

Superintendent Report

Superintendent, Dr. Kyla Johnson Trammell
Jan 25, 2023



**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

School Highlights

Covid Update

Attendance Update

Enrollment Update

**Strategic Plan Initiative 1: Ensuring Strong Readers
by the Third Grade**





Highlights from Schools

Schools Across District Receive Literacy Kits for All Elementary Students



Stephen and Ayesha Curry's Eat. Learn. Play. Foundation delivered thousands of literacy kits to OUSD for elementary students. Schools distributed them mostly in December. This is Lincoln Elementary where, during a visit from Santa before winter break, staff and volunteers handed out more than 700 kits (in the light blue boxes) along with art supplies, COVID test kits, and snacks.

This event was preceded by an evening of transforming the auditorium space into a virtual Santa's workshop, courtesy of staff, family leaders and students.

Every elementary student has received a great selection of grade-appropriate books to read and share with their family. While the Lincoln students also received the art supplies and a sketchbook, other schools added similar treats to the giveaways.

Initiative: Strong Readers

www.ousd.org/strategicplan

Basketball Teams & Cheer Squads Come Together for Annual OAL Jamboree



Initiative: Joyful Schools

www.ousd.org/strategicplan

The Oakland Athletic League (OAL) hosted the Annual Basketball Jamboree after a hiatus of several years because of the pandemic. Teams from across the District came together in the gym at Fremont High School for a day of competition on Saturday, January 7.

The teams involved were the girls teams from Castlemont, Fremont, Oakland High, Oakland Tech, and Skyline. The boys teams came from Castlemont, Fremont, McClymonds, Oakland Tech, and Skyline. The cheer squads from all high schools were invited and had a competition of their own.

The day included 18+ games, a slam dunk contest and an awards ceremony. The OAL's goal was to ensure student-athletes had positive and memorable experiences. Based on coach and staff feedback, it was an outstanding day for everyone involved.

OUSD Staff Members are Celebrated by the Golden State Warriors



The Golden State Warriors hosted 75-100 OUSD educators at their game on January 7. With support from Kaiser Permanente, Eat. Learn. Play. Foundation, and Rakuten, the team hosted our staff from Martin Luther King Jr Elementary (pictured), Garfield Elementary, Dewey Academy, OAK, Fremont High, and the central office. They got to sit in the stands in some cases with teachers and staff from San Francisco Unified School District.

Before the game, I took part in an education panel discussion with, among others, Stephen Curry's mother, Sonya, who was an educator and ran her own school for decades. We discussed numerous topics including the importance of supporting student and staff mental health, bringing joy into schools, and ensuring staff retention.

Initiative: Diverse & Stable Staff

www.ousd.org/strategicplan

Many thanks to the Warriors and all the amazing partners who supported our staff with a fun night out at Chase Center! [#GoWarriors!](#)



Covid Update

COVID Update

Testing & Vaccines

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

Case Rates & Masking

- The community level of Covid-19 in Alameda County is Medium based on cases and hospitalizations; though numbers rose during the holiday, they have been on a downward trend for the past few weeks.
- OUSD follows CDPH and ACPHD aligned masking guidance to CDC, per Board Policy 2122-0091.
- High-quality masks, including N95, KN95, KF94, and surgical masks are provided at all District facilities.



Enrollment & Attendance Update

Enrollment Grade Span to Census Day (TK-12)

Grade Span	Projected Enrollment	Aeries Day-5 8/12/22	Actual Day-5 Count 8/12/22	Aeries Day-20 9/2/22	Actual Day-20 Count 9/2/22	Aeries Day-30 9/16/22	Aeries Day-35 9/23/22	Aeries Day-40 9/30/22	Aeries Census Day 10/5/22
General Ed Enrollment TK	740	633	675	698	681	700	704	707	709
General Ed Enrollment K-5	16,057	16,150	16,097	16,326	16,295	16,358	16,399	16,408	16,403
General Ed Enrollment 6-8	6,427	6,358	6,201	6,363	6,353	6,367	6,369	6,382	6,379
General Ed Enrollment 9-12	8,519	9,385	8,303	9,362	9,063	9,201	9,204	9,187	9,190
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450

Census Day 21-22: 34,428

Census Day 22-23: 34,118

-176 Students

The preliminary Census Day numbers are used to drive OUSD's projections for the 2022-23 school year. These numbers will fluctuate post-Census day and are certified in by the state in January.

Adopted Budget 22-23: 33,208

Enrollment Projections

Projections are the foundation of the District structure and drive district- and site-level decision making around budget, staffing, and program.

