Superintendent Report

Dr. Kyla Johnson Trammell, May 25, 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

Highlights from Schools

- Claremont, Fremont

Strategic Plan: Initiative #3 Joyful Schools Update

- Data
- Progress to Date

Facilities Use Proposals

- Proposals future exploration for for vacated space

Measure N Update

- College and Career Readiness Act Review

Covid Safety Protocols

- Mask Update and Dashboard Updates

Enrollment & Attendance

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

Highlights from Schools

Claremont Sports Program Helps Students Shine

Initiative: Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty

www.ousd.org/strategicplan

More than 200 students at Claremont Middle School - almost half of the school population! - participate in the robust school athletic program featuring teams that play in the Oakland Athletic League competing against other OUSD schools.

This year, Claremont is fielding teams in cross country, flag football, girls volleyball (fall); basketball, soccer and cheer (winter); and baseball, and track and field (spring). Next year the school is hoping to round out the program by adding boys volleyball, girls softball and co-ed softball!

“We work hard to give the students a rewarding experience,” says **David Doubley** who serves as both the school’s **Athletic Director and Restorative Justice Facilitator**. “The kids are authentically engaged with each other, build leadership and sportsmanship skills, and learn to work together and celebrate one another,” he says. “And it doesn’t hurt that they have a lot of fun too.”

‘A Tiger Takes the Reigns at Fremont High School’

Initiative: Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland’s Rich Diversity

www.ousd.org/strategicplan

Our resolve to grow a diverse and stable workforce in OUSD is rooted in the core belief that Oakland is rich with talent, and the future educators of OUSD are the children and young adults currently living in our communities.

We love when young OUSD alumni return to our schools to teach and to lead.

Take Fremont High School’s incoming principal **Nidya Baez**, for example. Baez graduated from Fremont High School in 2003, and has been a teacher or school leader at Fremont since 2011. And now she will transition from an assistant principal role to principal for the upcoming school year. She was recently profiled in a wonderful Oaklandside article, excerpted below:

“I want students to have more than I did so that they can make better choices and ultimately improve our community,” she said. “Schools are the heart of a neighborhood. And the more stable and cohesive we are, the more the neighborhood and the community can improve and do good things.”

Strategic Plan: Initiative #3

CREATING JOYFUL SCHOOLS

Data

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

GOAL	MEASURE	BASELINE	CURRENT	TARGET
Superintendent's Dashboard: Students attend school every day.	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students	17.3% *(2019-20)*	40.4% *(May 5, 2022)*	-1.5
Schools are inclusive of all students	Reduce the out-of-school suspension rate and student expulsions for Black and SWD	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2 *(2019-20)*	Suspension Black: 7.9% Suspension SWD: 5.9% Expulsion Black: n/a Expulsion SWD: n/a *(March 14, 2022)*	Suspension: -3 Expulsion: -6
Students and families are connected to schools	Increase the number of schools with at least 70% of students and parents who feel connected to their school	27 schools *(2019-20)*	50 schools *(2020-21)*	+6
Black Thriving Students & Families Indicators Physical & Emotional Health	% of MS & HS Black students were hungry last month because the family did not have enough food. % Black students in MS & HS know where to go for help.	53.2% of students were hungry 49.8% of students know where to go for help *(2019)*	–	

CREATING JOYFUL SCHOOLS

Data, cont'd

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

GOAL	MEASURE	BASELINE	CURRENT	TARGET
Black Thriving Students & Families Indicators Empowered & Engaged	% of school staff responds to Black parent needs in a timely manner. % of school staff welcomes Black parents' suggestions. % of Black families are encouraged to be an active partner in educating students.	80.6% of families reported responses in a timely manner 88.5% of families reported that staff welcomes their suggestions 82.5% of families encouraged to be an active partner *(2019)*		
Safe & Sense of Belonging	% of teachers give Black students a chance to take part in classroom discussion or activities (ES, MS, & HS). % of Black families think teachers have at least quite a bit of respect for students	67.2% of students reported positively 76.4% of Black families reported positively *(2019)*		
Love & Affirmed	% of Black MS & HS students agree that class lessons include culturally relevant examples. % of Black MS & HS students know who they are and where they come from	46.2% of Black students agree 48.7% of Black students reported that they know *(2019)*		

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

CREATING JOYFUL SCHOOLS

Year One Actions

Center and Listen to Youth and Families

- ➔ Schedule additional ongoing engagement sessions that honor primary languages, cultures, and modes of collaboration to gather additional feedback from youth and families
- ➔ Expand home visits to build and strengthen relationships to ensure students and families feel welcomed and engaged as they return to school. Incorporate opportunities for students and families to share their visions for joy and beauty
- ➔ Leverage all educators including community partners to conduct one-to-one outreach for students with higher absences to ensure all students have a relationship with at least one caring adult

Invest in Restorative Practices

- ➔ Create Intentional Healing and Restorative Community Spaces for students, staff, and community to rebuild community and process the time away
- ➔ Increase educator capacity to create restorative learning environments
- ➔ Develop and implement peer leadership structures to increase student capacity to facilitate restorative practices with peers

Practice Culturally Responsive and Linguistically Sustaining Practices

- ➔ Develop and implement a professional learning series to increase educator capacity to implement culturally responsive and linguistically sustaining practices
- ➔ Launch foundational anti-racist, healing and culture building learning series for all Educators
- ➔ Assess opportunities for students to demonstrate their learning in new and creative ways
- ➔ Develop and implement opportunities to celebrate the joy and beauty of our students, families, and school communities
- ➔ Assess the current strategies, programs and curricula for culturally responsive and linguistically sustaining practices with a focus on Black and Brown students

Ensure Inspiring Learning Environments

- ➔ Develop structures for schools to reflect on their current learning environments, and areas for improvement
- ➔ Lead schools through an intentional process of re-imagining the school experience, centering on the needs of the most marginalized students and best practices required to support their learning
- ➔ Create joyful learning environments through arts integration
- ➔ Increase opportunities for community to access school facilities for engagement and celebration

Facilities Use Proposals for Future Use of Vacated Space

Ask of the Board

- To provide direction on future exploration of proposed uses for vacated properties due to school consolidations. There is no vote on proposals at this meeting.

Resolution No. 2122-0030: “the Board directs the Superintendent to bring forward a proposal to the Board, no later than May 2022, for how the newly available facilities shall be utilized for District purposes”

Asset Management Policy BP 7350: Guidelines for Use of District Property

"The physical assets of the Oakland Unified School District shall be managed and maintained as a system **to provide safe, secure, healthy, and technologically ready learning environments for students** in Oakland's publicly funded schools in alignment with the District's Strategic Plan."

