

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
May 22, 2024



**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

Community Schools Update

**English Language Learner & Multilingual Achievement
(ELLMA) Update**

Safety Update



School Highlights

OUSD Lit Fest is Smashing Success for Young Readers & Writers

OUSD held its inaugural Lit Fest on May 8 to celebrate the talents of our young readers and writers and to continue fostering a love of literacy within the community.

More than 100 attendees were treated to a joyful evening, including dinner, family fun activities, and student showcases. Students from 25 OUSD elementary schools proudly displayed and performed their writing projects, including poems, essays, stories, as well as various artworks.

Our talented students also contributed to a communal mural, enhancing the creative atmosphere. In addition to the interactive activities, there was an exciting raffle, and students were thrilled to receive free books of their choosing, along with goodie bags filled with custom journals, literacy swag, and more, ensuring they were left with not just memories but also resources to continue their literary journeys.



Initiative: Strong Readers by the Third Grade

www.ousd.org/strategicplan

Castlemont Students Who Visited Asia Share with Elmhurst Students

Castlemont High School students who visited Japan, Taiwan, and the Philippines this spring are still basking in the glow of their life-changing journey. On Thursday, May 9, they visited Elmhurst United Middle School to share what they saw, heard, ate, and experienced in Asia with younger students.

In several classes, the Castlemont students shared the highlights of their time in the three Asian countries, the different customs they learned, the sites they visited, and they even shared some snacks they brought back to Oakland. They wanted to show the middle school students how big the world is, the kinds of things they can look forward to someday experiencing when they travel, and the kinds of educational opportunities that lie ahead of all students who attend Castlemont High through the school's Pacific Bridge Club.



Initiative: Empowered Graduates

www.ousd.org/strategicplan

Lockwood CDC & ECE Team Honor Fathers

The Early Childhood Education (ECE) team held its *"Honoring the Men of Lockwood CDC (childhood development center)"* event last month, and it was a roaring success. Ms. Robinson started this project last year as a response to the unique need of fathers at Lockwood CDC. The OUSD Kinder-Readiness team, Alameda County Father's Corp, Oakland Starting Strong & Smart joined Ms. Robinson to help make this project what it is today.

I was able to join the fathers and thank them for supporting our students educational journeys.

We want to lift this up as a promising practice that we are scaling between ECE and the Office of Equity next school year to target fathers as a family engagement strategy.



Initiative: Joyful Schools

www.ousd.org/strategicplan

OUSD Research Associate Wins State Classified Staff Member of Year

Rinat Fried has been named a California Classified School Employee of the Year, after winning the same honor from both the District and Alameda County. Ms. Fried has been a Research Associate in Early Childhood Education for 12 years. A true gem, she goes out of her way to understand how teachers and leaders are using literacy data and what they might need next.

Ms. Fried is quick to hop on a call, Zoom, or connect in person. She is a leader and has often been the person to initiate cross-department collaboration between English Language Learner and Multilingual Achievement (ELLMA), Academics Innovation, and Special Education teams to ensure that we have the most thoughtful and robust assessment calendar.

Ms. Fried has an incredible work ethic and gives us invaluable tools for understanding data at the individual student, classroom, grade level, school, network, and District level. We congratulate Ms. Fried for being named State Classified Employee of the Year!



Initiative: Diverse and Stable Staff

www.ousd.org/strategicplan



Community Schools Update

OUSD District-Wide Community School Updates

100% of Schools have Attendance Teams: All Schools Have Attendance Teams focused on increasing school day attendance.

100% of Schools have Coordination of Service Team (COST): This year the focus is on updating referral data to reflect student needs and partnerships.

Community Partnerships: Expanded partnerships to include arts, enrichment and sports providers in after school and on weekends and partnered with the City of Oakland to increase violence prevention teams at seven high schools.

Culture of Safety & Belonging: Updated crisis response protocols to support all schools with accessing crisis support, schools developed Village response plans to reflect site safety plans.

100% of Schools Expanded Learning: In partnership with lead agencies, schools offer TK-12 after school programs to students and families every school day, 30 Saturdays, and 5 weeks during the summer.

Family Engagement & Leadership: Community School Implementation Teams developed and approved Community School plans to reflect school priorities and programs.

Health Education, Health Services & School Based Health Centers: 16 schools with School Based Health Centers, Expanded Mental Health services to 10 schools, and implemented health education lessons in elementary schools across the District.

Restorative Justice: A framework for teachers, students and school staff that encourages an equitable, community-centered and restorative (vs. punitive) school environment.



