



COMMUNITY SCHOOLS & STUDENT SERVICES DEPARTMENT

June 12, 2019

Dear Education Partnership Committee Members:

Thank you for the opportunity to present about OUSD's Community Schools approach and related programs - Attendance, Restorative Justice and Health/Wellness as it related to proposed funding under the Sugar Sweetened Beverage Tax for nutrition, obesity prevention education and physical education/active lifestyle.

Please find enclosed materials in follow-up to your questions from the May 20, 2019 meeting as follows:

- Full Service Community Schools in Oakland (Brief): Healthy Schools, Thriving Students - Key Themes in Community Schools
- Addressing Chronic Absence Overview and Case Study
- City Supported/Aligned Programs by School Site - 2019-20
- Follow-Up to Councilmember Kalb's Question About Tracking Reasons for Absence
- Restorative Justice Participation 2018-19 - Demographic Analysis
- OUSD Nutrition & Wellness Presentation to the SSB Community Advisory Board - November 2018
- OUSD Request for Funding Memo to SSB Community Advisory Board - December 2018
- OUSD Request for Funding Memo to SSB Community Advisory Board - February 2019
- OUSD Request for Sugar Sweetened Beverage Tax Funding to City Council - June 2019
- OUSD Health and Wellness: Alignment, Scale and Impact Infographic

Please let us know if you have any further questions or requests for information.

Respectfully,

Mara Larsen-Fleming, MPH, Director, Health & Wellness, OUSD

CC: Dr. Kyla Johnson-Trammell, Superintendent
Aimee Eng, President, OUSD School Board
Curtiss Sarikey, Chief of Staff



FULL-SERVICE COMMUNITY SCHOOLS IN OAKLAND

In each of Oakland's full-service community schools, the mix of programs, services, and supports reflect the unique assets and needs of the students and families served.

Healthy Schools, Thriving Students: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland's stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.

What follows are the key elements of vibrant and supportive community schools, which are featured in more detail in our community schools stories (see accompanying pieces), and can be seen throughout all schools in Oakland.



Students at Coliseum College Prep Academy celebrate their college acceptances

Tight Integration and Coordination of Services

Successful community schools have developed the systems, strategies, and culture to manage and coordinate the range of services offered to maximize their impact on student success. Close attention to the integration and coordination of services can reduce students' time out of class and provide for ongoing evaluation and refinement of schedules and activities.

Community School Managers and site-based teams play an important role in this process, connecting school leadership with leaders from key partner organizations and service providers. Coordination of Service Teams (COST), for example, create a structure for staff to discuss student needs and then create a coordinated plan that activates appropriate services.

Community schools stories in which we see these themes highlighted include Roosevelt Middle School, Coliseum College Prep Academy 6-12, and Oakland Technical High School.

Strategic Partnerships

At their core, community schools are about partnerships – tapping into the capacities, expertise, and talents of area agencies, community colleges and universities, businesses, and nonprofits to provide students and families with the diverse array of supports that are critical to students' success.

Although the mix of partners varies by school site, key services and supports that are typically provided through strategic partnerships include: healthcare, including mental health services; after-school programs; expanding learning opportunities through internships and specialty classes (robotics or STEM, for example); mentorships; and structured opportunities for students to explore and prepare for post-secondary education options.

Community schools stories in which we see these themes highlighted include Martin Luther King, Jr. Elementary School, Roosevelt Middle School, and Coliseum College Prep Academy.

Shared Leadership

Each of the schools profiled in our community schools stories has invested time and resources to developing a shared vision for student and school success and each has nurtured shared leadership to support the implementation of that vision. Parents, teachers, site leaders, students, and community partners all have a role to play in a distributed model of leadership.

Practicing shared leadership allows schools to tap into the diversity of talents and viewpoints on campus and to cultivate the broad and deep support for programs and strategies that are critical for sustained success, even during times of staff transition.

Community schools stories in which we see these themes highlighted include Martin Luther King, Jr., Coliseum College Prep Academy, and Ralph Bunche High School.

Connecting to Neighborhood and Community

Community schools don't just exist within a neighborhood; they become part of their neighborhood, leveraging local resources and contributing to the improvement and safety of their surrounding community.

Participation in neighborhood and community service activities, connecting to larger issues of social justice and equity, and partnering with local community-based organizations are all strategies that are being employed by Oakland's community schools. Deepening connections to the surrounding neighborhood and broader community has the added benefit of increasing the understanding and cultural competency of school staff.

Community schools stories in which we see these themes highlighted include Coliseum College Prep Academy and Martin Luther King, Jr.

Personalized, tech-based learning at Roosevelt



Commitment to Staff Diversity

In a city with the cultural, linguistic, and economic diversity of Oakland, it's important that the adults on campus – teachers, administrators, and support staff – reflect the diversity of their student population and understand the rich history and cultural influences of the neighborhood in which their school is located. While many of our schools – like schools around the country – still struggle to recruit and retain a diverse pool of teachers and administrators, our community schools are making important steps in that direction, as evidenced by the leadership of staff of color at each school and the investment in community school staff that are from Oakland and that speak the home languages of the parents and students.

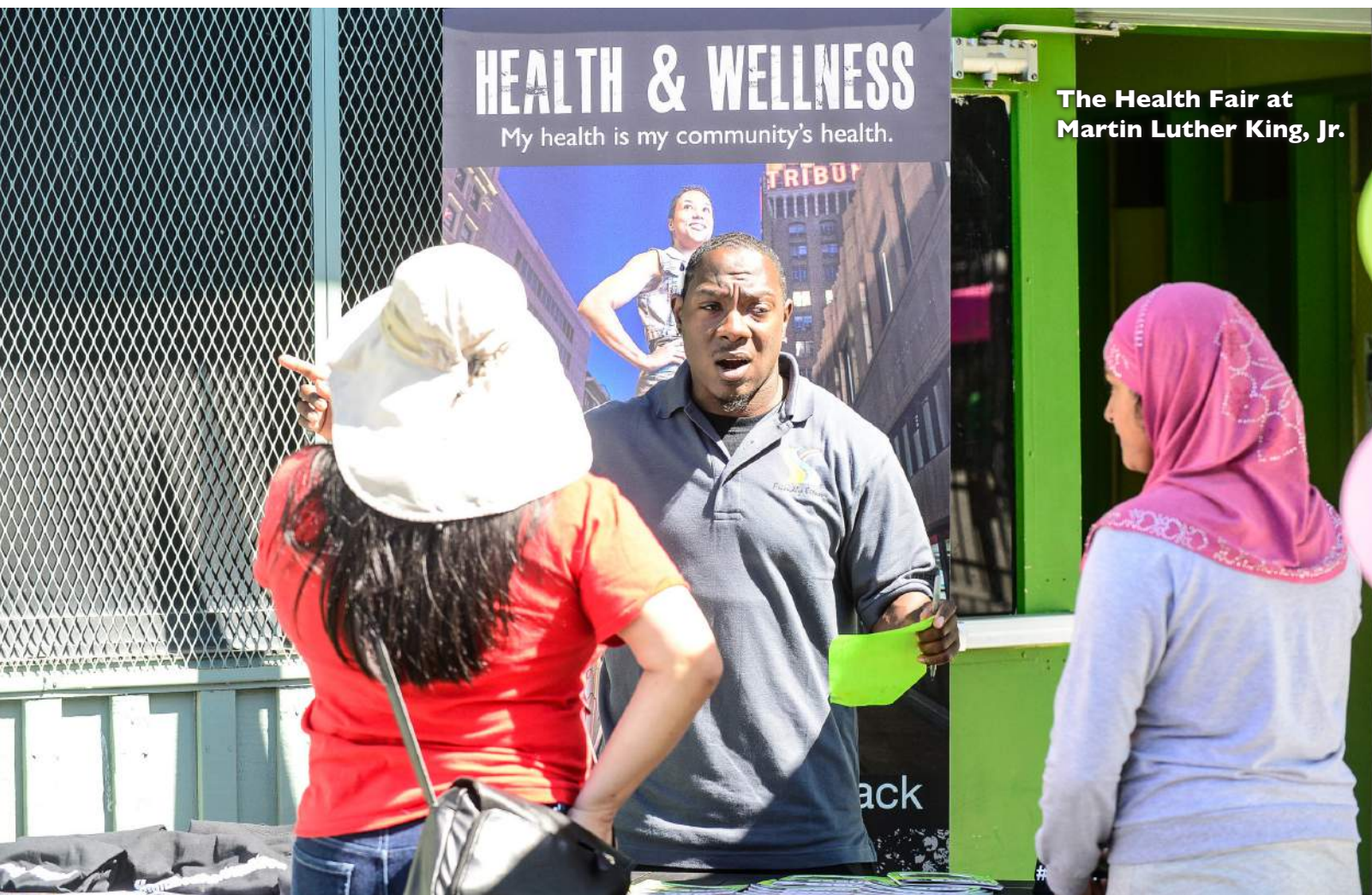
Community schools stories in which we see these themes highlighted include Roosevelt Middle School and Coliseum College Prep Academy.

Support for Students' Social, Emotional and Mental Health

Many of our families grapple with multiple challenges that have a direct impact on students' ability to be in class on time and ready to learn. Immigration status puts some parents at risk of arrest and deportation. Economic insecurity translates into missed meals, frequent moves, and periods of homelessness.

