general education sessions for regular setting minutes so students are in the Least Restrictive Environment as much as possible during this time. Teachers will:

- Provide direct instructional services that align to each student's IEP to the maximum extent possible;

- Prepare for and hold IEP meetings, including collecting data relative to students' present levels and goal progress;

- Consult with other service providers and general educators to ensure materials are adapted for student access;

- Engage in ongoing collaboration and communication with families as partners in their child's learning; and

- Provide schedules and guidance for support staff to maximize the support they can provide to students.

Our support staff—paraeducators and instructional support specialists—will provide direct instructional support to students during this time, as well, which may include:

- "Pushing in" to general education content sessions to facilitate breakout groups or provide accommodations in real time;

- Supporting a special education teacher with the delivery of content during separate setting sessions;

- Working with individual students to facilitate access to the asynchronous content prepared and provided by the Special Education or General Education teacher;

- Providing behavioral supports, including reinforcement and redirection, during sessions;

- Ongoing contact with students to support their attendance and continued engagement; and

- Collaborating with teachers to adapt materials and lessons to ensure implementation of student accommodations and modifications.

Related service providers, such as occupational therapists, speech-language pathologists, low incidence specialists, etc., will continue to provide direct services in a virtual manner. Mental health clinicians will provide daily check-ins with students on their caseload to support ongoing use of coping and de-escalation skills and facilitate school participation, in addition to group services as indicated in IEPs.

For our youngest learners and students with intensive needs, service schedules will focus on short periods of direct, synchronous instruction coupled with ongoing parent/family collaboration to support opportunities for IEP goal practice in the home environment through everyday activities such as community walks, cooking, and household chores.

For our young adults, students will continue to have access to the community colleges through online courses, and teachers and staff will focus on independent living and vocational skill development activities.

Support for English Language Learners and Newcomers
Oakland Unified's approach to supporting continuity of learning for English Language Learners begins with work to ensure equitable access to the tools and resources necessary for students

to participate in distance learning. Much of the work to ensure these conditions exist has focused on the large newcomer student population in OUSD.

Newcomer Supports
When newcomers enroll in OUSD, the ELLMA office completes an intake process and shares relevant information with newcomer social workers or other relevant staff at 19 sites. The team of 12 newcomer social workers that work across the district have reorganized their work to support addressing basic needs and will continue to work in tandem with central office staff to outreach and connect with relevant points of contact to help coordinate services for newcomers and address barriers to learning with the goal of enabling student participation in distance learning. At the onset of the year, significant time will be spent to re-engage newcomer students whose attendance or participation dropped off in the spring.

The ELLMA central staff and team of social workers support newcomer families to access financial resources as many are not eligible for unemployment, CARES Act stimulus relief funds, or public assistance safety net supports. Newcomer families also need help applying for internet service, Pandemic EBT, applying for or renewing Medi-Cal insurance, connecting with immigration legal services, and eviction prevention services. Addressing all of these areas of needs is directly linked to promoting student continuity of learning.

Support for Families Speaking Languages Other Than English
Our "community navigators" provide support in interpretation and orientation to the school system for families who speak Mam, Arabic, and Tigrinya and other low-incidence languages. Community navigators are providing critical support for families trying to enroll online, communicate with site staff and teachers, and request needed resources in a virtual environment. In addition, OUSD is adding Mam and Arabic translation to our District translation services to provide additional family supports for the 2020-21 and 2021-22 school years.

Academic Supports for ELLs
Instructionally, OUSD has worked to develop strong guidance for both Designated and Integrated ELD in a distance learning context. We have adapted our research-based Essential Practices for ELL Achievement to a distance learning and COVID-19 context, and central ELL specialists are working with school teams to implement those essential practices as well as with content specialists to embed language supports across all curricular guidance and instructional materials.

To build the capacity of teachers to support ELLs during distance learning, the ELLMA office has initiated and is holding multiple professional learning spaces, both synchronous and asynchronous. Live webinars on various learning platforms and approaches to supporting ELLs via distance learning have taken place and are recorded and available to teachers. Weeklong professional development for new and returning teachers before the start of the school year

focused on providing ongoing support for language development in a distance learning context, and ongoing Professional Learning Communities (PLCs) for specific groups of teachers will focus on deepening teacher practice and developing shared distance learning instructional assets moving forward. ELL specialists are pivoting responsibilities to work with teachers in developing distance learning instructional content that is responsive to the language needs of our ELL students.

To provide additional small group instruction for newcomer students, we have Elementary Newcomer Teacher Leaders (ENTLs) at nine of our elementary sites and Newcomer Assistants at 6 of our high schools. ENTLs focus on providing Tier 2 instruction to newcomers to supplement their main ELD instruction and also on providing professional development to teachers to build their capacity to support newcomer instruction in the heterogeneous classroom. The centrally provided newcomer assistants form the core of the Newcomer Early Literacy Project, deploying the SIPPS program to build foundational literacy skills in English for newcomers, particularly those with limited or interrupted formal education who may not have as many literacy skills in their home language to transfer into English, or may come with language skills rooted in another alphabetic system.

Assessment of students using the initial and summative ELPAC will continue and opportunities for reclassification will be accessible for ELLs. Plans for ELPAC make-ups for students who were not finished with the assessment when the COVID-19 shelter-in-place began are underway and students may be able to test later this fall if they are on track for reclassification. We are investing in an additional half-time staff support position to aid in conducting ELPAC testing in the 2020-21 school year given the challenges the pandemic presents. Students with complete ELPAC scores who met other criteria will reclassify during the fall semester. We will provide guidance to sites on assessing for language proficiency for the purposes of placement and grouping.

Finally, we are investing in technology-based learning platforms focused on language learning to provide students with additional time to learn, practice and apply new language. We will have these available for all elementary English language learners and all secondary Newcomer students.

Support for Foster Youth
OUSD Foster Youth Services (FYS) will continue to support foster youth in Oakland through proper identification and student enrollment, ongoing communication, ensuring access to technology needed to access our educational program, and student support from FYS staff, school staff, and community partners to keep foster youth engaged.

Identification & Enrollment of Foster Youth
Foster youth (FY) enrolling into OUSD enroll through the FYS office. This centralized process ensures foster youth are flagged, tracked, and supported in accordance with AB490. Because OUSD FYS has built relationships within the foster youth community, including child welfare workers, dependency attorneys, group homes, court appointed special advocates (CASA), ACOE Foster Youth Services Coordinating Program (FYSCP) and others, caregivers and providers are linked to OUSD FYS for enrollment directly. In addition to centralized enrollment, OUSD FYS utilizes two databases to help identify foster youth in Oakland: CALPADS and Foster Focus (managed by Sacramento County Office of Education). Foster Focus allows us to identify foster youth in Oakland, view previous school placements, and connect with the team working with the youth. The enrollment system, collaboration within the foster youth community, and access to relevant databases allow us to identify and support foster youth in Oakland in a virtual space.

Communication with Foster Youth
OUSD FYS will continue to communicate via email District updates to relevant foster youth community members (foster youth, caregivers, group homes, child welfare workers, probation officers, dependency/education attorneys, CASA, etc.). Additionally, OUSD FYS staff participate in quarterly meetings by ACOE FYSCP where regional OUSD foster youth staff, as well as Probation and Child Welfare come together to discuss foster youth best practices, training, data, updated legislation, and collaboration. Updates will also be sent through these channels helping messaging get out to those working with families not yet familiar with OUSD FYS. The Foster Youth Advisory Committee (FYAC) is one of the best forms of communication and engagement for the foster youth community. The FYAC will continue to meet monthly with anyone in the community welcomed at the meeting. Mainly made up of foster youth support staff, foster parents, caregivers, foster students and graduates, attorneys, and other advocates. The group holds four meetings and makes recommendations to improve outcomes for foster youth. Since the shelter in place, this group has met four times, made proposals to the BOE, discussed ways to continue to support foster youth in the absence of case managers, and reached out to foster youth care givers to ensure they have things they need for distance learning.

Foster Youth Technology Needs
The Foster Youth Advisory Committee (FYAC) and the former FYS staff did a mass "phonebank" to reach out the foster youth families in April/May to ascertain technology needs. Guardians, group homes, and caregivers were contacted and have an open dialogue about their experience in the pandemic—food needs, technology needs, academic needs, and more. This engagement was extremely imperative during this time and was very appreciated by caregivers. It also provided OUSD FYS an idea of the needs around technology for foster youth. As new students enroll, OUSD FYS will include questions about access to technology during the enrollment process. Additionally, because foster youth change placements so frequently, OUSD FYS did find

this mobility became a problem over the summer as technology was left at former placements. OUSD FYS will continue to outreach to OUSD foster youth through various channels to verify they still have technology and access to the internet during distance learning.

Foster Youth Case Management
OUSD FYS will be making adjustments this year as case managers who supported foster youth and were particularly instrumental in ensuring they had access to technology and stayed engaged were eliminated in budget cuts. In an effort to sustain a network of support, OUSD FYS staff (one program manager and one case manager recovered from cuts made prior to the pandemic in February 2020) will be working with partnering agencies, with staff from Beyond Emancipation (BE), Independent Living Program (ILP), and ACOE'S FYSCP. Staff from BE and ILP work with foster youth to provide independent living skills, job training, and housing resources. Staff will provide 1:1 support to our high school youth with a focus on eleventh and twelfth graders.

The District will also provide dedicated funding for contract-based foster youth supports during the 2020-21 school year to ensure that foster youth remain engaged and connected during the prolonged school closures. The call for these foster youth champions (3) is in response to the specific needs of foster youth in the current pandemic. Three staff will collaborate with the wider FYS team to identify needs and remove any existing barriers to education. They will be full time staff reaching out directly to foster youth to conduct needs assessments, monitor progress and identify needs in distance learning, engage with school site staff as a liaison for foster youth, and develop plans so that youth are prepared and supported to be successful in distance learning or in-person instruction (in the event OUSD resumes to this). One of the staff will be designated to work as a liaison for foster youth in Special Education. Out of the total foster youth population, 41% receive special education services through their IEP. This liaison will be a pathway of communication with foster youth, education rights holders, and school site staff, and help ensure Distance Learning Plans for youth with IEPs are being implemented.

 Education mentors from ACOE FYSCP support foster youth in Alameda County and will focus on ninth and tenth graders with a mission to improve academic achievement, reduce discipline problems, and reduce truancy and dropout rates. OUSD FYS case manager will function as a transition case manager, assisting in all "transitions" foster youth experience. This case manager will assist newly enrolling students in landing at their school sites and work with case managers at the school to provide a "warm handoff," participate in re-entry processes for youth that have been suspended, ensure foster youth that are in grades 5 and 9 participate in the application process for the following year, and assist in follow up when foster youth leave Oakland and ensure they have the things they need to enroll in another school. These staff will

work together and engage with school site staff to create a safety net and support for foster youth to determine needs and remove barriers to open more opportunities for success.

Support for Unhoused Students

Identification & Enrollment of Unhoused Students
OUSD's McKinney-Vento currently supports the enrollment process and as families are identified upon enrollment as lacking stable housing families are provided immediate enrollment assistance through the enrollment center. MK-V staff are strategically placed and trained to complete the online program enrollment and referral for services process.

Unhoused Students' Technology Needs
With OUSD starting with Distance Learning, it is imperative that all McKinney-Vento students have access to Chromebooks and hotspots. Through the #OaklandUndivided partnership homeless students will be prioritized in the distribution of chromebooks and access to wi-fi hotspots. The McKinney-Vento and Community Education Partners (CEP) staff will work with families to pick up and distribute distance learning equipment in the event transportation to pick up sites is a barrier. In addition to the permanent device through #OaklandUndivided, unhoused youth will be supported to connect to their school to acquire a loaner device and hotspot.

