

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
June 21, 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



Class of 2023 Preliminary Graduation Data
Strategic Plan Updates



Class of 2023 Preliminary Graduation Data



HIGH SCHOOL DIPLOMA PATHS

Comprehensive High Schools

History 30 Credits
English 40 Credits
Math 30 Credits
Science 30 Credits
World Language 20 credits
Visual/Performing Arts 10 Credits
Physical Education 20 Credits
Electives 50 Credits

Senior Project
Minimum 2.00 GPA

SCHOOLS

Castlemont High School
 Coliseum College Prep Academy
 Fremont High School
 Life Academy
 Madison Park Academy
 McClymonds High School
 MetWest High School
 Oakland International High School
 Oakland High School
 Skyline High School
 Sojourner Truth
 Street Academy

Continuation High Schools

History 30 Credits
English 40 Credits
Math 20 Credits
Science 20 Credits
**World Language or
 Visual/Performing Arts** 10 Credits
Physical Education 20 Credits
Electives 50 Credits

Senior Project
Minimum 2.00 GPA

SCHOOLS

Dewey Academy
 Gateway to College
 Ralph J. Bunche Academy
 Rudsdale High School
 Rudsdale Newcomer High School

CA State Minimum Graduation Requirements

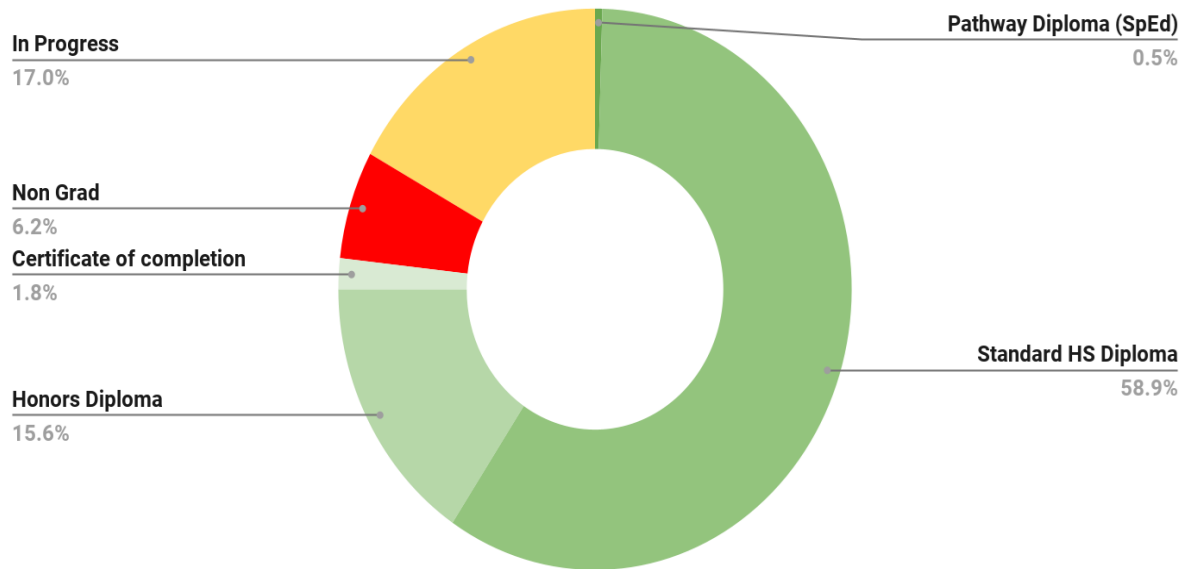
History 30 Credits
English 30 Credits
Math 20 Credits
Science 20 Credits
**World Language or
 Visual/Performing Arts** 10 Credits
Physical Education 20 Credits

Certain students *may* be eligible to graduate under State Minimum Graduate Requirements

- Foster Youth
- Unhoused Youth
- Newcomer Program Students
- Former Court School Students
- Students with specific Individualized Education Plans

Preliminary Diploma Data

Diploma Status (as of 6/8/23)



Please note: A more complete snapshot of graduation data for the Class of 2023 will be available in August 2023 after summer school grades are posted. Final cohort graduation data will be available from the California Department of Education in December 2023.