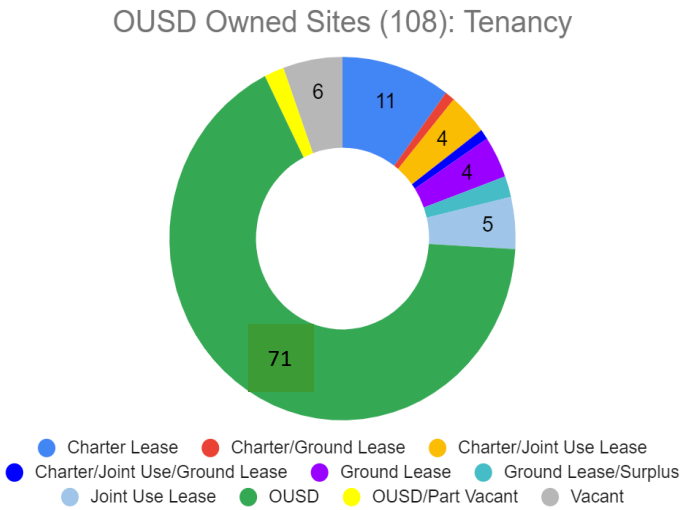
"To support the District's educational and operational functions, the District shall also use its properties to **realize unrestricted revenue to support programs and services for District students.**"

"The District shall **pursue long-term leases over sale of property** unless otherwise directed after consultation with the Board of Education."

Asset Management Report

Current Use of Facilities:

OUSD currently owns 108 sites across Oakland. Two-thirds (71) of these sites are held exclusively for OUSD district-run K-12 instructional use. The remaining sites are leased exclusively to charter schools (11); undergoing surplus redevelopment (2); under a combination of charter, joint use and /or ground lease (15); or either partially or completely vacant (9).

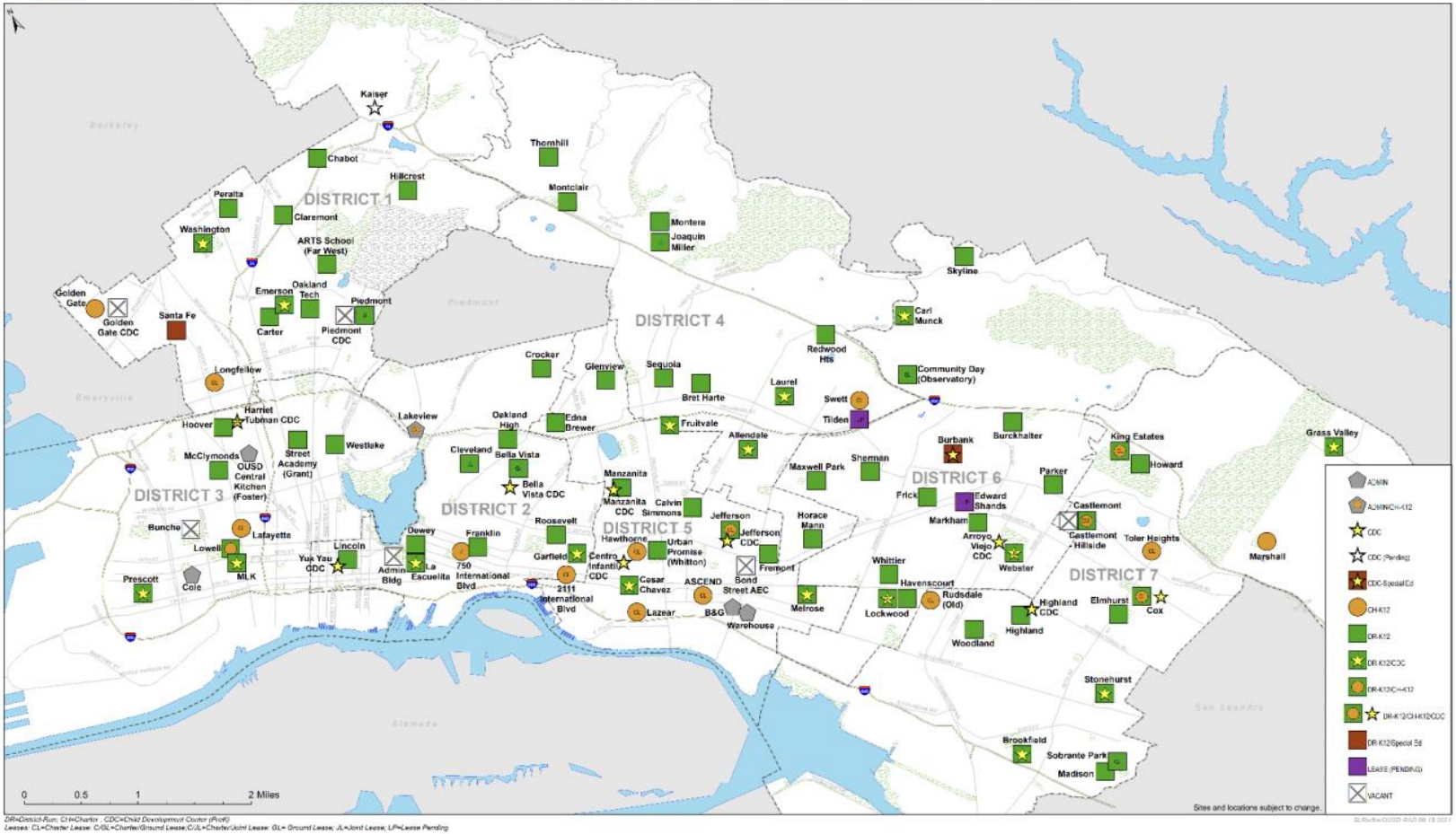


Facilities Maintenance & Operations Costs:

The total maintenance and operating costs for these 108 facilities is $49,248,765 and comes out to $7.98 per square foot. This total cost includes Custodial Services ($19,413,530), Buildings and Grounds ($18,752,233), Insurance ($2,995,719), and Districtwide Utilities [including waste management disposal and recycling, gas/heating/electricity and water/sewage] ($8,087,283).

