

# Superintendent Report

Superintendent, Dr. Kyla Johnson Trammell  
Feb 22, 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 #2: Empowered Graduates**







# Highlights from Schools

# Math Investments Yield Results at OUSD Middle Schools



Our vision for Math is that OUSD students become problem solvers, collaborators, and communicators to ensure college and career readiness. We are focused on making this vision a reality through investments and strategic partnerships including:

- **Full-time math coaches** to lead math teachers and provide direct instruction to students at four OUSD middle schools (thank you, Salesforce!)
- **District Wide Math Collaboratives** to bring together middle school math teachers to provide instructional support, facilitate collaboration, and deepen educator knowledge
- The **Blueprint Math Fellows Program** which provides tutoring at eight Oakland middle schools, reaching more than 600 students

And the investments are paying off!

- **Edna Brewer Middle School** has gone from 47.6% Met/Exceeded standards in SBAC math in 2018-19 to 48.9% in 2021-22, a gain of 1.3 percentage points (and in the middle of the pandemic).

**Initiative: Empowered Graduates**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

# Female Students at Urban Promise Academy Take Three Day Trip to Tahoe



OUSD middle school girls hit the snow! In January, the Urban Promise Academy (UPA) Girls Outdoor Club went to the Clair Tappaan Lodge in Lake Tahoe for 3 days and 2 nights.

“For many of the students, it was their first time seeing snow and there was a lot of it! Our female explorers learned to take risks and go outside their comfort zone to find their strength, experience new things, and have fun together. They went sledding and skiing, and participated in a snow science experience with the Gateway Mountain Center,” said UPA Principal Tierre Mesa.

**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

Through a partnership between OUSD, the San Francisco Foundation and Bay Area Wilderness Training, the Oakland Goes Outdoors program ensures all middle school students have outdoor educational experiences.

# Hundreds Come Out as OUSD Celebrates College & Career For All Fund



On Thursday, February 2 at Fremont High School, we held a special celebration for the College & Career For All Fund (pictured), which allows us to have Linked Learning Pathways in all of our high schools giving students critical work experience and career-related instruction that opens their eyes to all the options for careers that lie ahead. Hundreds of people learned about the high school pathways and heard from students about their experiences.

Along with Board President Mike Hutchinson, Vice President Clifford Thompson, and Directors Sam Davis, Valarie Bachelor, and Nick Resnick, I was proud to be there to sing the praises of Linked Learning.

One speaker was Fremont senior Miklo Santiago who says since he found architecture through his pathway, he's planning to study architecture in college next year at Cal Poly. "I probably wouldn't have a plan for what I would do after high school, or if somehow I was able to get into this work, I would be very behind in comparison to a lot of other students... but because I have this program here, I have been able to push myself and be in a position where I can actually be competitive in the world."

**Initiative: Empowered Graduates**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)





# Covid Update



# COVID Update

## Testing & Vaccines

- Regional testing hubs open
  - 1 hub open per day, in a different part of the city to remain as accessible as possible
  - CDPH updated guidance to limit testing to rapid antigen only, not PCR
- At-home tests available for symptomatic/exposed staff & students at all school sites
  - At-home tests distributed for February distribution, in stock for Spring Break

## **Case Rates & Masking**

- The community level of Covid-19 in Alameda County is Low based on cases and hospitalizations.
- 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.
- California State of Emergency ends on February 28, 2023.  
National State of Emergency ends on May 11, 2023.
- Starting March 1, classroom-level notifications will no longer be issued about cases.
- Starting March 1, COVID-19 vaccinations will no longer be required by the Oakland Public Education Fund for in-person volunteers or chaperones.



