

Superintendent Report

Acting Superintendent, Dr. Sondra Aguilera
Oct 26, 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

Covid Update

Enrollment & Attendance Update

Strategic Plan Initiative #2 Empowered Graduates Update

Adult Ed Update





Highlights from Schools

East Oakland Pride Elementary Unveils New Play Structures



On Friday, October 7, **East Oakland PRIDE Elementary School** held a campus wide ribbon-cutting ceremony for its three new play structures.

The project is part of an ongoing effort through the Facilities Team to upgrade the EOP campus for the entire school community. The play structure and matting replacement project was funded by Measure J.

Students cut ribbons for each of the structures, and then they took their turns trying out each brightly colored structure. Slides, swings, numerous things to climb, a modern teeter-totter, and lots of fun!

Initiative: Joyful Schools

www.ousd.org/strategicplan

MLK Elementary Hosts National “Lights On AfterSchool” Event



On Thursday, October 13, students, staff, families, and supporters at **Martin Luther King, Jr. Elementary School** kicked off the national celebration of "Lights On AfterSchool." This was the 23rd annual celebration of quality afterschool programs across the country.

There was a DJ, and then performances by the Elmhurst United Middle School Cheer Team, Prescott Circus, and others. Kids got to try football, soccer, doing a cheer routine, arts & crafts, getting their face painted, playing frisbee, and jumping in a bounce house. It was a chance for everyone to experience Oakland's afterschool programs first-hand with OUSD students.

OUSD's Department of Expanded Learning co-hosted the day with the Afterschool Alliance, Bay Area Community Resources, the California Department of Education, the California AfterSchool Network, and Oakland Thrives.

Initiative: Joyful Schools

www.ousd.org/strategicplan



Covid Update

COVID Update

Testing & Vaccines

- Regional testing hubs open
 - 2 locations open each day, M-F
- Vaccine clinics scheduled at school sites through September & October
 - Updated Omicron boosters available at all sites
 - 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 in stock for distribution for Thanksgiving holiday

Case Rates

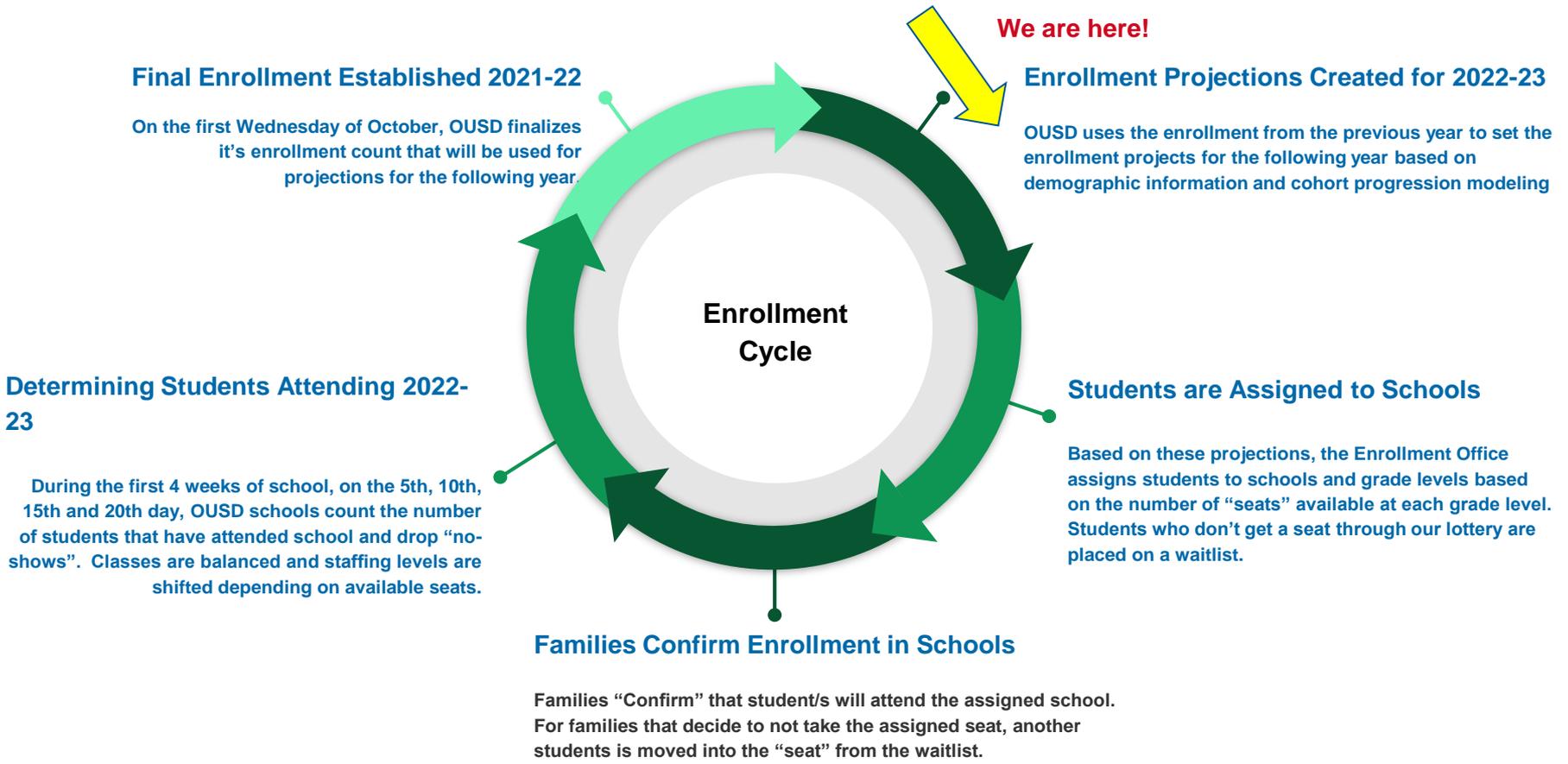
- The community level of Covid-19 in Alameda County is low based on cases and hospitalizations
- CDPH and ACPHD aligned masking guidance to CDC: People can mask based on personal preference, informed by their own personal level of risk, when counties are in a Low Level



Enrollment & Attendance Update

Enrollment Process*

*Students can enroll in OUSD schools any time throughout the year, this is for budget and planning purposes.



Enrollment Grade Span Update (TK-12)

Adopted Budget: 33,208

Census Day: 34,131

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	Aeries 10/18/22	Change <small>(Adopted Budget 6/29/22--Actual Count 9/2/22)</small>
General Ed Enrollment TK	740	633	675	698	681	700	704	707	709	711	(29)
General Ed Enrollment K-5	16,057	16,150	16,097	16,326	16,295	16,358	16,399	16,408	16,403	16,384	327
General Ed Enrollment 6-8	6,427	6,358	6,201	6,363	6,353	6,367	6,369	6,382	6,379	6,384	(43)
General Ed Enrollment 9-12	8,519	9,385	8,303	9,362	9,063	9,201	9,204	9,187	9,190	9,163	644
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681	32,642	899
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450	1,466	(229)

*Enrollment is not finalized until the official count on October 5, 2022 for all districts in California.

