

Superintendent Report

Superintendent, Dr. Kyla Johnson Trammell
Dec 14, 2022



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

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

Our Mission

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



Superintendent Report Overview

Covid Update

Enrollment & Attendance Update

Strategic Plan Initiative #4: Diverse & Stable Staff





Covid Update

COVID Update

Testing & Vaccines

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

Case Rates

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



Enrollment & Attendance Update

Overall Attendance Update* (Aug 8-Dec 5)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
Gr TK-5 (enrollment)	91% (17518)	91% (6477)	90% (1218)	88% (2564)	87% (438)	90% (31)	88% (3202)	95% (1926)	90% (7691)	94% (2379)
Gr 6-8 (enrollment)	91% (6568)	91% (1961)	92% (330)	88% (1149)	90% (271)	89% (17)	89% (1408)	95% (587)	91% (3267)	94% (623)
Gr 9-12 (enrollment)	90% (9370)	87% (2676)	88% (1177)	87% (1592)	86% (752)	78% (59)	88% (2171)	94% (1026)	88% (4607)	93% (764)

*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.

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 Trends in California

Statewide Enrollment Trends

State Enrollment

California experienced the 5th consecutive decrease in total Public K-12 Enrollment in the 2021-22 school year (-110,000 students), enrolling 5,892,000 students. Over the next ten years, if current trends in fertility and migration hold, a further decline of 524,000 in total enrollment is projected, resulting in total enrollment of 5,368,000 by 2030-31.

County Enrollment

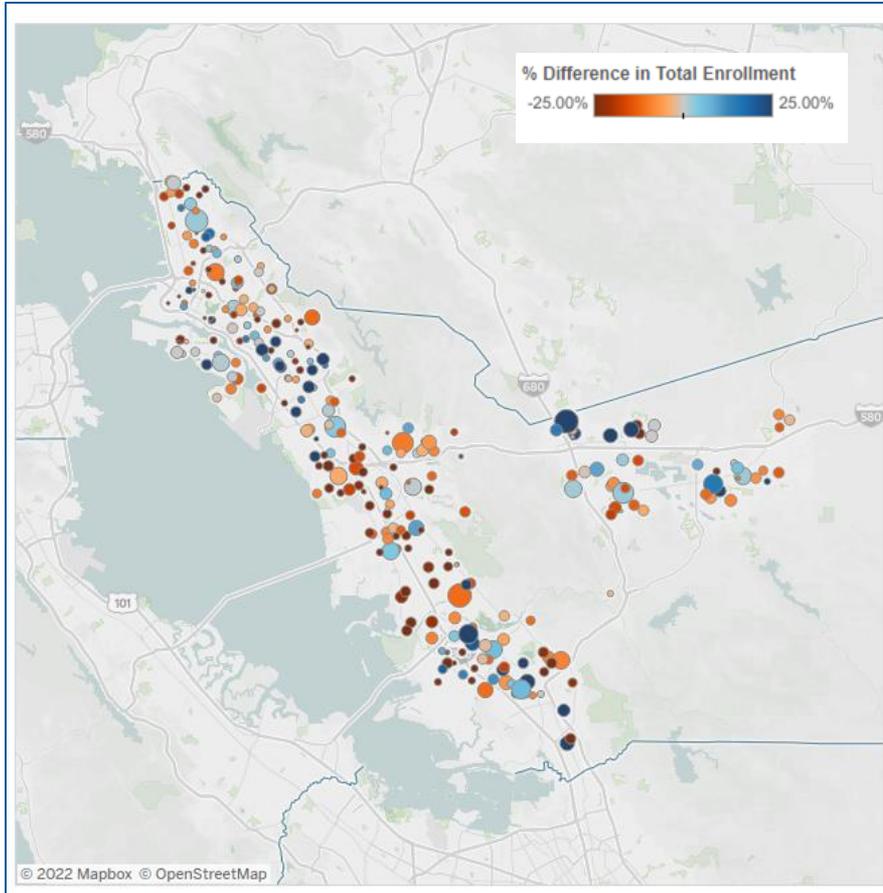
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High School Graduates

Graduates are expected to increase to a projected peak of 442,500 in 2023-24 after which they decline through the end of the projection period. The largest increase in graduates is expected in Kern County, which will add 1,300 graduates by the end of the projection. Overall, 15 counties will see an increase in the number of high school graduates by 2031-32.

State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2022 Series. Sacramento, California, September 2022.

Alameda County Enrollment Trends last Decade 2012-2013 to 2021-22 School Growth and Decline



Many schools across Alameda county in all districts have experienced declining enrollment over the past decade.

This is not just an Oakland problem but reflects demographic shifts and related cost of living challenges in the Bay Area.

Alameda County is projected to have the 3rd highest in total lost enrollment state wide with 2,169 less students in 2023-24 (-1.01% decline)

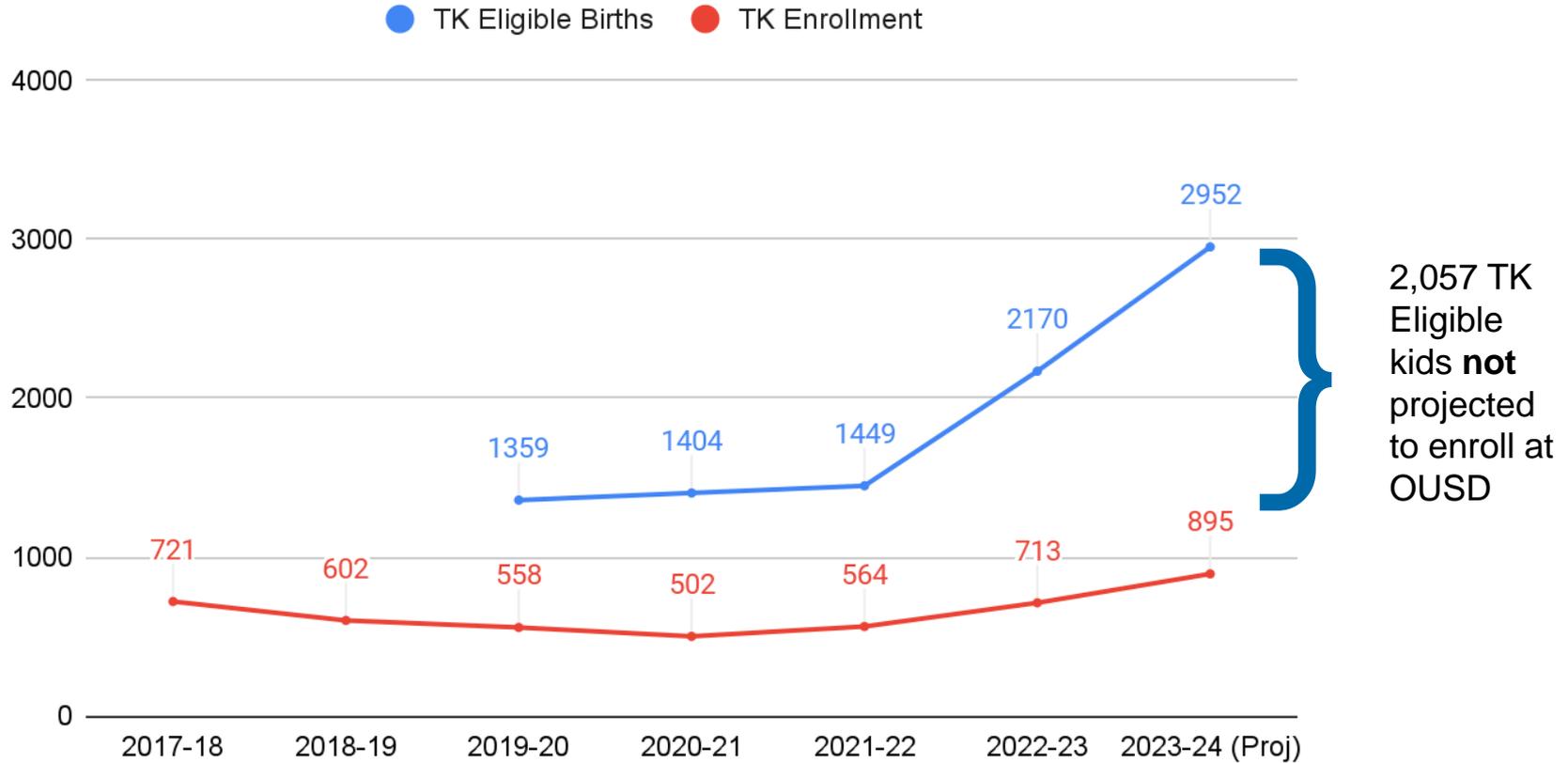
- 1st Los Angeles Unified
- 2nd Santa Clara