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2021-22: 108 OUSD District-Owned Sites



DR=District-Run; CH=Charter; CDC=Child Development Center (PreK)
Leases: CL=Charter Lease; C/GL=Charter/Ground Lease; C/JL=Charter/Joint Lease; GL= Ground Lease; JL=Joint Lease; LP=Lease Pending

Sites Planned for Vacancy per Board Resolution No. 2122-0030

Site	Description: Square Ft
Parker Elementary Site (June 2022)	27 classrooms/19,752 sq ft
Community Day School Site (June 2022)	9 classrooms/5,732 sq ft
Brookfield Elementary Site (June 2023)	37 classrooms/28,439 sq ft (excluding Annex)
Carl Munck Site	24 classrooms/19,219 sq ft
Grass Valley Site	19 classrooms/16,565 sq ft
Horace Mann Site	19 classrooms/14,070 sqft

Current Vacant Sites

Site	Description: Square Ft/Condition//Other
Bond St Annex	**Size:** 3 classrooms/2,399 sq ft/ **Condition:** extensive renovation/replacement
Former Golden Gate CDC	**Size:** 6 classrooms/5,031 sq ft/ **Condition:** moderate renovation/ Adjacent to Golden Gate Campus
Former Grass Valley CDC	**Size:** 1 classroom/700 sqft/ **Condition:** extensive renovation/replacement/ Adjacent to Grass Valley Campus/internal campus
Former Piedmont CDC	**Size:** 2 classrooms/2,732 sq ft/ **Condition:** extensive renovation/replacement/ Adjacent to Piedmont Elementary Campus
Former Washington CDC	**Size:** 4 classrooms/2,796 sq ft/Adjacent to Sankofa United Campus **Condition:** extensive renovation/replacement
Former Brookfield Annex	**Size:** 5 admin rooms/4,370 sq ft/ **Condition:** moderate renovation/ Adjacent to Brookfield Campus
1025 2nd Ave	**Size:** 9,690 sq ft/ **Condition:** extensive renovation/replacement
Former Bunche Campus	**Size:** 19 classrooms/14,963 sq ft/ **Condition:** extensive renovation/replacement
Hillside (Old Rudsdale)	**Size:** 8 classrooms/5,384 sq ft/ **Condition:** moderate renovation

Space for District Internal Purposes

OUSD has outstanding needs for space for the following district purposes:

- **Adult Education:** Multiple Programs for Adult Learning
- **Central Services to Students & Families:** Enrollment Offices for PK-12, Family Resources, Discipline Hearing Panels, Equity Office, Tech Services
- **Special Education Programs:** Special Education School and Special Programs (e.g. YAP)
- *Please note: The plan for use of space for the **Early Childhood Education TK Expansion** will be presented to the board separately. The plan includes the use of space at multiple existing school sites across the city.*

Space for Community Services

As a Community School District, OUSD may decide to lease some facilities to support students and families while receiving additional sources of revenue generation for educational programs.

Space needs for community service supports include:

- Non-Profit Organizations supporting OUSD Students & Families:
  - Infant-Toddler Programming
  - Childcare and Parenting Services
  - Workforce Development Services
  - Community Gardening
  - After School and Summer School Programs
  - Literacy Tutoring
- OUSD Employee Housing
- Housing for Unhoused Families

Proposals to Explore for Future Use of Space

01	Special Education Learning Center	**Open an OUSD-operated Special Education Learning Center to provide services to students with the most significant special needs, many of whom currently attend nonpublic program.**
02	Adult Education Services	**Open an Adult Education School that would serve as a main hub for adults in East Oakland and provide a variety of services based on the needs of that specific community.**
03	Central Services to Families	**Move central offices providing direct services to families to a more central location with easy access for families.**
04	Joint Use Leases for Community Services	**Provide Short Term Joint Use Lease for Community Organizations that provide community school wrap-around services to OUSD students and families.**
05	OUSD Employee Housing	**Explore the need to provide OUSD Employee housing to support staff retention.**
06	**Bring Existing Charter School(s) into the District**	**Explore the possibility of bringing in existing charters to the District**

Adult Education Community Service Center Proposal

Open an Adult Education Community Service Center at Parker that would serve adults in East Oakland and provide a variety of services based on needs of that specific community. The center would be in addition to the West Oakland and Central Oakland centers located at McClymonds and Fremont; and the services at school and community sites.

Potential Adult Ed Services:

- High School Equivalency including GED and HiSET
- Adult High School Diploma / Adult Basic Education
- Career Technical Education (CTE) for young adults with disabilities
- English as a Second Language (ESL) programs
- Family Literacy and College and Career Readiness Pathways (CCRP)

Services by Community Organizations:

- Workforce development
- Trades skills
- Community college courses

Need for Services:

- According to the CAEP 2020 data there are over 100,000 adults in the East Bay region. Oakland serves the largest number of adults in the region and **currently serves 890 students.**
- 55% of high school dropouts in Oakland are English Language Learners.
- Funding for services comes from the Adult Ed fund and from revenue generating Adult Ed programs and non-profit services.

Facilities & Location Considerations:

- The unemployment rate in East Oakland is more than double the citywide unemployment rate.
- A 2022 analysis of recent OUSD dropout rates found that 48% of students who didn't finish high school live in East Oakland.
- OACE has not had space to provide adequate services in East Oakland.
- Preference for a facility that requires minimal to no renovations for the adult program services.

Special Education Learning Center Proposal

Identify a location to provide a Special Education Learning Center for students in grades two through eight with Individualized Education Programs (IEPs) whose disability impacts relative to functional and behavioral skills are significant enough that they are unable to remain safe and make progress toward goals in a traditional public school setting.

Need for Services:

- Currently, if a student cannot receive educational benefit at a traditional public school campus, IEP teams must consider nonpublic placements.
- The SELPA has 147 students in nonpublic settings, 56 of whom are primarily eligible under Autism (AUT) or Intellectual Disability (ID).
- Some of these students travel as far away as Pittsburg or Marin each day to attend school.
- Opening a Special Education Separate Learning Center allows for a more complete continuum of services with lower reliance on private agencies and nonpublic schools.
- The availability of a separate district learning center affords greater ability for students to transition to the less restrictive setting of a public program over time.

Facilities & Location Consideration:

- Single-level campus
- Not adjacent to major roads or freeways
- Anticipated space need of 12-15 classrooms
- Full ADA accessibility

Central Services to Families Proposal

Central location for the following OUSD Departments and Programs to serve families every day:

- **Student Welcome Center**
- **Refugee/Asylee**
- **Foster Youth**
- **Early Childhood Enrollment**
- **Alt Ed Enrollment**
- **Transitional Families/McKinney-Vento**
- **EBAC/Family Resource Center**
- **Discipline Hearing Office**

Need for Services:
The listed departments and programs serve approximately 75 families daily in person and up to 400 families daily during peak season. Many of these departments are currently housed at the Lakeview campus. There is a need for additional space beyond what exists at the Lakeview site due to aging portables and the sharing of the space with a charter school.