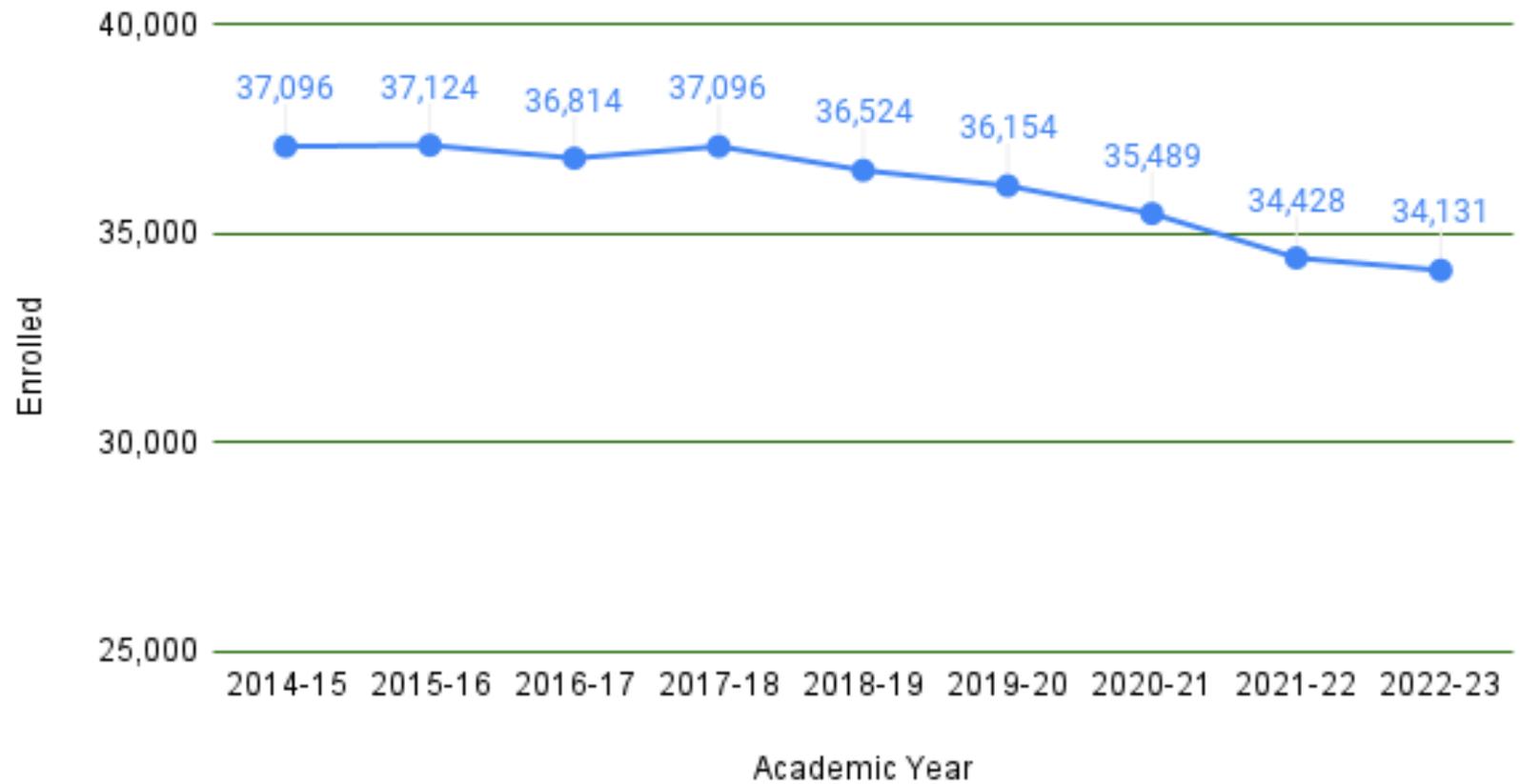
*[22-23 Enrollment Counts](#)

*<https://dashboards.ousd.org/#/views/22-23EnrollmentCountsDashboard/OverviewbyGrade?iid=4> (Do Not Use)

Census Day Enrollment

	Adopted Budget	Actual Enrollment	Difference
2022-2023	33,208	34,131	923
2021-2022	35,034	34,428	(606)
Difference		(297)	

Census Day Data (2014-15 to 2022-23)



Enrollment Stabilization Efforts

❑ Ongoing:

- ❑ Weekly Enrollment site visits
- ❑ Promoting the great work of schools through our social media sites: @TownSproutsOUSD; @OakintheMiddle; @TheLinkOUSD
- ❑ Enrolling new families everyday
- ❑ Prepare for the launch of new enrollment tool (Enrollwise) and the new school directory

Enrollment Stabilization Efforts

□ Launching Now:

- Preparing for the Fall “Grow With Us” advertising campaign
 - Digital media
 - Traditional media (billboards, BART, bus)
 - Posters and flyers: Schools, CDCs, **public libraries, health care organizations, OHA**, and more.
- Targeted support for 21 schools
 - Tier-2 schools: Bret Harte, Burkhalter, Esperanza, Frick, Garfield, Highland, Laurel, Markham, MPA Upper, MPA Primary, Reach, Westlake, 1-2 TBD
 - Tier-3 schools: Allendale, Castlemont, Hoover, McClymonds, MLK, OAK, Prescott, Pride, TCN, WOMS

Crezca
con
nosotros

Aplicar
a partir del
1 de diciembre
chooseousd.org



grow
with
Learning is growing. us

Apply
starting Dec 1st
chooseousd.org



Tiered Enrollment Support

Schools will be supported to increase enrollment in the following areas:

- 1) Website improvements
- 2) Social media marketing
- 3) Brand growth and development
- 4) Community outreach support

Tiered Enrollment Support

Schools were selected based on the following criteria pertaining to enrollment health:

- 3-year enrollment trajectory
- 20-day enrollment count 2022-2023 school year
- Size sustainability
- Welcoming school status
- Number of school-age children in the neighborhood boundary
- Demand rate
- Cohort attrition rate
- Percentage of neighborhood boundary that enrolls in charter

Tiered Enrollment Support

Support work currently underway:

- Identifying enrollment point person
- Selecting a content creation specialist to do stipended website and social media work
- Claiming and updating Google “business” view for each school
- Planning and filming principal welcome videos
- Reviewing logos and planning for logo re-design as needed



