

# Superintendent Report

Chief Academic Officer, Dr. Sondra Aguilera  
Nov 30, 2022



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## Our Vision

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

## Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



# Superintendent Report Overview

## Highlights From Schools

### Covid Update

### Enrollment & Attendance Update

### Strategic Plan Initiative #3: Joyful Schools

- Anti racism training
- Mental Health Supports
- Attendance
- Safety Plan





# Highlights from Schools

# Students Across OUSD Take Part in Ruby Bridges Walk to School Day



On Monday, November 14, schools across the District took part in Ruby Bridges Walk to School Day. The California State Senate made the day official in 2021 in support of the efforts of 5th graders in South San Francisco.

At six years old, Ruby Bridges was the first African American student to desegregate an all-white elementary school in Louisiana. She is the subject of the Norman Rockwell painting “The Problem We All Live With,” and she’s featured in the Remember Them: Champions for Humanity sculpture in Uptown Oakland. The message of inclusivity, anti-bullying, and making change is an empowering one for our young leaders.

**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

This was a group of students, staff, and families walking to school at Joaquin Miller Elementary. Other schools taking part included Lincoln Elementary and Piedmont Avenue Elementary.

# Skyline High School Volleyball Team Goes on Another CIF Playoff Run



**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

The Skyline High School Volleyball Team reached the CIF Northern California Regional Semi-finals on November 12, but couldn't get past their opponent. They lost their match 3 sets to 2. I got to see their last two playoff matches, and the girls were amazing.

Regardless of the way things ended, Skyline made it to at least the CIF Regional Semi-finals two years in a row. (Last year, they won two more matches than this year, but fell just short in the CIF State Championship.) Both years, they also won the Oakland Athletic League and the CIF Oakland Section Championship.

The Oakland Tech Volleyball Team also made it to the CIF Playoffs. Congratulations to the Titans and the Bulldogs for an outstanding season!

# Hundreds of HS Students See Wakanda Forever Courtesy of the GS Warriors



**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

On November 10, the Golden State Warriors brought joy to our students by taking several hundred of them to the Grand Lake Theater to see the new Black Panther movie, Wakanda Forever. The students came from Fremont High, Castlemont High, Sojourner Truth, and charter school Lionel Wilson.

They also received free popcorn, drinks, and Warriors shirts. A few lucky ones received signed jerseys and photos. And, they got to hear from Warriors player Jonathan Kuminga (pictured).

As for the movie, the students and their chaperones cheered loudly multiple times. After it ended, they encountered a traditional Aztec dance troupe outside, as Latin American history and culture are part of the movie. Many thanks to the Warriors for treating the kids to a fun and important cinematic experience.



# Covid Update

# COVID Update

## Testing & Vaccines

- Regional testing hubs open
  - 2 locations open each day, M-F
- Vaccine clinics scheduled at school sites through the fall semester
  - Updated Omicron boosters available at all sites, including pediatric doses
  - COVID + Flu vaccine clinics also being scheduled with ACPHD
- At-home tests available for symptomatic/exposed staff & students at all school sites
  - At-home tests distributed for Thanksgiving holiday and at school sites for Winter Break distribution

## **Case Rates**

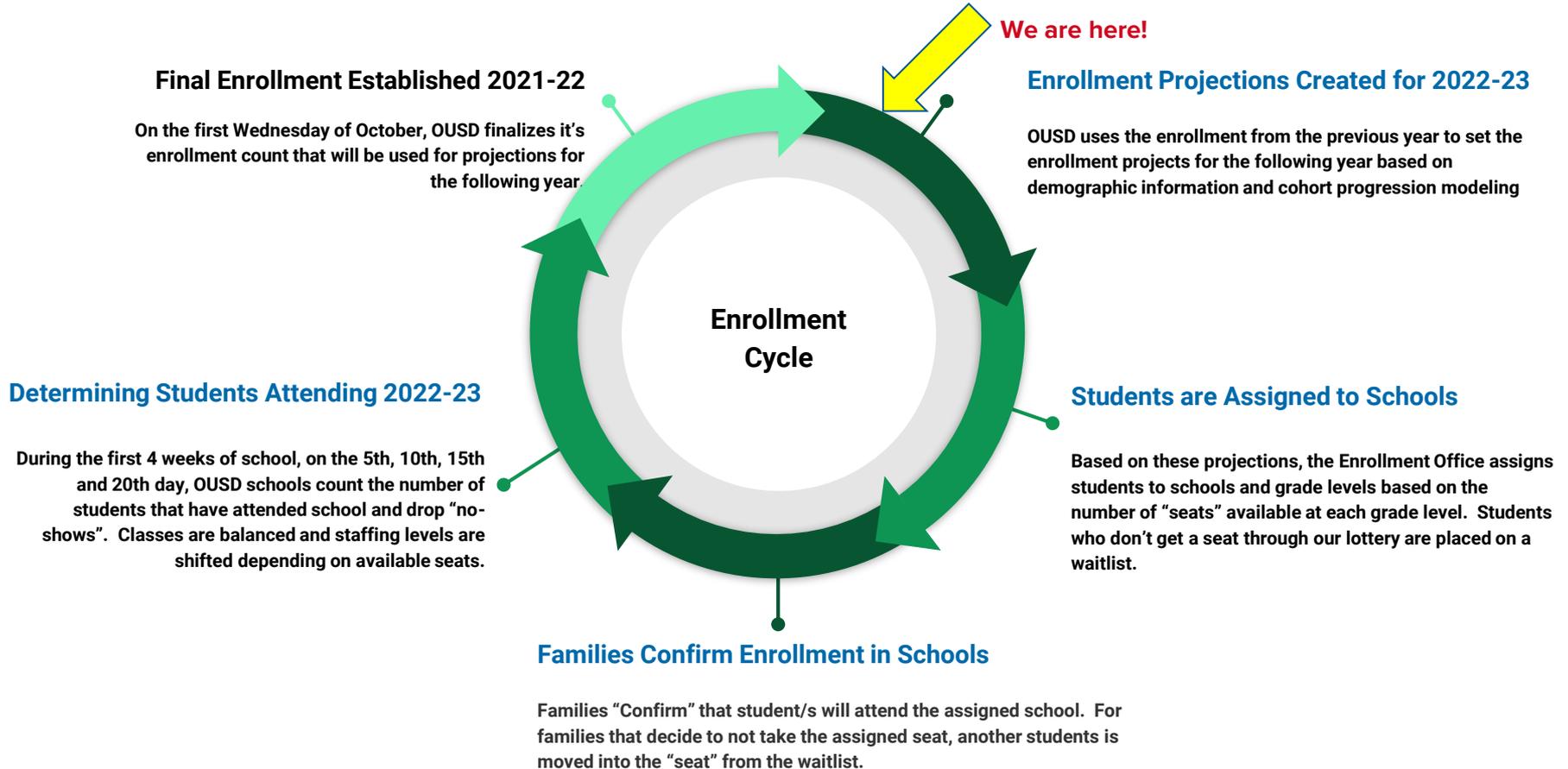
- The community level of Covid-19 in Alameda County is low based on cases and hospitalizations, though wastewater numbers are ticking upwards
- CDPH and ACPHD aligned masking guidance to CDC: People can mask based on personal preference, informed by their own personal level of risk, when counties are in a Low Level
- If county moves to Moderate levels and changes masking guidance to Strongly Recommended, we will notify the board & community



# Enrollment & Attendance Update

# Enrollment Process\*

\*Students can enroll in OUSD schools any time throughout the year, this is for budget and planning purposes.



