

Superintendent Report

Dr. Kyla Johnson Trammell, June 8, 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

Strategic Plan Update

- Year 1 Highlights and Year 2 Focus Actions

Graduation Update

- Data, Honoring Graduates



Strategic Plan Update

INITIATIVE #1

Ensuring Strong Readers by the Third Grade

Focus Area 1:

Get aligned

Focus Area 2:

Put families in the driver's seat

Focus Area 3:

Invest in our educators

Focus Area 4:

Use data to make the best decisions



INITIATIVE #2

Supporting Empowered Graduates

Focus Area 1:

Prepare students for post-secondary success

Focus Area 2:

Develop systems of personalized supports

Focus Area 3:

Integrate real world learning

Focus Area 4:

Strengthen high school preparation



INITIATIVE #3

Creating Joyful Schools

Focus Area 1:

Center and listen to youth and families

Focus Area 2:

Invest in restorative practices

Focus Area 3:

Practice culturally responsive and linguistically sustaining practices

Focus Area 4:

Ensure inspiring learning environments



INITIATIVE #4

Growing a Diverse and Stable Staff

Focus Area 1:

Strengthen partnerships

Focus Area 2:

Strengthen pathways

Focus Area 3:

Strengthen affinity-based support structures

Focus Area 4:

Strengthen conditions for educator learning & professional growth



Ensuring Strong Readers by the Third Grade

Strong Readers: Student Outcomes

LCAP Goal 1: All students graduate college, career, and community ready.

GOAL	MEASURE	BASELINE	2021-22 EOY	TARGET
Superintendent's Dashboard Early learners are achieving	Increase the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessment	GrK: 38.9% Gr3: 31.0% (2021-22)	GrK: 38.9% Gr3: 31.0%	+12pp (6 per year for two years) by 2024
Progress Monitoring Measures	PK: Phonological awareness; letter/word knowledge TK/K: Letter names, Phonological awareness Grades 1-3: Reading at/above on i-Ready (+10pp)	—	K 85.7 (May) Gr3: 31.0% (Dec) Gr2: 29.5% (May) Gr 1: 32.7% (May)	PK: 80% TK/K: 80% Grades 1-3: +10pp

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

GOAL	MEASURE	BASELINE	2021-22	TARGET
Superintendent's Dashboard English Learners are gaining English proficiency	Increase the English Learner (EL) reclassification rate	13.2% (2018-19)	Available Sep 2022	+9pp (3 per year for three years) by 2024
Black, Latinx, and foster youth are reading at grade level.	Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory.	Black: 41.9% Latinx: 50.1% Foster: 44.0% (2018-19)	Black: 35.5% Latinx: 43.9% Foster: 31.8%	-9pp (-3 per year for three years) by 2024

Strong Readers - Year 1 Highlights

- Expanded K-2 literacy tutor model to launch Summer Literacy Liberator Core (LLC): 30 Full-time tutors, PD, Fellowship
- Home literacy kits
- Literacy Map
- Transparent Data Reporting
- Adopted Curriculum + EL Ed Central
- Assessment Administration (97%) & Cycles
- Foundational PD (900+ Educators)
- Monthly Professional Learning for teachers & coaches
- On-site Coaching & Support: 300+ Learning Walks and Site Support Visits
- Feedback sessions with principals, teachers
- Disciplined Inquiry

Get Aligned

Year 2 Action:

Train community partners and stakeholders in OUSD Language and Literacy Framework and align strategies across organizations.

This includes:

- Ensuring community-based organizations are aligned to the OUSD Language and Literacy Framework
- Mapping community supports for schools and how they align to OUSD L&L Framework and district goals
- Increasing access and quality (knowledge & training) of tutors and staff supporting reading in and out of schools
- Literacy and Justice for All Symposium to further align and bring OUSD educators together with partners and providers

Put Families in the Driver's Seat

Year 2 Action A:

Recruit, train and support a core of 90 Literacy Liberators to be transformational literacy leaders in OUSD schools.