**Strategic Plan Update
Initiative #2:
Empowered Graduates**

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





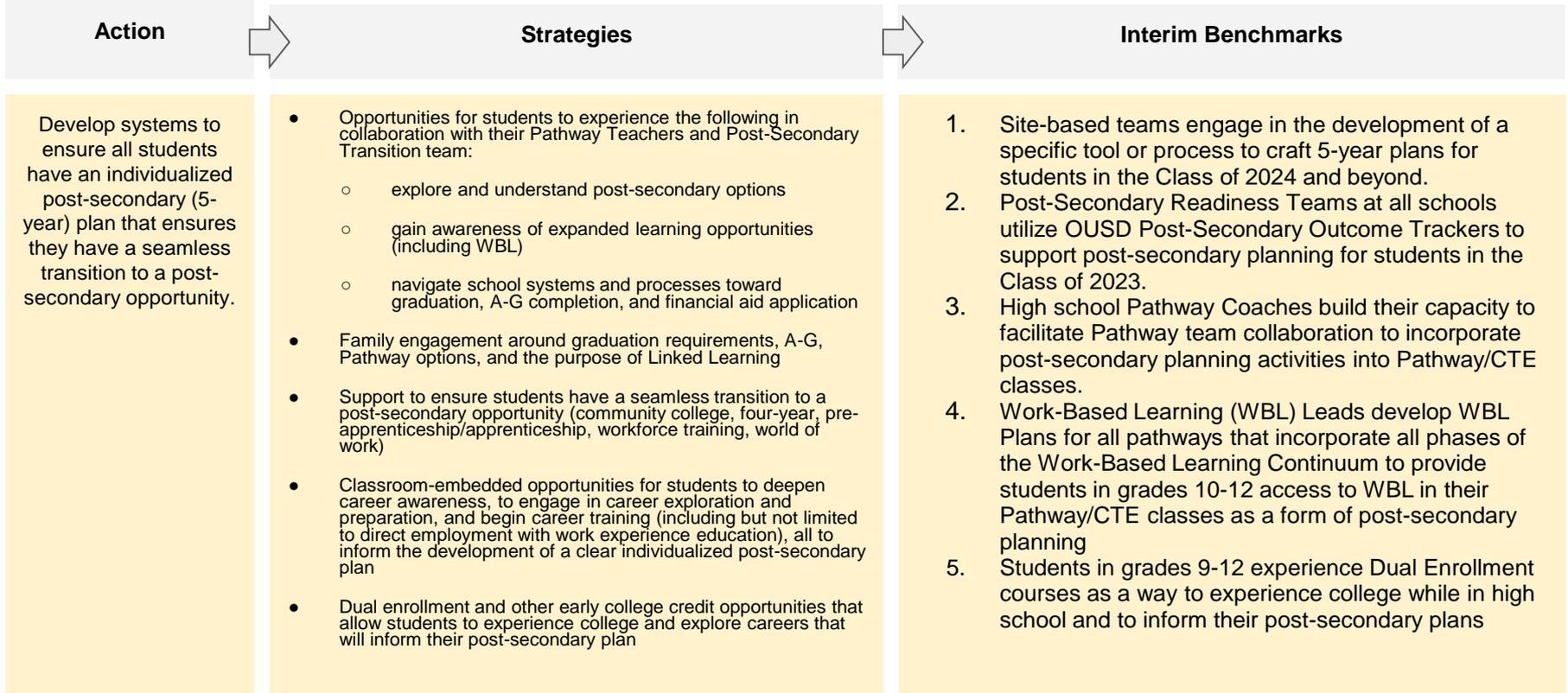
Supporting Empowered Graduates

Supporting Empowered Graduates

Year Two Actions: 2022-2023

Focal Area 1: Prepare Students for Post-Secondary Success	Focal Area 2: Develop Systems of Personalized Supports	Focal Area 3: Integrate Real World Learning
<p>Year 2 Action #1: Develop systems to ensure all students have an individualized post-secondary (5-year) plan</p>	<p>Year 2 Action #2: 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 awareness indicators.</p>	<p>Year 2 Action #3: Strengthen Tier 1 instruction in core academic and CTE classes so that CTE and work-based learning standards are more effectively integrated throughout student learning experiences.</p>
<ul style="list-style-type: none"> → Opportunities for students to experience the following in collaboration with their Pathway Teachers and Post-Secondary Transition team: <ul style="list-style-type: none"> ◆ explore and understand post-secondary options ◆ gain awareness of expanded learning opportunities (including WBL) ◆ navigate school systems and processes toward graduation, A-G completion, and financial aid application → Family engagement around graduation requirements, A-G, Pathway options, and the purpose of Linked Learning → Support to ensure students have a seamless transition to a post-secondary opportunity (community college, four-year, pre-apprenticeship/apprenticeship, workforce training, world of work) → Classroom-embedded opportunities for students to deepen career awareness, to engage in career exploration and preparation, and begin career training (including but not limited to direct employment with work experience education), all to inform the development of a clear individualized post-secondary plan → Dual enrollment and other early college credit opportunities that allow students to experience college and explore careers that will inform their post-secondary plan 	<ul style="list-style-type: none"> → Ensure equitable access to supports across all pathways and schools (with a focus on 8th to 9th grade and students entering AltEd programs) → Establish a baseline for pathway student supports and structures at each high school, including but not limited to: <ul style="list-style-type: none"> ◆ Regular pathway teacher and staff collaboration around student interventions (leveraging relationships, data, common protocols, home visits) ◆ Staff alignment by pathway/SLC/house (Admin, School Counselor, Case Manager) ◆ Regular opportunities for in- and out-of-class academic interventions/tutoring ◆ Leverage partnerships with parents/families via home visits and other engagement strategies ◆ School-day and after-school (including but not limited to access for rising 10th and 11th graders to summer) credit recovery opportunities that support A-G completion 	<ul style="list-style-type: none"> → 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 direct instructional support to teachers in targeted content areas/pathways through strategies including but not limited to professional development and coaching sessions → 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 integrates core content, career technical education, and essential elements of the work-based learning continuum
Long-Term Goals		
<p>Increase the A-G completion rate for graduates who complete HS in 4 years and those who completed HS in 5 or more years by +6pp (2 per year for three years)</p>	<p>Increase the 4-year cohort graduation rate by +6pp (2 per year for three years)</p>	