California Community Schools Partnership Program (CCSPP)

Oakland's Community Schools Grant	70 / 78 (Kinder-Young Adult Program) schools actively implementing the CCSPP Grant	Grants allocated based on school enrollment (Official CDE Census) and range from \$150,000 - \$400,000
Cohort 1 2022-2027	63 Schools TK-12 80% or above UPP*	\$14,250,000 Year 1-4 \$10,687,500 Year 5
Cohort 2 2023-2028	6 schools TK-12 70% or above UPP	\$1,750,000 Years 1-4 \$1,268,750 Year 5
Cohort 3 (NEW) 2024-2029	1 school pending funding - YAP 80% or above UPP	\$150,000 Years 1-4 \$112,500 Year 5

*UPP = Unduplicated Pupil Percentage. % Foster Youth, English Language Learners, Low-Income

CCSPP Site Implementation Overview

Oakland Grant Priorities

Priority 1: Deepen District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders.

Priority 2: Create Joyful Schools.

Priority 3: Strengthen Student and Family Engagement.

Priority 4: Increase Opportunities for Academic Innovation and Acceleration.

Required Site Activities

- Commit to implementing key practices as required by CDE.
- Engage School Community to Develop an Implementation Team & Community School Implementation Plan (Incorporated in SPSA).
- Engage with SSC to approve plan strategies and Budget (OEA Common Good MOU).
- Submit annual Progress Report to CDE. Due June 30, 2024.
- Update Community on Progress.

California Department of Education (CDE); School Plan for Student Achievement (SPSA); School Site Council (SSC); Memorandum of Understanding (MOU)

Schools hosted a variety of fun activities to create joyful environments and experiences for their students.

All schools provided special activities to engage their students. Elementary schools primarily utilized field trips (24%) and assemblies (29%), while high schools had more varied approaches like spirit weeks and cultural celebrations (73%).

“Student conflicts during recess and recess time injuries reduced by 50% since additional play equipment was introduced which offers a variety of recess activities that support motor, cognitive, and social skills development.”

“The Restorative Justice coordinator has facilitated the culture and climate team. They created a March Madness spirit week and hosted a staff basketball game for students to watch.”

“Students at Life Academy went on over 30 field trips in the 22-23 school year to ensure that their horizons are being widened and their schema deepened.”

SPSA - Community School Plan - Year 1 Reflections. N = 51. High school n = 12, Middle school n = 8, Elementary school n = 31.

Community School Leadership Team (new)



- **Enhanced Collaboration:** Hold space with CSM and Principals to cultivate and strengthen shared leadership and decision making with ILT, Culture and Climate, SSC and Community Schools Implementation Team
- **Coaching & Mentoring:** Individualized coaching and mentoring of CSMs, providing guidance, feedback, and support as they navigate the complexities of their role. This involves regular meetings, goal setting, action planning, and reflection on practice.
- **Appropriate Use of Funds:** Collaborating with site leadership to leverage CCSPF funds to support site specific vision for a Community School and meet grant requirements.
- **Data Analysis & Decision Support:** The Team assists CSMs in collecting, analyzing, interpreting and sharing out data to inform decision-making and improve program outcomes.
- **Training & Professional Development:** CSM PLCs, Workshops, Brown Bags, Guidance Materials/Docs, District Partnering and Visioning.
- **Resource & Tool Development:** The Team develops and shares resources, tools, and best practices to help community school managers effectively implement key components of the community school model. Ensure CSMs teams with internal and external partners equitably.



Community School Manager (CSM)




- 78 Community School Managers (TK-YAP schools)
- Classified Administrators hired by school community
- CSM Workplan determined in partnership with Principal
- Monthly Professional Learning Community, New CSM Support, Coaching, Workshops, Mentors
- Alignment to OUSD Strategic Plan, LCAP and key district initiatives
- Connected to district, city and county resources

23-24 CSM Priorities:

- ★ Cultivate a Positive & Joyful School Culture
- ★ Strengthen COST (Coordination of Services Team) & MTSS
- ★ Foster and Strengthen Family and Community Partnerships
- ★ Increase School Attendance
- ★ Create innovative systems and strategies to address goals of SPSA (School Plan for Student Achievement)





English Language Learner & Multilingual Achievement (ELLMA) Update

California's Global 2030

6 years ago, California launched Global California 2030 Initiative with ambitious goals to increase opportunities for multilingualism. The goals:

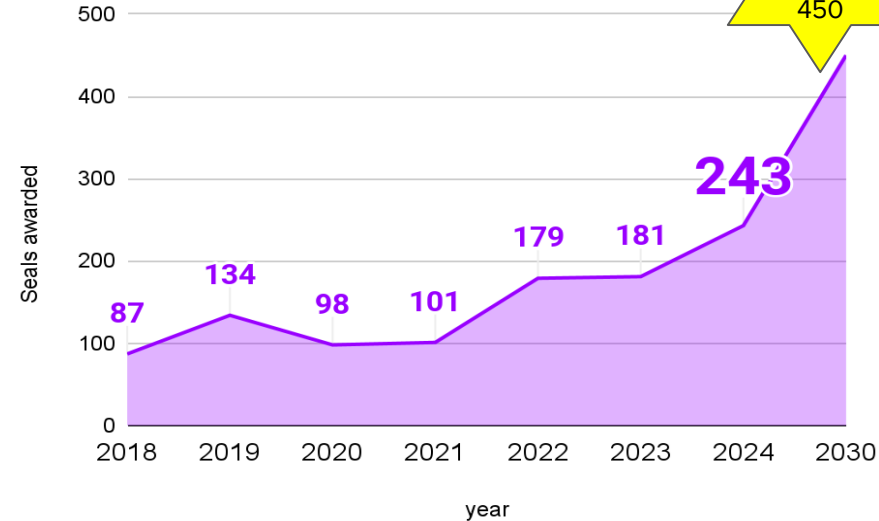


- **Half** of all K–12 students **participate in programs** leading to proficiency in two or more languages.
 - The **number of dual immersion programs** that teach languages besides English **quadruples** from about 400 in 2017 to 1,600 in 2030.
 - The **number of new bilingual teachers** authorized in world language classes more than **doubles** from 2017 to 2030.
- The number of **students who receive the State Seal of Biliteracy triples** from 46,952 in 2017 to more than 150,000 in 2030. By 2040, **three out of four graduating seniors earn the Seal of Biliteracy.**

Oakland Global 2030: The Seal of Biliteracy

The Seal of Biliteracy is an impressive state-issued recognition of graduating seniors who have demonstrated proficiency in English and another language. A Seal is affixed to students' diplomas and the recognition included in their official transcript.

Seals awarded



We have increased the Seals awarded to graduating seniors by almost 300% over the last 6 years. This year we have awarded 243 Seals. Our goal is to reach 450 by the year 2030!

Meet our Seal Recipients

**Ajene, 12th grader, Oakland High School,
Biliterate in English and Spanish**

Ajene began his journey to becoming bilingual as a Kindergartener at Manzanita Seed. He continued onto Oakland SOL (School of Language) where his Spanish really took off. Ajene plans to attend community college and study to become an Audio Engineer.

“We have such a diverse community and a lot of people I grew up with were Latino so being able to speak their language was a different way to connect with the people around me.”



[Click here](#) or on the image to hear from Ajene!

Meet our Seal Recipients

Isabel, 12th grader, Oakland High School, Biliterate in English and Spanish and Isabel's father, Andrew.

Isabel's parents made the decision to send their kids to a dual immersion school-not only to connect to their Mexican side, but also to uplift the value they believe bilingualism has for the community. Isabel plans to attend community college for two years and then transfer to a 4 year university to study Marine Biology.

"If you are concerned about education and about having upward mobility, and having them on the right track...to have all the right opportunities and doors open to them...I just can't think of a better thing than language." -Andrew



[Click here](#) or on the image to hear from Isabel and Andrew!

Meet our Seal Recipients

**Jade, 12th grader, Oakland High School,
Biliterate in English and Mandarin**

Jade is proud to have received the Seal of Biliteracy because it's affirmation that she is connected to her family and culture. In fact, she speaks Mandarin with many family members who do not speak English. When Jade isn't studying, she is busy performing duties as the class President.

“If you don't practice everyday, then you forget and you'll lose [the language] over time. So practicing it everyday will help you to be more confident...”



[Click here](#) or on the image to hear from Jade!

Congratulations to all of our Seal Recipients!

OAKLAND UNIFIED CELEBRATES

the 2024 recipients of the

Seal of Bilingual

WE ARE SO PROUD OF OUR GRADUATING SENIORS WHO HAVE EARNED THE SPECIAL RECOGNITION OF THE SEAL BY DEMONSTRATING PROFICIENCY IN BOTH ENGLISH AND ANOTHER LANGUAGE.

THE CRITERIA

English:

- Completed 40 credits of ELA with 3.0 gpa or higher OR
- "Standard Met" achievement level on SBAC in ELA OR
- AP English test with score of 3 or higher

Spanish:

- Completed 40 credits of WL with 3.0 gpa or higher OR
- Passed the AP exam or AVANT test

LANGUAGES AWARDED





ARABIC	GERMAN
AMHARIC	JAPANESE
CHINESE	SPANISH
FILIPINO	TIGRINYA
FRENCH	VIETNAMESE

WHY IS THE SEAL IMPORTANT?

- Honors the language assets of our graduates
- Opens up career opportunities in areas such as education, health, law, social work
- Used towards college admission and academic credit

BY THE NUMBERS

• Castlemont: 8	• Metwest: 16
• CCPA: 27	• Oakland High: 23
• Fremont: 41	• Oakland Int'l: 2
• Life: 24	• Oakland Tech: 27
• Madison: 30	• Skyline: 42
	• Sojourner Truth: 3



[See here for the full list of awardees!](#)

Supporting Multilingualism Beginning in PK!

