

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
Apr 26, 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 #4: Stable & Diverse Staff





Highlights from Schools

OUSD Students Find Joy in Engaging with Science



Exposure to hands-on learning opportunities in science begins early in OUSD! By the time our students are in high school they have already taken part in numerous engaging and joyful scientific learning experiences.

Third-grade students from Greenleaf TK-8 recently took an enriching field trip to the California Academy of Sciences Museum, where they observed and studied nearly 40,000 animals. They were also able to experience numerous hands-on exhibitions that taught them about Earth's incredible biodiversity.



8th graders from Life Academy of Health and Bioscience 6-12 School are learning about chemistry in an engaging and hands-on way by making tie-dyed t-shirts for their families, which they will give to them at a school banquet.

Initiative: Joyful Schools
www.ousd.org/strategicplan

State Champion Basketball Teams are Celebrated with a Parade & Rally



On April 16, a big Oakland crowd celebrated the District's two State Champion basketball teams, the girls from Oakland Technical High School and the boys from Oakland High School. They gathered outside City Hall to welcome the champions as they arrived in a parade from Lake Merritt on top of a double decker bus. Mayor Sheng Thao led the way hanging out of a vehicle with a police escort in front.

There was a DJ keeping the crowd amped, food trucks feeding everyone for free, and lots of organizations including colleges such as Merritt College, job connection groups and Kingmakers of Oakland sharing information with students and families.

Several players also got the chance to share what the championship meant to them, and what it took to reach their goals.

Thank you to the City of Oakland for holding a wonderful celebration for the Wildcats and the Bulldogs!

Initiative: Empowered Graduates

www.ousd.org/strategicplan



Covid Update

California State of Emergency ended
on February 28, 2023.
National State of Emergency ends
on May 11, 2023.

COVID Updates (end in May 2023)

Testing

- Regional testing hubs open
 - 1 hub open per day until May 25, 2023.
 - 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
 - CDPH: Testing only advised for higher risk situations (e.g. travel, exposure, symptoms)

Guidance

- The community level of Covid-19 in Alameda County is **Low** based on cases and hospitalizations.
- All positive individuals may return to work/school 5 days after a positive test/symptom onset, as long as symptoms are improving and they are fever-free for 24 hours; no negative test needed.
- OUSD follows CDPH and ACPHD aligned masking guidance to CDC, per Board Policy 2122-0091.
- High-quality masks (e.g. N95, KN95, KF94, and surgical masks) are provided at all District facilities.
- Starting March 1, classroom-level notifications are no longer issued about cases.
- Starting March 1, COVID-19 vaccinations are no longer 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
Total General Ed Enrollment TK-12	31,743	32,526	31,276	32,749	32,392	32,626	32,676	32,684	32,681
SDC Enrollment TK-12	1,695	1,468	1,421	1,450	1,370	1,438	1,438	1,429	1,450

Census Day 21-22: 34,428

Census Day 22-23: 34,118

-176 Students

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

Adopted Budget 22-23: 33,208

Enrollment Projections

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

Projections

Budget

Base Staffing

Programs



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
Total	36431	36084	35417	34432	34141	-573	33683	-458