Projections

Budget

Base Staffing

Programs



District Projections 2023-2024 by Grade

	Actual Census Day Counts from CALPADS					2018-19 to 2022-23	Projections	
Grade Span	2018-19	2019-20	2020-21	2021-22	2022-23	4-Year Annualized Change	Projection 2023-24	Change 22-23 to 23-24
TK	602	559	529	584	758	39	959	201
K	3173	3128	2811	2887	2791	-96	2677	-114
1	3244	3180	3078	2837	2944	-75	2817	-127
2	3138	3152	3067	2880	2802	-84	2823	21
3	3112	3079	3060	2890	2830	-71	2712	-118
4	3095	3061	3036	2887	2817	-70	2749	-68
5	3134	3001	2961	2830	2825	-77	2683	-142
6	2276	2305	2365	2291	2248	-7	2191	-57
7	2421	2264	2314	2289	2253	-42	2236	-17
8	2350	2427	2294	2288	2241	-27	2256	15
9	2330	2511	2297	2341	2327	-1	2400	73
10	2466	2453	2545	2339	2426	-10	2451	25
11	2519	2405	2454	2444	2374	-36	2367	-7
12	2571	2559	2606	2645	2505	-17	2362	-143
Total	36431	36084	35417	34432	34141	-573	33683	-458

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2023-2024 Projections Network 2

Developing New Projections based on School Rescission Resolution No. 0036

	Network	22-23 Census Day Enrollment	23-24 Projected Enrollment	Projected YoY Change
	N2	568	583	15
St. George	N2	422	420	-2
Global Family	N2	424	449	25
Emerson	N2	336	333	-3
Hillcrest	N2	266	310	44
Montclair	N2	534	550	16
Peralta	N2	352	357	5
MLA	N2	657	706	49
Thornhill	N2	383	401	18
Korematsu	N2	203	0	-203
SEED	N2	414	420	6
Esperanza	N2	422	500	78
Bridges	N2	417	449	32
Manzanita	N2	347	337	-10
Prescott	N2	108	121	13
ICS	N2	278	297	19
TCN	N2	254	258	4
Sankofa	N2	271	298	27
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Developing New
Projections based on
School Rescission
Resolution No. 0036

2024 Projections Network 3

School	Network	22-23 Census Day Enrollment	23-24 Projected Enrollment	Projected Change
Alma Vista	N3	407	377	-30
Brookfield	N3	152	0	-152
Burckhalter	N3	184	221	37
PRIDE	N3	335	355	20
Cleveland	N3	371	366	-5
Greenleaf	N3	618	620	2
Grass Valley	N3	175	0	-175
Highland	N3	447	476	29
Horace Mann	N3	194	0	-194
Madison Primary	N3	248	306	58
ACORN Woodland	N3	290	295	5
Carl Munck	N3	179	0	-179
OAK	N3	279	317	38
Hoover	N3	262	255	-7
EnCompass	N3	310	317	7

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2023-2024 Projections Network 4

Developing New Projections based on School Rescission Resolution No. 0036

	Network	22-23 Census Day Enrollment	23-24 Projected Enrollment	Projected Change
Franklin	N4	364	358	-6
Franklin	N4	497	479	-18
Fruitvale	N4	247	258	11
Garfield	N4	501	477	-24
Glenview	N4	449	464	15
La Escuelita	N4	274	275	1
Laurel	N4	424	466	42
Lincoln	N4	708	701	-7
Markham	N4	308	294	-14
Joaquin Miller	N4	402	427	25
Piedmont	N4	334	337	3
Redwood Hts	N4	369	375	6
Sequoia	N4	449	444	-5
LSA	N4	639	688	49
MLK	N4	350	379	29
Reach	N4	415	459	44

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> 3% increase

Developing New
Projections based on
School Rescission
Resolution No. 0036

Projections Middle School Network

School	Network	22-23 Census Day Enrollment	23-24 Projected Enrollment	Projected Change
Waremont	MSN	489	493	4
WOMS	MSN	178	180	2
Bret Harte	MSN	447	443	-4
Edna Brewer	MSN	782	782	0
Montera	MSN	643	644	1
Roosevelt	MSN	593	584	-9
Westlake	MSN	315	331	16
Frick	MSN	335	356	21
UFSA	MSN	371	350	-21
Elmhurst	MSN	767	787	20
UPA	MSN	368	372	4

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Developing New
Projections based on
School Rescission
Resolution No. 0036

2024-25 Projections High School Network

School	Network	22-23 Census Day Enrollment	23-24 Projected Enrollment	Projected Change
ACPA	HSN	701	778	77
Castlemont	HSN	694	664	-30
Fremont	HSN	1148	1265	117
McClymonds	HSN	286	265	-21
Oakland High	HSN	1540	1576	36
Oakland Tech	HSN	1838	1832	-6
Skyline	HSN	1618	1606	-12
Madison Upper	HSN	676	635	-41
Life	HSN	424	431	7
MetWest	HSN	189	282	93
Oakland Intl	HSN	314	333	19

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> 3% increase

Developing New
Projections based on
School Rescission
Resolution No. 0036

2023-24 Projections Alternative Schools

School	Network	22-23 Census Day Enrollment	22-23 Additionally Funded Seats	22-23 Total Seats	23-24 Projected Enrollment	23-24 Projected Seats for Late Transfers	23-24 Projected Total Seats	Projected Change
Bunche	ALT	49	86	135	51	31	82	-53
Dewey	ALT	104	111	215	67	67	134	-81
Gateway	ALT	76	2	78	33	48	81	3
Street Academy	ALT	69	27	96	60	31	91	-5
Sojourner Truth	ALT	713	0	713	560	25	585	-128
Rudsdale	ALT	146	13	159	126	41	167	8
Rudsdale (Newcomer)	ALT	172	0	172	144	49	193	21

- Previously, we projected Alt Ed schools based on max enrollment the previous year.
- Moving forward, we are projecting an on-time enrollment for students enrolled by Census Day, and then calculating the number of additional seats for students transferring after Census Day.

