OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Superintendent Report

i am OUSD

November 17, 2021

Superintendent Report Overview

Highlight from Schools
- County teacher of the year

Covid Safety Protocols
- Testing & Vaccine Implementation

Sojourner Truth Distance Learning Update
- Attendance & Services

Enrollment & Attendance
- Enrollment & Attendance Counts & Strategies

Strategic Plan Update
- Key Initiatives and timeline for Year 1 Implementation

Reparations Update
- Task Force update & community engagement information

**Sexual Harassment District Response**

Highlights from Schools

Skyline High Golfers Get to Play Pebble Beach

- Skyline High Golfers, senior Brisa Trollinger and sophomore Paul Thomsak, were invited to take part in a charity golf tournament along with Coach James Salazar.
- Pebble Beach is world famous, and just about every golfer's dream course.
- Trollinger & Thomsak said the experience helped their game immensely.
- The group thanks their sponsors, the Forever Young Foundation and District supporters, Intuit.

Alameda County Teacher of the Year
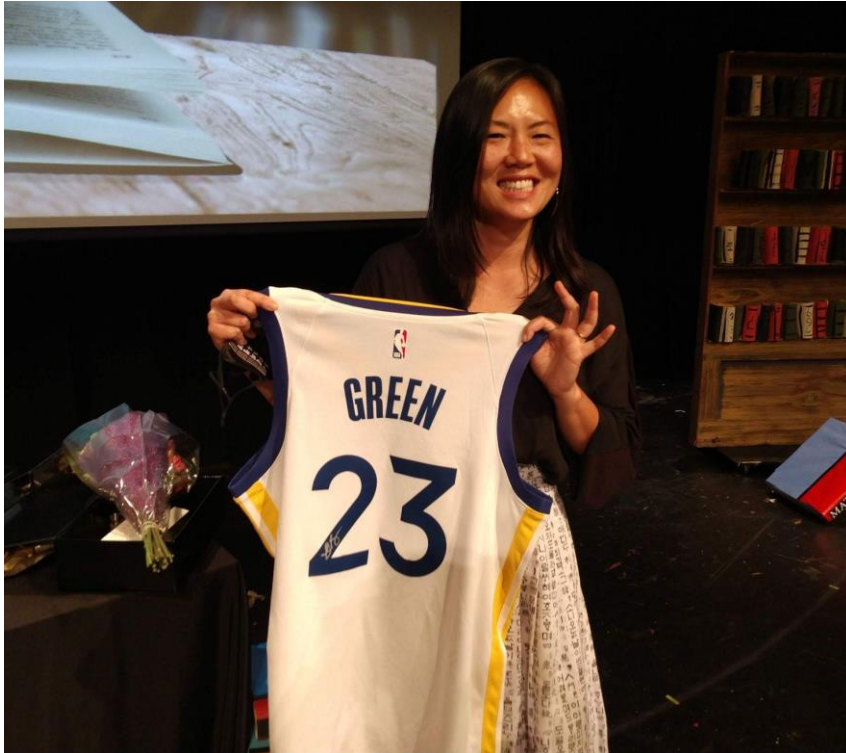
- Jessica Jung
- 3rd Grade Teacher at Bridges Academy
- Finished as one of three ACOE Teachers of the Year
- Was a Finalist for California Teacher of the Year
- Helped lead effort to get money into hands of Bridges families after pandemic began; raised $160,000+
- "It's such an honor to get this recognition, I do it in service of our students and families, and our community here in Oakland."

Covid Safety Protocols

Vaccine Outreach

School-Based Vaccine Pop-Ups at OUSD Schools:

In partnership with Alameda County, COVID Clinic/City of Oakland, CDPH, and Kaiser, we are offering pop up events at the following sites. Starting in mid-November, County-run clinics will move to elementary and middle school as well as community hubs. Visit www.ousd.org/vaccine for dates & times.