Facility & Location Considerations
Identify a new location based on the criteria for space needs for central services to families

- Central location
- ADA Accessible
- Close to public transportation
- 10- 15 classrooms
- Ample Parking for staff and families

Joint Use Short Term Leases for Community Services Proposal

Services to provide Non-profit Community Based Organizations Office Space and programming for students and families including but not limited to:

- **community gardening & food security**
- **literacy tutoring services**
- **early learning**
- **workforce development**
- **services for unhoused students**

Services provided would be beyond what is being provided at school sites.

Need for Services:

In 2011, Oakland led the nation by announcing its intent to become the first Full Service Community School District. An expansion of this idea is to extend community partnerships and resources through short term leases to support opportunity for students, families and community members. These services would be in addition to the services provided at individual schools and could include non-profit office spaces. We would also have the opportunity to support our community partners by leasing office space.

Facility & Location Considerations:

-Identify Non-profit Community Based Orgs who support Oakland students and families in need of office space

-Identify community services based on specific needs of students and families in targeted Oakland neighborhoods.

-Short Term Leases are up to 5 years and would be based on a Request for Proposal process

OUSD Employee Housing Proposal

Explore the option to provide affordable housing for OUSD employees.

Need for Services:

OUSD Housing Survey taken in 2021 with 1264 respondents:

- 883 (69%) said that rent/mortgage costs was an obstacle in obtaining housing in Oakland.
- 442 (34%) said that that their current housing situation impacts their decision to stay in their current position in the District.

Facility & Location Considerations:

- Learn from current housing projects at former Tilden & Shands sites
- Learn from other districts who have implemented Employee Housing in the state (Education Workforce Housing in California)
- Identify housing location based on employee need and input.

Bring Existing Charter(s) into the District Proposal

Explore the possibility of leveraging our facilities to invite charters to enter the District as District Schools.

Need for Services:

OUSD brought the former charter school Roses in Concrete into the district through a merger with Howard Elementary to form Oakland Academy of Knowledge (OAK) in 2021.

The additional students added to OAK have increased their ADA and site resources, and the merger has brought innovative programs to the school. Bringing other independent charter schools into OUSD and/or merging them with existing OUSD schools could support increased quality and sustainability for our district schools.

Anticipated Timeline

May 25, 2022	June-Sept 2022	By Sept 2022	Jan-May, 2023	By June 2023
Initial Proposals for Space Needs	Gather community input and evaluate proposed use of Parker and Community Day sites	Vote on proposals for future use of Parker and Community Day	Continue to explore proposed future use proposals directed by the board for all other sites	Vote on proposals for future use for all other sites

Ask of the Board

- To provide direction on future exploration of proposals for uses for vacated properties due to school consolidations

College and Career Readiness for All Act (Measure N) Update

Ask of the Board

- To receive information and ask questions of staff regarding the College and Career Readiness for All Act (Measure N)

College and Career Readiness for All Act

- **Approved as "Measure N" on the November 2014 Ballot.**

- **Purpose:** "to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences."

- **Additional Details**
  - Sets tax rate at $120 per parcel
  - Includes senior/low income exemptions
  - Generates approximately $12 million a year
  - Allocates at least 90% of funds to schools
  - Establishes oversight commission and audits
  - Expires 2024-25

Goals:

- Decrease the high school dropout rate.
- Increase the high school graduation rate.
- Increase high school students' readiness to succeed in college and career.
- Increase middle school students' successful transition to high school.
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socio-economic status, English Learner-status, special needs-status, and residency.

Linked Learning Pathways

Agriculture and Natural Resources

- Environmental Science Academy @ Oakland High

Arts, Media & Entertainment

- Media Academy @ Fremont
- Multimedia Academy @ Oakland International
- Visual Arts Academy (VAAMP) @ Oakland High
- Visual and Performing Arts Academy (VAPA) @ Skyline
- Graphic Arts @ Madison Park Academy

Building Trades & Construction

- Architecture and Design Academy @ Fremont

Business & Finance

- Entrepreneurship Pathway @ McClymonds

Education, Child Development & Family

- Education and Community Health Academy @ Skyline
- Education Pathway @ Street Academy

Energy, Utilities & Environment

- Green Energy Academy @ Skyline

Engineering & Design

- Project Lead the Way @ Oakland High
- Engineering Academy @ Oakland Tech
- Engineering & Design Pathway @ Madison Park
- Project Lead the Way @ McClymonds
- Sustainable Urban Design @ Castlemont

Fashion & Interior Design

- Fashion, Art & Design Academy @ Oakland Tech

Health Science & Medical Technology

- Health Academy @ Oakland Tech
- Life Academy of Health & Bioscience @ Life Academy
- Public Health Academy @ Oakland High
- Health and Fitness Pathway @ Dewey Academy
- Community Health Equity Academy @ Castlemont
- Mental Health Pathway @ Rudsdale Newcomer
- Education & Community Health Academy @ Skyline

Hospitality, Tourism & Recreation

- Hospitality and Culinary Arts Pathway @ Ralph J. Bunche Academy

Information Technology

- Computer Science & Technology Academy @ Oakland Tech
- Computer Science & Technology Academy @ Skyline
  Computer Science Pathway @ CCPA
- Digital Arts and Applications Pathway @ Community Day
- Technology Pathway @ Rudsdale
- Technology Pathway @ Sojourner Truth

Marketing, Sales & Services

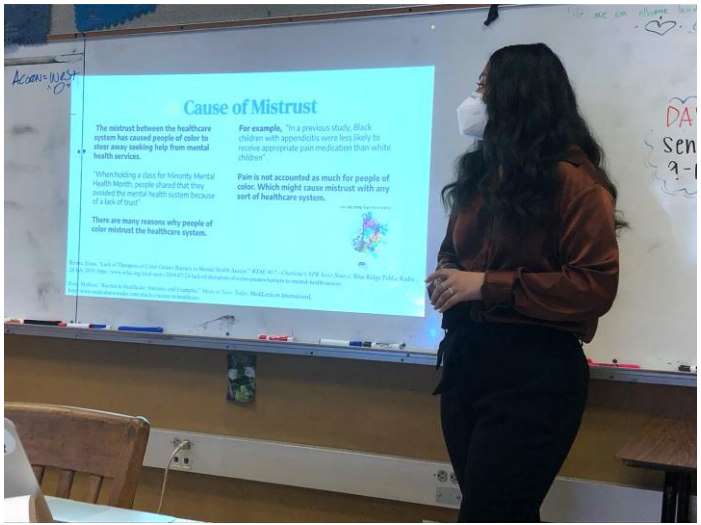
- Social Entrepreneurship Pathway @ MetWest