Of note, communities that are building affordable housing and mixed housing developments are seeing increases in enrollment as families move to these communities.



Enrollment Trends in OUSD

TK Births + Enrollment Chart

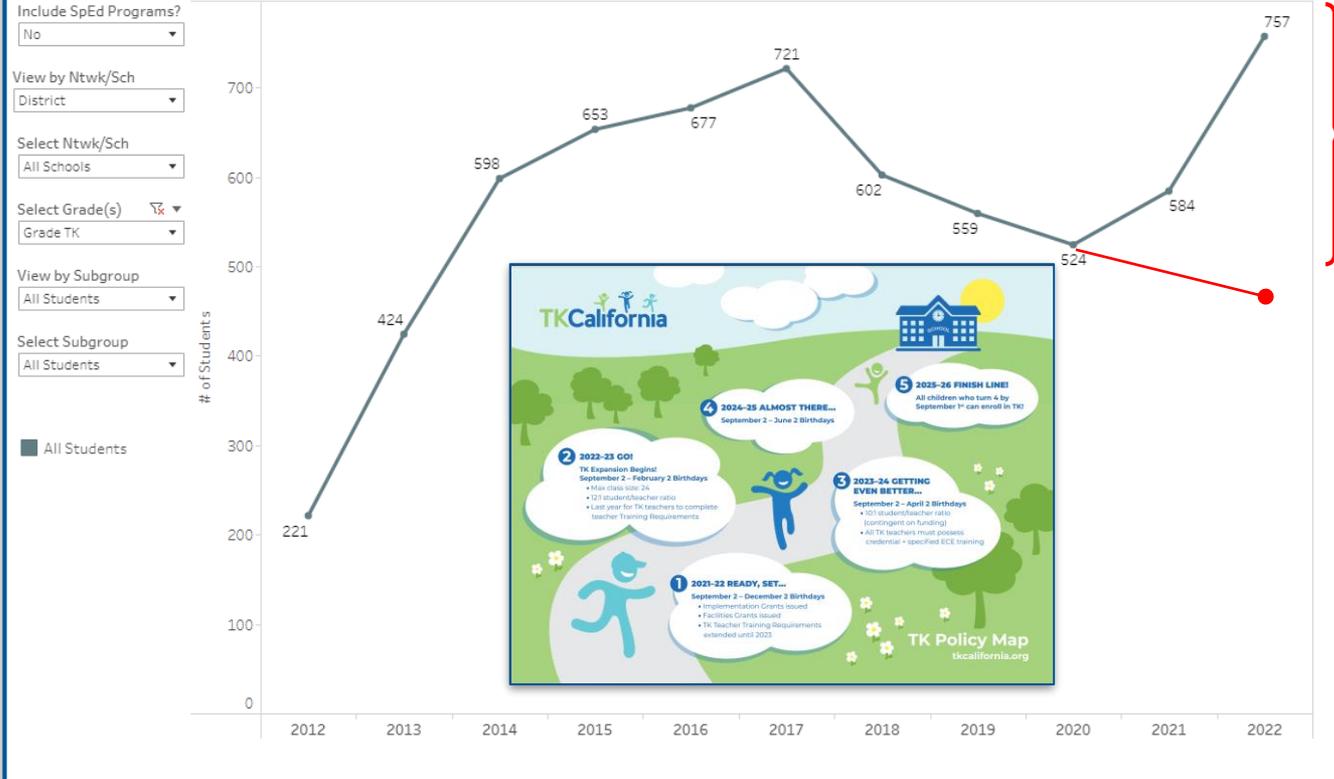


TK Expansion-Flattens the Elementary Enrollment Decline for Oakland

Historical Aeries Enrollment on Fall Census Day

Data Source: [Aeries](#), Grades TK - 12. Network/School: All Schools. Grade(s): Grade TK

