

## OUSD Demographics

### 1. Contact information

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### 2. Demographics: Please provide a summary of your district's/LEA's student demographics, including: (data from 2019-20)

- Number of students served: 49,245 (district-run and district-authorized charter schools)
- Race/ethnicity of students:
  - 44% Latino
  - 23% African American
  - 12% Asian
  - 12% White
  - 5% Multi-ethnic
  - 1% Pacific Islander
  - 1% Filipino
- Percentage of students qualifying for free and reduced-price lunch: 71.2%
- Percentage of students classified as English learners: 32.9%
- Percentage of students with IEP or 504 plans: 16.4% (served by OUSD SELPA)
- Other relevant information, as applicable:
  - 45% of 4,566 Gr. 6-12 ELLs are Long Term English Language Learners
  - 50.7% speak non-English home language
  - 2,978 Newcomers
  - 72.6% 4-year cohort graduation rate in 2018-19
  - 59.5% high school graduates from 2018-19 attended college in Fall 2019

## OUSD Narrative

### Problem & Opportunity

1. **What opportunities does your school district see in the current pandemic to reimagine systems of teaching and learning and/or reprioritize social and emotional dimensions of learning? Are these opportunities reflected in your plans to reopen schools in the fall? If so, how? (max 250 words)**

Our Learning Continuity and Attendance Plan (LCP), reflecting provisions in state Assembly Bill 77 and Senate Bill 98 and dialogue with students, families, staff, and community partners, details how we will provide quality learning opportunities (in-person or virtual) and support the needs of students and staff this school year. Our plan centers on these strategies: 1) centrally-led Strong Start Plans providing academic and SEL content; 2) standards-based distance learning curricula; 3) streamlined distribution of and support for instructional technology; 4) ongoing professional learning to support distance learning; and 5) Special Education and English Language Learner supports. Rising COVID-19 cases and state monitoring required us to begin the year in distance learning. Despite our best thinking and development of systems of supports, including prioritizing SEL, attendance data reveals that historically marginalized and vulnerable high school students continue to be disproportionately affected by COVID—specifically Black and Latinx students, unhoused, English language learners, Newcomers, foster youth, those with special learning needs; and in far too many instances, those who also endure food and housing insecurity. This reality presents an opportunity for us to: 1) develop a coherent, aligned approach to address the root causes through an equity and SEL lens; 2) shift adult mindset to intentionally address and dismantle systemic racism and white supremacist culture; and, 3) identify and elevate pedagogy that promotes social, emotional, and intellectual development in ways that affirm youth identity, belonging, purpose, and agency.

2. **List the persons who will be responsible for administering this grant and leading planning efforts within your school district. (Note: We recommend a 3-5 person team, led by a superintendent designee at the cabinet level with expertise and responsibility for SEL, equity and community engagement. In addition, applicants should select and engage a small but effective cross-sector planning team of their choosing. The team should include willing and capable district and school leaders, educators and other “end users” who support SEL and innovation. The team as a whole should be able to help identify problems faced by other end users, such as local civil rights, community and advocacy organizations.) (max 250 words)**

**Lead Team**—Members of our lead team are key to the implementation of our district’s Learning Continuity and Attendance Plan:

1. Sondra Aguilera, Chief Academic Officer
2. Nicole Knight, Executive Director, English Language Learners & Multilingual Achievement
3. Jennifer Blake, Executive Director, Special Education & Programs for Exceptional Children
4. Jerome Gourdine, Director, Student Achievement, Office of Equity
5. Trish Anderson, Specialist, Homeless Youth Program, Community Schools & Student Services
6. Sonny Kim, Coordinator, Social and Emotional Learning, Academics & Instructional Innovation

**Cross-sector Planning Team**—We envision this team to represent cross-section of central office and high school stakeholders, perspectives, and voices, such as:

- High school regular and SpEd classroom teachers
- High school site administrators
- High school students
- High school parents/care providers
- Community-based organizations who serve target youth populations—Black, Latinx, unhoused, English language learners, Newcomers, foster and unhoused youth, those with special learning needs, and after-school program providers
- Academics & Instructional Innovation Department, High School Linked Learning Office, and Research, Assessment, & Data Department

This lead team and cross-sector planning team both represent our commitment to not only greater overall equity that is driven by self-reflection and data, but also building a system-wide understanding of equitable design principles, and building our long-term capacity to create safe, supportive, culturally sustaining, and equitable learning environments system-wide that cultivate the social and emotional competencies of both students and adults.

### **Equitable design and stakeholder engagement**

We seek applicants interested in using equitable design to work within a cross-sector team to identify complex problems, develop a deep and nuanced understanding of the needs and interests of educators, students and families, and generate new solutions based on diverse perspectives. Prior experience with human-centered or equitable design is not required.