Gun violence, which is all-too-familiar in some of Oakland's neighborhoods, contributes to trauma and a deep sense of loss and insecurity. Each of these community schools has invested heavily in providing students — and at times their families — with an array of social-emotional supports: mental health professionals on staff and available through partner organizations, support groups for students dealing with similar life challenges, training in trauma-informed practices for teachers and staff, and one-on-one support for students through mentorships and other adult-student relationships.

Community schools stories in which we see these themes highlighted include Roosevelt Middle School, Ralph Bunche High School, and Oakland Technical High School.



**The Health Fair at
Martin Luther King, Jr.**



The Health Center at Roosevelt

Promoting Physical Health and Well-Being

Understanding the link between student health and academic success, community schools provide a wide-range of programs and services to address students' medical, dental, and behavioral health needs. School-based health centers often serve as primary care providers for many students, helping to manage chronic health concerns, like childhood asthma, as well as providing routine care, such as immunizations and physical exams.

Health center staff members are part of school-based teams to ensure coordination of services and to minimize student time outside of class. Annual health fairs, community gardens, and workshops on everything from healthy eating to managing stress and positive discipline practices are also part of fostering a culture of healthy living among students and their families.

Community schools stories in which we see these themes highlighted include Roosevelt, Coliseum College Prep Academy, and Martin Luther King, Jr.

Partnership with Parents

Decades of research point to the essential role parents play in students' academic success. Community schools featured in our community schools stories, like schools throughout Oakland, are implementing programs and strategies to build relationships between parents and school staff and provide parents with the tools and capacities they need to support their children.

Among the many strategies being employed in our community schools: parent-teacher home visits, parent education classes, partnering with parents in Restorative Justice circles and other positive discipline strategies, parent resource centers, Parents Raising the BAR [Behavior, Attendance, & Reading] trainings, workshops on understanding the Common Core State Standards or college admissions and financial aid, and school-wide events that bring families on campus to explore and learn together, develop strategies to address school or neighborhood equity concerns, and celebrate the rich diversity of school communities.

Community schools stories in which we see these themes highlighted include Coliseum College Prep Academy, Martin Luther King, Jr., and Ralph Bunche.

Expanded Learning

The traditional school day and school year often do not provide students with enough time to master academic standards and ensure they are on a path towards graduating college- and career-ready. Expanded learning time also creates opportunities for students to explore educational opportunities beyond their campus and community.

After school programs that combine enrichment activities with academic supports are a common use of expanded learning time. Other effective strategies include summer academic and enrichment programs (both on school sites and off campus) and computer-based tools that allow students to accelerate learning and advance at their own pace.

Community schools stories in which we see these themes highlighted include Coliseum College Prep Academy, Martin Luther King, Jr. Elementary, and Roosevelt Middle School.

Culturally Responsive and Restorative School Culture

Community schools are embracing strategies and practices that promote a positive and supportive school culture. Restorative Justice practices and Positive Behavior Intervention and Supports (PBIS) are being used to build community, foster authentic and respectful communication, and to provide alternatives to harsh discipline policies.

Gender and race-specific circles and groups are creating a culturally responsive space to support students' social-emotional needs, and mentors and counselors are providing students with additional caring adults on campus to whom they can turn for advice and support. Through the African American Male Achievement Initiative's Manhood Development Program, several schools have introduced a unique academic mentoring model designed and implemented by and for African American males.

Community schools stories in which we see these themes highlighted include Ralph J. Bunche High School and Oakland Technical High School.



A student in the garden at Martin Luther King, Jr. Elementary



Students in Coliseum College Prep Academy's Family and College Resource Center

Fostering a College-Going Culture

For many students, particularly those who will be the first in their families to go to college, preparation for post-secondary options and success requires the development of a range of supports, services, and activities that make attending college not only expected, but possible.

Developing a college-going culture begins in elementary school and includes talking about college and setting clear expectations about college attendance; it includes providing students, particularly during the high school years, with the range of information and resources that is necessary to help them navigate the complex college admissions and acceptance process, including financial aid. It also involves supporting families, many of whom rely on their older children for practical support with siblings and with income, and struggle with the emotional challenges associated with a student leaving home for the first time.

Community schools stories in which we see these themes highlighted include Coliseum College Prep Academy 6-12 and Oakland Technical High School.



To learn more about about Oakland Community Schools, read our five community schools stories covering these schools: Martin Luther King, Jr. Elementary School, Oakland Technical High School, Roosevelt Middle School, Ralph J. Bunche High School, and Coliseum College Preparatory Academy.

HEALTHY SCHOOLS, THRIVING STUDENTS: Key Themes in Community Schools

A full-service community school shares much in common with one of Oakland’s stately old oaks. Just as our beloved oaks need deep roots and healthy branches to grow and thrive, our schools need to be rooted in caring, respectful relationships and to cultivate strong partnerships if they are to provide students with the safe and supportive environment they need to be successful inside and outside of school.



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

FULL SERVICE COMMUNITY SCHOOLS
communityschools@ousd.org
www.ousd.org/communityschools

This community schools story would not be possible without the partnership of Atlantic Philanthropies (funding), Roberta Furger (writing), Hasain Rasheed (photography), Cathy Barragan (design), and the Oakland Public Education Fund (project coordination).

NEW FOCUS AREA: ADDRESSING CHRONIC ABSENCE

In 2017, OUSD revised its community school priorities to include a deeper focus on addressing chronic absence. Recognizing attendance as a key indicator for student success, district and school leaders wanted to leverage community school supports to address the underlying causes for chronic absence. Building on its success of implementing Coordination of Services Teams districtwide, OUSD is now focused on growing high functioning attendance teams at every site to create and implement Multi - Tiered Systems of Support (MTSS) around attendance. Attendance teams are responsible for drilling down into absence data, identifying students in need of additional supports, and creating aligned interventions. The attendance teams, along with district leadership teams, will also use our districtwide data systems to collect and analyze attendance trends and determine where to direct resources.

CASE STUDY - BRIDGES ACADEMY

Improving attendance at a school site requires developing a holistic understanding of the issues most important to that school community and creating a coordinated response. Bridges Elementary is a school that did just that, by addressing needs specific to the school community, using data to make strategic and targeted interventions, and celebrating success.

Spearheaded by Community Schools Manager, Rosana Covarrubias, Bridges Elementary addressed its chronic absence issue using a multi-tiered approach. For families with the greatest need, they convened meetings in partnership with family engagement to troubleshoot barriers to school attendance in a supportive environment. They used these meetings as opportunities to link families to school and community based supports such as the ESL classes hosted on the Bridges campus. On a weekly basis, the site reviewed classroom attendance trends on the data dashboard and used that information to work with teachers on attendance strategies in the classroom. Most excitingly, Bridges hosted monthly "Attendance Carnivals", which were open to any student with less than 1 absence in the previous month. The carnivals included food and STEM games, with attendance by parents and community based agencies.

Through this process, the site utilized support from an Attendance Social Worker through OUSD's Community Schools and Student Services Department to provide intensive social work services to 2 of the highest need students, conduct home visits, serve on the attendance team, and create a new data process for targeting different student groups. The Bridges attendance team demonstrated that by using strategic tiered interventions, you can support students and families while building a "school-going" culture.



CSM Rosana Covarrubias leading a STEM activity during Attendance Carnival Celebration (2018).

x		Expanded Learning	School Culture & Climate	School Culture & Climate	School Culture & Climate	Health & Wellness	Health & Wellness
Department Point Person		Martha Pena	David Yusem	David Yusem	Misha Karigaca	Michelle Oppen	Michelle Oppen
Site	Site Type	OFCY After School Program	Peer Restorative Justice	Restorative Justice	Chronic Absence Focus Site*	Safe Routes To School*	Safety Patrol*
ACORN Woodland Elementary	Elementary	x					
Allendale Elementary	Elementary	x			x	x	
Bella Vista Elementary	Elementary	x	x				x
Bridges At Melrose	Elementary	x			x		
Brookfield Village Elementary	Elementary	x				x	
Burckhalter Elementary	Elementary	x				x	
Carl Munck Elementary	Elementary	x					
Chabot Elementary	Elementary						x
Cleveland Elementary	Elementary						x
Community United Elementary	Elementary	x	x		x	x	
Crocker Highlands Elementary	Elementary						
East Oakland Pride Elementary	Elementary	x			x	x	
Emerson Elementary	Elementary	x				x	
EnCompass Academy	Elementary	x				x	
Esperanza Academy	Elementary	x				x	x
Franklin Elementary	Elementary	x	x			x	
Fred T. Korematsu	Elementary	x				x	
Fruitvale Elementary	Elementary	x	x				
Futures Elementary	Elementary	x	x		x		
Garfield Elementary	Elementary	x				x	x
Glenview Elementary	Elementary					x	x
Global Family School	Elementary	x				x	x
Grass Valley Elementary	Elementary	x					
Greenleaf Elementary	Elementary	x	x		x	x	x
Hillcrest Elementary	Elementary						
Hillside Academy	Elementary						
Hoover Elementary	Elementary	x	x				
Horace Mann Elementary	Elementary	x	x	x			
Howard Elementary	Elementary	x			x		
International Comm. Elementary	Elementary	x				x	
Joaquin Miller Elementary	Elementary						
Kaiser Elementary	Elementary						
La Escuelita Elementary	Elementary	x					
Lafayette Elementary	Elementary					x	
Laurel Elementary	Elementary	x					x
Lincoln Elementary	Elementary	x				x	x
M L King Jr Elementary	Elementary	x				x	
Madison Park K-5	Elementary	x	x				
Manzanita Community	Elementary	x			x	x	x