This includes:

- Creating a model for hiring and training tutors, with a focus on homegrown tutors who represent the school community
- Expanding tutor positions to full time and provide benefits; seeking an additional professional development stipend to provide a living wage
- Providing ongoing professional development to literacy liberators, focusing on literacy instruction, leadership, and family outreach/empowerment
- Ensuring full staffing for schools with the greatest literacy needs

Put Families in the Driver's Seat, cont'd

Year 2 Action B:

Provide Home Literacy Kits to TK-2 families to partner with teachers and support students in meeting grade level milestones.

This includes:

- Revising English and Spanish kits using feedback from Spring 2022 pilot
- Funding, ordering, and packaging materials for kits in partnership with Ed Fund and other organizations.
- Training a teacher leaders and parent leader at each participating school site through monthly Literacy Milestone meetings.
- Holding community volunteer events to build kits, teach about literacy, and build shared commitment to literacy goals across the city.

Invest in Our Educators

Year 2 Action:

Utilize feedback from teachers and principals to strengthen and shape newly-created educator support structures.

This includes:

- Using an EL Ed Lab School Model to facilitate peer learning
- Holding Foundational PD Institutes and Summer PD in response to teacher requests
- Providing professional development for 1 coach/school as part of the Literacy Coaching Collaborative
- Hosting 3 learning walks at each school
- Holding weekly coaching visits at focal schools
- Providing curricular resources and professional learning modules for schools to utilize

Use Data to Make the Best Decisions

Year 2 Action:

Assess impact of plans and communicate additional needs through public data reporting and the literacy map.

This includes:

- Building the community asset map to represent literacy conditions and supports at each school
- Communicating students achievement and curriculum implementation data to the community
- Assessing impact of literacy investments by monitoring leading indicators and student achievement and professional practice

Supporting Empowered Graduates

Empowered Graduates: Student Outcomes

LCAP Goal 1: All students graduate college, career, and community ready.

GOAL	MEASURE	BASELINE	2021-22	TARGET (CHANGE BY 2024)
Superintendent's Dashboard Middle grade students are prepared for high school	Increase average distance from standard on smarter balanced/ <u>SBAC</u> state assessments in 8th grade Mathematics	-104.4 (2018-19)	Available July 2022	+15 (5 per year for three years)
OUSD graduates are A-G ready	Increase the A-G completion rate with a grade of C graduates who complete HS in 4 years and those who completed HS in 5 or more years.	4-year: 57.6% (2020-21)	Available Oct 2022	+6pp (2 per year for three years_
Working Group Measures Middle School Students Proficient in Interim Assessments.	% of students in 6th, 7th, & 8th grade scoring Proficient on Interim Assessments.		Fall: Gr6: 18.2% Gr7: 19.7% Gr8: 8.7% Early Spring: Gr6: 15.4% Gr7: 7.4% Gr8: 7.9%	

Empowered Graduates - Year 1 Highlights

- [Post-Secondary Outcomes Tracker](#) — High School Linked Learning Office (HSLLO) collaborated with post-secondary site staff to develop real-time data tracker
- Preparing for Summer WBL opportunities — In collaboration with Peralta and CBO to provide over 450 paid internships
- [Developed a new 21st century grading policy](#) — HSLLO and community stakeholder engagements
- 100 total [Dual Enrollment](#) courses offered
- Scholars at Oakland High presented 10th grade Capstone performance tasks
- Every high school used ESSER funding to increase the number of FTEs to improve their wraparound support portfolio. Our schools with greater need were given additional funding
- We launched curriculum-based math interim assessments at all sites. Alignment amongst all sites itself was a success.
- We had a goal of holding one learning walk each at two schools. Instead, we successfully ran them at four schools (Brewer, United for Success, Bret Harte, and Roosevelt).

