

# Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell  
February 28, 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

Tier 2 & 3 High Dosage Tutoring Pilot

Safety Update

Enrollment Update



# School Highlights

# 100s of Seniors Come Together for HBCU Caravan

The gym at Oakland Tech was filled with excitement on February 15. More than 800 students from across OUSD came together for the Historically Black Colleges & Universities (HBCU) Caravan. There were 23 HBCUs represented, and they gave students on-the-spot admission and scholarships. Students from a dozen schools including CCPA, Ruidsdale High, and Skyline High came to the event.

The schools at the event included Alabama A&M University, Grambling State University, and Tuskegee University. Collectively, they accepted 339 students to next fall's incoming freshman class. And those students received more than \$9.3 million in scholarships.



# AAFE Represents OUSD at Warriors' Black History Month Event

Dozens of girls from across OUSD had a special experience on Presidents' Day as they took part in a Black History Month event in San Francisco with the Golden State Warriors. African American Female Excellence (AAFE) organized the group for the event, and the girls represented five Oakland schools: Bella Vista Elementary, Emerson Elementary, Piedmont Avenue Elementary, Redwood Heights Elementary, and Claremont Middle schools. The group did an amazing dance in front of an enthusiastic audience.

Led by Queen Iminah from AAFE and Diamano Coura West African Dance Company, the students shared their cultural heritage in Chase Center's Thrive City Black History Month Celebration. They performed to a song called Warrior Queen, which was created by Queen Iminah.



# OUSD Schools Celebrate Lunar New Year

In the days surrounding February 10, schools across the District celebrated Lunar New Year. There were performances by the Oakland High Lion Dance Club at numerous schools including Piedmont Avenue Elementary, Cleveland Elementary, and Chabot Elementary. Everyone at Redwood Heights Elementary enjoyed a Lion Dance and martial arts performance by the Yau Kung Moon Richard Ow Kung Fu Association. (Pictured)

OUSD celebrates cultural diversity and fosters cross-cultural understanding among our students. Through classroom activities, cultural exchanges, and community partnerships, we work to provide opportunities for students to learn about different customs and traditions, promoting understanding, respect, and appreciation for differences.



# Prescott Elementary Hosts Special Event for Students & Families

On Saturday, February 17, Prescott Elementary hosted *Up From the Ashes Community Day* for the community in the school and beyond. It had celebrities, food trucks, a kid zone including face painting, health and other resources, bounce houses, and a dance class.

More than 250 students and family members joined the event, which was sponsored by the First African Methodist Episcopal (FAME) Church. The celebration came one year after the historic FAME church suffered a devastating fire.