> 3% decrease

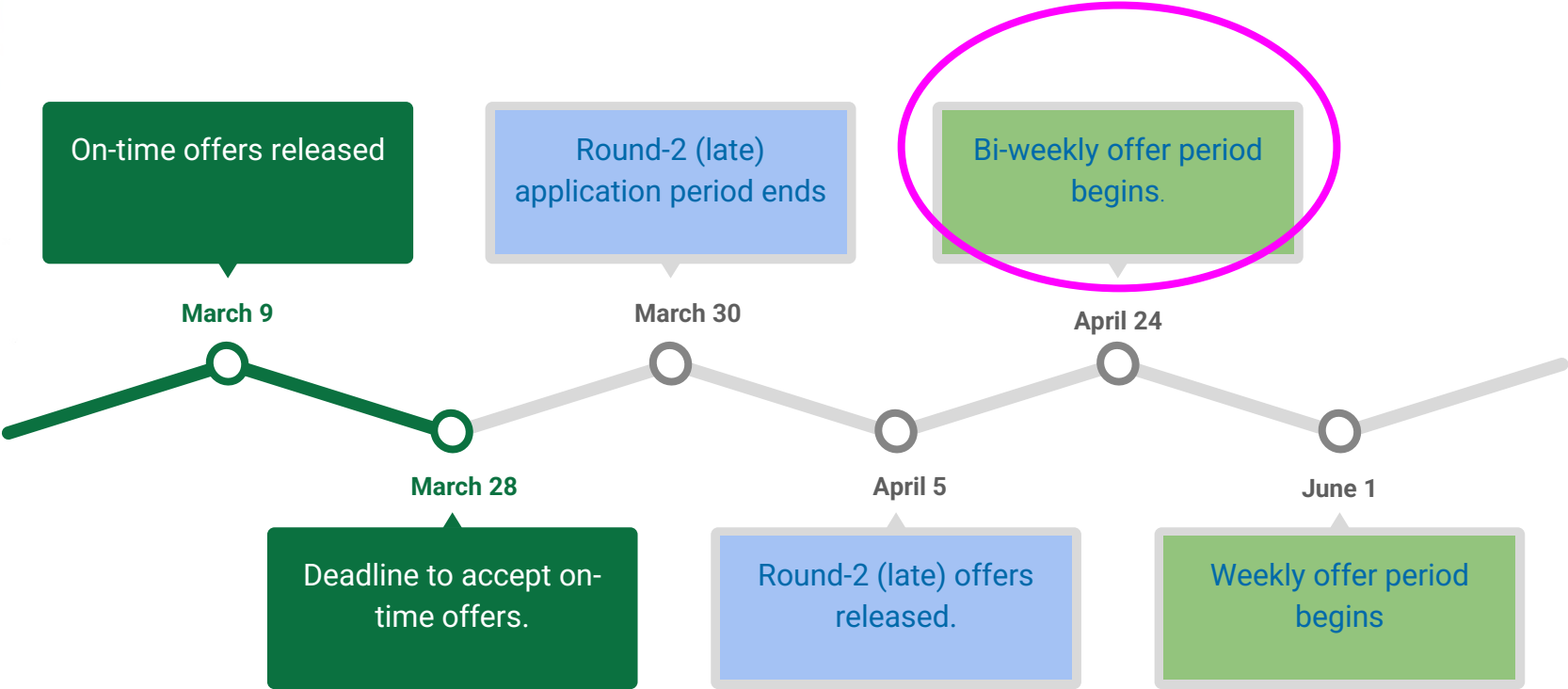
1% - 3% decrease

+ - 1% change

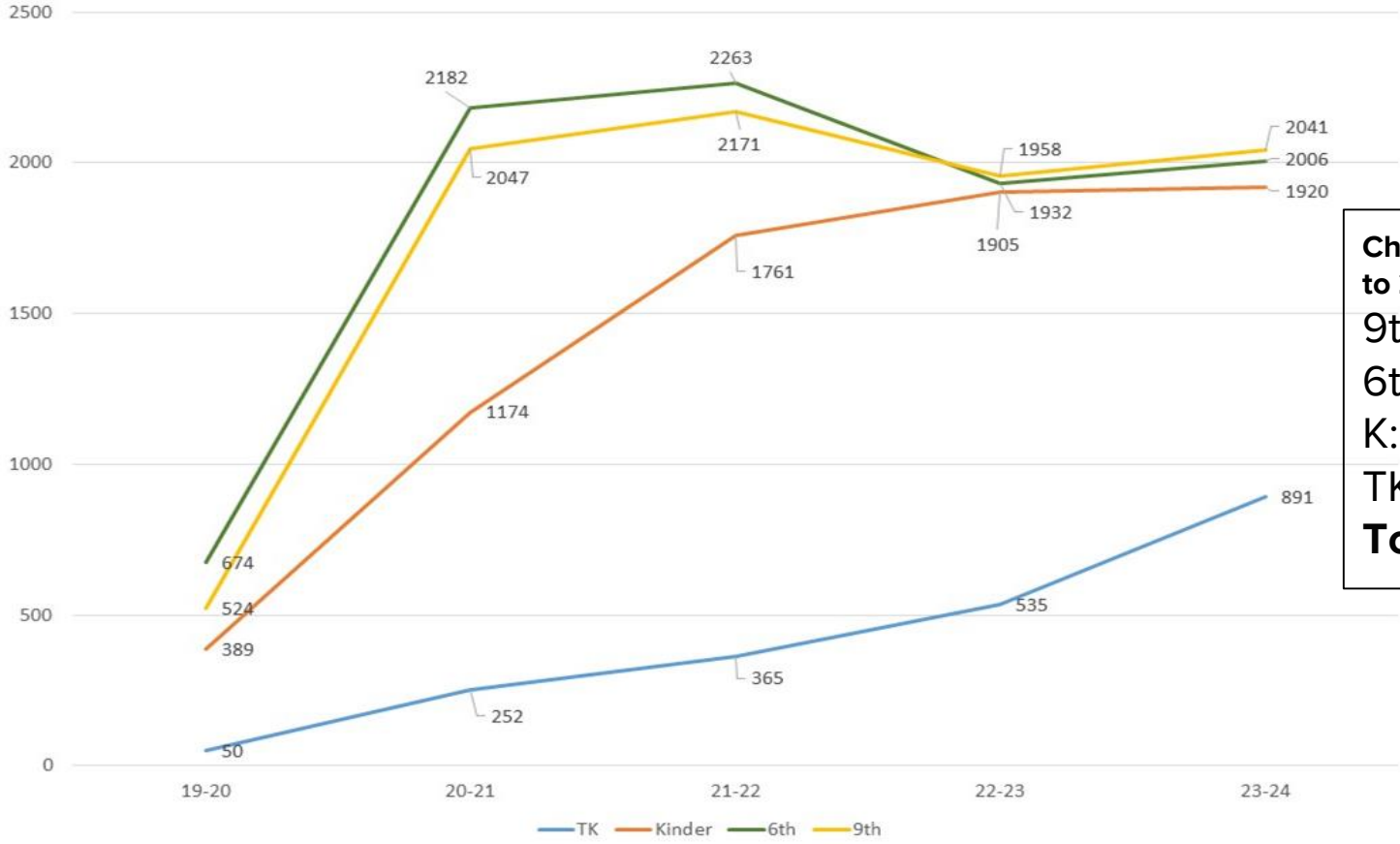
1% - 3% increase

> 3% increase

Enrollment Timeline



Historic On-time Transition Grade Applications



Change relative to 22-23:
 9th: **+83**
 6th: **+74**
 K: **+15**
 TK: **+356**
Total: +528

Grades TK, K, 6th and 9th

- **Ontime Enrollment Window closed on 2/10/2023**

Transition Grades	12/30/22	1/6/23	1/13/23	1/20/23	1/27/23	2/3/23	2/10/23*	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%

applications) opened 2/11/20.

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.*

Grades TK, K, 6th and 9th

- **Ontime Enrollment Window closed on 2/10/2023**

Transition Grades	On-time apps 2/10*	Late apps 2/17/23	Late apps 3/1/23	Late apps 4/5/23	Late apps 4/12/23	Late apps 4/19/23	Projections 23-24	% of Projection
TK	891	901	928	1015	1032	1045	959	109%
K	1920	1953	1999	2121	2151	2168	2677	81%
6th	2006	2040	2081	2220	2308	2324	2191	106%
9th	2040	2051	2084	2246	2263	2281	2400	95%

applications) opened 2/11/23

*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.



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
WOMS	Mondays	8:30-3:30	Family Resource Center, Building H
Elmhurst	Tuesdays	8:30-3:30	Family Resource Center, room 3000
ICS/ TCN	Thursdays	8:30-3:30	Gym/ Stage area
Havenscourt	Fridays	8:30-3:30	CCPA Family Resource Center

Targeted Outreach

Calls, texts, and emails to...

