Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
September 27, 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

Strategic Plan Highlights (Initiatives 1 & 2)

Enrollment Update

Attendance Update

Facility Update

School Highlights

3,000 Students Show for 3rd Annual Kits Cubed STEM Fair

Kits Cubed, a science education nonprofit organization founded by Ahmed Muhammad, a rising junior at Stanford University and Oakland Tech's Valedictorian for the Class of 2021, hosted the event filled with interactive science activities, inspiring guest speakers, music, and food.

The day of discovery and fun included interactive exhibits and mind-bending experiments that sparked interest in science. Every elementary school student attending the event received a free science kit, enabling them to embark on their own scientific exploration. And there was also a play zone with bounce houses and games, along with a raffle of computers and signed Warriors memorabilia. The East Bay Regional Parks even brought a big aquarium for students and families to enjoy.

Salesforce Commits $5.5M in Continued Support to OUSD

Salesforce has been a generous partner to the District since 2016, funding various initiatives from middle school computer science and math, to principal innovation.

With the additional $5.5 million investment, OUSD will be able to expand newcomer support, computer science instruction, middle school support, and what's called the Principal Innovation Funds, which are $100,000 grants that will go to principals at each middle school and K-8 and 6-12 schools to provide what they see as the best support for their students.

I got to thank Salesforce leadership in person at a press event in San Francisco.

McClymonds High Shows Remarkable Successes

McClymonds High School has seen remarkable academic successes the past few years:

- In the past two years, there has been 10% growth in A-G completion.

- Since 2014, Mack has offered 55 dual enrollment courses, with more than 94% of students receiving a C or better in those courses.

- From the graduating class of 2023, the highest GPA was 4.45.

- 2023's top 10 most academically successful graduates are now attending Stanford University, UCLA, U.C. Davis (3), U.C. Berkeley (3), U.C. Merced, Clark Atlanta University.

Ammr Algabri, Fiat Lux Scholarship recipient, attends U.C. Berkeley for Electrical Engineering and Computer Science.

Strategic Plan Highlights Initiatives 1 & 2

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

Priority 1: Deepening Curriculum Implementation

Focus Areas: Let's Get Aligned and Invest in our Educators

Deepening curriculum implementation
(presence-fidelity-quality) through:

- ○ Improving Language & Literacy Site-based Coaching

- ○ Implementing new Foundational Skill Curriculum guidance

- ○ Supporting strong Designated ELD implementation
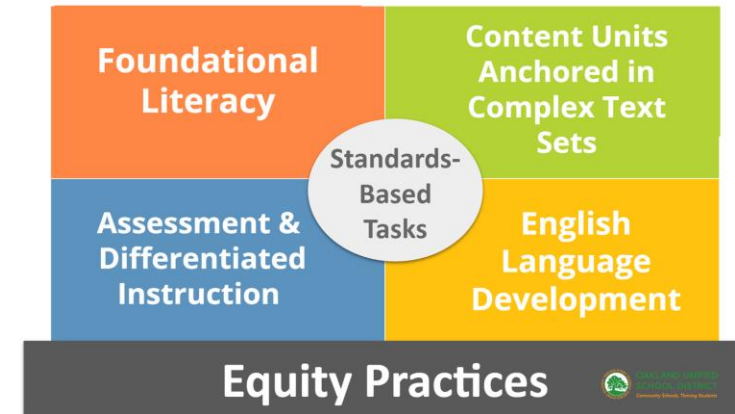
Updates: Deepening Curriculum Implementation

Progress Update:

- Co-created 23-24 Theory of Action for improving curriculum implementation w/ Network Superintendents

- Facilitated 3rd Annual Language and Literacy Institute for 60 New Teachers in July

- Created and shared new Foundational skill guidance
  - Hosted 3 PD sessions
  - Trained 50 new teachers in SIPPS

- Conducted August-Sept Monthly Coaching Collaborative sessions for site-based literacy coaches w/ embedded learning walks

Teachers at Oakland Academy of Knowledge (OAK) collaborate on the Task Card analysis protocol for reviewing student work and making decisions about instructional next steps.
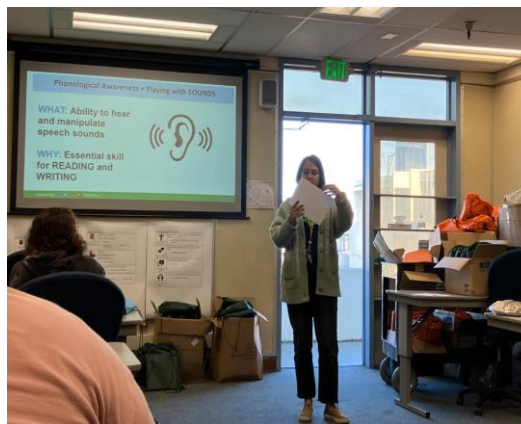
Priority 2: Strengthening Family Partnership

Focus Area: Put Families in the Driver's Seat

Strengthening Family Partnership by:

- Providing at-home strategies through family workshops and Home Litkits

- Providing opportunities for families to become tutors and provide direct student support through Literacy Liberator Fellowship