## Tier 2 & 3 High Dosage Tutoring Pilot

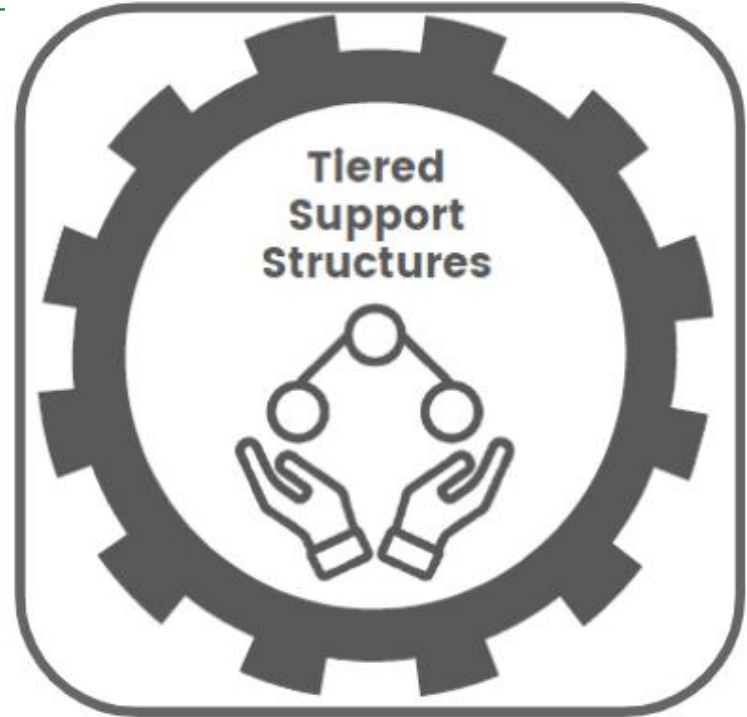


# Coherent Instructional System 2.0



# Tiered Support Structures

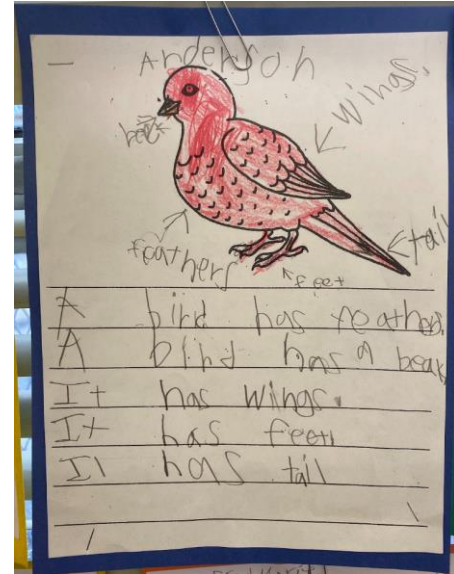
- **Tier 2 Literacy Support: TK-2 Tutor Support**
  - 40 TK tutors: SEEDS
  - 104 K-2 tutors: SIPPS and Bookshop Fonetica (*90% hired*)
- **Tier 3 Literacy Support: Launched 1:1 tutoring Pilot**



# Priority: DDI and Tiered Supports

## Improve Data Driven Instruction (DDI) and Tiered Supports by

- Focal School Support
- Analysis of Curriculum-embedded assessments
- Focus on High-Quality Student Work
- Supporting Tier 2 and Tier 3 literacy interventions



*Teacher Ms. Williams in K/1 celebrates her students' learning with work posted throughout the class, showing how students' knowledge of Birds' Amazing Bodies developed.*

# North Star Benchmarks for Grades K-2

To be on track for 3rd grade through having mastery of foundational skills, students must complete the following SIPPS levels at each grade.

	Curriculum Benchmarks	Foundational Skills
<b>K</b>	<b>SIPPS Beginning</b> (55 lessons)	Letter sounds, short vowels, CVC words, consonant blends, digraphs 75+ high frequency words
<b>1</b>	<b>SIPPS Extension</b> (15 review + 40 lessons)	Long vowels, vowel teams, blends, common word endings (e.g. -ed, -ing), 175+ high frequency words
<b>2</b>	<b>SIPPS Challenge</b> (75 lessons)	Syllable types, multisyllabic words, common roots and affixes

*Notes: 8 Dual Language schools use a combination of SIPPS and Bookshop Fonética goals, with Spanish language benchmarks assessed separately. Students in 3-8 who have not mastered K-2 foundational skills will receive support needed to do so via SIPPS Challenge or Plus.*

# Alignment Across Tiers 1-3

**Tier 1 instruction for grades K-2 in OUSD must focus on teaching foundational skills**, as outlined in the Literacy Framework and guided by the North Star. All Tiers must align to ensure that **every student breaks the code**.

## Tier 1: Universal Instruction

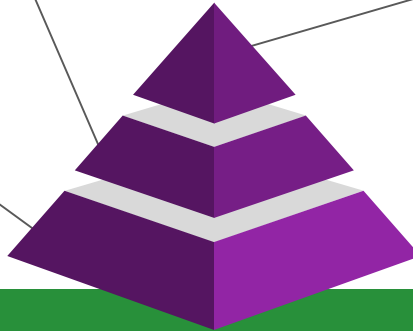
Teachers provide grade-level literacy instruction in foundational skills to all K-2 students, through SIPPS or [Benchmark Adelante](#) (Spanish DL).

## Tier 2: Targeted Small Groups

Teachers and Literacy Liberators\* provide daily, small group SIPPS (or Bookshop Fonética in dual language schools) to accelerate students below grade level in K-5\*\*.

## Tier 3: 1 on 1 Support

Reading specialists provide 1:1 tutoring to students multiple years below in phonics



\*Literacy Liberators= Early Literacy Tutors

\*\*Students in grade 3-5 receive SIPPS instruction as needed.

## Tier 2: Literacy Liberator/K-2 Tutor Program

---

Partnership between OUSD and  
FluentSEEDS and Oakland  
REACH

- Recruitment, Onboarding support, and initial training through Fellowship
- Ongoing Coaching and Professional Learning



# Evaluation shows impact: Statistically significant in Kinder

Grade	Average Increase in Scale Scores	Average Increase in Typical Growth
Kindergarten	17.58*	37.7*
First	2.38	3.0
Second	1.73	3.3
Source: * $p < 0.05$		

The average kindergarten student who did not receive any SIPPS instruction gained just **19.1** points from fall to spring. Tutoring nearly doubled the amount of growth we observe in kindergarten.