This year we awarded 462 Biliteracy Pathway Awards at grades PK, K, 3, 5, and 8 at our Dual Language schools, celebrating students who are on track to earning the Seal of Biliteracy as evidenced by Spanish and English reading skills and a writing reflection in Spanish.

Additionally, we hold an annual Multilingual Writing Contest in Spanish, Chinese and Arabic in which students reflect on the value of being bilingual. Hear from Elise (MLA) and Shealee (ICS), two of our brilliant winners below by clicking on the images!

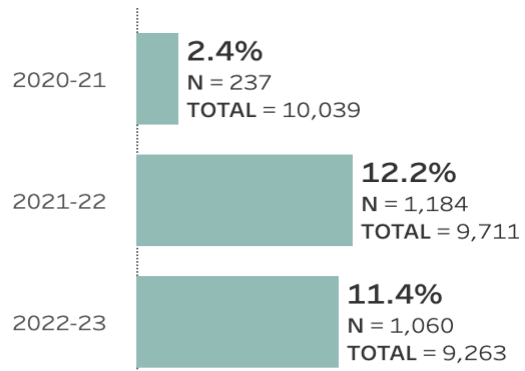


Supporting all English Language Learners (ELLs) towards reclassification

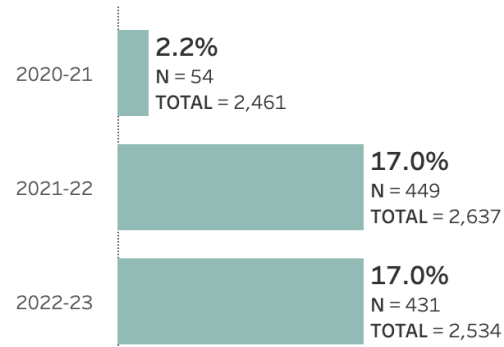
Reclassification is what we call a “language graduation” and marks a milestone moment when a language learner is considered “Fluent English Proficient.” Our goal is to reach 16% overall and 20% for Long-term ELLs (ELLs who have been in our schools for more than 6 years).

We are seeing some recovery in our reclassification rates since the return to distance learning with lots of work yet to do!

We will have final 2023-24 rates to share in the fall.



Overall reclassification goal is 16%



Reclassification of Long-term ELLs goal is 20%

Key strategy to improve ELL outcomes

The most effective way to accelerate language development and move students towards reclassification is **quality integrated and designated ELD (English Language Development)**. Integrated ELD is language instruction across ALL content areas, all day long. Designated ELD is a separate time of the day language instruction focused on “How English Works”.

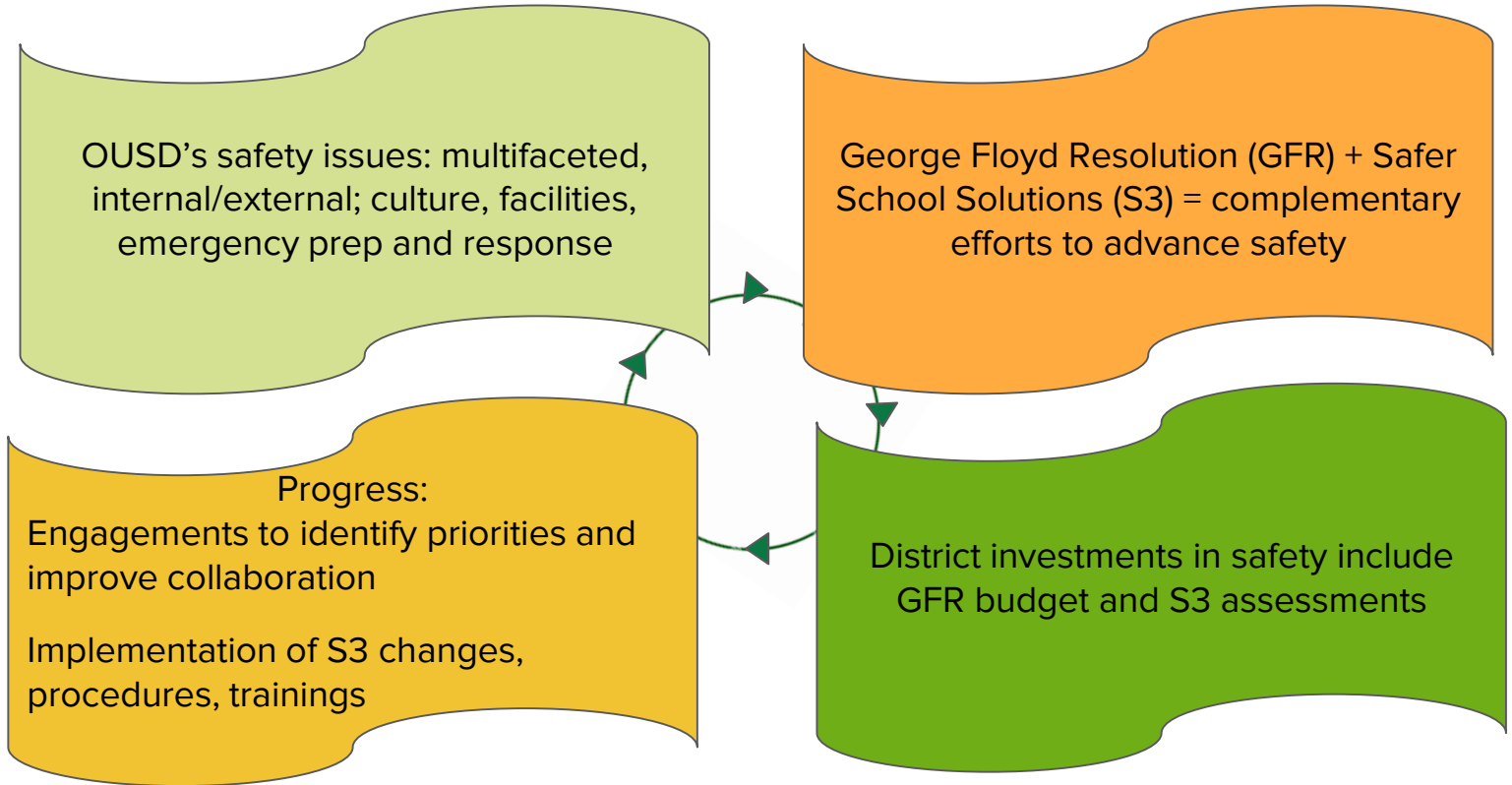
Progress to Date:

- ELLMA has lead the development of over 1000 OUSD-created designated ELD lessons grounded in the texts and tasks of the EL Education ELA (English Language Arts) content for grades K-8.
- ~80% of elementary teachers have received an orientation training on the materials.
- Next year’s focus will be on consistent and quality implementation of these lessons across all schools through additional PD, coaching, student work analysis with a language lens, and video-examples of instruction to support teachers.



Safety Update

Safety in OUSD



Ensuring safe schools and students requires coordination across multiple domains and OUSD departments:

Prevention: Culture & Climate, Racial Equity, SEL, Restorative Justice, MTSS, Behavioral Health, etc.

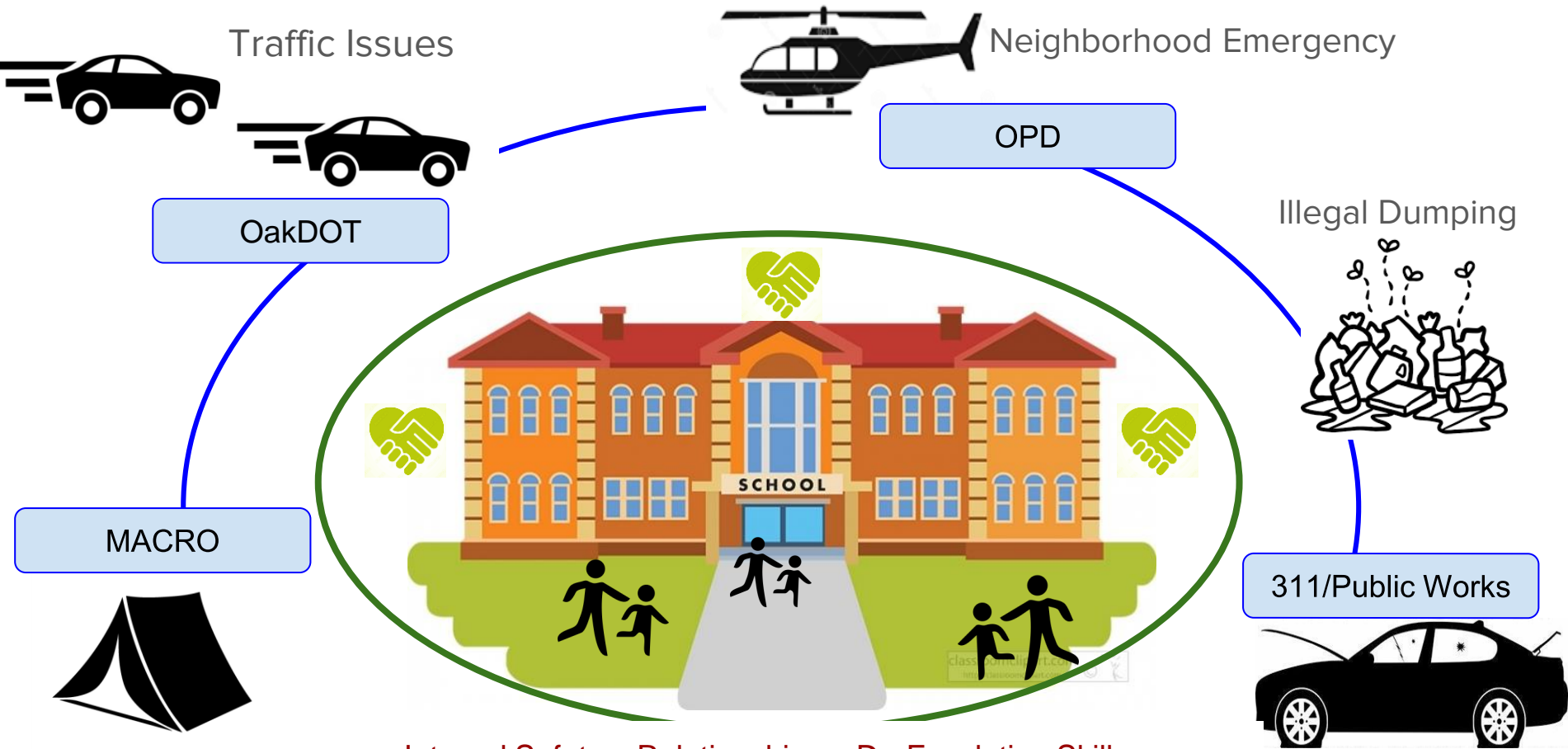
Facilities: Gates, Doors, Perimeters, Cameras, etc.