- 1) ...5th and 8th grade families who have not yet submitted an application
- 2) ...families with pending offers they can accept
- 3) ...families of enrollment focal schools who had an expired offer

Advertising and Promotion

- 1) 2nd round of AC Transit bus advertisement
- 2) Spanish language radio promoting TK and K age eligibility
- 3) Targeted digital advertising based on zip codes and search key words
- 4) Podcast advertising on targeted platforms



Attendance Update

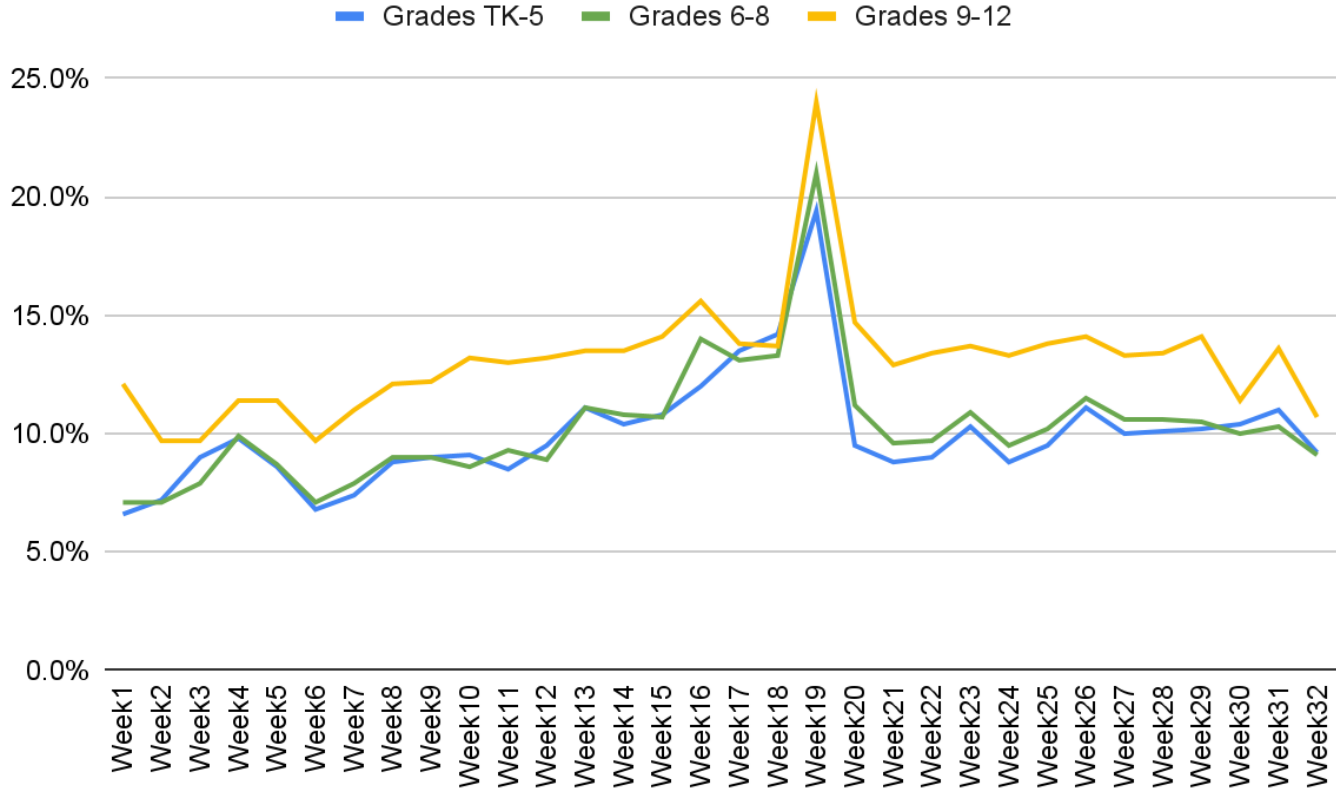
Overall Attendance Update* (Aug 8-April 17)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster	African American	Asian	Latino	White
Gr TK-5 (enrollment)	90% (17589)	90% (6460)	89% (1389)	87% (2835)	86% (443)	89% (44)	87% (3255)	94% (1846)	89% (7753)	93% (2490)
Gr 6-8 (enrollment)	90% (6591)	89% (1935)	91% (373)	87% (1165)	88% (267)	84% (27)	86% (1413)	94% (565)	90% (3294)	93% (655)
Gr 9-12 (enrollment)	87% (9245)	84% (2627)	84% (1251)	83% (1595)	82% (705)	76% (67)	85% (2120)	93% (989)	86% (4577)	91% (793)

