

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
October 11, 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 Highlight (Initiative 3)

Attendance Update

Enrollment Update

Facility Update



School Highlights

OUSD Launches OakTown Leaders with 29 Students Across Seven OUSD High Schools



Designed for future educators, community leaders and Oakland equity advocates, the **OakTown Leaders** program provides free college courses and paid summer internship opportunities to current Oakland students with an interest in education, youth, and community-serving careers.

This work is vital to the vision of our Strategic Plan which includes increasing the number of Latino and Black staff we develop, cultivate, hire and retain to reflect the student population we serve.

Upon completion of the OakTown Leaders program, participants will graduate from high school with 6-17 credits from Berkeley City College, an Instructional Assistant Teacher permit, and be eligible for an OUSD Para-Educator or Instructional Assistant position.

Allendale Elementary Community Comes out for Literacy Night



Allendale Elementary hosted a packed house for a fun and informative Family Literacy Night on September 21.

With dinner, a raffle, grade-level breakouts for kids, and an experiential workshop for the adults, the entire school community came together to focus on literacy.

In addition, Principal Towns and Literacy Coach Ms. Moussa modeled parent/child interactions, and families made sight word cards and practiced asking comprehension questions with books.

Kudos to the Allendale Tigers for their commitment to literacy work and on the success of this community event!

OUSD Middle Schools Excel in Supporting English Language Learners (ELLs)



The OUSD Middle School Network has the highest overall reclassification rate of English Language Learners (ELLs) for the second year in a row: 16.3% overall.

Reclassification can be thought of as an ELL's language graduation. It is the process for determining that an English Language Learner has become Fluent English Proficient (RFEP). It is a major milestone and accomplishment for all ELLs!

Shout out to these stand out sites that had 25% or more of their LTELs reclassify:

- Bret Harte (25%)**
- Edna Brewer (38.3%)**
- UPA (30.6%)**
- Westlake (32.6%)**

For our Long Term English Language Learners, the Middle School Network has a 20.7% reclassification rate, surpassing our district goal of 20% for LTELs.

OUSD Celebrates National Principals Month



October is National Principals Month. This is Principal Nidya Baez laughing with one of her students at Fremont High School, where she also graduated. She is one of our 77 K-12 principals.

Along with Administrators from Early Childhood Education, Adult Education and Special Education, we appreciate our principals for all the work they do, the guidance they give their staff, the support they give their students and families, and the attention they pay to the school's needs in hiring, facilities, safety, security and so many other areas.

OUSD celebrates all of our amazing school leaders, and enthusiastically celebrates National Principals Month!



Strategic Plan Highlights Initiative # 3

Creating Joyful Schools

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



ACTION AREA 1:

*Continue to build capacity for students and families
to engage in decision-making structures across OUSD*

SSC Monthly Office Hours [1st Wednesdays](#), launched Sep 6th: Open space for families on SSCs to learn and get support

SSC 101 Workshop, Sep 12th: 55 families interested in running for their SSC, attended to learn more about SSC and membership roles

SSC Fall Retreats, [Elementary on Oct 4](#), Secondary Oct 24

SSC and SELs workshops for families at Latino Family Summit, Aug 26, Black Family Potlucks Aug 18-Sep 1

Re-establishment family affinity committees: Black, Latino, Pacific Islander, Arab American family advisory bodies across 27 schools

Parent-Teacher Home Visit (PTHV) training sessions held on Aug 22th, Aug 24th, Sep 6th, Sep 15th, Sep 20th, 93 new teachers trained

Fall establishment of SSCs, supported 44 sites towards SSC establishment

Structures for academic partnerships and relationships with families, supported 17 schools with establishing:

- Teacher-led academic classroom meetings or workshops for families
- Family workshops on Attendance
- 1:1 teacher-family communication over the phone, zoom, and in person to discuss family questions or concerns regarding academic, instructional, or classroom issues
- Traditional parent-teacher conferences
- Parent academic workshop series on Math/Science led by teachers
- Early Literacy Milestones Workshops
- Parent academic workshop series on Literacy led by teachers
- Family workshop for ELL families on Reclassification
- Family workshop on Social-Emotional Learning in the classroom



For more information, contact Sara.Nuno@ousd.org, or Raquel.Jimenez@ousd.org in the Office of Equity