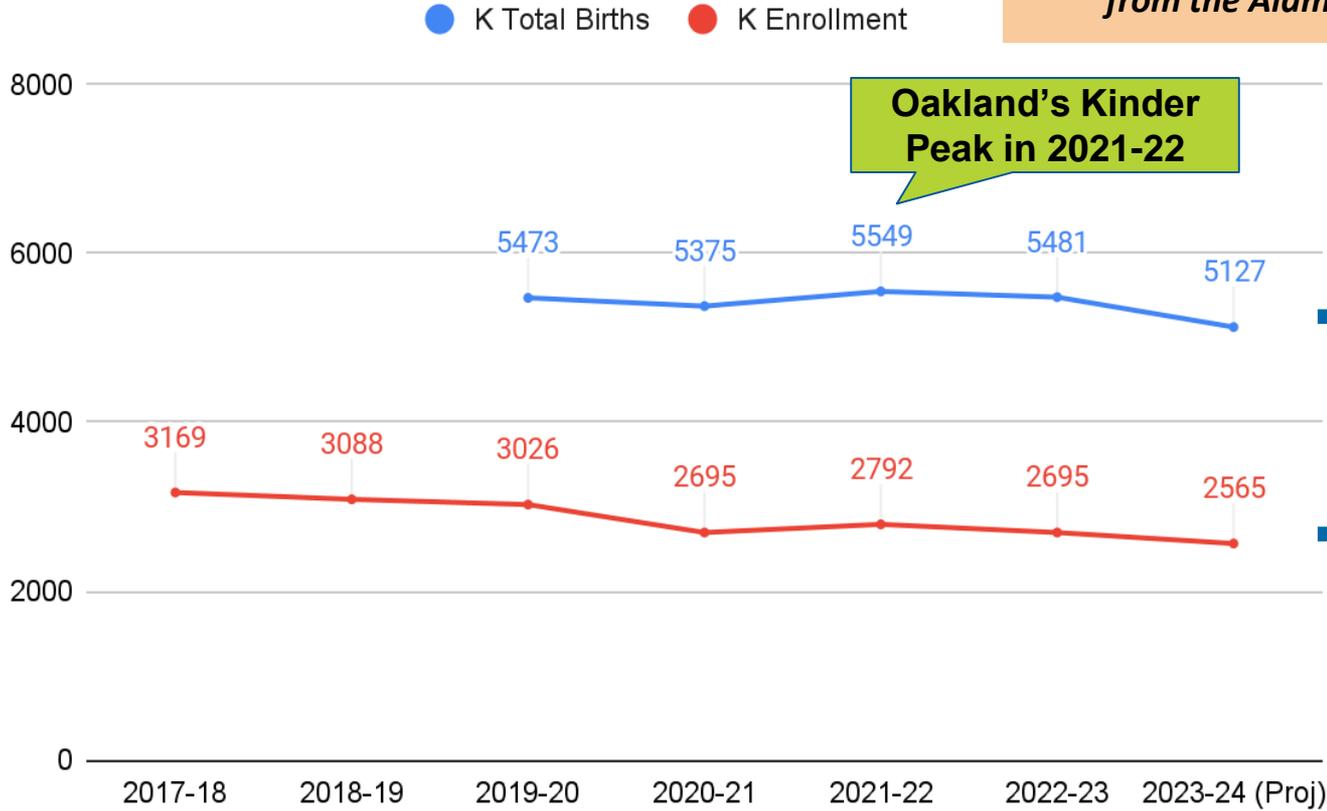
Notes: Preliminary enrollment data extracted from Aeries SIS immediately on Fall Census Days (first Wednesday of each October). Enrollment data includes only OUSD district-run schools. For any comments or questions about this dashboard, email james.tharp@ousd.org



OUSD begins to benefit from TK expansion. By reversing the TK enrollment trajectory through expanding age range eligibility.

K Births + Enrollment Chart

Declining births are projected to continue to decline through 2025-2026 based available birth data from the Alameda County.



Oakland's Kinder Peak in 2021-22

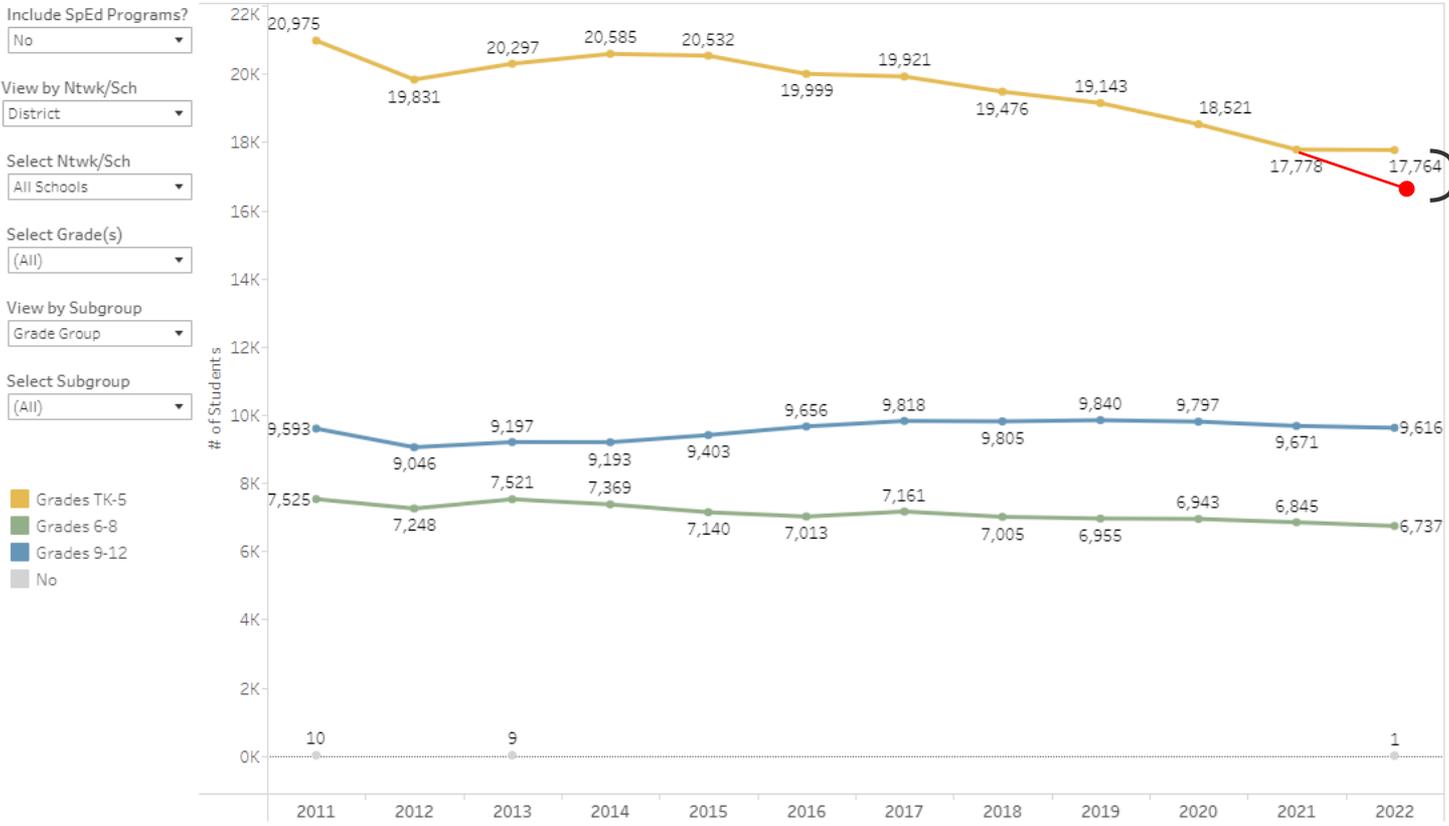


2,562 K eligible kids **Not** projected to Enroll at OUSD

Census Day Grade Span Enrollment Trends

Historical Aeries Enrollment on Fall Census Day

Data Source: [Aeries](#), Grades TK-12. Network/School: All Schools. Grade(s): All
 Notes: Preliminary enrollment data extracted from Aeries SIS immediately on Fall Census Days (first Wednesday of each October). Enrollment data includes only OUSD district-run schools.
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**TK Expansion
 Flattens
 TK-5
 Enrollment
 Decline**