x		Expanded Learning	School Culture & Climate	School Culture & Climate	School Culture & Climate	Health & Wellness	Health & Wellness
Department Point Person		Martha Pena	David Yusem	David Yusem	Misha Karigaca	Michelle Oppen	Michelle Oppen
Site	Site Type	OFCY After School Program	Peer Restorative Justice	Restorative Justice	Chronic Absence Focus Site*	Safe Routes To School*	Safety Patrol*
Manzanita SEED	Elementary	x				x	x
Markham Elementary	Elementary	x			x	x	x
Montclair Elementary	Elementary					x	
New Highland Academy	Elementary	x			x		
Parker Elementary	Elementary	x					
Peralta	Elementary					x	x
Piedmont Avenue Elementary	Elementary	x				x	
Prescott	Elementary	x				x	
Reach Academy	Elementary	x	x	x		x	x
Redwood Heights Elementary	Elementary					x	
RISE	Elementary	x			x		
Sankofa	Elementary	x					
Sequoia Elementary	Elementary					x	x
Think College Now	Elementary	x				x	
Thornhill Elementary	Elementary						
Alliance Academy	Middle						
Bret Harte Middle School	Middle	x					
Claremont Middle School	Middle		x	x			
Coliseum College Prep	Middle	x				x	
Edna M Brewer Middle School	Middle	x		x		x	
Elmhurst Community Prep	Middle	x					
Frick Middle School	Middle	x					
Madison Park 6-11	Middle	x	x	x			
Melrose Leadership Academy	Middle					x	
Montera Middle School	Middle		x	x		x	
Oakland Community Day MS	Middle						
Oakland SOL Middle School	Middle					x	
Roosevelt Middle School	Middle	x	x	x			
Roots International Academy	Middle						
United For Success	Middle	x	x	x			
Urban Promise Academy	Middle	x	x	x			
West Oakland Middle School	Middle	x	x	x			
Westlake Middle School	Middle	x	x			x	
Castlemont	High		x				
Dewey Academy	High						
Fremont	High		x	x	x		
LIFE Academy	High	x					
McClymonds HS	High						
MetWest High School	High						

x		Expanded Learning	School Culture & Climate	School Culture & Climate	School Culture & Climate	Health & Wellness	Health & Wellness
Department Point Person		Martha Pena	David Yusem	David Yusem	Misha Karigaca	Michelle Oppen	Michelle Oppen
Site	Site Type	OFCY After School Program	Peer Restorative Justice	Restorative Justice	Chronic Absence Focus Site*	Safe Routes To School*	Safety Patrol*
Oakland Community Day HS	High						
Oakland High School	High		x				
Oakland International HS	High		x				
Oakland Technical High School	High		x				
Ralph J. Bunche Continuation HS	High						
Rudsdale Continuation	High						
Skyline High School	High		x		x		
Sojourner Truth Independent Study	High						
Street Academy	High						
Total		52	24	11	13	35	16
*2018-19 sites, 2019-20 sites have not been confirmed. An additional 6 chronic absence focus sites will be identified for 2019-20.							

Follow-up to Councilmember Kalb's question about tracking of reasons for absence:

Ed code requires that we document reasons for absence (see [screenshot from attendance data dashboard](#)); however, we are aware that the high level reasons we are tracking do not get at the root causes for absence. In order to direct appropriate interventions, site-based attendance teams work closely with students and families and gather more specific information on reasons for absences (e.g. transportation, family illness, safety, sibling childcare, etc.). We are in the process of building a case management database through Salesforce that will allow us to pull site-based case management data in order to analyze reasons for absences across the district, so that we can better direct support and resources as a system.

ABSENCE RATES AND REASONS

Latest Selected Data As Of: 5/30/2019

"Mouse over" light bulb at right for more important information!!



- Unexcused
- Unverified
- Illness
- Discipline
- Administrative
- Other Reason
- Juvenile Detention
- Excused Other

Select Year(s)
Multiple values

Individual Network(s) Included
All

View By Network/School/Pathway
District

View By Group / Month
All Students

Select Absence Reasons
(Absence Reason Dashboard Only)
All

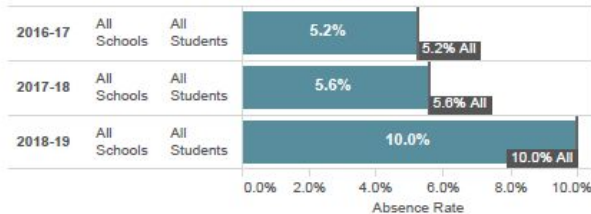
Individual Grade(s) Included
All

Individual School(s) Included
Multiple values

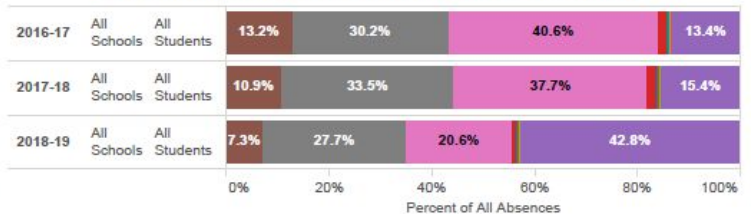
Select Network/School/Pathway
All

Select Group(s) / Month(s)
All

Absence Rate



Absence Reason (underlying data only available for 2014-15 forward)



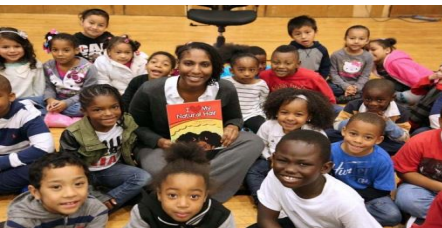


OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Restorative Justice Participation, 2018-19

Demographic Analysis



Data Compiled by Christina McClain, Data Analyst II

June 10, 2019

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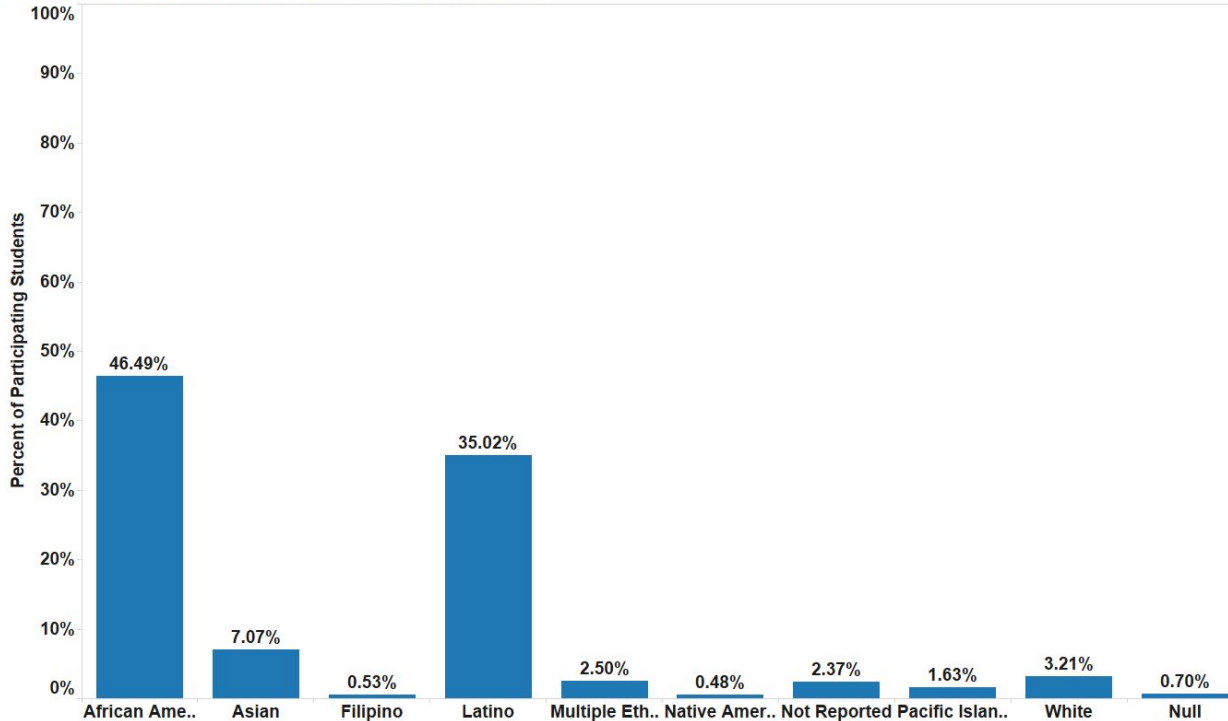
Restorative Justice Overview