# Tutors support more differentiated literacy instruction

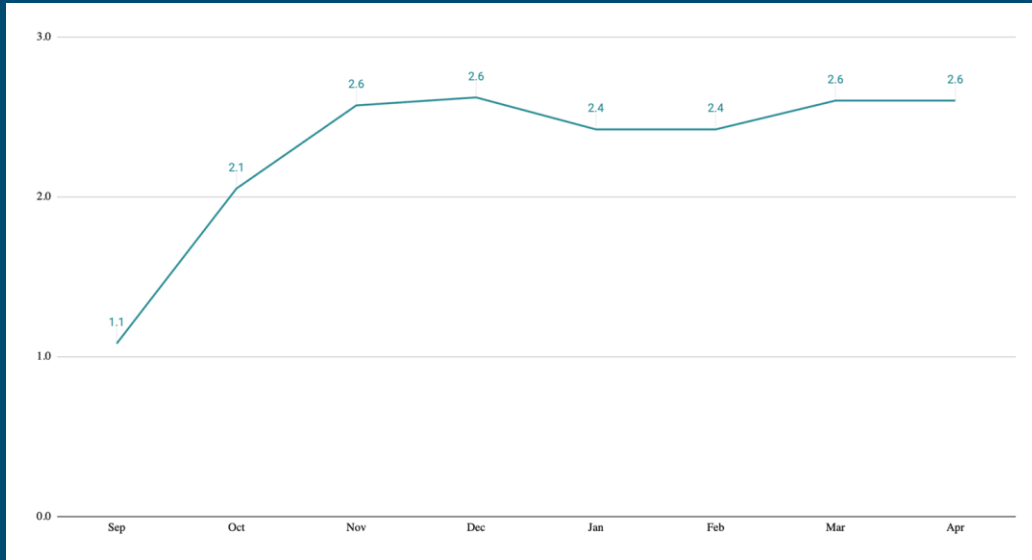
---

Teachers and principals report that literacy tutors have been instrumental to their ability to meet students individual needs for literacy instruction

*Tutors play a critical role in [differentiation]. It's hard for a classroom teacher to differentiate on the level that they need to in order to meet students where they're at." -Principal*

*I have 26 students...and we put them into 5 groups to differentiate instruction. Without the tutor, I [would do it] in two groups and the students wouldn't get what they needed. - Teacher*

# Coaches supported tutors to develop their practice



Source: Based on observation data collected by Fluent Seeds' coaches over the course of the 2022-23 school year.

*“[My coach] gives constructive criticism and support. If I have a question, even in the middle of teaching a group, she will answer it...If I say, ‘hey can you go ahead and model this portion of the lesson?’ She’s able to get right up and model it for me.” - Tutor*

*“[The coach] demonstrated how to do the lessons and then I got the hang of it...she would always ask for updates and see if I needed help with anything.” - Tutor*

# Prioritize continuity, improvements in site-level implementation

---

**Rationale:** Both qualitative and quantitative evidence suggest early literacy tutoring is helping to improve literacy outcomes. The initiative is well-liked by teachers and school leaders. But variability in implementation and impact point to opportunities for improvement.

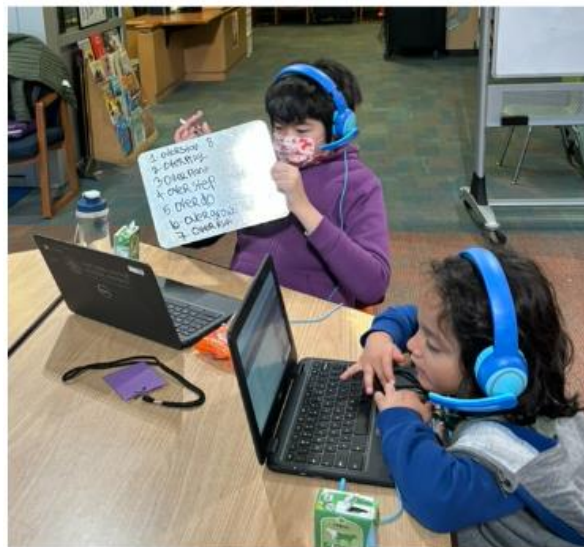
## Potential Actions:

- Develop and communicate implementation best practices
- Identify and address obstacles to implementing best practices
- Create opportunities for cross-site collaboration around literacy
- Build tools for monitoring site-level implementation
- Manage risks related to budget cuts

# Tier 3: High dosage, 1:1 Tutoring




---

- Piloting 3 programs at 18 schools
- 32 students at each school selected based on data
- Evaluation of pilot to inform scaling
- Over a million dollar project supported by Eat.Learn.Play



