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
- Met West, Oakland International High School

George Floyd Design Team Update
- Data
- Design Team Update

Budget Update
- Update on the Fiscal Vitality Plan

Covid Safety Protocols
- Mask Update and Dashboard Updates

Enrollment & Attendance
- Enrollment & Attendance Counts & Strategies, SJT Update and Opportunity Ticket Update

Summer School Update
Highlights from Schools
Celebrating Black Excellence at Bret Harte

The Bret Harte Middle School Black Student Union and many Black Educators recently put together an incredible celebration of Black Excellence featuring student performers, a fashion show from many eras of Black fashion, Black Panthers speaking to the student body, Trinidadian cuisine from a local bakery and Southern cuisine from a school family's catering business. It was a day full of celebration, knowledge, beauty and great food! Kudos to the Bret Harte community!

Initiative: Creating Joyful Schools
Reimagining Schools to be Places of Joy, Inclusion, and Beauty

www.ousd.org/strategicplan
Student Leaders Equipped with Restorative Justice Skills

20 Oakland International High School student leaders recently participated in a three-day restorative justice training led by the Creating Change Collaborative. The training equipped students to lead Tier 1 RJ circles, focused on fostering community and strong peer relationships.

Following this training, all participating students will facilitate a Tier 1 restorative justice circle in pairs. The first two of these circles took place before Spring Break in support of the entire Oakland International Afghan community, while the third focused on the importance of supporting Mam language and culture.

We know these kinds of student-led affinity spaces are crucial for fulfilling the District’s mission, engaging students as leaders, and providing students with real world experience in advocating for their communities.

Initiative: Supporting Empowered Graduates
Developing Essential Skills to Secure Post-Secondary Success
www.ousd.org/strategicplan
G. Floyd Resolution Design Team Report Back
George Floyd Resolution to Eliminate Police

Work Completed to Date

Phase 1

- Board adopted [Phase 1 Safety Plan](#).
- Eliminated school police.
- Formed Design Team.
- Created [Culture & Climate Ambassador Job](#) description.
- Creation of all new policies and [guidelines for police free schools](#).

Phase 2

- Hired Coordinator of Safety and Culture & Climate Ambassadors.
- Completed orientation for principals.
- Re-branded and re-envisioned the Culture Keeper role.
- Partnering with community organizations for violence prevention.
- Holding listening sessions with Culture and Climate Keepers.
- Implementing George Floyd Resolution Policies.
Calls to the Internal OUSD Number for Site Support 2021-2022

A total of 397 calls have been made to the Intake Call Line from August 2021 through April 2022.
A total of 134 police calls were made between August 2021 and April 2022 (including calls for non-emergencies, 911 calls from non-school community members, 911 calls from the school, and instances when police arrive without having been called).
Police calls to campus have dropped dramatically since the George Floyd Resolution, with 134 calls to campus between August 2021 and April 2022, compared with 1,814 during the same timeframe in 2019-20.
August 2021 - April 2022:

1 Arrest (AA, M, 15, GenEd)
1 Citation (Lx, M, 16, SpEd)
5 Detained for questioning (Lx, M, HS, GenEd)
1 Removed for safety - suspected abuse (demographics withheld)
Data by School Sites*
*Further analysis must be done to determine root causes and supports needed.

<table>
<thead>
<tr>
<th>Sites with Most Calls for Internal OUSD Support</th>
<th>#</th>
<th>Sites who Initiated the Most Calls to Oakland Police</th>
<th>#</th>
<th>Sites with Most Police Calls Initiated by Community</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oakland Tech</td>
<td>27</td>
<td>Oakland Tech</td>
<td>14</td>
<td>Sankofa</td>
<td>3</td>
</tr>
<tr>
<td>Frick</td>
<td>21</td>
<td>Frick</td>
<td>7</td>
<td>Skyline</td>
<td>2</td>
</tr>
<tr>
<td>Sankofa</td>
<td>18</td>
<td>Urban Promise</td>
<td>6</td>
<td>Frick</td>
<td>1</td>
</tr>
<tr>
<td>McClymonds</td>
<td>17</td>
<td>Sankofa</td>
<td>5</td>
<td>MetWest</td>
<td>1</td>
</tr>
<tr>
<td>Lockwood</td>
<td>16</td>
<td>Skyline</td>
<td>5</td>
<td>Rudsdale</td>
<td>1</td>
</tr>
</tbody>
</table>
Suspension Data 2021-22