**9-12
 Enrollment
 Flat**
 +Pathways
 +Newcomer

**6-8 Slight
 Declining
 Enrollment**

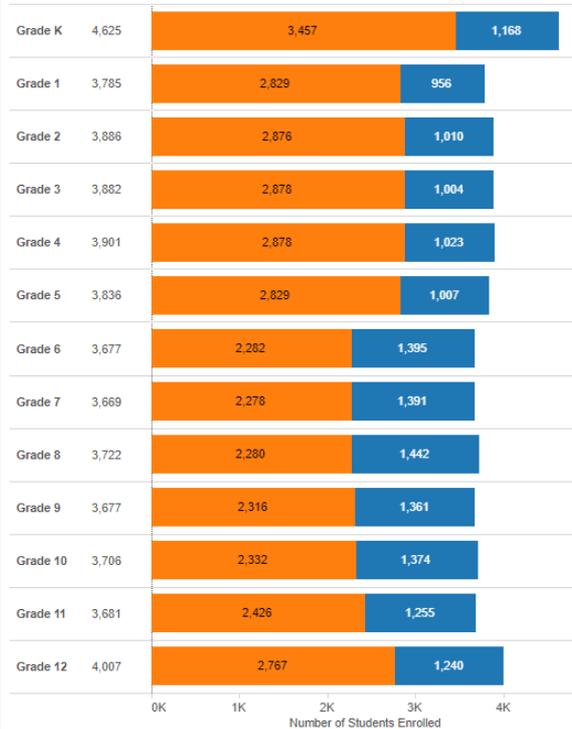
Targeted Enrollment Strategies for OUSD

TOTAL ENROLLMENT: 50,054

View Pie Chart by Group

Local Ed Authority:

Enrollment by Grade



With expanding TK window, OUSD has an opportunity over next two years to expand enrollment by going down a grade.



OUSD loses significant enrollment yearly during the 5th grade to 6th grade transition to charter, surrounding district and private schools.

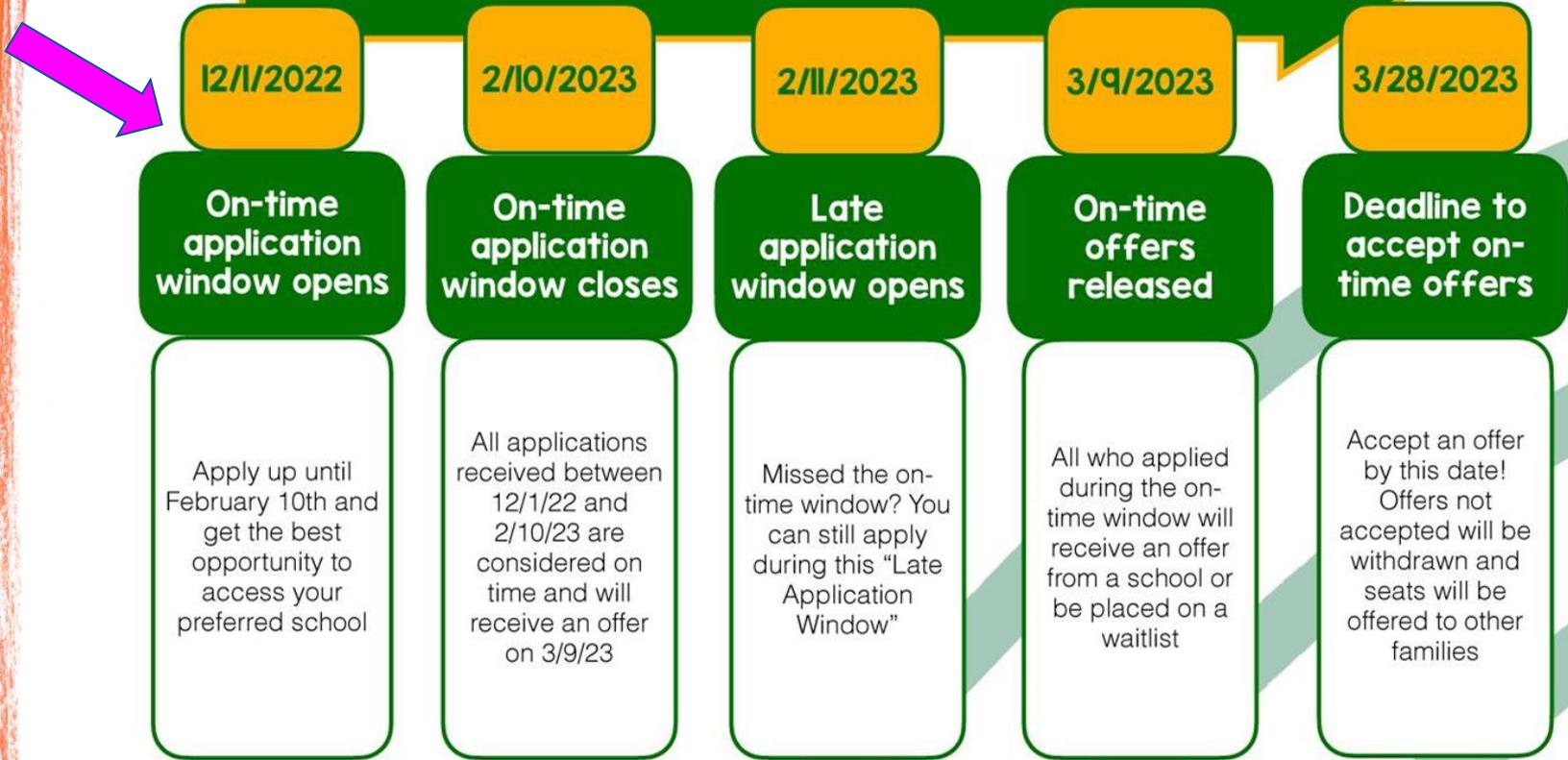
OUSD has an opportunity to improve our capture rate by providing programming that 6th grade families are looking for.

- On average about, 442 students transition from OUSD to charter for 6th grade.
- On average about 304 students transition out of district to private schools and other districts.



