

Superintendent Report

Superintendent, Dr. Kyla Johnson Trammell
Mar 22, 2023



**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

School Highlights

Covid Update

Attendance Update

Enrollment Update

Strategic Plan Initiative 3: Joyful Schools





Highlights from Schools

The Oakland High Boys and Oakland Tech Girls Basketball Teams Have Won State Championships!



This was the first ever State Championship for the Boys Team at Oakland High. It was the third State Championship in a row for the Oakland Tech Girls Team.



In the boys game, the Wildcats dominated from the start, winning by a score of 59-43. They were led by their senior guard, Money Williams, who scored 22 points and had 9 rebounds.

The Oakland Tech Bulldogs were in a dogfight for much of the game before they broke it open in the fourth quarter, when they outscored their opponent 23-7. The final score was 75-52.

Initiative: Joyful Schools

www.ousd.org/strategicplan

I love seeing our students success in the classroom, and in their favorite sports, and I look forward to celebrating these outstanding teams in a citywide celebration soon.

Literacy Liberator Mentor Program Supports Student Readers & New Tutors



Initiative: Strong Readers

www.ousd.org/strategicplan

As part of our commitment to ensuring strong readers by the third grade, we have partnered with The Oakland Reach and Fluent SEEDS on the Literacy Liberator program, training community members to become literacy tutors, and long term tutors to be mentors to new tutors.

Malak Alsabahi is one such mentor. Seven years ago, Malak walked into the principal's office at **Horace Mann Elementary** to offer translation assistance for parents and students. Originally from Yemen, Malak started off by helping Arabic-speaking students with their English and after 3 years with SEEDS intervention, she was invited to become a literacy tutor with SIPPS, helping kindergartners with their reading. An elementary school teacher back in Yemen, her favorite part of being a tutor is when her students successfully pass to the next level.

Now a mentor, Malak will be supporting Literacy Liberator tutors as they join her in offering small group support to build students' reading skills.

Annual OUSD Orchestra Festival is Big Success with Student Musicians



On Thursday, March 9, Roosevelt Middle School hosted the District's Annual Orchestra Festival, with hundreds of musicians from across the city coming together to make beautiful music. The schools taking party were Edna Brewer, Montera, Roosevelt and Westlake middle schools, and Oakland High, Oakland Tech, and Skyline High. The Oakland Symphony's Muse Vivo Orchestra also performed.

The musicians played a variety of pieces by such giants of classical music as Johann Sebastian Bach and Pyotr Ilyich Tchaikovsky.

Organizers also reminded attendees about this year's OUSD Summer Music Camp which runs June 5-23 at Roosevelt Middle School, and is free for middle school students who have taken at least one year of middle school music.

Initiative: Joyful Schools

www.ousd.org/strategicplan



Covid Update

COVID Update

Testing & Vaccines

- Regional testing hubs open
 - 1 hub open per day, in a different part of the city to remain as accessible as possible
 - CDPH updated guidance to limit testing to rapid antigen only, not PCR
- At-home tests available for symptomatic/exposed staff & students at all school sites
 - At-home tests will be distributed for Spring Break
 - CDPH updated guidance advises testing for higher risk situations (e.g. travel, exposure, symptoms), not for all students/staff before the return from break

Case Rates & Masking

- The community level of Covid-19 in Alameda County is Low based on cases and hospitalizations.
- OUSD follows CDPH and ACPHD aligned masking guidance to CDC, per Board Policy 2122-0091.
- High-quality masks, including N95, KN95, KF94, and surgical masks are provided at all District facilities.
- California State of Emergency ended on February 28, 2023.
National State of Emergency ends on May 11, 2023.
- Starting March 1, classroom-level notifications are no longer issued about cases.
- Starting March 1, COVID-19 vaccinations are no longer required by the Oakland Public Education Fund for in-person volunteers or chaperones.



Enrollment Update

Enrollment Grade Span to Census Day (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
General Ed Enrollment TK	740	633	675	698	681	700	704	707	709
General Ed Enrollment K-5	16,057	16,150	16,097	16,326	16,295	16,358	16,399	16,408	16,403
General Ed Enrollment 6-8	6,427	6,358	6,201	6,363	6,353	6,367	6,369	6,382	6,379
General Ed Enrollment 9-12	8,519	9,385	8,303	9,362	9,063	9,201	9,204	9,187	9,190
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450

Census Day 21-22: 34,428

Census Day 22-23: 34,118

-176 Students

The preliminary Census Day numbers are used to drive OUSD's projections for the 2022-23 school year. These numbers will fluctuate post-Census day and are certified in by the state in January.

Adopted Budget 22-23: 33,208

Enrollment Projections

Projections are the foundation of the District structure and drive district- and site-level decision making around budget, staffing, and program.