Incident Response: Internal Capacity and External Partnerships for Prompt Supportive Responses

Emergency Preparedness: Capacity Building to Maximize Safety When Emergencies Arise

Cybersecurity: Practice of Protecting Systems, Networks, and Programs from Digital Attack





Unhoused Encampment

Internal Safety = Relationships + De-Escalation Skills

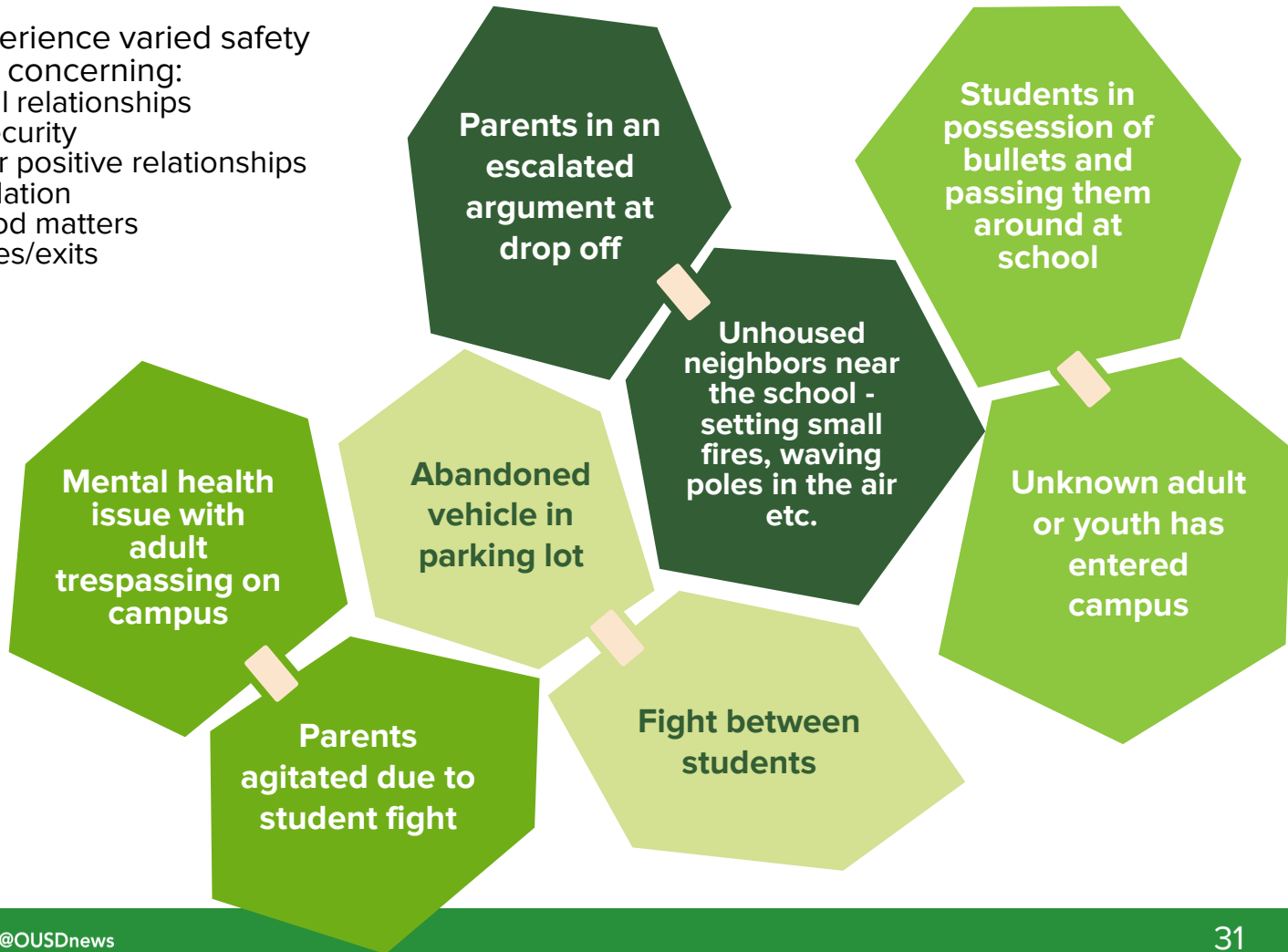
External Safety = Community + City Partnerships