Tutorial Services for Unhoused Students
CEP provides virtual tutoring to students in grades 2 through 12, including high school students studying for their GED. The student will need a computer/tablet/laptop and reliable internet access. Students under 18 will be required to have an adult in the room during all tutoring sessions. This adult can be the parent/guardian or shelter staff.

Ongoing Support for Unhoused Students
To provide ongoing support for unhoused students:

- Weekly parent engagement "care" calls, emails, and text messages will be sent to students and their families in response to notifications from teachers who express concerns and are referred to McKinney-Vento for follow-up and referral services;

- Students who cannot be reached by teachers will be referred to COST teams for SEL and behavioral supports;

- Staff will be available to participate in central office workgroups as appropriate; and

- Communication and timely feedback will be provided to students, parents, and staff.

Engagement of Unhoused Families
McKinney-Vento parents will receive ongoing support using an online platform with the Bounce Back Generation, "Building Resilience During the time of COVID." Topics include: Back to

School: making sure we are ready for technology; behavior and health issues; the impact of stress and building resilience; strengthening your health and well-being for the entire family; art projects you can do with your kids; coping with emotional triggers; relaxation; coping skills; and more.

Food Distribution to Unhoused Students
All OUSD students and their families are invited to participate in "Grab 'n' Go" meal distributions at various locations throughout the district. Families are also encouraged to participate in the statewide food program. See Section 2F: School Nutrition for more information on services provided to support families.

Housing and Community Referral Services
The McKinney-Vento team is poised to connect families with community resources to assist with emergency housing needs. Families will continue to receive support with housing referrals and information. Families who manage to secure housing during the pandemic or are in danger of losing their housing due to the effects of COVID-19 receive support as well.

- 2-1-1 is an easy way to connect with help of all kinds, right in our community. Need help with food, housing, or paying bills? Available 24/7 via call, text, or online search.

- Keep Oakland Housed is committed to preventing Oakland residents from losing their housing by providing legal representation, emergency financial assistance, and supportive services.

COVID-19 Housing Support
The county is increasing capacity to provide non-congregate shelter emergency housing resources for individuals experiencing homelessness at high-risk of developing acute disease or complications from a COVID-19 infection. This program is called Safer Ground, and it is part of a larger statewide effort called Project Roomkey.

As a provider directly serving individuals experiencing homelessness in Oakland, the McKinney-Vento program has been invited to make referrals into the newest Safer Ground site opening in Oakland.

Targeted Initiatives to Support African American, Asian Pacific Islander, Latino, and Middle Eastern Students
The OUSD Office of Equity's approach to supporting continuity of learning for African American, Pacific Islander, Latino, and Middle Eastern students begins with work to ensure equitable access to the tools and resources necessary for our students to participate in distance learning. As part of this effort, Office of Equity AAA (African American Achievement), APISA (Asian Pacific Islander Achievement), LSA (Latino Student Achievement), and Regional Family Engagement central staff will also serve as liaisons to support the Equity-Family Navigators in each school

network, focusing on the attendance of our African American, Latino, Indigenous, Pacific Islander, and Middle Eastern students per network.

The African American Achievement Office (African American Male Achievement and African American Female Excellence) central staff and team of facilitators supports thirty-one schools with providing culturally relevant classes and experiences to their students in grades TK–12. AAA has a program manager that assists and supports our high school students with transcript analysis, FAFSA (Free Application for Federal Student Aid) completion, and scholarship applications. He also has started a partnership and entry program with Laney College to provide students an early relationship with the Laney staff to attend school while in high school through the dual enrollment process. Lastly, all of the facilitators also provide an in school mentoring process to assist the students with navigating the challenges with their school experiences. In closing our district family engagement specialist engages our families in ongoing collaboration and communication with families as partners in their child's learning.

LSA and APISA staff will continue to leverage community partnerships to implement literacy intervention and family engagement support for our Latino, Pacific Islander, and Middle Eastern students across 10 elementary and secondary sites, A-G completion monitoring across five sites, and targeted high school graduation support for our Latino and Pacific Islander secondary students across five sites. LSA newcomer safety specialists will continue to implement our Young Hawks program, monitoring and supporting re-engagement of secondary unaccompanied minors, central american newcomer students with distance learning, through case management, court advocacy, academic intervention, and culturally relevant curriculum.

AAA, LSA, and APISA will continue to celebrate our African American scholars in grades 8–12, and our Latino, Middle Eastern, and Pacific Islander scholars in grades 6–12 at our annual Student Honor Roll events this upcoming spring 2021. In addition, we are exploring student achievement celebrations to honor our elementary scholars in grades K–5.

Supporting our targeted student populations includes continuing to partner with community and staff through our affinity committees and our Racial Justice Equity and Healing Task Force, in shared decision making and with developing anti-racist practices amont staff.

- Staff Racial Justice Affinity Circles: AAMA ECE, LSA, and APISA Program Managers are co-leaders for Black, Latino, and API Affinity groups for OUSD staff and will continue to hold monthly meetings to provide space to share experiences, ideas, and goals for themselves and our students.
- Racial Justice Equity and Healing Professional Development for teachers and principals on core topics: The Pandemic of Racism, Culturally Responsive Teaching, Advancing Equity Through Family Engagement, Building Relationship Centered Schools to Address Racism and Bias, and Healing Centered Restorative Justice

- Development of Racial Justice Discussion Guides for teachers

Through our summer surveys, we learned that African American students and families received less direct daily communication from their teachers and school sites (34 percent of African American families received direct daily communication, compared to 43 percent of all targeted populations). Additional specific strategies to support and monitor African American student engagement, beyond our AAMA and AAFE site-based strategies, include:

- Partnerships with our community, and certificated and classified unions to co-construct a Black Student/Anti-Racism Collaborative for OUSD in which the needs of our Black students will be recognized and prioritized to be addressed with SMART goals and achievable outcomes measured quarterly in an academic year;

- Create a quarterly report for African American students with an intentional focus on the schools that have a population of 30 percent or more African American student population; and

- Employ eight African American male literacy mentors for our Early Childhood Education Transitional Kindergarten (TK) students, deploying the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and SEEDS program to build foundational literacy skills.

The Office of Equity also directly supports affinity community advisory committees: OUSD Committee to Empower Excellence in Black Students' Education (CEEBSE), a parent group focused on the success of the District's Black students, and the Latino Achievement Specialists' Work Group (LASWG), a community group of internal and external Latino education experts and leaders focused on the success of the District's Latino students. Office of Equity staff will continue to work with these established committees to implement recommendations to improve educational outcomes for our African American and Latino scholars:

- **CEEBSE Recommendation #1:** OUSD must assess the needs of Black students and their families to continue learning as they relate to distance learning.

- **CEEBSE Recommendation #2:** Ensure equitable access to communication and education of Black students during the whole duration of pandemic and recovery.

- **CEEBSE Recommendation #3:** Adopt a literacy curriculum districtwide that ensures that Black students are being taught literacy equitably.
- **LASWG Recommendation #1:** Monitor and increase A-G on-track and completion, by focusing on classroom level engagement and belonging of Latino students PreK-12.
- **LASWG Recommendation #2:** Monitor and support Latino family engagement and connection with student learning.

- **LASWG Recommendation #3:** OUSD must set targets for increasing Latino teachers and staff with bilingual capacity.

Actions Related to Part 2, Section 2B: Distance Learning Program

Action Number	Description	Emergency Relief & Learning Loss Mitigation Funds	Other Funds	Contributing*
2B-1	Provide needed technology for staff, including clerical staff, to work remotely during distance learning.	$1,600,000	--	N
2B-2	Provide COVID-19 training and professional development as part of the summer Leadership Institute for Principals.	$22,500	$22,500	N
2B-3	Develop online extensions of curricula.	$199,727	--	N
2B-4	Provide stipends for the development of Strong Start Plans, including adjusted scope and sequence and professional development.	$300,000	--	N
2B-5	Provide ongoing stipends to teachers for adjusting curriculum and professional development.	$240,000	--	N
2B-6	Provide Aeries Gradebook and Google Classroom training.	$70,000	--	N
2B-7	Fund ELL Specialists to deliver distance learning professional development weekly in August and then as monthly PLCs.	$225,000	--	Y
2B-8	Expand the Safety Lead position by 0.2 FTE to manage and coordinate safety measures for the 2020-21 and 2021-22 school years.	$66,604	--	N
2B-9	Fund Site-Based Extended Contracts for Distance Learning Leads, Safety Leads, and other COVID-related work.	$3,225,250	--	N
2B-10	Expand technology platform licenses (e.g., Zoom).	$700,000	--	N
2B-11	Fund a 1.0 FTE Leaves Coordinator, two 2.0 FTE Talent Partners, and 1.0 FTE Talent Assistant to support transition to modified duty/COVID-19 leave increases and other pandemic-related work for the 2020-21 and 2021-22 school years.	$975,402	--	N

2B-12	Purchase additional District-owned Chromebooks, carts, and hotspots to ensure schools have full capacity and replace lost or outdated devices.	$4,000,000	$750,000	N
2B-13	Provide added support for English Language Proficiency Assessments for California (ELPAC) administration in the 2020-21 and 2021-22 school years to address past due testing stemming from school closures.	$177,650	--	N
2B-14	Fund a Labor Analyst to navigate new pandemic-related State regulations for the 2020-21 and 2021-22 school years.	$351,560	--	N
2B-15	Provide additional supports for Special Education students during distance learning.	$153,395	--	N
2B-16	Provide laptops for teachers that have Chromebooks to upgrade them to a more robust device and purchase 500 teacher hotspots to support educators that have limited access during distance learning.	$3,140,000	--	N
2B-17	Provide a 0.5 FTE staff position for #OaklandUndivided coordination support for the 2020-21 and 2021-22 school years.	$168,750	--	Y
2B-18	Purchase additional technology for staff.	$1,500,000	--	N
2B-19	Purchase technology specifically designed for Early Childhood Education.	$900,000	--	Y
2B-20	Continue to provide support for unhoused students.	--	$207,418	Y
2B-21	Continue to provide supports for English Language Learners.	--	$438,755	Y
2B-22	Continue to provide supports for unaccompanied immigrant youth and newcomers.	--	$795,766	Y
2B-23	Provide COVID-related professional development for teachers, classified staff, and Assistant Principals.	$72,210	$85,816	N
2B-24	Fund stipends for classified staff Involved in COVID-related planning and other work beyond their normal job duties.	$100,000		N

2B-25	Provide stipends for Districtwide Teachers to modify grade-level and subject specific scope and sequence documents.	$376,000	--	N
2B-26	Increase the instructional staff to lead Distance Learning by 2.3 FTE.	$557,221	--	N
2B-27	Provide discretionary funds to school sites to support distance learning for the 2020-21 and 2021-22 school years.	$720,000	--	N
2B-28	Purchase additional SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) packages.	$25,000	--	N
2B-29	Provide student supply and library kits for students participating in distance learning for the 2020-21 and 2021-22 school years.	$1,440,000	--	N
2B-30	Fund a new .5 FTE AAMA Specialist for the 2020-21 and 2021-22 school years.	$129,261	$100,000	Y
2B-31	Fund a new 1.0 FTE technology support position and an additional 1.0 FTE Network Engineer to support the increased number of devices and network use for the 2020-21 and 2021-22 school years.	$787,042	--	N
2B-32	Fund additional staff time to help school sites address new COVID-related needs	$900,000	--	N
2B-33	Fund targeted supports for Special Education students, including: TSAs to deliver Distance Learning professional development, curriculum extensions, assistive technology, Young Adult Program devices, devices for paraeducators, and Special Education TSA coaches.	$6,738,852	--	N
2B-34	Fund and provide training for substitutes to support small group instruction.	$1,200,000	--	N

Action contributes to the increased or improved services requirement for foster youth, English Language Learners, and low-income students

2C. Unfinished Student Learning (or Learning Loss)

Assessment of Unfinished Student Learning

Oakland Unified is committed to ensuring students are provided access to grade-level standards-based instruction by prioritizing essential content and anticipating and assessing for unfinished learning in prerequisite skills. Strong Start Plans provide priority standards guidance as well as scope and sequence documents that allow for diagnostic assessment at the beginning of each unit. Professional development will provide support to teachers in using unit pre-assessments to embed instruction on prerequisite skills without remediating or repeating the content from the previous grade.