Enrollment Stabilization

OUSD ENROLLMENT TIMELINE 23-24



Promotional Video



Highlighting TK information for families

- ❑ Added TK specific tab to ousd.org/enroll
- ❑ Shares expanded age range
- ❑ Lists all TK sites including eight new sites
- ❑ TK specific promotional video



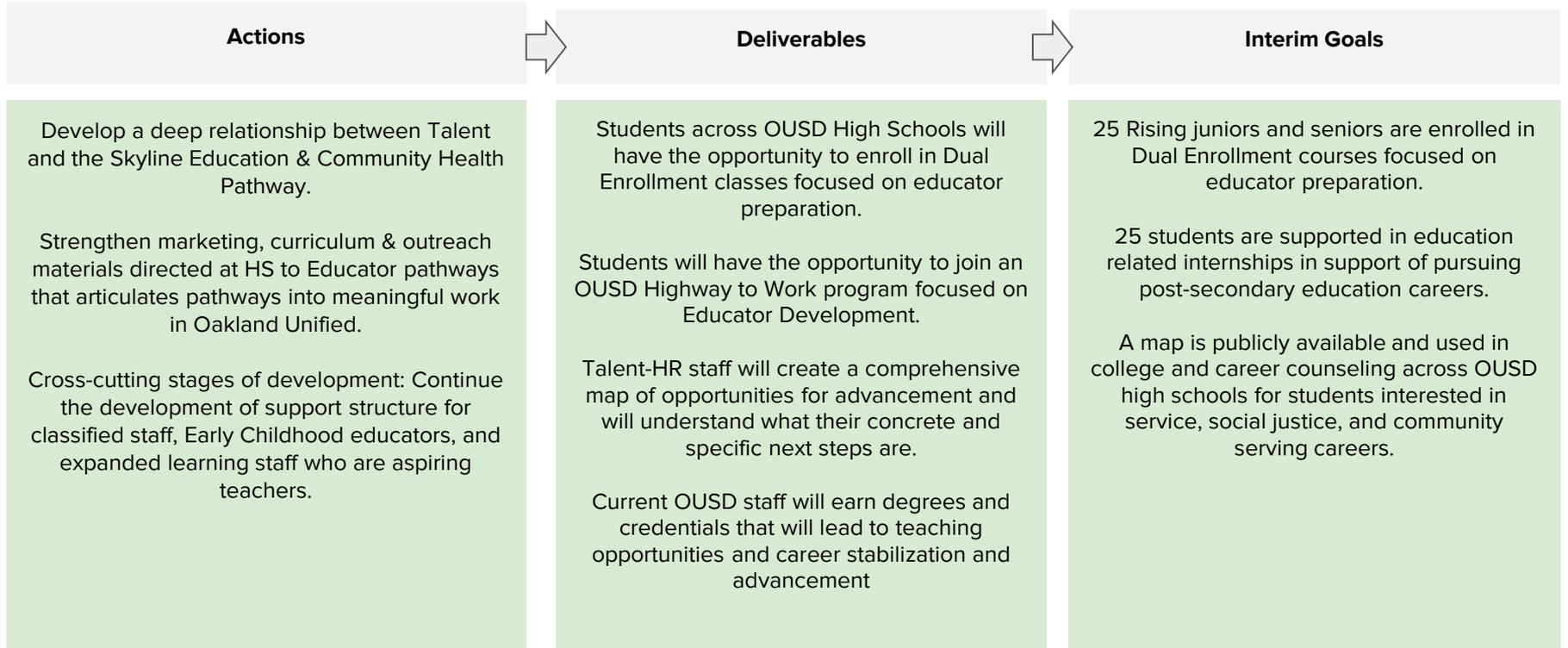


**Strategic Plan Update
Initiative #4:
Ensuring Diverse & Stable Staff**

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Growing a Diverse and Stable Staff

1. Black & Brown Aspiring Educators in High School & College



Corresponding Supt. Work Plan Actions:

- Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified by organizing marketing materials and curriculum highlighting pathways into education directed at HS students
- Develop deeper partnership with Merritt College and Berkeley City College (e.g dual enrollment, CBEST coursework, apprenticeships programs)

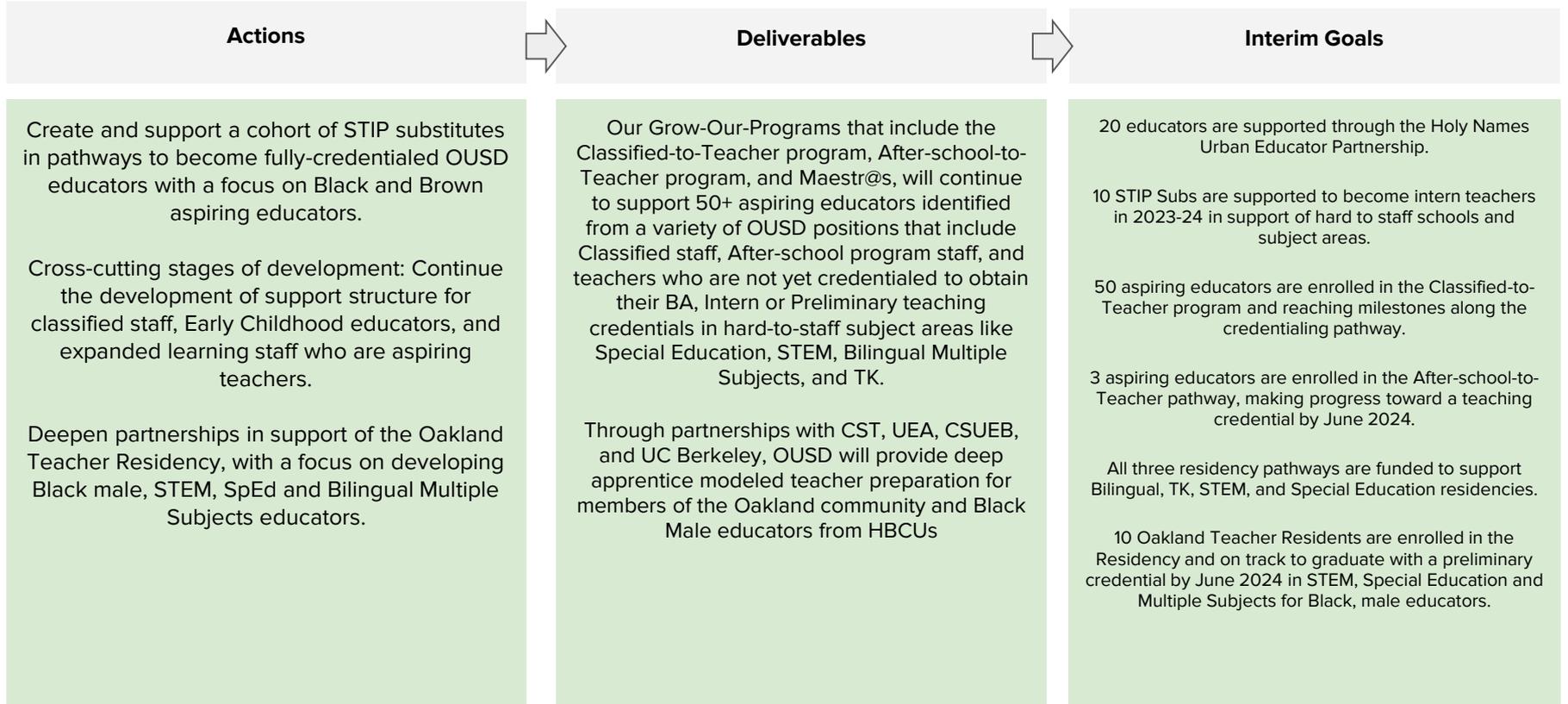
1. Black & Brown Aspiring Educators in High School & College - *deliverables update*