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1% - 3% increase

> 3% increase

On-Time Enrollment Applications to Date

Transition Grades	Apps 12/30/22	Apps 1/6/2023	Apps 1/13/2023	Projections 23-24	% of Projections
TK	293	361	469	891	53%
K	686	820	1030	2562	40%
6th	774	846	1123	2073	54%
9th	646	741	1000	2255	44%

- On-time enrollment window originally scheduled to close on 2/10/23
- In response to School Rescission Resolution No. 0036, all enrollment deadlines will likely be extended by 3-4 weeks.

Enrollment Projections Revisions Impacts

Overview of anticipated changes

- High School: *none*
- Middle: *minor*
 - 3-6 schools with minor changes
- Elementary: *significant*
 - Completely reproject grades TK-5
 - 35-45 schools with fewer projected students
 - 10-20 schools with significantly fewer (25-50) projected students
 - Anticipated changes to location of new TK and SDC programs

Enrollment Projections Revisions

Methodological Overview

- Total projections are largely unchanged
- Revised elementary projections by adding **5 schools** to the initial projections.
 - Brookfield Elementary
 - Horace Mann Elementary
 - Grass Valley Elementary
 - Carl B. Munck Elementary
 - Korematsu Discovery Academy
- Reproject the **17,420 TK-5 projected students across elementary schools.**
- Revised middle school projections will reproject middle school based on the inclusion of Hillcrest middle grades (6th-8th)

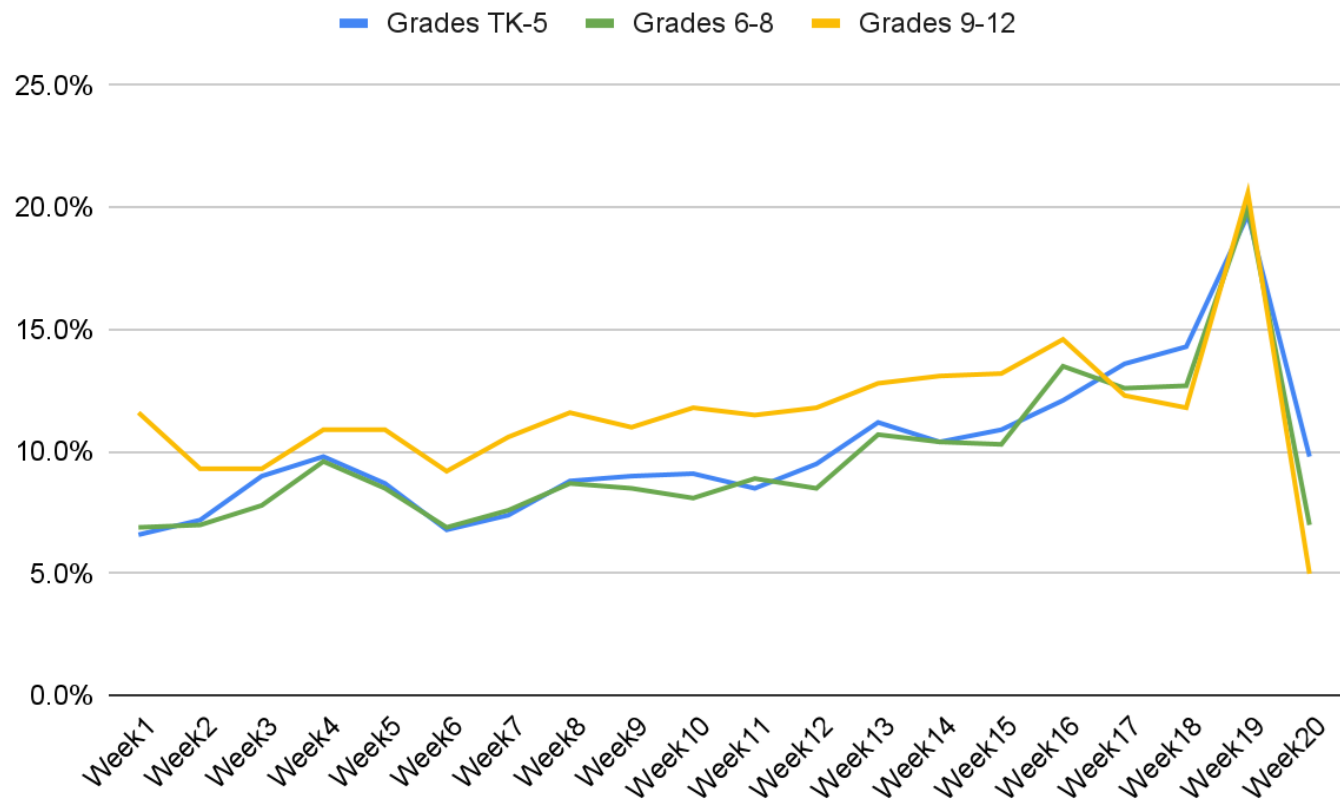
Overall Attendance Update* (Aug 8-Jan 13)