Projections

Budget

Base Staffing

Programs



. School site projections in the 2/8/2023 Superintendent Report

	Actual Census Day Counts from CALPADS					2018-19 to 2022-23	Projections	
Grade Span	2018-19	2019-20	2020-21	2021-22	2022-23	4-Year Annualized Change	Projection 2023-24	Change 22- 23 to 23-24
TK	602	559	529	584	758	39	959	201
K	3173	3128	2811	2887	2791	-96	2677	-114
1	3244	3180	3078	2837	2944	-75	2817	-127
2	3138	3152	3067	2880	2802	-84	2823	21
3	3112	3079	3060	2890	2830	-71	2712	-118
4	3095	3061	3036	2887	2817	-70	2749	-68
5	3134	3001	2961	2830	2825	-77	2683	-142
6	2276	2305	2365	2291	2248	-7	2191	-57
7	2421	2264	2314	2289	2253	-42	2236	-17
8	2350	2427	2294	2288	2241	-27	2256	15
9	2330	2511	2297	2341	2327	-1	2400	73
10	2466	2453	2545	2339	2426	-10	2451	25
11	2519	2405	2454	2444	2374	-36	2367	-7
12	2571	2559	2606	2645	2505	-17	2362	-143
Total	36431	36084	35417	34432	34141	-573	33683	-458