ACTION AREA 2:

- Implement Social Emotional Learning and Restorative Practices in schools to build relationships and increase a sense of belonging.
- 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.
- Increase Peer Wellness and Restorative Justice Leadership opportunities

Social Emotional Learning & Restorative Practices:

- Caring School Community Curriculum Delivered for all 49 Elementary Schools.
- 45 Elementary Schools have an SEL Lead Learner participating in 1 of 2 learning pathways (MONTHLY):
 - Lead by Learnings @ Mills @ Northeastern
 - Caring School Community, Community of Practice
- All Elementary students, begin the day with a Morning Meeting, aligned to SEL Curriculum
- Central and site based restorative justice practices trainings on circles in the classroom, escalation prevention, Intro to RJ
- Restorative crisis response including facilitating healing spaces and circle agendas teachers and other support staff use to debrief traumatic events in their community

Social Emotional Health Screener

- Sown to Grow implemented and launched at all Elementary and Middle Schools!

Peer Wellness & RJ Leadership

- Facilitated Middle School Network District wide RJ trainings
- Collaboration between Restorative Justice and Expanded Learning to support Peer RJ in HS and Elementary
- Launching Middle School Peer RJ training in November



Social Emotional Health Screener Update:

34% of all OUSD students have completed the Bi Annual SEL Survey

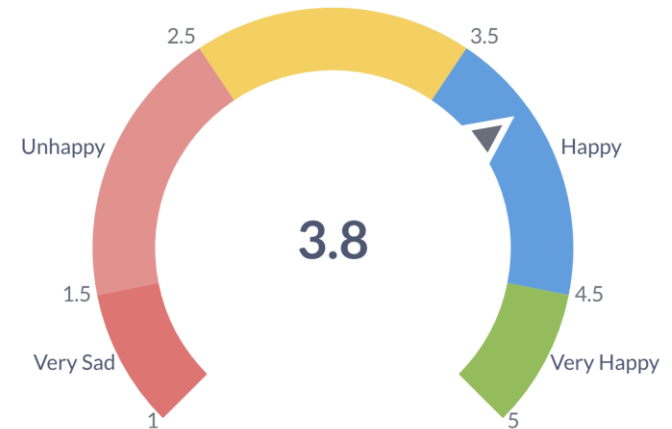
- HS 11%, MS 56%, ELM 39%

41% of all OUSD students are engaged in the weekly SEL Check In

- HS 18%, MS 60%, ELM 46%

Current Average Emotion is Happy

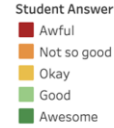
- OUSD Data Dashboard disaggregates by student audience



Student Well-Being by Ethnicity

Introduction Weekly Survey Data Biannual Survey Data

The Weekly Check-In Survey is a routine way for students to share their feelings week to week (Awesome, Good, Okay, Not So Good, Awful) and provide a written reflection to a check-in prompt. Teachers receive real-time insights into the wellbeing of their students through an administrator portal and provide responses to students' reflections.



Select a school or network from the dropdown to see student feedback on their feelings from the Weekly Check-In Survey.

Academic Year: 2023-24 Network: (All) Site Name (from STG App): (All)

View By Week, Month, or Year: Month September View By Group 1: Ethnicity View By Group 2: All Students

Week or Month	Group 1	Group 2	Total	Student Answer					Total
September	African American	All Students	3,332	5.6% 1,109	5.1% 1,011	4.1% 820	1.1% 215	0.9% 177	16.8% 3,332
	Asian	All Students	2,691	4.5% 883	4.8% 960	3.2% 627			13.6% 2,691
	Filipino	All Students	122	0.2% 33	0.2% 44	0.2% 35	0.0% 7		0.6% 122
	Latino	All Students	8,073	11.6% 2,293	14.8% 2,940	10.5% 2,089	2.5% 489		40.7% 8,073
	Multiple Ethnicity	All Students	1,796	2.6% 512	3.4% 676	2.1% 418	0.6% 122		9.1% 1,796
	Native American	All Students	35	0.1% 11	0.1% 11	0.0% 5	0.0% 2	0.0% 6	0.2% 35
	Not Reported	All Students	553	0.9% 185	0.9% 170	0.7% 144		0.1% 29	2.8% 553
	Pacific Islander	All Students	114	0.2% 42	0.2% 36	0.2% 31			0.6% 114
	White	All Students	3,084	4.4% 877	5.8% 1,147	4.0% 788	0.9% 170		15.6% 3,084