- **Pop-ups for 5-11:** Partnering with the ACPHD (8 sites), City of Oakland/COVID Clinic (4-5 sites), CDPH (4 sites), and Kaiser (TBD). Currently scheduling as many as possible for the week prior to Thanksgiving with second doses provided in December.
- **Medical Info Sessions**
  - 11/8: "Doc Talks" hosted by ACPHD
  - 11/10: COVID Vaccine & Kids: A Conversation with Experts hosted by UCSF
- **Raffle for prizes in January**
  - Warriors tickets
- **Poster Contest**
  - Signed jerseys & photos from Warriors & A's

Vaccine Outreach

Sharing information with families about Board Policy 5141.29

- All families who have a student affected by Board Policy 5141.29 have been contacted with information about how to: get vaccinated, share their child's vaccination information, qualify for an exemption, and request a transfer to Sojourner Truth Independent Study. Families without a record on file will also receive a paper mailing after Thanksgiving break.
- All families who do not have a vaccination record on file are being:
    - called centrally to share information about the resolution and exemption process. More than 4,700 families have been called thus far. Of the families we were able to speak to: approximately 16% have had their child vaccinated, another 28% are interested in learning more, and 55% are not interested in getting their child vaccinated.
    - contacted by mail after Thanksgiving break with hard copies of information in native language about the Board Policy, exemption process (with forms), and the enrollment process for SJT.

COVID-19 Student Vaccination Data 2021-22

Data shown include COVID-19 vaccination data on OUSD students eligible to receive a COVID-19 vaccine (12 years or older). Individuals are considered fully vaccinated 14 or more days after either the first shot of the 1-dose vaccine or the second shot of the 2-dose vaccine.
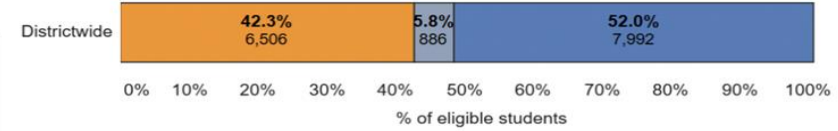
57.7% of eligible students* are fully or partially vaccinated

*age 12 or older as of yesterday

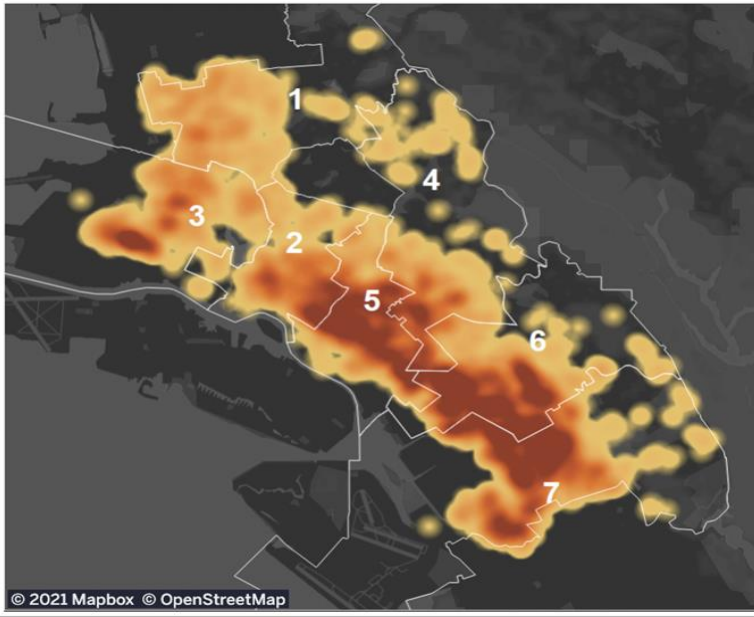Legend: Not vaccinated/Unconfirmed | Partially vaccinated | Fully vaccinated
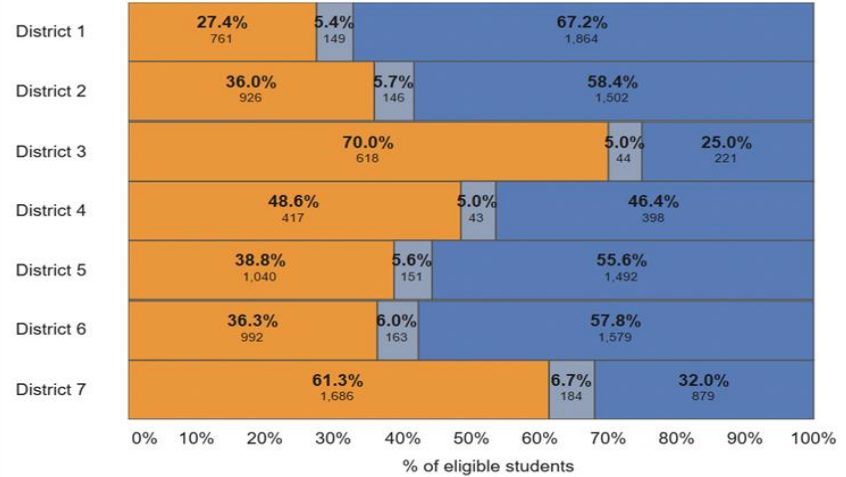
Where are the most students unvaccinated?