# Enrollment 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
<b>Total General Ed Enrollment TK-12</b>	<b>31,743</b>	<b>32,526</b>	<b>31,276</b>	<b>32,749</b>	<b>32,392</b>	<b>32,626</b>	<b>32,676</b>	<b>32,684</b>	<b>32,681</b>
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**



# School site projections in the 2/8/2023 Superintendent Report

Grade Span	Actual Census Day Counts from CALPADS					2018-19 to 2022-23	Projections	
	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
<b>Total</b>	<b>36431</b>	<b>36084</b>	<b>35417</b>	<b>34432</b>	<b>34141</b>	<b>-573</b>	<b>33683</b>	<b>-458</b>

> 3% decrease

1% - 3% decrease

+ - 1% change

1% - 3% increase

> 3% increase

# Grades TK, K, 6th and 9th

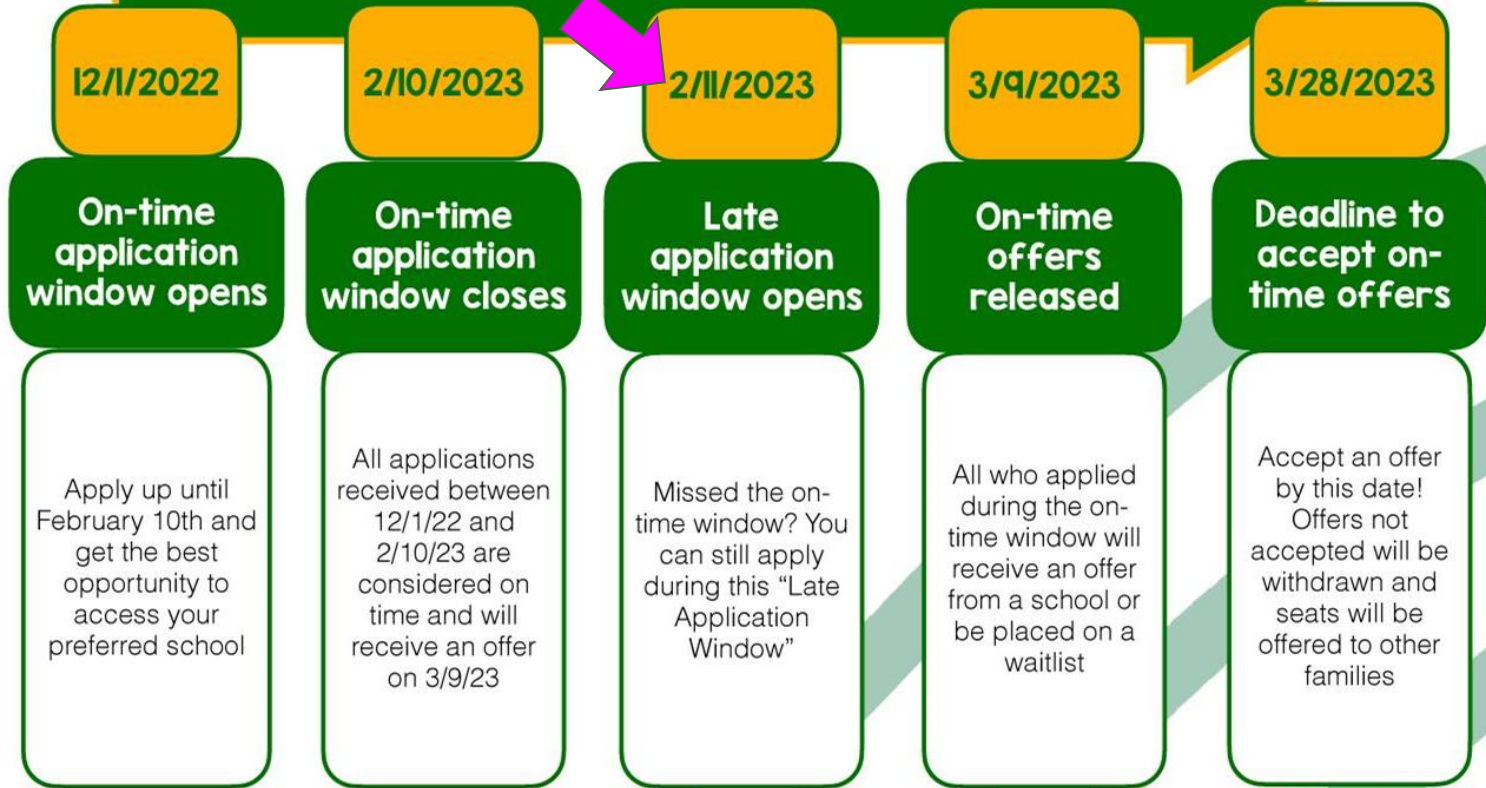
- Ontime Enrollment Window closed on 2/10/2023