Prepare Students for Post-Secondary Success

Year 2 Action:

Develop systems to ensure all students have an individualized post-secondary (5-year) plan that ensures they have a seamless transition to a post-secondary opportunity

The approach to this action leverages trusting student-adult relationships to:

- Provide curriculum-embedded and extra-curricular opportunities within and outside of the school day for students to engage in the following career exploration experiences that will inform the development of a clear, individualized post-secondary plan:
 - Post-secondary options, including but not limited to community or four-year college, pre-apprenticeship/apprenticeship programs, workforce training, and/or entry into the world of work
 - Awareness of expanded learning opportunities, including WBL
 - Career and college exploration, training and preparation
 - Navigating school systems and processes toward graduation, A-G completion, and financial aid application
- Provide dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan
- Provide family engagement opportunities regarding graduation requirements, A-G, pathway options, and the purpose of Linked Learning

Develop Systems of Personalized Supports

Year 2 Action:

Leverage and build upon personalized support strategies in Pathways to ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career readiness indicators.

The approach to this action leverages trusting student-adult relationships to:

- Ensure all students have equitable access to pathway and school support structures, especially those navigating critical transitions such as 8th to 9th grade, or transitioning into an Alternative Education program.
- Establish a baseline set of support structures and practices within pathways/SLCs that include and are not limited to the following:
 - Staff alignment by pathway/SLC/house in grades 9-12 (Admin, School Counselor, Case Manager, etc.)
 - Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits)
 - Pathway team collaboration leverages partnerships with families via home visits and other engagement strategies
 - Piloting mastery-based grading and No D policies to inform best practices and systemwide shifts
 - Regular opportunities for in- and out-of-class academic interventions/tutoring
 - School-day and after-school credit recovery opportunities that support A-G completion for all students, and provides access to summer credit recovery opportunities to rising 10th and 11th grade students

Integrate Real World Learning

Year 2 Action:

Build more rigorous and relevant academic programs within our pathways by strengthening our Tier 1 instructional practices and strategically integrating core academic, CTE, and work-based learning standards.

The approach to this action leverages collaborative relationships between teachers and staff to:

- Identify and implement common Tier 1 instructional strategies in core academic and career technical education courses that support student access to grade-level-appropriate texts, standards, and assessments.
- Provide teachers in targeted content areas/pathways with direct instructional support via coaching and professional development opportunities
- Deepen collaboration between core content teachers, career technical education teachers, and work-based learning staff via regular communities of practice/PLC's
- Support a cohort of teachers to develop capstone- and standards-aligned performance task benchmarks for 10th grade that integrate core content, career technical education, and essential elements of the work-based learning continuum

Strengthen High School Preparation

Year 2 Action:

In math, continue and expand implementation of the new interim progress monitoring and learning walk system in middle schools.

This includes:

- Improving our efforts to implement curriculum-based math interim assessments at all middle school sites by ensuring that more students take the assessments (<85%) and that they are completed on a narrower time frame
- Better training the teachers, coaches and school leaders analyzing the data from interim assessments and making adjustments through improvement cycles
- Expanding and improving on the learning walks launched by the Network Instructional Leadership Team (NILT) by:
 - Holding learning walks at ALL schools.
 - Facilitating two learning walks per year instead of one. The first one will be during the first month of school as a baseline, and the second will be done the last month of school as a post.
 - Setting the expectation that site ILTs facilitate two additional learning walks on their own, led by their own staff, to build their own capacity to implement this key structure.
 - With the two NILT-led learning walks, we will get four school-wide data points of how instruction is going throughout the year.
 - We will be introducing this plan to all schools at our ILT Summit, held in late May.