Where We Have Been with Safety: GFR & S3

Most schools experience varied safety issues and needs concerning:

- Interpersonal relationships
- Perimeter security
- Staff skills for positive relationships and de-escalation
- Neighborhood matters
- Porous entries/exits
- Supervision



Data from 2023 Village Response Plans show school admins have both internal and external safety concerns



Safer Schools Solutions (S3):

Safer School Solutions provides tools for school leaders to track and analyze existing safety measures and collaborate with other districts around the nation. The aim is to equip educators with the information and resources they need to implement improved systems and data-driven decision making to help improve the safety and security for students and staff.

George Floyd Resolution (GFR):

GFR called for the end of the OUSD Police Department and for the development of alternative systems that minimize law enforcement, promote positive relationships, and advance anti-racist and restorative culture and climate to create conditions conducive to learning, especially for students who have historically and disproportionately been subjected to racism, exclusion, and criminalizing practices in schools.

All Safety Efforts Have a Common Aim

Reduce Likelihood of External Threats to Campuses
Ensure Consistent Responses to Safety Concerns & Crises
Improve Safety & Security through Technology, Training, and Procedures
Build Relationships w/ City and County Leaders & Organizations for Improved Responses

Transform Culture + Climate
Advance Racial Equity
Build Capacity for Trauma-Informed De-Escalation
Improve Adult-Student Relationships
Build Non-Law Enforcement Safety Response Infrastructure

**Improved
Conditions for
Learning**

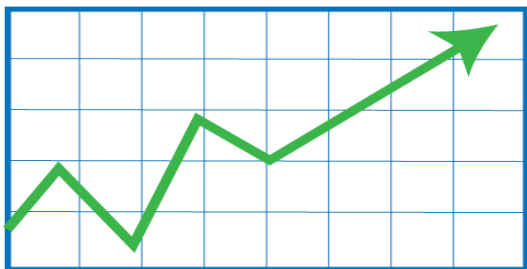


Safety-Related Activities & Progress

George Floyd Resolution (GFR) Investments

Since 2021-22, the District has **increased** the GFR budget by

66%



Culture Keepers: 44 FTE → 66F TE + Raises

Culture & Climate Ambassadors: 10 → 12 Month

Community School Managers: 30 Additional FTE

Social Workers/Clinicians: 7 Additional FTE

Restorative Justice: 25% Budget Increase

Professional Development: 5x Previous Investment

CBO Behavioral Health: Expanded Contracts

Background: S3 & OUSD



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Community Schools, Thriving Students

In November 2022, Oakland Unified School District (“OUSD”) partnered with Safer School Solutions (“S3”). Funded by an expansion of a grant from Chiefs for Change (“CFC”) with some District funding, the objectives of the project are to:

1. Identify opportunities to enhance safety, security, climate, and emergency preparedness at OUSD; and
2. Increase the capability of OUSD and its community partners to prevent, prepare for, respond to, and recover from a wide array of possible safety incidents in the future.

This engagement aligns with OUSD’s Strategic Plan and values in advancing: Social, emotional and physical health, High quality and effective instruction, Safe, healthy and supportive schools, Accountability for quality, and Full-service community District.