In the heat map below, the darker the orange, the higher the concentration of students* who are not vaccinated or have an unknown vaccination status.
*age 12 or older as of 11/9/2021

© 2021 Mapbox © OpenStreetMap

Vaccine-eligible student vaccination rate

	Not vaccinated/Unconfirmed	Partially vaccinated	Fully vaccinated
Districtwide	42.3% / 6,506	5.8% / 886	52.0% / 7,992

% of eligible students

Vaccine-eligible student vaccination rate by board district

	Not vaccinated/Unconfirmed	Partially vaccinated	Fully vaccinated
District 1	27.4% / 761	5.4% / 149	67.2% / 1,864
District 2	36.0% / 926	5.7% / 146	58.4% / 1,502
District 3	70.0% / 618	5.0% / 44	25.0% / 221
District 4	48.6% / 417	5.0% / 43	46.4% / 398
District 5	38.8% / 1,040	5.6% / 151	55.6% / 1,492
District 6	36.3% / 992	6.0% / 163	57.8% / 1,579
District 7	61.3% / 1,686	6.7% / 184	32.0% / 879

% of eligible students

Covid Testing Implementation Update

- Weekly Pooled Testing Pilot launched at 23 elementary sites, with another 17 coming online in November.

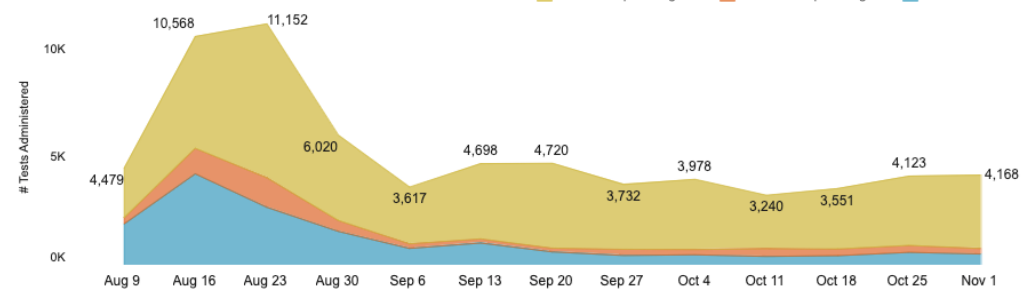- Regular Bi-Weekly Testing at Secondaries in place

Weekly COVID-19 Testing at OUSD Sites 2021-22

Data shown include COVID-19 tests administered through OUSD testing programs and reported via Primary from August 9, 2021 through the prior Sunday. OUSD is currently piloting pooled testing, which is not reflected in this dashboard.

See https://www.ousd.org/covidtesting for information about COVID testing at OUSD.

Weekly count of COVID-19 tests administered by week

Legend: On-site Rapid Antigen · At-home Rapid Antigen · PCR

Data points: 4,479 · 10,568 · 11,152 · 6,020 · 3,617 · 4,698 · 4,720 · 3,732 · 3,240 · 3,551 · 3,978 · 4,123 · 4,168

Weeks: Aug 9, Aug 16, Aug 23, Aug 30, Sep 6, Sep 13, Sep 20, Sep 27, Oct 4, Oct 11, Oct 18, Oct 25, Nov 1

### Tests administered the week of 11/1/2021

On-site Rapid Antigen
3,390

At-home Rapid Antigen
253

Total PCR
525

Weekly test positivity rate

Test positivity rate is calculated as the number of positive tests out of the total number of tests with a result for that week. One person can contribute more than one positive test to a given week's positivity rate.