Public Services

- Law & Social Justice Pathway @ Oakland High
- Race, Policy & Law @ Tech

Pathway - Aligned Capstone Presentations

- During April and May, ~1800 seniors across 10 high schools presented their graduate capstone projects representing the culmination of their pathway studies
- Students researched promising solutions from their pathway career sector for addressing a pressing problem of our time
- Student projects typically involve:
  - an in-depth research paper
  - a presentation in front of a panel of peers, teachers, and community members

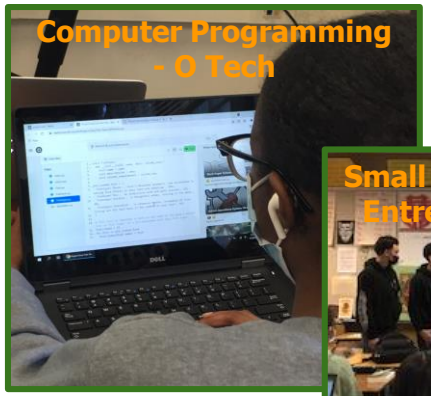


Dual Enrollment (DE)

[New!] OUSD Dual Enrollment Website: click here

- Fall 2022: 63 projected Dual Enrollment (“DE”) courses across 11 high schools; ~1500+ students

- Expanded DE programming in…
  - English for Speakers of Other Languages for Newcomers
  - Courses aligned to Berkeley City College’s Business degrees & Child Development/Education programs
  - World Languages
  - Computer Science & Multimedia Arts
  - Young Adult Program



Work-Based Learning: Career Exploration

- **Skilled Trades Fairs (STF):**
  Students cycled through stations and had the opportunity to speak with skilled trades professionals and general contractors and do hands-on activities (at Cypress Mandela Training Center - CMTC)
  - Nov. 2021 - 150+ Students and Staff
  - April 2022 - 250+ Students and Staff

- **Manufacturing Day:**
  - Students toured 2 local manufacturers and 2 CTE programs at Laney
  - Oct. 2021 - 150 Students and Staff

- **Summer 2022 CTE Institutes at Peralta CCD**
  - Peralta Institute to offer credit-bearing career exploration and career pathway courses in topics including Diesel Mechanics, Cosmetology, Digital Animation and Biosciences to over 150 students

Work-Based Learning: Career Preparation

Rebuilding after distance learning

Summer 2021 internships: 490 (304 in person)

Summer 2022 total opportunities: 800 in person
Student numbers by 6/1

Partner investments unlocked by the work of Measure N funded staff in 2021/22:

- $150,000 in student stipends paid by partners
- $1,000,000+ in partner staff hours contributed

***New* pathway based internship partnerships**

Pathway	Partner
Fremont Media	KQED
Fremont Architecture	Habitat for Humanity®
Skyline Green	Pacific Gas and Electric Company
CCPA + Tech Comp Sci	Nielsen
Skyline Health / Education	TCN THINK COLLEGE NOW
MetWest	**140 new positions**

Work-Based Learning - Industry Partnerships:

1st Annual **Engineering Industry Summit** - facilitated collaboration between OUSD engineering teachers and local industry professionals

Educator Externships - immersive professional development experiences

Collaboration with industry partners for **Project-Based Learning**

Penumbra

PG&E

Sila

BERKELEY LAB

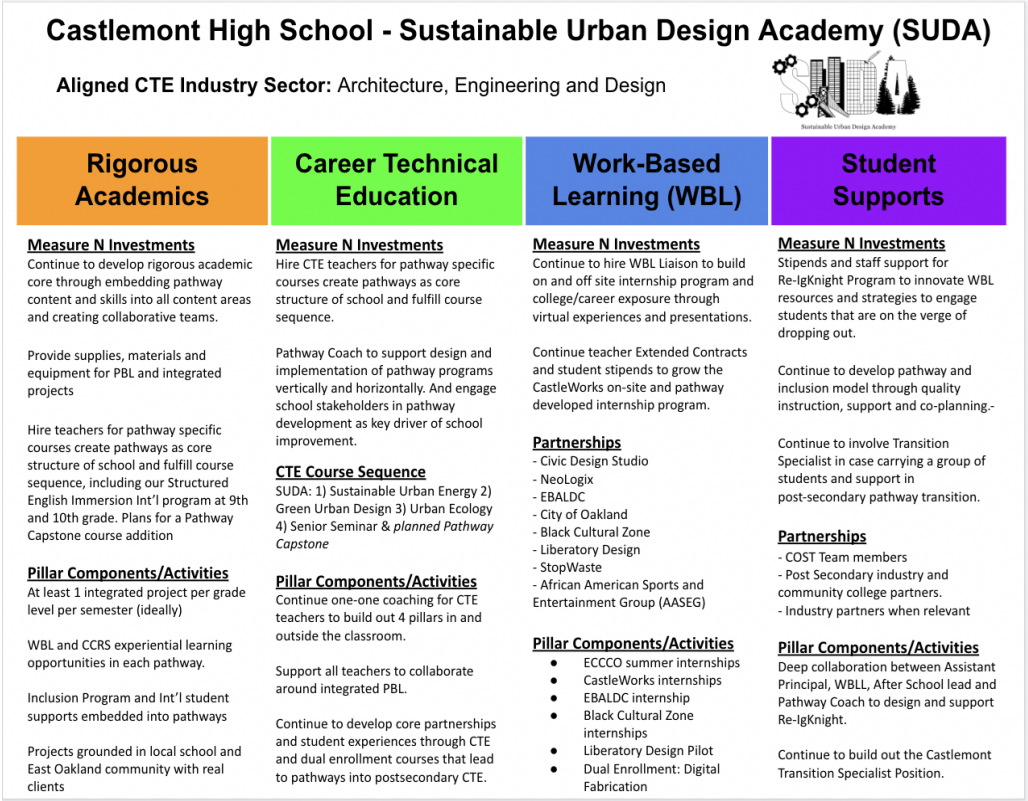
TESLA

OAKLAND FIRE DEPT.

2022-23 Measure N Education Improvement Plans

- Over the course of 6 days in April, 27 school sites and the High School Linked Learning Office presented their plans to the Measure N Commission and public as part of our strategic continuous improvement

- Plans highlighted the 4 Pillars of Linked Learning and showcased the thoughtful planning of our school leaders, pathway leads and pathway coaches



Castlemont High School - Sustainable Urban Design Academy (SUDA)

Aligned CTE Industry Sector: Architecture, Engineering and Design

Rigorous Academics

Measure N Investments
Continue to develop rigorous academic core through embedding pathway content and skills into all content areas and creating collaborative teams.