Focal Area 1: Prepare Students for Post-Secondary Success



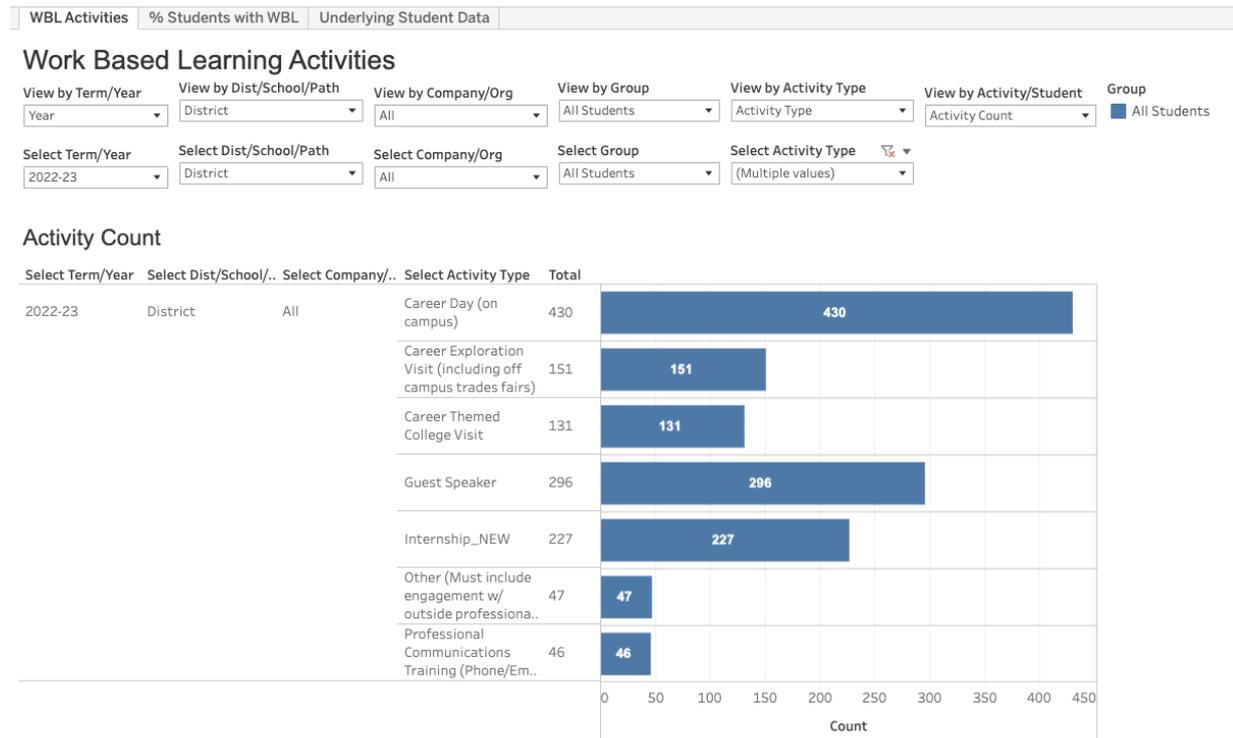
Corresponding Supt. Work Plan Actions:

- 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.

Focal Area 1: Prepare Students for Post-Secondary Success - *Update*

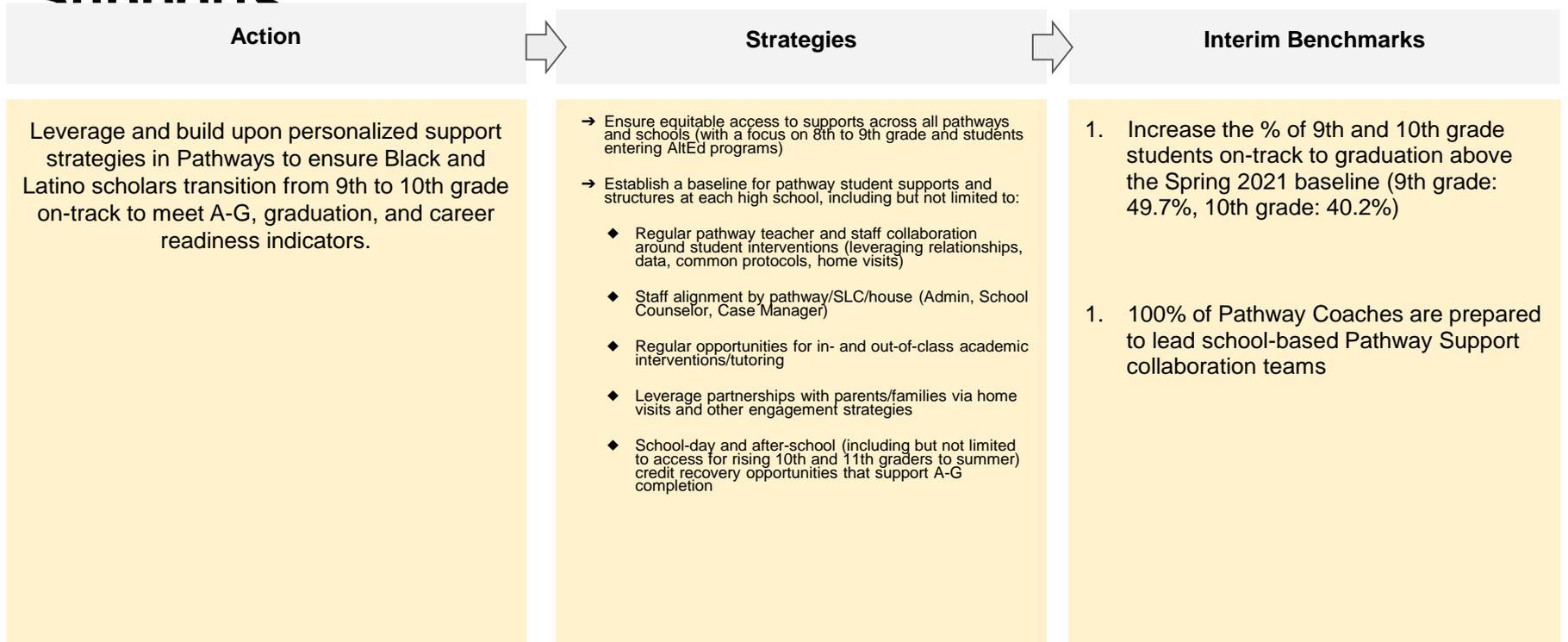
Action	Interim Benchmarks	Updates - Oct. 2022
<p>Develop systems to ensure all students have an individualized post-secondary (5-year) plan that ensures they have a seamless transition to a post-secondary opportunity.</p>	<ol style="list-style-type: none"> 1. Site-based teams engage in the development of a specific tool or process to craft 5-year plans for students in the Class of 2024 and beyond. 	<ul style="list-style-type: none"> • All high schools are participating in the OUSD College and Career Readiness Collaborative (<i>comprised of the HS Linked Learning Office, Site-Based Post-Secondary Teams, and community-based college-access partners</i>) and have begun a cycle of inquiry to investigate strategies to contribute to the development of a comprehensive post-secondary plan by June 2023
	<ol style="list-style-type: none"> 2. Post-Secondary Readiness Teams at all schools utilize OUSD Post-Secondary Outcome Trackers to support post-secondary planning for students in the Class of 2023. 	<ul style="list-style-type: none"> • Post-Secondary Outcomes trackers have been created and distributed to all Post-Secondary Readiness (PSR) teams at traditional and alternative high schools • PSR teams are in the process of identifying Post-Secondary Access partners for all students in the Class of 2023 • PSR teams are in process of identifying and reporting the following information for all students in the class of 2023 by Oct. 28: 1) post-secondary interest; 2) A-G eligibility; 3) Post-Secondary Program lists; and 4) intended applications for UC/CSU/HBCU/Private universities
	<ol style="list-style-type: none"> 3. High school Pathway Coaches build their capacity to facilitate Pathway team collaboration to incorporate post-secondary planning activities into Pathway/CTE classes. 	<ul style="list-style-type: none"> • HS Linked Learning Office has launched a Pathway Coach Community of Practice that meets twice per month; CoP meetings allow Pathway Coaches to explore problems of practice as well as to develop adult leadership skills • Pathway Coaches have been incorporated into the larger team comprising the OUSD College & Career Readiness Collaborative, supporting integration of Post-Secondary Transitions initiative into pathways
	<ol style="list-style-type: none"> 4. Work-Based Learning (WBL) Leads develop WBL Plans for all pathways that incorporate all phases of the Work-Based Learning Continuum to provide students in grades 10-12 access to WBL in their Pathway/CTE classes to inform post-secondary planning 	<ul style="list-style-type: none"> • WBL Plans at the following schools are on-track to be complete by January 2023: Oakland HS, Skyline, Oakland Tech, MPA, McClymonds, and Fremont. • Career Exploration and Internships are now tracked in Aeries and reflected on the OUSD WBL Dashboard; over 1,100 student activities have been logged since the start of the '22-23 school year.
	<ol style="list-style-type: none"> 5. Students in grades 9-12 experience Dual Enrollment courses as a way to experience college while in high school and to inform their post-secondary plans 	<ul style="list-style-type: none"> • 1,456 students are enrolled in a total of 54 Fall semester dual-enrollment courses through the OUSD/Peralta CC partnership