3. **How did your district consider equity when developing its plans to reopen schools? How might the resources and support in this grant strengthen your district's focus on equity, as reflected in your reopening and recovery plans?** For the purpose of this application, we define equity as ensuring that all students receive the support and resources they need to be successful, regardless of race, socioeconomic status, sex, gender identity, sexual orientation, citizenship status or other characteristics. (max 250 words)

Our distance learning experience in spring 2020 magnified the long-standing need to disrupt the inequitable ways our systems were meeting the social, emotional, and intellectual needs of our historically marginalized and vulnerable students. As part of preparing for this school year in a blended learning (combination of in-person and distance learning) model, we developed an equity framework that set forth equity-centered conditions and a process for school leaders to ground their decision-making: 1) all students and families are provided what they need to fully access and thrive in both distance and blended learning contexts; 2) prioritize in-person instruction for students who are most vulnerable and furthest from opportunity; and, 3) provide differentiated support based on student need. The equity conditions were instrumental in grounding our Starting Strong Together plans and Learning Continuity and Attendance Plan with a focus on equity. In fact, all school sites have identified an Equity-Family Navigator who is charged with improving and problem-solving the challenges of communication, access, and engagement with our families during distance learning.

We are keenly aware of the complexity of the multiple challenges before us. The resources and assistance provided by the grant would support our current efforts to:

- fine-tune and deepen our understanding of the cultural and contextual influences—outside and inside the classroom—that impact our students and our teachers.
- apply this understanding to identify goals and strategies for implementing SEL in ways that will be in service of creating equitable learning environments for students and adults.
- adopt targeted and continuous efforts to dismantle systemic racism and support adults to shift from a deficit-based mindset to a strength-based mindset.

#### **Budget summary**

- 4. How do you propose to spend up to \$50,000 in planning grant funds to support your team's success? Include a summary with more supporting detail using this budget template.** Education First will help selected grantees finalize their budgets. In the budget template, indicate the primary budget categories and activities you would undertake. Applicants may indicate in-kind resources such as executive time to participate in the grant) and related grants/expenditures from other sources.

Uncertainty continues to challenge teachers, students and their families. In order for us to be responsive and adapt to changing and challenging conditions, communication with our stakeholders is critical. Four weeks into the school year, we are experiencing the real challenge of connecting with our historically marginalized and vulnerable student populations and learning from them about their experiences with distance learning. Without their voice and stories, we risk perpetuating existing inequities, or worse, creating new ones that further remove them from educational access and opportunity to the social and emotional support and other resources they need to be successful.

With this in mind, a large portion of the funds will be devoted to conducting a districtwide and community awareness, listening, and learning campaign involving high school youth and their families, teachers, school administrators, school support staff such as Community School Managers and Equity-Family Navigators, and community-based organizations such as First Place Youth, Youth Uprising, and Californians for Justice who serve our target youth groups. The campaign would involve a series of listening sessions and focus groups with the purpose of:

- Developing a nuanced understanding of the cultural and contextual influences of our youth;
- Understanding from the youth and family perspective the ways in which they feel connected or disconnected from school;
- Learning and documenting effective classroom pedagogy from both the teacher and student perspectives; and,
- Listening to participants' ideas for reimagining how we do school.

## **NoVo RFP Planning Grant**

### **PROJECT BUDGET**

**Instructions:** How do you propose to spend up to \$50,000 in planning grant funds? How will these expenditures support your team's success? We understand it's early in the process, so we expect the categories and numbers to be rough estimates. The objective is to show us how you are starting to think about using initial funds.

<b>Proposed Project Budget Planning Template</b>	<b>Proposed Budget</b>
Stipends for teachers, school site administrators, and school site support staff (e.g., counselors, TSA's, after-school staff, Community School Managers, Equity-Family Navigators) participation in listening session/focus groups	<b>\$10,000</b>
Payroll Taxes & Employee Benefits: approx. 40%	<b>\$4,000</b>
Stipends for student and parent/care-provider participation in listening sessions and focus groups	<b>\$14,000</b>
Translation support for listening sessions/focus groups	<b>\$3,000</b>
Training sessions focused on listening session/focus group design and facilitation	<b>\$10,000</b>
Consultant: Generate report and supporting documentation (slide deck, infographic, etc) based on information gathered from listening sessions/focus groups	<b>\$9,000</b>
<b>Total Project Budget</b>	<b>\$50,000</b>

OUSD Staff Note 1/22/21:

With regards to your (ER) request for a copy of the grant application, I (SUN-CHUL KIM) want to bring to your attention that the grant application only requested a budget for \$50,000 (for Phase 1 of the work), and not the full \$200,000. A budget for the balance of the grant (\$150,000) will be developed as part of an implementation plan which is currently under development.