Positivity Rate: 4.0% 3.0% 2.0% 1.0%

Weeks: Sep 13, Sep 20, Sep 27, Oct 4, Oct 11, Oct 18, Oct 25, Nov 1 — 0.5%
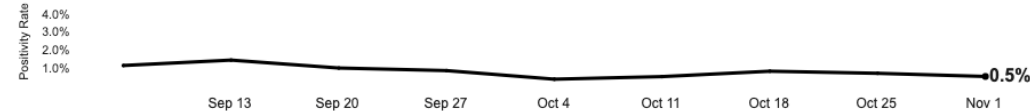
Cumulative count of COVID-19 tests administered since the start of the 2021-22 school year

46,617	+	5,673	+	15,756	=	68,092
On-site Rapid Antigen Tests administered since August 9, 2021		At-home Rapid Antigen Tests administered since August 9, 2021		PCR Tests administered since August 9, 2021		Total Tests administered since August 9, 2021

Contact kaia.vilberg@ousd.org with any questions or comments about this dashboard.

Dashboard is updated nightly. Data here include COVID-tests administered and resulted up to 11/7/2021

Positive Case Dashboard and Protocols

1. Weekly count of COVID-19 cases on school campuses are updated daily for the *previous week*

2. Count of classrooms currently in full at-home quarantine are updated daily for the *current week*

COVID-19 In-Person Case Dashboard 2021-22

Click here to view the COVID-19 Testing Dashboard

Dashboard last updated on 11/10/2021

Dashboard is updated daily at 7am to include all reported cases with presumed positive dates occurring in the prior week (11/1/2021 to 11/7/2021), as well as current full at-home classroom quarantines. Cases for the current week of 11/8/2021 will not be reflected in the dashboard until the following Monday. Counts include cases reported for OUSD school-based staff and students who were physically present on school campuses during their infectious period for COVID-19. Data may be incomplete depending on when the case was reported/confirmed and when contact tracing was completed. The presumed positive date is the earlier of first symptom onset or positive test collection date.

Highlight School

Highlight SiteName

View Map by Grade Level

(All)

Weekly count of reported COVID-19 cases on school campuses

13
Student cases
in the week of 11/1/2021

2
Staff cases
in the week of 11/1/2021

Count of classrooms currently in full at-home quarantine

2
Classrooms
as of 11/10/2021 at 7am

A full at-home quarantine for a class is initiated at the direction of the Alameda County Public Health Department Outbreak team and/or when a single class experiences 3 or more cases in a 2-week period that may be epidemiologically linked. Note that while high schools are not undergoing modified quarantines, high school full at-home quarantines initiated by one positive case are not reflected here. Only TK-8 and early childhood classrooms with 3+ potentially epidemiologically linked cases are reflected here.

Map Legend
- 0 cases
- 1 or more cases
- 1+ at-home classroom quarantines

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Contact kaia.vilberg@ousd.org with any comments/questions about this dashboard.

Changes to the Positive Case Dashboard

Weekly Districtwide Data

Dashboard last updated on 11/10/2021

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Calendar Note
- First Week of School
- Last Week of School
- In Session
- Break

Weekly count of reported student COVID-19 cases on school campuses

Weekly count of reported staff COVID-19 cases on school campuses

Weekly count of classrooms in full at-home quarantine

Graph shows the weekly count of classrooms with at least 1 day during the week in full at-home quarantine. Full at-home quarantines may last up to 10 days after the date of on-site exposure and thus 1 classroom may be represented across multiple weeks (depending on when cases are reported to us). Effective beginning the week of 08/30/21, high schools are not undergoing modified quarantines, and thus high school full at-home quarantines initiated by one positive case are no longer reflected here. Only TK-8 and early childhood classrooms with 3+ potentially epidemiologically linked cases are reflected here.