Adopted Budget: 33,208

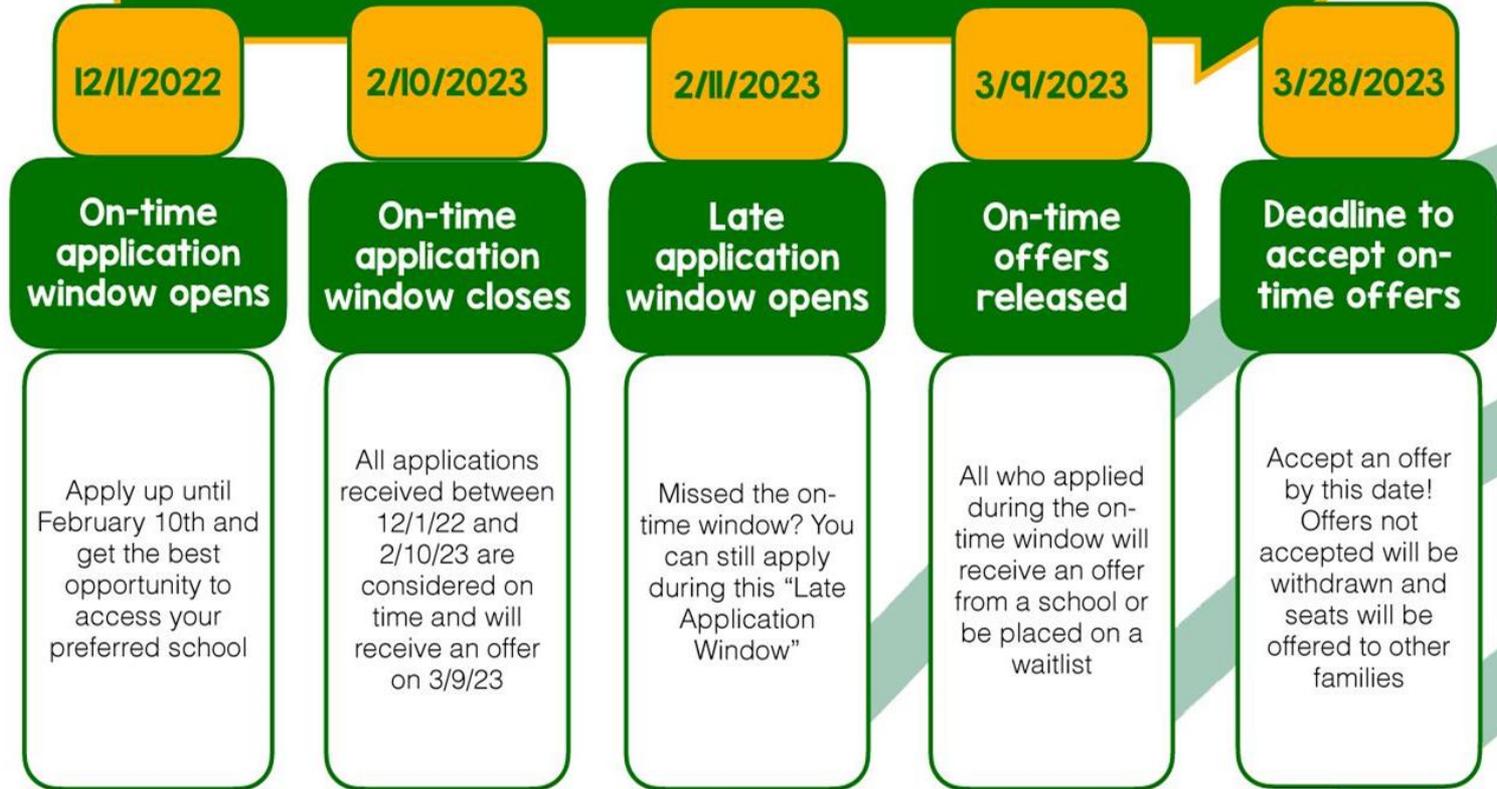
Census Day: 34,131

# Enrollment Grade Span Update (TK-12)

Grade Span	Projected Enrollment	Aeries Day-5 8/12/22	Actual Day-5 Count 8/12/22	Aeries Day-20 9/2/22	Actual Day-20 Count 9/2/22	Aeries Day-30 9/16/22	Aeries Day-35 9/23/22	Aeries Day-40 9/30/22	Aeries Census Day 10/5/22	Aeries 10/18/22	Aeries 11/16/22
General Ed Enrollment TK	740	633	675	698	681	700	704	707	709	711	722
General Ed Enrollment K-5	16,057	16,150	16,097	16,326	16,295	16,358	16,399	16,408	16,403	16,384	16,383
General Ed Enrollment 6-8	6,427	6,358	6,201	6,363	6,353	6,367	6,369	6,382	6,379	6,384	6,388
General Ed Enrollment 9-12	8,519	9,385	8,303	9,362	9,063	9,201	9,204	9,187	9,190	9,163	9,147
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681	32,642	32,640
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450	1,466	1,596

34,236

# OUSD ENROLLMENT TIMELINE 23-24



# Grow With Us Campaign

Tier-1, Universal outreach campaign to notify the community of our enrollment timelines

- ❑ Print posters: schools, CDCs, public libraries, pediatrician offices
- ❑ Digital and print billboards: 880/ 80 exchange; 880 by Coliseum
- ❑ Digital advertising: Facebook, IG, local media



# TK Expansion

We continue to grow the number of TK programs

- ❑ Children who turn five years old by **April 1, 2024** are eligible for TK in 2023-2024
- ❑ Adding programs across the city based on physical space availability and regional birth rates



# Overall Attendance Update\* (Aug 8-Nov 15)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
<b>Gr TK-5</b> (enrollment)	91% (17517)	91% (6411)	90% (1210)	88% (2506)	87% (404)	89% (28)	88% (3192)	95% (1927)	90% (7699)	94% (2378)
<b>Gr 6-8</b> (enrollment)	92% (6569)	91% (1940)	92% (326)	89% (1128)	90% (198)	90% (17)	89% (1407)	95% (587)	92% (3265)	94% (622)
<b>Gr 9-12</b> (enrollment)	91% (9396)	88% (2618)	88% (1171)	89% (1555)	87% (162)	80% (60)	90% (2182)	95% (1028)	90% (4607)	94% (775)

\*Sojourner Truth NOT included.

\*\* Number of unhoused students is low at the beginning of the school year as data is still being entered into the system.



**Strategic Plan Update  
Initiative #3:  
Creating Joyful Schools**

## **INITIATIVE #3**

### **Creating Joyful Schools**

Focus Area 1:

**Center and listen to youth and families**

Focus Area 2:

**Culturally responsive and linguistically sustaining practices**

Focus Area 3:

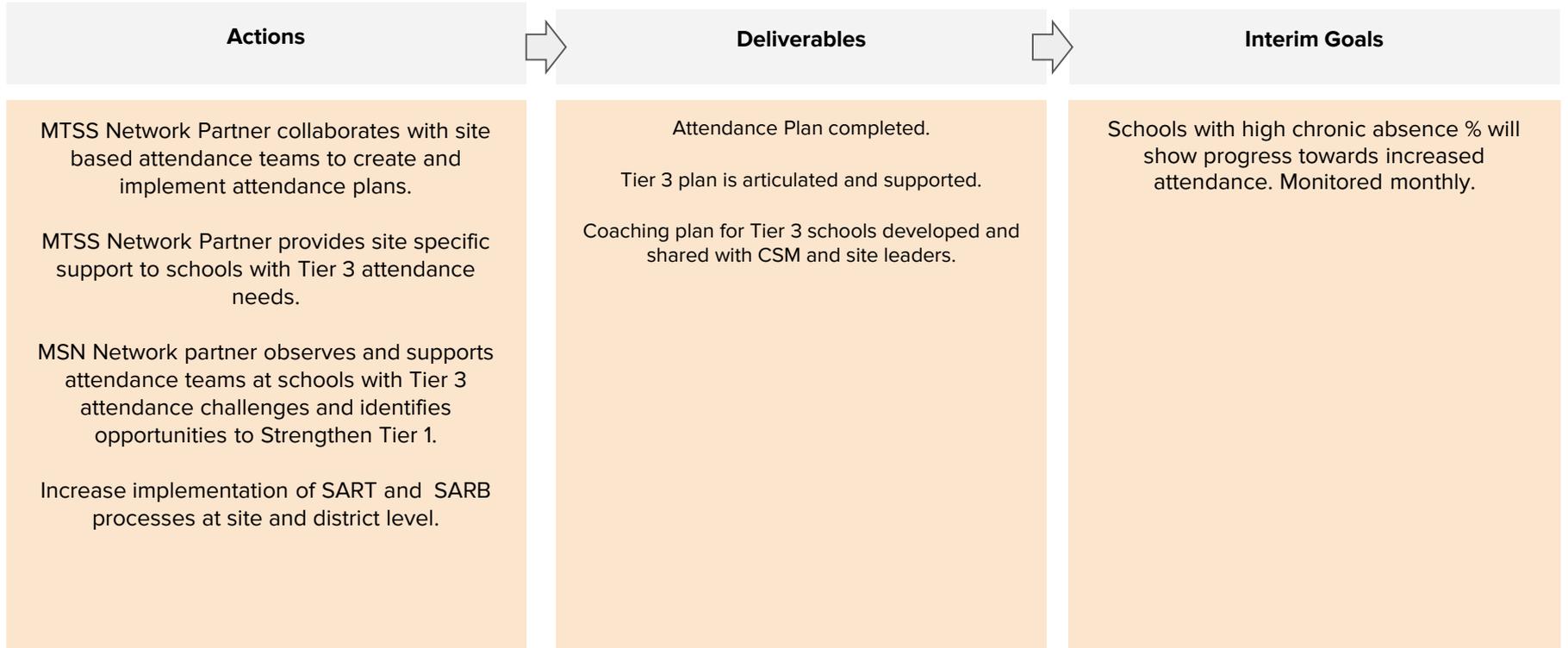
**Investing in restorative practices**

Focus Area 4:

**Ensuring inspiring learning environments**



# 1. Center & Listen to Youth & Families



Corresponding Supt. Work Plan Actions:

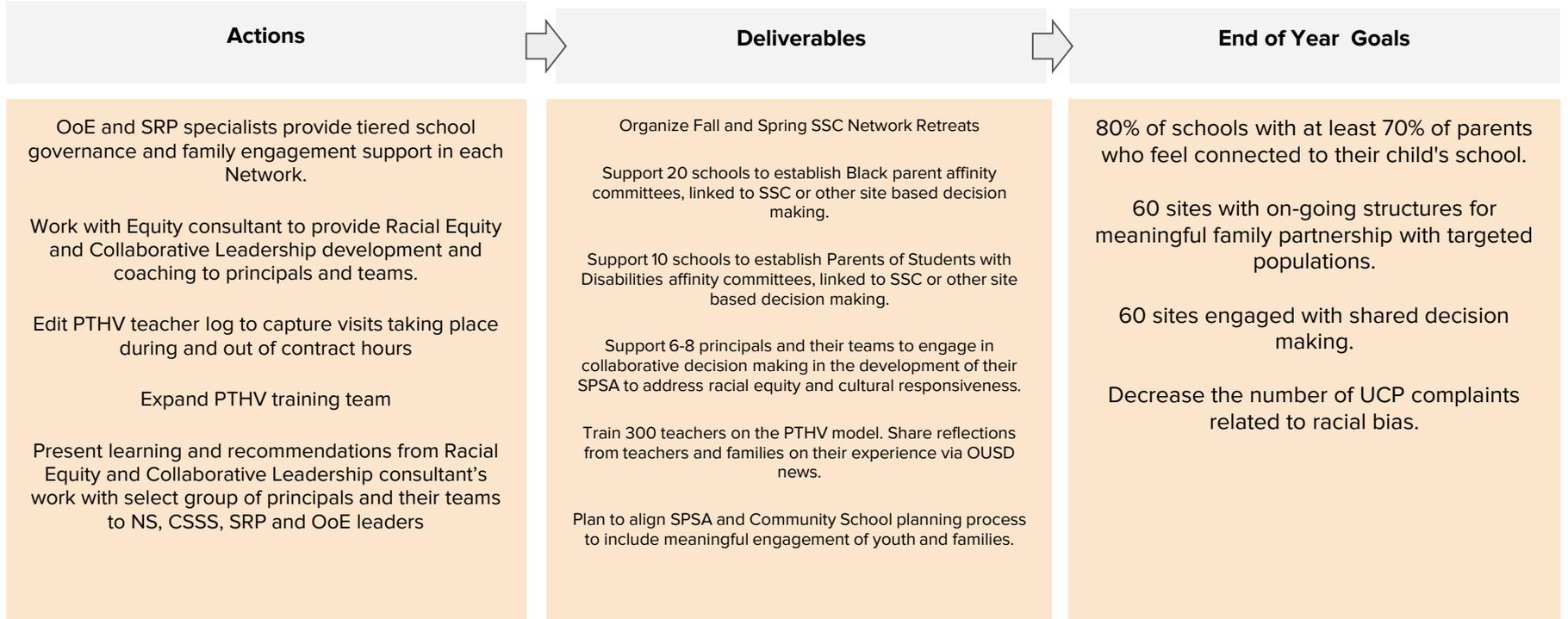
# 1. Center & Listen to Youth & Families - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>MTSS Network Partner collaborates with site based attendance teams to create and implement attendance plans.</p> <p>MTSS Network Partner provides site specific support to schools with Tier 3 attendance needs.</p> <p>MSN Network partner observes and supports attendance teams at schools with Tier 3 attendance challenges and identifies opportunities to Strengthen Tier 1.</p> <p>Increase implementation of SART and SARB processes at site and district level.</p>	<p>Attendance Plan completed.</p> <p>Tier 3 plan is articulated and supported.</p> <p>Coaching plan for Tier 3 schools developed and shared with CSM and site leaders.</p>	<ul style="list-style-type: none"> <li>● School sites have completed their site specific attendance plan.</li> <li>● MTSS Network Partners are collaborating with site-based teams to monitor implementation, by analyzing attendance data in regularly scheduled attendance meetings.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● MTSS Partners have identified focal schools, and are meeting with teams regularly to align to implement attendance plans.</li> <li>● MTSS Partners are partnering with school-based teams to implement strong Tier 1 attendance practices, and case manage students needing additional supports.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● High Schools are piloting practice of group SARTs on Zoom, as best practice to inform families of attendance policy</li> </ul>

# 1. Center & Listen to Youth & Families - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>Schools with high chronic absence % will show progress towards increased attendance. Monitored monthly.</p>	<ul style="list-style-type: none"><li>● 10 of 15 High Schools Reduced Chronic Absence from September - October:<ul style="list-style-type: none"><li>○ 2 schools remained neutral</li><li>○ 3 schools chronic absence rate increased</li></ul></li><li>● Attendance Teams are focused on clearing unverified absences<ul style="list-style-type: none"><li>○ High School Network Reduced Unverified Absences by 22%:<ul style="list-style-type: none"><li>■ from October (64%) to November (42%)</li></ul></li></ul></li><li>● High Schools are piloting practice of group SARTs on Zoom, as best practice to inform families of attendance policy</li></ul>	<p>Reduce chronic absenteeism rates (missing 10% or more of school days) for all students by - 1.5pp (-0.5 per year for three years)</p>

## 2. Center & Listen to Youth & Families / Practice & Implement Culturally Responsive & Linguistically Sustaining Practices



### Corresponding Supt. Work Plan Actions:

- Build capacity for students and families to engage in decision-making structures across OUSD.
- Creating scope and sequence for teachers and principals that includes site learning, relationship building and anti-racist learning with families and students
- Develop a process for better capturing data and family feedback from Parent-Teacher Home Visits (PTHV)
- Update the SPSA process to include engaging school communities around their vision for school experience centered on the culture, identity and history of their students.