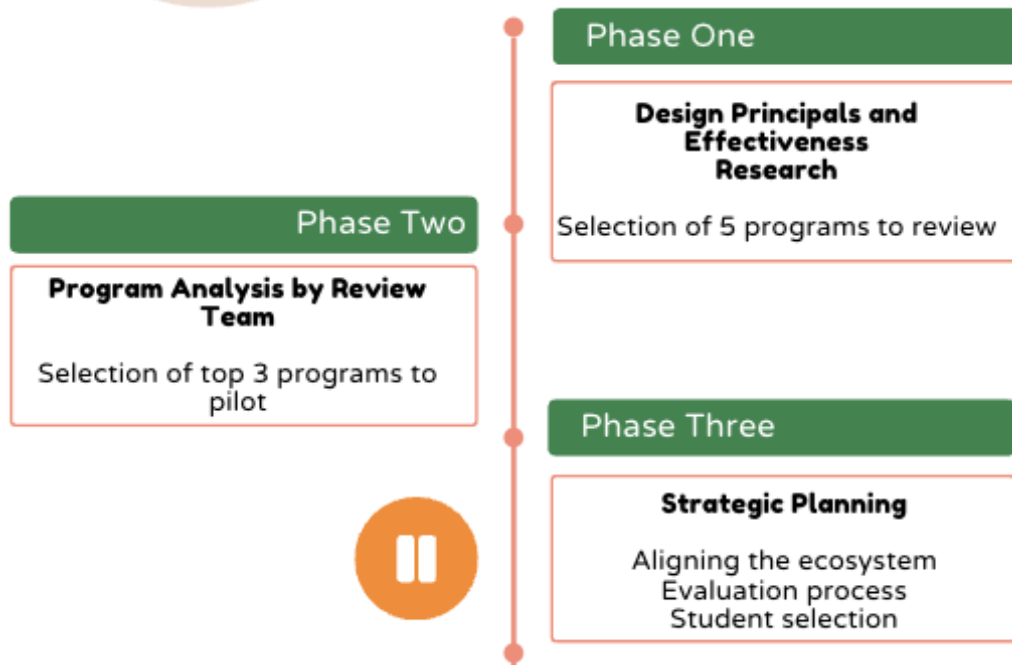
# Pilot Sites by Network



	Network 2	Network 3	Network 4
	Esperanza	Bella Vista	La Escuelita
	KDA	Burckhalter	LSA
	TCN	Cleveland	Allendale
	Emerson	OAK	Fruitvale
	ICS	Madison Primary	REACH
	MCS	Hoover	Franklin



# Process Timeline





#### Phase Four

##### **Pilot**

Pilot Each Program at 18 Sites  
(2 sites per program per network)

#### Phase Five

##### **Analysis**

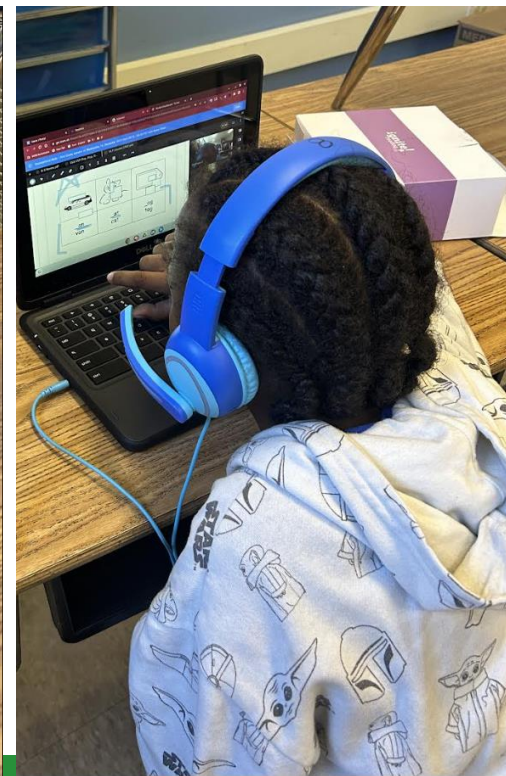
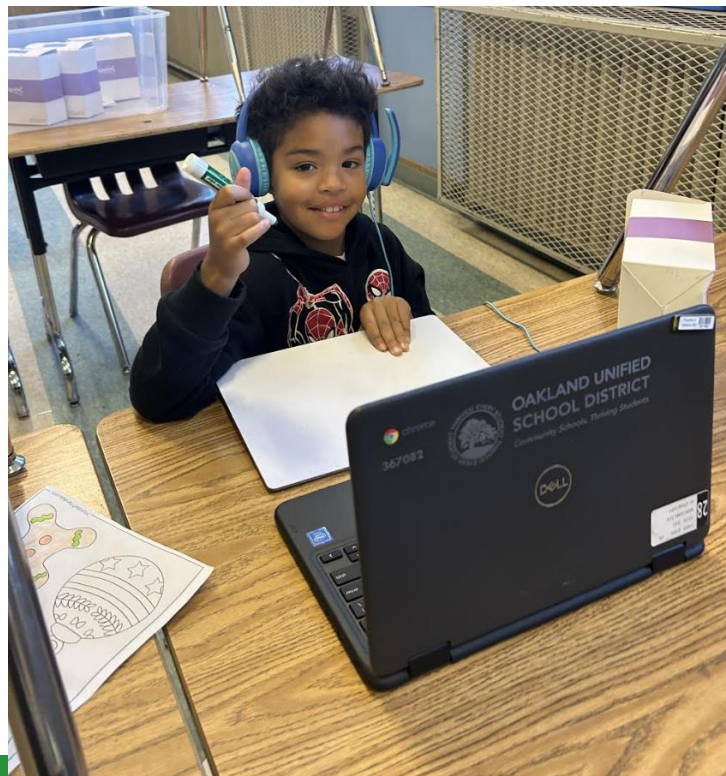
Pilot Evaluation  
Impact Analysis  
Feedback