Schools Included in Total Count:

- Coliseum College Prep Academy
- Castlemont HS
- Fremont HS
- McClymonds HS
- Oakland HS
- Oakland Tech HS
- Skyline HS
- Ralph Bunche Academy
- Dewey Academy
- Gateway to College
- Street Academy
- Madison Park Academy
- Sojourner Truth
- Life Academy
- MetWest HS
- Rudsdale/Rudsdale Newcomer HS
- Oakland International HS

Additional Programs included:

- OUSD Non-Public Schools
- Home & Hospital
- PEC Young Adult Program
- PEC Private Parochial and Charter School

Class of 2023 By the Numbers

Type of Diploma Earned	Number	Description
Pathway Diploma (SpEd)	11	Graduated Pathway Diploma (for Students with Disabilities) ***New for 2023*** CDE Guidance
Standard HS Diploma	1418	Graduated with Standard HS Diploma
Honors Diploma	376	Graduated with Honors HS Diploma (3.5 total GPA or above); OUSD-specific recognition noted on transcript
Certificate of Completion	43	Completed HS w/ Certificate of Completion (Special Ed Completer not on Diploma Track)
Non-Grad	150	Reached end of 12th Grade without fulfilling graduation requirements
In Progress	409	Students enrolled in central or site-based summer school or returning for a 5th year of high school
TOTAL	2407	

Special Population Credit Exemptions

153 Seniors currently approved to waive OUSD graduation requirements due to meeting eligibility for Assembly Bills listed below:

Assembly Bill	Population	Number of Exemptions
AB 167	Foster Youth	21
AB 104	State COVID Exemption (class of 2021 & 2022)	80
AB 1806	Unhoused Youth	6
AB 2306	Former Court School Student	8
AB 2121	Students in Newcomer Program	38

Students granted the exemptions above earn a standard high school diploma after completing the [CA State Minimum HS Graduation Requirements](#)

Additional Notable Data Points



- Of the **1,848 diplomas earned as of June 8th** (*including Certificates of Completion*):
 - **161** diplomas were earned before May 2023 by students graduating mid-year from Alternative Education programs and students graduating early or completing a 5th year at a comprehensive high school
- Of the **409** seniors with diplomas still in progress:
 - **208** are already identified as 5th year students
 - **109** are enrolled in Summer Academic Recovery as of 6/9/23.
 - *Students who complete graduation requirements by July 7 will earn their diploma and participate in a summer graduation ceremony*

Reflections

- The Class of 2023 has demonstrated resilience after overcoming 5 years of life-changing experiences to reach graduation.
- The Class of 2023 is the first graduating class in 3 years to not receive waivers for graduation requirements (including letter grades, Senior Project, and grade point average and AB 104).
- Staff must continue to engage the 150 students that have not yet completed their graduation requirements and do not yet have a plan for summer or fall 2023.
- Academic, attendance and wraparound interventions are needed year round for seniors who need additional supports completing graduation requirements.



OAKLAND UNIFIED SCHOOL DISTRICT STRATEGIC PLAN FOR 2021 - 2024



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

Ensuring Strong Readers by the Third Grade

Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders

“

Our teachers are...inspired by our goal to get all students reading on grade level by 3rd grade.

We want to see students reading complex texts both together and independently and engaging in conversations about those texts in both languages. And as a dual language school, we want students transferring their knowledge from Spanish literacy to English literacy and vice versa.”



Micaela Morse

International Community School Teacher

*Community Partners & Supporters

- Oakland Literacy Coalition
- Kenneth Rainin Foundation
- Oakland REACH
- FluentSEEDS
- Eat.Learn.Play
- Oakland EdFund



** not comprehensive of all OUSD partners & supporters*

Focal Area #1: Let's Get Aligned

- Over 1,000 staff trained through Language and Literacy Institutes
- Over 200 Staff Trained in D-ELD curriculum in January PD
- Over 100 Language and Literacy Learning Walks conducted across elementary schools in 22-23 and approximately 150 in 21-22
- Conducted Foundational Skills Curriculum Pilot in Fall
- Held 3 Early Literacy Community Convenings
- Facilitated 16 PLCs for Literacy Coaches across the year

Focal Area #2: Parents in the Driver's Seat

- Co-created OaklandReads.org with OLC featuring videos with at-home literacy strategies
- Compiled Home Literacy Kits for TK-2nd families at 10 sites demonstrating need and distributed them at Family Literacy Workshops
- Distributed Literacy Milestones to all Tk-5 students