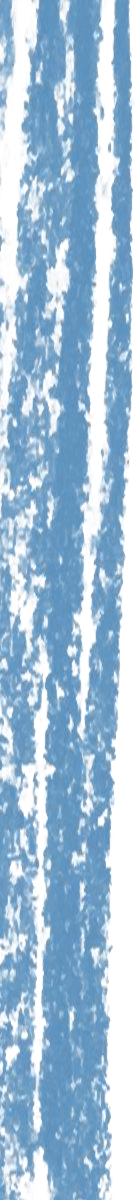
Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
Gr TK-5 (enrollment)	90% (17545)	90% (6491)	89% (1299)	87% (2641)	86% (433)	89% (32)	87% (3231)	94% (1879)	89% (7704)	93% (2460)
Gr 6-8 (enrollment)	90% (6593)	90% (1967)	91% (356)	87% (1153)	88% (273)	88% (18)	87% (1415)	94% (569)	90% (3287)	93% (647)
Gr 9-12 (enrollment)	88% (9317)	86% (2627)	86% (1187)	86% (1599)	84% (728)	77% (62)	87% (2167)	93% (1010)	87% (4569)	93% (787)

*Sojourner Truth NOT included.

** Number of unhoused students is low at the beginning of the school year as data is still being entered into the system.

Weekly Attendance Rate (Aug 8-Jan 13)



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Ensuring Strong Readers by the Third Grade

1. Let's Get Aligned

Actions	Deliverables
Provide schools with curriculum for expected literacy and language instructional blocks and guidance for teachers' schedules (Foundational Skills, Core Literacy blocks, D-ELD).	Provide schools with curriculum for expected literacy and language instructional blocks and guidance for teachers' schedules (Foundational Skills, Core Literacy blocks, D-ELD).
Design and implement a pilot on Foundational Skills curriculum	
Train community partners and stakeholders in OUSD Language and Literacy Framework and align strategies across organizations.	Design and implement a pilot on Foundational Skills curriculum
	Train community partners and stakeholders in OUSD Language and Literacy Framework and align strategies across organizations.

Updates - Feb. 2023

What progress has been made since November, 2022?

Curriculum

- Consistent implementation of EL Education/Benchmark, and Foundational Skills, now building out Designated ELD blocks
- Over 200 teachers and leaders joined D-ELD training on January 3rd
- ELLMA launched platform for Designated ELD Lessons
- Site-based literacy coaches have received 3 PDs on Observation/feedback practices as well as Designated ELD content
- Over 30 Kinder teachers joined SIPPS Beginning PD on 11/30

Foundational Skills Pilot

- Finalized observations at 4 schools piloting foundational skills (*Acorn, KDA, Hillcrest, MLK*) in 12 classrooms
- Held teacher focus groups with each pilot school
- Held leader focus groups by pilot curriculum (*EL Skills Block and From Phonics to Reading*)
- Distributed survey for input on pilot curriculum
- Set Committee convening to make recommendation