OUSD will dedicate a week early in the academic year to "Assessing Student Needs and Targeting Supports." During this week teachers will begin conducting online assessments, including the Reading Inventory in grades 3–12 and i-Ready in grades 1–2 as a universal screener, as well as the DRA/EDL in our Dual Language schools. Kindergartners will take the i-Ready assessment in October. Elementary teachers will also conduct Unit 1 math pre-tests and other literacy assessments (letter names and phonemic awareness in kindergarten and SIPPS phonics assessment in grades 1–2 and for some students in grades 3–5) to prepare for small group reading instruction.

Throughout the year teachers will use formative assessment (e.g., unit assessment and SIPPS mastery tests) to guide instruction. The district published an interim assessment calendar to communicate the use of both diagnostic and formative assessments. Interim assessments will include Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for the third year, Reading Inventory and i-Ready. In addition, our self-paced platforms (ST Math, Khan Academy, i-Ready, NewsELA, Brainpop, Rosetta Stone) provide data about student progress towards meeting and exceeding grade level standards.

For English Language Learners, the district and school teams will disaggregate data for ELLs on all assessments with a focus on ELL progress on Reading Inventory (reclassification criteria) and i-Ready which assesses vocabulary and reading comprehension. We will provide teachers protocols and training for doing a secondary level analysis of student work focused on assessing language learning targets and progress. Additionally, we will use the DRA/EDL and the AVANT to assess literacy and monitor progress of Spanish language and literacy skills in our Dual Language programs.

Special Education

To identify and assess unfinished learning, Education Specialists and related service professionals will be utilizing informal assessment measures to compare present level data to

students' pre-pandemic baselines indicated in their IEPs. The Special Education Department has provided an assessment matrix that provides staff with recommendations for assessment tools to utilize based on indicated areas of need. Available assessments include:

- **Literacy:** SPIRE (Specialized Program Individualizing Reading Excellence) embedded assessments, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), i-Ready, easyCBM (Curriculum-Based Measurement), teacher-made IEP (Individualized Education Program) goal probes.

- **Mathematics:** V-Math embedded assessments, numeracy probes, easyCBM, ST Math, teacher-made IEP goal probes.

- **Behavior:** Direct observation, family rating scales, student interviews, time sampling during instructional sessions, ABC (Antecedent/Behavior/Consequence) data.

- **Speech-Language:** Rating scales, interviews, expressive and receptive probes, articulation trials, structured observation during instructional sessions.

- **Motor:** Video-based assessment of student fine and gross motor performance, written work sample analysis, family interviews and feedback.

After identifying unfinished learning at the onset of the school year, Special Education staff will engage in ongoing progress monitoring and report present levels through IEP goal updates in alignment with general education reporting periods.

Strategies to Address Unfinished Learning

As mentioned previously, OUSD curriculum guidance will emphasize priority standards and grade-level content. Assessment will be used to target instruction and OUSD will emphasize structures that support personalization and differentiation. These strategies include using a quarter system and advisory to reduce student course loads and teacher contacts in secondary schools, and using daily small groups in foundational literacy, ELD (English Language Development), and mathematics in elementary schools. Students who need more support, including students with exceptional needs, foster youth, students experiencing homelessness, low-income pupils, and English Language Learners, will be provided additional synchronous instruction as compared to their peers. These students will be identified for tiered supports through the use of the Multi Tiered Systems of Support (MTSS) framework referenced in section 2A of this plan.

In addition professional development will emphasize strategies for supporting diverse student needs including language development using strategies such as multiple readings of anchor texts, explicit vocabulary instruction, unpacking sentences, and online discussion in small groups. Content provided by the central office and sharing planning responsibilities within

schools teams will allow for more focus on small groups and targeted supports. In addition, students will be supported through self-paced, adaptive platforms monitored by teachers (i-Ready, ST Math, NewsELA, Khan Academy, and Brainpop ELL and Rosetta Stone for newcomer students).

Professional learning for principals and coaches will be organized in cycles of inquiry aligned to district interim assessments. Data will be aggregated by student groups and teachers and leaders will analyze for equity gaps to inform student goals and inquiry plans.

Special Education

For students with IEPs, once learning loss data are compiled, students will be offered tiered supports based on the level of skill regression indicated. Tier I supports include the use of targeted ELA and math intervention materials, increased family/parent partnership to ensure use of asynchronous learning tools, and the use of homogenized small group learning structures to ensure targeted instruction. Tier II supports will feature an additional small group focused specifically on intervention built into the weekly schedule of each Special Education teacher. These groups will provide between 30-90 minutes per week of additional instruction specific to addressing learning loss. Tier III supports will include additional services beyond the instructional day, such as individual tutoring, in-home behavior intervention and support services, and additional speech-language sessions in the afternoons/evenings.

Summer Learning

Summer Learning programs continue the same core strategies of our community schools and academics and instructional innovations depts. The Summer Learning programs create additional learning opportunities and that can address both learning loss and accelerate learning with new and challenging academic and enrichment opportunities.

Strategies include:

- **Community Partnerships:** Community-based lead agencies integrate enrichment into the academic program. Through the ECCCO (Exploring College, Career, and Community Options) internship program, students explore careers with significant school support. Pathway teachers provide regular coaching to students and internship hosts to ensure a successful summer experience. Kinder/TK Bridge programs utilize community organizations to acclimate students and families to our school system, including SEL, mental health and literacy supports.

- **Family Engagement**: All elementary families participating in summer programs receive a home visit. Parents also participate in weekly literacy-focused engagement sessions alongside students.

- **Academic Intervention**: Low class sizes (15:1) allow for early literacy intervention. Formative assessments are used to ensure students are grouped appropriately for effective literacy instruction. Secondary-level customized summer units in Math and ELA are specially designed to support foundational grade-level concepts to prepare students for the year ahead.

- **Academic Recovery:** High School Credit Recovery allows students to re-take classes they have not passed in order to stay on track for graduation.

- **Professional Development/Coaching Supports for Teachers:** Summer teachers use the classroom as a professional development extension opportunity. Teachers are observed, coached, and able to reflect and improve on their teaching practice.

- **Extended School Year:** Students with IEPs who have disabilities that result in skill regression or those students who are at a critical stage of skill development may be eligible for extended school year (ESY). During ESY, students are provided with direct, small-group academic and related services designed to support maintenance of their present levels of performance.

- **English Language Learners:** We offer several English Language Development (ELD) hubs for Newcomer students at all grade levels, with specialized instruction in ELD and Math. In addition, we offer a dual language K–5 program that provides instruction in Spanish Language Arts, English Language Development (ELD), and Mathematics.

- **Priority Enrollment for Targeted Populations:** Priority families (English Language Learners, low-income students, foster youth, pupils with exceptional needs, and pupils experiencing homelessness) are invited to participate in programs and enrolled automatically upon confirmation.

One-to-One Tutoring and Mentoring
In addition to summer learning programs outlined earlier, OUSD also has partnerships with community based organizations that provide academic tutoring and mentoring for our students. Pre-Collegiate Academy is led by East Bay Consortium (EBC). This summer, the PCA program transitioned to distance learning; and math classes and college readiness workshops took place via zoom. Rising 8th through 12th grade students were enrolled in math classes Monday through Friday in the morning and joined College Readiness Workshops in the afternoon.

College Track also provided high school and college workshops for high school students and supported students with college application processes, ACT/SAT preparation, and academic tutoring. Through the Personal Writing Institute, rising 12th-grade students attended workshops to support with their college application essays and scholarship essays. Students

were enrolled in the summer math enrichment program based on their ACT diagnostic given to students each spring. Students received programmatic algebra support using EdReady.

The Oakland Promise provided mentoring for college bound and CTE bound seniors to make sure that they complete and submit college applications in a timely manner to ensure they are registered and enrolled for post secondary education. The program participants were able to connect virtually, using text, phone, and other video-based tools. Mentor-Scholar pairs committed to building the relationship, communicating regularly and reciprocally (minimum of one check-in per month) to support and develop the student's skills, knowledge and experience around navigating the college experience; and preparing for post-grad opportunities, such as career or grad school. Over time, the relationship is expected to change and mature as the students clarify their purpose and personal goals.

Case Management
OUSD will expand and coordinate an ongoing PLC for all staff in student support roles (e.g., attendance compliance officers, Community School Manager, case managers, student support specialists, Manhood Development Program facilitators, family engagement specialists, network attendance liaisons, pathway coaches, assistant principals, college and career readiness specialists, and others) on how to provide targeted case management and family outreach. This PLC will provide strategies, materials, and coaching within a multi-tiered system of support framework on how to effectively engage and support students in our highest priority groups, including unhoused students, foster youth, and newcomer students.

Effectiveness of Implementing Unfinished Learning Strategies
Given uncertainty around which assessments we will be able to administer in the 2020-21 school year due to COVID-19, primary evaluation of the effectiveness of services and supports will occur via 1) measurements of student engagement and 2) evaluation of student performance through online curriculum-aligned assessments in English Language Arts (ELA) and Mathematics. Evaluation of outcomes for all students as well as for each of our targeted student groups will be measured in order to address the question of whether our strategies were successful in reducing performance gaps between student groups. Cycles of inquiry will be used throughout the year to continuously monitor student learning objectives and guide instructional practice. We will also seek feedback from teachers about the effectiveness of our adjusted scope and sequence grade-level and subject area guidance to ensure the instructional support we provide is utilized and addressing student instructional needs.

Student Engagement
We plan to measure student engagement along at least two different metrics during the 2020-21 school year. Firstly, as a function of weekly student logins to online learning platforms such as Clever. Second, as a function of daily engagement in either or asynchronous learning, as

recorded by the teacher of record for each student. The former is a measure of student use specifically of online learning platforms, whereas the latter constitutes our measure of attendance during distance learning. Until in person instruction resumes, we aim for each student to login and use at least one online learning platform each day, so success in the implementation of student engagement practices should translate into high or increasing rates of logins from the beginning of the school year to midyear (or whenever distance learning comes to an end). Attendance rates will be monitored for all students as well as our targeted student groups via data dashboards throughout the school year in order to allow for adjustments to address gaps in engagement.

Student Assessments

Week 3 of OUSD's Strong Start Plan, entitled "Assessing Student Needs and Targeting Supports," aimed to lay the foundation for understanding the status of each student along English Language Arts (ELA) and Mathematics standards. In early grades (K–2), letter naming and phonemic awareness are being assessed using i-Ready and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). While SIPPS is primarily used by teachers in guiding their instructional practice in early literacy skills with small groups of students during synchronous learning, i-Ready is functioning as our benchmark assessment tool. i-Ready is a computer-adaptive online literacy assessment that provides data on student knowledge of phonics, phonological awareness, high frequency words, vocabulary, and comprehension. This platform allows for both the measurement of current literacy status as well as student growth. Following initial assessment in Fall 2020, two types of growth targets will be generated for each student: a typical growth target and a stretch growth target. Effectiveness in early literacy development will be measured as the percent of students who achieved at least their typical growth target for the school year from Fall to Spring. Districtwide i-Ready implementation across schools serving K–2 is ongoing.