Focal Area #3: Invest in our Educators

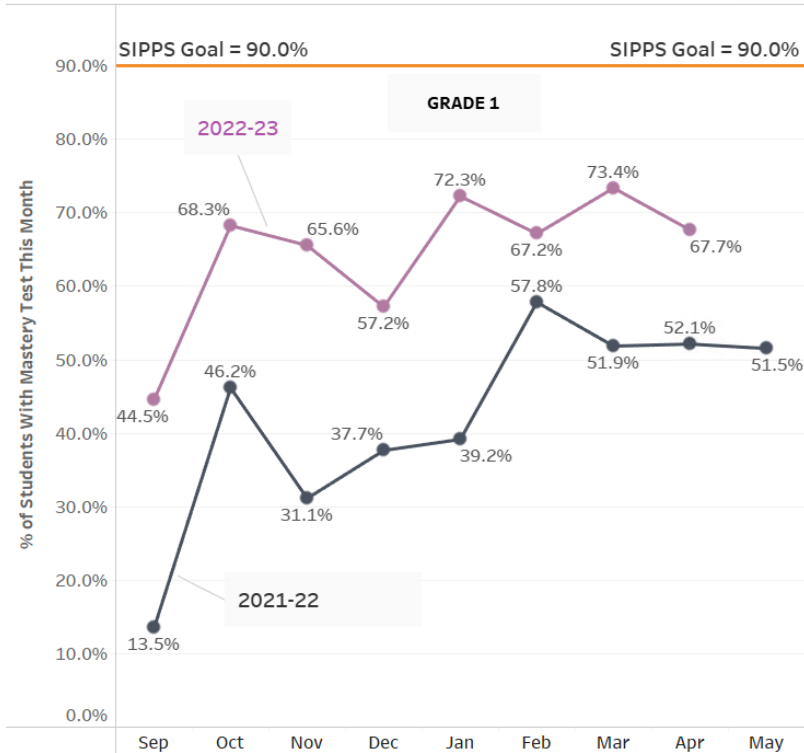
- Recruited and Trained 16 Literacy Liberators through Literacy Liberator Fellowship
- Over 100 community members applied to join 2nd Literacy Liberator Fellowship
- Supported focal schools with coaching and PLC facilitation by Central Language and Literacy specialists
- Provided ongoing literacy curriculum PD opportunities

Focal Area #4 - Using Data to Make the Best Decisions

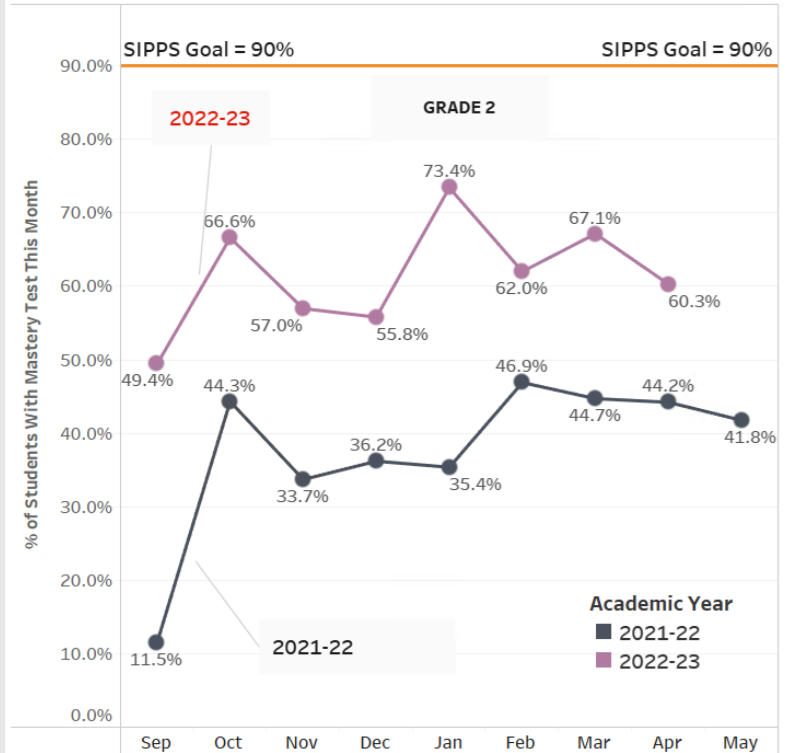
- Significantly increased SIPPS Mastery Test implementation from 21-22 to 22-23 (see slide 16)
- Conducted "Data Chats" with Principals and Literacy Coaches to analyze data with created protocols
- Provided 2 trainings on how to use Dyslexia Screening Data
- Built robust Data Infrastructure w/ RAD partnership on Early Lit Central