Sojourner Truth/Independent Study Update

Sojourner Truth Update

- Number of students enrolled in the school as of 11/10: 1024
- 35 additional students are being oriented and when completed the overall enrollment will increase.
- Two TSAs have been hired and recruitment for a third TSA and a counselor is currently in process.
- Students are being enrolled on a continuous basis.
- Recent Improvements:
  - Daily Check-ins with Tk/K-12th grade families on ZOOM.
  - The Admin Team schedules office hours once a week.
  - Provide chromebook support twice a week for families and staff.
  - Partnering with the OUSD Academics team to provide curriculum support.
  - Partnering with REACH to gather feedback from families on program improvements.
  - Partnering with Zion Learning to offer one on one tutoring support.

Please Visit our OUSD Website for more information:
https://www.ousd.org/independentstudy

Attendance and Enrollment

Enrollment Update (TK-12)
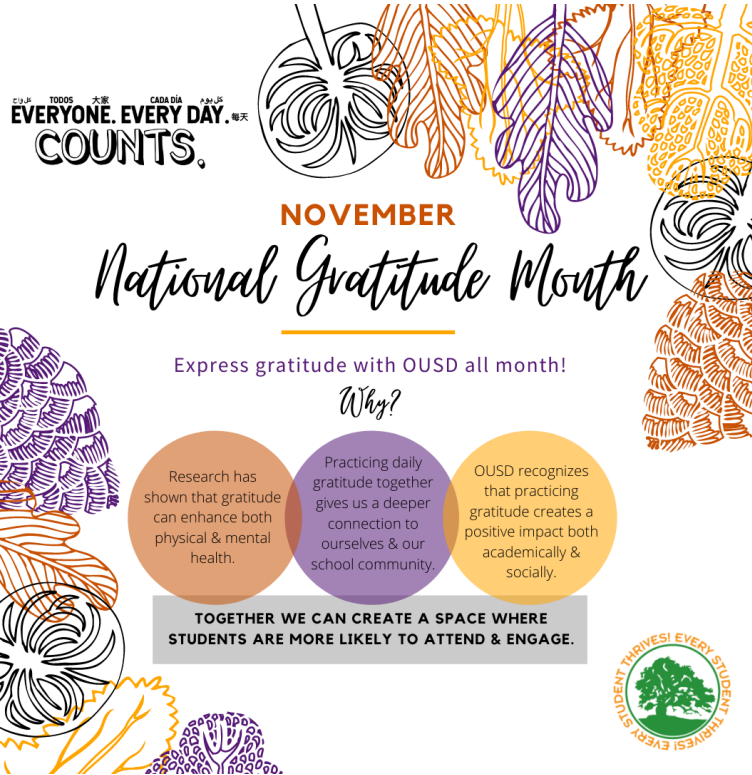
Grade	Enrollment as of 11/9/21	Enrollment as of 10/27/21	Enrollment as of 10/19/21	Enrollment as of 10/5/21	Projected Enrollment
Non-SDC					
TK-5	17,149	17,162	17,169	17,160	17,470
6-8	6,472	6,492	6,497	6,476	6,612
9-12	9,206	9,235	9,251	9,187	9,216
TK-12	32,827	32,889	32,917	32,823	33,221
SDC TK-12	1,567	1,557	1,545	1,555	1,742
Total TK-12	***34,394***	***34,446***	***34,462***	***34,378***	*35,050*

Overall Attendance Update (Aug 9-Nov 9)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused	Foster Youth	African American	Asian	Latino	White
PreK	94%	92%	Data not collected in PreK	89%	86%	Data not collected in PreK	86%	92%	90%	91%
GrTK-5 (avg enrollment)	90% (17,331)	89% (6595)	88% (1351)	86% (2305)	82% (176)	83% (56)	87% (3254)	93% (2003)	89% (7578)	95% (2330)
Gr6-8 (avg enrollment)	91% (6641)	90% (1983)	90% (391)	86% (1180)	85% (115)	83% (34)	87% (1455)	96% (623)	91% (3231)	96% (660)
Gr9-12 (avg enrollment)	88% (9113)	83% (2451)	83% (1052)	83% (1463)	79% (615)	77% (76)	85% (2251)	95% (1080)	86% (4224)	94% (785)

* MetWest and Sojourner Truth NOT included.