Creating Joyful Schools

Joyful Schools: Student Outcomes

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

GOAL	MEASURE	BASELINE	2021-22 EOY	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)	44.6%	-1.5pp (-0.5 per year for three years)
Schools are inclusive of all students	Reduce the out-of-school <u>suspension</u> rate and student <u>expulsions</u> for Black and SWD	Suspension Black: 7.1% Suspension SWD: 6.8% Expulsion Black: 18 Expulsion SWD: 2 (2019-20)	Suspension Black: 8.3% Suspension SWD: 6.2% Expulsion Black: 12 Expulsion SWD: 1	Suspension: -3pp (-1 per year for three years) Expulsion: -6 (-2 per year for three years)
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	50 schools (2020-21)	Available July 2022	+6 (+2 per year for three years)
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 82.7% of families reported that staff welcomes their suggestions 82.5% of families encouraged to be an active partner (2018-19)	Available in July 2022	

Lowful Schools: Student Outcomes cont'd

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

GOAL	MEASURE	BASELINE	2021-22	TARGET
Black Thriving Students & Families Indicators Safe & Sense of Belonging	% of teachers give Black students a chance to take part in classroom discussion or activities (ES, MS, & HS).	67.2% of students reported positively	Available in July 2022	
	% of Black families think teachers have at least quite a bit of respect for students	76.4% of Black families reported positively (2018-19)		
Love & Affirmed	% of Black MS & HS students agree that class lessons include culturally relevant examples.	46.2% of Black students agree	Available in July 2022	
	% of Black MS & HS students know who they are and where they come from	48.7% of Black students reported that they know (2018-19)		

Joyful Schools - Year 1 Highlights

- 2 School Site Council (SSC) Summits took place, 3rd Summit was scheduled but postponed
- 3 successful Family Engagement (FE) Communities of Practice (CoP)
- 343 teachers participating in the Parent-Teacher Home Visit (PTHV) model,
- 85 new teachers trained on family partnership and communication structures,
- Ten middle and high school sites will have functioning student leadership class, teacher, democratic student elections, and have elected delegates on ACC, and site and district governance bodies (SSC, LCAP PSAC, Culture & Climate)
- All Schools with RJ facilitators implemented Restorative Restart.
- 30 school site teams engaged in on-going anti-racist learning, 4,025 individual participant experiences in workshops,; 1,830 unduplicated staff trained across 104 sites and department teams
- Developed and launched our [OUSD Ethnic Studies website](#)
- AAFE is co-leading district-wide efforts to support Girls of Color through the Girls of Color Task Force & Girls of Color Collaborative; work highlighted in SF Chronicle Cover Story

Center and Listen to Youth and Families

Year 2 Action:

Build capacity for students and families to engage in decision-making structures across OUSD.

This includes:

- Partnering with community-based agencies and schools to help students and families gain knowledge and skills needed to participate on committees
- Leveraging existing structures and standards to build this capacity. Supporting opportunities for engagement and community-building that are baked into school structures and schedules
- Creating scope and sequence for teachers and principals that includes site learning, relationship building and anti-racist learning with families and students
- Developing a process for better capturing data and family feedback from Home Visits
- Updating the SPSA process to include engaging school communities around their vision for school experience centered on the culture, identity and history of their students

Invest in Restorative Practices

Year 2 Action:

Create Intentional Healing and Restorative Community Spaces for students, staff, and community to build community and increase a sense of belonging.

This includes:

- Expanding the number of educators implementing tier 1 Restorative Justice practices.
- Articulating and updating scope and sequence for whole school restorative justice implementation including supports available to support schools to implement
- Providing resources for training for staff, students, and families, such as structural supports, time, stipends, and ongoing coaching after training
- Continuing to develop and implement peer leadership structures to increase student capacity to facilitate restorative practices with peers
- Developing indicators and progress monitoring reports to measure the impact of RJ practices at a school site in order to inform how each school site builds capacity to implement RJ practices schoolwide

Practice & Implement Culturally Responsive & Linguistically Sustaining Practices

Year 2 Action:

Deepen and apply knowledge of anti-racist learning & frameworks.