- 27 schools logged 2,587 Tier 1 Processes
- 25 schools logged 2,588 Tier 2 Processes
 - 2,613 participating students
- 20 schools logged 184 Tier 3 Processes
 - 337 participating students

Tier 2 Process Participants by Ethnicity



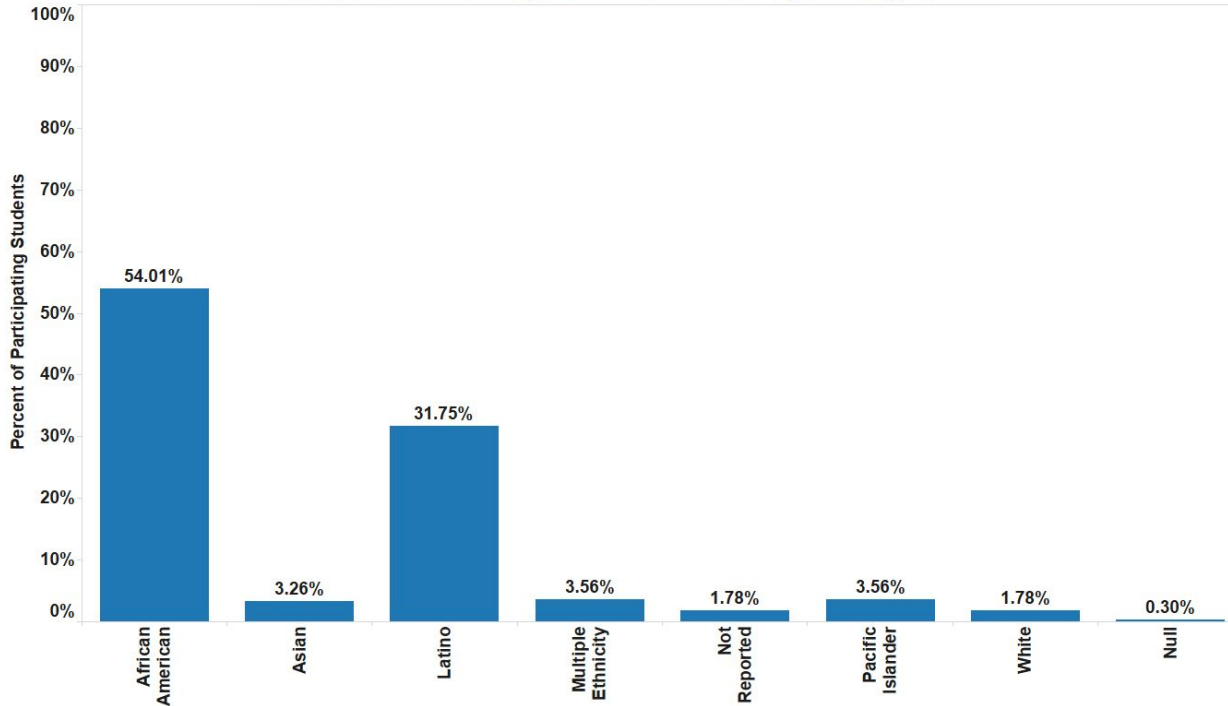
Percent of Student Participants in Tier 2 Process by Ethnicity, 2018-19



Tier 3 Process Participants by Ethnicity



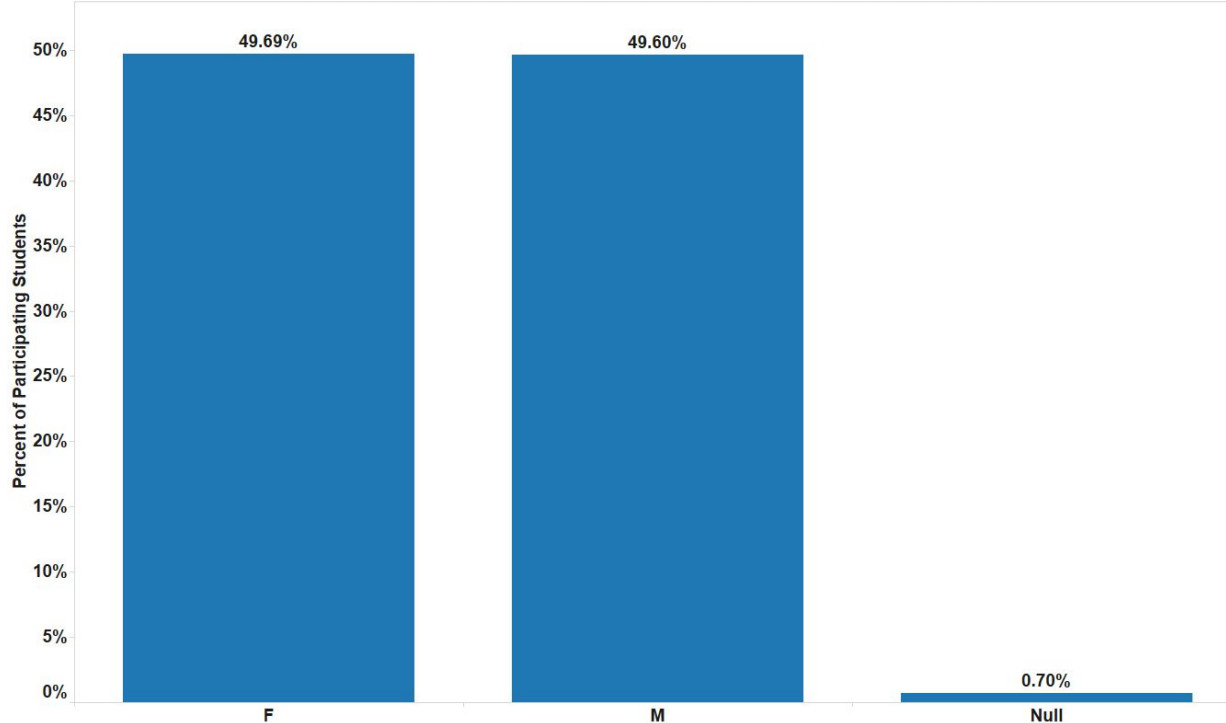
Percent of Student Participants in Tier 3 Process by Ethnicity, 2018-19