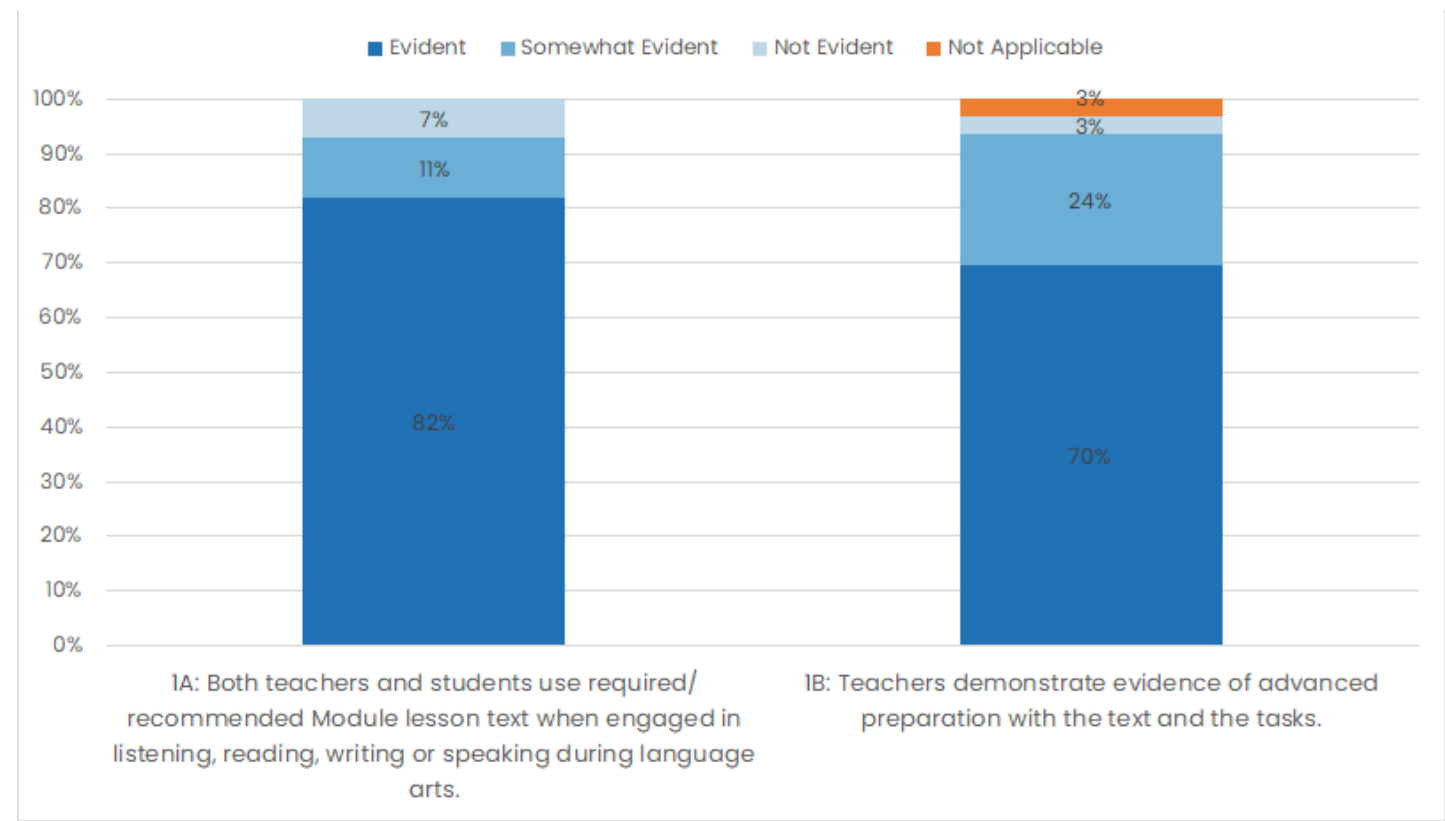
Alignment in L&L Framework

- Collaboration with Extended Learning and ASP providers
- Alignment with New Teacher Support Department

What pivots (if any) have been made?

- Not a pivot, but a conscious decision to target internal departments for alignment before external orgs

Teachers Using Materials and Planning (CORE ELA/SLA)



93% using high quality instructional materials

94% demonstrating advanced planning

Teachers use high quality materials

Teachers demonstrate Advanced Planning



Over 200 teachers and leaders joined Designated-ELD training on January 3rd

2. Invest in Our Educators

Actions	Deliverables	Updates - Feb. 2023
Recruit, train and support a core of 90 Literacy Liberators to be transformational literacy leaders in OUSD schools.	90 Literacy Liberators will be working with K-2nd grade students in small differentiated small groups on Kinder Letter Naming, SIPPS (Systematic Instruction on Phonological Awareness, Phonics, and Sight Words) instruction, or Bookshop Fonetica (for Dual Language programs).	What progress has been made since November, 2022? ● OaklandREACH launched recruiting campaign and canvassed at school sites to recruit Literacy Liberators ● Determined our Number of Core K-2 Tutor/"Literacy Liberator" vacancies as of December 16th as 16 vacancies ● Launched Literacy Liberator Fellowship to train and support 16 candidates from community in January ● January 3rd held Day-Long PD/Training for over 55 K-2 Tutors at Lockwood STEAM ● Held Bookshop Fonetica PD/Training for Spanish Literacy tutors in November ● Provided onsite coaching support and modeling around Bookshop Fonetica for all Dual Language and Early Exit Bilingual sites during November ● Continue to partner with FluentSEEDS coaches to provide K-2 tutors with ongoing coaching What pivots (if any) have been made? ● None

Focus Area 3: Invest in Our Educators



“One thing I like about tutoring is the excitement and happiness of the little kids when they learn something new.”

- Norma Ventura (Tk Tutor at Garfield)

ENSURING STRONG READERS BY THE THIRD GRADE

Focus Area 3: Invest in Our Educators



Literacy Liberator Fellows participating in the Literacy Liberator Fellowship with the Oakland REACH.

