

Superintendent Report





Sept 23, 2020







Superintendent report overview



- Highlights from Schools
- Enrollment & Attendance **Update**
- **❖** Tech Distribution Update
- Learning Hub Update
- **❖ 2020-23 Strategic Plan**







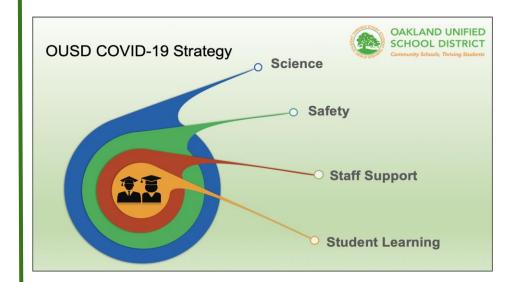


Mission

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.

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.



Highlights from the first weeks of school











Enrollment & Attendance Updates









Enrollment update

Grade	Sept 14 2020	Projection	Diff from Projection		
K	2,679	3,047	-368		
6	2,231	2,132	+99		
9	2,144	2,362	-218		
All Grades*	35,306	35,731	-425		

^{*}The "All Grades" numbers above include general education and special education students. The enrollment and projections numbers for K, 6, and 9 exclude special education students classified as Special Day Class (SDC) because the District does not project SDC students by grade.







Preliminary attendance results* (Aug 10-Sep 15)

Grade level	All Students	ELL	New- comer	SPED	Unhoused	Foster Youth	African American	Latino	Asian	White
TK-5 (avg enrollment)	94% (18216)	93% (5851)	90% (1395)	91% (2390)	81% (166)	88% (42)	89% (3572)	93% (7651)	96% (2350)	98% (2458)
6-8 (avg enrollment)	94% (6824)	92% (1862)	89% (402)	91% (1185)	84% (86)	84% (45)	90% (1515)	94% (3270)	97% (690)	98% (694)
9-12 (avg enrollment)	83% (9687)	79% (2631)	77% (1002)	77% (1553)	74% (473)	69% (90)	81% (2470)	80% (4463)	93% (1215)	91% (804)









Family Learning Supports

- Technology
- Learning Hubs









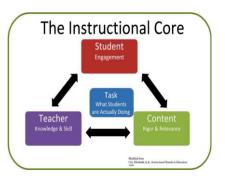


Staff Devices Improving Quality of Distance Learning

Surface 3 Laptop (PC device)

- More robust processor that allows for fuller use of Zoom platform and other learning software.
- Touch Screen that allows for differentiation for diverse learners
- Aligns with current support infrastructure and staffing
- Aligns with our CTE program needs in high school
- SPED Devices are different based on need for CD/DVD drive





Classroom Instruction	Direct Student Supports
Teachers (OEA)	Counselors Speech Language Pathologists (MOU) Psychologists (MOU) Social workers (MOU)







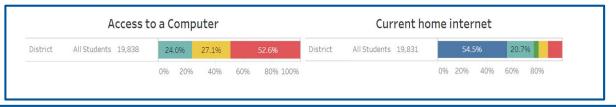


Aligning data systems



Milestones Reached:

- Data link between OUSD Student Information System and Oakland **Undivided Campaign**
 - Devices distributed can align to student needs in IEP
 - Accurate lists of students for outreach for the Tech Check Survey
 - Deeper engagement at sites to reach students to update status
- **28,500 chromebooks** and **9,500 hotspots** to get all scholars online



School	Total Enrollment	Projected FRL#	Checked-out Computer in Aeries All Device	Checked-out Computer in Aeries OU Only	Checked-out Hotspots in AeriesAll Device	Checked-out Hotspots in AeriesOU Only	Total Hotspots to school	Excess Inventory All Device	Excess Inventory OU Only	
Total	35,892	24,855	14,225	2,399	5,781	2,012	8,423	2,671	6,197	















Bret Harte Middle School

- 1. 25 Kids Absent of 560 each day online with an OUSD checked out device, OU computer, and Hotspot
- Engaging families that have not completed the Tech Check Survey
 - Messaging the 220 families to finish the Tech Check Survey
 - **Fmail**
 - Talking Points
 - **b.** Advisory Teacher will check in with students in classes.
 - c. Individual Outreach to Families

Castlemont High School

60 students that have not enrolled and on the No. Show list.

60 Students that they have **NOT** been able to confirm they have devices but student have been showing up for distance learning periodically.

Supports the school identified need:

- Mam speaking staff to support communication with families through phone calls...
- Home visits for families that they cannot connect with but have an address.

