Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
April 24, 2024

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Superintendent Report Overview

School Highlights

Strategic Plan Highlight (Diverse & Stable Staff)

Enrollment Update

School Highlights

First New Eat. Learn. Play. Playground of 2024 Completed

In what will be a big year for playground rebuilding projects, the first one has now been completed. It's the new play space at the Manzanita campus for the younger students at SEED and Community School. It has a big new playground and nature space, an outdoor classroom and lots of amazing murals. Students got to play in the space for the first time on Monday, April 8.

This is the first of 8 new playgrounds being done this year by Eat. Learn. Play. Foundation, KABOOM! and their partners. The second playground at Bella Vista is set for its ribbon cutting later this month.

Students Excel at Science Fairs, Prepare for District STEM Fair

Friday, April 5 was the day for judging Science Fair projects at Melrose Leadership Academy. Students had a wide variety of projects focused on topics including baking, sugar, growing vegetables indoors versus outdoors, strengths of being left-handed versus right-handed, rainbows, and electromagnets.

The District wide STEM (Science, technology, engineering and math) Fair happens on the afternoon of May 1 at Oakland High School. Last year, there were more than 1,400 projects displayed at the STEM Fair, and this year's is expected to be even bigger.

Fruitvale Elementary Library Receives Donation from Former OUSD Students

Gordon Yee, a professor at Virginia Tech University, contacted OUSD wanting to support a school library in the name of teacher, Jan Mendelsohn-Shapiro, who worked at the former Lakeview Elementary School and taught in OUSD from 1963-1976. Yee was one of her 6th grade students from 1972-73. The class of students is still in close contact, and together they decided to do something for our current students in the name of a teacher who had a major impact on their lives.

Together, they raised almost $9,000 dollars, and Yee and a classmate named Dan Lee visited the school and donated the money to the library.

OUSD Educators Demonstrate Commitment to Early Literacy

Aligning with our focus on ensuring strong readers by the third grade, OUSD educators showed up and showed out at the recent Oakland Literacy Coalition Literacy & Justice for All Symposium!

- **Dr. Sabrina Moore**, Network 2 Superintendent, sat on two panels to share her wisdom on evidence-based literacy instruction and the shifts that we need to make for equitable outcomes in our community.
- **Precious James**, former OUSD Teacher of the Year, co-led a session called “Lit Learning While Black: We Want to Read Too!” to ground educators in an understanding of actionable strategies for Black student agency and authentic literacy conferring for Black students and families.
- **Romy Trigg-Smith**, Director of Early Literacy, co-facilitated a session titled “Less Talk, More Action,” which focused on supporting educators in different roles to reflect on their implementation of evidence-based literacy strategies.

- **Hillcrest** teachers and leaders (pictured above) showed up as a team to learn together during the all-day conference. They were all smiles as they reflected on their takeaways from the day, particularly the enlightening discussions around the importance of culturally responsive teaching and the power of community partnerships in literacy development.

Strategic Plan Highlights
Diverse & Stable Staff

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity

Our Four Focus Areas

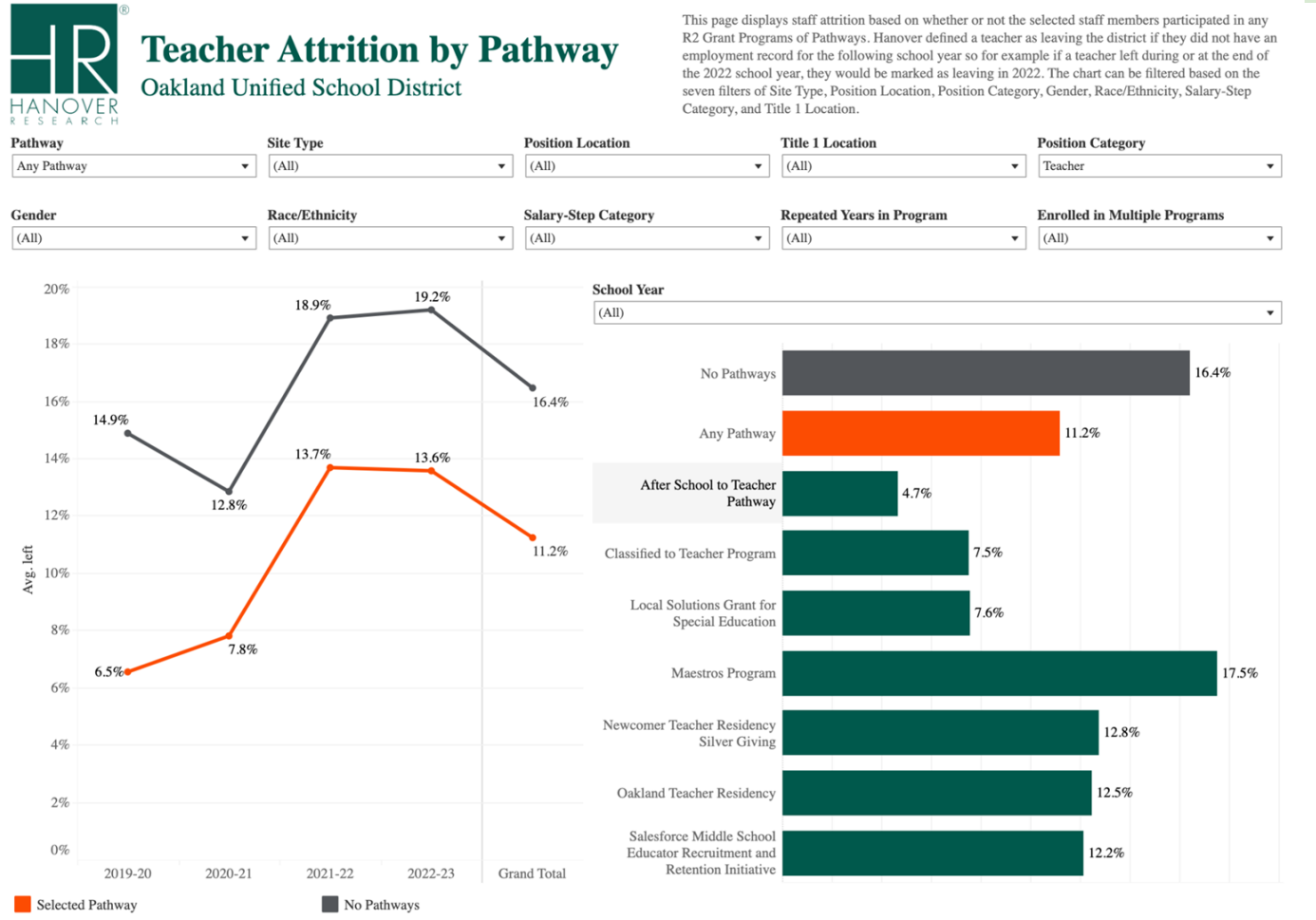
1. **Strengthen partnerships:** Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color, to support the other three focus areas.