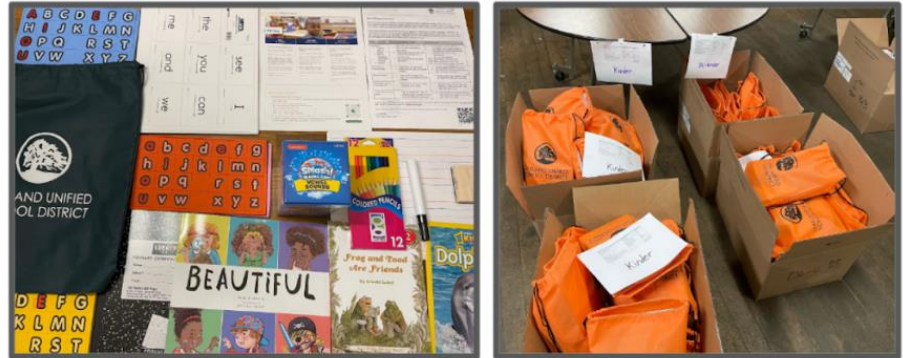
3. Put Families in the Driver's Seat

Actions	 Deliverables	Updates - Feb. 2023
Provide Home Literacy Kits to TK-2 families in 10 schools to partner with teachers and support students in meeting grade level milestones. Provide Family Milestone Workshop PDs for family engagement site based staff to turnkey workshops on site and support students in meeting grade level milestones. Collaborate w/ OLC to develop a Family-facing Literacy Website "OaklandREADS" in order provide families with concrete resources connected to the Literacy Milestones	Lit Kits distributed to all Tk-2nd families in 10 schools. At least 10 Family Literacy Milestone workshops conducted at school sites for families. A Family-facing Literacy Website to provide Families with concrete resources connected to the Literacy Milestones.	What progress has been made since November, 2022? ● Received two grants to support the Home LitKit project (\$100K from Warriors Foundation and \$44K from Eat.Learn.Play) ● Purchased all books and resources to compile LitKits ● Printed materials to include in LitKits ● Set week of 2/20 to compile LitKits with EdFund Volunteers ● Shared OaklandREADS website through Rooted in Reading Newsletter and Literacy Family Workshop PD ● Conducted a Family Literacy Milestone Workshop PD in December to support site leaders with content to facilitate site based family workshops ● Contacted the 10 sites that will receive Home LitKits to determine a time and date for their Family Literacy Milestone Workshop ● Created additional videos of At-Home Literacy strategies with Oakland families to highlight on website What pivots (if any) have been made? ● No pivots

Focus Area 2: Put Families in the Driver's Seat



oaklandreads.org



OUSD's Home LitKits

4. Invest in Our Educators / Use Data to Make the Best Decisions

Actions	 Deliverables	Updates - Feb. 2023
Facilitate baseline Summer training on Language & Literacy framework and curriculum Facilitate Bi-weekly Professional Learning for site-based Literacy leaders. Provide Central Literacy Coach and Coordinator support for Focal Schools. Conduct 3 Literacy Learning Walks across the year Utilize feedback from teachers and principals and student achievement data to strengthen and shape newly-created educator support structures.	Elementary teachers trained in Language & Literacy vision and curriculum. Literacy Leaders at site have literacy content and coaching support to facilitate PLCs, Cycles of Inquiry, Data Analysis, and Observation/ Feedback around Literacy priorities. Focal school leaders and teachers receive tailored support in the form of modeling, observation/feedback, PD and PLC facilitation to support their instructional growth in literacy.	What progress has been made since November, 2022? ● Site based Literacy Coaches have received 3 PDs on Observation/Feedback leadership practices as well as Designated ELD content ● Literacy Coaches continue to meet in a Professional Learning Community every other week ● Literacy coaches agree or strongly agree that the PLC sessions support them improving their instructional leadership practice (100%, 100%, 96% for each PLC session) ● Central coaches and coordinators support focal schools weekly with observation/feedback, designing PLCs and PD, and analyzing data ● Middle of the Year Learning walks are starting next week for literacy and include a focus on EL Education and Designated-ELD What pivots (if any) have been made? ● We pivoted and made the Site-based Literacy Coaches PLC sessions in-person during Thursday afternoons 1-4pm every other week instead of over Zoom so that Coaches could build strong connections