> 3% decrease

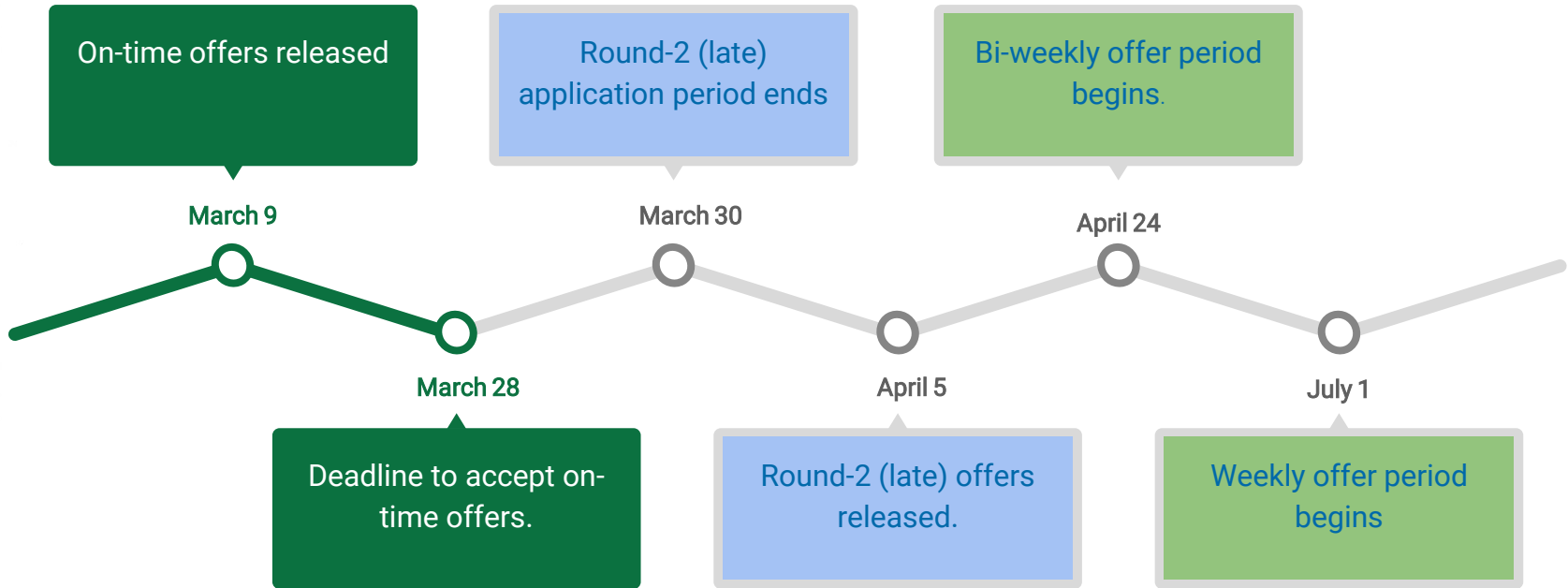
1% - 3% decrease

+/- 1% change

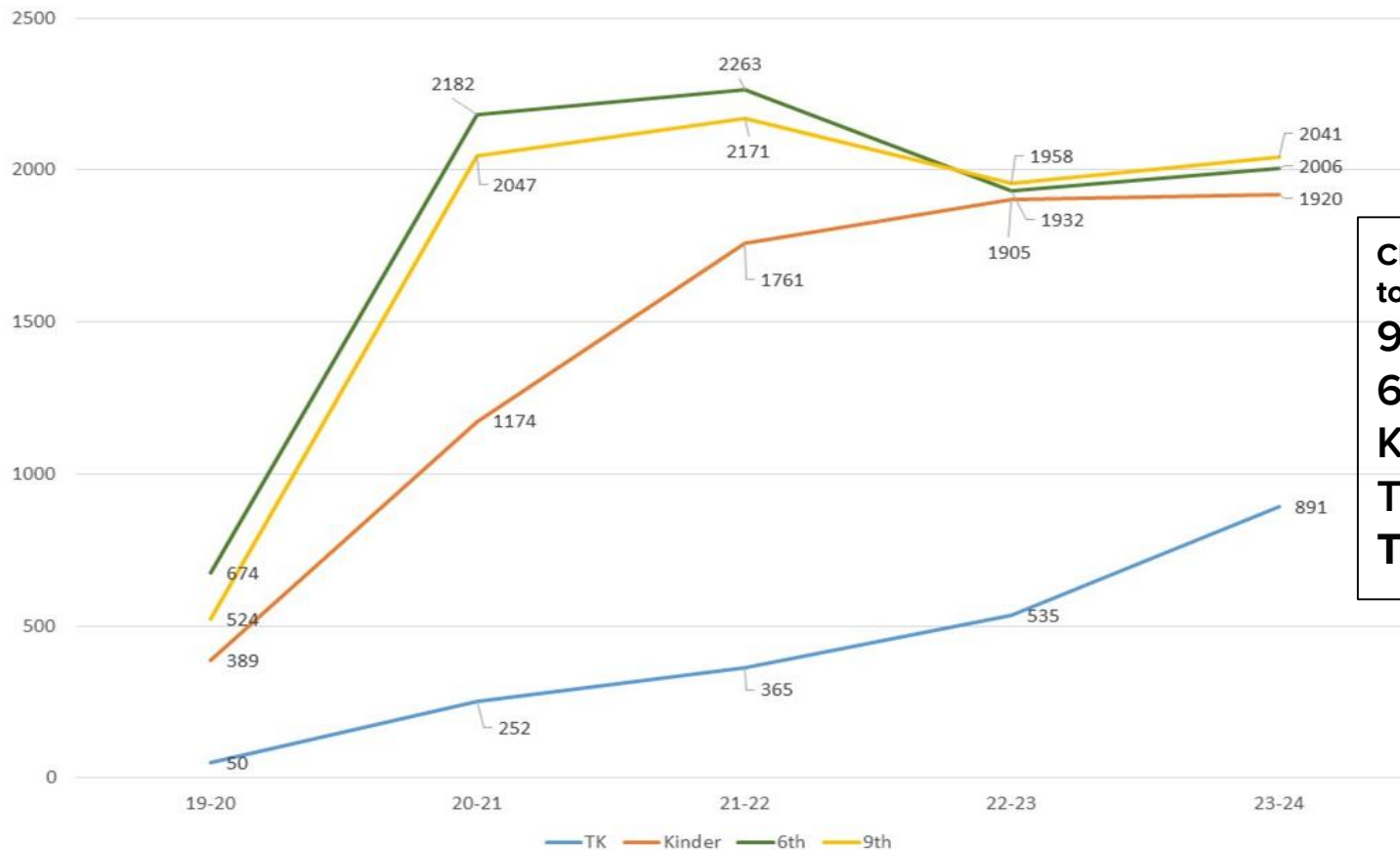
1% - 3% increase

> 3% increase

Enrollment Timeline



Historic On-time Transition Grade Applications



Change relative
to 22-23:

9th: +83

6th: +74

K: +15

TK: +356

Total: +528

Grades TK, K, 6th and 9th

- Ontime Enrollment Window closed on 2/10/2023

Transition Grades	12/30/22	1/6/23	1/13/23	1/20/23	1/27/23	2/3/23	2/10/23*	Projections 23-24	% of Projection
TK	293	361	469	537	610	706	891	959	92.9%
K	686	820	1030	1175	1335	1541	1920	2677	71.7%
6th	774	846	1123	1300	1468	1607	2006	2191	91.6%
9th	646	741	1000	1180	1395	1585	2040	2400	85.0%

*The applications counts represent the number of applications submitted to OUSD Districtwide. This does **NOT** represent that OUSD has met its enrollment projections for 23-24. Application counts are a critical enrollment health benchmark. Once a family has accepted, enrolled, and attended school on the first day of class, the student will show up in OUSD's Fall enrollment counts. At this time, some schools have much fewer applications than projected seats offered at the school.

Grades TK, K, 6th and 9th

. Ontime Enrollment Window closed on 2/10/2023

Transition Grades	On-time application 2/10/23*	Late applications 2/17/23	Late applications 2/24/23	Late applications 3/1/23	Late applications 3/8/23	Projections 23-24	% of Projection
TK	891	901	915	928	943	959	98.3%
K	1920	1953	1978	1999	2031	2677	75.8%
6th	2006	2040	2062	2081	2097	2191	95.7%
9th	2040	2051	2075	2084	2108	2400	87.8%

*The applications counts represent the number of applications submitted to OUSD Districtwide. This does **NOT** represent that OUSD has met its enrollment projections for 23-24. Application counts are a critical enrollment health benchmark. Once a family has accepted, enrolled, and attended school on the first day of class, the student will show up in OUSD's Fall enrollment counts. At this time, some schools have much fewer applications than projected seats offered at the school.



Enrollment Stabilization

Satellite Offices

- 1) Established on December 5, 2022 at four locations across Oakland
- 2) Designed to provide additional in-person Enrollment support to the community
- 3) Open to any family from any school and new to OUSD families
- 4) Continuing through the end of the school year

SATELLITE OFFICE HOURS



School Site	Day	Times	Specific campus location
WOMS	Mondays	8:30-3:30	Family Resource Center, Building H
Elmhurst	Tuesdays	8:30-3:30	Family Resource Center, room 3000
ICS/ TCN	Thursdays	8:30-3:30	Gym/ Stage area
Havenscourt	Fridays	8:30-3:30	CCPA Family Resource Center

Outreach support

We are sending an outreach email and text to every family who received an offer to one of our enrollment focal schools. The purpose is to provide additional welcome and an additional means of acceptance for families.

Welcome to the
Burckhalter Family



**Meet Principal
Carin Geathers**

@BobcatsRowing ousd.org/burckhalter

Dear <<first name>>

We are excited to welcome you and your child <<student first name>> to the <<school name>> family. These are exciting times to be a <<mascot>>. Please take a moment to do two things:

1. Be sure to accept your offer and make it official that you are a <<mascot>>.
2. Take a moment to watch the video above to get a sneak peek at what we are about.

Lastly, stay tuned and be on the lookout for more information, events, and special xxx from the <<school name>> family.

[Accept offer here](#)

Stay Connected



Visit our website
Learn more about our school community, get familiar with our programs and meet our staff.

[Visit website](#)



Follow us on social
We like to show the Oakland community what we are about. Follow us on social media and see what is your family and student's future.