From Teaching to Tech Support: Helping Oakland Students Through IT Woes











Learning hubs and other learning supports

Learning Hubs

City of Oakland/OUSD/CBO partnerships to provide full day academic and enrichment support program at three initial City Park and Rec sites (DeFremery, Carmen Flores, Jinkins, Peralta Hacienda; Spanish Speaking Citizens Foundation in planning)

Pods

Partnerships with community organizations to provide homework and enrichment programs (e.g., Oakland Housing Authority-virtual, other partnerships and sites in planning)

Virtual Tutoring

Partnership with Oakland Ed Fund. Volunteers matched with teachers (classroom Zoom Assistants) and with individual students (tutoring). 60 volunteers matched with nearly 240 more in process.







Safety Plan Update











The Opportunity

George Floyd Resolution

DESCRIPTION NO. 1920-0260 (As Amended) Secree Floyd Resolution to Eliminate the Oakland Schools Police Departmen WHEREAS, the Oakland Unified School District ("District") has an obligation to promote the healthy ment of each one of its students, which includes protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school; WHEREAS, it has become clear that the District can no longer employ its own police force amid countles acts of violence, particularly against black men and boys; WHEREAS, in wake of the brutal murder of George Floyd in the city of Minneapolis by Minneapolis Police Department officers on May 25, 2020 and in response to the local, national and international demands for justice to end anti-black racism and policing practices; to ensuring school safety that the District has already began employing such as Restorative Practices and WHEREAS, as a result of the persistent deaths of innocent Black citizens in the United States at the hands of police officers, the Minneapolis, Denver, Portland, and Coachella school districts, along with others across the country, are terminating contracts with police departments for the policing of schools and, WHEREAS, it is no longer fiscally possible or financially sustainable to invest in the current structure of safety practices with a police department within the District: WHEREAS, the District has a long record of disproportionately suspending, expelling, involuntarily transferring and arresting Black male and female students, thereby involving them in the criminal justice system while students lose important time from classroom; WHEREAS, since the 2015; 16 School Year, Black students made up 26% of the encollment and upt made up 73% of arrests, accounting for 3 out 4 of the arrests in our schools, and in the last four years there were over 9,000 calls for service to the police on students; WHEREAS, such a deeply embedded and institutionalized form of preemptive policing has extremely significant consequences, foreclosing opportunities toward graduation, college, and employment for Oakland's Black youth, school policing is fundamentally undermining the economic and public health of the Black community by restricting access and opportunity; WHEREAS, from 2013-14 through 2018-19, Oakland Unified School District spent over \$9.3 million dollars on the Oakland Unified School District Police Department, excluding the unarmed school site security officers while, in the past three years, laving off 33 Restorative Justice Coordinators and only 3 School

Eliminate OUSD school police department and partner with community in reimagining a transformative vision for school safety to create a safe, healthy and welcoming school environments and develop a new districtwide safety plan aligned with that vision.















Creating a Thoughtful & Inclusive Process (draft)

Co-Conveners & Facilitators

- -OUSD and BOP
- -Sangita Kumar, Be the Change
- -Greg Hodge, Khepera
- -Forward Change
- Provide leadership & facilitation
- Provide logistical and writing support
- Plan the Design
 Team and
 structure & design
 process for

Design Team

OUSD, BOP, Facilitators, and additional community and OUSD representatives

- Develop principles of engagement
- Identify the key components of the Safety Plan
- Develop strategies&recommendations

Listening/Working Groups

Broader constituent participation including students, principals, teachers, community partners

 Develop key components of the plan such as: 3 year budget, Anti-Bias Training, New or Updated Job Descriptions, Mental Health Response, etc.)

Learning Partners

Leaders in the field to support the Design Team and Working Group's learning Focus
Groups/Key
Interviews, etc.

- Provide content expertise and learning opportunities for the Core Design Team and the Working Groups
- Provide in additional feedback and engagement

working groups













Timeline for Developing the Safety Plan

	•	Y			
July	August	September	October	November	December
Pre-Planning	Forming the Teams	Planning Sessions	Planning Sessions	Planning Sessions	Finalize the Plan
 ★Held Initial meetings with OUSD Staff and BOP Leadership ★Identified facilitators 	★Held Meetings with OUSD and BOP leaders and Facilitators ★Started Defining principles of partnership and design process ★Initial Update to the Board of Education (BOE)	Identify key components of the plan Develop and begin the process for the working groups	Working Groups continue to work on components of the plan Progress report to BOE [Oct 14]	Working groups complete their recommendations Design Team finalizes a draft plan First reading of draft plan by BOE [Nov 12]	Finalize Plan Second reading and vote on plan by the BOE [Dec 9]





