#### Phase Six

##### **Scaling**

Bringing tier 3 tutoring to more  
OUSD Elementary Schools

# Ignite Reading at Burkhalter







# Safety Update



# OUSD Safety



# Prevention Updates

- Hiring 3 New Violence Interrupters Through Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) Grant Award (1 hired at Fremont; 2 more to be hired at Castlemont & Dewey)
- Onboarded 6 New Violence Interruption Program (VIP) Team Members:
  - Fremont = Violence Interrupter + Gender Based Violence Specialist
  - Rudsdale = Gender Based Violence Specialist
  - Dewey = Life Coach + Gender Based Violence Specialist
  - Castlemont = Violence Interrupter
- McClymonds Village Response Team has now incorporated community-based organizations such as Youth Alive and CYO to develop individual student and family intervention plans. Our Program Manager for Violence Prevention will provide direct support at these meetings and their focal areas will be revising the GF Village Response Plan and implementing individual student support plans.
- DVP & OUSD program managers are meeting with Village Response Teams to improve safety coordination at the 7 sites with VIP teams.
- i

# Best Practices: Violence Intervention Program

- VIP Team Members are having more consistent check ins with admin/staff when situations are occurring (weekly).
- Streamlining coordination to identify students in need of support or intervention before incidents occur.
- VIP Team members participating in Site Safety Meetings to streamline student referrals across high school pathways and school administration.
- Leveraging existing systems rather than trying to “reinvent the wheel.”
- Making the VIP Team role visible to students to ensure they are aware of the program and presence on campus.
- VIP members having daily check ins with safety team members – assisting with family engagement (i.e. calling family and facilitating mediations).
- Supporting sites without VIP teams with mediations, where possible.
- Receiving service referrals through COST.

# Challenges: Violence Intervention Program

- Navigating conflicts that arise and are perpetuated on social media. Because every altercation can be recorded and reviewed, the healing process is prolonged.
- The nuance of the work – there's overlap in roles based on relationships, it's challenging to funnel referrals toward specific individuals when relationships aren't linear (i.e. a Life Coach may provide Violence Interruption for someone on their caseload and vice versa).
- Housing instability makes family outreach a challenge – changes in addresses, families living doubled up.
- Attendance – getting students to come and show up consistently for relationships to build.
- Mental Health Challenges: General lack of trust in adults; No trust in their friends – have groups of friends but they don't trust them
- Increased substance use.
- Staffing: Could use more female support to break up altercations between young women; lack of role models (esp. male role models).
- Need more effective re-entry after a suspension.
- Family case management – need to figure out a way to uplift support for the family so the messaging between school and home is consistent.

30



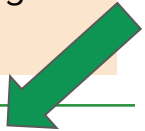


# Enrollment Update



# Enrollment Process\*

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



## Final Enrollment Established 2022-23

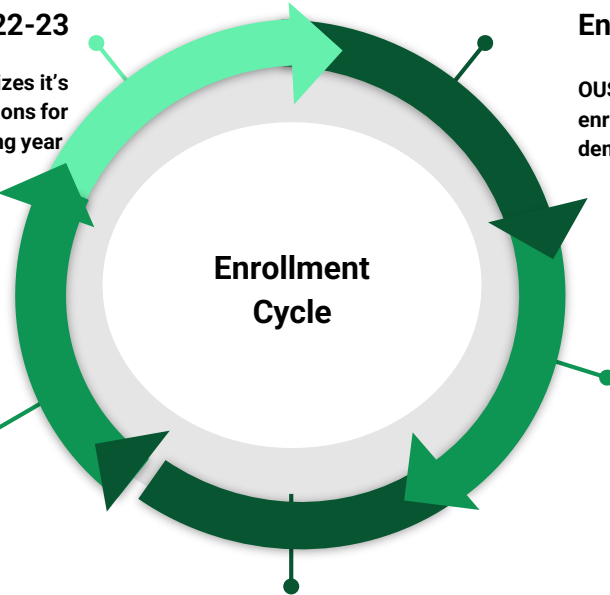
On the first Wednesday of October, OUSD finalizes it's enrollment count that will be used for projections for the following year

## Enrollment Projections Created for 2023-24

OUSD uses the enrollment from the previous year to set the enrollment projects for the following year based on demographic information and cohort progression modeling

## Determining Students Attending 2023-24

During the first 4 weeks of school, on the 2nd, 5th, 10th, 15th and 20th day, OUSD schools count the number of students that have attended school and drop "no-shows". Classes are balanced and staffing levels are shifted depending on available seats.