Follow us on social @bobcatsrowing

[Follow us!](#)

Welcome to the
Castlemont Family



**MEET PRINCIPAL
JOSEPH BLASHER**

@CastlemontHigh ousd.org/castlemont

Dear <<first name>>

We are excited to welcome you and your child <<student first name>> to the <<school name>> family. These are exciting times to be a <<mascot>>. Please take a moment to do two things:

1. Be sure to accept your offer and make it official that you are a <<mascot>>.
2. Take a moment to watch the video above to get a sneak peek at what we are about.

Lastly, stay tuned and be on the lookout for more information, events, and special happenings from the <<school name>> family.

[Accept offer here](#)

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Visit our website
Learn more about our school community, get familiar with our programs and meet our staff.



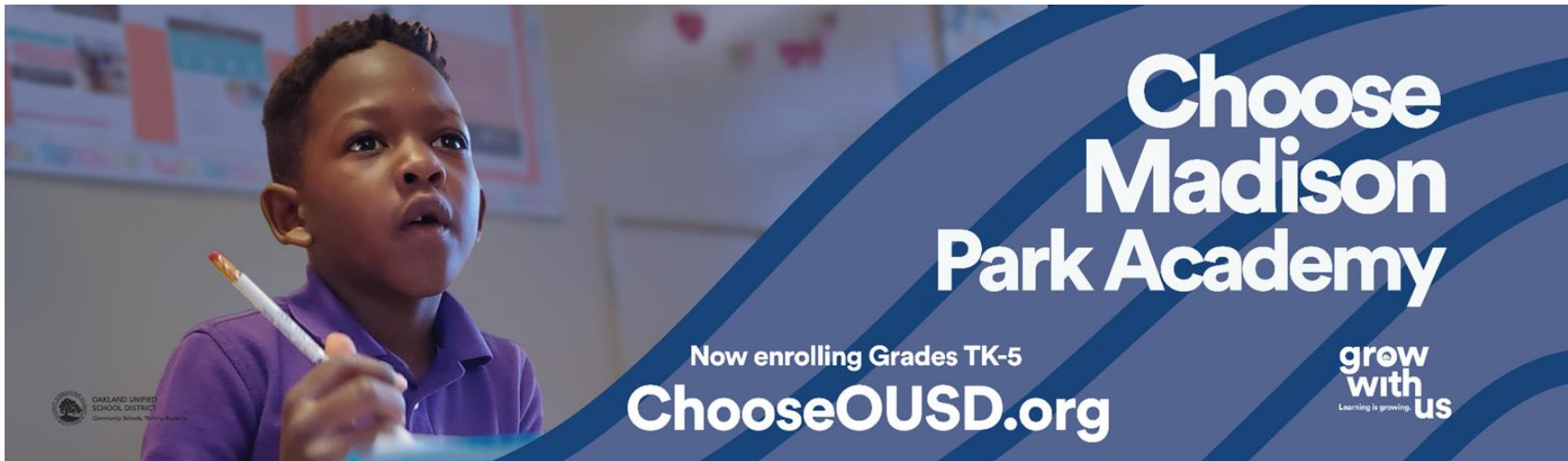
Follow us on social media
We like to show the Oakland community what we are about. Follow us on social media and see what is your family and student's future.

Follow us on social @castlemonthigh

[Follow us!](#)

East Oakland Billboards

Similar to work we completed in West Oakland, we have launched an East Oakland school-level billboards for Castlemont, East Oakland Pride, Elmhurst, Frick, MPA Primary, MPA 6-12, and Reach Academy.