This includes:

- Developing ways to measure the impact of anti-racist learning and the application of anti-racist frameworks.
- Looking at impact and accountability in areas such as professional development, site and classroom practice, and individual healing and self care [measurement /impact]
- Ensuring we center English Language Learners, Indigenous and African American students experience in the classroom [students]
- Integrating Ethnic Studies pedagogies into classrooms and schools to ensure that student learning links to direct needs and gives students a sense of ownership over their learning environments, including co-creating school events.

Ensure Inspiring Learning Environments

Year 2 Action:

Leverage community partnerships to address basic needs and increase access to high quality enriching experiences.

This includes:

- Increasing arts and STEM programming and beautification at each school; Ethnic Studies integration
- Creating an arts partnership engagement process to enlist local (alumni) BIPOC artists and arts organizations to help envision and make real these changes
- Updating SPSA to include community school planning such as partnerships and resources that reflect vision for joy, beauty, and inclusiveness.



Growing a Diverse and Stable Staff

Diverse and Stable Staff: Staff Outcomes

LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

GOAL	MEASURE	BASELINE	2021-22	TARGET (CHANGE BY 2024)
Superintendent's Dashboard: All teachers at all schools are prepared and successful.	Increase the one-year teacher retention rate	Black teachers: 86.2% Latinx teachers: 85.0% <i>(2020-21)</i>	Available Sep 2022	+1.5pp (0.5 per year for three years)
Working Group Measures	Black & brown applicants for teaching positions	Black applicants: 177 (18%) Latinx applicants: 149 (15%) <i>(2019-20)</i>	Black applicants: 182 (13%) Latinx applicants: 176 (13%) <i>(2021-22)</i>	
	Black & brown new hires for teaching positions	Black new teachers: 27 (13%) Latinx new teachers: 55 (26%) <i>(2019-20)</i>	Black new teachers: 38 (15%) Latinx new teachers: 66 (26%) <i>(2021-22)</i>	
	Comparison data of teacher demographics to student demographics	Black students: 23% Black teachers: 20% Latinx students: 44% Latinx teachers: 16% <i>(2019-20)</i>	Black students: 22% Black teachers: 20% Latinx students: 45% Latinx teachers: 18% <i>(2021-22)</i> Comparison by Site	

Diverse & Stable Staff - Year 1 Highlights

- Oakland High School has started a internship where 38 students are pairing with local elementary students to support in the classroom.
- Engaged Jennifer Bloom to research feasibility of in-house OUSD teacher credentialing program and had initial meeting
- **Coordinated Systems of Professional Learning & Mentorship for New Teachers:**
 - Piloted New Teachers Thrive professional learning series for teachers in years 1-2 and secured funding to expand new teacher professional learning that can serve up to 100 new teachers each year beginning in 22-23 with a focus on classroom management & culture, strong daily lesson planning, organizational skills, and antiracist teaching.
 - Partnered closely with 5 school sites to learn more about their new teacher support systems/practices and to support the development/ strengthening of new teacher support groups, mentor PLCs, and differentiated professional learning.

Black & Brown Aspiring Educators in High School & College

Year 2 Action:

Develop a deep relationship between Talent and the Skyline Education & Community Health Pathway.

Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified.

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.

This includes:

- Developing deeper partnership with Merritt College and Berkeley City College (e.g dual enrollment, CBEST coursework, apprenticeships programs)
- Offering ongoing support and counseling to Skyline Education and Community Health Pathway students who are in internship and apprenticeship programs; tracking student support and progress
- Organizing marketing materials and curriculum highlighting pathways into education directed at HS students

Black & Brown Aspiring Educators with a BA

Year 2 Action:

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.

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.

Deepen partnerships in support of the Oakland Teacher Residency, with a focus on developing Black male, STEM, SpEd and Bilingual Multiple Subjects educators.