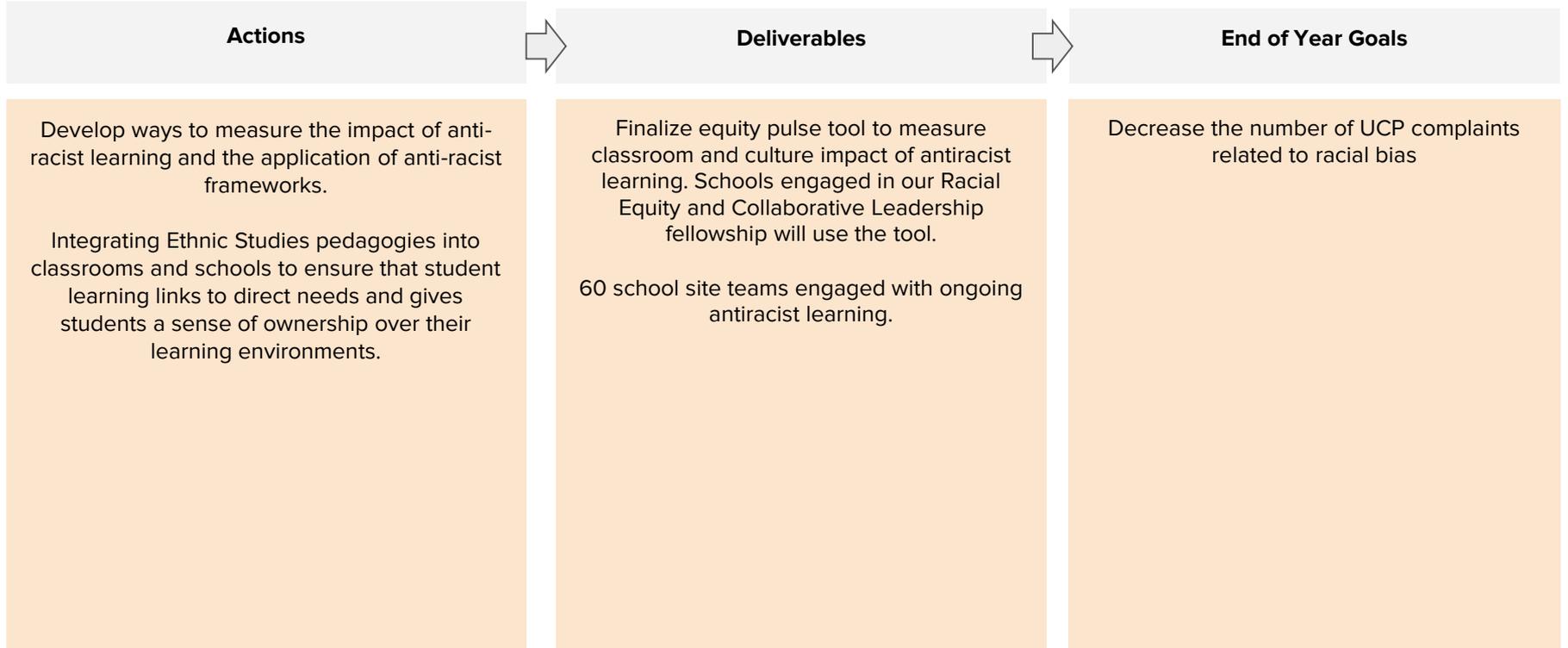
## 2. Center & Listen to Youth & Families / Practice & Implement Culturally Responsive & Linguistically Sustaining Practices - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>OoE and SRP specialists provide tiered school governance and family engagement support in each Network.</p> <p>Work with Equity consultant to provide Racial Equity and Collaborative Leadership development and coaching to principals and teams.</p> <p>Edit PTHV teacher log to capture visits taking place during and out of contract hours</p> <p>Expand PTHV training team</p> <p>Present learning and recommendations from Racial Equity and Collaborative Leadership consultant's work with select group of principals and their teams to NS, CSSS, SRP and OoE leaders</p>	<p>Organize Fall and Spring SSC Network Retreats</p> <p>Support 20 schools to establish Black parent affinity and targeted populations affinity committees, linked to SSC or other site based decision making.</p> <p>Support 10 schools to establish Parents of Students with Disabilities affinity committees, linked to SSC or other site based decision making.</p> <p>Support 6-8 principals and their teams to engage in collaborative decision making in the development of their SPSA to address racial equity and cultural responsiveness.</p> <p>Train 300 teachers on the PTHV model. Share reflections from teachers and families on their experience via OUSD news.</p> <p>Plan to merge SPSA and Community School Planning process to include meaningful engagement of youth and families.</p>	<ul style="list-style-type: none"> <li>● Fall <a href="#">SSC Retreats</a> taking place <a href="#">Nov 30th</a> and <a href="#">Dec 7th</a>. Spring dates are to be scheduled.</li> <li>● 15 Established: 6 Black parent affinity, 5 Students w Disabilities parent affinity committees, 1 Pacific Islander parent affinity committee, 3 Arab Am parent affinity committee, 1 Latino (<i>sites listed in notes section</i>)</li> <li>● 4 In progress: 2 Black parent, 1 Latino, 1 Students w Disabilities (<i>sites listed in notes section</i>)</li> <li>● 5 sites engaged: Lockwood, Fruitvale, Franklin, La Escuelita, Markham</li> <li>● 2 sites to be determined</li> <li>● 300 teachers trained in 21-22, 60 new teachers trained in Fall 2022.</li> <li>● Train the Trainer sessions to expand training capacity taking place Nov 14-Nov 17</li> <li>● CCSP session on stakeholder engagement integrated into Fall SSC Retreats.</li> <li>● CSSS and Office of Equity held session on best practices for CCSP stakeholder engagement on Oct 25</li> </ul>

## 2. Center & Listen to Youth & Families / Practice & Implement Culturally Responsive & Linguistically Sustaining Practices - *goals update*

Interim Goals	Data Collection Updates - Nov. 2022	End of Year Goals
<p>Provide tiered family engagement and school governance support within Network Structures:</p> <p><i>Provide specific support to schools with SSC/SELLs engagement, affinity committees, and structures for relationship building and academic communication.</i></p>	<ul style="list-style-type: none"> <li>● CHKS parent survey distribution is planned for Feb/March. We are making plans to ensure our targeted families complete the survey.</li> <li>● Mid-year data is being collected by Office of Equity, and should be available Dec 9th. Data will be collected on structures for: Relationship building, Academic partnership and communication, and Language Access to that communication.</li> <li>● Attendance from SSC Fall and Spring Retreats will be collected, as well as number of sites providing evidence of stakeholder engagement with their SPSA and CCSPP plans.</li> </ul>	<p><i>Increased staff and family knowledge, skills, confidence to build relationship and engage in partnership, as measured by:</i></p> <p>80% of schools with at least 70% of parents who feel connected to their child's school.</p> <p>60 sites with on-going structures for meaningful family partnership with targeted populations.</p>
<p>Establish Family Engagement Community of Practice for Site Family Liaisons/CSMs</p> <p>Establish Monthly Family Q &amp; A Forums</p>	<ul style="list-style-type: none"> <li>● <a href="#">Community of Practice</a> has been established, bimonthly, with 35 site staff participating, 2 sessions completed, 3 more are scheduled.</li> <li>● Monthly “Navigating OUSD” Family Q &amp; A Sessions established, 20-33 participants per session, topics featured in Sep and Oct: Technology Access for Families, Parent-Family Volunteering, SSC/SELL Support. Next Session: Dec 13, topic: Understanding Report Cards. Session notes are posted on <a href="#">Family Central</a></li> </ul>	<p>60 sites engaged with shared decision making.</p>

### 3. Practice & Implement Culturally Responsive & Linguistically Sustaining Practices



Corresponding Supt. Work Plan Actions:

- Deepen and apply knowledge of anti-racist learning & frameworks.

### 3. Practice & Implement Culturally Responsive & Linguistically Sustaining Practices - *deliverables update*

Actions	Deliverables	Updates - Summer to Nov. 2022
<p>Develop ways to measure the impact of anti-racist learning and the application of anti-racist frameworks.</p> <p>Integrating Ethnic Studies pedagogies into classrooms and schools to ensure that student learning links to direct needs and gives students a sense of ownership over their learning environments.</p>	<p>Finalize equity pulse tool to measure classroom and culture impact of antiracist learning. Schools engaged in our Racial Equity and Collaborative Leadership fellowship will use the tool.</p> <p>60 school site teams engaged with ongoing antiracist learning.</p>	<ul style="list-style-type: none"> <li>● The equity pulse tool will be launched in January with the sites participating in our Racial Equity and Collaborative Leadership principal cohort.</li> <li>● Anti racist Learning inventory survey distributed to principals in August. 24 leaders completed the survey, 11 would like support for ongoing all staff learning, 20 sites engaging in continuing learning, applying antiracist and equity frameworks with Instructional Leadership Team and staff PD.</li> </ul> <p>We have connected 13 sites with external and internal facilitators based on expressed needed topics:</p> <ul style="list-style-type: none"> <li>● Disrupting antiblackness, Becoming antiracist educator, Culturally responsive teaching, Understanding bias/how white supremacy shows up in our classrooms, and Equity traps.</li> </ul> <p>4,362 learning experiences provided through our Summits this year to date:</p> <ul style="list-style-type: none"> <li>● Racial Justice Equity Healing Summer Institute, 5 full days of learning</li> <li>● Ethnic Studies Institute, 10 days of learning</li> <li>● Black Thriving Summit, Full day of learning</li> <li>● Antiracist Trauma Resilience &amp; De-escalation Workshop Series</li> </ul>