For grades 3–12, the Reading Inventory (RI) will continue to be used to assess current student reading levels. This test is typically administered in Fall, Mid-Year, and Spring of each school year. We plan to use the Fall to Spring student growth scores and/or the change in the percentage of students reading at grade level as our measures of successful efforts to mitigate learning loss in ELA and English Language Development (ELD). These benchmarks will be administered alongside periodic evaluations of content-embedded learning within online learning platforms such as i-Ready and NewsELA, which are meant to help guide instructional practice throughout the year. RI can be administered both in person and online under small group testing conditions.

In addition to the previously described platforms and assessments for assessing ELA progress, we will additionally conduct the English Language Proficiency Assessments for California (ELPAC) summative and initials for our English Language Learner (ELL) students. The disruption

of in person learning in the 2019-20 school year resulted in incomplete assessment of our ELL students toward reclassification. While every effort will be made to complete makeup summative ELPAC assessments to enable retroactive reclassification of those students who would have been reclassified last year, we plan to use data from the 2018-19 school year as our baseline against which to measure ELD progress. Specifically, we will look at the percentage of ELL students who have gained a level or sustained high English proficiency levels on the test. The summative ELPAC has already been adapted for online administration.

The district will administer common interim assessments in mathematics, including SBAC Interim Assessment Blocks (IABs) and unit assessments (e.g., Illustrative Mathematics in grades 6–12). In addition, teachers will supplement core curriculum with ST Math in grades TK-5 and Khan Academy in grades 6–12. These self-paced adaptive programs provide additional data to help teachers understand student progress.

If students return to school for in-person instruction prior to spring of 2021, or if the SBAC tests are adapted for online administration, we may be required by the State of California to resume SBAC administration in the 2020-21 school year. Because there is so much uncertainty as to whether we will be able to administer summative SBAC assessments under adequate testing conditions, we do not currently plan to use SBAC results to evaluate the effectiveness of services to address learning loss.

Actions Related to Part 2, Section 2C: Unfinished Student Learning

Action Number	Description	Emergency Relief & Learning Loss Mitigation Funds	Other Funds	Contributing*
2C-1	Fund expanded summer school for summers 2021 and 2022.	$3,500,000	$1,500,000	Y
2C-2	Fund Saturday School once in-person instruction can safely resume.	--	$1,000,000	Y
2C-3	Provide 1:1 tutoring and mentoring.	$2,000,000	--	Y
2C-4	Provide resources for citywide learning hubs.	$260,000	--	Y

2D.   Mental Health & Social-Emotional Well-Being of Students & Staff

To support mental health and social and emotional well-being of students and staff, Oakland Unified plans to provide virtual professional development, support, and resources for school leaders and site-based staff on a variety of related topics, including:

- Equity, social and emotional learning (SEL), and community-building as part of the Principal Leadership Institute, an annual return-to-school leadership institute for principals in July 2020 that focused on how to start and continue the school year—in whatever form this takes—using the Collaborative for Academic and Social Emotional Learning (CASEL) SEL Roadmap.

- Cultivating and sustaining relationship-centered schools as part of a Professional Learning Community (PLC) for administrators.

- Whole School Restorative Justice as part of a PLC for administrators.

- Providing information and resources on COVID-19 for students and staff, including direct outreach to staff or students who have indicated exposure to individuals who have tested positive for COVID-19.

- OUSD Staff Wellness Resource Guide that includes resources for working from home, taking care of physical health, personal mental wellness, and access to employee supports such as the Employee Assistance Program.

- Virtual supports for staff that build upon our Spring Wellness Fair, which provided virtual sessions on self-care and wellness.

- Quarterly virtual youth forums hosted by All City Council Student Union, and collection of ongoing youth feedback on academic and social emotional wellness during distance learning through the monthly ACC student reports.

- Administer districtwide staff survey to monitor adult social and emotional well-being.

Teacher supports focused on developing PLCs and affiliated support materials to ensure teachers are well resourced for the year. In addition to the supports listed below that were provided at the beginning of the year, we will offer ongoing virtual professional learning opportunities. Topics include:

- Strong Start Plans for grades TK-12 provided to teachers that focus on adapting and innovating instructional practices and curricula to a virtual learning environment and

creating the conditions in a virtual environment for developing relationships with students and their families, including a sense of connectedness and belonging.

- Training on integration of social and emotional learning (SEL) and academics.

- Training on implementation of SEL curricula in a virtual environment.

- Explore options for a districtwide student survey to monitor student social and emotional well-being.

- Manage virtual repository of resources and tools for teachers and site administrators that address adult and student SEL and well-being.

- Teacher training on OUSD's adapted virtual protocol on the Parent-Teacher Home Visit (PTHV) model.

- Daily/Weekly student outreach/wellness checks, with an affiliated engagement tracker to monitor student wellness.

- Trainings on leading virtual community-building circles.

- Training on trauma-informed practices—self-care for teachers and staff, relationship-based teaching practices, virtual classroom management.

- Training on re-engagement interventions and tracking.

- Training on restorative trauma-informed de-escalation.

- Training on implicit bias, historical trauma, and anti-racism.

- Training on how to make a mental health referral.

- Training on how to identify students in need of social/emotional support.

In-classroom support will also be made available to classrooms to assist with morning and community meetings, explicit SEL instruction, SEL integration with academics, and positive behavioral intervention and support. Support staff include after-school program staff, restorative justice facilitators, community school managers, family engagement staff, and others.

Resources to address trauma and other impacts of COVID-19 on the school community include:

- **Coordination of Services Teams (COST):** Composed of all service providers at each school site who triage and receive referrals for students in need of trauma and other supports related to COVID-19 as well as other factors.

- **Partnership with Mental Health Providers:** Each OUSD school has a mental health therapist(s) who will be providing virtual (and in-person, when allowable) counseling services.

- **Trauma-Informed Behavioral Support:** A team of Behavior Specialists will provide support to teachers and parents to manage challenging behaviors that interfere with learning and engagement.

- **Mental Health Consultation:** Consultation available to any teacher or OUSD staff who is concerned about the wellbeing of a student, parent, or colleague

- **Crisis Response:** Services following any traumatic event including but not limited to direct and virtual screening of any threat of harm to self or others (5150), loss of a student, parent or staff member to violence or illness, etc.

- **Services for Unhoused Students and Families:** Services including direct and virtual assistance with obtaining housing, food, medical care, employment, and timely enrollment to school.

- **Foster Youth Case Management:** Services including direct and virtual enrollment support, credit recovery, mental and physical health services, advocacy, college readiness and tutoring.

- **Multi-Tiered Systems of Support (MTSS):** Structures, tools, coaching, and evaluation to ensure that all students have access to needed social, behavioral, and mental health support along a continuum from universal prevention to individualized intensive intervention.

2E.   Student and Family Engagement and Outreach

Equity-Family Navigators

All principals identified an Equity-Family Navigator for their school, oftentimes a staff member who was already responsible for family engagement, such as a Community School Manager, with an eye towards equity of access for families, and serves as a liaison to teaching staff to ensure Tier 1 structures for direct teacher-parent communication and engagement are in place. Navigators work with teachers and COST and attendance teams to follow up with families who are absent. Navigators are part of a professional learning community with the Office of Equity throughout the year. These Equity-Family Navigators receive ongoing training and support on new guidelines and ways in which they can engage and support families during distance learning.

Additional Supports for Families

Additional structures to ensure families are receiving information and support during distance learning and opportunities for shared decision making:

- Accessible Family Central website (found at familycentral.ousd.org) designed for family access via cell phone and formatted for multiple languages to share key district updates, resources, and weekly supplemental grade level family packets;

- Ongoing virtual meetings of the Parent Student Advisory Committee (PSAC), District English Language Learner Subcommittee (DELLs), Foster Youth Advisory Committee, Committee to Empower Excellence in Black Students' Education (CEEBSE) to share LCP implementation updates and receive ongoing student, family and community feedback;

- Weekly virtual learning sessions for families, with translation, on various topics such as: How to Read and Use Weekly Family Plans, How to Set Up Your Home for Distance Learning, How Attendance Works, Distance Learning and A-G Completion for High School Students and Families, and How to Stay Involved with Shared Decision Making during Distance Learning; and Mental Health Supports.

- Weekly office hours for families to call in and share any comments, questions or concerns, currently offered in English, Spanish, and Arabic.

- Creation of new multilingual hotline using the Jabber platform that will allow families who speak languages other than English to reach staff members who speak their language.

OUSD is also forming partnerships with community groups such as the Oakland REACH, a parent organization that can support with continued family communication and feedback.

All City Council

All City Council (ACC) seeks to create positive change in our schools. ACC amplifies student voice by serving as a bridge between adult decision makers and the student body. The council are a diverse team of student leaders who represent and are elected by Oakland students. ACC organizes campaigns and activities to serve the assessed need of its constituents, including addressing internalized, interpersonal, and institutional oppression in our daily lives and the daily functioning of our schools and working toward solutions. During the pandemic, ACC has hosted virtual question and answer sessions and other engagements for students, and has participate in Youth Town Halls to elevate student voice. The District will continue to work with ACC to ensure that student needs are seen and heard.

2F.   School Nutrition

Since the closure of schools for in-person instruction in March 2020, OUSD has opened 22 food distribution sites located strategically across the city. Hours of service have increased to 8 a.m. to 1 p.m. in order to support families participating in synchronous instruction. Families pick up

multiple days of meals for their child. In order to provide greater nutrition support to OUSD children and families, the district has partnered with Alameda County Community Food Bank, Clif Bar, World Central Kitchen, and a variety of other organizations that contribute additional food stuffs (vegetable boxes, meat boxes, dry food bags, and adult meals) to families who are accessing free and reduced priced student meals.

If and when schoolsites reopen or partially reopen, nutrition staff will be reassigned from the distribution centers back to school sites. In anticipation of the need to provide meals differently under covid, nutrition services have invested in carts and thermal bags necessary to transport meals to classrooms and close cafeterias.

Over 25,000 students currently qualify for free or reduced price meals. Prior to the pandemic, on a typical day OUSD provided 16,478 lunches, 9,529 breakfasts, 2,588 suppers and 3,429 snacks to students. During the spring and summer under waivers that allowed OUSD to serve all children 18 years and younger, we served an average of 13,041 breakfast, lunches, and dinners. Although lunch service was 79 percent of a typical pre-pandemic day, breakfast service was up by 37 percent and supper service increased five-fold. Nutrition Services experienced growth in revenue over the spring and summer. However, just prior to the start of the school year, the federal government allowed many waivers to lapse. OUSD had to implement much stricter requirements for families to access food and the supper and snack programs were discontinued due to changes in regulations. Parents had to provide proof of their child's enrollment in an OUSD school in order to pick up food. These new barriers caused a significant decline in families accessing food, and participation rates fell from 13,041 students to just 2,897.

Nutrition Services is actively conducting outreach to families to explain the changes in procedures and support families' access to food. The department is also communicating with school site COST teams to provide feedback to schools with high rates of poverty but low participation rates. Through collaborative efforts we hope to increase student participation in meal programs and support the financial health of the department that is dependent upon federal and state reimbursement for meals served. Many teachers and staff who had been assisting with home delivery are no longer doing this work now that school has restarted. Nutrition services hopes to partner with sites, the Community Schools department, and others to fill this gap in service.