Focal Area 1: Prepare Students for Post-Secondary Success



Oct. 2022 Snapshot: Student Engagement in Work-Based Learning Experiences, 8/9/22 to Present that inform post-secondary college and career planning.

Focal Area 2: Develop Systems of Personalized Supports



Corresponding Supt. Work Plan Actions:

- Leverage and build upon MTSS structure to track progress and connect students to relevant services and ensure Black and Latino scholars transition from 9th to 10th grade on-track to meet A-G, graduation, and career readiness indicators.
- Use the early warning dashboard at each high school to track A-G completion and on-track to graduate progress.

Focal Area 2: Develop Systems of Personalized Supports - *Update*

Actions	Interim Benchmarks	Updates - Oct. 2022
<p>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.</p>	<ol style="list-style-type: none"> 1. Increase the % of 9th and 10th grade students on-track to graduation above the Spring 2021 baseline (9th grade: 49.7%, 10th grade: 40.2%) 2. 100% of Pathway Coaches are prepared to lead school-based Pathway Support collaboration teams 	<ul style="list-style-type: none"> • HSLLO has launched a targeted credit recovery program for school-year, targeting 9th and 10th grade students at focal schools (Castlemont, Fremont, McClymonds) to complete credit recovery in ELA and Algebra 1 • Current academic recovery offerings include: <ul style="list-style-type: none"> ○ Castlemont: <ul style="list-style-type: none"> ■ Algebra 1 credit recovery course to support students with prior D/F grades ○ Fremont: <ul style="list-style-type: none"> ■ Algebra 1 push-in support to ensure 9th grade students earn grades of C or better; ■ Preparing 10th grade Math credit recovery courses ○ McClymonds: <ul style="list-style-type: none"> ■ Preparing 9th/10th grade Alg 1/ELA credit recovery courses for Sem. 2 • 100% of High School Pathway Coaches have participated in 2 sessions of a 5-part Adaptive Schools training intended to equip pathway team leads to facilitate community of practice that implements pathway student interventions within the pathway structure

Focal Area 2: Develop Systems of Personalized Supports

Course Grades

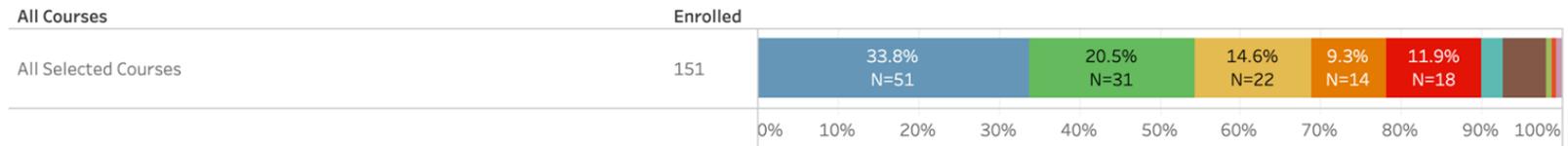
Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: Homeless

Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: Homeless

Marking Period Grade

■ A
 ■ B
 ■ C
 ■ D
 ■ F
 ■ P
 ■ NM
 ■ CR
 ■ NC
 ■ I

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

Focal Area 2: Develop Systems of Personalized Supports

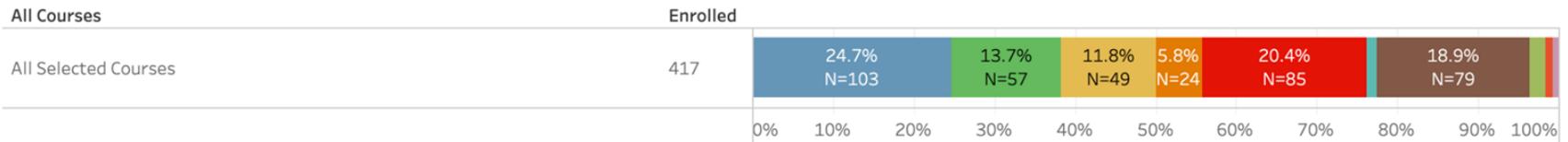
Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | **View by Group: Foster**
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: Foster

Marking Period Grade

■ A
 ■ B
 ■ C
 ■ D
 ■ F
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 ■ NM
 ■ CR
 ■ NC
 ■ I

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

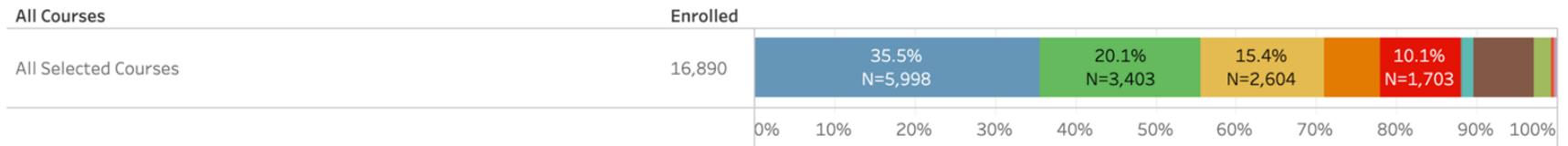
Focal Area 2: Develop Systems of Personalized Supports

Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: Fluency
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: EL