2. **Strengthen pathways:** Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members.

3. **Strengthen affinity-based support structures:** Establishing dynamic, affinity-based support structures for educators across OUSD.

4. **Strengthen conditions for educator learning and continued growth:** Creating conditions in school that serve educators, students, and families; building nimble growth opportunities to meet educators' ever-evolving needs; removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators; adapting teaching and learning based on what has been learned through the pandemic.

Strengthen Pathways: Data Spotlight



We have partnered with Hanover Research to conduct a study of the Teacher Pathway programs at OUSD.

The study found that **pathway participants have lower attrition rates and are more diverse.**

We are continuing our research with Hanover to look closer at the return on investment [program cost].

OakTown Leaders HS Pre-Apprenticeship Triples in 24-25

- In partnership with the HS Network Office, Linked Learning and Dual Enrollment, the OUSD Talent Division is embedding pre-apprenticeship coursework into the school day at Madison Park Academy and Skyline High School.
- This strategy will:
  - Create accessibility for students who work or have caregiving responsibilities in the afternoon
  - Reduce barriers with traveling after school off site and out of students' neighborhoods
- **Registered high school pre-apprentices will grow from 20 in 23-24 to 60 in 24-25**
  - *In 23-24, 100% of OakTown Leaders are students of color and speak 6 languages*
- After high school, students will have gained industry certification as an Early Care and Education Assistant (2 semesters) or Associate Teacher (4 semesters)

ECEPTS
EARLY CARE & EDUCATION PATHWAYS TO SUCCESS

Spotlight on the Early Educator Development Grant

We are in the process of supporting 58 ECE staff with funding, career counseling and wrap around supports.

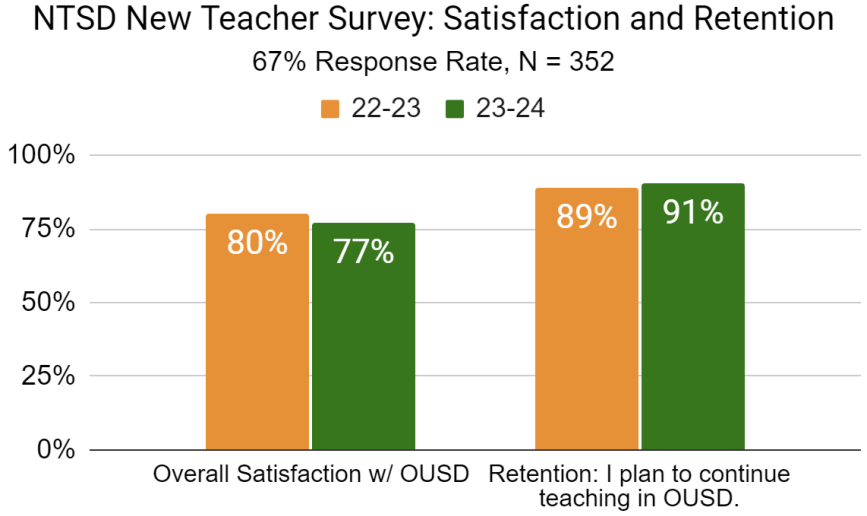
- **Goal:**
  - Support the development of high quality, multilingual Black and Brown educators in our Early Care and Education classrooms

- **How?**
  - Support homegrown, representative ECE workforce toward permitting and certification on the ECE and PK-3 Matrices with embedded on the job training
  - Develop Early Educator Apprenticeship Program that leads entry level staff to Master Teacher ECE Permit.

- **Support:**
  - Tuition, tutoring & wrap around services for community college and university coursework toward advancement on the ECE Matrix & a BA degree
  - Paying for 24 ECE courses for TK Educators
  - Available to support credentialing for PK-3 educators
  - Transcript Evaluation Requests for Internationally Earned Degrees

- **Internal/External Partnerships**
  - ECE Department
  - ECEPTs (Early Care & Education Pathways to Success)

Strengthen conditions for educator learning and continued growth: Data Spotlight



Biggest Needs/Challenges	Lack of time/overwhelm Supporting all learners Using/creating/adapting curriculum and learning materials Establishing strong classroom culture
Most Supportive/Helpful	Coach Site community and support
Most Joyful	Relationships with students Student learning
Most Stressful	Overwhelming workload Student behavior challenges

Every year we do a thorough survey analysis of what our new teachers tell us about their experiences to inform improvement.

This year, the new teacher survey data shows **a slight dip in overall satisfaction among early career teachers but an increase in their intent to return to teaching in OUSD next school year.**

The overall trends regarding needs, challenges, stress and joy remain consistent from 22-23 to 23-24

Spotlight: Supporting, Developing, and Retaining New Teachers

Piloted Learning Lab release days for new teachers at the elementary, middle, and high school level to increase access to peer observation and peer to peer learning

Every year in our annual survey, new teachers name peer observation and model teaching as among the most valued forms of professional learning but often the hardest to access. Through our newly developed Learning Labs, teachers are released from the classroom for a day to observe 4-6 master teachers at a school site and to learn in community with each other.

Progress to Date:

- **Piloted learning labs at the elementary, middle, and high school levels.** Lab sites included La Escuelita, Elmhurst, and Oakland High.
- **Engaged 37 teachers from a range of sites.**
- **Teacher Feedback:** Rated the experience **9.4/10** and **100%** participants say they are **very likely** to apply their learnings
- **Exploring opportunities to expand access** to Learning Lab release days in the 24-25 school year

Spotlight: Supporting, Developing, and Retaining Effective Leaders

Due to the fact that our accreditation rating for our New Teacher Induction program is so strong, the California Commission on Teaching Credentialing invited us to apply to build a OUSD Clear Administrative Services Credential (CASC) Program. We have submitted our application and are awaiting response.