Historically, pre-pandemic revenue per day of service for the department approached $99,000. However, revenue generated in the first week of school averaged only $22,000 daily, leaving a significant gap. The OUSD Nutrition Services team continues to innovate to understand how food programs can be redesigned to ensure that food reaches students in need. Although they have made some headway in expanding the number of students receiving food and reducing

this shortfall, the department still stands to lose $68,000 per day of service over the course of the 2020-21 school year if the decline in student participation persists.

Actions Related to Part 2, Sections 2D–2F: Student, Family & Staff Supports

Action Number	Description	Emergency Relief & Learning Loss Mitigation Funds	Other Funds	Contributing*
2D-1	Provide stipends for Equity-Family Navigators.	$542,000	--	Y
2D-2	Fund Nutritional Services staffing costs that are not covered by program revenue.	$2,484,000	--	Y
2D-3	Send letters to families about food service and how to access food.	$30,000	--	Y
2D-4	Fund new partnerships to support parent leadership in online learning.	$200,000	--	Y
2D-5	Continue to provide support for family engagement through LCAP PSAC subcommittees and other venues.	--	$20,965	Y
2D-6	Continue to provide student stipends for All City Council participation.	--	$15,000	Y
2D-7	Provide additional communication to the community, including an additional 0.5 FTE communications staff member and additional printing.	$153,389	--	Y
2D-8	Provide additional translation support over what is currently funded, including funding Arabic and Mam translation for the 2020-21 and 2021-22 school years.	$323,939	--	Y
2D-9	Fund Jabber contract to allow staff to respond to phone calls remotely.	$650,000	--	N
2D-10	Provide additional contract-based case management and other supports for foster youth.	$100,000	--	Y
2D-11	Fund the mailing of items to families, including letters and work packets.	$60,000	--	Y

PART 3: INCREASED AND IMPROVED SERVICES

Percentage to Increase or Improve Services	Increased Apportionment Based on Enrollment of Foster Youth, English Language Learners, and Low-Income Students
24.69%	$75,638,663

OUSD invests in a wide range of increased or improved services and supports beyond the academic base to ensure that we are meeting the needs of our low-income students, English Language Learners, and foster youth. In addition, we provide targeted actions and services for our focal student groups—Unhoused students, Students with Disabilities, English Language Learners, Foster Youth, Pacific Islanders, and African American students—a large majority of whom are also low-income and/or foster youth. We believe these additional supports will accelerate the performance, engagement, and participation of our students so that they graduate college, career and community ready.

3A.   College, Career & Community Readiness

A1.   Pathway Programs (LEA-wide)

One key approach to increasing graduation rates and college and career readiness for our low-income, English language learner, and foster youth students (most of whom will be the first generation to go to college) is through Linked Learning college and career pathways in our high schools. Access to a wide range of Linked Learning pathways has greatly increased, with grade 10 enrollment jumping from 57 percent in 2015-16 to 85.4 percent in 2019-20, signalling that most students will graduate in 2020-21 with Career Technical Education and work-based learning experiences that help students see the relevance and real world application of academic learning. Participation for students in grades 10 through 12 has increased by at least 20 percentage points since 2015-16 for previously underrepresented groups and for all six focal student groups (Unhoused/Homeless, Foster Youth, Students with Disabilities, English Language Learners, African Americans, and Pacific Islanders).

Linked Learning offers a series of courses in engaging, industry-themed CTE pathways in areas as diverse as architecture, health and bioscience, engineering, fashion, culinary, entrepreneurship, media arts, green energy, computer science, sustainable urban design, and legal services, to name a few. Almost every high school, including all three continuation high schools, has at least one Linked Learning CTE Pathway (exceptions include alternative programs such as Independent Studies and a high school for students who were expelled from other high

schools). Each pathway includes work-based learning as well as Career Technical Education courses that frequently carry dual high school and community college credit. With California's new College/Career Indicator, we are confident that our Linked Learning programs will continue to contribute to more OUSD students fulfilling the indicator criteria for "Prepared," through completing A-G course requirements, Career Technical Education, and dual enrollment courses. In fact, we have seen steady growth (nearly 5% growth last year) in the number of students who are "Proficient" in this indicator.

As the pathway programs expand and diversify in industry themes, we are investing in staff to ensure that every pathway sustains robust work-based learning and that relevant pathways provide access to trades and apprenticeships. We are also investing in coordination of local business connections and projects with schools, and investing in some KDOL staff time to support internships, video production, and other work-based learning with the Media pathway at Fremont High School and other high schools. Because we have several high schools with Health pathways, and because health careers are the most popular choice for our low-income students of color as reported in the annual Senior Survey, we are investing in program management for the health pathways.

LCFF Supplemental Funded:
- Business to Schools Coordinator, 0.2 FTE
- Linked Learning & CTE Director, 1.0 FTE
- KDOL Producer 0.25 FTE

A2.   Rigorous Academics (LEA-wide)

Our OUSD Graduate Student Profile describes a student who is a resilient learner, collaborative teammate, community leader, critical thinker, and creative problem solver. Based on this profile, we are developing authentic, performance-based assessments of student learning, culminating in the Senior Capstone Project, which involves field research, academic research writing, and an oral presentation on a meaningful topic chosen by the student. In 2018-19, 1,683 high school seniors participated in the Senior Capstone Project, and for the second year in a row, a common rubric was used to score 70 percent of the projects across all high schools. In 2018, 70 percent of participating students reported that the project provided useful skills as a researcher, as a presenter, and as a proactive learner. We are investing in continuing and deepening the Senior Capstone Project and the use of the common rubric that scores each student's project on the domains of Argument, Multiple Perspectives, Evidence, and Analysis.

We are also investing in support for and coordination of Advanced Placement (AP) and International Baccalaureate (IB) courses. AP courses are taught at a college level and prepare students for the corresponding AP tests in which scores of 4 or 5 on a 5-point scale can carry a semester or a year of college credit at participating colleges and universities. IB courses are

currently offered at Skyline High School, and can lead to an IB Diploma that helps to prepare students for the rigors of college. Equitable access to AP and IB courses is particularly important for our low-income, English language learner, and foster students, since many of these students will be the first generation in their families to go to college. We are also investing in access to quality computer science classes, with a focus on student groups that are underrepresented in computer science college majors and careers.

We are continuing to introduce computer science courses while students are in middle school and in their first year of high school. Computer science is now pervasive in our daily lives, and it is important that students become not only consumers of computer-based technologies but also creators. Early exposure to computer science, including coding, also enables students to enter rigorous college preparatory computer science Linked Learning pathways in high school with the prerequisite math and computer science knowledge and skills. In addition, the Intel project at Oakland Technical High School and McClymonds High School is specifically designed to increase the number of students from underrepresented groups who successfully complete advanced Computer Science pathways to college and career.

LCFF Supplemental Funded:
- Career Technical Education Performance Assessment Manager, 0.8 FTE

A3. College Counseling & Advising Students (LEA-wide)

College counseling and academic advising is particularly important for our low-income, English language learner, and foster students, since many of these students will be the first generation in their families to go to college. Most students report a desire and intention to go to college, but may not be familiar with the eligibility requirements, or how to navigate the complex application and admissions processes, financial aid and scholarship resources, and so on. We are investing in academic counselors and college and career specialists who develop and implement a comprehensive counseling program in our middle schools and high schools, support Credit Recovery during the school year and in the summer, counsel students on completing the A-G course sequence for college eligibility, support students in completing Financial Aid and college scholarship applications, and maintain the Future Centers at select middle schools and high schools with high proportions of low-income students and/or English language learners. Other aspects of college counseling and advising involves choosing and applying to colleges, so we continue to invest in maintaining the college recruitment networks and college fairs. We have developed data dashboards to assist counselors and students, including the On-Track to Graduation and individual Student Graduation Profile dashboards that are updated each grading period.

We also continue to invest in an Alternative Education Student Assignment Specialist who supports students transitioning to Alternative Education programs such as Independent Studies

or continuation high schools. The Alternative Education schools serve a disproportionate number of low-income and foster youth students as well as older newcomer students with higher needs.

LCFF Supplemental Funded:
- Alternative Education Program Specialist, 1.0 FTE
- Post Secondary Coordinator, 1.0 FTE
- Counselor, 36.4 FTE
- Master Schedule Manager, 1.0 FTE
- College & Career Readiness Specialist, 2.5 FTE
- Master Schedule Specialist, .6 FTE
- Executive Director, Counseling, .4 FTE

A4.   *Academics & Instructional Innovation, PK to Young Adult (LEA-wide)*

Amidst the COVID-19 pandemic, it is even more critical that OUSD stay the course with our Academic Focus in these key areas:

- Language and Literacy: Text-based Academic Discussion, Reading Complex Text, and Writing with Evidence, including for English;
- Language Learners and Academic Language Learners;
- Standards-Based Instruction: Instruction aligned to Common Core State Standards and Next Generation Science Standards, including districtwide standards-based benchmark assessments across all schools to the extent feasible in this unusual year;
- Conditions for Students: Integrated academic and behavioral Multi-Tiered System of Supports, with an emphasis on Tier I/Best First Instruction for all students; and
- Conditions for Adult Learning: Foundational professional learning for teachers in addition to investments specific to distance learning, including culturally responsive teaching practices, professional learning communities/collaboration, and sharing effective practices across schools.

Through an integrated and cross-departmental approach, all central office academic services will be implemented districtwide focused on a set of well aligned teaching practices, school leadership practices, and district organizational practices in our academic focus areas. Our approach will ensure that teachers and school leaders regularly collect and analyze multiple kinds of data about student performance and the students' experience of learning, and that the data are used in working with students, parents, and community to improve the school.

We will provide professional learning opportunities that are driven by our vision of quality teaching and learning. These opportunities will provide professional learning that models effective practices and promotes teacher leadership, that spurs independent and shared reflection, and that supports teachers to continuously evaluate and revise their classroom

practices to improve learning outcomes. We will ensure that our professional learning has a demonstrable impact on teacher instructional practice and on student learning.

LCFF Supplemental Funded:
- Local Control & Accountability Plan (LCAP) Coordinator, 0.8 FTE
- Visual & Performing Arts Director, 0.8 FTE
- Community Schools & Student Services Executive Director, 0.6 FTE
- English Language Learner & Multilingual Achievement Executive Director, 0.8 FTE
- Network Partners, 3.44 FTE
- Academics Executive Director, 0.6 FTE
- High School Instruction Executive Director, 1.0 FTE

A5. *School Improvement & Transformation (Schoolwide)*

School improvement and transformation work will include continued support for schools undergoing a multi-year change process, merger, or closure, as well as specialized transformation support for identified schools. The work will include:

- Reviewing the criteria that will determine which schools or clusters of schools go through the multi-year transformation process;
- Engaging with stakeholders (families, staff, school leadership, central leadership) to determine how the school redesign process should be implemented;
- Creating plans for how schools going through the transformation process;
- Working with school communities to implement the necessary changes;
- Evaluating the effects of redesign/transformation process on students, staff, and community;
- Coordinating central office adjustments and support for schools going through redesign; and
- Providing professional development and individual school support in the school redesign process.

LCFF Supplemental Funded:
- Innovation Program Manager, .60 FTE

A6. *Quality Instructional Program (LEA-wide)*

Our quality instructional program will continue to provide students with curricula that are meaningful and challenging to them, even as we navigate distance learning and hybrid instructional environments. Such curricula are shaped by student input, target students' assessed learning needs, and take advantage of student strengths and experiences. These curricula teach students about their own history and culture, and about those of others. Our curricula show how what is learned in school can help students to solve real problems in their

lives. For all newly adopted curricula, we provide training to teachers to support implementation. Recent adoptions include middle school science and extending the Adelante Advanced curriculum and embedded assessments to all dual language schools.