This includes:

- Focusing on development of affinity based model of support, professional community, and connections to colleges and universities for STIP subs.
- Creating cohorts of staff to take English 1A & Math 13 at no cost with Peralta partners to meet Basic Skills requirement
- Deepening partnerships with Alder GSE, UC Berkeley, CSU-East Bay, Cal State TEACH, and Urban Ed Academy in support of Oakland Teacher Residency
- Developing classified staff, ECE educators, and expanded learning staff who are aspiring educators through clear marketing and support structures aimed at simplifying and making pathways accessible

Black & Brown Early Career Educators

Year 2 Action:

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

This includes:

- Providing new/early career teachers with
 - 1:1 Mentoring
 - Differentiated New Teacher PD
 - Classroom Culture: Routines & Procedures
 - Classroom Culture: Responding to Daily Behavioral Challenges
 - Daily Lesson Planning
 - Organizational Systems & Time Management
 - Wellness & Social Gatherings
 - Credentialing Support & Guidance
- Support School Leaders & TSAs to develop/strengthen new teacher coaching systems and/or new teacher support groups on site
- Centering Black and Brown Excellence:
 - Elevate experience & expertise
 - Affinity-based new teacher-mentor pairings
 - Affinity groups through Office of Equity
 - Creating an affinity based support structure for Black and Brown teachers with emergency permits pursuing teacher licensure

Black & Brown Practicing & Experienced Educators

Year 2 Action(s):

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

This includes:

- Clearly articulating new teacher mentoring as a leadership pathway
 - Increasing recruitment of more mentors of color
 - Leveraging NTSD mentor PD as preparation for instructional leadership roles
- Conducting intentional outreach, support and tracking of Black and Brown experienced educators and TSAs into administrative credential programs
- Developing & utilizing an equity pledge for site-based Personnel Committees to focus on anti-racist and equity-based hiring practices focused on student learning and student outcomes



Graduation Update



AB 104 and Graduation Exemption

- Legislation signed by Governor July 1, 2021
- Requires **exemption** for students in 3rd or 4th year of HS during 20-21 SY who are **NOT on track to graduate in 4 years** from local graduation requirements adopted by LEA (230 credits, 2.0 minimum GPA, senior project)
- Provide opportunity to graduate with **statewide minimum graduation requirements**
- Extend opportunity for 5th year to complete state minimum

Statewide Minimum Grad Requirements

Three courses in English	30
Two courses in mathematics , including Algebra 1.	20
Two courses in science , including biological and physical sciences.	20
Three courses in social studies , including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.	30
One course in visual or performing arts , foreign language, or, commencing with the 2012–13 school year, career technical education. (ASL qualifies as language)	10
Two courses in physical education	20
Total Credits	130

Class of 2022:

1,830 Graduates* as of May 25th

265 Students:
Graduated with
AB 104

159 Students:
Graduated
mid-year in alternative
Schools

37 Students:
Certificates of
Completion

**Status for 21-22 12th graders, not the official 4-year adjusted cohort graduation rate*

Class of 2022:

512 students who
have not yet
graduated as of May
25th

115 Students:
Enrolled in Summer
Central Academic
Recovery

211 Students:
Expected to return for a
5th Year

134 Students:
May become graduates or
return for a 5th year

**167 Students: Non-
Graduates**



12th Grade Graduates: Historical Comparison

Year	Total # of Grads (After Summer School Completion)	Total # of Non-Grads (After Summer School Completion*)
2017-2018	1780	362
2018-2019	1859	463
2019-2020	1946	451
2020-2021	1924	590
2021-2022	1830**	512**

**Students may have went on to graduate in a 5th year*

***Data as of June 13, 2022, prior to summer school completion*

Class of 2022: Ongoing Supports

- Summer transition support to assist graduates in moving to post-secondary opportunities such as community college, technical and trade schools, 4-years, and employment
- Wrap-around supports for students enrolled in summer academic recovery opportunities
- Supporting potential 5th-year students with transitioning into alternative education or remaining enrolled in their home schools
- Counseling support to ensure students who need additional courses are on-track to meeting those requirements





Community Schools, Thriving Students



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

www.ousd.org



[@OUSDnews](#)

1000 Broadway, Suite 300, Oakland, CA 94607