### 3. Practice & Implement Culturally Responsive & Linguistically Sustaining Practices - *goals update*

Interim Goals	Data Collection Updates - Nov. 2022	End of Year Goals
<p>Identify how we are monitoring, responding to, and engaging in healing from incidents of racial harm/violence taking place on our campuses.</p> <p><i>Draft, vet, finalize, and send Protocol for reporting and responding to racial harm/violence in Nov/Dec</i></p>	<ul style="list-style-type: none"><li>● 10 UCP forms related to racial bias (<i>36 collected in 21-22</i>)</li><li>● Legal Incident Report forms are currently being analyzed</li></ul>	<p>Decrease the number of UCP and Legal Incident reports related to racial bias.</p>

# Previous Antiracism Training Data 2018 to Spring 2022

Date	Activity	Facilitators	Audience	# People
Summer 2018	<b>New Teacher Institute: Culturally Responsive Teaching &amp; Implicit Bias Workshops</b>	Lailan Huen (Equity) & Barb McClung (BH)	1st & 2nd Year Teachers	50
Spring 2019	<b>Culturally Responsive Practices Speaker Series</b>	Darrick Smith, Shawn Ginwright, Jeff Duncan-Andrade, Marlecia Autrey, Melissa Canlas	All OUSD Staff	542
Summer 2019	<b>New Teacher Institute: Culturally Responsive Teaching &amp; Implicit Bias Workshops</b>	Lailan Huen (Equity) & Barb McClung (BH)	1st & 2nd Years	50
Spring 2020	<b>Racial Justice, Equity &amp; Healing Summit #1</b>	ACC, Equity, Behavioral Health, CFJ, Principals, Talent, Expanded Learning	All OUSD Staff	300
Summer 2020	<b>Back to School Workshops: Intro to OUSD Equity Learning</b>	Equity, CFJ & Behavioral Health, RJ	All OUSD Staff	1213
Summer 2020	<b>Principal Leadership Institute: Equity Learning Frames</b>	Principals, Talent, Expanded Learning, CFJ, Equity, Behavioral Health	All Principals	110

# Previous Antiracism Training Data 2018 to Spring 2022

Date	Activity	Facilitators	Audience	# People
Fall 2020	<b>Racial Justice, Equity &amp; Healing Summit #2</b>	Black Affinity, Principals, Talent, Expanded Learning, CFJ, Equity, RJ, Behavioral Health	All OUSD Staff	320
2020-2021	<b>Staff Racial Affinity Sessions</b>	RJH Taskforce & Equity	All Staff	659
2020-2022	<b>Ethnic Studies PreK-12 Cohort</b>	LL, AI, Equity, ES Teachers	PreK-12 Teachers	32
Spring 2021	<b>Racial Justice, Equity &amp; Healing Summit #3</b>	Black Affinity, Principals, Talent, Expanded Learning, Equity, RJ	All OUSD Staff	461
Spring 2021	<b>Racial Affinity Fellowship</b>	Denise Curtis (RJ) & Mara Benitez	School Site Staff	26
2021	<b>Courage Conversations Cohort 1</b>	Pacific Education Group	Black-Led Schools	87

# Previous Antiracism Training Data 2018 to Spring 2022

Date	Activity	Facilitators	Audience	# People
Summer 2021	<b>New Teacher Institute: Antiracist Learning PD Series</b>	Equity, Expanded Learning, RJ, CFJ & BH, Talent	1st & 2nd Year Teachers	207
Fall 2021	<b>Racial Justice Summit #4</b>	Ethnic Studies Teachers, GF Team, BAY-Peace, Equity	All OUSD Staff	336
2019-2021	<b>New Teacher Residency PD Series</b>	Zaia Vera (Talent)	1st & 2nd Year Teachers	39
2021-22	<b>Disrupting Anti-Blackness PD (Principal Professional Learning)</b>	Dr. Rachelle Rogers-Ard	HS Principals	20
March 2022	<b>Racial Justice Summit #5</b>	RJEH Taskforce	All OUSD Staff	200
Spring 2022	<b>Transformative SEL: Young Men of Color</b>	Equity, Zymbolic	All OUSD Staff	40
2021-22	<b>Antiracist Learning - Foundational PD (PPL)</b>	Equity	Network 2 Principals	16

### 3. Practice & Implement Culturally Responsive & Linguistically Sustaining Practices

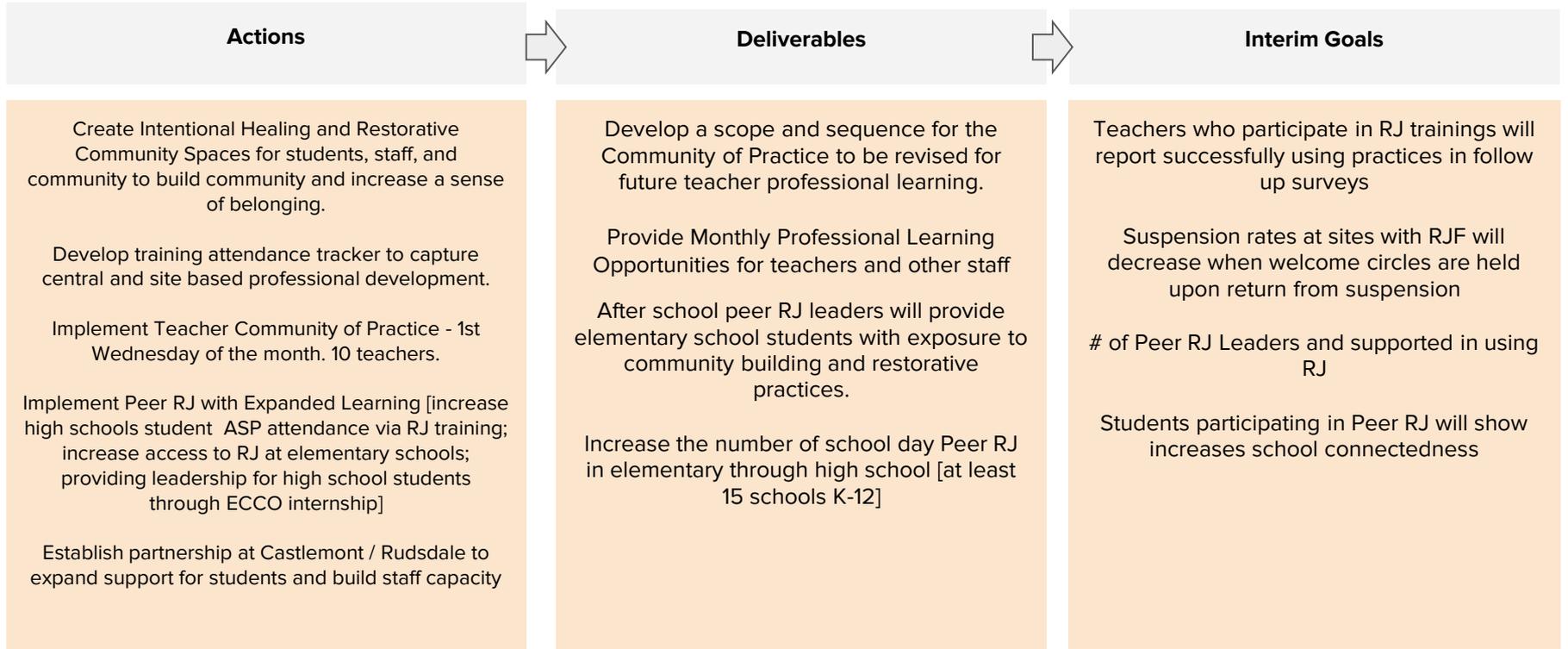
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## Additional Reference Slides:

# Building Systemwide Anti-Racist Learning & Practice

2019-2024

# 4. Invest in Restorative Practices



## Corresponding Supt. Work Plan Actions:

- Develop indicators and progress monitoring reports to measure the impact of RJ practices at a school site in order to inform how each school site builds capacity to implement RJ practices schoolwide.