Our quality instructional program will ensure that all teaching is grounded in a clear, shared set of beliefs about how students learn best. Our quality instructional program will use instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.

Our quality instructional program will ensure that students know what they are learning, why they are learning it, and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e., with quality). It ensures that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.

LCFF Supplemental Funded:
- Elementary STEM Coordinator, 3.0 FTE
- Secondary Mathematics Coordinator, 1.0 FTE
- Secondary Science Coordinator, 1.0 FTE
- Elementary Literacy Coordinator, 3.0 FTE
- Secondary Literacy Coordinator, 2.0 FTE
- Teacher Coaches, 7.68 FTE
- Social Studies Specialist, 0.5 FTE
- K-12 Instruction Director, 0.8 FTE
- Peer Assistance and Review (PAR) Coach, 2.0 FTE

A7. Curriculum Resources (LEA-wide)

A quality instructional program ensures that curricula follow State and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular, standards-aligned benchmark assessments to track student progress. We have generated great interest and enthusiasm around our adoption process by including a robust opportunity for multiple teachers and school sites to pilot our potential curriculum. We then hold in depth feedback sessions to choose the highest quality curriculum that teachers and principals have had a chance to discuss and recommend. Additionally, our curricular resources must be implemented in a thoughtful, integrated learning system that includes the use of technology. Our students will have access to instructional technology which will provide a blended approach engaging them in their learning. Students will be able to further their studies of math, science, and language arts with the support of our instructional technology

licenses,instructional technology coordinator, and our computer technician who all work in concert with each other to bring an added educational experience to our students through technology.

LCFF Supplemental Funded:
- Instructional Materials Specialist, 1.6 FTE
- Coordinator of Instructional and Assessment Technology, 1.0 FTE
- Senior Computer Technician, 1.0 FTE
- Curriculum adoption costs

A8.   Research & Data Tools & Support (LEA-wide)

Our data team produces comprehensive online, interactive dashboards for SBAC results to measure learning and mastery of Common Core State Standards in English Language Arts/Literacy and Mathematics, and will produce our first dashboard for the new California Science Test (CAST) results to measure learning and mastery of Next Generation Science Standards. They also produce other reports and data tools on graduation and dropout, suspensions, attendance, reading, and other indicators included in our LCAP, and track and publish data usage of foundational data reports. Our Analytics Specialist for GIS Mapping provides data analysis and maps for the Citywide Plan and our Blueprint for Quality Schools, and for our Strategic Regional Analysis. In this pandemic year, this team is also exploring how to track and report on student assessments in a distance learning environment

LCFF Supplemental Funded:
- Analytics Specialist, GIS Mapping, .60 FTE
- Data Analyst (High School Pathways), 0.6 FTE
- Statistician, 0.6 FTE

A9.   College, Career & Community Readiness at School Sites (Schoolwide)

OUSD supports school sites in the development of plans to spend site LCFF Supplemental and Concentration funds in support of low-income students, English Language Learners, and foster youth. School sites selected from the following actions and services for to support college, career, and community readiness:

- Extended learning, including summer, extended day, and enrichment activities with a language focus
- Additional counselors
- Class size reduction
- Dual enrollment supports
- College and career readiness supports
- Pathway development and support

- AAMA/Latino Manhood Development Teachers
- APEX and Credit Recovery Teachers to support students to get on track for graduation
- Bilingual teacher recruitment
- Social Emotional Learning coaching and professional learning opportunities
- Advisory curriculum
- Library Staffing
- Books for classroom library collections and books sets
- Supplementary and intervention instructional materials

For details about each school's program and expenditures, please see the school's 2020-21 School Plan for Student Achievement (SPSA). A full summary of planned school site spending will be provided as a supplement to the LCP in fall 2020.

Actions Related to Part 3, Section 3A: College, Career & Community Readiness

Action Number	Description	Supplemental & Concentration Funds	Other Funds	Contributing*
3A-1	Fund positions described in 3A1: Pathway Programs.	$285,312		Y
3A-2	Fund positions described in 3A2: Rigorous Academics.	$301,530		Y
3A-3	Fund positions described in 3A3: College Counseling & Advising Students.	$4,729,319		Y
3A-4	Fund positions described in 3A4: Academics & Instructional Innovation, PK-Young Adult.	$1,552,065		Y
3A-5	Fund positions described in 3A5: School Improvement & Transformation.	$103,222		Y
3A-6	Fund positions and extended time described in 3A6: Quality Instructional Program.	$2,904,629		Y
3A-7	Fund positions described in 3A7: Pathway Programs.	$450,658		Y
3A-8	Fund positions described in 3A8: Research & Data Tools & Support.	$289,998		Y
3A-9	Fund positions and services described in 3A9: College, Career & Community Readiness at School Sites.	$5,615,162		Y

3B. Targeted Supports for Focal Student Groups

B1. Early Literacy Development (LEA-wide)

We are continuing to develop data analysis and data tools to monitor early literacy development for our students in TK/K through grade 3, the critical years for students to learn to read. Our Research Associate 0-8 focuses on providing data and tools to monitor literacy and learning in the early grades, and also conducts studies to evaluate the impact of Early Common Core Teacher Leaders, reading programs and interventions, and reading partnerships and supports. In addition, this Research Associate will update and expand data tools to link preschool experience and school readiness assessments to students entering TK/K.

The Academic Focus for language and literacy at all grade levels is to engage students with Text-based Academic Discussion, Reading Complex Text, and Writing with Evidence, including for English Language Learners and Academic Language Learners.

The Reading Clinic will continue to support Special Education students who are referred for intensive reading recovery intervention using research-based methods such as Lindamood Bell and SIPPS/Systematic Instruction in Phonological Awareness, Phonics, and Sight Words. We continue our goal to provide extensive and specialized professional learning to our Resource Specialists to implement research-based instructional strategies focused on literacy instruction. Each Elementary Reading Clinic Teacher works with students at three targeted school sites to provide intensive reading intervention instruction. In Middle School, there is a Reading Clinic classroom at Bret Harte that has been designed to support a reading workshop model so that small reading groups are implemented throughout the day.

LCFF Supplemental Funded:
- Early Childhood Data Associate, 0.08 FTE
- Transitional Kindergarten (TK) Tutor, 10.46 FTE
- Reading Clinic Teachers, 2.64 FTE

B2. Integrated Supports (LEA-wide)

Integrated supports are vital in supporting our targeted groups of students to become college and career ready. We organize our learning with integrated supports in mind because we know our OUSD students and can anticipate their learning needs and interests.

In addition to the academic and behavioral health supports explained in our LCAP goals, we designed built-in wrap around services like Advisory classes in secondary schools to ensure the time during the school day for students to create college and career plans; credit recovery

opportunities through after-school programs and summer school, and when needed through an alternative education approach. We also continue to provide home and hospital educational services and Independent Studies in grades K–12. Summer learning opportunities are offered at selected school site hubs throughout the city, and prioritize students in need of credit recovery and students who would benefit from a focus on reading acceleration.

LCFF Supplemental Funded:
- Home & Hospital Program Manager, .60 FTE
- Alternative Education Program

B3. *Progress Monitoring for Focal Student Groups (LEA-wide)*

In 2019-20, we will continue to publish a set of online foundational data reports for central office and site leadership that ensures data disaggregation for our six focal student groups -- Students with Disabilities, Unhoused/Homeless, English Language Learner, Foster, Pacific Islander, and African American students. One foundational report will be a Key Performance Indicators dashboard that shows leading indicators for our annual metrics, and is updated throughout the year. These reports will be reviewed from central office to school sites, using a data review protocol at specified times during the school year for the purpose of monitoring the progress of all students and of our focal student groups, and for determining what additional or adjusted intervention services that may be required.

Data tools allow for disaggregation by race/ethnicity, gender, English fluency and fluency subgroups (e.g., Newcomer, Long-term English Learner, Reclassified or Recently Reclassified, etc.), home language, special education status, foster youth status, unhoused status, low income status, grade level, etc.

We will also generate data profile reports at the central office level that are specific to our six focal student groups, and we will also look at overlapping groups (e.g., Newcomers who are also Unhoused, African Americans who are also Students with Disabilities) to monitor the effectiveness of coordinated services and supports. A key aspect will be monitoring progress on closing performance gaps for identified student groups, such as the data on disproportionate suspensions of our African American students and Students with Disabilities.

We will set targets for improvement and will monitor progress, reflect, and adjust our plans accordingly throughout the year. Research and data staff will provide access to quality data, analysis, reports, and tools to support central and school leaders and staff in monitoring student progress. This work also supports the evaluation of implementation and impact of key actions and services in our LCAP.

LCFF Supplemental & Concentration Funding:
- Research, Assessment & Data Executive Director, 0.6 FTE

- Data Analyst (Attendance, External Data Requests, Civil Rights Data Collection), 0.6 FTE

B4.   Additional School Site Staffing to Support High-Need Students (Schoolwide)

For the 2020-21 school year, OUSD is piloting an equity staffing allocation to provide our highest need schools with additional staff in key student support areas. Additional staff over and beyond the base were granted in the following areas:

- **Additional Assistant Principals at High-Need Schools:** Assistant Principal positions awarded over base to our highest need schools, based on schools' percent of duplicated LCFF students, percent of students on IEPs, and percent of students reading multiple years below grade level.
- **Additional Student Support Staff at High-Need Schools:** Additional student support positions (Community Schools Managers or Case Managers) awarded over base to our highest need schools, based on schools' percent of duplicated LCFF students, chronic absence rate, and percent of students reading multiple years below grade level.
- **Teachers to Support Late-Arriving Newcomers:** Additional teachers to support newcomer students expected to arrive at the school site after CALPADS Census Day.
- **Teachers to Expand A-G Course Access:** Additional teachers over base at high schools offering A-G courses to ensure that all students in need of an A-G course, including those recovering credits, can take the class.
- **Teachers to Reduce Class Size at High-Need Schools:** Additional teachers over base to reduce class size at schools where more than 90 percent of students are low-income, foster youth, or English Language Learners.

LCFF Supplemental Funded:
- Additional Assistant Principals at High-Need Schools, 15.0 FTE
- Additional Student Support Positions at High-Need Schools, 34.4 FTE
- Additional Teachers to Support Late-Arriving Newcomers, 16.2 FTE
- Additional Teachers to Expand A-G Course Access, 22.5 FTE
- Additional Teachers to Reduce Class Size at High-Need Schools, 9.2 FTE

B5.   Language & Literacy Development for English Language Learners

Teachers and school leaders have participated in professional learning to ensure that English Language Learners at all grade levels receive designated time every day for English language development (called Designated ELD), and that English language development is also integrated into daily lessons (called Integrated ELD) in every content area (e.g., English, Math, Science, Social Studies, Arts).

Our dual language (English/Spanish) programs provide a proven successful pathway for English Language Development and literacy for our English Language Learner students who speak

Spanish at home. These programs foster fluency and literacy in the student's home language while simultaneously developing fluency in speaking, listening, reading, and writing in English. Dual language schools develop fully bilingual and biliterate students, while accelerating English language development and supporting overall success in school.