## Students are Assigned to Schools

Based on these projections and community applications, the Enrollment Office assigns students to schools and grade levels based on the number of "seats" available at each grade level. Students who don't get an initial offer are placed on a waitlist.

## Families Confirm Enrollment in Schools

Families "Confirm" that student/s will attend the assigned school. For families that decide to not take the assigned seat, another students is moved into the "seat" from the waitlist.

# Enrollment Timeline

Enrollment Milestone	Date	Description
On-time application window opens	12/1/2023	We encourage all families to apply in the on-time window, as this gives families the best opportunity to access their preferred school.
On-time application window closes	2/10/2024	This is the deadline for an application to be considered on-time. Any application submitted during this time period is considered on-time.
Late application window opens	2/11/2024	Families who did not submit an application during the on-time window can begin submitting applications at this point.
On-time offers released	3/6/2024	Families will be offered a place at a school and/or be placed on a waitlist at this time.
Deadline to accept on-time offers	3/27/2024	Families must accept their offer by this date. Offers that are not accepted will be withdrawn, and seats will be offered to other families.
Late offers released	4/3/2024	Families will be offered a place at a school and/or be placed on a waitlist at this time. Deadline 4/23

# Applications vs. Projections

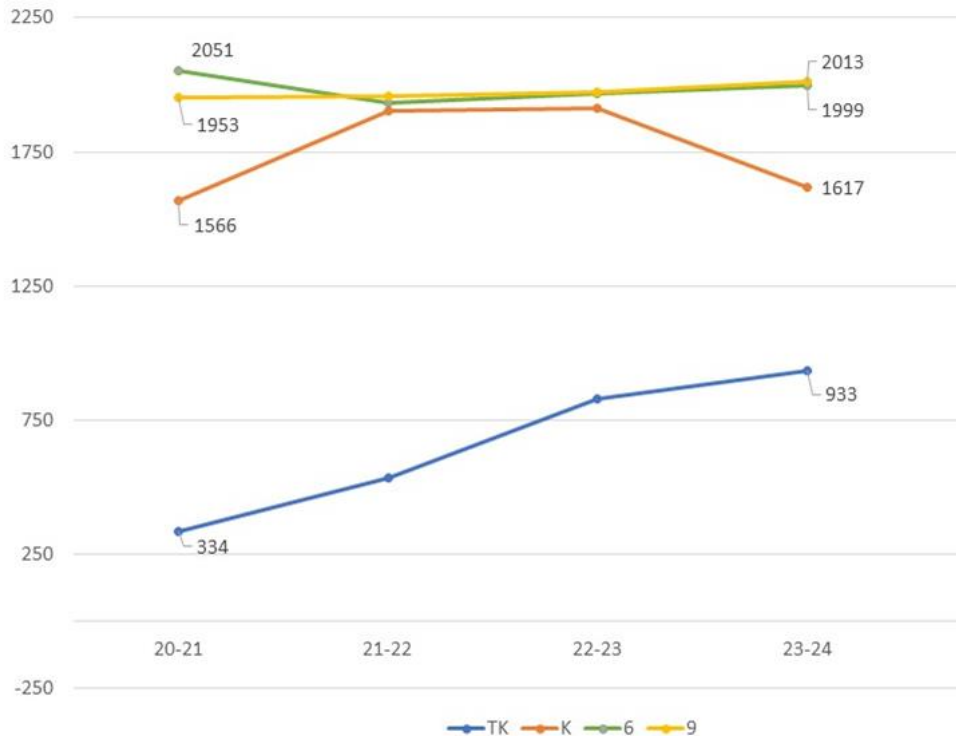
Grade Span	12/15/23	1/15/24	2/1/24	2/10/24 close of on-time enrollment	Projections	Percentage of Projections
TK	352	539	722	933	1,190	78%
K	565	898	1,252	1,617	2,489	65%
6	664	1,044	1,429	1,999	2,098	95%
9	603	940	1,400	2,013	2,174	93%

Enrollment is finalized on Wednesday,  
October 2, 2024

# Applications Received in the On-time window

	21-22	22-23	23-24	App Change 22-23 → 23-24	Projection change 22-23 → 23-24
<b>TK</b>	535	830	933	<b>106</b>	<b>244</b>
<b>K</b>	1,905	1,911	1,617	<b>(292)</b>	<b>(61)</b>
<b>6</b>	1,932	1,970	1,999	<b>29</b>	<b>13</b>
<b>9</b>	1,958	1,975	2,013	<b>129</b>	<b>6</b>