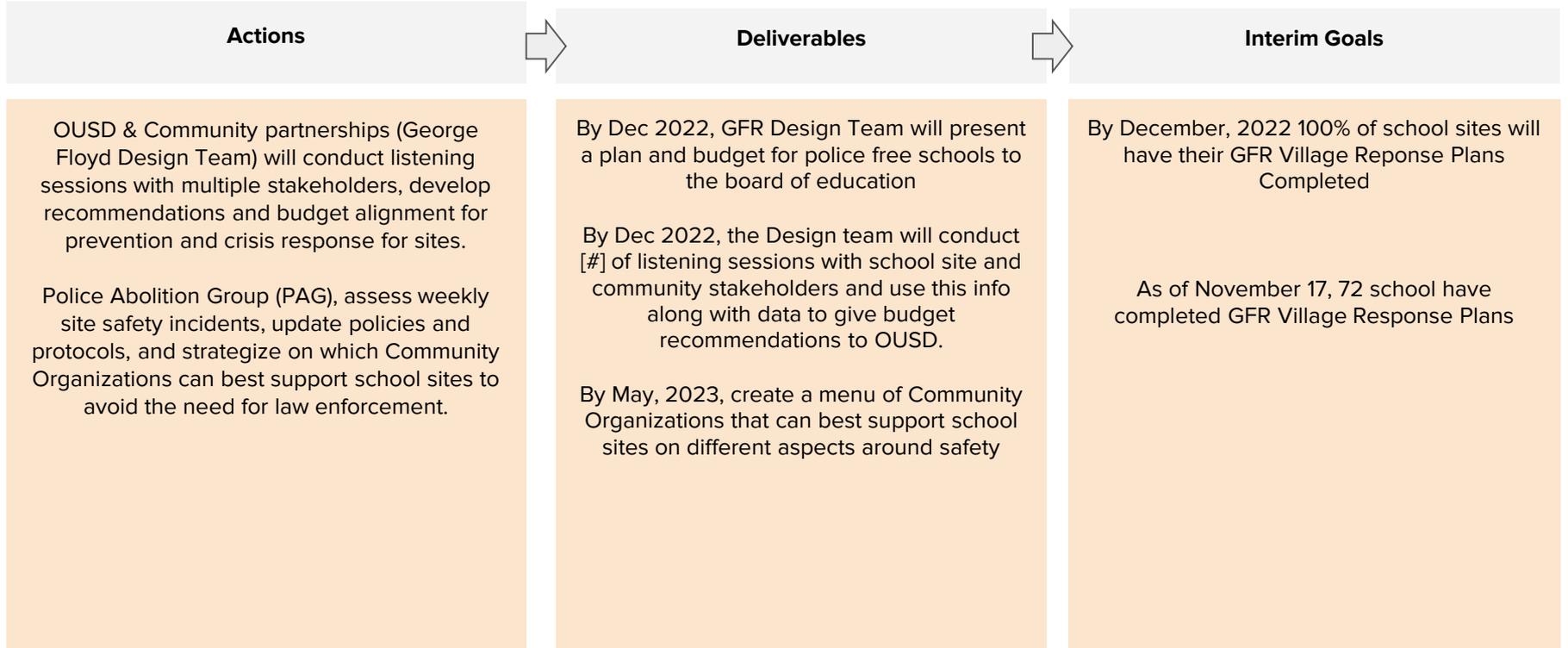
# 4. Invest in Restorative Practices - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>Create Intentional Healing and Restorative Community Spaces for students, staff, and community to build community and increase a sense of belonging.</p> <p>Develop training attendance tracker to capture central and site based professional development.</p> <p>Implement Teacher Community of Practice - 1st Wednesday of the month. 10 teachers.</p> <p>Implement Peer RJ with Expanded Learning [increase high schools student ASP attendance via RJ training; increase access to RJ at elementary schools; providing leadership for high school students through ECCO internship]</p>	<p>Develop a scope and sequence for the Teacher Community of Practice.</p> <p>Provide Monthly Professional Learning Opportunities for teachers and other staff.</p> <p>Increase the number of Peer RJ programs and leaders in elementary through high school [at least 15 schools K-12] with exposure to community building and restorative practices.</p>	<ul style="list-style-type: none"> <li>● Launched Teacher Community of Practice - 4 teachers               <ul style="list-style-type: none"> <li>○ 3 sessions to date</li> <li>○ Built community with participants</li> <li>○ Shared resources and materials</li> <li>○ Created classroom circle templates</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Teachers, administrators, support staff participating in the areas below:</li> <li>● Central staff facilitated 11 Site Based trainings</li> <li>● <b>In person</b> <ul style="list-style-type: none"> <li>○ 2 Intro to RJ trainings</li> <li>○ Full day conflict harm and healing trainings (February)</li> <li>○ Established partnership at Castlemont / Rudsdale to expand support for students and build staff capacity</li> </ul> </li> <li>● <b>Virtual</b> <ul style="list-style-type: none"> <li>○ Circle process in the classroom</li> <li>○ 4 Intro to RJ trainings</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Launch High school to elementary peer RJ in 2023</li> <li>● Using Arts and Restorative Justice for healing in MS</li> <li>● 20 schools with peer to peer RJ programs</li> </ul>

# 4. Invest in Restorative Practices - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>Teachers who participate in RJ trainings will report successfully using practices in follow up surveys</p>	<ul style="list-style-type: none"><li>● Follow up surveys to be launched in 2023</li></ul>	<p>Reduce the out-of-school suspension rate by -3pp (-1 per year for three years) and student expulsions -6 (-2 per year for three years) for Black and SWD</p>
<p>100% of sites with RJF will hold welcome circles when students return from suspension or other sustained absence.</p>	<ul style="list-style-type: none"><li>● 7 of 24 schools with RJ Facilitators report that welcome circles have been held. Data continues to be updated.</li></ul>	<p>Increase the number of schools with at least 70% of students and parents who feel connected to their school by +6 (+2 per year for three years)</p>
<p># of Peer RJ Leaders and students supported in using RJ</p>	<ul style="list-style-type: none"><li>● Data are collected, but dashboard not yet updated. Will update dashboard to reflect Peer RJ Leaders in early 2023.</li></ul>	

# 5. Invest in Restorative Practices



## Corresponding Supt. Work Plan Actions:

- Support the George Floyd Design Team creation of recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools

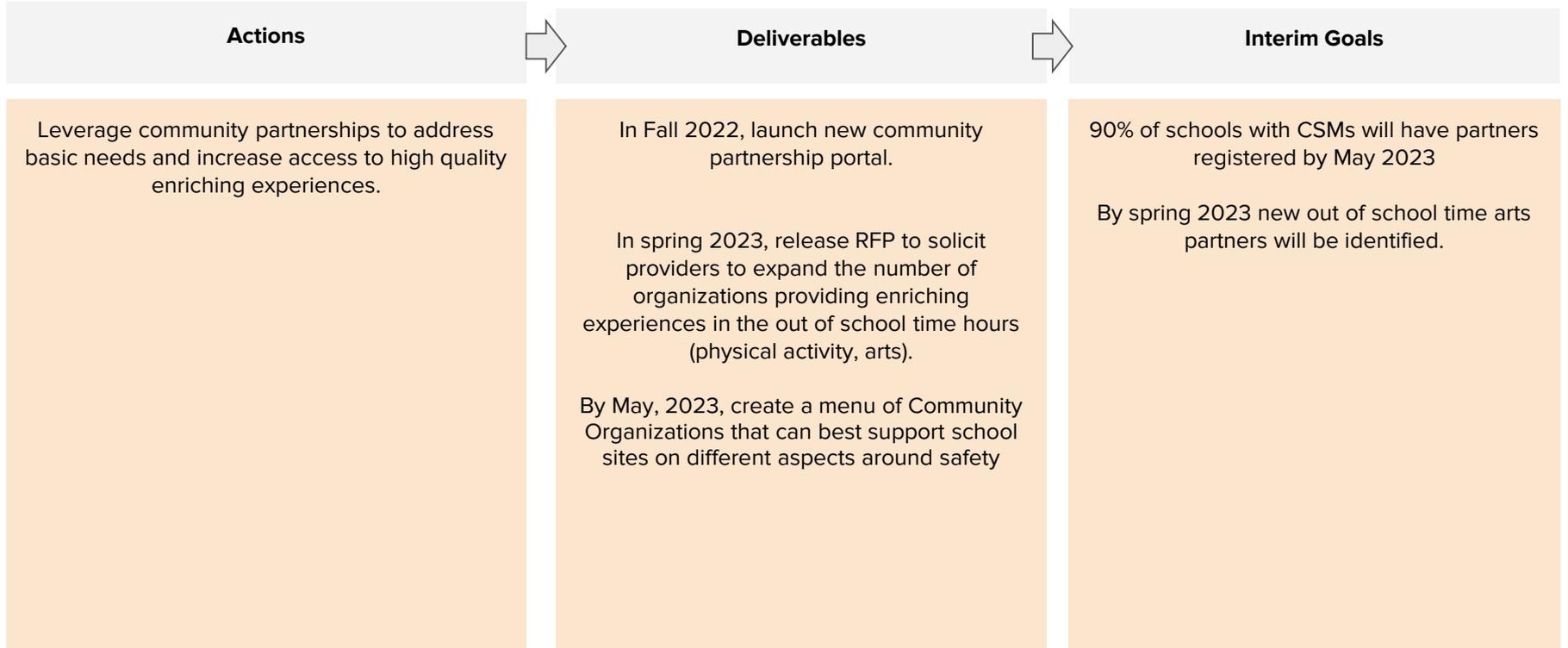
## 5. Invest in Restorative Practices - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>OUSD &amp; Community partnerships (George Floyd Design Team) will conduct listening sessions with multiple stakeholders, develop recommendations and budget alignment for prevention and crisis response for sites.</p> <p>Police Abolition Group (PAG), assess weekly site safety incidents, update policies and protocols, and strategize on which Community Organizations can best support school sites to avoid the need for law enforcement.</p>	<p>By Dec 2022, GFR Design Team will present a plan and budget for police free schools to the board of education</p> <p>By Dec 2022, the Design team will conduct [#] of listening sessions with school site and community stakeholders and use this info along with data to give budget recommendations to OUSD.</p> <p>By May, 2023, create a menu of Community Organizations that can best support school sites on different aspects around safety</p>	<ul style="list-style-type: none"> <li>● GFR is finalizing a plan and budget proposal by the first week of December.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Culture Keeper Listening Session (Spring 2022)</li> <li>● Principal Listening Session (Fall 2022)</li> <li>● Racial Justice Task Force Listening Session (Fall 2022)</li> <li>● Community Schools Listening Session - CKs, RJFs, CSMs, CMs (Fall 2022)</li> <li>● Oakland Tech Listening Session (Fall 2022)</li> <li>● Bunche Academy Staff Listening Session (Fall 2022)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● <a href="#">OUSD &amp; CBO Safety Menu</a></li> </ul>