Attendance Initiatives

- **October Monthly Attendance Challenge** - Bully Prevention Focus - Madison Park Lower won the challenge. **November Challenge** focuses on Gratitude.
- **Attendance Request for Proposals** - Bids were submitted on November 8. Review team is reviewing and scoring.
- **Attendance Teams** reviewing data to identify supports for students with Tier 2 attendance needs.
- Identifying supports for school-wide attendance improvement plans.

Strategic Plan Update

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

INITIATIVE #2

Supporting Powerful Graduates

INITIATIVE #3

Creating Joyful Schools

INITIATIVE #4

Growing a Diverse and Stable Staff

Focus Areas

Focus Area 1

Get aligned

Clarifying the roles of schools, district, families and community-based organizations, better aligning instruction and services across schools to build excitement about reading and writing across the city

Focus Area 3

Invest in our educators

Ensuring that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices

Focus Area 2

Put families in the driver's seat

Increasing parent and family capacity to advocate for and support literacy and building more powerful home-school partnerships

Focus Area 4

Use data to make the best decisions

Using data to allocate resources equitably, support effective implementation of core reading instruction, celebrate growth, and learn from best practices

Focus Areas

Focus Area 1
Prepare students for post-secondary success

Aligning systems to ensure students are able to earn certifications, college credit, and/or apprenticeships through the completion of a pathway and increasing the number of students transitioning successfully to a post-secondary opportunity

Focus Area 2
Develop systems of personalized supports

Investing in and creating systems of targeted supports for our most marginalized students

Focus Area 3
Integrate real world learning

Deepening the integration of career technical education and work-based learning opportunities with our core content areas within and outside of school walls to ensure a relevant and authentic learning experience for students

Focus Area 4
Strengthen high school preparation

Ensuring middle grade students are prepared for high school by strengthening our emphasis on challenging and relevant curricula with support for students' academic and developmental needs

Focus Areas

Focus Area 1
Center and listen to youth and families

Authentically engaging and involving youth as leaders in their education experience, building authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown youth and families to define joy, beauty, and inclusion while building community consensus

Focus Area 2
Invest in restorative practices

Ensuring restorative practices are truly integrated into the fabric of our schools, with monitoring of implementation

Focus Area 3
Practice culturally responsive and linguistically sustaining practices

Creating welcoming practices and intentional work around bias and racism

Focus Area 4
Ensure inspiring learning environments

Facilitating joyful learning spaces from home to school; designing classrooms, learning spaces, and opportunities that value joy and multiple ways of thinking and being; providing spaces for the community to gather and celebrate each other; and expanding outdoor spaces for youth

GROWING A DIVERSE AND STABLE STAFF

Focus Areas

Each focus area is brought to life across the stages of educator development to meet the needs and opportunities of educators at that point of their career. Our focus areas also maximize the collective impact work required to effectively grow and support a dynamic, representative educator workforce that research has proven benefits all students.

Aspiring Black and Brown educators in high school or college	Aspiring Black and Brown educators with a BA	Early career Black and Brown educators	Practicing Black and Brown veteran educators

Strengthen partnerships

Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color, to support the other three focus areas