*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-Apr 14)





Strategic Plan Initiative #4: Growing a Diverse and Stable Staff

INITIATIVE #4

Growing a Diverse and Stable Staff

Focus Area 1:

Strengthen partnerships

Focus Area 2:

Strengthen pathways

Focus Area 3:

Strengthen affinity-based support structures

Focus Area 4:

Strengthen conditions for educator learning & professional growth



Initiative 4 | Year 2 Snapshot

GOAL	KEY SHIFTS	YEAR 2 ACTIONS
Growing a Diverse and Stable Staff	<p>We can reach our goal by:</p> <ul style="list-style-type: none">• Strengthening partnerships• Strengthening pathways• Strengthening affinity-based support structures• Strengthening conditions for educator learning and professional growth	<ol style="list-style-type: none">1. Develop a deep relationship between Talent and the Skyline Education & Community Health Pathway.1. Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified.1. Cross-cutting stages of development: Continue the development of support structure for classified staff, Early Childhood educators, and expanded learning staff who are aspiring teachers.1. Create and support a cohort of STIP substitutes in pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.1. Deepen partnerships in support of the Oakland Teacher Residency, with a focus on developing Black male, STEM, SpEd and Bilingual Multiple Subjects educators.
CURRENT METRICS (LCAP)		
↑ the one-year teacher retention rate		<ol style="list-style-type: none">1. Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.1. Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals1. Strategic internal outreach to advance internal Black and Brown educators into TSA, AP and Principal pools1. Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes

Initiative 4 | Year 2 Reflection

GOAL

Growing a Diverse and Stable Staff

For your reference, reflections and feedback from the February SLT meeting can be found [here](#).

What are the highest leverage actions that are contributing to this initiative's goal?

Recruitment of Aspiring Educators:

- **Funding & Collaboration** Creating diverse educator pathways is deeply aligned with statewide efforts, especially those led by the CDE. We are finding shared values, language and practices with large urban districts and have created an informal consortium with SFUSD, SDUSD, and LAUSD.
- **Partnerships** There are many partners invested in collaborative efforts to diversify and support the development of local candidates of color. Some highlights of deepened partnerships include: **External Partners** ECEPTS & Berkeley City College, TRiO Housing Support, Girls Inc and the Expanded Learning Apprenticeship staff, Urban Ed Academy/Man the Bay, Oakland Promise, Generation Thrive, NoVo Foundation and
- **Internal partners:** HS Network Office, Linked Learning, and Dual Enrollment, Expanded Learning, Target High Schools leadership and staff
- **Community Events & University Fairs** We are intentionally attending more community events that target local communities of color: Transition Fair hosted by SpEd Office, Oakland Housing Authority events, local community college events, Black Joy Parade, Dia de los Muertos

Educator Development & Retention (Early Career & Experienced):

- **Healing Centered Teaching and Learning Group** Novo Study Group- we have been meeting monthly with experienced Black and Brown teacher to talk about teacher morale and retentions. We have been interviewing current and exiting Black and Brown teacher to learn about their morale and retention experiences in OUSD.
- **Coaching for Early Career Teachers:** Since 2017-18, we have developed strong and sustainable new teacher coaching programs for emergency permit, intern, and preliminary credentialed teachers. Specific improvements in the 2022-23 school year include: increased coach stipends to ensure that every teacher receives weekly, individualized support, coach/coachee matching based on racial/ethnic affinity, and continued refinement of our professional learning for new teacher coaches.
- **New Teacher Professional Learning:** In 2021-22, we piloted a year-long PD series for first and second year teachers which then evolved into a range of "mini" PD series for new teachers focused on common areas of struggle: daily lesson planning, classroom routines & procedures, responding to daily behavioral challenges, organization & time management, and new teacher wellness.
- **Wellness & Community Building:** New teachers received a warm welcome at our New Teacher Institute in July, followed by 3 new teacher celebration dinners at Nido's Backyard (August, December, and May). We also launched a partnership with The Teaching Well to provide new teacher PD on wellness and stress management.

Initiative 4 | Year 2 Storytelling

GOAL

Share 2-3 data points and an accompanying narrative that helps the community understand the story of progress that has been made in Years 1 and 2.