Updates: Strengthening Family Partnership

Progress Update:

- Secured funding for creating Home LitKits for 10 additional sites this school year

- Conducted Literacy Milestone Workshop with Manzanita Community School and scheduling 1 each month for ELSB schools

- Planning communication to families about i-Ready and sessions to understand student data

- Launched Oakland READS in collaboration with OLC

Priority: Improving DDI and Tiered Supports

Focus Area: Using Data to Make the Best Decisions

Improving Data Driven Instruction and Tiered Supports by

- Providing central Coach and Coordinator support to Focal Schools

- Analyzing Curriculum-embedded assessments to drive instruction

- Focusing on High-Quality Student Work

- Supporting Tier 2 and Tier 3 literacy interventions
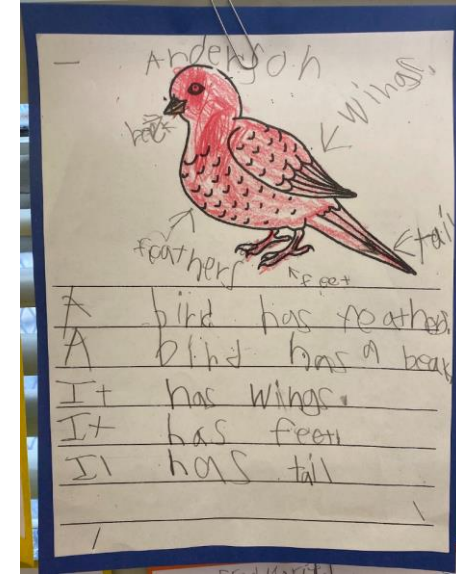
Teacher Ms. Williams in K/1 celebrates her students' learning with work posted throughout the class, showing how students' knowledge of Birds' Amazing Bodies developed.

Priority: Improving DDI and Tiered Supports

Progress Updates:

- Created and shared PLC sample calendars and supporting tools for Curriculum-embedded assessment administration and analysis

- Conducted 2nd Literacy Liberator Fellowship to recruit, onboard, and train 15 additional K-2 tutors/literacy liberators in partnership with FluentSEEDS & Oakland REACH

- Trained 45 tutors and support staff at SIPPS institute 9/11-9/14

- Reviewed 5 Tier 3 High Dosage 1:1 Tutoring Programs; Identified 3 for Piloting at select schools in partnership with Eat.Learn.Play

ELA CURRICULUM-EMBEDDED ASSESSMENT PLC TOOLS
OUSD tools for teachers to analyze and reflect on student EL Education/Benchmark assessments with the goal of differentiating and tailoring literacy and language instruction

A. Steps for Pre-Assessment	Tools
1. **Backwards planning:** Unpack the module before teaching, focus on understanding the assessments. We are suggesting that this planning be done in PD, PLC, or coaching spaces at your site. The yellow coded assessments in the Assessment Overviews and the Trackers are the common assessments we are asking teachers to analyze this year.	**EL ED Tools** ☐ EL Ed Unpacking Tools ☐ EL Ed Assessment Overview **Benchmark Tools (DL Schools Only)** ☐ Benchmark Unpacking Tools ☐ Benchmark Assessment Overview
2. **Complete the "Student Roster" tab for your class.** Student names will carry over to the other tabs. You may want to highlight the name of your focal students on this tab. **Share a copy of the spreadsheet** with your school site instructional leaders (TSA/Principal), as prompted.	☐ Curriculum Embedded Assessment Class Trackers ☐ Benchmark Class Trackers
3. **Goal-Setting:** How will you set goals and progress monitor student learning? Set a proficiency goal for the main assessment per module.	☐ Sample Teacher Goal Setting for Cycle 1

B. Assessment Analysis Process	Tools
4. **Score your students' EL ED assessments.** See the rubric linked in the yellow column for common assessments analysis purposes. Use the provided rubric to determine student's overall proficiency based on all standards of the task and to assess select ELD standards for your ELLs.	☐ Writing Rubrics
5. **Input students' scores on your class' sheet.** Please use the dropdown to select the overall proficiency based on all the standards of the task.	☐ Curriculum Embedded Assessment Class Trackers
6. **For ELLs: Use the drop down to enter the proficiency level for the ELD standard(s)** assessed in the module to the ELLs - ELD Standards tracker.	☐ Curriculum Embedded Assessment Class Trackers
7. **Use this analysis tool in PLCs** and with your teaching team to determine next steps for your class and students based on the assessment results. Share the completed analysis tool with your site leader.	📘 Task Card: Looking At Stu... 📘 Task Card: Looking At Stu...