Provide supplies, materials and equipment for PBL and integrated projects

Hire teachers for pathway specific courses create pathways as core structure of school and fulfill course sequence, including our Structured English Immersion Int'l program at 9th and 10th grade. Plans for a Pathway Capstone course addition

Pillar Components/Activities
At least 1 integrated project per grade level per semester (ideally)

WBL and CCRS experiential learning opportunities in each pathway.

Inclusion Program and Int'l student supports embedded into pathways

Projects grounded in local school and East Oakland community with real clients

Career Technical Education

Measure N Investments
Hire CTE teachers for pathway specific courses create pathways as core structure of school and fulfill course sequence.

Pathway Coach to support design and implementation of pathway programs vertically and horizontally. And engage school stakeholders in pathway development as key driver of school improvement.

CTE Course Sequence
SUDA: 1) Sustainable Urban Energy 2) Green Urban Design 3) Urban Ecology 4) Senior Seminar & *planned Pathway Capstone*

Pillar Components/Activities
Continue one-one coaching for CTE teachers to build out 4 pillars in and outside the classroom.

Support all teachers to collaborate around integrated PBL.

Continue to develop core partnerships and student experiences through CTE and dual enrollment courses that lead to pathways into postsecondary CTE.

Work-Based Learning (WBL)

Measure N Investments
Continue to hire WBL Liaison to build on and off site internship program and college/career exposure through virtual experiences and presentations.

Continue teacher Extended Contracts and student stipends to grow the CastleWorks on-site and pathway developed internship program.

Partnerships
- Civic Design Studio
- NeoLogix
- EBALDC
- City of Oakland
- Black Cultural Zone
- Liberatory Design
- StopWaste
- African American Sports and Entertainment Group (AASEG)

Pillar Components/Activities
- ECCCO summer internships
- CastleWorks internships
- EBALDC internship
- Black Cultural Zone internships
- Liberatory Design Pilot
- Dual Enrollment: Digital Fabrication

Student Supports

Measure N Investments
Stipends and staff support for Re-IgKnight Program to innovate WBL resources and strategies to engage students that are on the verge of dropping out.

Continue to develop pathway and inclusion model through quality instruction, support and co-planning.-

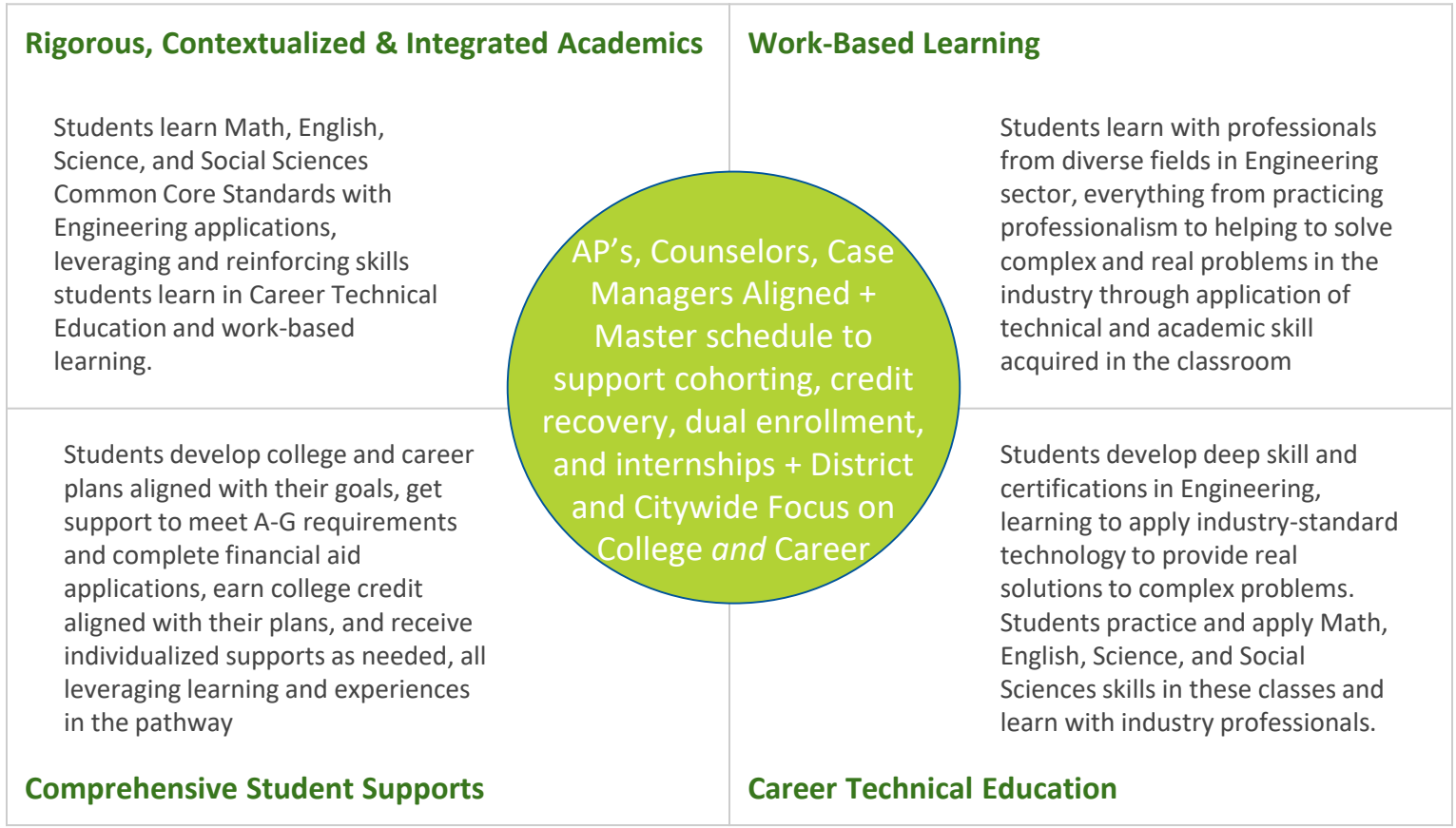
Continue to involve Transition Specialist in case carrying a group of students and support in post-secondary pathway transition.

Partnerships
- COST Team members
- Post Secondary industry and community college partners.
- Industry partners when relevant

Pillar Components/Activities
Deep collaboration between Assistant Principal, WBLL, After School lead and Pathway Coach to design and support Re-IgKnight.

Continue to build out the Castlemont Transition Specialist Position.