Attendance Update

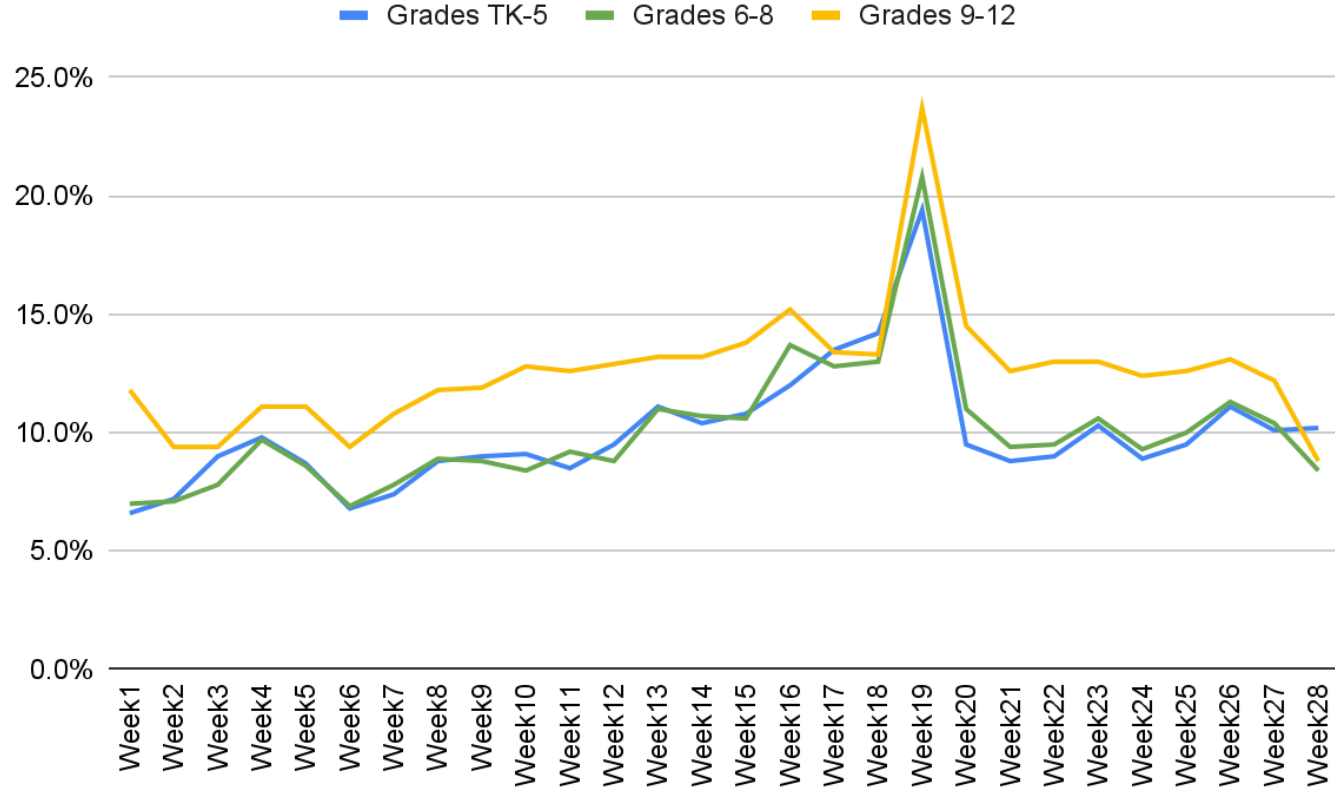
Overall Attendance Update* (Aug 8-March 13)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
Gr TK-5 (enrollment)	90% (17578)	90% (6450)	89% (1375)	87% (2763)	86% (435)	89% (44)	87% (3251)	94% (1848)	89% (7743)	93% (2487)
Gr 6-8 (enrollment)	90% (6580)	90% (1932)	91% (365)	87% (1155)	88% (271)	85% (27)	87% (1408)	94% (562)	90% (3292)	93% (655)
Gr 9-12 (enrollment)	87% (9242)	85% (2612)	85% (1218)	85% (1580)	82% (707)	75% (69)	85% (2135)	93% (991)	86% (4550)	92% (794)

*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.

Weekly Attendance Rate (Aug 8-March 10)





Strategic Plan Initiative #3: Creating Joyful Schools

CREATING JOYFUL SCHOOLS

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

OUSD MTSS Framework

(Our OUSD MTSS Framework will ADD Attendance to the Framework)

OUSD Multi-Tiered Systems of Support Framework

Adopted, and adapted from the California MTSS Framework, (2016).



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The OUSD MTSS Framework includes 5 domains and 11 Features.
The needs of the Whole Child are successfully met when
ALL Domains and Features are effectively implemented with fidelity.

Whole Child Domain

**Inclusive Academic Instruction
Features**

**Inclusive Behavior Instruction
Features**

**Inclusive Transformative
Social-Emotional Instruction and
Mental Health Support Features**

Essential Domains and Features to Support the Whole Child

**Administrative
Leadership Domain**

Strong & Engaged Site
Leadership Features

Strong Educator Support
System Features

**Integrated Supports
Domain**

Organizational Structure
Features

Strong & Positive School
Culture Features

**Family and Community
Engagement Domain**

Trusting Family Partnerships
Features

Trusting Community
Partnerships Features

**Inclusive Policy Structure
and Practice Domain**

Strong LEA / School
Relationship Features

LEA Policy Framework
Features



Adapted with permission from: SWIFT Education Center. (2016).
Domains and Features Placemat. Lawrence, KS. swiftschools.org

Celebrating our MTSS Work:

Academic: Elementary	Academic: Secondary	Behavioral	SEL/Mental Health
• 92 K-2 Literacy Liberators allocated to school sites, 90 either hired or in onboarding process • Leadership support around Dyslexia screening from i-Ready Export • Launched Math Learning Walks and Literacy Learning Walks at over 90% of elementary sites • CCEIS SLPs screened 674 TK/K students using the CubedNLM screener to identify emergent communication needs, created a resource website for teachers, and provided tier I coaching on visual supports for dozens of general educators	• HS adopted ELA curriculum • HS on Track to Pilot Social Studies Curriculum • MSN: conducted 11 fall learning walks at all 6-8th grade school sites grounding the instructional core and used the IPG to calibrate on standards based instruction. • HSN: 8 learning walks conducted this winter, all rest of the schools scheduled for winter/spring.	• Hundreds of teachers, staff and other members of the OUSD community have been trained in RJ practices and/or restorative healing centered escalation prevention • Hundreds of students have been trained as Peer RJ leaders: elementary & HS. • RJ Collaboration with After School to train HS students in RJ and support them in doing circles with elementary students. • Behavior specialists have completed 48 FBAs this year and have held behavior-specific PD at 10 school sites • Behavior specialists are holding behavior intervention team training sessions after developing BIPs	• 50% of schools have launched SEL Screener • 44 of 85 schools regularly engage in SEL check-ins • Health Education Lessons are being designed for grades K-12, ready to launch in 23-24. • Planning underway to expand Peer Wellness models at multiple high schools.
	www.ousd.org  	  @OUSDnews	

Attendance: Engaging Students in School

- **MTSS Network Partners Support Attendance Teams to ensure:**
 - Every School has an Attendance Team composed of an administrator, the Attendance Clerk, and Community Partners (if applicable), at minimum.
 - Meet at minimum 2x/month
 - Use a Standard Agenda (See Next Slide), with Best Practices, and Embedded time to clear Unverified Absences
- **Summer Attendance Lead Retreat on June 2nd:**
 - Unpack 23-24 Attendance Data
 - Finalize 23-24 Attendance Plans
 - Plan to implement Best Practices (from Attendance Works) aligned to Tiered Interventions
- **23-23 Attendance Team Mini-Institute:**
 - Attendance Teams with Chronic Absence Higher than 25% will attend 3x/Year

MTSS Attendance Strategy: Tiered Supports

Remember: Higher tiers require more time and resources!