Additional Resources
☐ OUSD website with Coaching Collaborative Content-PLC and Coaching resources and turnkey materials ☐ OUSD PLC resources and materials to support teachers with launching EL ED and All Block components ☐ 📘 Leader EL ED Planning: Guidance for PD/PLCs and Coaching ☐ Benchmark Internalization Template, Benchmark Scope & Sequence Links

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

Initiative 2:
Supporting Empowered Graduates: 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
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…	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…	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:
1. 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 2. 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 3. Increasing student participation in College & Career Awareness and Exploration Visits 4. Increasing student awareness and completion of Financial Aid applications (FAFSA, CADA) 5. Ensuring students understand OUSD graduation and A-G requirements and have a graduation plan that allows them to access their post-secondary plan 6. 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	1. Ensuring students recover credit needed for graduation and post-secondary plan implementation 2. Ensuring students have access to classroom-embedded interventions and supplemental academic instruction 3. Ensuring students understand A-G requirements and other courses/experiences recommended to succeed on their post-secondary path 4. 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.)	1. 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. 2. Coaching core and CTE teachers to integrate Tier 1 instructional practices into daily instruction 3. Coaching core and CTE teachers to integrate essential elements of work-based learning, as well as CTE and College Readiness standards into daily instruction. 4. 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

Focal Area 1: Post-Secondary Preparation
Exploring College, Career & Community Options (ECCCO) – 12th Annual

Approximately 550 high school students interned at nearly 100 internship host sites across Oakland and beyond. Thanks to Measure N and a grant from the City of Oakland's Fund for Children and Youth, as well as some direct payment from industry partners, all internships were stipended. More than 30 teachers and staff from our high schools provided direct instructional and case management support to student interns.

Nearly 100 students participated in the Peralta Institute, exploring careers and earning college credit toward CTE certificates, in fields as diverse at Game Design, Cosmetology, and Diesel Mechanics. Teachers and staff from our high schools provided direct support in Peralta classrooms and case management to ensure student success.

Focal Area 1: Prepare Students for Post-Secondary Success
Dual Enrollment

Fall 2023 Dual Enrollment:

- **54** Peralta College courses
- **At 15 sites** (all at OUSD high schools; one at Merritt)
- **1,540** course enrollments (includes students enrolled in 1+)
- Course examples:
  - Intro to the Field of Education
  - Computer Programming
  - EMT First Responder Training
  - Intro to Business
  - Intro to Healthcare Careers
  - Forensic Investigation
  - Hip Hop: A Culture Beyond Beats and Rhymes
 - Apparel Design & Sketching…..and so much more!

*Students from **Oakland Tech (grades 10-12)** meeting with Dual Enrollment instructor from Peralta Community College District.*

Focal Area 2: Systems of Personalized Supports
Summer Academic Recovery: 9th & 10th Grade

Summer Healing & Academics for Kids (HAcK) Program

- **5** week credit recovery program
- **129** students served
- **7** high schools represented
- **5** courses offered:
  - English 1
  - English 2
  - Algebra 1
  - World History
  - Physical Education
- **3** focal areas: overall wellness, project-based learning, community exploration visits

95%
Pass Rate
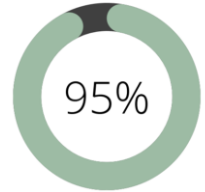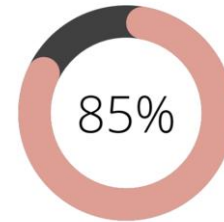
85%
Earned all credits attempted

93%
Boosted their overall GPA

Focal Area 2: Systems of Personalized Supports
Summer Academic Recovery: 11th & 12th Grade

- **5** week summer program at Oakland Tech
- **230** students served
- **16** different courses offered
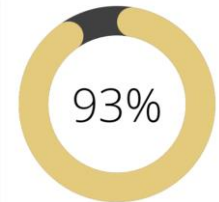- **139** courses completed on Apex*
- **695** credits recovered on Apex
- **36** seniors graduated from Summer Academic Recovery Program
  - 9 high schools represented
    - Castlemont, Fremont, McClymonds, Madison Park Academy, Oakland HS, Rudsdale, Sojourner Truth, Skyline, Oakland Tech

Apex is a self-paced, online credit recovery platform offering A-G-approved courses. Credentialed teachers facilitate learning and provide academic support to students enrolled in Apex courses.

Left: **Tasneem Al Dhaiah**, new graduate from Sojourner Truth, pictured with her family after the graduation ceremony.

Right: **Jamil Harris**, new graduate from Oakland High, offering the keynote speech at Summer Graduation at Oakland Tech

Focal Area 2: Systems of Personalized Supports
Fall Semester Academic Recovery

- **In-person** recovery courses
  - 9-week cycles
  - **English 1 & 2:**
    - Castlemont: **20** students
    - McClymonds: **22** students
  - **United Stated & World History**
    - Castlemont: **14** students
    - McClymonds: **12** students
- **Online** academic recovery courses: open to students across all OUSD high schools
  - Term: 9/20-12/7/23
  - **English 1, Spanish 1, Algebra 1**
  - Students enrolled from: Bunche, CCPA. Fremont, McClymonds, MetWest, MPA, Oakland High, Skyline, Street Academy

Students from **McClymonds HS** in Social Science Academic Recovery course.