# of Suspensions District-Wide: 1,702

Suspension Rates by Subpopulation

- District-Wide: 3.10%
- African American/Black: 7.80%
- Latina/o/x: 2.10%
- Special Ed: 5.80%
### Schools with Highest Suspension Rates
*Further analysis must be done to determine root causes and supports needed.*

<table>
<thead>
<tr>
<th>Sites with Highest Overall Suspension Rates</th>
<th>%</th>
<th>Sites with Highest African American Suspension Rates</th>
<th>%</th>
<th>Sites with Highest SpEd Suspension Rates</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>McClymonds</td>
<td>17.0%</td>
<td>Frick</td>
<td>26.0%</td>
<td>Frick</td>
<td>27.2%</td>
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<tr>
<td>Frick</td>
<td>15.5%</td>
<td>Fremont</td>
<td>20.8%</td>
<td>McClymonds</td>
<td>23.4%</td>
</tr>
<tr>
<td>West Oakland Middle</td>
<td>11.7%</td>
<td>Roosevelt</td>
<td>20.8%</td>
<td>West Oakland Middle</td>
<td>20.9%</td>
</tr>
<tr>
<td>Madison Upper</td>
<td>10.4%</td>
<td><strong>McClymonds</strong></td>
<td>17.8%</td>
<td>Madison Upper</td>
<td>17.8%</td>
</tr>
<tr>
<td>Bret Harte</td>
<td>8.7%</td>
<td><strong>West Oakland Middle</strong></td>
<td>15.6%</td>
<td>Roosevelt</td>
<td>15.7%</td>
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</tbody>
</table>
Our Current Priorities for Climate & Culture Practices in Police Free Schools

1. Lift up Site Protocols Developed for Police-Free Schools
   a. Why we need it: Police responses were eliminated from school policies in phase 1, but not everyone at school sites know about them, or how to implement them.
   b. Proposed Actions:
      i. Uplift the Discipline & Intervention Matrix, School Site Guidance for Police Free Schools and School Site Safety Response Plans that articulate protocols necessary for police-free schools (PAWG)
      ii. Ensure protocols are visible in all spaces in school sites
      iii. Ensure site staff know these exist, and what they represent.

2. Support the Implementation of School Site Safety Response Plans
   a. Why we need it: To ensure the protocols are IMPLEMENTED with fidelity, and schools don’t back-slide into alternative carceral methods
   b. Proposed Actions:
      i. Identify additional groups/stakeholders necessary to implement these protocols
      ii. DT collects input on the plans from their bases
      iii. Identify sites that haven’t turned in safety plans, and support them to do so
Challenges & Recommendations for Future Work

- **Staffing for Culture Keeper & Ambassador Positions**
- **Time for Training for School Site Safety Response Teams, Culture Keepers and Ambassadors**
  (content is ready to go).
- **School closures impact culture, morale & discipline**
- **Enforcing the phase 1 safety plan:**
  4% of staff acknowledged receipt of police-free guidance, and 14 missing safety plans.

- **Competitive Pay**
- **Build in time on principals’ professional meetings calendar to socialize staff in a restorative, trauma-informed approach.**
- **Replace exclusionary practices and fund inclusionary, restorative, trauma-informed practices, (ie credible messengers)**
- **Establish accountability criteria for every school to demonstrate their efforts to implement and train on restorative practices, climate and culture teams,**
Covid Safety Protocols
Masking Update

- Outdoor masks are optional starting on 3/21
- Indoor masks strongly recommended starting on 4/25
- High quality masks, including surgical masks, KF95, and KN95 continue to be distributed to all sites for staff and students
Vaccination Update