IF
more than 20% of your
students need Tier 2 or above

THEN

adjust your Tier 1

IF

more than 5% need Tier 3,

THEN

adjust your Tier 2

Sample Attendance MTSS

Tier 3

- COST/SARB
- Home Visit
- 2nd [SART](#)

Student is Severely Chronic and/or Truant

<80% Attendance Rate and/or Notice of Truancy Letter 3

- T3 Case management

- [SART](#) for family
- T3 Attendance Mentor for student
- COST referral
- Notice of Truancy 2/Learning Loss Letter 3 sent home

Student is Moderately Chronic and/or Truant

Below 90% Attendance Rate and/or Notice of Truancy Letter 2

Tier 2

- Pre-SART Family Consult or T2 Home Visit to uncover barriers and provide resources
- CICO 2 Week Attendance Challenge
- Learning Loss Letter 2 and/or Notice of Truancy sent home

Student is At Risk and/or Truant

94.9%-90.1% Attendance Rate and/or
Notice of Truancy Letter 1

3 Absences in a week:

Learning Loss Letter 1/ Teacher checks in with family; reviewed weekly by CSM/Attendance Team

Tier 1: Awareness and Communication

- Implementation of [District and School-wide Attendance Tier 1](#) campaign schoolwide and in classrooms
- Call from the attendance specialist to verify of absences/offer mini-intervention
- Rocobocall to family for each absence
- Accurate attendance taking daily
- Shared awareness why attendance is important, attendance categories and current attendance status, and how the school supports attendance through MTSS

Recognition and Celebration

Monthly attendance recognition for students with perfect, good, and most improved attendance

Tier 1:
**PREVENTION/
EARLY INTERVENTION
for ALL**

Foundation of Positive Conditions for Learning: PBIS, SEL, Family Engagement, Engaging Academics

Attendance Team Highlights:

Shout-Out to Allendale!

Allendale's Team meets regularly to create a positive attendance going culture.

- The team regularly tracks data and has created a system where each team member plays a role in verifying and tracking attendance for their targeted students.
- They have built in work time during their meetings to make phone calls home as well as document any interventions they have taken to assist the student and family in improving their attendance.
- The team reviews their data to determine how to divide up the list of students who need personalized phone calls as well as additional supports.
- Right on Allendale! This team exemplifies what it means for every member to be responsible for the work and hold each other accountable.



Restorative Justice Practices

- Utilized one-time funds to expand Restorative Justice Facilitators at schools. Community Schools Grant is also supporting RJ at several schools in 23-24 (10.75 FTE).
- Peer RJ at most middle & high schools and some elementary schools. Training HS students to do circles with Elementary students;
- Trained hundreds of teachers and community partners in RJ aligned to MTSS framework;
- Building & maintaining community and positive culture and climate;
- Focus on reducing racial disparities in discipline;
- Best Practice Highlight: Fremont HS incorporates RJ in Freshman wheel class for all 9th grade students.



Joyful School Environments

- Developed [Living Schoolyard Guidelines](#) providing a framework for creating joyful outdoor learning and play environments for our students.
- Based on these guidelines, OUSD has completed a district wide equity centered Living Schoolyard and Play Area assessment that is used to prioritize investments in school yards and school communities with the highest need.
- Launched partnership with Eat. Learn. Play and Kaboom! installing playgrounds and green spaces across OUSD's 78 elementary schools. OAK and Global Family Projects highlighted [here](#) emphasize the importance of partnership and using complementary funding sources to maximize impact for Oakland kids (ESSER III, Bond Funds and Philanthropy)
 - Upcoming Projects: Hoover, Allendale, Lockwood STEAM Academy, Esperanza/KDA
- OUSD Facilities Department has provided new play structures at Madison Primary, East Oakland Pride, Centro Infantil de la Raza and is currently completing project with Trust for Public Land at Melrose Leadership Academy-Maxwell Park
- Based on Living Schoolyards Assessment, in process of submitting CalFire Living Schoolyard grants for Manzanita Community, Manzanita SEED, Bella Vista, and MLK.
- Launching program to improving student dining environments in 14 of our elementary schools
- OUSD Facilities department won the Leroy F. Greene Design and Planning Award for the Glenview Elementary School project.