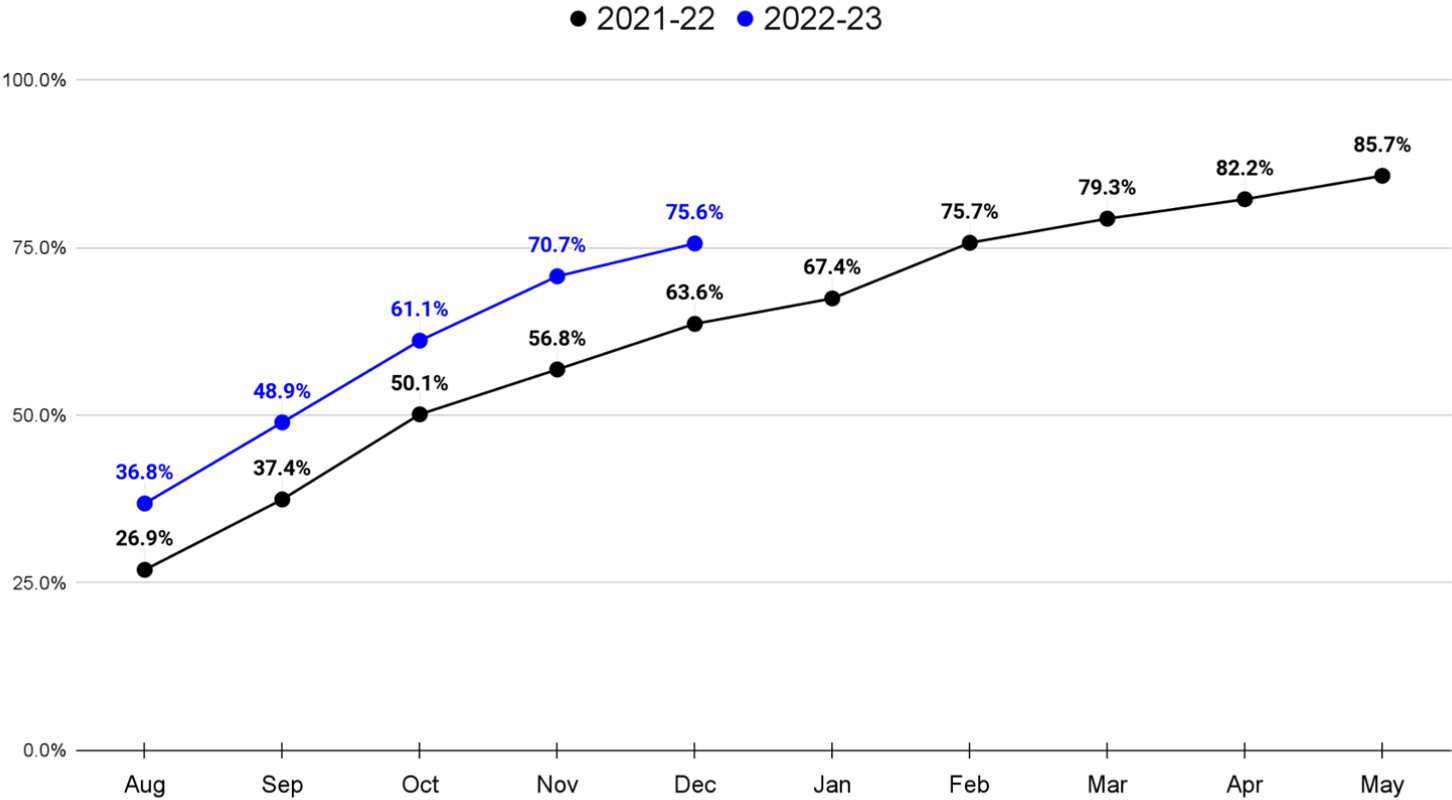
5. Use Data to Make the Best Decisions

Actions	Deliverables
Implement district-wide comprehensive assessment calendar including Universal Screener, tiered assessments, and ongoing progress monitoring assessments	Teachers receive information on students' baseline and ongoing literacy performance in order to make instructional decisions to support their literacy growth
Assess impact of plans and communicate additional needs through public data reporting and the literacy map.	Quarterly community meetings to share progress of implementation and student outcome data and progress on implementation of plans. 3 community meetings by 22-23 EOY (Fall, Winter, Spring)

Updates - Feb. 2023
What progress has been made since November, 2022? ● We continue to send monthly Early Literacy Newsletters to each grade-level and program for Kinder, 1st, and 2nd highlighting ways to analyze data and new dashboards ● Research, Assessment, and Data team has supported with creating new SIPPS dashboards to support analyzing data ● Early Literacy Coaches are supporting several schools across each Network with “Data Chats” to analyze SIPPS data and design opportunities for teachers to analyze data ● We held our first Early Literacy Community Convening on November 18th (board members can request the deck) ● We hold our next Early Literacy Community Convening on March 3rd ● We continue to track “Vital Sign” progress monitoring measures (Letter Naming Mastery and SIPPS Participation) - See next slides What pivots (if any) have been made? ● We decided to hold an internal convening with internal leadership in December to also collect input and feedback around literacy implementation to inform next steps