Actions	 Deliverables	Updates - Nov. 2022
<p>Develop a deep relationship between Talent and the Skyline Education & Community Health Pathway.</p> <p>Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified.</p> <p>Cross-cutting stages of development: Continue the development of support structure for classified staff, Early Childhood educators, and expanded learning staff who are aspiring teachers.</p>	<p>Students across OUSD High Schools will have the opportunity to enroll in Dual Enrollment classes focused on educator preparation.</p> <p>Students will have the opportunity to join an OUSD Highway to Work program focused on Educator Development.</p> <p>Talent-HR staff will create a comprehensive map of opportunities for advancement and will understand what their concrete and specific next steps are.</p> <p>Current OUSD staff will earn degrees and credentials that will lead to teaching opportunities and career stabilization and advancement</p>	<ul style="list-style-type: none"> ● Met with Skyline on 10/21 to identify meeting cadence and level of support for students in pathway. Expressed interest in further developing internship opportunities for students in Education pathway ● In partnership with OOE creating opportunities for 11th & 12 grade students to work with TK-5th grade students <hr/> <ul style="list-style-type: none"> ● Identifying courses and sequence with Linked Learning, Dual Enrollment, Merritt & BCC ● Launched quarterly alumni newsletter for outreach and career interest - invited alum to in-person Classified Hiring Event on 11/16 at the Central Kitchen; 198 people registered to attend; 65 people attended <hr/> <ul style="list-style-type: none"> ● Received a \$500K investment from the Crankstart Foundation that will partially support the development of media to clarify pathways into education, storytelling, marketing and website development ● Providing weekly hiring support sessions for candidates who are interested in a variety of positions in the district ● Return to in person recruitment events, including community events such as Lao Community, Dia de Los Muertos, Oakland Housing Authority <hr/> <ul style="list-style-type: none"> ● Accepting applications to fill the 10 remaining spots for classified to teacher program. ● Recruiting 10 Latino/a/x/e substitutes to receive support towards earning teaching credential ● Continuing partnership with BCC to offer Basic Skills Requirement satisfying coursework

1. Black & Brown Aspiring Educators in High School & College - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>25 Rising juniors and seniors are enrolled in Dual Enrollment courses focused on educator preparation.</p>	<ul style="list-style-type: none">● Cross functional collaboration with Linked Learning, Dual Enrollment, Berkeley City College, Merritt College and ECEPTS in developing pre apprenticeships and planning for a para apprenticeship targeted at HS pre-apprenticeship graduates	<p>Increase the one-year teacher retention rate by +1.5pp (0.5 per year for three years)</p>
<p>25 students are supported in education related internships in support of pursuing post-secondary education careers.</p>	<ul style="list-style-type: none">● Identified pathways through local ECE apprenticeships and OUSD employment opportunities.● Identified use of student worker category to support students to earn and learn on our elementary school sites.	
<p>A map is publicly available and used in college and career counseling across OUSD high schools for students interested in service, social justice, and community serving careers.</p>	<ul style="list-style-type: none">● Convened a working group to assess, evaluate and vision new media information systems, will begin the process of contracting support for our web development	

2. Black & Brown Aspiring Educators with a BA



Corresponding Supt. Work Plan Actions:

- Create and support pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.

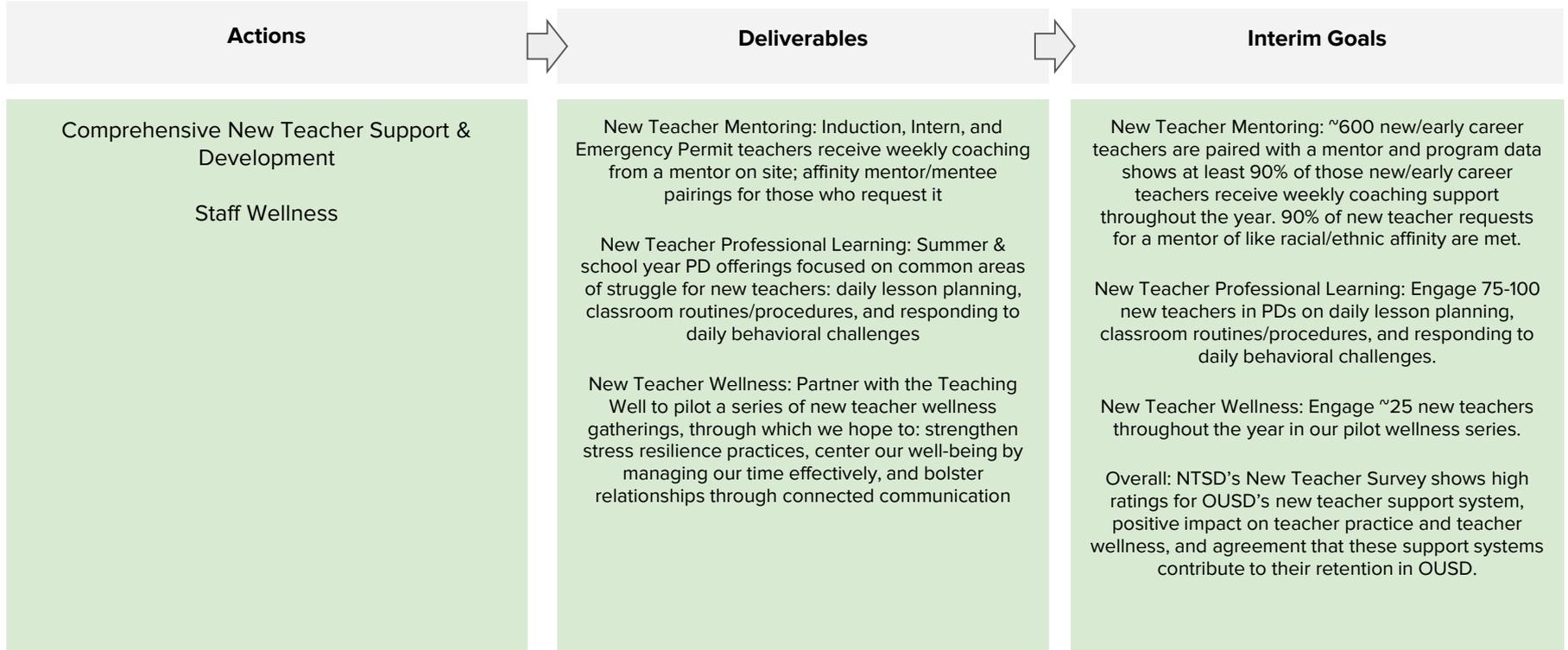
2. Black & Brown Aspiring Educators with a BA - *deliverables update*