RJ Circles in elementary school



ACTION AREA 3:

Continue to measure 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

Fall Foundational Antiracist Learning Series, [Launched Sep 18th](#), topics include

- Pandemic of Racism
- Culturally Responsive Teaching
- Equity Traps and Counter Strategies
- How to be an Antiracist Educator
- Disrupting Antiracist Racism
- Creating Brave Space and Courageous Conversations
- Transformative Social Emotional Learning
- Disability Learning and Action

Racial Healing Staff Affinity Groups, begin Oct 5th, in partnership with the Teaching Well national affinity groups

Response to Racial Incidents, continued support to sites with planning, coaching, holding space in response to racial harm

Ethnic Studies Teacher Leader cohort and support for Black Studies teachers to finish units (from summer Ethnic Studies institute)

Equity Coaching with principals and Instructional Leadership Teams across 12 sites, to embed OUSD equity and antiracist practices within team spaces, site instructional approaches and classroom observations, to learn how to look for evidence for culturally responsive practices taking place in the classroom and campus

Affinity Facilitators fellowship training program, building capacity for staff to hold affinity anti racist learning spaces, launch Nov 11th

For more information, contact Lailan.Huen@ousd.org, or Raquel.Jimenez@ousd.org in the Office of Equity



ACTION AREA 4: Leverage community partnerships to address safety & prevention, basic needs, and increase access to high quality enriching experiences.

Safety & Prevention

- Partnering with City of Oakland Department of Violence Prevention (DVP) Grantees to increase and align partnerships to support violence prevention at 7 high schools, mentorship programming in middle schools, and create a pathway for support requests for all OUSD secondary students and families.
- Collaborating with DVP, Newcomer Wellness Initiative, Human Trafficking Prevention, and Alameda County Department of Probation to build capacity for Violence Prevention support for Newcomer students
- Partnering with various organizations to provide Mental Health First Aid for educators to support with addressing student needs.
- Creating a relationship with the Alameda County Community Assessment and Transportation Team (CATT) for mental health de-escalation and assessment within the district
- Coordinating with DVP to support OUSD students who have been released from the Juvenile Justice System with Life Coaches
- Exploring opportunity to add Credible Messengers into our high Schools for intensive intervention with identified youth.

High Quality Enriching Experiences

- Launched Universal Extended Day at all Elementary Schools.
- Expanding enrichment offerings from sports to arts enrichment in both after school hours and on Saturdays.

Basic Needs

- Re-launched Alameda County Community Food Bank and Food Corps partnerships to increase access to food and school gardens.
- Continuing partnership with Alameda County Health Care Services to offer health Insurance enrollment support for families at Central Family Resource Center (Lakeview Campus).
- Partnering with internal and external leaders to facilitate family facing sessions on various wellness topics.