Marking Period Grade
 A B C D F W P NM CR NC I

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

Focal Area 2: Develop Systems of Personalized Supports

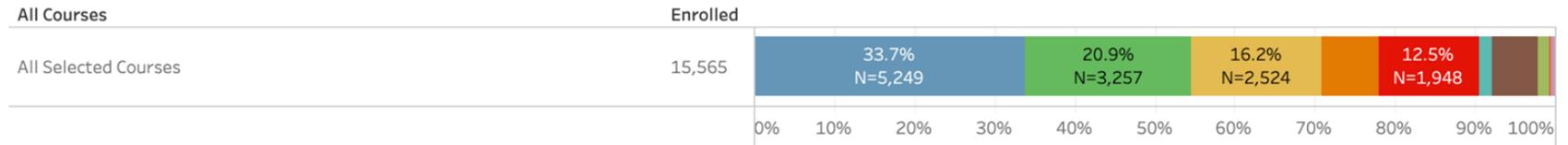
Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: **Ethnicity**
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: African American

Marking Period Grade

■ A
 ■ B
 ■ C
 ■ D
 ■ F
 ■ W
 ■ P
 ■ NM
 ■ CR
 ■ NC
 ■ I

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

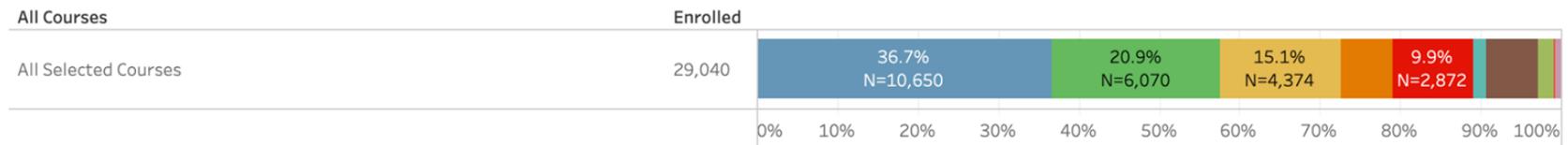
Focal Area 2: Develop Systems of Personalized Supports

Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: Ethnicity
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: Latino

Marking Period Grade
 A B C D F W P NM CR NC I

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

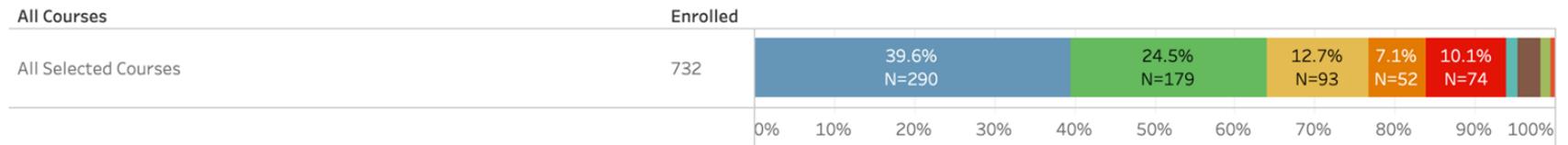
Focal Area 2: Develop Systems of Personalized Supports

Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: **Ethnicity**
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: Pacific Islander

Marking Period Grade: A (Blue), B (Green), C (Yellow), D (Orange), F (Red), P (Teal), NM (Brown), CR (Light Green), NC (Dark Red)

Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

Focal Area 2: Develop Systems of Personalized Supports

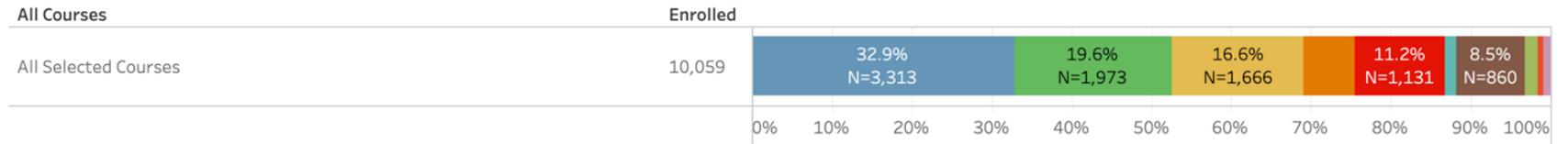
Course Grades

Select Year: 2022-23 | Marking Period: Mark 1 | Select Grade: (Multiple values) | Course: (All) | View by Dist/School/Path: District | View by Group: Special Education
 Subject: (All) | Subj Detail: (All) | A-G Subject: (All) | CTE: (All) | Select Dist/School/Path: District | Select Group: Special Ed

Marking Period Grade

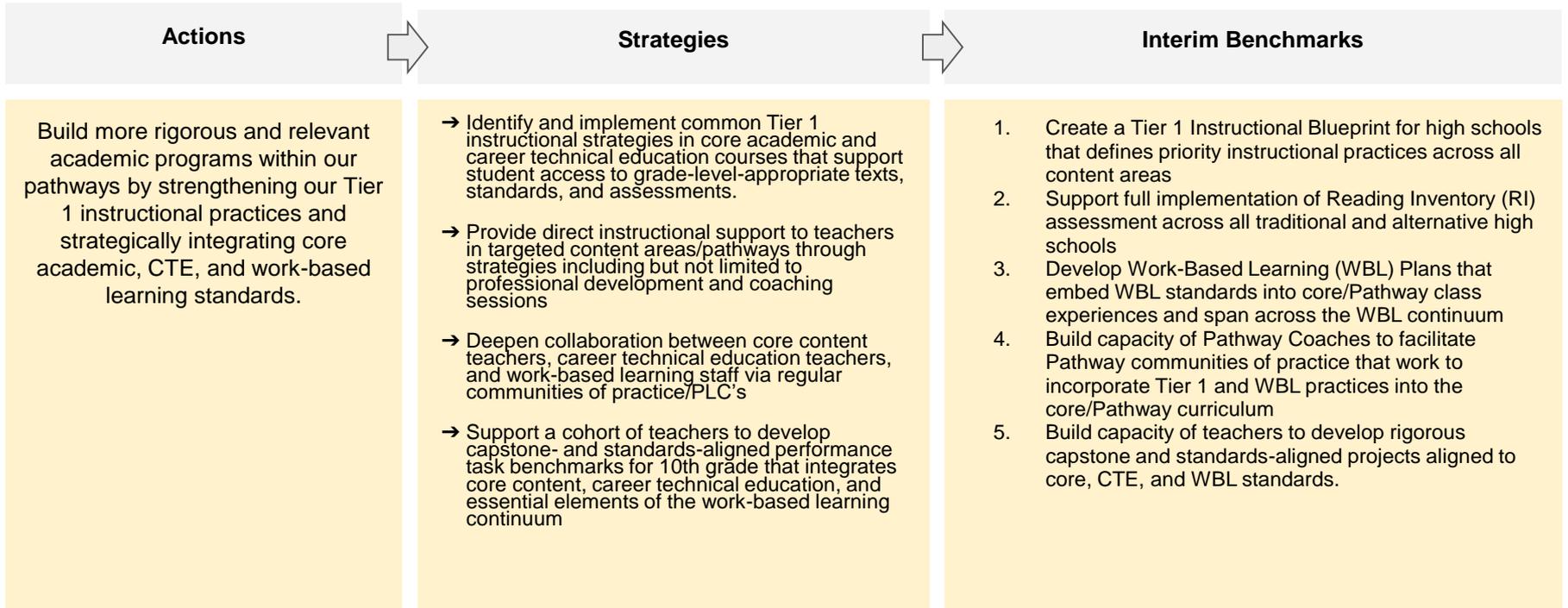


Course Grades - 2022-23 - Mark 1



Oct. 2022 Snapshot: Overall Grade Distribution Marking Period 1 (August 8 - September 15, 2022) for LCAP Focal Groups: Unhoused students, Foster Youth, English Language Learners, African American students, Pacific Islander students, Latino students, and Students with Disabilities.