Focal Area 3: Integrate Real World Learning
High School Educator Professional Development: Project Based Learning Institute

- Participation from **7** high schools and **15** pathways.
- **11** coaches and facilitators (from central and sites)
- **32** projects being revised or newly created
- **4-day** institute outcomes:
  - Develop a pathway-themed project that aligns to pathway student outcomes and/or OUSD graduate profile and reflects at least 2 OUSD PBL framework elements: key knowledge/skills + one other (Consider Authenticity for new projects and Critique & Revision for revised projects
  - Design a final performance assessment (task) with clear success criteria (rubric) aligned to the learning outcomes of a project
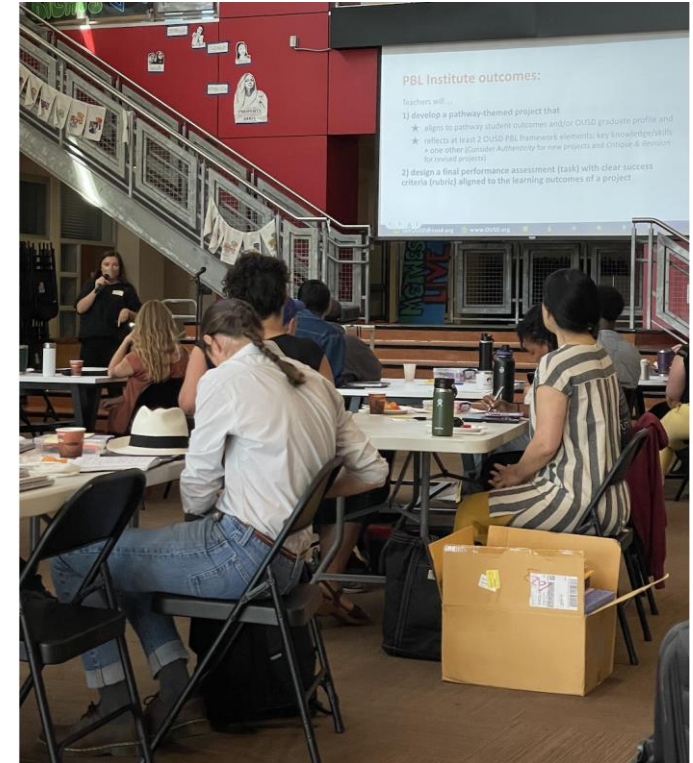
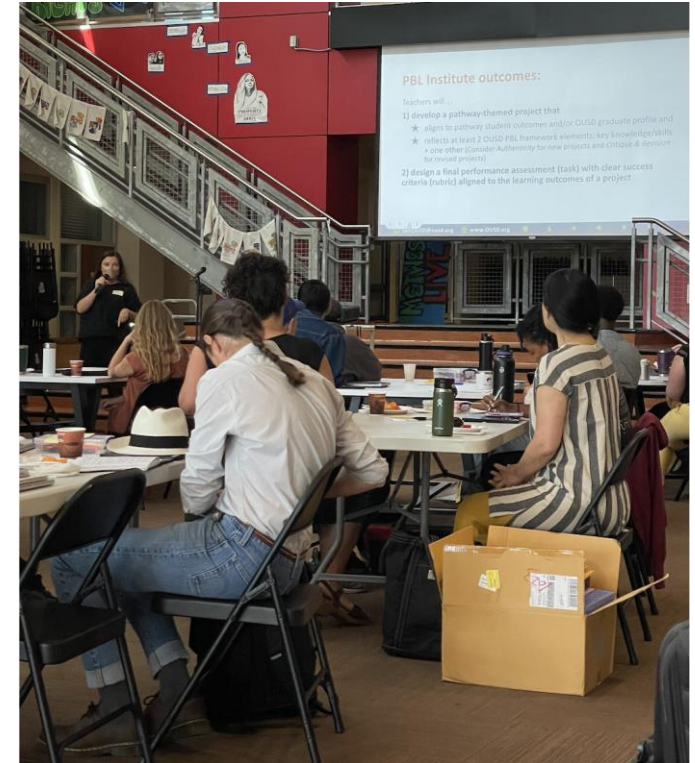# Focal Area 4: Middle School Math

Goal 1: Continue to **increase the participation rate for math interims** (goal is 95%)

- Math interim window opens in October.

Goal 2: Continue to run a fall and spring learning walk **at all middle school network schools.**