# On-time applications received



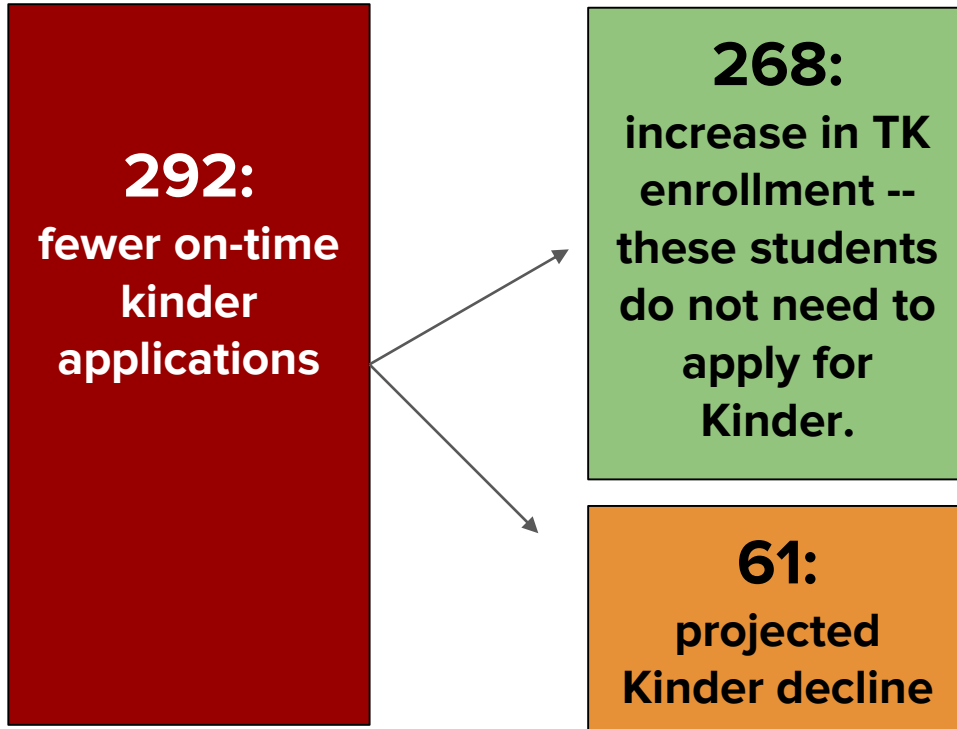
**Application change 22-23 to 23-24:**

**TK: 106**  
**K: (292)**  
**6th: 29**  
**9th: 129**

**Application change 20-21 to 23-24:**

**TK: 599**  
**K: 51**  
**6th: (52)**  
**9th: 60**

# Decline in kinder applications



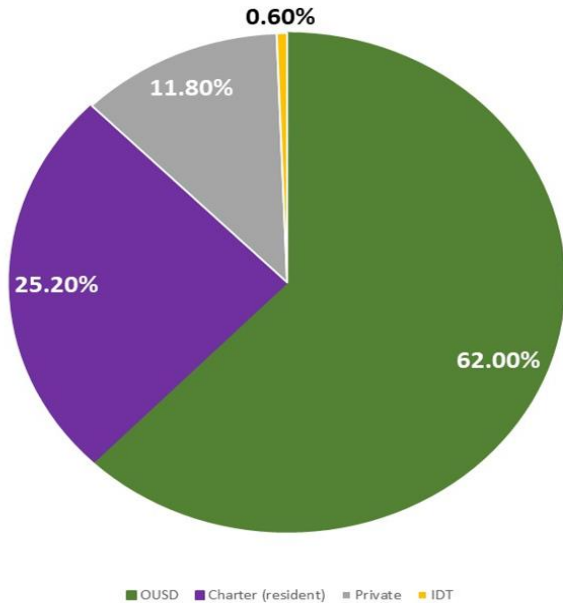
# Enrollment Stabilization

## Ongoing work

- ❑ Digital advertising
- ❑ Print/ physical advertising
- ❑ Providing promotional resources to schools
- ❑ Adaptive support and coaching for focal schools outreach
- ❑ **Pilot work:** enrollment ambassadors to do more on-the-ground recruitment