The OUSD CASC will provide an opportunity for OUSD administrators to receive induction support – and earn their Clear Administrative Services Credential – in a program that is job-embedded, contextualized, and individualized.

By offering our own CASC Program, we aim to achieve the following goals:

- Help current and future OUSD principals climb the initial school leadership learning curve faster and ensure continued to growth after the completion of the CASC Program
- Increase access to principal credentialing to internal candidates, particularly candidates for whom cost may be a barrier to access
- Ensure OUSD principals are highly satisfied with their leadership development supports
- Increase retention of effective administrators

Spotlight: Leadership Growth & Development

We know how critical it is that our leaders across the system have opportunity for growth & development.

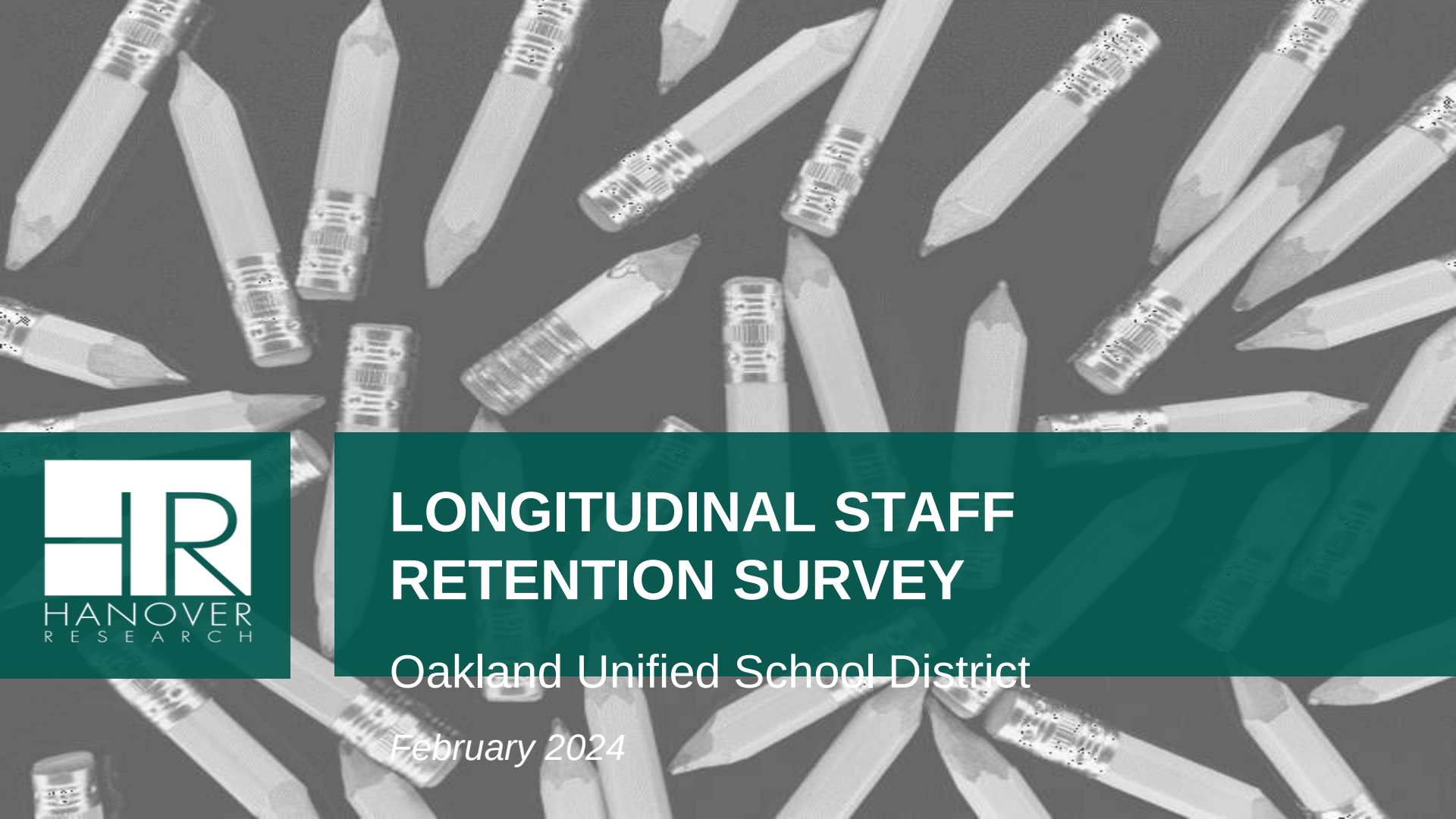
Participants of the OUSD Academy for Central Leaders Growth & Development received training in:

- **Setting Achievable and Measurable Goals**
- **Skillfully Applying Adult Learning Principles**
- **Communicating a Model of Constructive Feedback**
- **Constructing an Employee Development Plan**
- **Performance Evaluations and more….**

We value the feedback of our employees immensely. Each year, we rely on the insights gathered from our annual retention survey to shape our practices and policies. With an average of over 2,000 responses annually, and a cumulative total exceeding 11,000 since 2018, this feedback serves as a cornerstone for continuous improvement and ensures that our decisions are guided by the voices of our workforce.

Through our partnership with Hanover Research we have completed a longitudinal study of our employee retention survey responses from 2018-2023.

Our next annual retention survey will be released to our employees on Monday, April 29th!



LONGITUDINAL STAFF RETENTION SURVEY

Oakland Unified School District

February 2024

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INTRODUCTION

OVERVIEW

RESEARCH QUESTIONS

- What are the primary reasons staff indicate they are likely to leave OUSD?
- What are the primary reasons staff indicate they are likely to leave OUSD?
- How have staff perceptions related to retention and satisfaction shifted since the COVID-19 pandemic?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online each year (2018 – 2023) using the Survey Monkey platform.
- The analysis includes a total of 11,049 respondents following data cleaning.
- Results are segmented by *Year* and *Staff Role* in the accompanying data dashboard.

RESPONDENT QUALIFICATIONS

- Must be a current staff member within Oakland Unified School District.