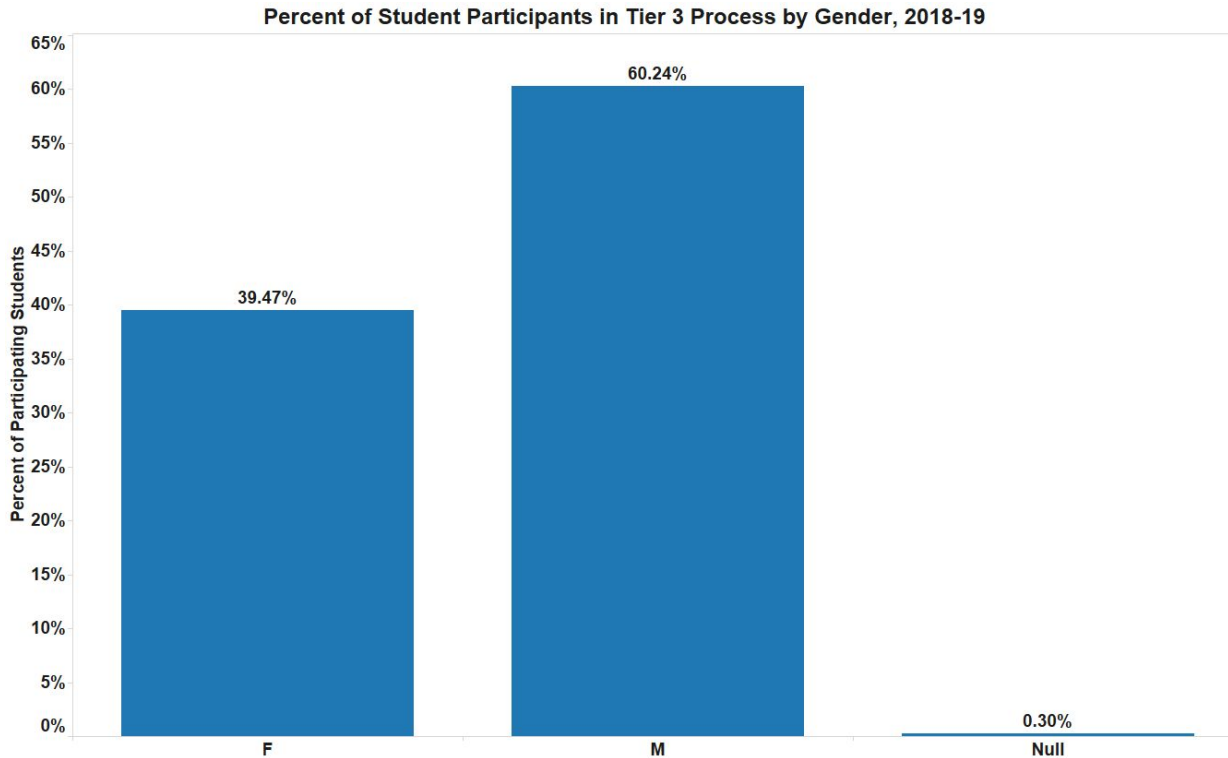
Tier 2 Process Participants by Gender



Percent of Student Participants in Tier 2 Process by Gender, 2018-19



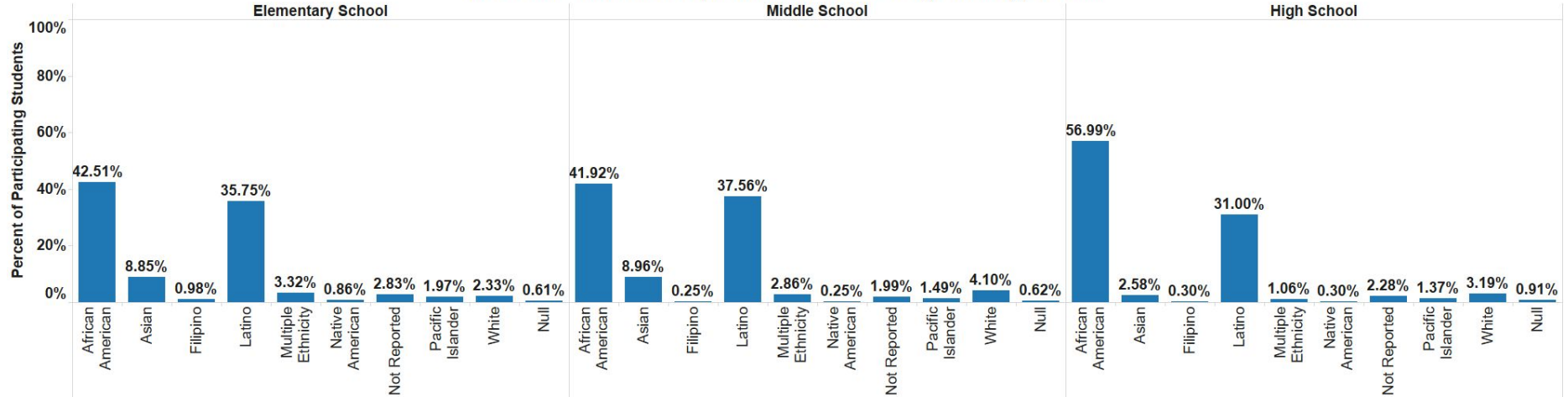
Tier 3 Process Participants by Gender



Tier 2 Process Participants by Ethnicity - School Level



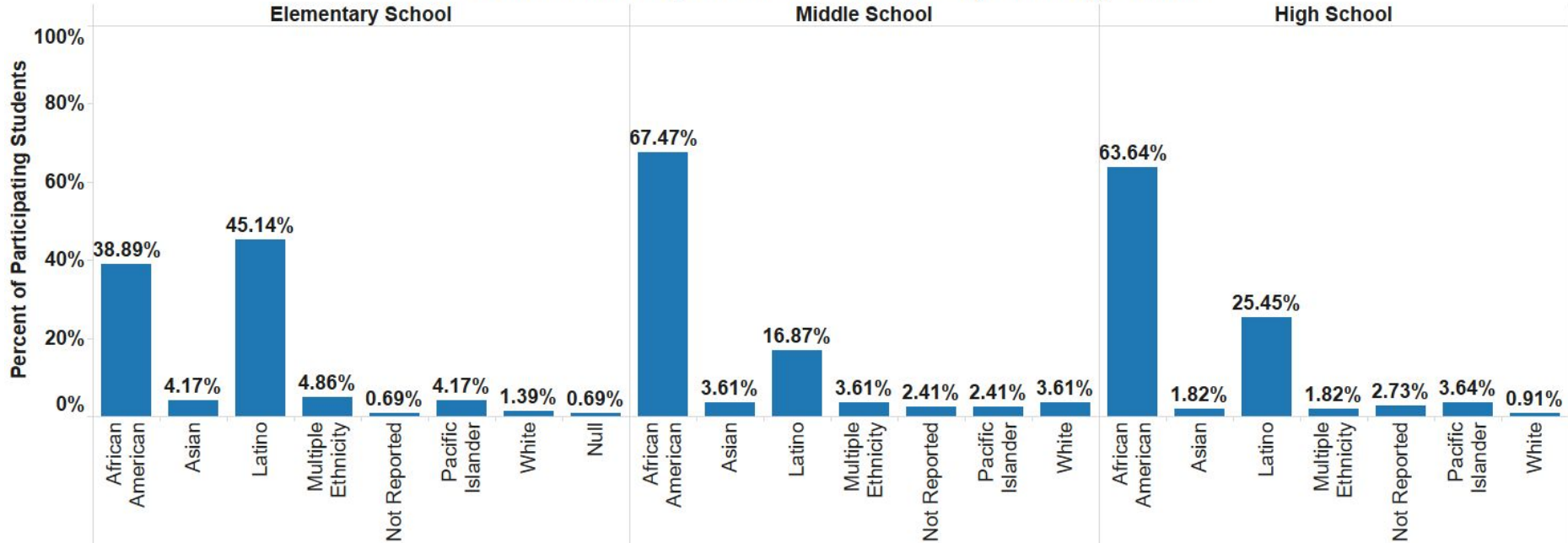
Percent of Student Participants in Tier 2 Process by Ethnicity, 2018-19



Tier 3 Process Participants by Ethnicity - School Level



Percent of Student Participants in Tier 3 Process by Ethnicity, 2018-19



Community Schools, Thriving Students



**OAKLAND UNIFIED
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Community Schools, Thriving Students

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Nutrition & Wellness

City of Oakland
SSB Community Advisory Board



Curtiss Sarikey, Chief of Staff, Oakland Unified School District

Michelle Oppen, Wellness Coordinator, OUSD Health & Wellness

Mark Chavez, Executive Director, Nutrition Services

November 5, 2018

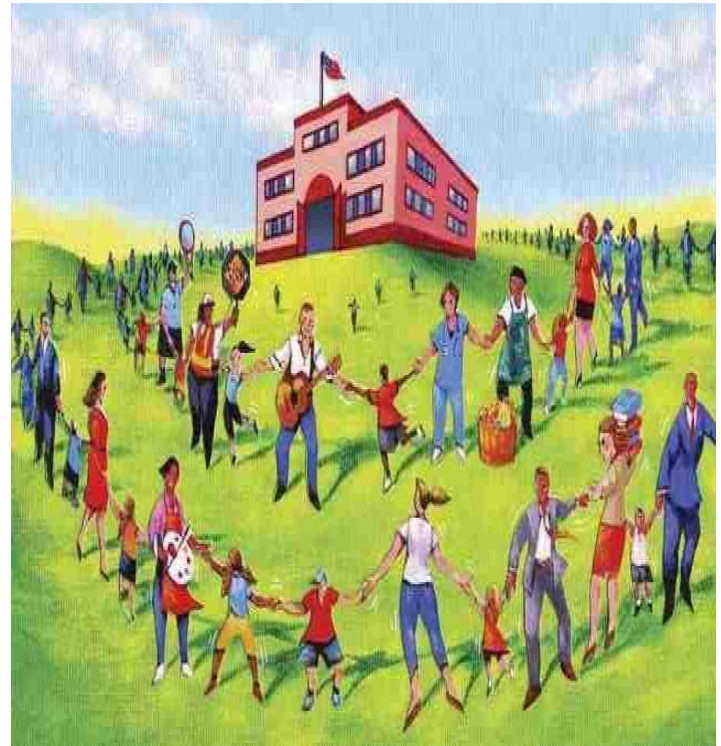
Agenda & Objectives

1. OUSD Overview
2. Wellness and Nutrition Goals
3. Financial Needs
4. Question & Answers

Our Vision And Mission Ground Us

Vision: All OUSD students will find joy in their academic learning experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Mission: To become a **Full Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Whole Child Education and Development

Full Service Community Schools -
equity in action

Comprehensive Wellness Policy (since 2006)-

health, nutrition, wellness, physical activity, mental health, environment...

2018-19 Quick Student Facts



- 36,900 Students
- 16,991 Students Served in After School Programs
- 6,319 Students Served in Summer Programs
- 74.5% Eligible for Free and Reduced
- 30% English Language Learners
- 2,460 Newcomer Students
- 12 % Students with Disabilities
- 839 Students Experience Homelessness