Transition Grades	12/30/22	1/6/22	1/13/22	1/20/22	1/27/22	2/3/22	2/10/22*	Projections 23-24	% of Projection
TK	298	361	469	537	611	706	891	959	92.9%
K	686	820	1030	1175	1335	1541	1920	2677	71.7%
6th	774	846	1123	1300	1468	1607	2006	2191	91.6%
9th	646	741	1000	1180	1395	1585	2040	2400	85.0%

\*The applications counts represent the number of applications submitted to OUSD Districtwide. This does **NOT** represent that OUSD has met its enrollment projections for 23-24. Application counts are a critical enrollment health benchmark. Once a family has accepted, enrolled, and attended school on the first day of class, the student will show up in OUSD's Fall enrollment counts. At this time, some schools have much fewer applications than projected seats offered at the school.



# OUSD ENROLLMENT TIMELINE 23-24





# Enrollment Stabilization

# Satellite Offices

- 1) Established on December 5, 2022 at four locations across Oakland
- 2) Designed to provide additional in-person Enrollment support to the community
- 3) Open to any family from any school and new to OUSD families
- 4) Continuing through the end of the school year

## SATELLITE OFFICE HOURS



School Site	Day	Times	Specific campus location
<b>WOMS</b>	Mondays	8:30-3:30	Family Resource Center, Building H
<b>Elmhurst</b>	Tuesdays	8:30-3:30	Family Resource Center, room 3000
<b>ICS/ TCN</b>	Thursdays	8:30-3:30	Gym/ Stage area
<b>Havenscourt</b>	Fridays	8:30-3:30	CCPA Family Resource Center



## Ongoing Work

- 1) First week of February: Sent physical mailers to all PS, 5th, and 8th grade families who had not yet submitted an application reminding them of the deadline.
- 2) Launched Spanish language radio ads on 93.3 “La Raza” during morning and afternoon commute
- 3) Planning ad “spike” on March 9th, to capture attention of late enrolling families influenced by outgoing offers.



- 4) Launched billboards in neighboring cities to welcome inter-district transfers for the 2023-2024

## Lawn Signs

- 1) Printed and delivered lawn signs to promote the school within the neighborhood attendance boundary for the following schools:
  - a) *Elementary*: Burkhalter, Laurel, MLK, MPA Primary, OAK, Pride, TCN
  - b) *Middle*: West Oakland Middle School, MPA 6-12
  - c) *High*: Castlemont, McClymonds
- 2) Provided schools with lists of enrolled families that live within the prevailing neighborhood boundary to prioritize distribution to those families.