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data dashboard.
- Statistically significant differences (95% confidence level) between groups are noted with letters (three or more groups) or asterisks (two groups).
- After data collection, Hanover identified and removed low-quality responses.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who expressed an opinion.
- In some charts, bars are different colors to highlight particularly popular, positive, or negative results (e.g., green or orange).
- Bar chart colors are selected to support readability and differentiation between segmented groups.
- Question text and answer options may be marked with ± if they have been abbreviated for clarity and brevity. Please consult the data dashboard for unabridged item text.
- Data labels of “<1” are used when the percentage of respondents who selected that option would equal zero due to rounding.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS

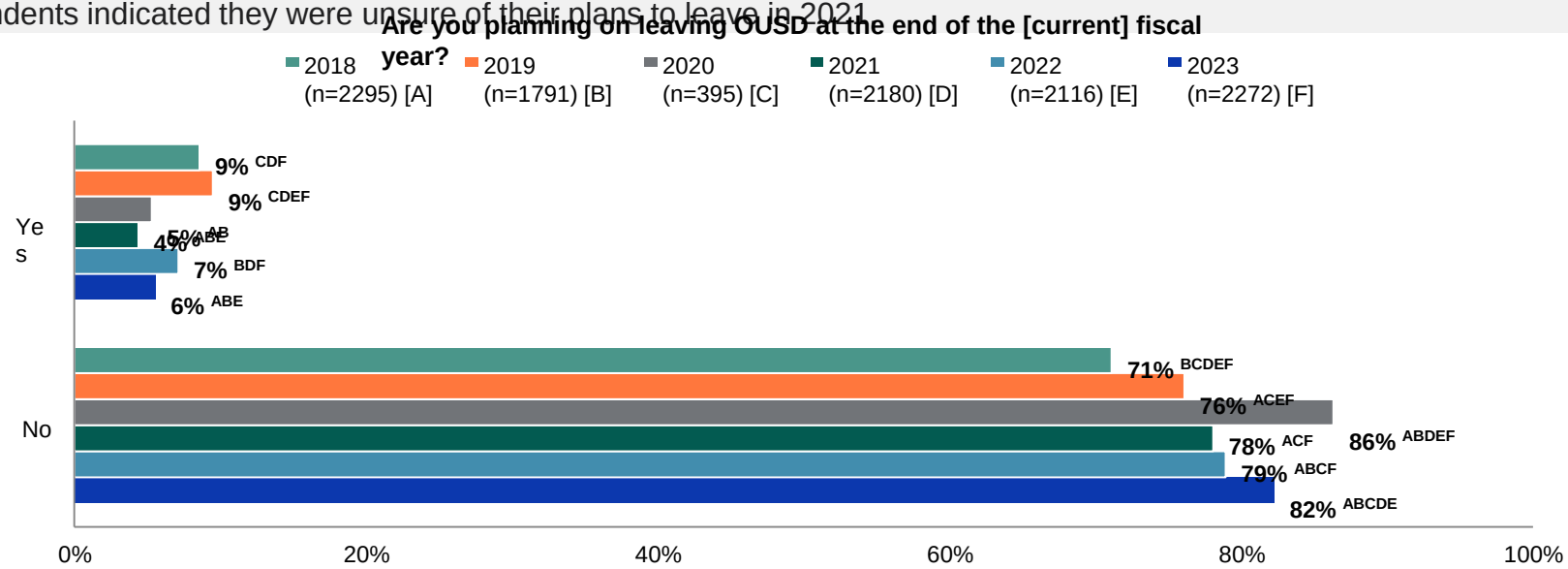
- **Address common stressors facing staff at work.** Across all years, about half of staff indicate that their workload is a major source of stress. Further, in 2022 and 2023, many staff indicated that exposure to trauma, uncertain or undefined job expectations, and lack of opportunity for growth and advancement were major stressors. OUSD can aim to provide staff with additional support and resources to help alleviate these common sources of stress.

- **Relatedly, few staff feel that there is a clear career ladder for people in their position to move to a higher position and pay level.** Many staff members also indicate that salary is more of a "leave" factor than a "stay" factor, with nearly half of respondents in 2022 and 2023 indicating that salary is a factor that makes them want to leave OUSD. More than a quarter of staff in recent years also say that they anticipate needing to leave their current position within five years because of the cost of living in the Bay Area. When asked what OUSD can do to retain valued staff members, many staff write in responses related to salary/pay and benefits. With available resources, OUSD should work to communicate to staff members what to expect in terms of career advancement and aim to provide staff with fair compensation.

- **Work to provide teachers and staff with professional learning and development that will meet their needs.** For instance, in 2022 and 2023, many teachers indicate that there is a high need for professional learning focused on trauma-informed teaching practices and strategies for social-emotional learning. Further, about a quarter of staff members (excluding teachers) say in 2022 and 2023 that they have never or rarely (less than once per year) received meaningful feedback about their professional practice. Yet, those who have received feedback often indicate a high level of satisfaction. OUSD can aim to fill these gaps by encouraging both upward and downward feedback cycles for all employees and providing professional learning based on staff members' indicated needs.