OUSD Ethnicity Demographics

Not Reported

2.0%

Muti-Racial

4.0%

White

11.4%

Asian/Pacific Islander

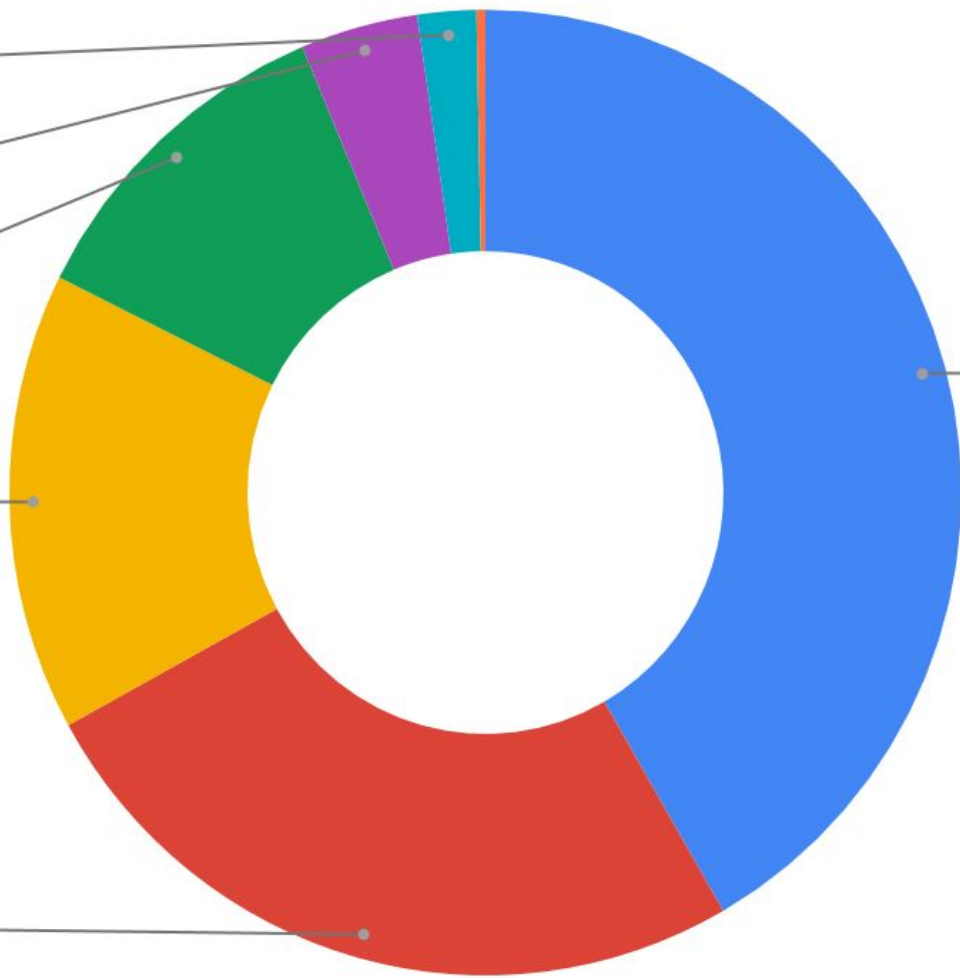
15.4%

African American

25.3%

Latino

41.7%



Student Health Risk Factors

- **Half** of OUSD students drink **at least 1 sugar sweetened beverage** a day; many drink 2 or more
- **40%** of OUSD middle and high school students **eat fast food** every day
- **Only 38%** of OUSD high school students are **in healthy fitness zone** for 5 out of 6 components of State fitness test (compared to **58%** at State level)
- **46%** of OUSD high school students are at **unhealthy weight** (compared to **37%** at State level)

Creating the Conditions for Health & Academic Success

- Daily Access to Healthy Food
- Daily Access to Physical Activity
- Access to Health Care & Wellness Centers
- Healthy Environments to Learn and Play
- Skills and Knowledge to Make Life-Long Healthy Decisions
- Skills to Engage and Advocate for All of the Above

Prevent Chronic Disease

Improve Learning

OUSD Making the Impact

7,500

families served through
school-based food bank
programs

6.7 million

total school meals served*

7,500

students participate in
wellness, gardening, and
nutrition programs

110

wellness champions
serving OUSD schools

* Updated June 2019 to include Summer Meals



Community-Based Partners

East Bay Agency for Children

Central Family Resource Center

County Health Department

Nutrition, Safe Routes to School, Health Services

HOPE Collaborative

Youth Leadership, Wellness Policy Engagement

Growing Together

Garden Education

Trust for Public Land

Physical School Environment; Living Schoolyards Work

FoodCorps

Nutrition, Cooking and Garden Education

Alameda County Community Food Bank

Addressing Food Insecurity

Playworks

Physical Activity

Rethinking School Nutrition



Local SSB Tax Investments in School District Nutrition and Wellness

**Berkeley -
42.5% to BUSD**

Cooking and Garden Programs - \$637k

School Food - \$1.5M

Hydration Stations - \$450k

**San Francisco -
\$3.2M to SFUSD**

School-Based RFP (Food Access Programs, Education Programs, Physical Activity) - \$728k

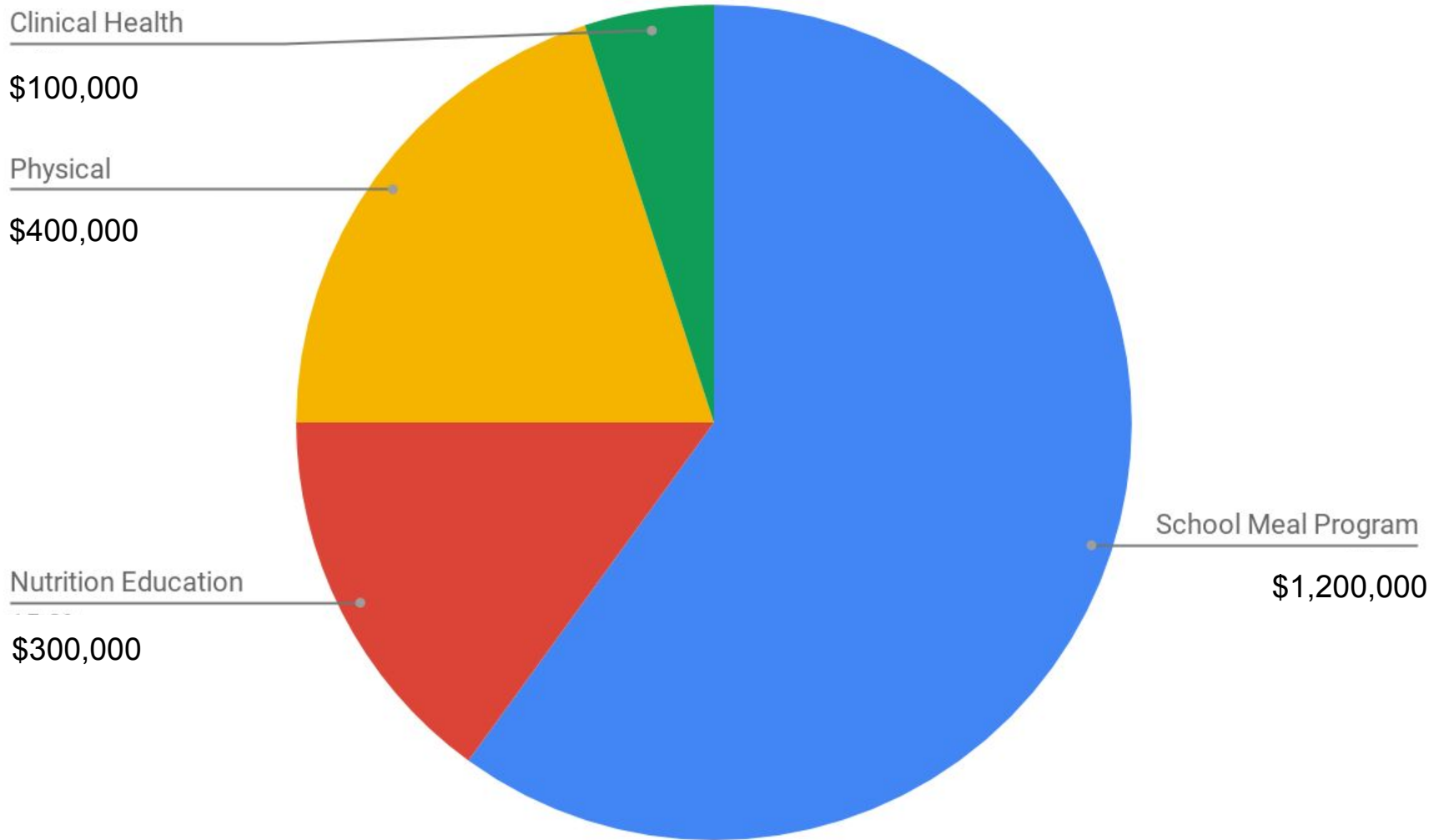
Dental Programs - \$550k

OUSD Funding Need - 18 Months*

Recommendation	Deliverable/Outcome	Est. Cost
Restore Supper Program	Serve 440,000 meals at 32 sites. Expand program 10 additional sites to serve more than 575,000; increase of 135,000 meals	\$400,000
Strengthen Food Distribution and Serving Capacity	Purchase needed equipment to distribute meals and commercial equipment to serve students fresh hot/cold food options	\$300,000
Partner with Food Corps to Sustain	Provide nutrition, garden, and cooking lessons to 7,500 students at 20 sites	\$150,000
Expand Wellness Champion Program to Every School - stipends for 50 additional 'Champions'	Improved wellness environment	\$50,000
Physical/Education/Activity training and professional development	Increased quality of physical education for all students	\$100,000

*budget is estimate of 20% allocation. Superintendent memo from June 2019 shows budget now aligned with proposed budget of \$1.8M

Long Term Need - Annual*



*budget is estimate of 20% allocation. Superintendent memo from June 2019 shows budget now aligned with proposed budget of \$1.8M

Funding Investments into 2020-21*

		Investment	2018-19	Area of Focused Investment
1	School Meal Programs	\$1.2M (25 cents per meal)	✓	<ul style="list-style-type: none"> School Breakfast After-school Supper Summer Feeding Program
2	Physical Activity	\$400K	✓	<ul style="list-style-type: none"> High Quality Physical Education High Quality Recess High Quality After School Sports
3	Nutrition Education	\$300K	✓	<ul style="list-style-type: none"> Programming at The Center School Site Nutrition, Cooking and Garden Education
4	Clinical Health	\$100K	✓	<ul style="list-style-type: none"> Obesity Prevention and Early Intervention through School-Based Health Centers

*budget is estimate of 20% allocation. Superintendent memo from June 2019 shows budget now aligned with proposed budget of \$1.8M



EVERY STUDENT THRIVES!