78.7% of students fully or partially vaccinated
*Age as of Dec 1, 2021

Students 12+ by December 1, 2021 for the selected school(s)
11,471 vaccinated
3,212 status unknown

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 12/01/21

Vaccination eligible student vaccination rate by board district

Dashboard is updated nightly. Data here include COVID-19 vaccination data in our student information system up to yesterday.
Covid Testing Implementation Update

- Weekly Pooled Testing Pilot running at elementary schools.
- Drop-in Weekly Testing at Secondary.
- At-home tests provided for weekly use at ECE sites.
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

Dashboard last updated on 5/4/2022

Dashboard is updated daily at 7am to include all reported cases with presumed positive dates occurring in the prior week (4/25/2022 to 5/1/2022). Cases for the current week of 5/2/2022 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. Pursuant to updated guidance from ACPHD and CDPH as of 01/10/2022, classroom at-home quarantines will no longer be initiated following multiple cases. Positive cases will continue to isolate, and prolonged close contacts will be provided access to testing at school sites.

Weekly count of reported COVID-19 cases on school campuses

Student cases in the week of 4/25/2022: 74
Staff cases in the week of 4/25/2022: 23
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.
Enrollment & Attendance
## Enrollment Update (TK-12)

<table>
<thead>
<tr>
<th>Grade</th>
<th>5/3</th>
<th>4/19</th>
<th>3/30</th>
<th>3/15</th>
<th>3/1</th>
<th>2/15</th>
<th>2/1</th>
<th>1/18</th>
<th>1/4</th>
<th>12/7</th>
<th>11/18</th>
<th>11/9</th>
<th>10/27</th>
<th>10/19</th>
<th>10/5</th>
<th>Censu s Proj</th>
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<tbody>
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<tr>
<td>Non-SDC</td>
<td></td>
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<tr>
<td>TK-5</td>
<td>17,281</td>
<td>17,255</td>
<td>17,219</td>
<td>17,234</td>
<td>17,232</td>
<td>17,216</td>
<td>17,194</td>
<td>17,200</td>
<td>17,158</td>
<td>17,151</td>
<td>17,144</td>
<td>17,149</td>
<td>17,162</td>
<td>17,169</td>
<td>17,160</td>
<td>17,470</td>
</tr>
<tr>
<td>6-8</td>
<td>6,496</td>
<td>6,489</td>
<td>6,479</td>
<td>6,478</td>
<td>6,474</td>
<td>6,475</td>
<td>6,475</td>
<td>6,485</td>
<td>6,476</td>
<td>6,473</td>
<td>6,472</td>
<td>6,492</td>
<td>6,497</td>
<td>6,476</td>
<td>6,612</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>9,140</td>
<td>9,120</td>
<td>9,108</td>
<td>9,111</td>
<td>9,140</td>
<td>9,143</td>
<td>9,141</td>
<td>9,156</td>
<td>9,218</td>
<td>9,199</td>
<td>9,215</td>
<td>9,206</td>
<td>9,235</td>
<td>9,251</td>
<td>9,187</td>
<td>9,216</td>
</tr>
<tr>
<td>SDC TK-12</td>
<td>1,586</td>
<td>1,616</td>
<td>1,595</td>
<td>1,587</td>
<td>1,581</td>
<td>1,585</td>
<td>1,582</td>
<td>1,576</td>
<td>1,539</td>
<td>1,568</td>
<td>1,574</td>
<td>1,557</td>
<td>1,545</td>
<td>1,555</td>
<td>1,742</td>
<td></td>
</tr>
<tr>
<td>Total K-12</td>
<td>34,503</td>
<td>34,480</td>
<td>34,401</td>
<td>34,400</td>
<td>34,427</td>
<td>34,421</td>
<td>34,392</td>
<td>34,417</td>
<td>34,390</td>
<td>34,394</td>
<td>34,406</td>
<td>34,394</td>
<td>34,446</td>
<td>34,462</td>
<td>34,378</td>
<td>35,050</td>
</tr>
</tbody>
</table>
## Sojourner Truth Enrollment