CURRENT PLANS

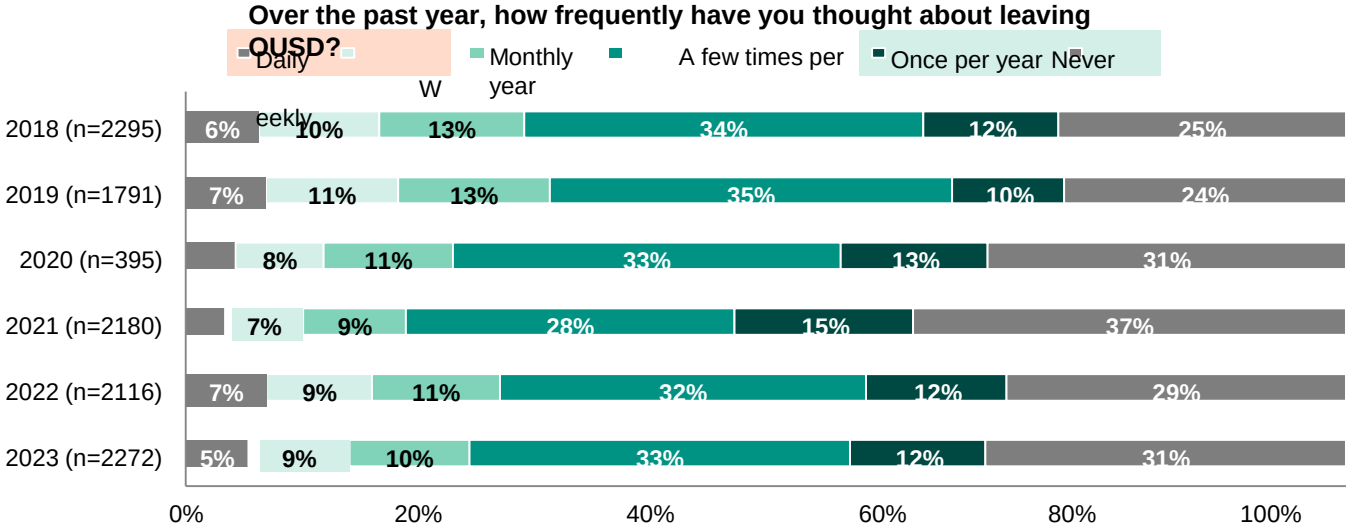
2020 was the year the highest proportion of respondents indicated they were not planning to leave OUSD at the end of the fiscal year. Additionally, the percentage of staff who say they are not planning to leave has been rising since 2021 (78%). 2022 saw the highest percentage of respondents indicate that they *were* planning to leave OUSD (7%) since 2018 and 2019 (both 9%); 14% of respondents also said in 2022 that they were not sure of their plans to leave yet. Nearly a fifth (18%) of respondents indicated they were unsure of their plans to leave in 2021.



Note: letters indicate statistically significant differences between groups at the 95% level.

FREQUENCY OF THOUGHTS TO LEAVE

Respondents indicate they are thinking of leaving less frequently in recent years. For instance, while only about a third of respondents said in 2018 and 2019 that they thought about leaving OUSD once a year or never, in 2022 and 2023 this percentage rose to approximately two-fifths (41% and 43%, respectively). In 2021, over half of respondents said they rarely thought about leaving OUSD (53%).



	Bottom 2	Top 2
2018	17%	34%
2019	18%	34%
2020	12%	44%
2021	10%	53%
2022	16%	41%
2023	14%	43%

Note: Bottom 2 = % Daily + % Weekly. Top 2 = % Once per year + % Never.

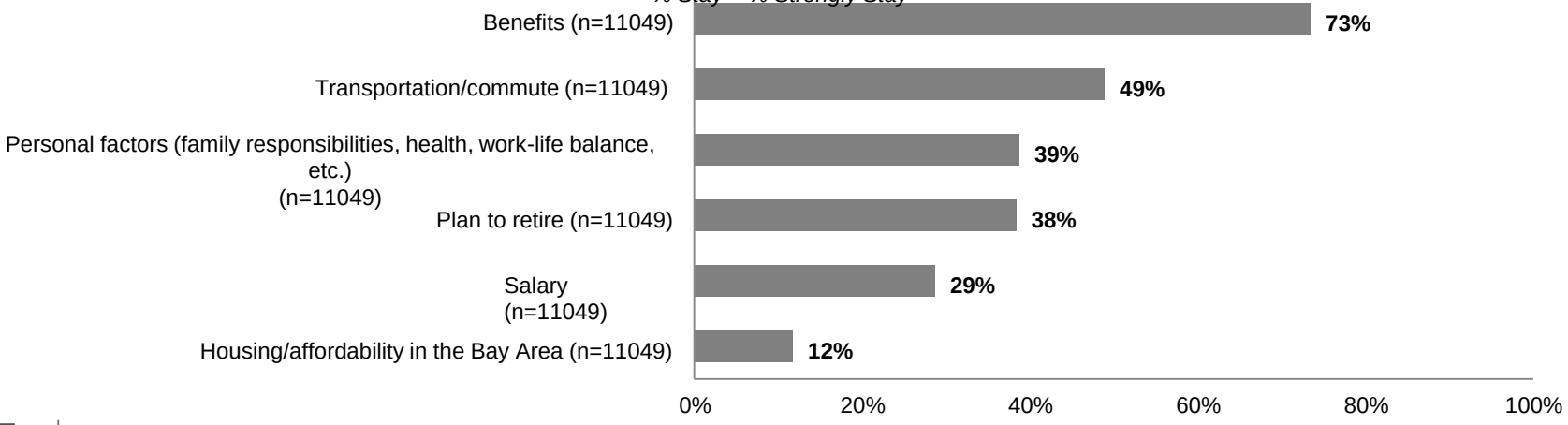
LIFESTYLE FACTORS

The factor that most frequently has a positive influence on staff members' interest in staying at OUSD is *benefits*. Overall, nearly three-quarters of respondents say that *benefits* make them want to stay at OUSD (73%), while less than a third (29%) say the same of *salary*.