Attendance Update

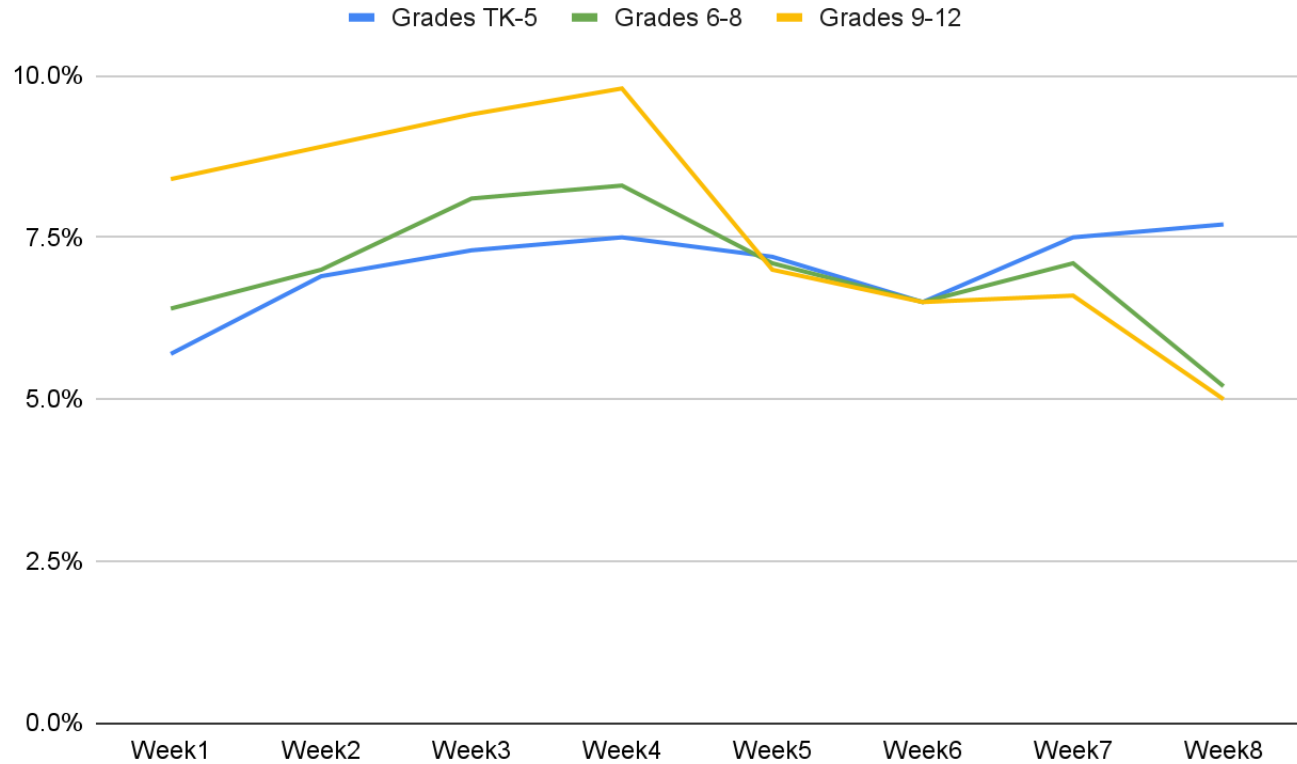
Student attendance remains a priority in OUSD! Every second counts.

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 the 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 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 led 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 Absence Rate (Aug 7-Sep 29, 2023)



Overall Attendance Update* (Aug 7-Sep 29, 2023)

Grade level	All Students	ELL	Newcomer	SPED	Unhoused **	Foster Youth	African American	Asian	Latino	White
Grades TK-5	93%	93%	92%	91%	88%	90%	90%	96%	92%	95%
(enrollment)	(17544)	(6207)	(1476)	(2671)	(55)	(61)	(3195)	(1762)	(7911)	(2476)
Grades 6-8	93%	92%	92%	90%	89%	86%	90%	96%	93%	95%
(enrollment)	(6514)	(1857)	(385)	(1066)	(20)	(32)	(1369)	(537)	(3342)	(618)
Grades 9-12	92%	89%	89%	90%	87%	84%	92%	96%	91%	95%
(enrollment)	(9334)	(2640)	(1165)	(1591)	(42)	(66)	(2130)	(996)	(4653)	(728)

*Sojourner Truth NOT included.

** Enrollment is low at the beginning of the school year as data is still being entered into the system..

District Priority Attendance Goals:

- Reduce Chronic Absenteeism (by 25%), 45.75%
 - N2 Goal: 42.68%
 - N3 Goal: 46.95%
 - N4 Goal: 43.95%
 - MS Goal: 46.28%
 - HS Goal: 48.53%



Site Priority Attendance Goals:

- Attendance Teams improve their efficacy on [Attendance Team Rubric](#), from 23-24 (Emerging to Developing to Proficient).
 - Teams Self-Reflect 2x/Year: September, April
- School sites have 100% attendance completion.
- District Average Goal = 80% attendance verification rate.
 - Site Average Goal = 70-90% (based on 22-23 data).

All sites have an Attendance Team: What does that mean?

- Every school convenes an attendance team.
- The team meets bi-weekly, at a regular scheduled meeting time, using a structured agenda, to monitor attendance data, and implement intervention strategies.
- Attendance Teams Include:
 - Attendance Specialist
 - Administrator (CSM, AP, Principal) -
 - Community Partners (MS/HS)
 - MTSS Partner (rotating basis)
- Attendance Teams create and follow an Attendance Plan.