# Attendance Update

# Overall Attendance Update\* (Aug 8-Feb 13)

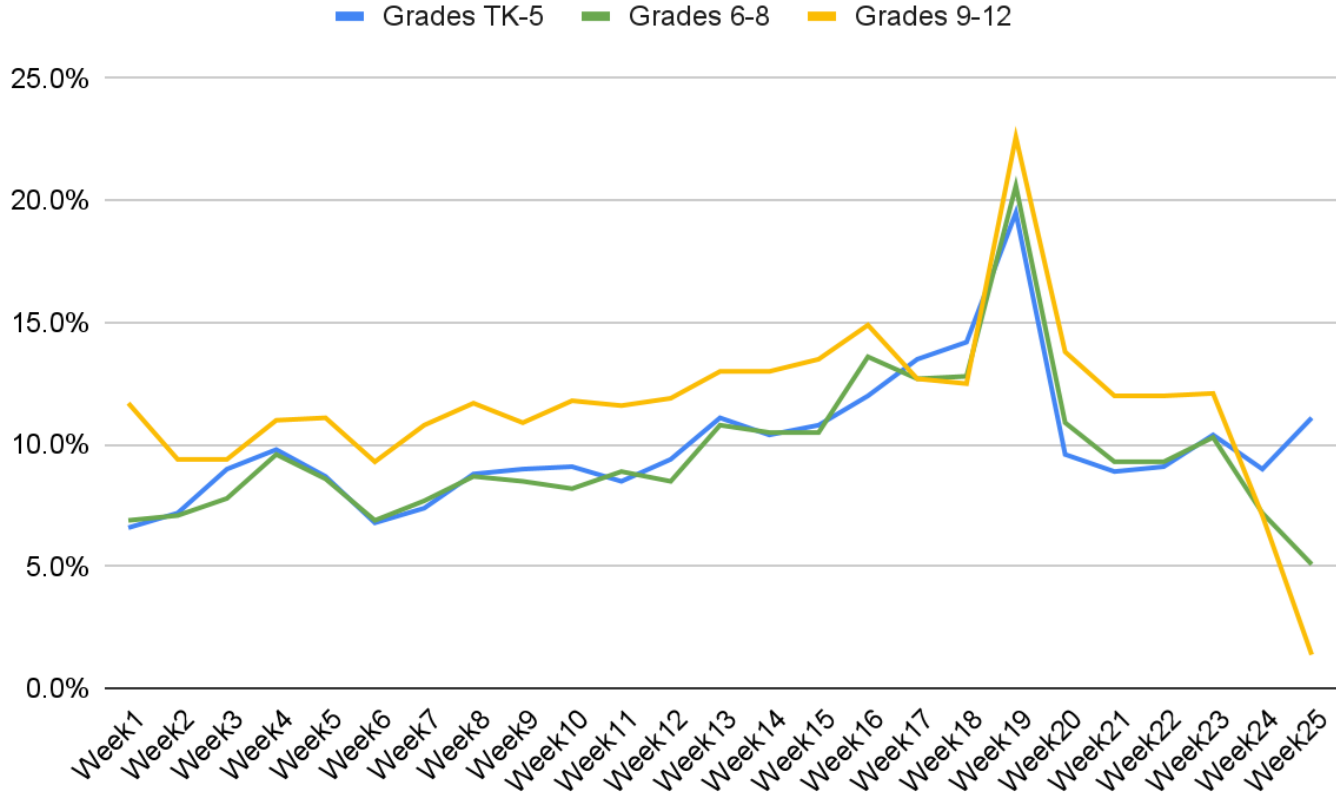
Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
<b>Gr TK-5</b> (enrollment)	90% (17597)	90% (6416)	90% (1357)	87% (2708)	86% (439)	89% (36)	87% (3252)	94% (1855)	89% (7724)	93% (2498)
<b>Gr 6-8</b> (enrollment)	90% (6587)	90% (1912)	91% (363)	87% (1156)	88% (267)	88% (20)	87% (1405)	94% (564)	90% (3292)	93% (659)
<b>Gr 9-12</b> (enrollment)	88% (9282)	85% (2596)	85% (1205)	86% (1585)	83% (723)	77% (66)	86% (2144)	93% (996)	87% (4566)	92% (800)

\*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-Feb 13)





## Strategic Plan Initiative #2: Empowered Graduates

# 1. Prepare Students for Post-Secondary Success

Actions	Deliverables
<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>	<p>College and Career Readiness Collaborative (HSLLO, Post-Secondary Site Teams, and college-access partners) engage in the development of a specific tool or process to help students develop 5-year plans for students in the Class of 2024 and beyond.</p> <p>Post-Secondary Readiness Teams at each school site will continue to utilize Post-Secondary Outcome Trackers to support post-secondary planning for students in the class of 2023.</p> <p>Pathway Coach Community of Practice, which meets twice monthly, builds the capacity of coaches to facilitate pathway teams such that this planning occurs in the pathway classes.</p> <p>Work-Based Learning Leads are facilitating development of Work-Based Learning Plans for each pathway; these grades 10-12 plans are designed to support integration of WBL into curriculum, in part to inform post-secondary plans</p>

## Updates - Feb. 2023

**What progress has been made since November, 2022?**  
 12 high schools (comprehensive and AltEd) are on-track to develop a site-based post-secondary plan via their work in the College & Career Readiness Collaborative