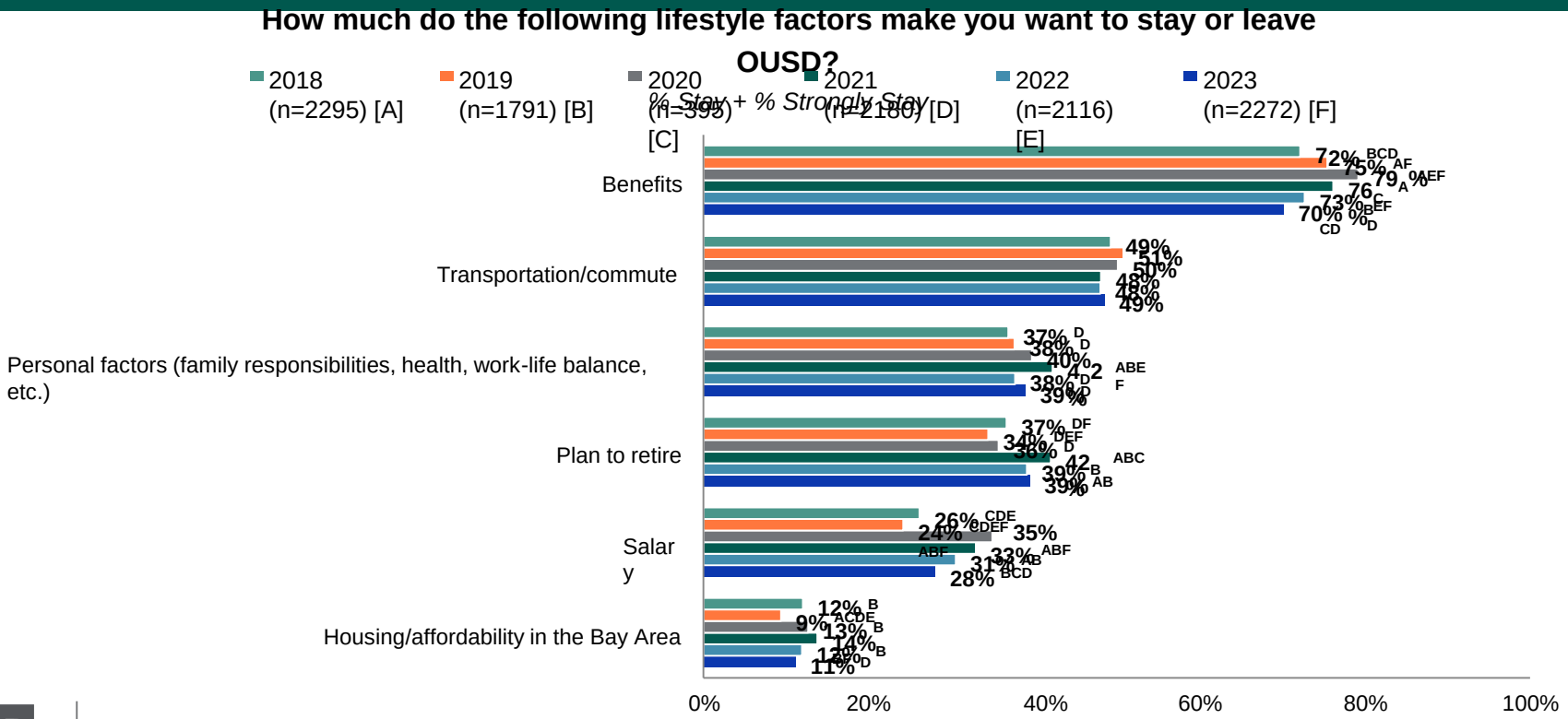
***Housing/affordability in the Bay Area* as well as *Salary* are the two factors most commonly cited (across years) as factors that influence staff members to leave**. Specifically, 39% or more of respondents say, each year, that these two factors make them want to *strongly leave* or leave OUSD.

How much do the following lifestyle factors make you want to stay or leave OUSD?

% Stay + % Strongly Stay



LIFESTYLE FACTORS BY YEAR

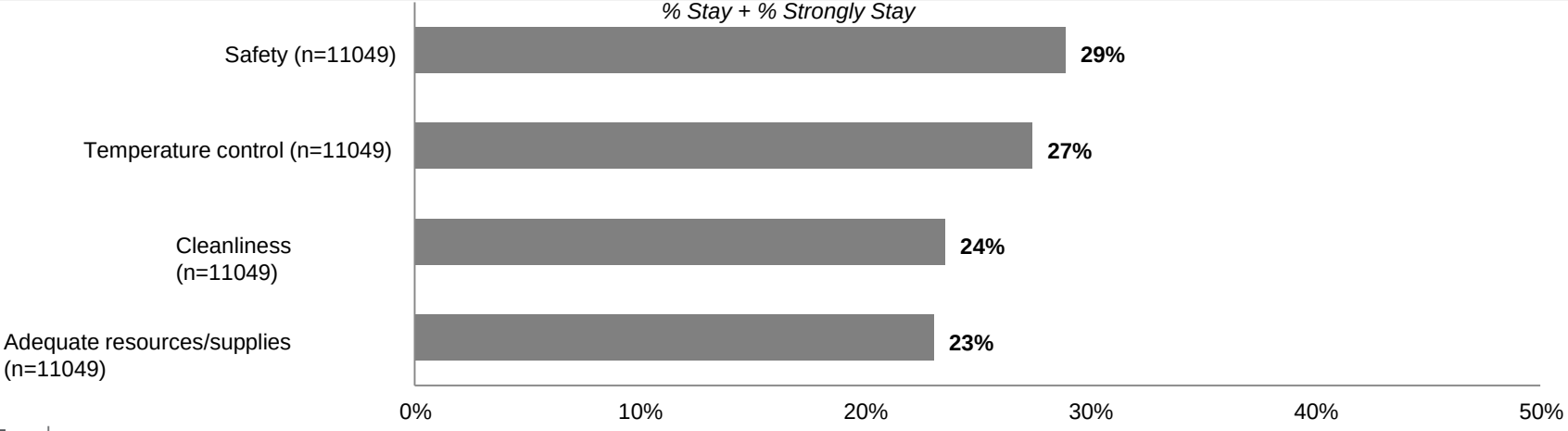


Note: letters indicate statistically significant differences between groups at the 95% level.