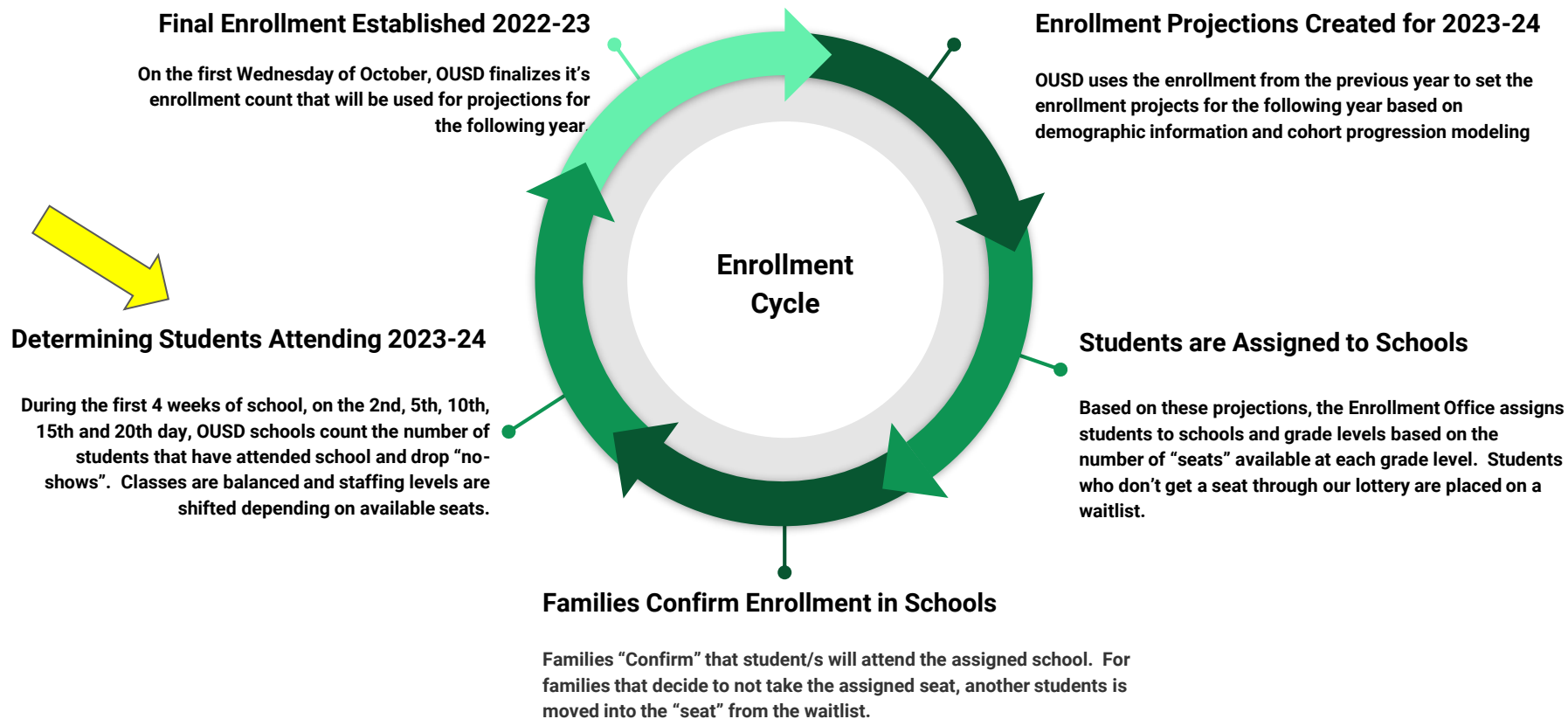- All 11 middle schools will have run their fall learning walk by September 26th.

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

Enrollment Cycle

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, 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 a seat through our lottery 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 update

| Grade Span	Projection	Day-10 Aeries	Day-10 Head Counts	Day-15 Head Counts	Day-20 Head Counts	Day-30 Aeries	Census Day (Oct 4th)	Variance (projection vs. day-30 Aeries)
TK-5	16,659	16,896	16,701	16,814	16,812	16,969		310
6-8	6,307	6,332	6,281	6,271	6,321	6,340		33
9-12	9,058	9,278	8,838	8,960	9,031	9,131		73
Gen Ed TK-12 (subtotal)	32,024	32,506	31,820	32,045	32,164	32,440		416
SDC TK-12	1,566	1,486	1,414	1,432	1,432	1,481		(85)
Total TK-12	33,590	33,992	33,234	33,477	33,596	33,931		331

Why is there such significant growth between day-20 and day-30?

1. **We are enrolling new students every day!** We are seeing particular growth in Newcomers enrollment.

2. We have passed the point in the scholastic calendar where we see the most student withdrawls.

3. We are still in the process of reconciling head counts and Aeries enrollment, with head counts trending lower.

4. Special Education practices require us to keep students with IEPs enrolled until we have verified official enrollment in a different school. These students would be active in Aeries but not actually counted.

Enrollment Stabilization
(BP 5115)