- Career Transition Specialists are currently providing 1:1 support to over 100 alumni from the class of 2022 to matriculate into the Peralta Community College District and/or career/workforce options
- Two OUSD Alumni Highway to Work pathways are underway for Summer 2023 (OUSD Alumni Highway to Work: Emergency Room Technician & Certified Nursing Assistant)
- 954 students (39% of eligible seniors) have completed FAFSA/CADAA (5% more than this time last year!)
- 1,521 students (63% of seniors) have identified Post-Secondary Goals
- Pathway Coach Community of Practice has met monthly since November and is developing greater facility with adaptive schools and coaching strategies to drive integration of post-secondary transition supports
- 10 of 16 schools have completed WBL plans
- 59 dual enrollment underway across high schools, include 27 CTE DE classes

**What pivots (if any) have been made?** Work-based learning coordinator is pivoting to provide individualized coaching to leads at sites to support development and implementation at

## 2. Develop Systems of Personalized Supports

Actions	Deliverables	Updates - Feb. 2023
<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>	<p>Implement a targeted credit recovery program throughout the school year that supports 9th and 10th grade students at focal schools to complete ELA and Algebra 1 with a grade of C or better (Castlemont, Fremont, McClymonds)</p> <p>High School Pathway Coaches participate in a 5-part Adaptive Schools training (September - December), intended to equip pathway team leads to facilitate community of practice that implements pathway student supports and leverages pathway structures</p>	<p><b>What progress has been made since November, 2022?</b></p> <ul style="list-style-type: none"><li>● Central Academic Recovery has developed and will offer 2 centralized credit recovery courses (American Government and Algebra 1) beginning in March via a synchronous/asynchronous model. Classes will serve up to 32 10th-12th grade students from Castlemont, Fremont, McClymonds, Skyline, Oakland Tech, Oakland High and Madison Park Academy.</li><li>● 79% of students engaged in Fall semester credit recovery/support earned grades of C or better</li><li>● Pathway Coaches developing greater facility with adaptive schools strategies</li></ul> <p><b>What pivots (if any) have been made?</b></p> <ul style="list-style-type: none"><li>● Our Central Academic Recovery team decided to implement an additional credit recovery course option after analyzing trends in Semester 2 credit recovery needs over time. The identified a significant need in American Government and Algebra 1 serving as barriers preventing seniors from graduating in June; as such, students will have opportunities to recover credit prior to graduation.</li></ul>



### 3. Integrate Real World Learning

Actions	Deliverables
<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>	<p>Establish a High School Integrated Program Team, composed of OUSD content experts from Academics, Linked Learning, and Career Technical Education, to identify a blueprint of Tier 1 instructional practices that support rigorous and relevant learning experiences for all high school students.</p> <p>HS Integrated Program Team creates a HS Tier 1 Instructional Blueprint defining baseline instructional practices across all content areas</p> <p>Work-Based Learning Leads are facilitating development of Work-Based Learning Plans for each pathway; these grades 10-12 plans are designed to support integration of WBL into curriculum</p> <p>Pathway Coach Community of Practice, which meets twice monthly, is building capacity of coaches to facilitate pathway communities of practice such that this planning occurs in the pathway classes</p>

#### Updates - Feb. 2023

##### What progress has been made since November, 2022?

- HS Integrated Program team is actively building out Tier 1 practices blueprint, which is driving alignment and cohesion across Integrated Program team with four identified practices and teams working twice monthly to build resources for them
- 84% of team members who took a survey mid-February reported positive progress toward creation of Tier 1 tool kits
- 10 of 16 schools have completed WBL plans
- Pathway coaches have meet twice since November to engage in Problem of Practice and to practice coaching strategies and report greater facility with these strategies

##### What pivots (if any) have been made?

- Work-based learning coordinator is pivoting to provide individualized coaching to leads at sites to support development and implementation at all schools