Strengthen pathways

Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members
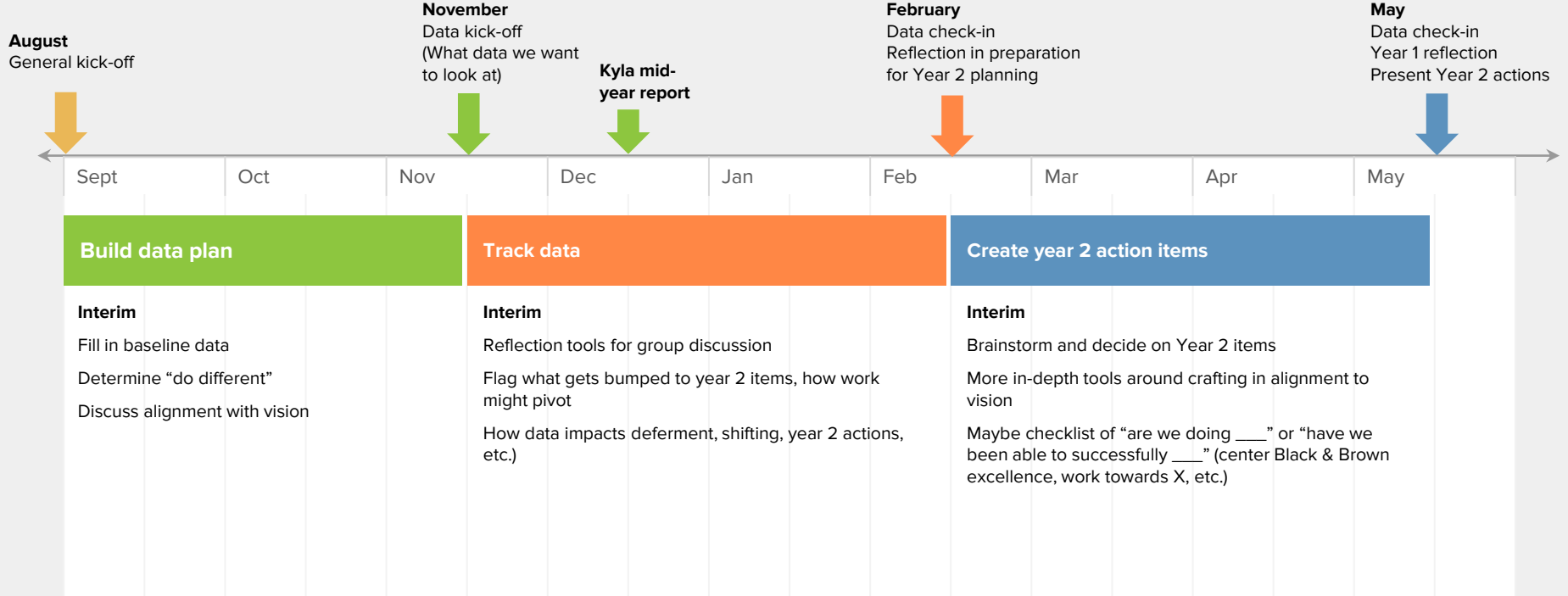
Strengthen affinity-based support structures

Establishing dynamic, affinity-based support structures for educators across OUSD

Strengthen conditions for educator learning & professional growth

Creating conditions in school that serve educators, students, and families; building nimble growth opportunities to meet educators' ever-evolving needs; removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators; adapting teaching and learning based on what has been learned through the pandemic

Timeline

August
General kick-off

November
Data kick-off
(What data we want
to look at)

**Kyla mid-
year report**

February
Data check-in
Reflection in preparation
for Year 2 planning

May
Data check-in
Year 1 reflection
Present Year 2 actions

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

Build data plan

Track data

Create year 2 action items

Interim

Fill in baseline data

Determine "do different"

Discuss alignment with vision

Interim

Reflection tools for group discussion

Flag what gets bumped to year 2 items, how work might pivot

How data impacts deferment, shifting, year 2 actions, etc.)

Interim

Brainstorm and decide on Year 2 items

More in-depth tools around crafting in alignment to vision

Maybe checklist of "are we doing ____" or "have we been able to successfully ____" (center Black & Brown excellence, work towards X, etc.)

Black Reparations Update

Task Force Update

Task Force Meetings

The Black Thriving Students and Families Task Force ("Task Force") continues to meet virtually on the 1st and 3rd Thursdays (4:00-6:00pm). Meetings are open to the community and agendas and zoom meeting links can be found online at the OUSD Legislative Center.

Black Thriving Indicator, Plan, and Fund Development

Each Task Force meeting includes breakout-specific work time for members to continue their collaborative and community-centered approach to developing a set of indicators, a thriving plan and fund pursuant with the Reparations for Black Students Resolution. Working groups also meet between Task Force meetings to synthesize and refine their resolution-aligned deliverables.

Phase One Implementation

The Task Force will present details on their first phase of implementation at the January 26, 2022 Board meeting.