Actions	 Deliverables	Updates - Nov. 2022
<p>Create and support a cohort of STIP substitutes in pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.</p> <p>Cross-cutting stages of development: Continue the development of support structure for classified staff, Early Childhood educators, and expanded learning staff who are aspiring teachers.</p> <p>Deepen partnerships in support of the Oakland Teacher Residency, with a focus on developing Black male, STEM, SpEd and Bilingual Multiple Subjects educators.</p>	<p>Our Grow-Our-Programs that include the Classified-to-Teacher program, After-school-to-Teacher program, and Maestr@s, will continue to support 50+ aspiring educators identified from a variety of OUSD positions that include Classified staff, After-school program staff, and teachers who are not yet credentialed to obtain their BA, Intern or Preliminary teaching credentials in hard-to-staff subject areas like Special Education, STEM, Bilingual Multiple Subjects, and TK.</p> <p>Through partnerships with CST, UEA, CSUEB, and UC Berkeley, OUSD will provide deep apprentice modeled teacher preparation for members of the Oakland community and Black Male educators from HBCUs</p>	<ul style="list-style-type: none"> ● Holding monthly information sessions for teachers working with emergency permits ● Holding monthly information sessions for pathways into OUSD for internal and external candidates ● Continued recruitment for the Oakland Teacher Residency, partnering with Alder Graduates School of Education for Special Education, CSU-East Bay and Berkeley Teacher Education Program for STEM and bilingual Multiple Subjects, and CalStateTEACH and Urban Ed Academy for the Multiple Subjects pathway for Black, male educators. ● Collaboration with Office of Equity in Maestr@s program to offer individualized credentialing counseling. ● Completed recruitment for Classified-to-Teacher program for 50 cohort members, and continuing recruitment for After-school-to-Teacher <ul style="list-style-type: none"> ● Currently serving 10 teacher residents across Elementary, middle and high school. Bi-weekly meetings with CST and UEA partners to continue building and strengthening the program. ● Preparing grant for next round of funding to continue this work

2. Black & Brown Aspiring Educators with a BA - goals update

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>20 educators are supported through the Holy Names Urban Educator Partnership.</p>	<ul style="list-style-type: none"> ● Matched specific team members to HNU scholarship recipients to provide individualized follow up and support ● Continuing to provide test prep support for HNU attendees 	<p>Increase the one-year teacher retention rate by +1.5pp (0.5 per year for three years)</p>
<p>10 STIP Subs are supported to become intern teachers in 2023-24 in support of hard to staff schools and subject areas.</p>	<ul style="list-style-type: none"> ● In recruitment stage of development targeting current Latino STIP subs - currently 5 male Latino STIP subs have applied 	
<p>50 aspiring educators are enrolled in the Classified-to-Teacher program and reaching milestones along the credentialing pathway.</p>	<ul style="list-style-type: none"> ● Completed round of recruitment to increase cohort to 50 members (from 40) for the Classified-to-Teacher program, expanding to include bilingual multiple subjects, multiple subjects as well as after-school program-to-teacher candidates ● Accepted two candidates, and continuing recruitment for a third for the final cohort of After-school-to-teacher program ● Completed recruitment of 50 	
<p>3 aspiring educators are enrolled in the After-school-to-Teacher pathway, making progress toward a teaching credential by June 2024.</p>	<ul style="list-style-type: none"> ● Goal is to provide each recipients a larger tuition payment - two candidates are enrolled, both men of color 	
<p>All three residency pathways are funded to support Bilingual, TK, STEM, and Special Education residencies.</p>	<ul style="list-style-type: none"> ● An expansion grant will be submitted in January extending the residency to include Bilingual pathway in partnership with BTEP ● Currently working with Alameda County consortium to pay for preschool teachers' teaching credentials to support the advancement of TK programming, and to pay for current TK teachers to earn ECE units 	
<p>10 Oakland Teacher Residents are enrolled in the Residency and on track to graduate with a preliminary credential by June 2024 in STEM, Special Education and Multiple Subjects for Black, male educators.</p>	<ul style="list-style-type: none"> ● Ten Residents are enrolled and progressing within OTR pathways ● Mentor teachers are receiving professional development and support through New Teacher Support and through partnering programs ● Partnering with Teachers Rooted in Oakland (TRiO) to provide housing units or housing stipends to Residents ● Partnering with IHE partners for next round of grant proposals ● Residents are receiving monthly professional development where they learn about initiatives and supports specific to OUSD 	

3. Black & Brown Early Career Educators



Corresponding Supt. Work Plan Actions:

- Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.

3. Black & Brown Early Career Educators - *deliverables update*

Actions 	Deliverables	Updates - Nov. 2022
<p>Comprehensive New Teacher Support & Development</p> <p>Staff Wellness</p>	<p>New Teacher Mentoring: Induction, Intern, and Emergency Permit teachers receive weekly coaching from a mentor on site; affinity mentor/mentee pairings for those who request it</p>	<ul style="list-style-type: none"> ● Identified every teacher working on an emergency permit, intern credential, or preliminary credential ● Collaborated with principals to recruit mentors (focus on mentors of color) and map out mentoring plans for new teachers at their site ● New teachers of color could request affinity matches and mentors of color could express interest in providing affinity-based support ● Continuous program improvement: updated Induction Program, further differentiated mentor professional learning by increasing PD options ● Increased mentor stipends
	<p>New Teacher Professional Learning: Summer & school year PD offerings focused on common areas of struggle for new teachers: daily lesson planning, classroom routines/procedures, and responding to daily behavioral challenges</p>	<ul style="list-style-type: none"> ● Coordinated two days of New Teacher Institute in July ● Designed and facilitated 3 Fall PD series: daily lesson planning, classroom routines & procedures, and responding to daily behavioral challenges. Round 2 will be offered in the Spring as well. ● Contracted with The Together Group to offer 4 sets of Together Teacher courses over the course of the school year. Held two in the Fall. These are available to any teacher or TSA in OUSD, with priority access for new teachers and mentors. ● Partnered with The Teaching Channel to increase opportunities for peer observation through video: filmed 25 OUSD teachers' classrooms and secured two-year subscription to TC video bank for every OUSD teacher
	<p>New Teacher Wellness: Partner with the Teaching Well to pilot a series of new teacher wellness gatherings, through which we hope to: strengthen stress resilience practices, center our well-being by managing our time effectively, and bolster relationships through connected communication</p>	<ul style="list-style-type: none"> ● The Teaching Well facilitated two sessions at New Teacher Institute ● We made three attempts at the new teacher wellness gatherings this Fall, but attendance was very low. For the Spring, instead of offering in person “gatherings”, the Teaching Well will offer a paid virtual 3-session PD series to support new teacher wellness practices.