Attendance Team Milestones 23-24

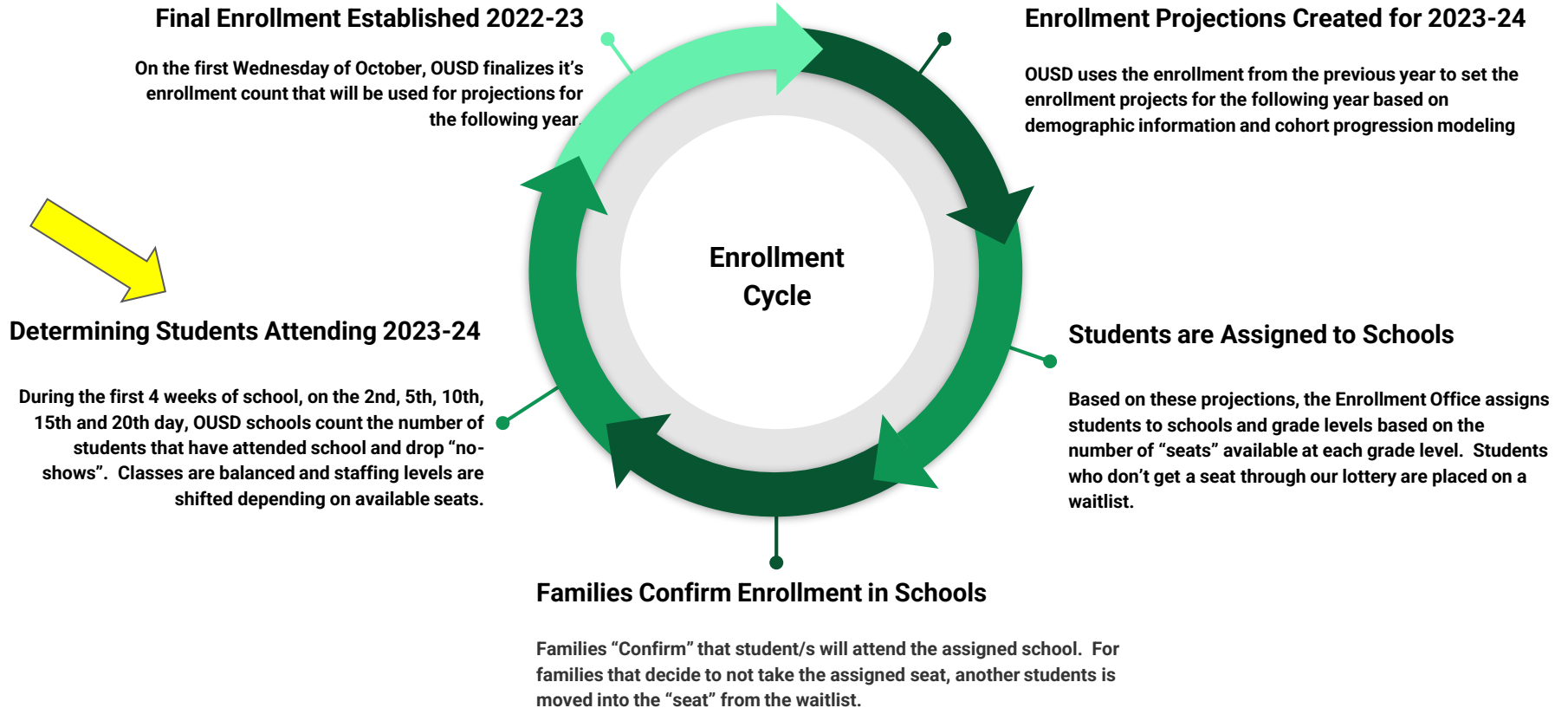
Milestone	What should be true at the school level?
Q1 Milestone (End of Sept)	<ul style="list-style-type: none"> - Team Meets Bi-Weekly on Regular Cadence - Team is Led by Community School Manager - Team has submitted Attendance Plans, and uses this plan to implement attendance intervention strategies, and document in Aeries. - Team does BOY Attendance Rubric assessment, and set Chronic Absence Reduction Goal of 25%
Q2 Milestone (End of Dec)	<ul style="list-style-type: none"> - Team does MOY Attendance Rubric, and determines next steps for improvement. - Unverified absences are at or above 90% - Attendance Rate is above 95% - Chronic Absence Data is no less than 10% points below EOY Goal - Follows Attendance Plans to implement attendance intervention strategies, and document in Aeries.
Q3 Milestone (Mid-March)	<ul style="list-style-type: none"> - Team revisits EOY goals, and sets plan for April-May to achieve Attendance Goals.
Q4 Milestone (End of May)	<ul style="list-style-type: none"> - Team does EOY Attendance Rubric, and has moved 1 level from BOY. - Chronic Absence rate goal is achieved. - Unverified absences are at 80% or above (for all students, include SPED). - Attendance Rate is at or above 90%.