Over the past five years, Oakland has experienced a dramatic increase in the number of Newcomer students arriving in Oakland and enrolling in our schools. Many of these students are older Unaccompanied Minors and refugee/asylee students whose enrollment quickly outpaced our preexisting Newcomer programs, especially at the middle school and high school levels. Our Director of Newcomer Programs oversees all of our Newcomer programs, including the placement and expansion of our secondary Newcomer programs and coordinated support services for Newcomer students.

LCFF Supplemental Funded:
- Newcomer Programs Director, .80 FTE
- Language Specialist, 1.2 FTE
- Spanish Literacy Specialist, 0.8 FTE

B6. *English Language Learner Assessment & Progress Monitoring*

One of the primary ways of monitoring English Language Learner progress is through annual progress on the state assessment for English language development and through monitoring English Learner reclassification as Fluent English Proficient (RFEP). Annual progress and reclassification are important. Students who make adequate yearly progress and are reclassified within 5-6 years tend to perform above the district average in academics and graduation rates. However, students who do not make adequate yearly progress are at risk of becoming Long-Term English Learners (LTELs), who have higher dropout rates and are more likely to be reading multiple years below grade level. For the past several years, OUSD has analyzed reading assessment data (Reading Inventory) and results from the state English language proficiency tests (California English Language Development Test/CELDT, now English Language Proficiency Assessment for California/ELPAC) to reclassify eligible students at two points in the school year (Fall and Spring), enabling these students to take a full schedule of English-only classes. Data dashboards and multiple-indicator student profiles are also provided on English-learner subgroups to support targeted interventions for Newcomer students, LTELs, and students at risk of becoming LTELs.

LCFF Supplemental Funded:
- Data Analyst (ELLs, Newcomers), .5 FTE

B7. *Supports for Focal Students at School Sites (Schoolwide)*

School sites selected from the following actions and services to support focal students:

- Academic Mentors/Instructional Assistants to support English Language Learners
- English Language Learner or Newcomer Teacher on Special Assignment
- Stipends for English Language Learner-focused Teacher Leaders and ELL Ambassadors
- Newcomer teachers and program supports
- Additional English Language Development teachers
- Language program design
- Heritage Language classes
- Staff to balance class size to maintain bilingual/dual language program model
- Supplies to support English Language Learner instruction
- Literacy Instructional Teacher Leaders and Teachers on Special Assignment
- Instructional support staff and reading intervention teachers
- Reading assessment, programs, and materials for struggling readers
- Staff and materials to support additional reading intervention classes
- Staff to support small group instruction and reading intervention
- Licenses and technology for blended learning reading intervention software
- Contracts to support reading intervention
- Extended day/enrichment for struggling readers to receive small group acceleration.
- Family engagement, incentives, and awards focused on reading campaigns and achievement
- Books for classroom libraries
- Library staff
- Academic mentors
- Supplementary English Language Development materials

For details about each school's program and expenditures, please see the school's 2020-21 School Plan for Student Achievement (SPSA). A full summary of planned school site spending will be provided as a supplement to the LCP in fall 2020.

Actions Related to Part 3, Section 3B: Targeted Supports for Focal Student Groups

Action Number	Description	Supplemental & Concentration Funds	Other Funds	Contributing*
3B-1	Fund positions described in 3B1: Early Literacy Development.	$685,404		Y
3B-2	Fund positions and services described in 3B2: Integrated Supports.	$4,114,804		Y
3B-3	Fund positions described in 3B3: Progress Monitoring for Focal Student Groups.	$241,670		Y

3B-4	Fund positions described in 3B4: Additional School Site Staffing at High-Need Schools.	$9,749,344		Y
3B-5	Fund positions described in 3B5: Language & Literacy Development for English Language Learners.	$401,886		Y
3B-6	Fund position described in 3B6: English Language Learners Assessment & Progress Monitoring.	$80,132		Y
3B-7	Fund positions and services described in 3B7: Supports for Focal Students at School Sites.	$5,881,542		Y

* Action contributes to the increased or improved services requirement for foster youth, English Language Learners, and low-income students

3C. Welcomed, Safe, Healthy, and Engaged Students and Families

C1. Behavioral Health (LEA-wide)

Our mission is to be a full-service community district that provides students with the conditions to learn and to thrive. We educate and serve the whole child, and integrate services and supports for physical, social-emotional, mental, and behavioral health with engaging learning opportunities and rigorous academics. We ensure that every school has developed a Culture and Climate Plan, and that every school is implementing its plan, and has a plan to reduce chronic absence and school disciplinary practices that remove students from classroom learning. We are monitoring that every school is following the Discipline Matrix and the Transforming School Culture handbook. We also provide training in trauma-informed practices so that teachers, school safety officers, and other staff can recognize the signs of trauma in our most vulnerable student populations. Our Attendance and Discipline Coordinator oversees our work in reducing truancy and providing Success Mentors for some of our highest needs, low-income students who are missing so much school that they are falling behind and becoming disengaged with school.

LCFF Supplemental Funded:
- Attendance & Discipline Coordinator, 0.8 FTE
- Behavioral Health Director, 0.8 FTE
- Behavioral Health Program Manager, 1.0 FTE

C2. Transforming School Culture & Climate (LEA-wide)

Positive school culture and climate creates the best conditions for learning, and fosters positive student-to-adult and student-to-student relationships. Transforming school culture and climate is an ongoing priority for central office and schools, and is focused on positive student

engagement rather than simply reducing suspensions. Restorative Justice practices such as classroom community building circles are designed to facilitate empathy among students through sharing of common experiences, hopes, and dreams. These circles are a component of our Whole School Restorative Justice Initiative through which we seek to foster caring relationships among diverse student groups in order to prevent harm and to create a safe space in the classroom for teaching and learning. These circles provide opportunities for check-ins, discussion of emergent issues, teaching of Social Emotional Learning standards (self-awareness, self-management, relationship skills, social awareness, and responsible decision-making), as well as explorations of identity, diversity, race, and culture. These circles are a primary strategy for prevention of bullying and harassment through fostering an appreciation of both similarities and differences. We have also trained more than 300 students including our All City Council in peer Restorative Justice practices, and monitor restorative practices in an updated online dashboard. We have seen positive results, including a reduction in out-of-school suspensions, from multiple years of coordinated Restorative Justice work in our schools, and continue to invest in this schoolwide approach.

We are continuing to invest in targeted programs and services for our focal student groups as well as for other groups for whom the universal Tier I instruction and behavioral supports are not enough to close performance gaps or eliminate the disproportionate suspensions for our African American students and Students with Disabilities. This includes our targeted work to support African American male and female achievement, as well as Asian Pacific Islander and Latino student achievement. All of these targeted groups are predominantly low-income (from 76 to 85 percent), and 59 percent of our 15,392 Latino students, 25 percent of our 389 Pacific Islander/Native Hawaiian students, and 41 percent of our 4,664 Asian students are also English Language Learners. We are continuing to support teachers for the Manhood Development Program and the Mastering Our Cultural Identity courses developed by the Office of African American Male Achievement and currently being replicated in other school districts, including San Francisco, Seattle, and Antioch. We are also maintaining our wraparound services specifically designed to support our Newcomer students and our Sanctuary District work.

We are integrating Behavioral Specialists and Instructional Support Specialists who work with Special Education students with Program Managers from Behavioral Health, Restorative Justice, Social and Emotional Learning and the Office of Equity to better address equity issues for the focal student groups, noting that there is considerable overlap and disproportionality among some of the groups. We are integrating cultural responsiveness into our professional learning for trauma-informed practices, Positive Behavior Interventions and Supports, and new modules to address implicit bias.

LCFF Supplemental Funded:
- Behavioral Health Program Manager, 2.0 FTE

- Behavior Specialist, 2.0 FTE
- Targeted Strategies Director, 1.0 FTE
- Targeted Student Intervention Specialist, 3.0 FTE
- Manhood Development Facilitators, 4.0 FTE
- Positive Behavioral Interventions & Supports (PBIS) Coach, 2.0 FTE

C3. *Safe & Healthy School Climate*

In addition to the many new measures being put into place to respond to the COVID-19 pandemic, we are continuing to invest in ongoing health-related services, including tobacco and drug prevention programs and direct health services provided by our school nurses and school-based health clinics. Chronic illnesses such as asthma disproportionately affect students who live and attend school in low-income neighborhoods, where students experience high levels of exposure to air pollutants (such as particles from diesel-fueled trucks).

Providing a safe learning environment that is free from violence is also core to our vision of a safe and healthy school. OUSD has committed to creating a thoughtful and inclusive process for developing an alternative safety plan for District schools as the District police force sunsets in December 2020. Re-envisioning the role of our School Security Officers (SSOs) is core to this work. In the interim, OUSD will provide 57 SSOs at schools located in neighborhoods with high crime rates and high levels of environmental stress. SSOs currently provide outreach to the community and help to ensure students and families feel safe at school. They are trained in trauma-informed restorative practices and understand how to recognize the signs of trauma in a student and how to de-escalate conflict. SSOs testify that they welcome the training and the more positive relationships they are able to build with students as a result of taking a restorative approach. In both their current and reimagined roles, they are an integral part of our approach to creating positive school culture and climate, and to implementing restorative rather than punitive practices, in support of positive behavior for children and adults. Many SSOs serve as mentors and buddies to students who are most in need. Next year all SSOs will continue to receive training in Restorative Justice, trauma-informed practices, social-emotional learning, and Positive Behavior Intervention and Supports.

LCFF Supplemental Funded:
- Health Services Coordinator, 0.6 FTE
- School Security Coordinator, 0.6 FTE
- School Nurse, 4.2 FTE
- Medi-Cal Program Manager, 1.0 FTE
- Tobacco Use Prevention Program Manager, 0.3 FTE
- School Security Officers, 57.0 FTE *(until transitioned to new roles)*

C4. Case Management

In our multi-tiered system of academic and behavioral supports, our Tier 3 interventions include case management support for the non-academic needs of our highest need students. This includes coordinated, individual supports for the following:

- Refugee and Asylee students and Unaccompanied Immigrant Youth who are fleeing violence, war, and persecution, and who frequently experience interrupted formal education. These students are also English language learners and many are unhoused/homeless or in transitional housing.
- Students who are chronically truant or absent and whose attendance is monitored by a community School Attendance Review Board (SARB), which meets with families to discuss barriers to attendance and to connect families to community resources through which families receive additional support. These students are overwhelmingly low-income.
- Foster Youth who receive coordinated services through case management.
- Juvenile Justice case management to support student transition from the Juvenile Justice Center to OUSD schools.
- Targeted prevention and intervention services for gang-impacted youth that also addresses neighborhood level violence that interferes with a student's well-being and school engagement. In addition, case managers help to provide technical assistance to schools with a focus on Foster Youth, Unaccompanied Immigrant and Refugee/Asylee Youth.

LCFF Supplemental Funded:
- Attendance & Discipline Network Liaison, 5.0 FTE
- Attendance & Discipline Program Manager, 1.0 FTE
- Attendance & Discipline Specialist, 0.8 FTE
- Juvenile Justice Coordinator, 0.5 FTE
- McKinney-Vento Program Assistant, 0.8 FTE

C5. Athletics (LEA-wide)

The Oakland Athletic League typically oversees schedules, bus transportation, supervision, coaching, supplies, and the wide range of athletic programs for girls and boys at the high schools and middle schools across the city. A large majority of students at these high schools and who play on OAL teams are low-income students, and for many of these students, high school athletics provides a pathway to high school graduation and college. The OAL upholds academic standards by requiring that student athletes maintain a 2.0 grade point average at every marking period and stay on track to graduate, and by promoting college eligibility requirements and scholarship information for students who seek athletic scholarships or want

to play on a college athletic team. National research findings show that high school athletes tend to stay in school and do better in school, and that most want to go to college. Due to the COVID-19 pandemic, OUSD's Fall 2020 athletic programs have been postponed. However, OAL staff continue to work with student athletes on transcript review for graduation requirements and NCAA eligibility. Coaches are also participating in professional development, including Positive Coaching Alliance workshops, Coaching Corps workshops, and peer coaching and mentorship trainings.