<table>
<thead>
<tr>
<th>2021-2022 School Year</th>
<th>2022-2023 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Enrollment:</strong> 1,276</td>
<td><strong>Projected Enrollment:</strong> 976 students have indicated SJT as a choice for the 22-23 school year per our Enrollment Dashboard.</td>
</tr>
<tr>
<td><strong>Current Staffing:</strong> 49 FTE’s</td>
<td><strong>k-4:</strong> 268 students</td>
</tr>
<tr>
<td></td>
<td><strong>5-8:</strong> 312 students</td>
</tr>
<tr>
<td></td>
<td><strong>9-12:</strong> 396 students.</td>
</tr>
<tr>
<td></td>
<td><strong>Enrollment will continue to be adjusted as families accept/decline offers.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Projected Staffing:</strong> 49 FTE’s-will be finalized based on enrollment during Fall adjustments.</td>
</tr>
</tbody>
</table>
Overall Attendance Update (Aug 9-May 3)

<table>
<thead>
<tr>
<th>Grade level</th>
<th>All Students</th>
<th>ELL</th>
<th>Newcomer</th>
<th>SPED</th>
<th>Unhoused</th>
<th>Foster Youth</th>
<th>African American</th>
<th>Asian</th>
<th>Latino</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr TK-5 (avg enrollment)</td>
<td>89% (17,446)</td>
<td>88% (6728)</td>
<td>88% (1492)</td>
<td>86% (2639)</td>
<td>82% (381)</td>
<td>84% (75)</td>
<td>85% (3275)</td>
<td>93% (2030)</td>
<td>88% (7660)</td>
<td>94% (2337)</td>
</tr>
<tr>
<td>Gr6-8 (avg enrollment)</td>
<td>89% (6588)</td>
<td>88% (1997)</td>
<td>89% (416)</td>
<td>84% (1204)</td>
<td>82% (223)</td>
<td>83% (40)</td>
<td>84% (1397)</td>
<td>94% (623)</td>
<td>88% (3237)</td>
<td>94% (663)</td>
</tr>
<tr>
<td>Gr9-12 (avg enrollment)</td>
<td>85% (8910)</td>
<td>81% (2506)</td>
<td>82% (1170)</td>
<td>80% (1461)</td>
<td>76% (604)</td>
<td>73% (86)</td>
<td>81% (2102)</td>
<td>92% (1060)</td>
<td>83% (4212)</td>
<td>92% (784)</td>
</tr>
</tbody>
</table>

* MetWest and Sojourner Truth NOT included.
Summer School Update
Summer Learning Programs

Maintain goal of serving 6,000 students
- Elementary: Focus on Early Literacy and Family Engagement
- Middle: Math and ELA
- High: Credit Recovery, Algebra Bridge and Literacy Bridge
- Extended School Year/SPED Programs

- Click here for a list of district programs
- In-person options for students TK-12.
- Targeted families will receive invitation in their home language and can apply online/via their mobile device with new summer enrollment system.
- Early Literacy Tutors embedded in Elementary Programs
- Most TK-8 programs have full day option 8:30 - 5:30 with a combination of Academics and Enrichment, including Field Trips this year, thanks to ELO-P Funding
- Families can work with their school site to receive an invitation, or to check eligibility for programs.
High School Summer Learning

- School counselors will recommend students that need Academic Recovery this summer to stay on track for graduation.

High School Programs

- Central option (Oakland High School) for 11th and 12th graders, A-G courses needed to graduate
- Site based programs for 9th and 10 graders that need to recover Ds or Fs on their transcripts.
- Goal to serve 450 students with internships to include weekly mentoring sessions with OUSD Teacher.

Resource Links:
- [Concurrent Enrollment Guide for students and families](#)
- [2022 Confirmed Summer Internship Opportunities](#)
- [For Oakland organizations interested in hosting interns this summer](#)
Other Summer Programs

Families can go to www.inplay.org/r/oakland to learn of opportunities from City of Oakland and other community organizations.

Summer HAcK (Healing and Academics for Kids)
- Project Based Learning, Community Organizations, Credit Recovery for 9th -10th graders.
Community Schools, Thriving Students