Additional Updates for Black & Brown Early Career Educators

- Tutoring Support launched for 21 educators who are working on teacher credentialing for CBEST and CSET, plus more for RICA and edTPA
- Offered affinity based 1:1 hiring support through recruitment season via targeted outreach to specific recent Black & Brown graduates to support with hiring & interview processes
- Offering affinity based recruitment of Yemeni and Arab American staff (41 Middle Eastern candidates in our interest form), in addition to gathering staff demographic data to track progress monitoring of increasing Yemeni and Arab American staff
- Recruiting 12 -15 Latino/a/x/e and Black identifying early career education specialists to participate in race based affinity group. These teachers will receive social emotional and credentialing support
- Ensured a focus on presence at university and community events with a specific focus on recruiting Black and Brown educators, including: Oakland Housing Authority, Lao Community Development, College of Alameda, Día de los Muertos, Oakland Private Industry Council

3. Black & Brown Early Career Educators - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>New Teacher Mentoring: ~600 new/early career teachers are paired with a mentor and program data shows at least 90% of those new/early career teachers receive weekly coaching support throughout the year. 90% of new teacher requests for a mentor of like racial/ethnic affinity are met.</p> <p>New Teacher Professional Learning: Engage 75-100 new teachers in PDs on daily lesson planning, classroom routines/procedures, and responding to daily behavioral challenges.</p>	<ul style="list-style-type: none">● 564 new/early career teachers paired with one of 260 mentors (Prelim: 263, Intern: 124, E-Permit: 177).● Affinity match data (for Ts who completed our mentor request form and mentor application form):<ul style="list-style-type: none">○ ~42% (49) of new BIPOC teachers expressed a preference for affinity-based mentor pairings, with close to half (~19%) naming this as very important to them.○ ~85% (77) of BIPOC mentors shared an openness to affinity-based mentor pairings, the majority of whom, 65.5% (59), were ready and willing○ 62% (28) of mentees who requested an affinity match were paired with another mentor of color, about half of whom, 33% (15), were paired with a mentor of the same racial/ethnic affinity● <i>We are in the process of collecting the Mentor Interaction Log data to show evidence of weekly coaching support, but don't have the data to share at this time.</i>● # Participants in 22-23 NTSD PD to date: 98 registrations, 34 teacher participants● Participants in Together Teacher PD to date: 94 registrations, 52 teachers/TSA participants	<p>Increase the one-year teacher retention rate by +1.5pp (0.5 per year for three years)</p>

3. Black & Brown Early Career Educators - *goals update*



New Teacher Wellness: Engage ~25 new teachers throughout the year in our pilot wellness series.

Overall: NTSD's New Teacher Survey shows high ratings for OUSD's new teacher support system, positive impact on teacher practice and teacher wellness, and agreement that these support systems contribute to their retention in OUSD.

- # T participants in NT Wellness Gatherings: 5
- Fall 2022 feedback on NTSD's lesson planning, classroom routines, and behavioral challenges PDs:
- On a scale of 0-10, how would you rate this PD overall? **Average: 8.72**
 - How likely are you to apply learning from this PD to your practice? **61.1%= a great deal; 31.0%= a fair amount**
- 21-22 New Teacher Survey Data* (will administer 22-23 in the Spring):
- On a scale of 0 to 10:
 - how would you rate your mentor support this year overall? **Avg 8.7**
 - how likely are you to continue applying what you learned this year through your mentoring support to your practice? **Avg 8.79**
 - Overall, how would you rate your experience in our New Teachers Thrive PD series? **Avg 8.8**
 - How likely are you to continue applying what you learned in our New Teachers Thrive PD series? **Avg 9.15**
 - I value the support from my mentor. **93.87% Agree/Strongly Agree**
 - For two years in a row, new teachers have named support from their mentor as the most valued form of professional learning they received that year.
 - Retention Questions:
 - To what extent has individual mentoring supported you to stay in OUSD? **Fair Amount/Great Deal: Overall 70%, NTSD Mentor 89.5%, B/AA 65.3%, Latinx 79.25%, White 67%**
 - What do you plan to do next year? Stay in OUSD: **Overall 87%, NTSD Mentor 89.5%, B/AA 81.6%, Latinx 88.7%, White 87%**

*21-22 Survey had 313 responses, 51% response rate

Increase the one-year teacher retention rate by +1.5pp (0.5 per year for three years)

4. Black & Brown Practicing & Experienced Educators - *deliverables update*

Actions

Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals

Strategic internal outreach to advance internal Black and Brown educators into TSA, AP and Principal pools

Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes



Deliverables

Aspiring administrators working in the district are able to participate in an Administrative credentialing fair to learn about the programs that OUSD partners with.

Aspiring leaders have an opportunity to hear from current administrators what it takes to lead successfully and sustainably in OUSD.

Route aspiring site leaders to scholarships in partnership with partners at UC Berkeley and Reach Institute.

4. Black & Brown Practicing & Experienced Educators - *goals update*

Interim Goals	Updates - Nov. 2022	Long-term Goals
<p>Recruit at least 40 aspiring leaders internally to the October 19, 2022 Admin Credential Programs Fair.</p>	<ul style="list-style-type: none">● Held event in October, 2022.● Sent targeted recruitment to current Latino TSAs.● Sent email to all administrative credential eligible staff. From 64 registrations, 32 staff members attended the event.	<p>Increase the one-year teacher retention rate by +1.5pp (0.5 per year for three years)</p>
<p>Recruit at least 30 aspiring leaders to the March 29, 2023: Prospective Principals Panel</p>	<ul style="list-style-type: none">● Currently planning the implementation for Spring 2023.	
<p>8 internal aspiring site leaders are offered scholarships through UC Berkeley and Reach Institute in partnership with them and the Stuart Foundation.</p>	<ul style="list-style-type: none">● Working in partnership with PLI to offer targeted support to prospective OUSD candidates to combine our scholarship opportunities with a \$15K scholarship available through the UC Berkeley GSE● Will offer personalized counseling and support to Black and Brown aspiring leader candidates● Eligibility pools are opening for	



Community Schools, Thriving Students



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

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