SIPPS Mastery Test Participation Grades

SIPPS Mastery Test Monthly Participation
Grade 1



SIPPS Mastery Test Monthly Participation
Grade 2



Vital Signs as of 4/30/23

Year 3 Actions

- 1. Deepening curriculum implementation** - from presence, to fidelity, to quality - through:
 - a. Improving Literacy Coaching:** ongoing on-site coaching, PD for literacy coaches, and focal school support from Central team
 - b. Foundational Skill Curriculum guidance:** refining usage of current suite and aligned resources
 - c. Focus on High-Quality Student Work:** collaborative analysis of student work in Cycles of Inquiry
 - d. Curriculum-embedded assessments:** Analyze assessments to drive instruction/adjustments
- 2. Family Partnership** - Provide family milestone workshops and Litkits as well as opportunities for direct student support through Literacy Liberator Fellowship and K-2 tutor opportunities
- 3. Data Driven Instruction and Tiered Supports** - Provide supports for leaders and teachers around how to use the data being collected to refine site based practices and provide tiered supports

98%

**Literacy Tutor
Vacancies Filled**

In 2021-22, only 58 of 90 positions were filled (58%).

24-36%

**Increase in K-2
Mastery Test Pass
Rate**

*Kinder: 24% Increase
1st: 27% Increase
2nd: 36% Increase*

1700

**Home LitKits
Distributed**

Distributed to TK-2nd grade students and families.

Supporting Empowered Graduates

Developing Essential Skills to Secure Post-Secondary Success



I never thought I would be interested in the tech industry, but after learning how to code, and learning different languages, like Java and Python, and Javascript, I think it's really interesting and now I want to pursue a career in the tech industry.”



Amy Tran

Oakland Tech High School Senior

*Community Partners & Supporters

- Peralta Community College District
- City of Oakland & Oakland Promise
- EBMUD, BART, Oakland Fire Department
- Walter & Elise Haas Fund, Linked Learning Alliance and Stupski Foundation



** not comprehensive of all OUSD partners & supporters*

Focal Area #1: Prepare Students for Post-Secondary Success

- 53% of seniors had a documented Post-Secondary goal.
- 66% of seniors completed financial aid applications.
- Over 2,800 work-based learning activities documented.
- 54 Dual Enrollment courses offered in Fall 2022; 56 Dual enrollment courses offered in Spring 2023.

Focal Area #2: Develop Systems of Personalized Supports

- Central Academic Recovery Team provided school year credit recovery opportunities to over 180 students at Castlemont, Fremont, and McClymonds HS.
- Over 2,000 students enrolled in academic recovery courses for Summer 2023.
- High School Linked Learning Office (HSLLO) developed capacity of pathway teams to support student interventions in real-time.

Focal Area #3: Integrate Real World Learning

- Cross-departmental team focused on strengthening instruction across all content areas in high school.
- 157 teachers across all Engineering, Computer Science, Health, Arts, Media & Entertainment, and Law & Social Justice pathways participated in professional learning developed and facilitated by HSLLO CTE Coaches.
- 57 Career Technical Education (CTE) teachers received intensive 1:1 coaching for Health, Engineering, Computer Science, Law & Public Service, and Arts, Media & Entertainment CTE standard integration.

Focal Area #4 - Middle School Math

- In 2022-23 6th and 8th graders had a higher percentage of students score *proficient* (above standard level) compared to the 2021-22 academic year.
- In 2022-23 all three grades increased participation rates compared to the 2021-22 academic year.