## 4. Strengthen High School Preparation

Actions	Deliverables	Updates - Feb. 2023
<p data-bbox="79 248 465 368">Greater monitoring of interim completion, to ensure that &gt;90% of students at each school take the interims.</p> <p data-bbox="104 406 436 464">Two learning walks at each MSN school, fall and spring.</p>	<p data-bbox="537 248 929 308">&gt;90% of students at each site will have taken each interim.</p> <p data-bbox="537 350 938 410">Each site will have participated in at least two learning walks.</p>	<p data-bbox="987 248 1779 344"><b>What progress has been made since November, 2022?</b> (e.g. 14 (45%) of principals at focal schools attended PD on Tier 1 integration)</p> <ul data-bbox="1025 356 1789 633" style="list-style-type: none"><li data-bbox="1025 356 1789 488">● <b>Fall Interims</b><ul data-bbox="1132 392 1624 488" style="list-style-type: none"><li data-bbox="1132 392 1624 422">○ 6th grade - 85% completion rate</li><li data-bbox="1132 428 1624 458">○ 7th grade - 85% completion rate</li><li data-bbox="1132 464 1624 488">○ 8th grade - 78% completion rate</li></ul></li><li data-bbox="1025 494 1789 633">● <b>Spring Interims</b><ul data-bbox="1132 530 1789 633" style="list-style-type: none"><li data-bbox="1132 530 1789 561">○ 6th grade (testing window closes on Mar 24)</li><li data-bbox="1132 567 1789 597">○ 7th grade (testing window closes on Mar 24)</li><li data-bbox="1132 603 1789 633">○ 8th grade - approx 85% completion rate</li></ul></li></ul> <p data-bbox="987 669 1789 765"><b>What pivots (if any) have been made?</b> (e.g. We decided to discontinue X because Y. // We added action X in response to Y.)</p> <ul data-bbox="1025 777 1818 1126" style="list-style-type: none"><li data-bbox="1025 777 1818 874">● We learned that some teachers had some pacing issues. Speaking with them about what to cut out if needed.</li><li data-bbox="1025 886 1818 1018">● We also learned that there are some students that are chronically absent so weren't tested. Speaking with coaches at sites about following up with those students.</li><li data-bbox="1025 1030 1818 1126">● We have also seen certain classes or schools where there is a low percentage of testers. Following up with principals about ensuring completion.</li></ul>

# Reflection: What are you learning via implementation?

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

## High School:

- We learned that individualized student support between year 12 and year 13 is critical for students to actualize their post-secondary plans post-graduation. We would like to increase our number of Career Transition Specialists closer at a rate closer to College & Career Readiness Specialists to provide a full complement of post-secondary planning supports
- We also learned that centralized credit recovery needs to be built into site-based master schedules the spring semester prior to implementation in order for students to fully benefit from school year credit recovery opportunities. We are now building in more intentional planning sessions this spring to effectively structure master schedules to support credit recovery the following year.
- We have also learned that creating the conditions to facilitate collaboration between our central teams (HSLLO and Academics) was essential to establish a shared definition of core instructional practices

## Middle School Math

- We learned that some teachers had some pacing issues. Speaking with them about what to cut out if needed.
- We also learned that there are some students that are chronically absent so weren't tested. Speaking with coaches at sites about following up with those students.
- We have also seen certain classes or schools where there is a low percentage of testers. Following up with principals about ensuring completion.

## Long-Term Goals

(high school)

## Updates - Feb. 2023

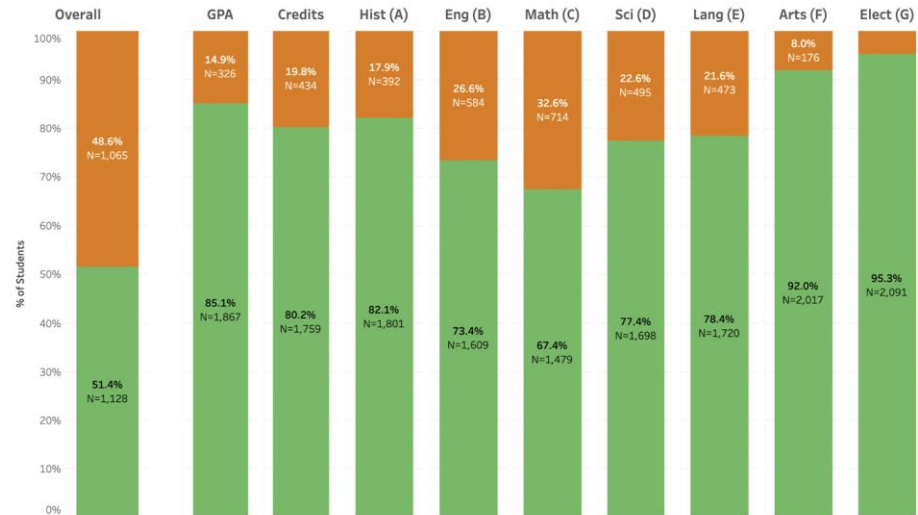
*How are you tracking progress towards these long-term goals?  
What changes are you seeing in this data (if any at this stage of the year)?*