Enrollment Update

Enrollment Process*

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



Enrollment update

Grade Span	Projection	Day-10 Aeries	Day-10 Head Counts	Day-15 Head Counts	Day-20 Head Counts	Day-30 Aeries	Day-40 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	16,980		321
6-8	6,307	6,332	6,281	6,271	6,321	6,340	6,341		34
9-12	9,058	9,278	8,838	8,960	9,031	9,131	9,127		69
Gen Ed TK-12 (subtotal)	32,024	32,506	31,820	32,045	32,164	32,440	32,488		464
SDC TK-12	1,566	1,486	1,414	1,432	1,432	1,481	1,457		(109)
Total TK-12	33,590	33,992	33,234	33,477	33,596	33,931	33,945		355

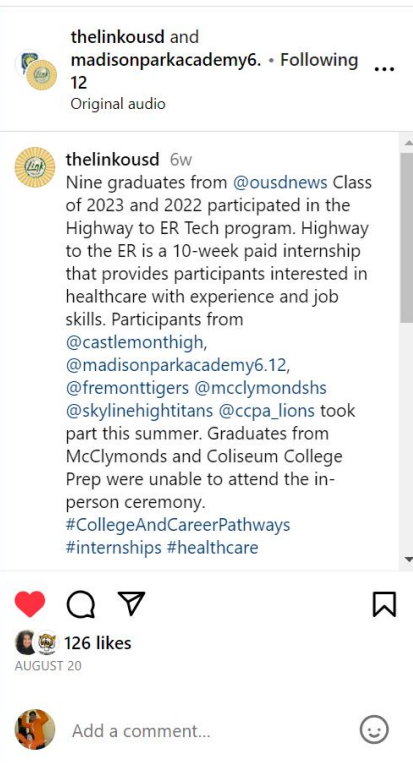
Upcoming Enrollment Milestones

- **Census Day (October 4th):** This is the date where we certify our official enrollment for the 23-24. The final count will be available soon as staff work to reconcile any discrepancies in the state's system.
- **24-25 Enrollment Projections (November):** Using the census day totals, we will begin calculating district- and school-level enrollment projections.
- **Launch of On-Time Enrollment (December 1):** The on-time enrollment window will open on December 1, 2023 and run through February 10, 2024. Families that apply on-time have the greatest access to an array of school choice
- **Virtual School Showcases (December & January):** These are opportunities for families to hear from multiple schools at one time, without needing to take off work to attend multiple in-person tours.

Enrollment Stabilization (BP 5115)

Ongoing

- Digital advertising: language/ zip code focus, keyword targeting, search engine optimization
- Social Media promotion: @TownSproutsOUSD; @OakintheMiddle; @TheLinkOUSD



@TheLinkOUSD covers the wide range of programmatic opportunities for high schoolers, recently profiling the program that rapidly qualifies OUSD graduates as ER Technicians.