Ongoing

- Back-to-School Billboards
- Digital advertising: language/ zip code focus, keyword targeting, search engine optimization
- Social Media promotion: @TownSproutsOUSD; @OakintheMiddle; @TheLinkOUSD
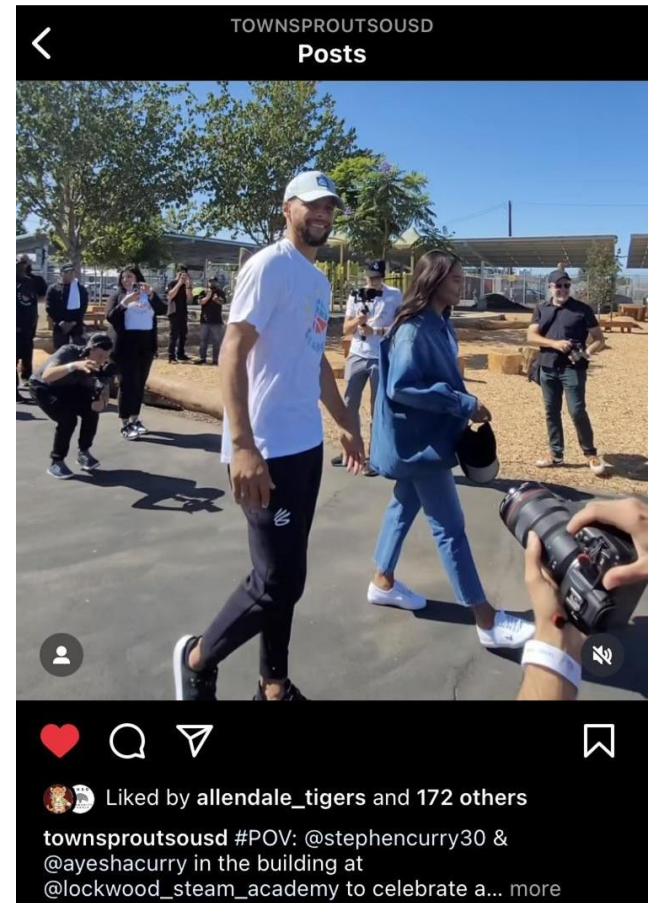
@TownSproutsOUSD coverage of Steph and Ayesha Curry's visit to Lockwood Steam Academy picked up by national sports bloggers and reporters

Enrollment Stabilization
(BP 5115)

Upcoming

- Calculate enrollment health metric for every school
- Identify enrollment focal schools for 24-25 school year
- Analyze impact of targeted and universal supports for 23-24
- Plan Grow With Us Campaign for 24-25 enrollment
- Launch Grow With Us Podcast in mid-to-late September

Attendance Update

Overall Attendance Update* (Aug 7-Sep 15, 2023)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster Youth	African American	Asian	Latino	White
Gr TK-5 (enrollment)	93% (17496)	93% (6340)	92% (1529)	91% (2664)	88% (52)	90% (40)	91% (3202)	96% (1762)	93% (7864)	94% (2475)
Gr 6-8 (enrollment)	93% (6506)	92% (1921)	92% (385)	90% (1066)	88% (19)	86% (30)	91% (1361)	96% (533)	93% (3347)	95% (621)
Gr 9-12 (enrollment)	92% (9313)	90% (2643)	90% (1158)	89% (1586)	87% (39)	86% (61)	91% (2137)	96% (997)	91% (4622)	94% (729)

*Sojourner Truth NOT included.
** Enrollment is low at the beginning of the school year as data is still being entered into the system..

Attendance Update

Student attendance remains a priority in OUSD! Every second counts.

Over the last two weeks, student attendance completion has improved by 0.2% across our district and a total of 55 schools now have 100% attendance completion by teachers, ***10 more sites than last week.*** We are improving on the quality of the data.

This month, there has been a focus on Independent Study (I.S.) process and many attendance specialists have already attended a required in-person session to be trained on the updated processes. Independent Study processes have changed during COVID and we are updating When students leave on a family emergencies or have an extended absence, Independent study is a great strategy to keep students engaged in learning. Fiscally, Independent Study is a an area where OUSD can earn ADA funding when students are absent from school for 3-14 school days, within a school year. I.S. also helps our students to maintain their educational progress, even while away from school, otherwise they will not be able to demonstrate mastery of academic content.

I want to highlight Carl B. Munck as one of our elementary schools that over the years, has consistently ensured that all teachers are submitting daily attendance. **They are one of the schools with 100% attendance submission.** This work is being l*ed by attendance specialist, Willette Wright Jones, who quietly gets the work done!* The Attendance Specialist is working with Principal Burroughs and the attendance team, to ensure that every student is counted and every second counts.

Weekly Attendance Rate (Aug 7-Sep 15, 2023)