Year 3 Actions

Focal Area 1: Prepare Students for Post-Secondary Success	Focal Area 2: Develop Systems of Personalized Supports	Focal Area 3: Integrate Real World Learning	Focal Area 4: Middle School Math
<p>Year 3 Action #1: Build capacity of site-based teams (CCRS, CTS, School Counselor, WBLL, teachers, admin) to implement post-secondary planning initiatives so all students (and focal LCAP groups) achieve a core set of post-secondary readiness benchmarks by...</p>	<p>Year 3 Action #2: Increase the capacity of site-based teams to implement supports that ensure students (including focal LCAP groups) are on-track to graduate by...</p>	<p>Year 3 Action #3: Increase pathway teacher capacity to ensure students (including LCAP focal groups) demonstrate mastery of college and career readiness standards (i.e. CCSS/NGSS, CTE Model Standards, Career Readiness Standards) in core and CTE courses by:</p>	<p>Year 3 Action #4: Continue to increase the participation rate for math interims (goal is 95%), and continue to run a fall and spring learning walk at all middle school network schools.</p>
<ul style="list-style-type: none"> → Ensuring students graduate with a defined post-secondary goal (two- or four-year college, workforce training, pre-apprenticeship, and/or the world of work) and aligned post-secondary plan → Increasing participation in early college credit and work-based learning opportunities (dual enrollment, concurrent enrollment, internships) that allow students to experience college and explore careers that will inform their post-secondary plan → Increasing student participation in College & Career Awareness and Exploration Visits → Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA) → Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan → Ensuring parents/families have information that will help them support their student(s) to make informed decisions regarding their high school and post-secondary plans 	<ul style="list-style-type: none"> → Ensuring students recover credit needed for graduation and post-secondary plan implementation → Ensuring students have access to classroom-embedded interventions and supplemental academic instruction → Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path → Building master schedules that are inclusive of and ensure equitable access to credit recovery, acceleration, and pathway opportunities (i.e. cohorted classes, internships, dual enrollment, etc.) 	<ul style="list-style-type: none"> → Providing professional learning opportunities focused on integrating Tier 1 instructional practices across core and CTE content areas to support student access to grade-level standards, grade-level appropriate texts, and assessments. → Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction → Coaching core and CTE teachers to integrate essential elements of work-based learning, as well as CTE and College Readiness standards into daily instruction. → Supporting the development of standards-aligned learning experiences and assessments that are 1) horizontally and vertically-aligned, and 2) integrate core content, Career Technical Education, and Work-Based Learning 	<ul style="list-style-type: none"> → Prepare sites with more lead time to ensure >95% of students take the interims. → During the summer months, schedule fall and spring learning walks.

11

**Central Academic
Recovery courses
offered for the
first time**

HSLLO CAR Team launched 9 in-person credit recovery courses along with 2 virtual academic recovery courses during the 2022-23 school year across 6 high schools. 50 students earned a total of 250 academic credits, with 36 students receiving World Language validation (equivalent to 720 academic credits).

100%

**of Seniors
completed a
Senior
Project/Capstone**

For the first time since 2018-2019, Comprehensive and Alternative Education high schools were able to resume Senior Project requirement for graduation as outlined in Board Policy 6146.1

14%

**Increase in Paid
Student Internships**

Summer of 2021 to the summer of 2022, the number of our students working in paid internships grew from 479 to 548, including a 9 percentage point increase (from 48 to 103 students) among Newcomer students.

Creating Joyful Schools

Reimagining Schools to be Places of Joy, Inclusion, and Beauty



*Community Partners & Supporters

- City of Oakland, Department of Violence Prevention
- After School Agencies & Enrichment Providers
- Wellness Providers

Focal Area #1: Center and Listen to Youth and Families

- Educators conducted over 600 Parent Teacher Home Visits to increase positive relationships and engagement in school.
- 26 schools established affinity groups for focal populations.

Focal Area #2: Culturally Responsive & Linguistically Sustaining Practices

- Over 1,500 staff participated in anti-racism, equity and access learning series offerings.
- Celebrated over 6,000 African American, Arab American, Latino, and Pacific Islander students for their academic accomplishments, showing a 10% increase of 6-12 graders earning 3.0 GPA or higher.

Focal Area #3: Invest in Restorative Practices

- Launched High School RJ Mentor model to engage elementary students in restorative practices.
- Facilitated at least 28 central and site based Restorative Justice learning sessions.

Focal Area #4: Ensure Inspiring Learning Environments

- Offering 7,500 students with access to academic and enrichment summer opportunities.
- Decreased the number of calls (31) from schools to police.
- Increased opportunities for students with disabilities to access expanded learning programs.

** not comprehensive of all OUSD partners & supporters*



Year 3 Actions

1. Continue to support schools to **build their capacity to engage students and families in decision-making structures** across OUSD.
1. Continue to **measure the impact of antiracist learning**, and provide support to site based teams on applying anti-racist learning and ethnic studies pedagogies to impact classroom and campus climate and culture.
1. Implement **Social Emotional Learning and Restorative Practices** in schools to build relationships and increase a sense of belonging.
 - a. **Implement Social Emotional Health Screener in all schools TK-12**, so that each student shares an update on their well-being weekly. This information is responded to by their teacher weekly, and the Coordination of Services Teams use it to insure students are connected with appropriate tiered services.
 - b. Increase **Peer Wellness and Restorative Justice Leadership** opportunities.
1. Leverage community partnerships to **address safety and prevention, basic needs, and increased access** to high quality enriching experiences.