Linked Learning Pathways: Engineering Example



Ask of the Board

- To receive information and ask questions of staff regarding the College and Career Readiness for All Act (Measure N)

Covid Safety Protocols

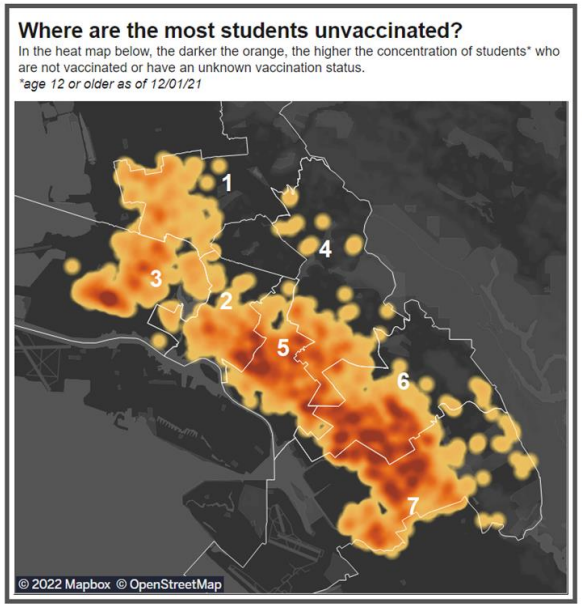
Masking Update

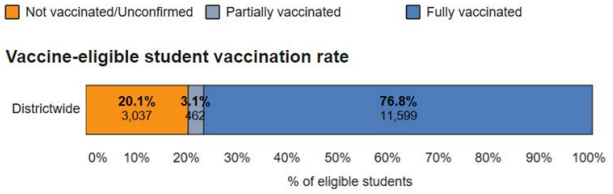
- Outdoor masks are optional starting on 3/21
- Indoor masks strongly recommended starting on 4/25
- High quality masks, including surgical masks, KF95, and KN95 continue to be distributed to all sites for staff and students

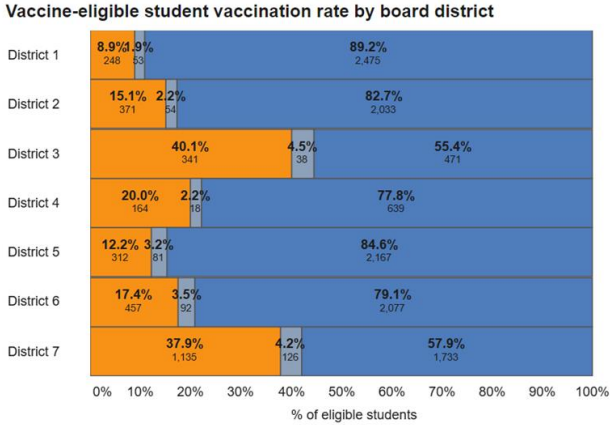
Vaccination Update

79.9% of students fully or partially vaccinated

**Age as of Dec 1, 2021*







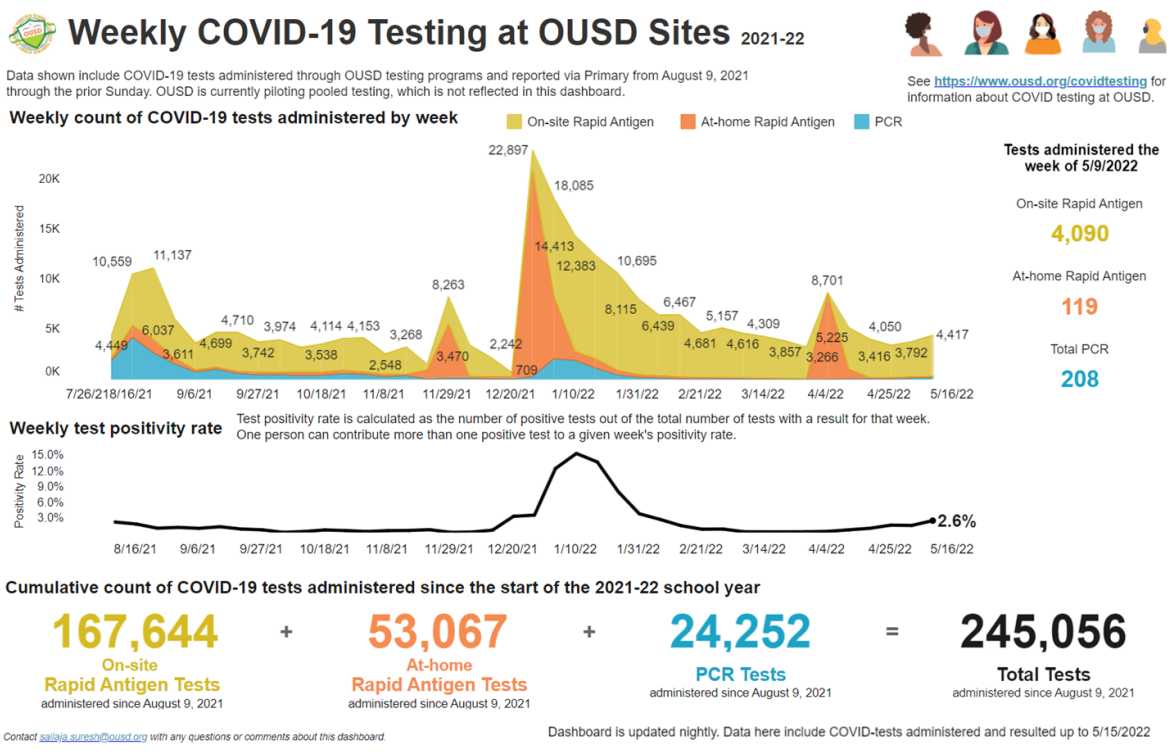
Students 12+ by December 1, 2021 for the selected school(s)

11,599 vaccinated	**3,033** status unknown

Vaccinated	Fully vaccinated	11,599
Vaccination status unknown	Distance learning	544
	Waitlist	14
	Other exemption	734
	Medical - permanent	3
	Medical - temporary	1
	Personal belief	89
	No exemption	1,648
Partially vaccinated	Partially vaccinated	3
	Missing dose	5
	Missing dose > 30 days	454