## 5. Invest in Restorative Practices - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>By December, 2022 100% of school sites will have their GFR Village Reponse Plans Completed</p>	<ul style="list-style-type: none"><li>● 73 school sites have submitted their GFR Village Response Plans</li><li>● Presented Discipline &amp; Intervention Matrix to school site leaders</li><li>● As of October 12, 2022 there are 525 suspensions totalling 1,131 days. This time last year we had 477 suspensions</li><li>● Calls to law enforcement: 84 calls to 911 (combined school staff or community) Aug - Oct</li></ul>	<p>Reduce the out-of-school suspension rate by -3pp (-1 per year for three years) and student expulsions -6 (-2 per year for three years) for Black and SWD</p> <p>Increase the number of schools with at least 70% of students and parents who feel connected to their school by +6 (+2 per year for three years)</p>

# 6. Ensure Inspiring Learning Environments



## Corresponding Supt. Work Plan Actions:

- Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.
- Provide recommendations for an updated Measure Y Spending & Implementation Plan.

## 6. Ensure Inspiring Learning Environments - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.</p>	<p>In Fall 2022, launch new community partnership portal.</p>	<ul style="list-style-type: none"><li>● OUSD partnership portal has launched, working with partners to register and confirm continued offerings in OUSD</li></ul>
	<p>In spring 2023, release RFP to solicit providers to expand the number of organizations providing enriching experiences in the out of school time hours (physical activity, arts).</p>	<ul style="list-style-type: none"><li>● Launched Summer RFP to identify additional summer lead agencies to expand programming in Summer 2023.</li><li>● Enrichment RFP is under development and will be launched in early 2023</li><li>● Launched Saturday Sports Programming for Elementary aged youth - offerings include golf, skating, soccer, and more.</li></ul>
	<p>By May, 2023, create a menu of Community Organizations that can best support school sites on different aspects around safety</p>	<ul style="list-style-type: none"><li>● <a href="#">OUSD &amp; CBO Safety Resource Guide</a></li></ul>

## 6. Ensure Inspiring Learning Environments - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>90% of schools with CSMs will have partners registered by May 2023</p> <p>By spring 2023 new out of school time arts partners will be identified.</p>	<ul style="list-style-type: none"><li>● Due to recent launch, we anticipate data to be available in the spring.</li><li>● Launched Saturday Sports Programming for Elementary aged youth - offerings include golf, skating, soccer, and more.</li></ul>	<p>Reduce the out-of-school suspension rate by -3pp (-1 per year for three years) and student expulsions -6 (-2 per year for three years) for Black and SWD</p> <p>Increase the number of schools with at least 70% of students and parents who feel connected to their school by +6 (+2 per year for three years)</p>



# Safety Update



# Four Pillars of Consideration When planning OUSD Safety - Draft

## Facilities

- Front door buzzer entry system
- Perimeter safety fencing and gates
- Visitor Management System
- Exterior Safety Signage
- Cameras Systems

**OUSD Facilities:**  
**510-535-2728**

## Site-Based Culture & Climate

- Positive student-adult relationships
- Adequate site-based staffing
- Intentional MTSS
- Social Emotional Learning
- Restorative Justice
- Safety Tip lines
- GFR Village Response Plans
- CKs & Site-Based CCAs
- CBO Partnerships
- Trainings

**Community Schools & Student Services**

## Central Support & Response

- OUSD Intake Line
- Central Culture & Climate Ambassadors
- Mental health support
- Trainings
- GFR Village Response Plans Support
- City & Community Partners
- Violence Prevention Education

**Student Support & Safety Unit: 510-874-7777**

## Emergency Preparedness

- Comprehensive safety plan
- Lockdown/Secure School protocols
- Emergency radios
- First aid kits
- Trainings

**Office of Emergency Services: 510-879-5032**

There are many components that are critical for students and staff to feel and be safe on OUSD campuses. It is important that each pillar is built and maintained for structural fidelity that will create an environment that we desire for our entire school community.

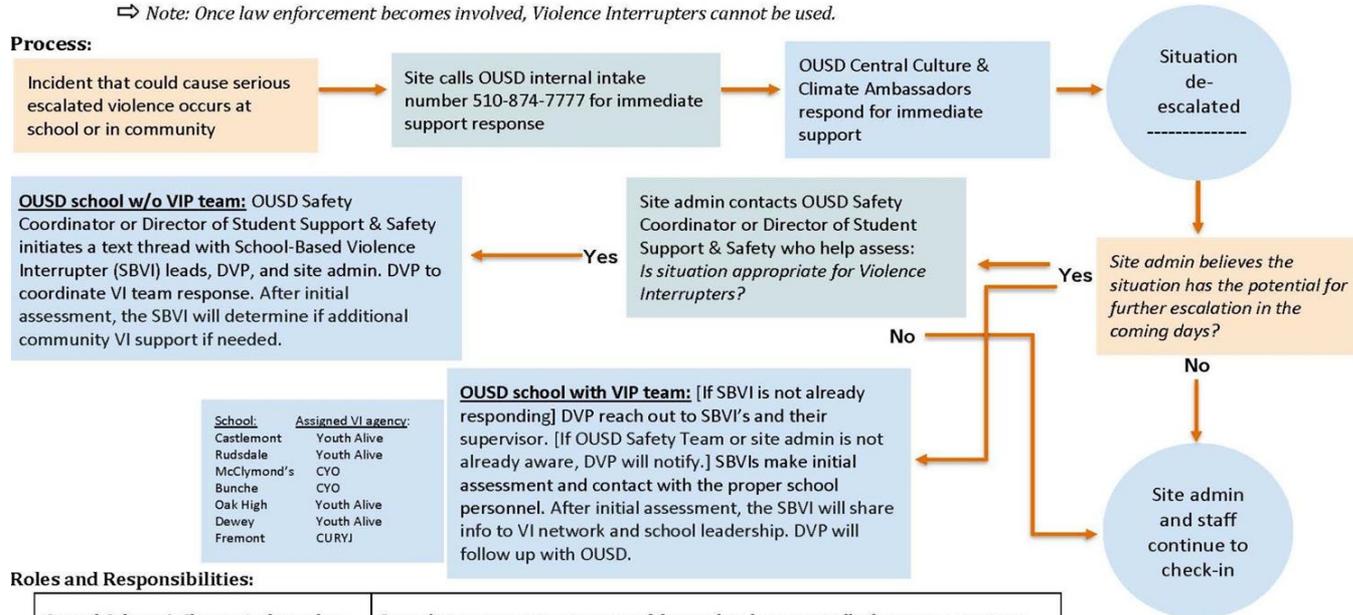
# Communication: OUSD & DVP

## VIOLENCE INTERRUPTERS & OUSD INCIDENT RESPONSE

**Purpose of Violence Interrupters:** To help de-escalate a community or school conflict (students and/or adults) that has the potential to escalate to violent incidents and that the school site is unable to resolve.