Growing a Diverse and Stable Staff

Recruitment of Aspiring Educators

- **Oakland Teacher Residency:** Expanded residency program to 38 residents across five areas of focus: Science, Math, Special Education, Bilingual Multiple Subjects, and Multiple Subjects and four partner universities: UC Berkeley, CSU-EB, Cal State Teach and Alder GSE.
- **Apprenticeship** Pilot pre-apprenticeship program with CCPA, Oakland HS, Skyline, McClymonds, Castlemont and MPA Upper to host first inaugural cohort of Town Leaders - our aspiring educators in HS in partnership with Berkeley City College.

Educator Development & Retention (Early Career & Experienced)

- **Affinity Space for Special Educators** 14 under credentialed Black and Brown SPED Teachers have been attending monthly Healing Centered Teaching and Learning workshops that has included Black and Brown special education high school students to learn about topics: adolescent brain development, Racial Identity Development, Trauma and Racism and Resilience and Healing.
- **New Teacher Experience & Retention:** 22-23 New Teacher Survey Results*: **80%** Very Satisfied/Satisfied with their experience in OUSD; **86%** Very Satisfied/Satisfied with support from New Teacher Support & Development; **89%** plan to continue teaching in OUSD; greatest needs/challenges: classroom culture and daily lesson planning
- **Coaching for Early Career Teachers:** Matched **592** emergency permit, intern, and preliminary credentialed teachers with a coach; For three years, survey data shows new teachers rate support from their coach as the most valuable form of PD, with **96.5%** in 22-23 reporting Very Satisfied/Satisfied with their coaching support.
- **New Teacher Professional Learning:** Across the [5 new teacher PD series](#), we had 211 teachers register and **161 participate** (up from ~20 teachers in the 21-22 pilot series). However, attendance patterns and survey data suggest new teacher PD should happen during contractual hours; New teachers gave the PDs an **8.7/10 avg rating** and are **92%** likely to apply their learning.
- **Wellness & Community Building:** **40** new teachers attended the August celebration dinner and **70** attended in December; New teachers gave the PD series with the Teaching Well a **9/10 avg rating**.
- 8 Experienced Black and Brown teachers have held 22 empathy interviews with current Black and Brown educators around morale and retention.

Initiative 4 | Identifying Year 3 Actions

In the spirit of continuing to narrow for Year 3, aligning with the LCAP and other plans, and considering what you would want to uplift to the Board and the community, what actions are you prioritizing for Year 3?

YEAR 2 ACTIONS

1. Develop a deep relationship between Talent and the Skyline Education & Community Health Pathway.
1. Strengthen marketing, curriculum & outreach materials directed at HS to Educator pathways that articulates pathways into meaningful work in Oakland Unified.
1. Cross-cutting stages of development: Continue the development of support structure for classified staff, Early Childhood educators, and expanded learning staff who are aspiring teachers.
1. Create and support a cohort of STIP substitutes in pathways to become fully-credentialed OUSD educators with a focus on Black and Brown aspiring educators.
1. Deepen partnerships in support of the Oakland Teacher Residency, with a focus on developing Black male, STEM, SpEd and Bilingual Multiple Subjects educators.
1. Build on existing structures to develop a highly coordinated system of support & professional learning for new teachers.
1. Build stronger teacher-to-administrator preparation outreach and preparation systems, with focus on the development of Black and Brown teacher leaders and Assistant Principals
1. Strategic internal outreach to advance internal Black and Brown educators into TSA, AP and Principal pools
1. Further develop our data dashboard to reflect the student population and staff population by job class with hiring decisions and teacher turnover; use this equity dashboard for hiring and to drive process changes in service of more equitable staffing outcomes

YEAR 3 ACTIONS

1. **HS Students:** 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.
2. **College Students:** Continue to build and support Classified to Teacher program; expand to Para-Educator Apprenticeship program to expand educator pathways.
3. **College Grads:** 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.
4. **New Teachers:** Establish a foundational set of skills for new teacher practice, with a focus on positive and productive learning environments and daily lesson planning; refine our system of support & professional learning to accelerate new teacher development in these focus areas; develop a data dashboard that shares the new teacher experience in OUSD and monitors our impact over time



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1000 Broadway, Suite 300, Oakland, CA 94607