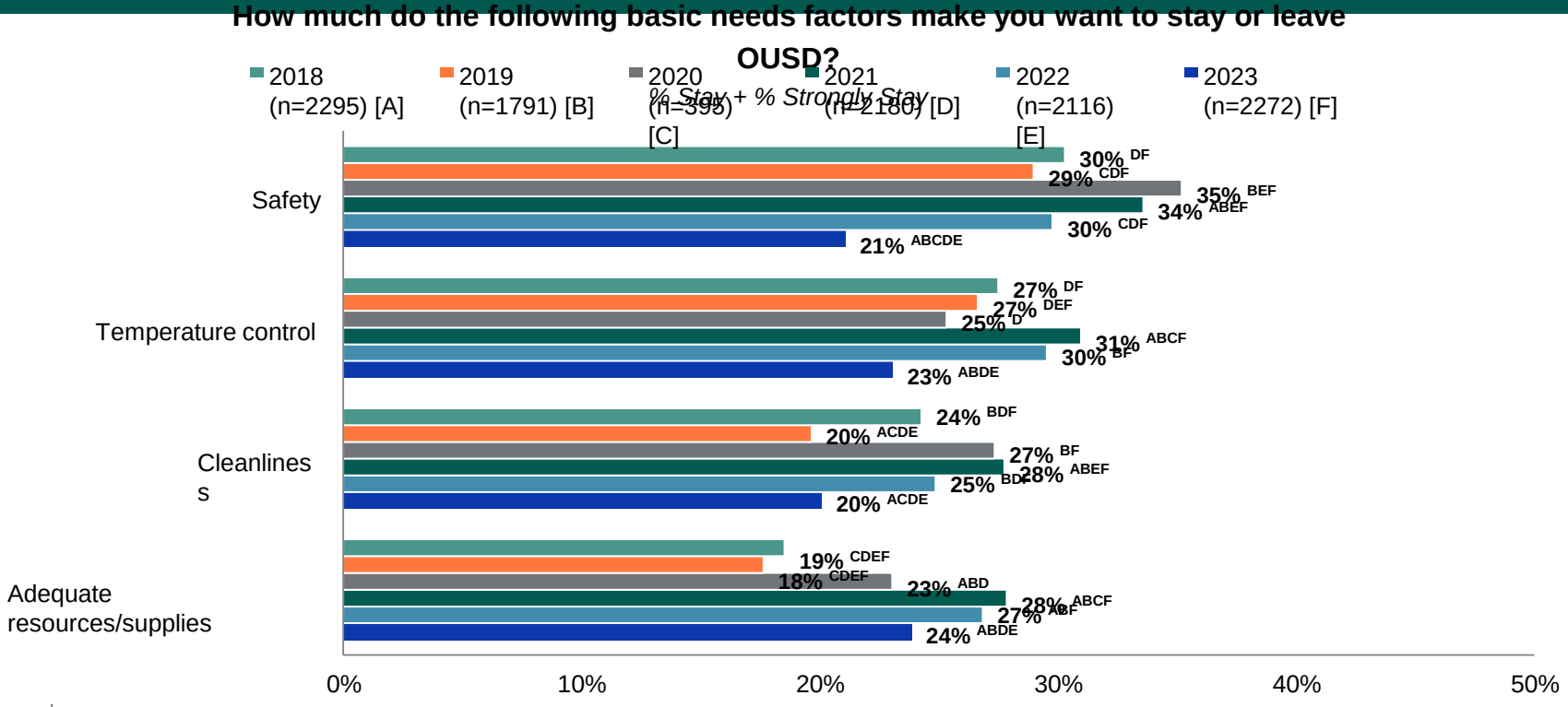
BASIC NEEDS FACTORS

Overall, about a third (29%) of respondents say that *safety* makes them want to stay at OUSD. Most respondents indicate, each year, that they feel *neutral* about the influence of basic needs factors on their interest in staying or leaving, however.

The ratio of respondents indicating that *adequate resources/supplies* make them want to leave (vs. stay) has become more positive over time. For instance, while half (or more) of respondents in 2018 (34%) and 2019 (55%) indicated that this area influenced them to leave, only 41% in 2023 say the same. This is the area that most strongly influences respondents to want to leave, however. *Safety* is a close second in 2023, with 38% indicating that this factor makes them to want to leave.



BASIC NEEDS FACTORS BY YEAR

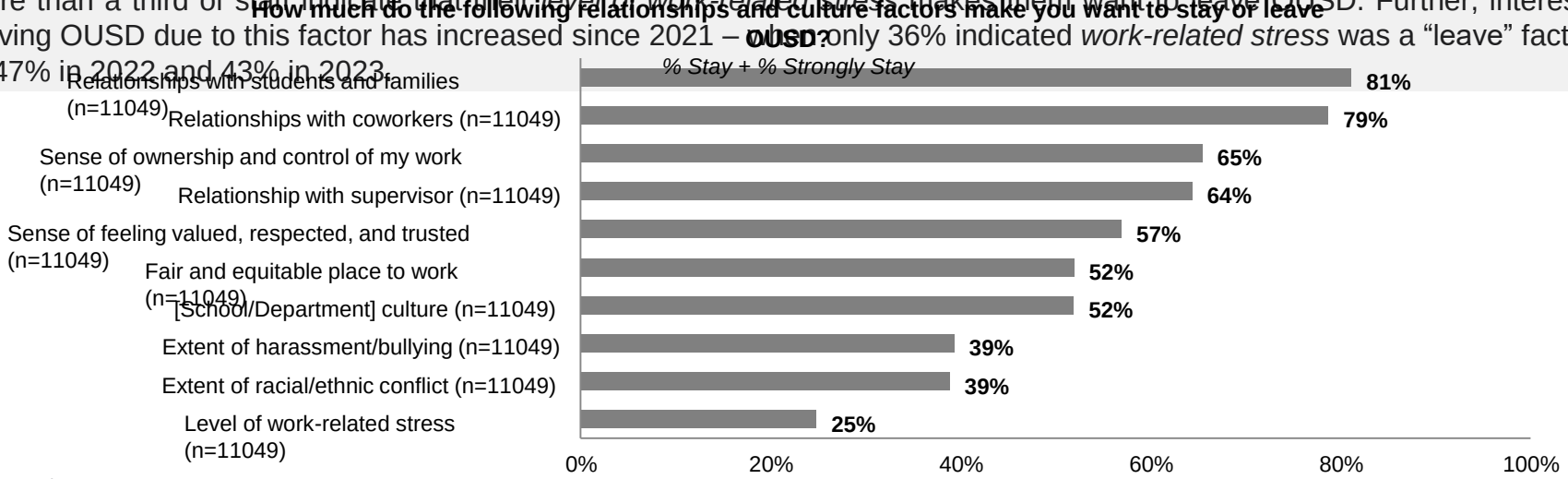


Note: letters indicate statistically significant differences between groups at the 95% level.