Focal Area 3: Integrate Real World Learning



Corresponding Supt. Work Plan Actions:

- 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.
- 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
- Ensure District Wide Implementation Assessment Calendar for High School.

Focal Area 3: Integrate Real World Learning - *Update*

Action	Interim Benchmarks	Updates - Oct. 2022
<p>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.</p>	<ol style="list-style-type: none"> 1. Create a Tier 1 Instructional Blueprint for high schools that defines priority instructional practices across all content areas 	<ul style="list-style-type: none"> • HS Linked Learning Office and Academics, Instruction & Innovation (Aii) departments have established a HS Integrated Program team that meets 2x/month. This team is comprised of OUSD content experts from academics, ELLMA, SEL, SpEd, Linked Learning, and Career Technical Education. • HS Integrated Program Team has been tasked with and begun the process of identifying foundational instructional practices that support rigorous and relevant learning for all students across core/CTE content areas by examining content-specific frameworks and identifying common instructional practices
	<ol style="list-style-type: none"> 2. Support full implementation of Reading Inventory (RI) assessment across all traditional and alternative high schools 	<ul style="list-style-type: none"> • Current rate of completion: 72.1% (Fall 2021 rate of completion: 64.4%) • HS Network and Aii teams are working in regular communication about how to best support site RI administration in order to meet goal of 90% student participation by the end of the administration window
	<ol style="list-style-type: none"> 3. Develop Work-Based Learning (WBL) Plans that embed WBL standards into core/Pathway class experiences and span across the WBL continuum 	<ul style="list-style-type: none"> • WBL Plans at the following schools are on-track to be complete by January 2023: Oakland HS, Skyline, Oakland Tech, MPA, McClymonds, and Street Academy. • WBL Plans grades 10-12 plans are being designed to support integration of WBL into core/CTE curriculum
	<ol style="list-style-type: none"> 4. Build capacity of Pathway Coaches to facilitate Pathway communities of practice that work to incorporate Tier 1 and WBL practices into the core/Pathway curriculum 	<ul style="list-style-type: none"> • HS Linked Learning Office has launched a Pathway Coach Community of Practice that meets twice per month; CoP meetings allow Pathway Coaches to explore problems of practice, develop adult leadership skills, and facilitate planning that incorporates WBL and Tier 1 practices in all cohorted pathway classes (academic core and CTE)
	<ol style="list-style-type: none"> 5. Build capacity of teachers to develop rigorous capstone and standards-aligned projects aligned to core, CTE, and WBL standards. 	<ul style="list-style-type: none"> • 35 teachers from 6 different high schools participated in Capstone professional development in Aug. 2022 led by staff in the HSLLO. • Teachers will continue to engage in Capstone professional learning monthly between September - February in preparation for Capstone presentations beginning in mid/late Spring 2023.

Focal Area 3: Integrate Real World Learning

Reading Inventory (SRI) - Student Performance 2022-23 Assessment and Enrollment Data As Of: 10/17/2022



- At Grade Level
- Above Grade Level
- 1 Year Below Grade Level
- Multiple Years Below Grade Level
- Did Not Take

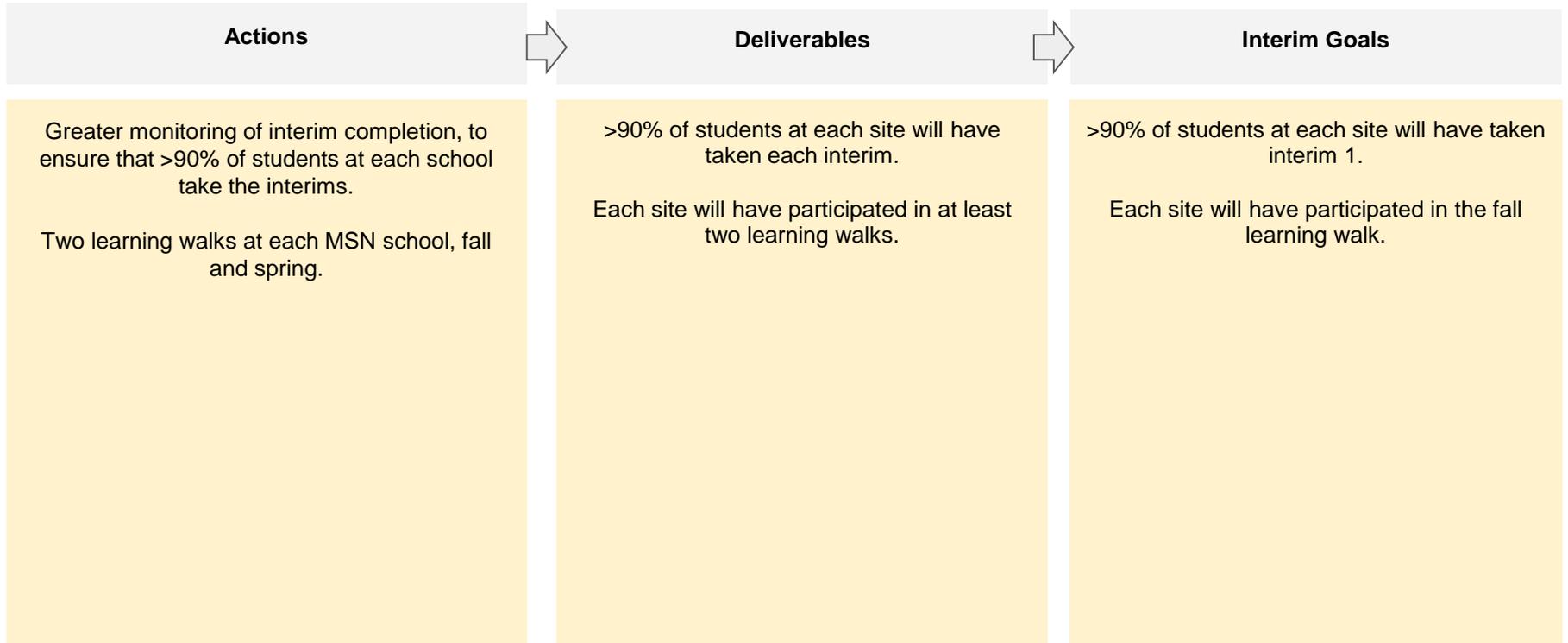
Expected Students

Select Test Status Expected	Select Academic Year (Multiple values)	Select Grade Level(s) (All)	View by Network/School/Pathway Network	View By Grade Group All Grades	View by Student Group All Students
Select School(s) (All)	Select Test Admin(s) Fall	Select Network(s) High School Network	Select Network/School/Pathway High School Network	Select Grade Group(s) All Grades	Select Group(s) All Students