SAFER
SCHOOL SOLUTIONS





Outcomes of S3 Engagement:

- ★ Assess a sample of sites, looking for each site's safety strengths and needs
- ★ Develop a dashboard visualizing the site-based data collected and produce an Executive Summary Report of findings and recommendations
- ★ Identify ways to monitor safety and security improvements at school sites over time
- ★ Make districtwide recommendations across: People, Process, and Technology & Infrastructure, prioritized as Immediate, High and Long Term
- ★ Senior Leadership Team moves forward with highest-leverage priority safety and security recommendations (entry systems, doors, perimeters, etc.)
- ★ Improved safety measures anticipated to have an impact on ~36,000 students and their families
- ★ Improve safety at Board Meeting site (La Escuelita Education Center), enabling better resource allocation for safe and effective Board meetings

New Safety Director Position



Identification of the following in development:

- Candidate profile
- Internal and external interactions
- How to set the position up to advance multi-faceted safety



Stakeholder Conversations & Wins

Stakeholder Group Safety Engagement: Consistent Themes (Jan-May 2024)

Internal Safety:

- GFR principles
- Relationship building
- De-escalation Skills
- Minimizing the presence of law enforcement on campus to the extent that is safe

External Safety Issues:

- Whom to call and when to resolve external safety issues (e.g., unhoused occupants, abandoned vehicles, neighborhood emergencies requiring lockdown, illegal dumping)
- How to improve response from city partners (e.g., OPD, 311, MACRO, Public Works, etc.)

Communications:

- Balance information sharing with panic prevention during crises
- Assure families that OUSD has a plan for the safety of their children
- Regular safety updates for Board and public



School Safety Factors

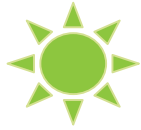
External Factors

- Unhoused Occupants
- Illegal Dumping
- Abandoned Vehicles
- Traffic Safety
- Neighborhood Lockdowns
- Public and Private Agency Systems for Response & Coordination

Internal Factors

- Visitor Management Systems
- Communication Protocols
- Emergency Preparedness
- Prevention
- Incident Response
- Cybersecurity

Bright Spots & Accomplishments



- Increased clarity and communication protocols for incident responses internally
- Safety trainings
- S3 progress + implementation of recommendations
- Tier 3 safety response

Updated Safety Protocols

- Secure School
- Political Issues
- Power Outage, Water Outage
- Racial Incidents



Safety Trainings Throughout 2023-24

JULY 2023

- Active Assailant Training

AUGUST 2023

- Updated Suicide Risk Protocol
- George Floyd Resolution Process & Timeline

SEPTEMBER 2023

- Discipline/Expulsion

OCTOBER 2023

- Reunification Training Safety Facilities Updates Timeline for Different Plans
- Crisis Go
- Work Time for Safety Plans

FEBRUARY 2024

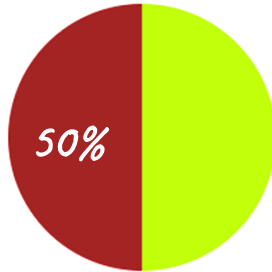
- Reviewing Law Enforcement on Campus Procedures

MARCH 2024

- Crisis Go & Visitor Management System
- Legal Restraint & Discipline Guidance

S3 Progress + Implementation

S3 has now completed half of total site visits - remainder in Winter 2024



Implementation of recommendations from S3 assessment, including:

- ❖ Cameras
- ❖ Visitor management systems
- ❖ Increased recognition of how to keep schools safe
- ❖ Improved cybersecurity (i.e., multi-factor authorization to log in)

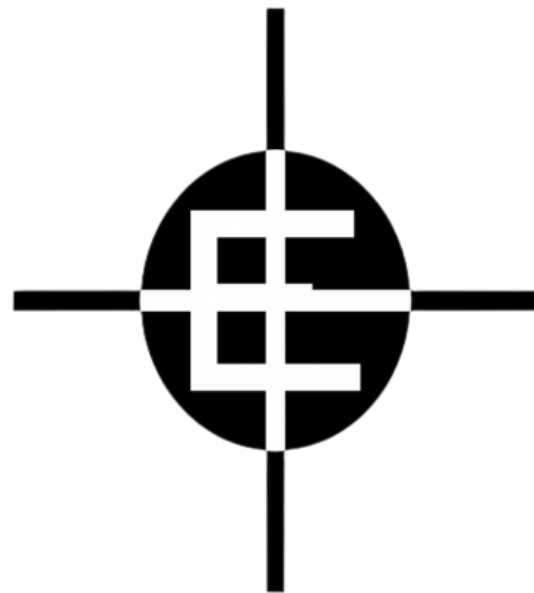


Improved Safety Protocols for Board and Committee Meetings



Tier 3 Response

Elite Security contracted to provide crucial safety support after serious safety incidents - temporary responsive perimeter security at school sites experiencing pronounced vulnerability to external threats.



Areas for Continued Work



- Ongoing need for improved response from City partners
- Need for increased clarity among school admins on the various dimensions of “safety”
- Investigating how to integrate GFR Village Response plans and Mandated School Safety Plans to simplify safety protocols for school admins
- Need for clear guidelines on *how* and *when* to involve law enforcement



Community Schools, Thriving Students



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1011 Union Street, Oakland, CA 94607