LCFF Supplemental Funded:
- Oakland Athletic League Assistant Commissioner, 0.6 FTE

C6.   *Student Leadership*

We continue to invest in student leadership through support for the All City Council (ACC) and its Governing Board, representing the voices of our middle school and high school students across the city, and providing real time feedback on the impact of LCAP actions and services intended for English Language Learners, Low-Income students, Students with Disabilities, Foster Youth, African American, Latino, Pacific Islander, and Homeless/Transitional youth. All City Council's Governing Board represents the Local Control Funding Formula student groups: 100 percent of governing board students receive free or reduced-price lunch; 40 percent are Latino and 40 percent are African American; 20 percent are English Language Learners and 10 percent are Newcomers; 20 percent are Homeless/Transitional Housing. ACC is an important vehicle for developing student leadership, including representation as student directors on the Board of Education, and as members of the LCAP Parent Student Advisory Committee. ACC convenes general meetings throughout the year, gives key student input on codesigning school culture and climate programs, menu planning for nutrition services and wellness, and informing accessible credit recovery programs, to name a few, and convenes youth leader retreats to design the annual student action research project on a meaningful issue facing Oakland students.

LCFF Supplemental Funded:
- Student Engagement Specialist, 1.0 FTE

C7.   *Communications with Our Community (LEA-wide)*

Communications with families, students and community members is critical to engaging the parents and families of our English learner, low income, and foster youth students. Half of our diverse families and students speak a language other than English at home (57 different languages). It is a priority to provide translation for the major languages for written communications sent home to families and community newsletters posted on our website, as well as to provide two-way translation services at Board of Education meetings and at district or regional community engagement events. It is also important and necessary to have bilingual

enrollment specialists in the Student Welcome Center where families go to enroll their children in OUSD schools, and to have initial English language assessment for our incoming students.

The District continues to invest in communications, family engagement, public website development, and translation services, supported by strong recommendations by our LCAP Parent Student Advisory Committee (PSAC) for additional translation services and engagement efforts. These investments are in the form of additional translators, family engagement staff, community engagement specialists, increased communications online and in print, and parent leadership development. The central function of our family engagement department is to provide schools with support to create and implement robust family engagement plans. These plans include access to family education, insights and direct support to specific educational topics relevant to the success of our students according to their grade-spans, and connections to community services that may support the family to be more engaged within the school community. Translation is provided for all community engagement events and materials are provided in home languages of Spanish, Chinese, Vietnamese, Khmer (Cambodian), and Arabic. We are also continuing to pilot a home language text messaging system that enables two-way texting communication with families at 45 schools, in their home languages (Talking Points). In 2019-20, we launched a Parent Portal for online distribution of individual student score reports for all state tests in English Language Arts/Literacy, Mathematics, and Science, as well as for California Alternative Assessments for some of our students with disabilities. For the first year of the Parent Portal, we also mailed home letters and score reports.

LCFF Supplemental Funded:
- Communications Director, 0.6 FTE
- Student Assignment Counselor, 6.95 FTE
- Translators, 8.5 FTE

C8.   Parent & Family Engagement (LEA-wide)

Parents and families play a critical role in the education of their children. The greater the level of family engagement in academics and in the governance of the school, the greater the benefit to students and to the culture and climate of the school. Family engagement has a positive impact on student outcomes, especially in schools that serve large proportions of low-income, English language learner, and Foster youth students. Community School Managers play a role in connecting families with the school and help to provide access to parent education opportunities. They help to create a welcoming, culturally and linguistically inclusive environment for diverse parents and families. Community Engagement specialists support our LCAP Parent Student Advisory Committee as well as our LCAP Foster Youth Advisory Committee, District English Language Learner Committee, and our Community Advisory Committee for Special Education. Family Engagement specialists provide School Site Council

trainings including for parent representatives, and support schools in implementing the district's school governance standards and family engagement standards.

LCFF Supplemental Funded:
- Student Assignment Director, 0.6 FTE
- LCAP Engagement Program Manager, 1.0 FTE
- District Family Engagement Specialist, 4.0 FTE
- Family & Community Engagement Specialist, 1.0 FTE

C9. School Site Supports for Student & Family Engagement (Schoolwide)

School sites selected from the following actions and services to support student and family engagement:

- Family engagement activities such as workshops, incentives, and awards
- Parent liaisons and community coordinators
- Student Advisors
- Recess coaches and positive play supports
- Additional staff to support student engagement and positive behavior
- Community Schools Managers and Teacher Leaders
- African American Male Achievement (AAMA) program
- Restorative Justice programs and supports
- Psychologists and mental health supports

For details about each school's program and expenditures, please see the school's 2020-21 School Plan for Student Achievement (SPSA). A full summary of planned school site spending will be provided as a supplement to the LCP in fall 2020.

Actions Related to Part 3, Section 3C: Welcomed, Safe, Healthy, and Engaged Students and Families

Action Number	Description	Supplemental & Concentration Funds	Other Funds	Contributing*
3C-1	Fund positions described in 3C1: Behavioral Health	$478,529		Y
3C-2	Fund positions and services described in 3C2: Transforming School Culture & Climate.	$2,242,769		Y
3C-3	Fund positions described in 3C3: Safe & Healthy School Climate.	$4,357,846		Y

3C-4	Fund positions described in 3C4: Case Management.	$1,056,605		Y
3C-5	Fund position described in 3C5: Athletics.	$102,521		Y
3C-6	Fund position described in 3C6: Student Leadership.	$140,317		Y
3C-7	Fund positions and services described in 3C7: Communications with Our Community.	$1,664,866		Y
3C-8	Fund positions and services described in 3C8: Parent & Family Engagement.	$909,899		Y
3C-9	Fund positions and services described in 3C9: School Site Supports for Student & Family Engagement.	$4,604,377		Y

* Action contributes to the increased or improved services requirement for foster youth, English Language Learners, and low-income students

3D.   High-Quality Staff

D1.   Teacher Recruitment Pipelines & Retention Programs (LEA-wide)

Based on our local data, our Parent Student Advisory Council (PSAC) inquiry on teacher retention in 2016-17, and our reflections as an organization, teacher recruitment and retention is a top priority. This need to hold onto and develop our teachers is greatest in our schools with the highest concentrations of low-income students, English Language Learners, and foster youth and the highest concentrations of new teachers with lower retention rates. This is a critical need because teacher turnover has a negative impact on the effectiveness of our professional development, new teacher supports, teacher collaboration, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance.

Given the statewide teacher shortage, OUSD is investing in growing our own teachers through building pipelines for OUSD community members and staff (classified staff, special education paraeducators and instructional support specialists for special needs students, after-school providers, substitute teachers) to become teachers. They often live in Oakland and match the racial/ethnic, cultural, and linguistic diversity of our students. We will continue to provide and grow our four recruitment pipeline programs: Classified to Teacher, After-school to Teaching, Visiting Teacher, Maest@s Teacher Program (for Latino candidates, our most underrepresented teacher ethnicity relative to our student makeup), while maintaining our contract with Teach

for America and continuing the Newcomer teacher residency at Oakland International High School.

Using findings from our first and second annual Staff Engagement and Retention Survey (Spring 2018 and 2019), we are developing and implementing recommendations to support teacher retention, with special attention to quality professional learning for teachers, especially new teachers.

LCFF Supplemental Funded:
- New Teacher Support Coordinator, .80 FTE
- School Partners, 1.6 FTE
- Teacher & Leader Growth & Development Specialist, 1.0 FTE
- Recruitment & Retention Specialist, 1.4 FTE

D2.   Teacher Collaboration Time

OUSD began providing an additional 30 minutes per week for teacher collaboration in 2016-17, adding time to the early release day for teacher collaboration, planning, and professional development.The investment across the district principally supports the needs of teachers who serve students who are low-income, English Language Learners, or foster youth. While teachers at all schools are provided the additional collaboration time, 78 percent of our student population qualifies as unduplicated students. We know that teacher collaboration is a key to improving classroom instruction and to continuous school improvement, and particularly benefits new teachers. This dedicated time for teacher collaboration is particularly relevant for our schools that serve students who are furthest from opportunity.

This strategy is supported by research on professional learning in high-performing systems. Studies find that the most effective professional development consists of regular cycles of inquiry, led by and for teachers, and focused on the progress and needs of individual students. Through these inquiry cycles, teachers look at student data and student work, and make adjustments to their curriculum, instruction, and ways of assessing student learning in order to better reach and teach all students, and to accelerate learning for those who are performing below grade level standards in literacy, mathematics, science, and other content areas.

D3.   Business Analytics (LEA-wide)

Our Business Analytics Team (formerly called the Human Capital Data Team) manages our staffing data and is beginning to bring in fiscal data to look together at staffing and budget data. This team helps to monitor our progress in recruiting and retaining teachers and school leaders, particularly in our hard-to-staff schools located in neighborhoods with high environmental stress factors, and in hard-to-fill content areas such as secondary Math and Science, and Special Education, as well as bilingual teaching positions. This team specializes in analyzing human

capital and fiscal data from Escape, our finance and staffing data system. The team also creates data analysis and tools to explore results of our annual OUSD Staff Engagement and Retention survey first launched in 2017-18.

LCFF Supplemental Funded:
- Human Capital Reporting Specialist, 0.6 FTE
- Director of Business Analytics, 0.6 FTE

D4. *Teacher Professional Learning (LEA-wide)*

Our quality Instructional program will make sure that teachers work together in professional learning communities—to develop common lessons, to build a shared understanding of how students are progressing, and to coordinate assistance or interventions for students. This approach will be implemented and supported by our Literacy Coordinators, our STEM Coordinators, and our Teacher Coaches who will also provide support to our Special Education teachers. We will:

- Provide support to teachers with curriculum development and assessment on implementing the Common Core Standards and Next Generation Science Standards using a project based learning approach.
- Provide foundational professional development.
- Provide coaching for teachers.
- Track attendance of first-year teachers at foundational professional development.

LCFF Supplemental Funded:
- Professional Learning extended contracts

D5. *School Site Staff Development and Supports (Schoolwide)*

School sites selected from the following actions and services to support staff development and retention:

- Professional development in literacy
- Professional development in other areas
- Professional Learning to support English Language Learners and Newcomers
- Instructional Teacher Leaders
- Teachers on Special Assignment (TSAs)
- Extended contracts for teachers to participate in Professional Learning Communities (PLCs)

For details about each school's program and expenditures, please see the school's 2020-21 School Plan for Student Achievement (SPSA). A full summary of planned school site spending will be provided as a supplement to the LCP in fall 2020.

Actions Related to Part 3, Section 3D: High-Quality Staff

Action Number	Description	Supplemental & Concentration Funds	Other Funds	Contributing*
3D-1	Fund positions described in 3D1: Teacher Recruitment Pipelines & Retention Programs.	$853,904		Y
3D-2	Fund services described in 3D2: Teacher Collaboration Time.	$6,206,872		Y
3D-3	Fund positions described in 3D3: Business Analytics.	$203,454		Y
3D-4	Fund services described in 3D4: Teacher Professional Development	$2,350,000		Y
3D-5	Fund positions and services described in 3D5: School Site Staff Development and Supports.	$6,765,200		Y

* Action contributes to the increased or improved services requirement for foster youth, English language learners, and low-income students