Legend: Grades TK-5 (blue), Grades 6-8 (green), Grades 9-12 (yellow)
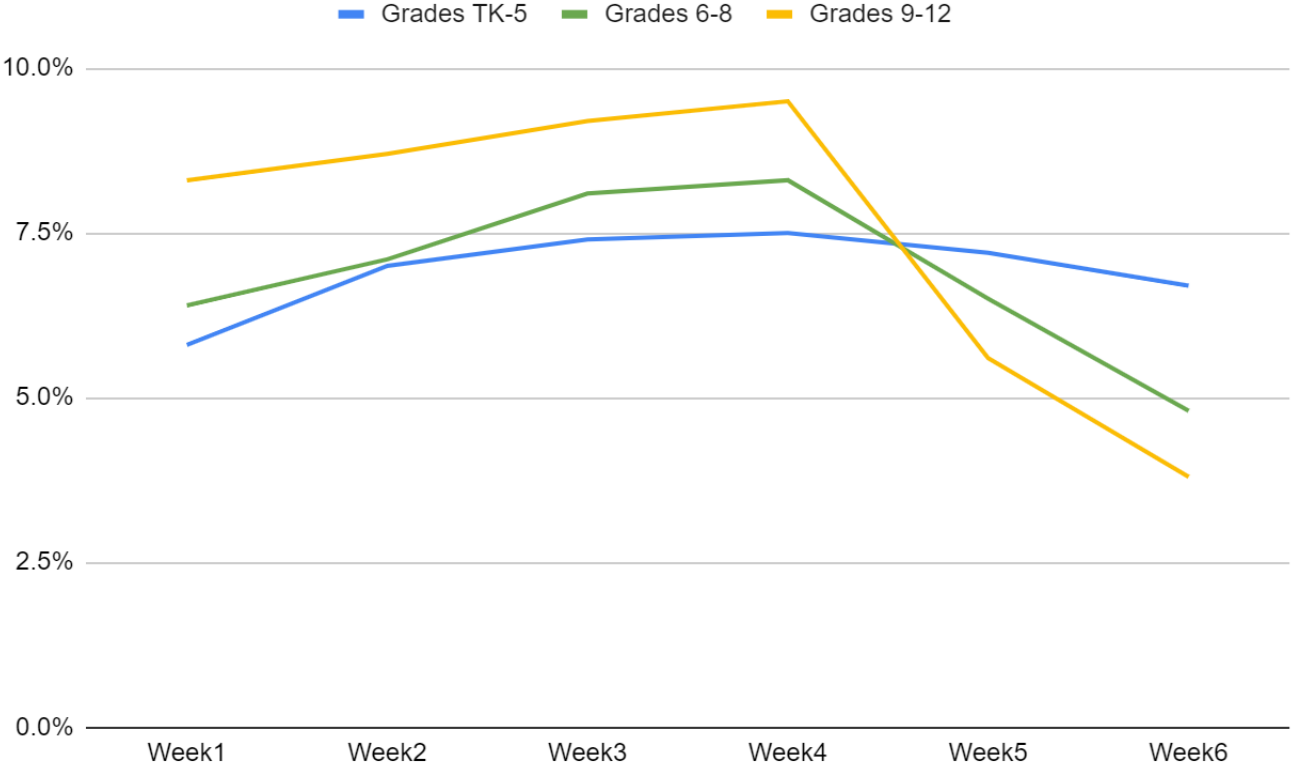
Facilities Safety Updates

Security & Safety Improvements

12 Projects Completed / In Close-Out:
- Burbank Elementary
- Laurel Elementary
- Oakland International High
- Redwood Heights Elementary
- Rudsdale High
- Sojourner Truth Academy

- Burckhalter Elementary
- Bridges at Melrose Academy
- Carl B. Munck Elementary
- Greenleaf Elementary
- Piedmont Elementary
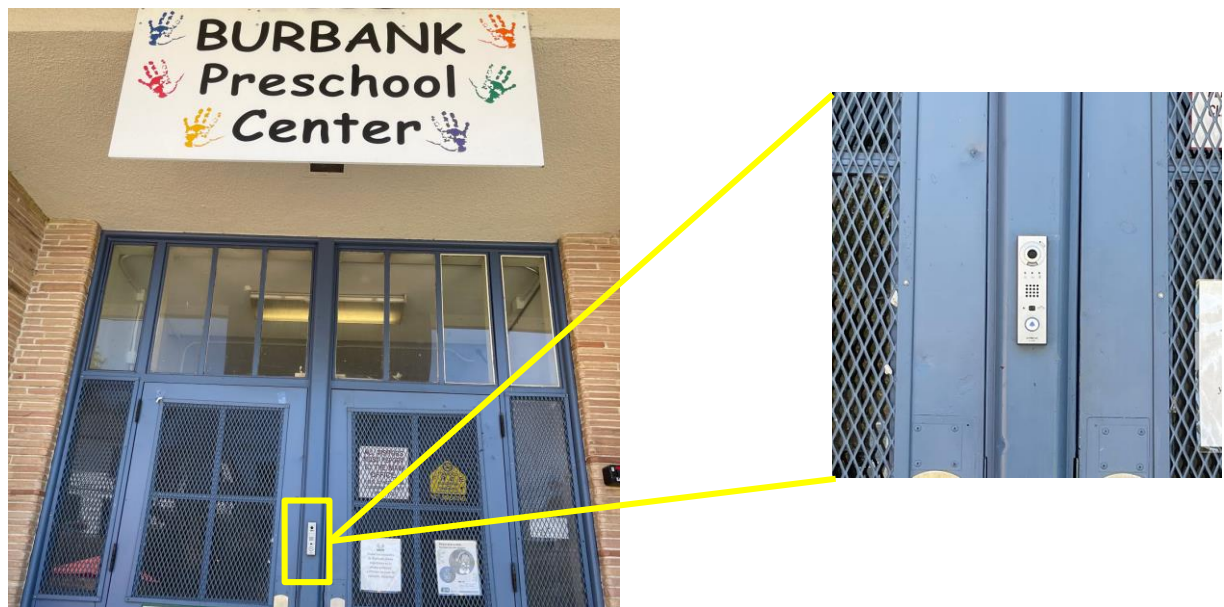- Street Academy Alternative

Seven Projects Underway:
- Castlemont High
- Dewey Academy
- Fremont High
- La Escuelita Elementary
- Oakland Technical High
- Skyline High
- United for Success Academy