Covid Testing Implementation Update

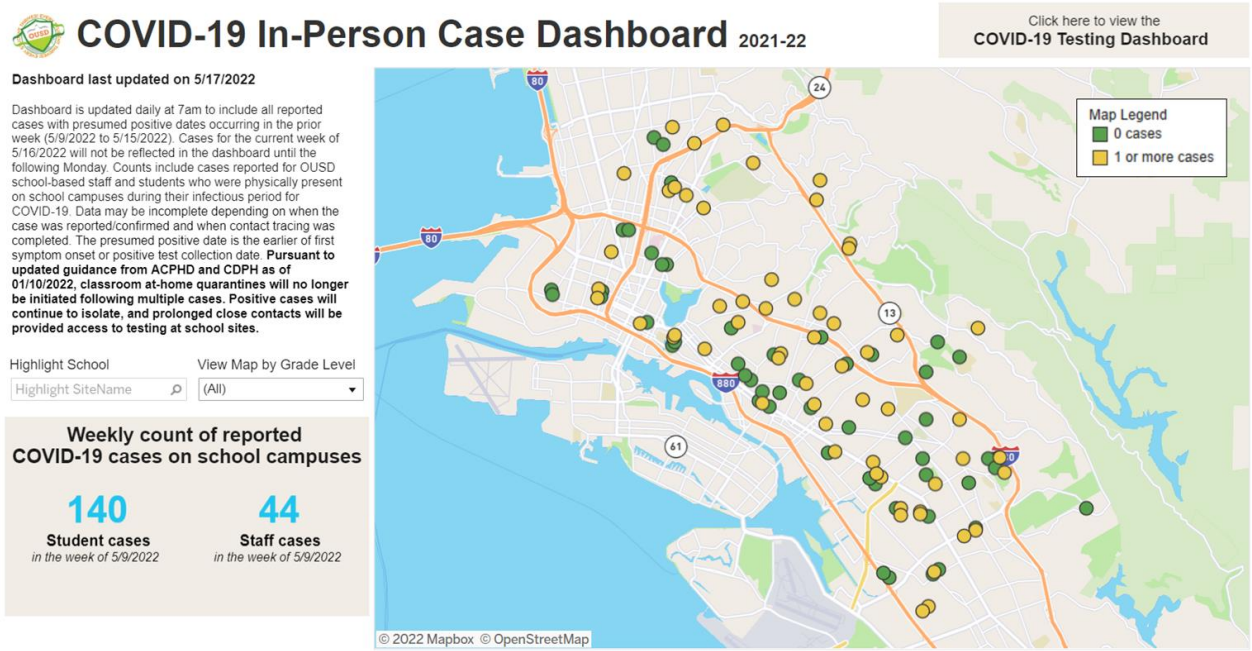
- Weekly Pooled Testing Pilot running at elementary schools.
- Drop-in Weekly Testing at Secondary.
- At-home tests provided for weekly use at ECE sites.



Link to Dashboard

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***



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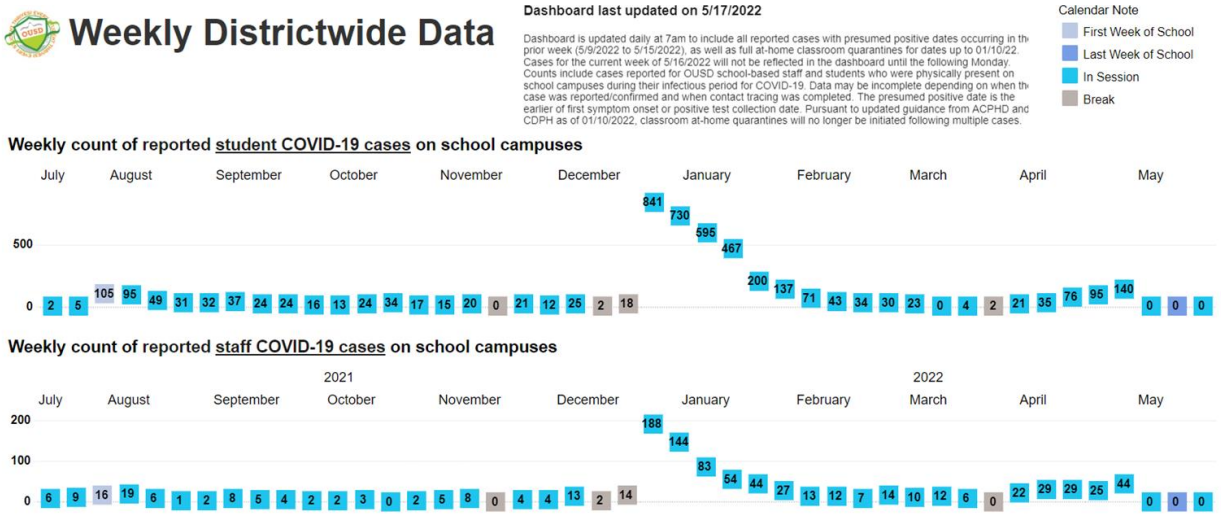

Enrollment & Attendance

Enrollment Update (TK-12)

Grade	5/17	4/19	3/30	3/15	3/1	2/15	2/1	1/18	1/4	12/7	11/18	11/9	10/27	10/19	10/5	Census Proj
Non-SDC																
TK-5	17,280	17,255	17,219	17,234	17,232	17,216	17,194	17,200	17,158	17,151	17,144	17,149	17,162	17,169	17,160	17,470
6-8	6,496	6,489	6,479	6,468	6,474	6,477	6,475	6,485	6,475	6,476	6,473	6,472	6,492	6,497	6,476	6,612
9-12	9,146	9,120	9,108	9,111	9,140	9,143	9,141	9,156	9,218	9,199	9,215	9,206	9,235	9,251	9,187	9,216
TK-12	32,922	32,864	32,806	32,813	32,846	32,836	32,810	32,841	32,851	32,826	32,832	32,827	32,889	32,917	32,823	33,221
SDC TK-12	1,591	1,616	1,595	1,587	1,581	1,585	1,582	1,576	1,539	1,568	1,574	1,567	1,557	1,545	1,555	1,742
Total K-12	***34,513***	***34,480***	***34,401***	***34,400***	***34,427***	***34,421***	***34,392***	***34,417***	***34,390***	***34,394***	***34,406***	***34,394***	***34,446***	***34,462***	***34,378***	***35,050***

Overall Attendance Update (Aug 9-May 16)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused	Foster Youth	African American	Asian	Latino	White
Gr TK-5 (avg enrollment)	89% (17,449)	88% (6747)	88% (1501)	86% (2673)	81% (386)	84% (77)	85% (3279)	93% (2029)	87% (7662)	93% (2334)
Gr6-8 (avg enrollment)	88% (6588)	88% (2003)	89% (422)	84% (1213)	81% (226)	82% (40)	84% (1396)	93% (624)	88% (3242)	93% (661)
Gr9-12 (avg enrollment)	85% (8925)	81% (2531)	82% (1192)	80% (1465)	77% (604)	73% (85)	81% (2100)	92% (1060)	83% (4232)	92% (783)

*** MetWest and Sojourner Truth NOT included.**

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

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1000 Broadway, Suite 300, Oakland, CA 94607

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