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

www.ousd.org



[@OUSDnews](https://www.instagram.com/ousdnews)

Appendix

OAKLAND COMMUNITY SCHOOLS

WHERE ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CENTER FOR HEALTHY SCHOOLS AND COMMUNITIES

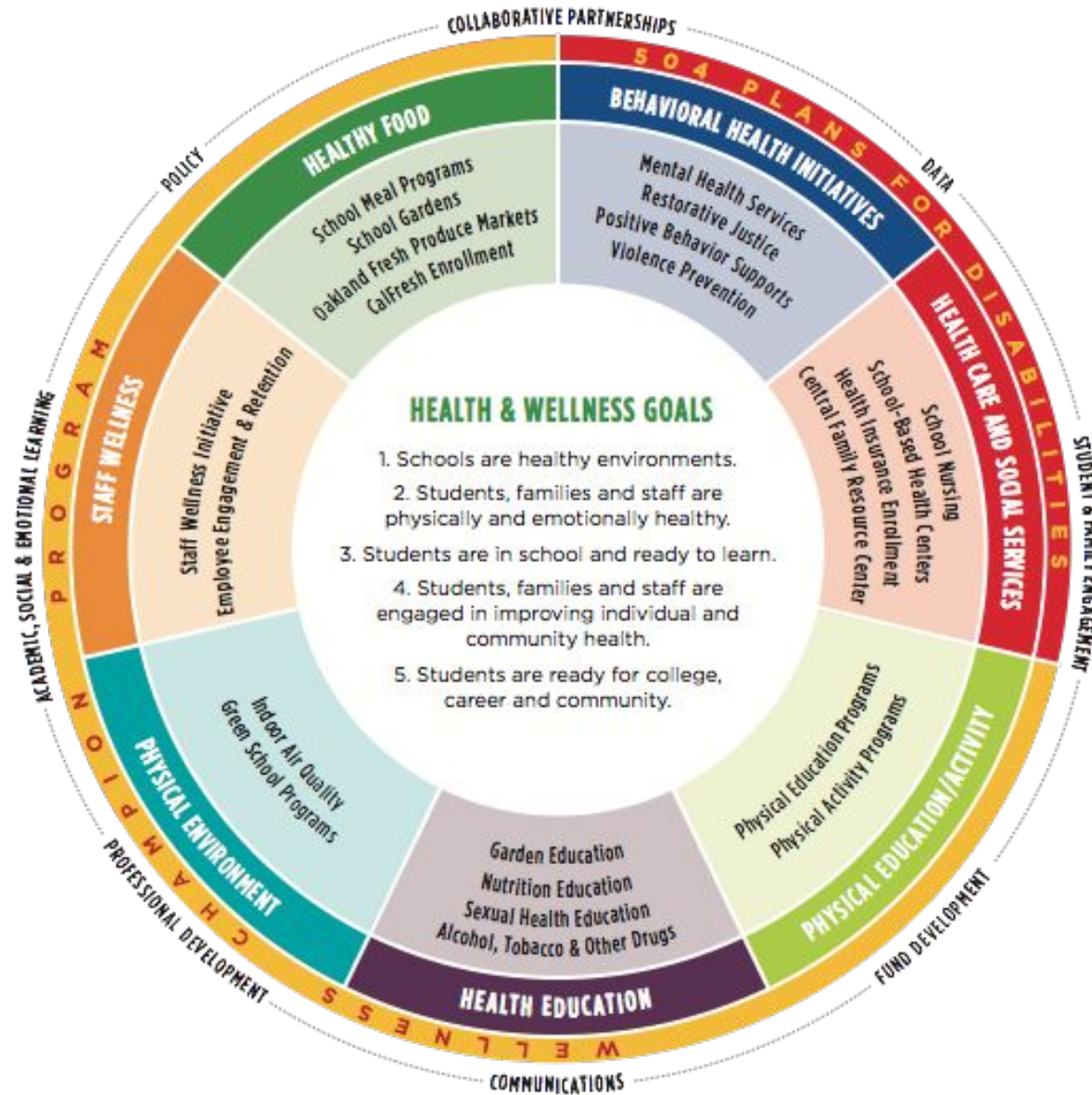


OAKLAND HUMAN SERVICES DEPARTMENT



COMMUNITY SCHOOLS & STUDENT SERVICES

Social, Emotional and Physical Health Framework





December 27, 2018

TO: Esperanza Pallana, Chair
Sugar-Sweetened Beverage Community Advisory Board

FR: Curtiss Sarikey, Chief of Staff
Oakland Unified School District

CC: Kyla Johnson-Trammell, Superintendent, OUSD
Aimee Eng, Board President, OUSD

RE: **OAKLAND UNIFIED SCHOOL DISTRICT (OUSD) REQUEST FOR FUNDING**

Dear Madame Chair Pallana,

Thank you again for allowing OUSD to present our case for investment in the health and wellness of our students to the Community Advisory Board on November 5, 2018.

As the Advisory Board continues the process of making funding recommendations to the Oakland City Council for fiscal year 2019-2020, I would like to respectfully request a funding allocation to OUSD. As we shared during the presentation, there is precedent for such a partnership in San Francisco and Berkeley.

We believe there is a compelling case for investment in OUSD's students:

- OUSD serves close to 37,000 Oakland children
- 75% of OUSD students are eligible for free and reduced price lunch
- Over 50% of OUSD students speak non-English home language
- We serve an additional 1,600 students in Early Childhood Education (Pre-K)
- We serve almost 17,000 students across 81 school sites with a quality After School Program
- Approximately 19,000 lunches are served daily, and over 6 million meals are served annually
- We've had a national model comprehensive Wellness Policy since 2006
- We are committed to serving the whole child through our Community Schools, Thriving Students approach

There is work to do to ensure that Oakland's children are healthy and ready to learn:

- Half of OUSD students drink at least 1 sugar sweetened beverage a day; many drink 2 or more
- 40% of OUSD middle and high school students eat fast food every day
- Only 38% of OUSD high school students are in healthy fitness zone for 5 out of 6 components of State fitness test (compared to 58% at State level)
- 46% of OUSD high school students are at unhealthy weight (compared to 37% at State level)

OUSD is positioned to reach thousands of children and youth and put every dollar invested to use to improve their health, school and life outcomes through:

- Daily Access to Healthy Food
- Daily Access to Physical Activity
- Access to Health Care & Wellness Centers
- Healthy Environments to Learn and Play
- Skills and Knowledge to Make Life-Long Healthy Decisions
- Skills to Engage and Advocate for All of the Above

To support this work, we are requesting a one-time allocation of \$250,000 this fiscal year (2018-19) to support re-instatement of our supper program, and a 20% allocation starting fiscal year 2019-20 as follows:

Access to Healthy Food, Physical Activity and Clinical Wellness Programs	Annual Budget Request (July-June) (approximate 20% allocation)
OUSD School Meal Program (Breakfast, Lunch, Supper & training/materials to launch and implement new central kitchen)	\$1,200,000
Food Systems, Nutrition, Garden, Cooking and Wellness Education	\$400,000
Physical Activity (Physical Education, Recess and Sports) Professional Development	\$300,000
Clinical Obesity Prevention Programming	\$100,000
Total	\$2,000,000

OUSD has a very successful track record of managing and accounting for grants and donations, and measuring their impact, across many of our hallmark programs such as community schools, health & wellness, STEM, equity, and newcomers. We look forward to partnering with the Advisory Board to realize the purpose, goals and outcomes of voter enacted Measure HH.

Thank you so much for your consideration. Please let me know if you and the Board have any questions.

Respectfully,

Curtiss

Curtiss Sarikey

Email: curtiss.sarikey@ousd.org

Cell: (415)806-5287



February 20, 2019

TO: Esperanza Pallana, Chair
Julia Liou, Commissioner
Sugar-Sweetened Beverage Community Advisory Board

FR: Curtiss Sarikey, Chief of Staff
Oakland Unified School District

CC: Kyla Johnson-Trammell, Superintendent, OUSD
Aimee Eng, Board President, OUSD

RE: **OAKLAND UNIFIED SCHOOL DISTRICT (OUSD) REQUEST FOR FUNDING**

Dear Madame Chair Pallana and Commissioner Liou,

Thank you again for allowing OUSD to present our case for investment in the health and wellness of our students to the Community Advisory Board on November 5, 2018, and for the opportunity to support our proposal through public comment on Monday, February 11, 2019.

Please find below additional information addressing some of the issues raised during the February 11th Commission discussion about proposed allocations and criteria.