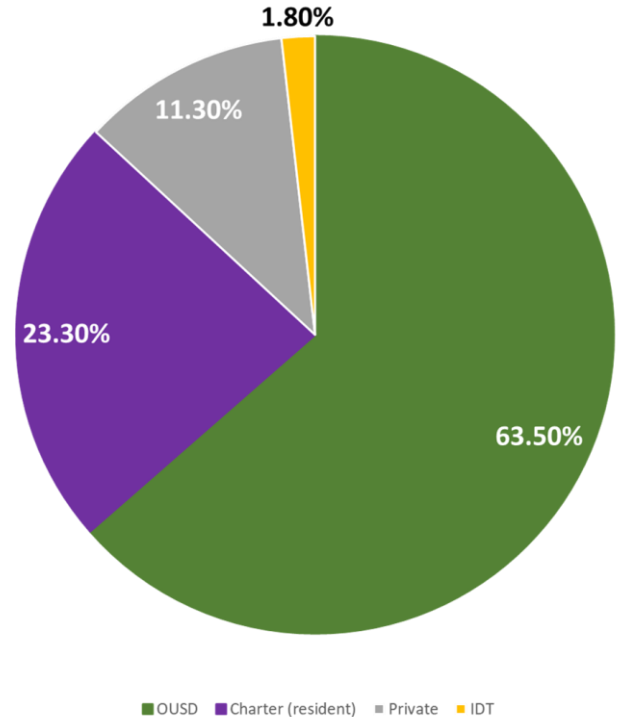
# Enrollment Stabilization Impact

2020-21 to 2023-24



Oakland residential enrollment declined by 2,298 students, but OUSD increased its **share** of total enrollment.

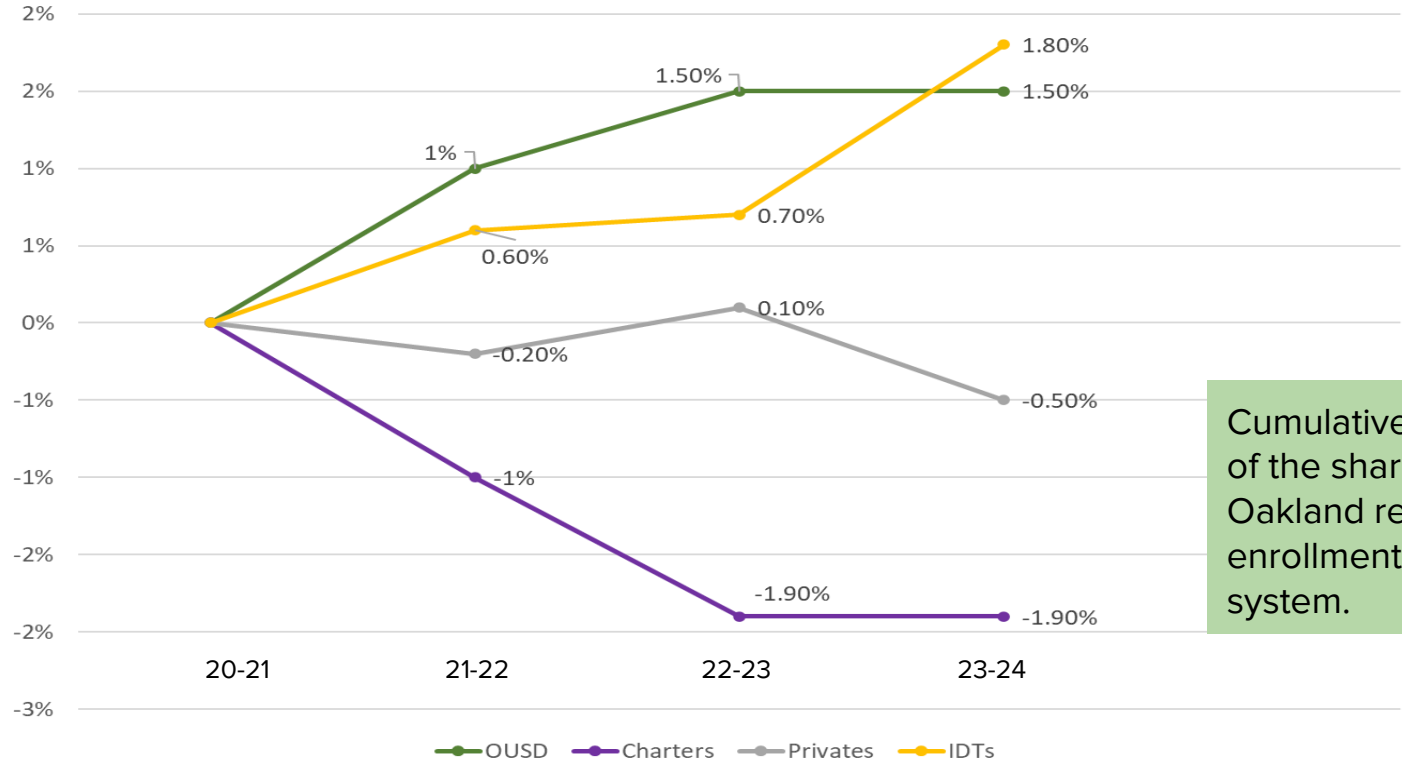
Share of Oakland enrollment by system **2023-2024**  
53,667 students



Share of Oakland enrollment by system **2020-2021**  
55,965 students



# Enrollment Stabilization Impact



Cumulative change of the share of Oakland resident enrollment, by system.



# Community Schools, Thriving Students



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

[www.ousd.org](http://www.ousd.org)     [@OUSDnews](https://twitter.com/OUSDnews)

1011 Union Street, Oakland, CA 94607