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 by +6pp (2 per year for three years)

### ● 12th Grade On-Track (Semester 1)

#### On Track to Graduate

Academic Year	Select School	Grade	Pathway	Ethnicity	Gender	Home Language	Status
2022-23	(Multiple values)	Grade 12	(All)	(All)	(All)	(All)	Off-Track On-Track N/A
English Fluency	EL Year	EL Year Group	Special Ed Status	Free/Reduced Lunch	Foster Status	Homeless Status	
(All)	(All)	(All)	(All)	(All)	(All)	(All)	





## Long-Term Goals

(high school)

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 by +6pp (2 per year for three years)

## Updates - Feb. 2023

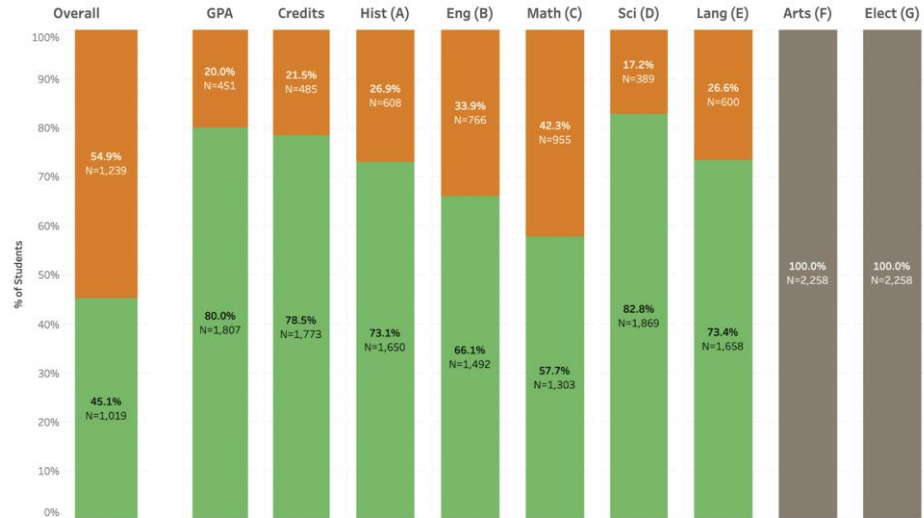
*How are you tracking progress towards these long-term goals?  
What changes are you seeing in this data (if any at this stage of the year)?*

### ● 11th Grade On-Track (Semester 1)

#### On Track to Graduate

Academic Year: 2022-23 | Select School: (Multiple values) | Grade: Grade 11 | Pathway: (All) | Ethnicity: (All) | Gender: (All) | Home Language: (All) | Status: Off-Track, On-Track, N/A

English Fluency: (All) | EL Year: (All) | EL Year Group: (All) | Special Ed Status: (All) | Free/Reduced Lunch: (All) | Foster Status: (All) | Homeless Status: (All)



## Long-Term Goals

(high school)

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 by +6pp (2 per year for three years)