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1000 Broadway, Suite 300, Oakland, CA 94607

1. Center & Listen to Youth & Families

Actions	Deliverables	Updates
MTSS Network Partner collaborates with site based attendance teams to create and implement attendance plans. MTSS Network Partner provides site specific support to schools with Tier 3 attendance needs. MSN Network partner observes and supports attendance teams at schools with Tier 3 attendance challenges and identifies opportunities to Strengthen Tier 1. Increase implementation of SART and SARB processes at site and district level.	Attendance Plan completed. Tier 3 plan is articulated and supported. Coaching plan for Tier 3 schools developed and shared with CSM and site leaders.	What progress has been made this year? ● Attendance Teams are the focus strategy for improving attendance and chronic absence. ● MTSS Partners are supporting to ensure: ○ Every site has an attendance team - lead by an administrator, with the attendance clerk, and relevant community partners. ○ Attendance Teams meet at least 2x/month, and meetings continue despite disruptions to sites. ○ Attendance Teams agenda includes: ■ Monitoring Tier 1 Practices ■ Monitoring Students w/ Chronic Absence and making time to develop plans to intervene. ■ Embedded Time for calling to clear Unverified Absences ■ Connecting students to COST as needed. due to truancy related factors What pivots (if any) have been made? ● June 2nd Attendance Lead Retreat planned to norm around Tier 1 Attendance Plans ● 23-24 Attendance Mini-Institute planned: ○ Attendance Teams that have Chronic Absence higher than 25% will attend 4x/year to monitor and plan for attendance improvement strategies.

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

Actions	 Deliverables	Updates
OoE and SRP specialists provide tiered school governance and family engagement support in each Network. Work with Equity consultant to provide Racial Equity and Collaborative Leadership development and coaching to principals and teams. Edit PTHV teacher log to capture visits taking place during and out of contract hours Expand PTHV training team	Organize Fall and Spring SSC Network Retreats Support 20 schools to establish Black parent affinity and targeted populations affinity committees, linked to SSC or other site based decision making. Support 10 schools to establish Parents of Students with Disabilities affinity committees, linked to SSC or other site based decision making.	● 144 participants from 16 sites, attended Fall SSC Retreats Spring retreats to take place March 1st for Elementary, March 29th for middle and high school. ● 26 Established: 14 Black parent affinity, 7 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>)
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	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. Train 300 teachers on the PTHV model. Share reflections from teachers and families on their experience via OUSD news. Plan to merge SPSA and Community School Planning process to include meaningful engagement of youth and families.	● 7 sites engaged: Lockwood, Fruitvale, Franklin, La Escuelita, Markham, Manzanita SEED & Garfield ● 300 teachers trained in 21-22, 60 new teachers trained in Fall 2022, 100+ staff registered for Spring 2023 training dates set Feb & March ● CCSPP session on stakeholder engagement integrated into Fall SSC Retreats, and held session on best practices for CCSPP stakeholder engagement on Oct 25 ● CSSS and Office of Equity held CCSPP Spring Forum set for April 18

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

Actions	 Deliverables	Updates
Provide tiered family engagement and school governance support within Network Structures	<i>Provide specific support to schools with SSC/SELLs engagement, affinity committees, and structures for relationship building and academic communication.</i>	● CHKS parent survey distribution is planned for Feb/March. We are making plans to ensure our targeted families complete the survey. ● 30 schools with foundational family engagement practices: Relationship building, Academic partnership and communication, and Language Access to that communication. ● Attendance from Spring Retreats will be collected, as well as number of sites providing evidence of stakeholder engagement school plans.
	Establish Family Engagement Community of Practice for Site Family Liaisons/CSMs Establish Monthly Family Q & A Forums	● Community of Practice has been established, bimonthly, with 35 site staff participating, 3 sessions completed, 2 more are scheduled. ● Monthly “Navigating OUSD” Family Q & A Sessions established, 20-33 participants per session,

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

Actions	Deliverables	Updates
Develop ways to measure the impact of anti-racist learning and the application of anti-racist frameworks. 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.	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. 60 school site teams engaged with ongoing antiracist learning.	● 24 sites engaging in continuing learning, applying antiracist and equity frameworks with Instructional Leadership Team and staff PD. ● The equity pulse tool will be launched in February with the sites participating in our Racial Equity and Collaborative Leadership principal cohort. We have connected 17 sites with external and internal facilitators based on expressed needed topics: ● Disrupting antiblackness, Becoming antiracist educator, Culturally responsive teaching, Understanding bias/how white supremacy shows up in our classrooms, and Equity traps. PD Summits and opportunities held districtwide since December: ● Uplifting Student and Family Wisdom ● Ethnic Studies key themes learning series ● Racial Healing by affinity series ● Disability Justice Learning series We have led 8 site based Culturally Responsive PD sessions for teachers to understand and engage targeted populations: Arab Am, Latino, Pacific Islander students and families ● 5 additional sites planned for spring, and 2 principal sessions

4. Invest in Restorative Practices

Actions	Deliverables	Updates
Create Intentional Healing and Restorative Community Spaces for students, staff, and community to build community and increase a sense of belonging. Develop training attendance tracker to capture central and site based professional development. Implement Teacher Community of Practice - 1st Wednesday of the month. 10 teachers. 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] Establish partnership at Castlemont / Rudsdale to expand support for students and build staff capacity	Develop a scope and sequence for the Community of Practice to be revised for future teacher professional learning. Provide Monthly Professional Learning Opportunities for teachers and other staff After school peer RJ leaders will provide elementary school students with exposure to community building and restorative practices. Increase the number of school day Peer RJ in elementary through high school [at least 15 schools K-12]	What progress has been made this year? ● 200 teachers, staff and other members of the OUSD community have been trained in RJ practices and/or restorative healing centered escalation prevention ● Hundreds of students have been trained as Peer RJ leaders from elementary to high school ● The RJ Community of Practice for teachers has continued to meet monthly to provide an opportunity for teachers to go deeper in their RJ practice ● Collaboration with After School (Expanded Learning) initiated to train HS students in RJ and support them in doing circles with elementary students. Drama program at Frick United adds RJ to their curriculum to help students develop a play and have dialogue circles about the play with the audience What pivots (if any) have been made?