Community Engagement

Healing-Centered Listening Sessions
Facilitated by Spearitwurx, and hosted in-person and virtually. These community listening sessions are designed to engage former and current Black/African-identifying OUSD students, families and staff. Additional details and registration information can be found at www.ousd.org/reparations

Community Engagement

Art of Reparations Campaign

Community-wide "open call" for original works of art as a vehicle for truth-telling about the Black/African experience in OUSD. Select pieces will be featured at a MLK Day community event at the Oakland Museum of California (OMCA).

Community Feedback Survey

Five-question survey for former and current Black/African-identifying OUSD students, families and staff. These responses will help inform the development of the Black Thriving Indicators and Plan.

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Addressing Sexual Assault on Campuses

Response to Needs at Oakland Tech

These plans are not fixed or static. They will evolve based on input from our students, families, and staff. With that in mind, below is a snapshot of our current thinking around some immediate, short term, and longer-term responses

Immediate Response	Short Term Response	Longer Term Response
Make information about reporting sexual harassment/sexual assault readily available via oaklandtech.com.	Develop Oakland Tech's specific Title IX procedure and update the school website to reflect those procedures in a clear, user-friendly manner	Ongoing professional development for school staff on sexual harassment/sexual assault prevention, Title IX compliance, and other OUSD complaint procedures
Communicate Title IX expectations in writing throughout campus via posters located in shared, public spaces (1 week)	Work with COST (Coordination of Services Team) to coordinate how immediate and ongoing supportive measures will be identified and provided to students who report harassment and/or assault	Ongoing learning opportunities for Oakland Tech scholars around affirmative consent and appropriate behavior
Implement OUSD Title IX Advisory lesson plans about sexual harassment, consent, empathy and allyship, and reporting sexual harm at school (1-2 weeks)	Work with teachers to clarify their role in responding to sexual misconduct in the following ways, including but not limited to: how to interrupt sexual harassment between students, how to discuss these serious topics with individual students and their classes, and how to report classroom incidents to Site Administration	

Response to Needs at Oakland Tech

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Immediate Response	Short Term Response	Longer Term Response
Appoint Asst. Principal to be Title IX Site Coordinator Define and clarify the role of Title IX Site Coordinator and communicate broadly to the Oakland Tech community (1 week)	Work with teachers to provide information about sexual misconduct definitions, rules, expectations, responses, and remedies	
Develop committee of OT students, teachers, and staff focused on improving Oakland Tech responses to sexual harassment and sexual assault (1-2 weeks)	Clarify with OUSD Title IX Coordinator and OUSD Legal what information can and cannot be shared with the public regarding the progress of Title IX investigations	
Post updated OT Dress Code on the school website and communicate updates to students and staff (1 week)	Discuss revised OT Dress Code with staff to ensure consistent and equitable implementation	

Title IX Improvements

Policy and Procedures
- Administrative Regulation 5145.7(a) (Students) – Title IX Sexual Harassment Complaint Procedures and 4119.12(a) (Personnel) - Title IX Sexual Harassment Complaint Procedures were adopted in March 2020, translated and distributed to all school sites, and are also posted on the OUSD website.
- Ombudsperson is identifying a site-based Title IX Liaison for each OUSD school site by December 1, 2021. Contact information for each Liaison will be posted for the public on the website.

Training/Education for Students and Staff
- The Healthy Oakland Teens Curriculum consists of four (45 minute) lessons for high school students regarding (1) Sexual Harassment & Technology Relationships; (2) Consent & Skills for Staying Safe; (3) Empathy & Allyship; and (4) Reporting Sexual Harm at School.
- Developing training for principals, administrators, and Talent staff on the three levels of the Title IX complaint process: Investigator, Decision-Maker and Appeals.
- Ombudsperson will attend the District LCAP meeting in the Spring to share new Title IX Complaint Procedures with parents and/or guardians.

Investigation Systems
- Currently creating a job description for a Title IX Coordinator position and finding contract Title IX investigators to help handle the influx of Title IX complaints in the interim
- Developing guidelines for school leaders to align Student Discipline Policies with new Title IX Regulations.

EVERY STUDENT THRIVES!

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www.ousd.org   @OUSDnews

1000 Broadway, Suite 680, Oakland, CA 94607