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



Facility Update



OUSD DEFERRED MAINTENANCE

- Deferred Maintenance (DM) is defined as repair and/or replacement of existing site improvements and infrastructure - major maintenance, replacements, and repairs on aging facilities.
- DM focuses on maintaining the lifecycle expectations and optimize service life by application of an effective maintenance and replacement strategy.
- Goal is provide optimum longevity and prevent potential breakdown or malfunction of facilities, resulting in annual cost savings.
- Investing in the required maintenance infrastructure creates a safe learning environment, contributing significantly to student's academic success.
- Type of replacement or repair work included in Fiscal Year(FY) 2022-23:
 - Plumbing, sewer
 - Heating systems
 - Air-conditioning
 - Electrical systems
 - Roof
 - Windows
 - Asphalt
 - Boiler
 - Flooring
 - Painting
- In February 2020, the Board approved funding Deferred Maintenance Budget at \$7M per year for 5 years and could only fund \$5M at year based on district budget. The Board later reduced the funding to \$3M to provide budget solutions for the Blueprint Cohort 3 savings.
- In FY 2022-23, the Board approved \$3M to fund districtwide DM projects

Deferred Maintenance Site Improvements

14 Projects Completed -

One Window Replacement:

- Lockwood STEAM Academy

Three Playground Asphalt Replacements:

- Brookfield Elementary
- Carl B Munck Elementary
- Horace Mann Elementary

Two Sewer Replacements:

- Edna Brewer Middle
- Skyline High School

Two Plumbing:

- Bret Harte Middle
- Manzanita SEED

One Boiler Replacement:

- Oakland High

Four Exterior School Paintings:

- East Oakland Pride
- Castlemont High
- Street Academy
- Special Education at Santa Fe

One Roof Replacement:

- Skyline High

Three Projects Underway -

Two Boiler Replacement:

- Burbank Preschool Center
- Piedmont Avenue

One Window Replacement:

- Coliseum College Prep Academy

Funding Source: Deferred
Maintenance

Window Replacement - Lockwood STEAM Academy Elementary School



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Asphalt Replacement - Brookfield Elementary School



Before



After



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Asphalt Replacement and Playground Enhancement - Carl B Munck Elementary School



Before



After



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Asphalt Replacement and Playground Enhancement - Horace Mann Elementary School



Before



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After



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Sewer Replacement - Skyline High School



Before - Clay Piping



After - Replaced with High Density Polyethylene piping



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Boiler Replacement - Oakland High School



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Exterior Painting - Castlemont High School



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Exterior Painting - East Oakland Elementary School



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Exterior Painting - Street Academy High School



Before



After

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Exterior Painting - Special Education at Santa Fe



Before



After

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Roof Replacement - Skyline High School



Before



During



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Other Site Improvements

Ten Projects Completed -

One Window Replacements:

- Lincoln Elementary

One ADA Improvement:

- MLA - Maxwell Elementary

Three Exterior School Painting:

- Stonehurst/Esperanza Elementary
- Hoover Elementary
- Global Family Elementary

Five Fire & Intrusion Alarms:

- Westlake Middle School
- MLK Elementary
- East Oakland Pride Elementary
- Bella Vista CDC
- Oakland International High School

Funding Source: Measures B and Y Bonds, Grant

Window Replacement - Lincoln Elementary School



Before



After



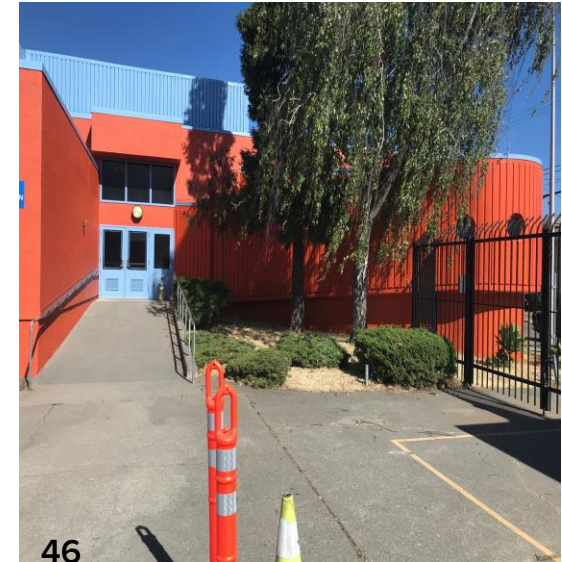
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Exterior Painting - Hoover Elementary School



Before



After



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RESOURCES

1. Facilities Master Plan 2020 - <https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/95/Facilities%20Master%20Plan%202020.pdf>.
1. Measure Y Spending Plan – June 2023 - <https://drive.google.com/file/d/1XtETrBs6xKBXHoEsxqf76URI13-9A3p1/view>.
1. Current Bond Projects - <https://www.ousd.org/Page/21322>.

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