Academic Year	Admin	Network School Pathway	Grade Group	Student Group	Group Total	Performance Breakdown				
2021-22	Fall	High School Network	All Grades	All Students	10,015	35.6% N = 3,568	35.6% N = 3,562			
2022-23	Fall	High School Network	All Grades	All Students	8,095	27.9% N = 2,257	35.3% N = 2,861		17.6% N = 1,427	

Oct. 2022 Snapshot: Student completion of and performance on Reading Inventory (RI) Assessment as one tool for measuring student post-secondary readiness

4. Strengthen High School Preparation



Corresponding Supt. Work Plan Actions:

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

4. Strengthen High School Preparation - *deliverables update*

Actions	Deliverables	Updates - Nov. 2022
<p>Greater monitoring of interim completion, to ensure that >90% of students at each school take the interims.</p> <p>Two learning walks at each MSN school, fall and spring.</p>	<p>>90% of students at each site will have taken each interim.</p> <p>Each site will have participated in at least two learning walks.</p>	<ul style="list-style-type: none">• For 6th and 7th grade, the original window to take the assessments closed on October 7. We are giving an extension.• So far, 59.5% of 6th graders and 50.8% of 7th graders have taken the assessment.• For 8th grade, the window opened on October 17 and closes on Nov 4.• No students have started the interims yet. <ul style="list-style-type: none">• All 11 middle school network sites have participated in the fall learning walk.• We will soon begin preparing for the spring learning walk.



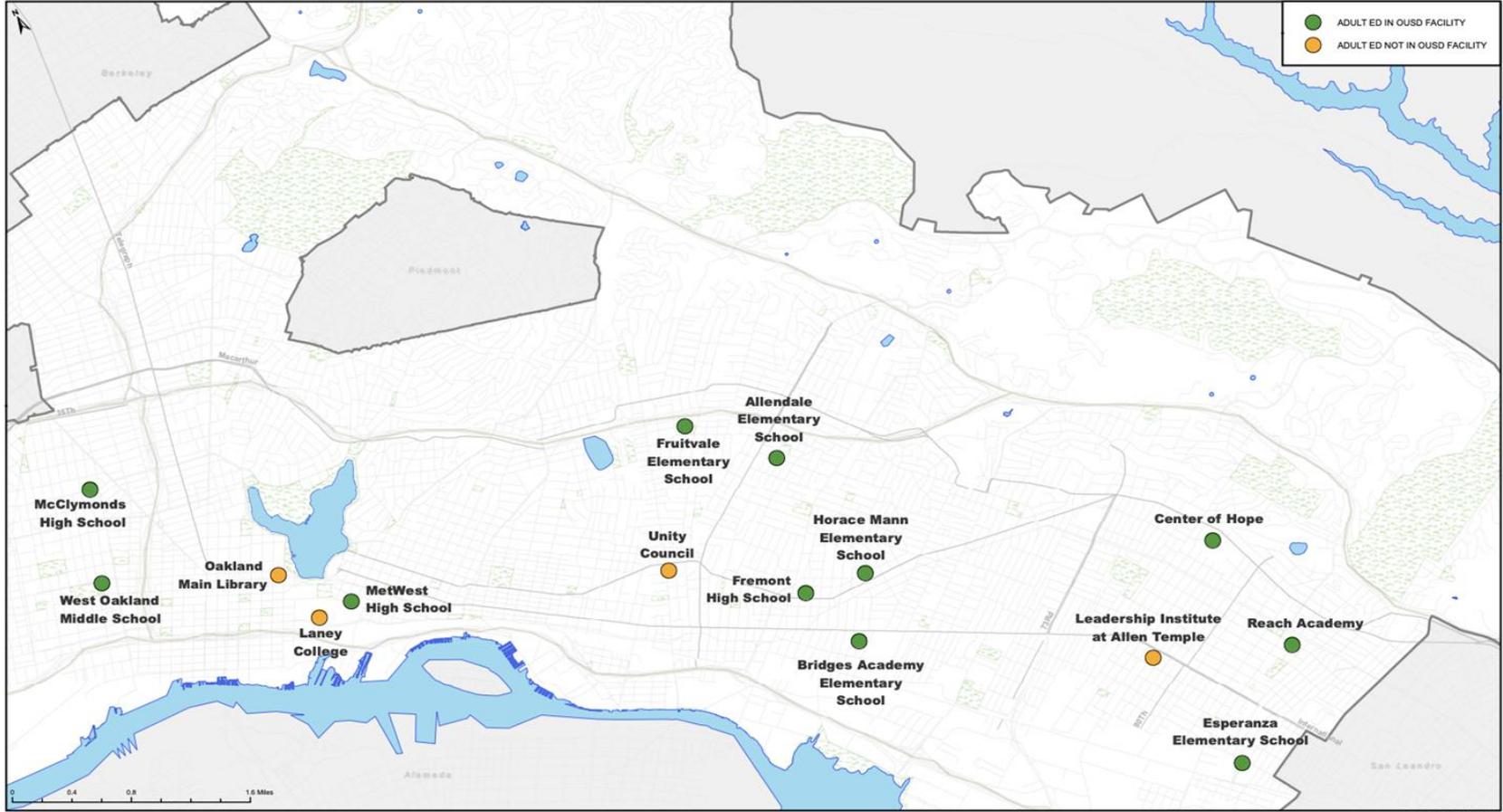
Adult Education Update



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

15 OUSD Adult Education Sites 2022-23
11 OUSD owned
4 Non-OUSD owned



Types of Adult Education Programs

- ESL College and Career Readiness
- ESL Family Literacy
- GED/HiSet
- High School Diploma
- Basic Computer Skills
- Math for Trades

CTE-includes IT, Banking and Construction

Number of Students Served

795 total students served

•ESL CCRP=353

M- Th 9am -11:30am

T- Th 6pm-8pm

•HSE = 212

9am-12pm

1pm-4pm

5:30-8::pm

•ESL Family Literacy-115

9-11:30am

•Credit Recovery/HSD=44

CTE =71

Highlights and Successes

1. The move to Parker will allow for us to provide babysitting to mitigate the daycare challenges for programs that we have not had the space or capacity to provide babysitting service
 2. CTE programs will be poised to bring additional revenue to OACE through WIOA and Pell eligible course offerings
 3. Having multiple programming at central location affording the opportunity to outreach across programs and to transition students from one program to another.
- **Enrollments are increasing in our Credit Recovery High School diploma program**
 - **29 students completed BankWorks - 19 were placed in jobs**
 - **64 students graduated IT Biz- 25 have been placed in Jobs**
 - **Union Trades class placed 8 students in local unions**



Community Schools, Thriving Students



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