5. Invest in Restorative Practices

Actions	Deliverables	Updates - Feb. 2023
OUSD & 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. 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.	By Dec 2022, GFR Design Team will present a plan and budget for police free schools to the board of education 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. By May, 2023, create a menu of Community Organizations that can best support school sites on different aspects around safety	What progress has been made this yearly? ● GFR Phase 2 Summary and Budget Proposal submitted to Board ● Phase 2 Summary has the listening sessions that were conducted by December 2022 ● Planning for the next phase of the George Floyd Design Work ● Partnering with city of Oakland and Violence Prevention teams and community based organizations to directly support 7 high schools and other needs by request. What pivots (if any) have been made? ● High schools office, Department of Violence Prevention, and Student Safety Office reviewing school site staff, partners, and capacity to facilitate safe schools. This includes beginning to support schools with mapping school facility for supervision and support to maximize safety.

6. Ensure Inspiring Learning Environments

Actions	 Deliverables	Updates - Feb. 2023
Leverage community partnerships to address basic needs and increase access to high quality enriching experiences. Create inspiring play environments for students that are designed according to OUSD’s Living Schoolyard Standards Improve the overall dining experience for students by providing access to high quality fresh food in an improved dining environment.	In Fall 2022, launch new community partnership portal. 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). By May, 2023, create a menu of Community Organizations that can best support school sites on different aspects around safety By June, 2023, complete assessment of OUSD elementary school playgrounds and create a plan to install playgrounds in 20 elementary schools within the next 3 years. By June 2023, ensure that all students have access to their choice of fresh fruits and vegetables by providing produce bars in all schools.	What progress has been made this year? ● Community Partner Portal has launched ● Arts & Enrichment RFP was released and proposals are under active review ● Contracted with community violence prevention partners to increase support at school sites. ● Completed and published OUSD’s Living Schoolyard Guidelines ● Completed district wide assessment of play areas and cafeterias ● Installed 7 playgrounds across the district this year. ● All 78 schools have installed produce bars What pivots (if any) have been made? ● We are exploring additional violence prevention partners. ● Given the high costs associated with turf fields, we are exploring smaller concept soccer fields at schools. ● Focus on increasing staff training to empower students to make choices about fruits and vegetables at produce bars that have been installed at schools.

Reflection: What are you learning via implementation?

What's working? What's challenging? Why? What are ways you can respond to the challenges?

- Office of Equity Family Engagement and Targeted Specialists:
 - Being embedded in NS structure: Both NSs and Specialists learning how to work together to maximize impact. Key learning questions: How can NSs leverage their specialists to support principals and their teams to impact school culture? How can specialists leverage their NSs to work with sites using our tiered model? How do we know who needs support with governance, family engagement, antiracist learning/culturally responsive practices if we don't hear from the sites directly (via the google forms, email, or via NSs or parents)?
 - What is mandatory and what is still perceived as optional. Nothing is mandatory. We have articulated expectations , yet nature of staff is to prioritize what is legally mandated or what is necessary to run day to day school operations
 - Responding to challenge: 1) increased, direct communication with NSs when we run into issues, 2) NSs commitment to support principal leadership/practice with distributive leadership (for school governance/family engagement), 3) Visit T3 governance sites' SSC/SELLs for observation/feedback, and confirm their attendance at Spring retreat
 - What is working: collaboration with academic department on family academic communication, integrating equity practices/frameworks with foundational learning, participants from PD sessions give consistently positive feedback on their experience with the content
- Safety Work
 - While teams developed safety plans, monitoring and implementing of the plans has been inconsistent
 - We continue to identify needs with respect to prevention and education, we hope that by building out a health education series to be offered in the first six weeks of school to include areas such as bullying, violence prevention, etc.
- Partnerships and Enrichment - we've expanded our weekend offerings and are excited to incorporate more enrichment. At the same time we are working on balancing the additional workflow and staffing structures.

Long-Term Goals

Reduce chronic absenteeism rates (missing 10% or more of school days) for all students by -1.5pp (-0.5 per year for three years)

Increased staff and family knowledge, skills, confidence to build relationship and engage in partnership, as measured by:

- 80% of schools with at least 70% of parents who feel connected to their child's school.
- 60 sites with on-going structures for meaningful family partnership with targeted populations.
- 60 sites engaged with shared decision making.

Decrease the number of UCP and Legal Incident reports related to racial bias.

Updates

*How are you tracking progress towards these long-term goals?
What changes are you seeing in this data (if any at this stage of the year)?*

-
- Family Engagement/Governance: Data collected from 30 sites with essential practices for family partnership. We are halfway to our end of year goal.
 - Governance: Only 16 sites participated in the SSC retreats.
 - Racial bias: 12 UCP incidents reported YTD, compared to 36 in 21-22.
 - Targeted Initiatives: 1,169 students engaged in AAMA, AAFE, AAPISA, LSA courses show reduced chronic absence when compared to [district averages for these populations YTD](#)
 - Office of Equity is engaged in mid-year data analysis for the 1,169 students enrolled in OoE courses, and creating student success plans via our site based facilitators.

Long-Term Goals

(continued)

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

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)

Updates

*How are you tracking progress towards these long-term goals?
What changes are you seeing in this data (if any at this stage of the year)?*

- Office of Equity targeted initiatives: Mid-year data analysis in progress
- Suspension data and school safety practices are being reviewed in continuous school improvement spaces.
- We have launched Sown to Grow at many schools which will provide more ongoing data on student school connectedness.