1,340

**Student
participants in
Saturday Sports &
Break
Programming**

Across 38 offerings, 73% of participating students qualify for free/reduced lunch, 14% are students with special needs, and 66% are students of color.

67

**Full Service
Community
Schools**

Received 5-year, \$66M State grant to expand model across 53 schools, enabling sites to develop personalized plans to increase collaborative leadership, student and family engagement, and joyful learning environments.

2,233

**Students
experiencing new
outdoor play and
learning spaces.**

Including new playground updates at 18 elementary and childhood development centers (CDCs).

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity



I grew up in Oakland. My experiences in Oakland and the educational system made me want to become a teacher, specifically to represent my community.

I went to a school that was predominantly Latinx and the majority of my teachers weren't reflective of that demographic, so I wanted to teach for that reason. And also to colorize the curriculum. A lot of the history that we teach is very Eurocentric, so I try to incorporate a little bit more spice and truth."



Emily Aguilar

CCPA World History Teacher

*Community Partners & Supporters

- Early Care and Education Pathways to Success (ECEPTS), our Pre-Apprenticeship and ParaEducator Apprenticeship Partner
- Community College Partners: Peralta Community College System
- University Partners: UC Berkeley, CSU East Bay, Man the Bay, Cal State Teacher, Alder GSE
- Teachers Rooted in Oakland (TRIO+) Teaching Well

** not comprehensive of all OUSD partners & supporters*

Focal Area #1: Aspiring Educators in HS

- Launching Pre-Apprenticeship Program in partnership with Peralta, OUSD High School Network Office, and intermediary sponsor in 23-24.
- Over 65 students expressed interest in the pilot program; we are enrolling 20 for the 1st year.
- Awarded CA Apprenticeship Initiative grant (\$250K) to Launch 3-yr Program.

Focal Area #2: Aspiring Educator Pathways

- Funded for a total of 38 Oakland Teacher Residents across multiple pathways alongside UC Berkeley, CSU-East Bay, Alder GSE, and Cal State Teach.
- Received \$500K anonymous donation to support media presence, increase stipends, and conduct continuous improvement research for the Oakland Teacher Residency.
- Received an influx of funding to support Early Childhood Educators and our Classified to Teaching Program (\$1.5m).

Focal Area #3: Early Career Teacher Development

- Matched 592 emergency permit, intern, and preliminary credentialed teachers with a coach who provides weekly support.
- Had 161 participants across our new teacher PD series on the following topics: daily lesson planning, classroom routines & procedures, responding to daily behavioral challenges, organization & time management, and new teacher wellness.
- Hosted 3 new teacher celebration dinners at Nido's Backyard.

Year 3 Actions

1. HS Students:

- a. **Develop and pilot a HS Pre-Apprenticeship program** for 20 HS students at target OUSD high schools in collaboration with Berkeley City College HS Network Office and Linked Learning. Recruit 40 students for 24-25.

2. College Students:

- a. Continue to build and support Classified to Teacher program;
- b. Expand to **Para-Educator Apprenticeship program** to expand educator pathways.

3. College Grads:

- a. **Expand Oakland Teacher Residency to 38 participants**, including SPED, STEM, Black Male Elementary School aspiring educators, Bilingual Multiple Subjects educators, and underrepresented single subject educators in partnership with UC Berkeley, CSU-EB, Alder GSE, and Cal State Teach.
- b. **Build infrastructure to support Early Childhood Educators** through the Early Education Teacher Development grant.

4. Early Career Teachers:

- a. Continue to offer **strong coaching programs for all early career teachers**
- b. Ensure **new teachers to have the knowledge, skills, and resources to establish strong classroom culture from day one** by providing a Classroom Culture Starter Kit, PD in the Summer and early Fall, observation & feedback early in the year, and classroom culture-focused coaching
- c. Develop a **data dashboard that shares the new teacher experiences** in OUSD and monitors our impact over time



89%

**Oakland Educator
Pathways Teacher
Retention Rate**

Includes specialty pathways for Special Education, Latinx, Newcomers, After-School and Classified Staff.

96.5%

**New Teachers
Very Satisfied/
Satisfied with
Their Coaching
Support**

For three years now, our new teacher survey data shows that new teachers rate support from their coach as the most valuable form of PD they receive.

\$1.4M

**Direct Financial
Support to
Teachers**

Financial support to offset cost of tuition, professional development, housing and debt relief.



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www.ousd.org     @OUSDnews

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