Funding Sources: Measure B & Y Bond, ESSER, School Violence Prevention Program Grant

Note: One or more funding sources may apply.
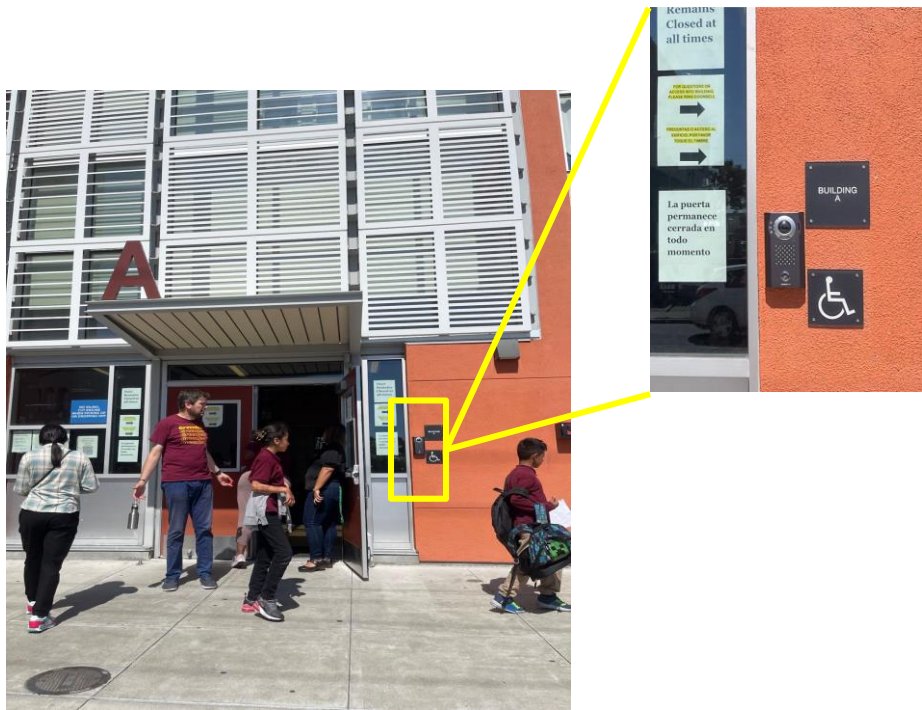
Burbank Elementary School

Main entryway area Aiphone IX-DVM door station mounted on center mullion

Castlemont High School

Main entryway area Aiphone IX-DVM door station mounted on center mullion

Greenleaf Elementary School

Wall-mounted Aiphone IX-DV door station

Milestone XProtect Software

39

La Escuelita Education Center

Main entryway area
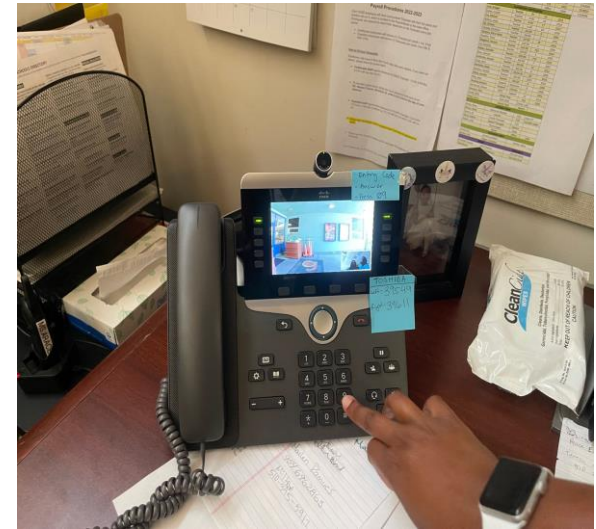
Newly installed security camera

Laurel Elementary School

Wall-mounted Aiphone IX-DVF Door Station

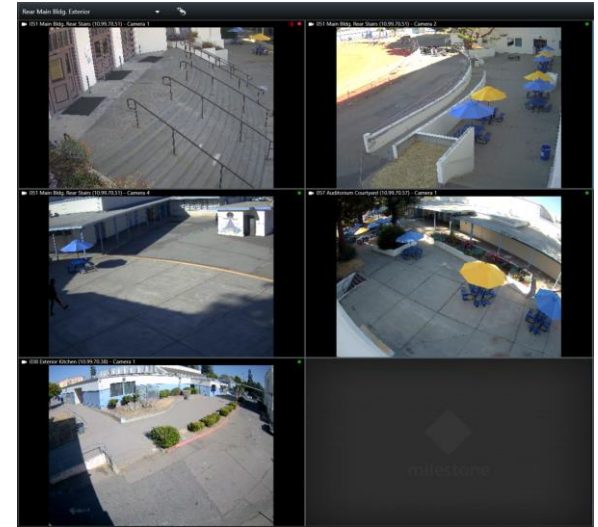*Cisco Phone Desk Station to unlock the front door*

Oakland High School

Wall-mounted security camera

Light pole-mounted security camera

Milestone XProtect Software

42

Redwood Heights Elementary School

Main Entryway Area

Wall-mounted security camera