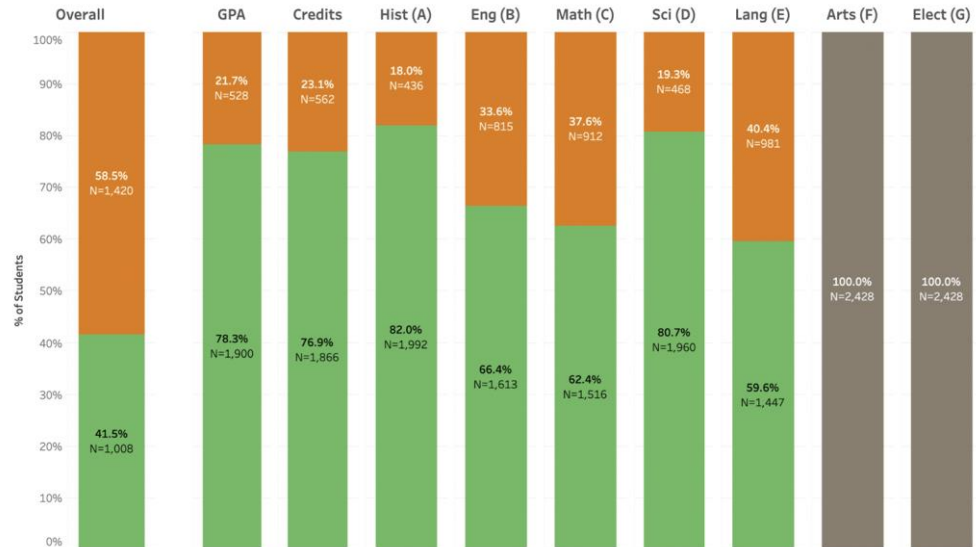
## Updates - Feb. 2023

*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)?*

### ● 10th Grade On-Track (Semester 1)

#### On Track to Graduate

Academic Year	Select School	Grade	Pathway	Ethnicity	Gender	Home Language	Status
2022-23	(Multiple values)	Grade 10	(All)	(All)	(All)	(All)	<span style="color: orange;">■</span> Off-Track <span style="color: green;">■</span> On-Track <span style="color: gray;">■</span> N/A
English Fluency	EL Year	EL Year Group	Special Ed Status	Free/Reduced Lunch	Foster Status	Homeless Status	
(All)	(All)	(All)	(All)	(All)	(All)	(All)	



## Long-Term Goals

(high school)

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 by +6pp (2 per year for three years)

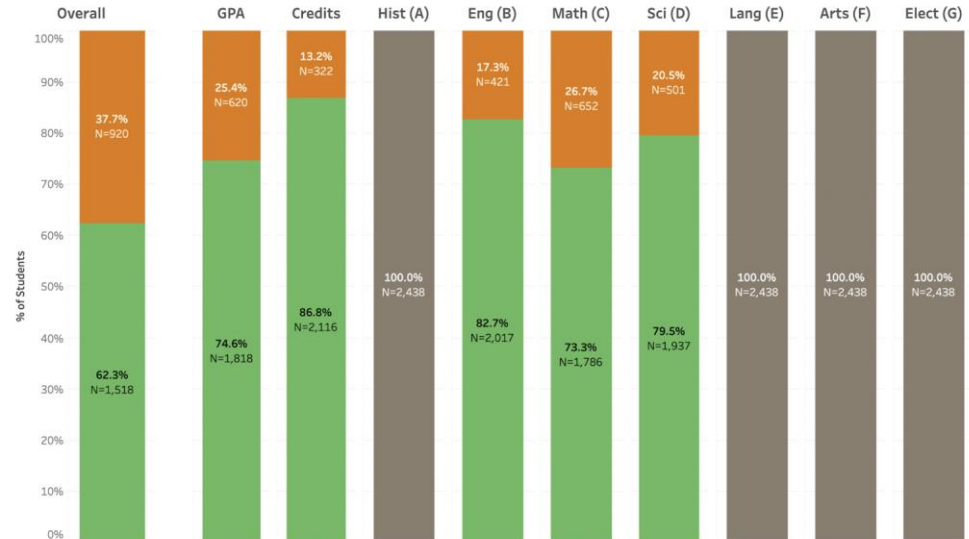
## Updates - Feb. 2023

*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)?*

### ● 9th Grade On-Track (Semester 1)

#### On Track to Graduate

Academic Year	Select School	Grade	Pathway	Ethnicity	Gender	Home Language	Status
2022-23	(Multiple values)	Grade 9	(All)	(All)	(All)	(All)	Off-Track
English Fluency	EL Year	EL Year Group	Special Ed Status	Free/Reduced Lunch	Foster Status	Homeless Status	On-Track
(All)	(All)	(All)	(All)	(All)	(All)	(All)	N/A





# Community Schools, Thriving Students



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[www.ousd.org](http://www.ousd.org)



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