Highest and Best Use:

Given the scope, reach and quality of OUSD's programs in food services, nutrition, health, wellness, active living and childhood obesity and other chronic disease prevention, OUSD is situated to deliver on the highest and best use of these public funds. We also engage many community partners in a coordinated effort to deliver a comprehensive range of supports and services for Oakland children and families. As you know, we serve the highest need children in Oakland, with the vast majority of our students eligible for free and reduced meals, a measure of income and poverty. We have the capacity to collect data and measure impact. In summary, in terms of strategies and programs, population served and capacity to account for impact, OUSD is a "highest and best use" investment.

Restricted Resource and Fiscal Distress:

OUSD has a strong history of innovating, developing and implementing model programs, largely with private investment. Our award winning community schools, wellness champions, African American Male Achievement, newcomer and early child initiatives are built on outside public and private investments. All of these funds are treated as restricted resources and are always spent and accounted for accordingly. Our current fiscal distress is due largely to structural issues coupled with state funding and pension burdens. Over the past 15 years, OUSD has gone from approximately 55,000 students in 87 buildings to our current level of about 37,000 student in the same number of buildings. This is not sustainable. And, like all districts across the state, there are significant increases in employer

contributions to CALSTRS and CALPERS as well as health benefits. Additionally, the population of students with special needs, and respective costs, has increased dramatically. These costs have all risen and state revenue is now flat. There are no issues related to management of funds, effective use of restricted resources or successful implementation of programs intended with these dollars. There is no intermingling of funds. The funds we are requesting are to augment and expand current programming (e.g.: meal program & central kitchen launch and scale over next few years, education and prevention programs and interventions based on successful models). We successfully track, monitor and are accountable to many major funders (e.g.: Kaiser Permanente, Alameda County Health Care Services, federal Department of Education, etc.). Investment of SSB dollars would be treated in the same manner; we take pride in being great stewards of restricted investments in our students.

Accountability and Reporting:

OUSD has policies and infrastructure in place to support the investment. Please find attached our model *Wellness Policy and Administrative Regulations* that are in the process of being revised. Additionally, please find our *Access to Healthy Food Framework* and the original *Rethinking School Lunch Oakland Feasibility Study* that our new central kitchen, education center and instructional farm complex will be based on. We also annually issue the California Healthy Kids Survey and the California Physical Fitness Test for individual student, parent and staff data and conduct a Wellness Policy Inventory and retrospective teacher survey with sites that have wellness champions.

Level of Investment:

We would also like to reinforce the scale, scope and impact in considering an allocation at the 20% level.

Access to Healthy Food, Physical Activity and Clinical Wellness Programs	Annual Budget Request (July-June) (approximate 20% allocation)
OUSD School Meal Program (Breakfast, Lunch, Supper & training/materials to launch and implement new central kitchen)	\$1,200,000 (26,000 students)
Food Systems, Nutrition, Garden, Cooking and Wellness Education	\$400,000 (15,000 students)
Physical Activity (Physical Education, Recess and Sports) Professional Development	\$300,000 (36,900 students)
Clinical Obesity Prevention Programming	\$100,000 (200 students)
Total	\$2,000,000

Joint Use Agreement between City of Oakland and OUSD:

We met with our general counsel and we are initiating contact with the city to start a conversation to renew our expired joint use agreement.

Respectfully,

Curtiss Sarikey

Email: curtiss.sarikey@ousd.org Cell: (415)806-5287



OFFICE OF THE SUPERINTENDENT

June 7, 2019

Oakland City Council
1 Frank Ogawa Plaza
Oakland, CA 94612

RE: OAKLAND UNIFIED SCHOOL DISTRICT (OUSD) REQUEST FOR SUGAR SWEETENED BEVERAGE TAX FUNDING

Dear Councilmember,

First, I want to personally thank you for your recent support of Oakland’s students by allocating funding for restorative justice, foster youth and library services. This investment will make a difference for thousands of our students.

As the city’s budget development process continues for the 2019-2021 budget, I would like to personally request and detail the impact of a funding allocation from Measure HH to OUSD. Beyond the fact that all money granted would go directly to Oakland students, it makes good public policy sense to follow the example of neighboring cities where there is precedent for such a partnership as is the case in San Francisco and Berkeley. Together, the city and school district can make the most significant impact in our community. Moreover, allocating funding specifically in support of Oakland students’ and their families’ health honors the intention of the Sugar-Sweetened Beverage Measure HH and aligns with the will of Oakland voters.

There is work we can do together to ensure that Oakland’s children are healthy and ready to learn:

- Half of OUSD students drink at least 1 sugar sweetened beverage a day; many drink 2 or more
- 40% of OUSD middle and high school students eat fast food every day
- Only 38% of OUSD high school students are in healthy fitness zone for 5 out of 6 components of State fitness test (compared to 58% at State level)
- 46% of OUSD high school students are at an unhealthy weight (compared to 37% at State level)

OUSD is positioned to reach thousands of children and youth daily and put every dollar invested toward their improved health, school and life outcomes through:

- Daily Access to Healthy Food
- Daily Access to Physical Activity
- Access to Health Care & Wellness Centers
- Healthy Environments to Learn and Play
- Skills and Knowledge to Make Life-Long Healthy Decisions
- Skills to Engage and Advocate for All of the Above

We are fully aligned with the SSB Community Advisory Board’s recommendation of a 20% allocation to OUSD (and represented in current city budget proposal in the amount of \$1.8M per year 219-21) are as follows:

Access to Healthy Food, Physical Activity and	Annual Budget Request
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OFFICE OF THE SUPERINTENDENT

Clinical Wellness Programs	(approximate 20% allocation)
OUSD School Meal Program (Breakfast, Lunch, Supper & training/materials to launch and implement new central kitchen)	\$1,100,000 [26,000 OUSD Students]
Obesity Prevention Education (Food Systems, Nutrition, Garden, Cooking and Wellness Education)	\$400,000 [15,000 OUSD Students]
Physical Activity/Active Lifestyle (Physical Education, Recess and Sports) Professional Development and Program Improvements	\$300,000 [36,900 OUSD Students]
Total	\$1,800,000

OUSD has a proven track record of managing and accounting for grants and donations, and measuring their impact, across many of our hallmark programs such as community schools, health & wellness, STEM, equity, and newcomers. We look forward to partnering with the City to realize the purpose, goals and outcomes of voter enacted Measure HH.

Thank you so much for your consideration.

Respectfully,

Dr. Kyla Johnson-Trammell
Superintendent
Oakland Unified School District

cc:

Rebecca Kaplan, Council President & Councilmember At Large
Dan Kalb, District 1 Councilmember
Nikki Fortunato Bas, District 2 Councilmember
Lynette Gibson McElhaney, District 3 Councilmember
Sheng Thao, District 4 Councilmember
Noel Gallo, District 5 Councilmember
Loren Taylor, District 6 Councilmember
Larry Reid, District 7 Councilmember
Aimee Eng, OUSD Board of Education President

HEALTH & WELLNESS



MEASURE HH ALIGNMENT, SCALE & IMPACT

OUSD serves the highest need children in Oakland, with the vast majority of students eligible for free and reduced price lunch, a measure of income and poverty. OUSD data on consumption of unhealthy foods and beverages, as well as fitness testing data indicates our students continue to be at high risk for obesity-related chronic conditions. Given the scope, reach and quality of OUSD's programs in food services, nutrition, health, wellness, active living and childhood obesity and chronic disease prevention, OUSD is uniquely situated to have high impact aligned to the purpose of Measure HH to prevent the health consequences of consuming sugar sweetened beverages.



2018-19 OUSD FAST FACTS

- 36,900 Students enrolled
- 74.5% eligible for Free & Reduced Meals
- 30% are English Language Learners
- 2,460 Newcomer students
- 839 Students experiencing homelessness
- 12% Students with disabilities

HEALTH RISK FACTOR: UNHEALTHY FOOD & DRINK CONSUMPTION

- 50% of OUSD students drink at least 1 sugar sweetened beverage a day
- 40% of OUSD middle & high school students eat fast food every day

Data from 2017-18 California Healthy Kids Survey

HEALTH RISK FACTOR: LACK OF PHYSICAL FITNESS

- 62% of OUSD high school students are in less than 5 of 6 healthy fitness zones on the State fitness test
- 46% of OUSD high school students are at an unhealthy weight

Data from 2017-18 California Physical Fitness Test

HEALTH RISK FACTOR: NOT ENOUGH FRUIT & VEGGIES

- 29% of OUSD students had no fruit in the past 24 hours
- 30% of OUSD students had no veggies in the past 24 hours

Data from 2017-18 California Healthy Kids Survey



WHAT HAS BEEN OUR IMPACT?

7,500
FAMILIES SERVED THROUGH
SCHOOL-BASED FOOD BANK
PROGRAMS

110
WELLNESS CHAMPIONS SERVING
OUSD SCHOOLS

7,500
STUDENTS PARTICIPATE IN
WELLNESS, GARDENING, AND
NUTRITION PROGRAMS

School meals served

- 3,397,946 lunch meals served
- 1,747,313 breakfast meals served
- 439,935 supper meals served
- 563,300 snacks served
- 139,520 summer meals served
- 479,000 early education meals served

6.7 MILLION TOTAL

Questions?

Email Michelle Oppen at michelle.oppen@ousd.org