⇒ *Note: Once law enforcement becomes involved, Violence Interrupters cannot be used.*

### Process:



### Roles and Responsibilities:

Central Culture & Climate Ambassadors	<i>Immediate</i> response to sites in need for escalated or potentially dangerous situations
Violence Interrupters	Respond to community and/or school incidents that have a potential of <i>escalation of serious violence</i> that cannot be resolved by the school site
DVP	Coordination with VI network and communication of information between VIs and OUSD leadership.

# Communication: OUSD, Department of Violence Prevention, OPD

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Created flow chart /organizational chart for all three organizations to communicate for critical incidents

## Updated new Lockdown Procedures:

- Detailed roles for site and central leaders
- Aligned with national guidance for active shooters
- Trainings

# Facilities Improvements for Safety

Door Entry Systems	Perimeter Safety Fencing	Visitor Management Systems	Camera System
<p><b>Goal:</b> <i>Ensure that every school has a single entry point that can be monitored with video and provide remote entry.</i></p> <p>Priority has been placed on secondary schools and schools that are in neighborhoods experiencing the highest violent crime rates impacting school safety</p> <p><b>Completed:</b></p> <ul style="list-style-type: none"> <li>• Rudsdale (King Estates)</li> <li>• Oakland International</li> <li>• Markham Elementary</li> <li>• Roosevelt MS</li> <li>• Street Academy</li> <li>• MetWest Huggins</li> <li>• Madison Upper</li> <li>• Madison Primary</li> </ul> <p><b>Next Up*:</b></p> <ul style="list-style-type: none"> <li>• Bridges (Updated) (9)</li> <li>• Greenleaf (9)</li> <li>• Burckhalter (9)</li> </ul> <p><b>Planning for Complex Sites:</b></p> <ul style="list-style-type: none"> <li>• Oakland Tech (9)</li> <li>• Manzanita Campus (3)</li> </ul>	<p><b>Goal:</b> <i>Ensure that each school has a secure perimeter that that directs visitors to a single point of entry.</i></p> <p>We are currently completing a district wide assessment will be completed by 11/30/2022 that is looking at fence type, entries, gates, height, closure types.</p> <p>From this assessment staff will generate a prioritized list of school sites that need additional fencing or modifications to the perimeters to increase overall student and staff safety.</p>	<p><b>Goal:</b> <i>Ensure that each school has a digitized system for tracking visitors that come on to a campus.</i></p> <p>Based on our survey of school sites, over 90% of our school sites are still using a paper log book to track visitor sign in at school sites.</p> <p>5 school sites have used school site funds to invest in digital visitor management systems. We are partnering with schools to review the systems to determine which platforms work best for schools and establish a district standard for Visitor Management Systems. From these pilots we will identify a system, pilot at additional sites and implement the system across the district.</p>	<p><b>Goal:</b> <i>Ensure that OUSD schools have cameras that monitor the school entries and areas of high use like playgrounds and cafeterias.</i></p> <p>District has installed Milestone Software allowing centralized access to the 1244 cameras that are installed across our schools.</p> <p>Door Entry System camera will be integrated into the new Milestone system increasing visibility.</p> <p>All school site administrators and Admin have been granted access to view cameras on desktops or PC laptops.</p> <p><b>Future Improvements</b></p> <ul style="list-style-type: none"> <li>• 7 schools are going to bid for additional camera installations across the district this week.</li> <li>• Planning for repairs to the 8% of cameras that are currently down with current focus on Madison Upper.</li> </ul>

*\*School sites are ranked on a scale of 1-10 with 10 being the highest need based on the level of violent crime in the surrounding community*

# George Floyd Design Team

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## **The Design Team includes:**

- An inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners – for completing a revised District safety plan with strategies for enhancing student learning, safety, and well-being within the District.

## **The Design Team task includes recommendations for:**

- Reallocating funds previously used for sworn police officers toward student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students

**The Design Team will present a plan and budget for Police Free Schools on Dec 14**



# Mental Health Supports Update

# Relational Culture

Resolution Item	Current Status
<p>-Ensure there staffing for community positions at priority schools.</p> <p>-Expand staffing to support social, emotional, academic needs.</p>	<p>-With the award of the California Community Schools Partnership expanded Community School Managers to 67 schools. Schools are assessing needs and will identify additional staff under these funds.</p> <p>-Continuing to partner with Mental Health agencies - staffing is a challenge with both district and agency postings.</p>
<p>Expand Parent Teacher Home Visits</p>	<ul style="list-style-type: none"> <li>● 300 teachers trained in 21-22, 60 new teachers trained in Fall 2022.</li> <li>● Train the Trainer sessions to expand training capacity taking place Nov 14-Nov 17</li> </ul>
<p>Create Peer to Peer Mentoring Structures / Networks</p>	<p>Peer Restorative Justice teams at 9 elementary, 6 middle, and 7 high schools.</p> <p>Launched RJ partnership for high school peer mentors with elementary students.</p>

# Mental Health & Wellness

Resolution Item	Current Status
<p>Create intentional Healing &amp; Restorative Spaces for staff and students.</p>	<p>18 mediations, circles or facilitated spaces for staff dialogue and crisis response. Multiple sites holding empathy days or weeks of healing. Sites creating wellness rooms in lieu of discipline centers</p>
<p>Utilize COST / MTSS to facilitate additional supports for students</p>	<p>Universal Mental Health Screening conducted at 25% of schools, in-process at 25%, with 50% preparing to implement. To date a total of 914 students referred via COST for mental health services - such as depression, anxiety, anger Care Solace Referrals continue to be offered and coordinated by COST Leads</p>
<p>Partner with City and County to maximize resources for students</p>	<p>Participating in ACOE SBHIP planning session to submit plan for additional resources in OUSD. Alameda County Health Care Services Agency allocating Mental Health Student Services Act \$ to OUSD to support with developing Peer Wellness / Mentorship model</p>

# Advisory & High School Credit

Resolution Item	Current Status
<p>Leverage the advisory structure to create a space for collective trust building and support within secondary</p>	<p>Advisories have been used to implement restorative community building and to conduct mental health/wellness screening. Structure for advisory varies across networks. All Middle Schools host advisory.</p>
<p>Provide a community of practice that includes training and capacity building for adults who hold Advisories in middle and high schools.</p>	<p>PD on Sown to Grow in progress at 13 secondary schools. Second cohort of schools planning for implement in January.</p>
<p>Create a library of Advisory curricula organized by grade-level span that is accessible for schools across the District.</p>	<p>39 schools implementing Sown to Grow digital social emotional learning platform in Advisory. One site implementing Panorama Ed Platform.</p>

# Advisory & High School Credit

Resolution Item	Current Status
<p>Pilot Innovative and Flexible Credit Recovery Programs</p>	<ul style="list-style-type: none"> <li>● 10th grade Algebra 1 Academic Recovery classes at Fremont, Castlemont</li> <li>● 2 English 1 Academic Recovery Classes in progress for 10th graders at Castlemont;</li> <li>● World Language Avant testing session happened last month for Castlemont students with intense credit recovery needs;</li> <li>● After school Academic Recovery begins Jan 9th for 10th &amp; 11th graders at Mac - Biology &amp; World History course focus -</li> <li>● MPA implemented tutorial program</li> <li>● Oak Tech to begin Anti-Racist Math PD</li> <li>● Fremont, Oak High &amp; Skyline are all planning for summer</li> </ul>
<p>Expand opportunities for summer learning including work-based learning</p>	<p>In Summer 2022, expanded from 479 internships to 547. Slight decrease in Peralta Institute CTE course-taking, from 155 to 145 (due to shift to in-person)</p>
<p>Develop targeted strategies to outreach to and support students who are not on track to graduate as well as students who have been chronically absent</p>	<p>Additional staffing (case managers) at schools are providing targeted supports and outreach to reconnect students to school.</p>



# Community Schools, Thriving Students



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

[www.ousd.org](http://www.ousd.org)



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