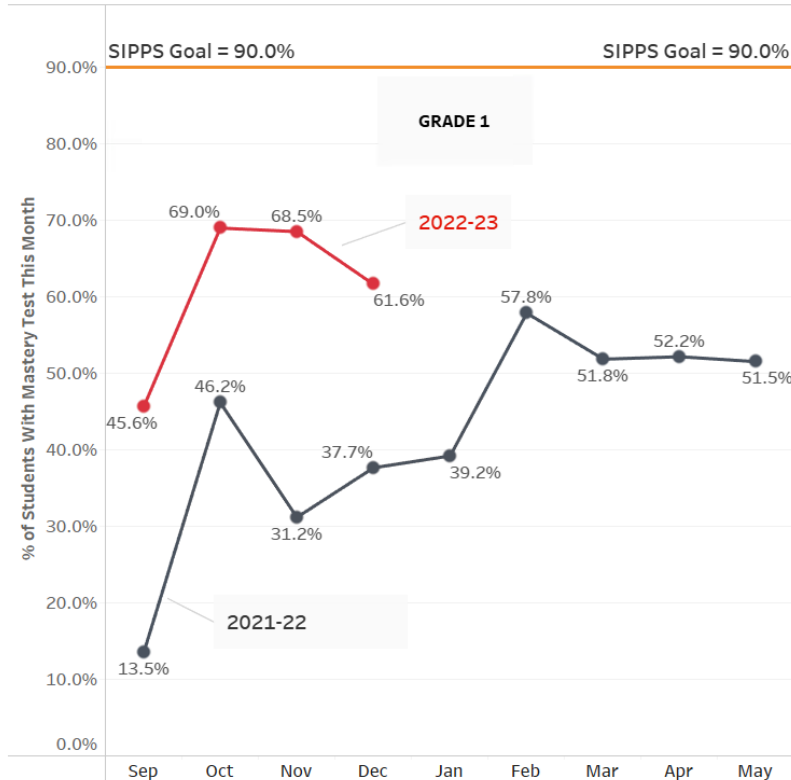
Kinder Letter Naming -District by Month

Kinder Letter ID, % Knowing 20 or More Letters, 2021-22 and 2022-23

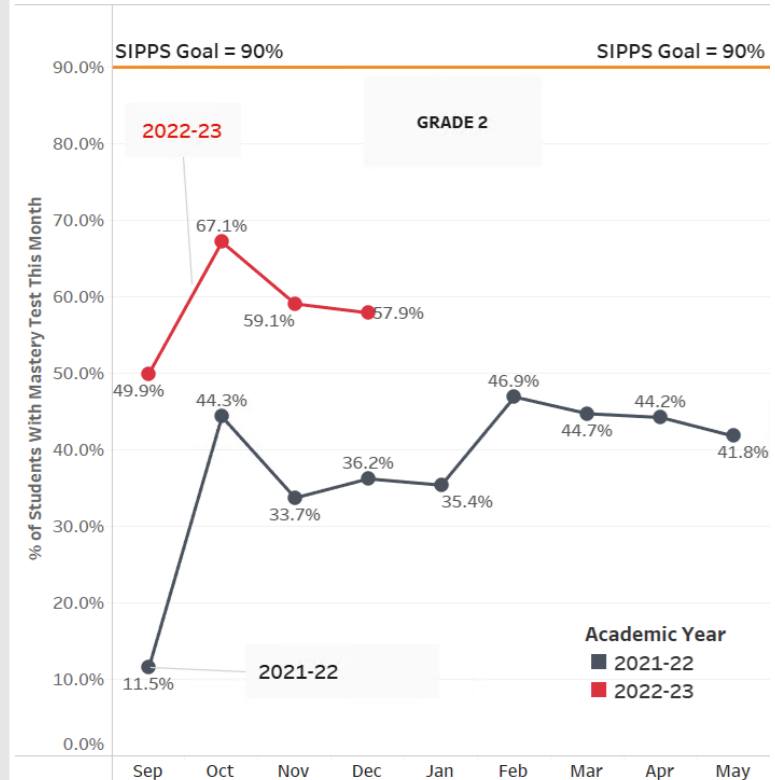


SIPPS Mastery Test Participation Grades 1 & 2

SIPPS Mastery Test Monthly Participation Grade 1



SIPPS Mastery Test Monthly Participation Grade 2



Reflection: What are you learning via implementation?

What's working? What's challenging? Why? What are ways you can respond to the challenges?

What's Working:

- Anchoring our communication and Professional Learning sessions in our Language and Literacy Framework/Vision and providing teachers with PD to support implementation of the instructional expectations embedded (e.g. Designated ELD PD, SIPPS PD, etc.)
 - Seeing improved literacy curriculum implementation when we compare Learning Walk Indicators from 21-22 to 22-23
- Central Early Literacy Coaches and Literacy Coordinators tailoring support to sites based on needs and providing direct to teacher PD
- Campaign for recruiting additional Literacy Liberators and providing training/ongoing support to them
- Developed content (videos/PPTs) to support Family Literacy Milestone Workshops and OaklandREADS
- Partnering with community partners to realize the vision of Home LitKits for families (Grants from Warriors Foundation and Eat.Learn.Play, collaboration with EdFund for volunteers and ordering materials)

What's Challenging:

- Our teachers have adopted new ELA and Math curriculum in subsequent years so we are still working to build expertise in the literacy curriculum and working to enhance the quality of instruction students receive
 - We are responding by trying to tailor support to schools based on levels of expertise in different instructional areas (e.g. SIPPS, EL Education CORE block, Designated ELD, Dual Language, etc.)
- Leaders and teachers express deep appreciation for the support of Literacy Liberators/K-2 Tutors but we are still working on retention strategies and ways to increase their pay
- Our timeline for compiling and distributing the Home LitKits has been pushed back due to a number of factors (e.g. back ordered books)

Long-Term Goals

Increase the percentage of K and 3rd graders reading at mid/above grade level on Spring i-Ready assessment by +12pp (6 per year for two years) by 2024.

Increase the English Learner (EL) reclassification rate by +9pp (3 per year for three years) by 2024.

Decrease the percentage of grade 6-11 students in targeted groups reading multiple years below grade level on Spring Reading Inventory by -9pp (-3 per year for three years) by 2024.

Updates - Feb. 2023

*How are you tracking progress towards these long-term goals?
What changes are you seeing in this data (if any at this stage of the year)?*

- Our data from this Fall compared to last Fall shows acceleration of letter learning for Kindergarten students as well as an increase in students receiving SIPPS instruction:
- In December, we had 75.6% of Kinders having mastered 20+ lowercase letters versus last December when we only had 63.6% of students mastering 20+ lowercase letters. *(See slide above)*
- Each month this Fall and Winter we have seen an increase in SIPPS Mastery Test participation this year compared to last year. *(See slide above)*



Community Schools, Thriving Students



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