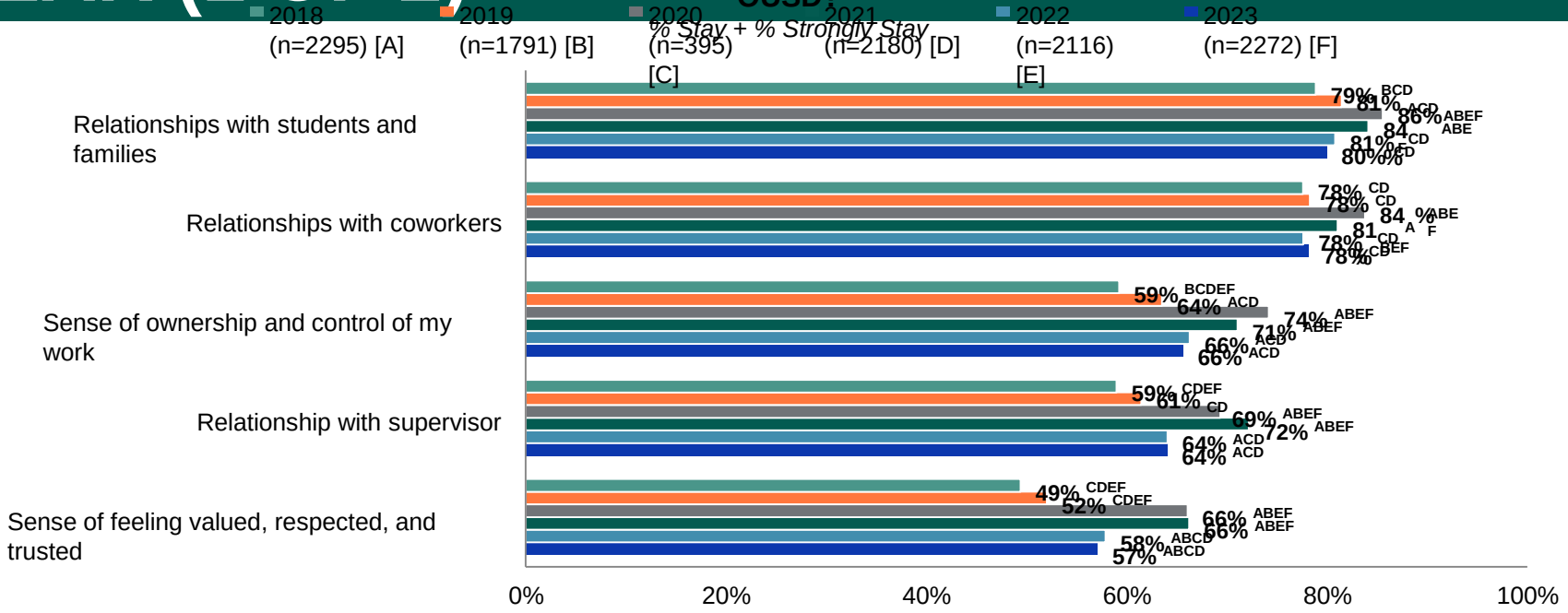
RELATIONSHIP & CULTURE FACTORS

Staff members' *relationships with students and families* and with *coworkers* have historically been strong reasons for interest in staying at OUSD. More than three-quarters of respondents, overall, say their *relationship with students and families* influences them to want to stay (81%). Similarly, 79% of respondents across years say that *relationships with coworkers* influence them to stay.

Staff members' *level of work-related stress*, however, is a common factor that influences intent to leave. Each year, more than a third of staff indicate that their *level of work-related stress* makes them want to leave OUSD. Further, interest in leaving OUSD due to this factor has increased since 2021 – when only 36% indicated *work-related stress* was a "leave" factor – to 47% in 2022 and 43% in 2023.



RELATIONSHIP & CULTURE FACTORS BY YEAR (1 OF 2)

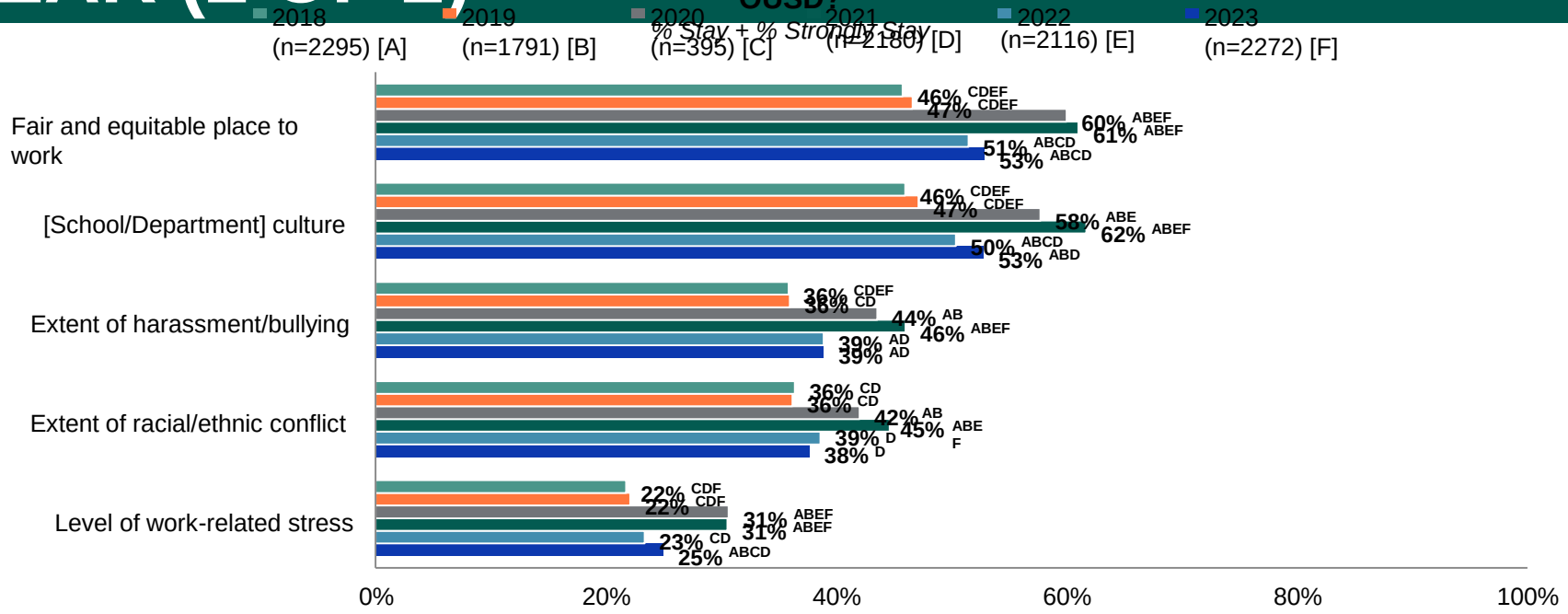


Note: letters indicate statistically significant differences between groups at the 95% level.

RELATIONSHIP & CULTURE FACTORS BY YEAR (2 OF 2)

How much do the following relationships and culture factors make you want to stay or leave OUSD?

% Stay + % Strongly Stay



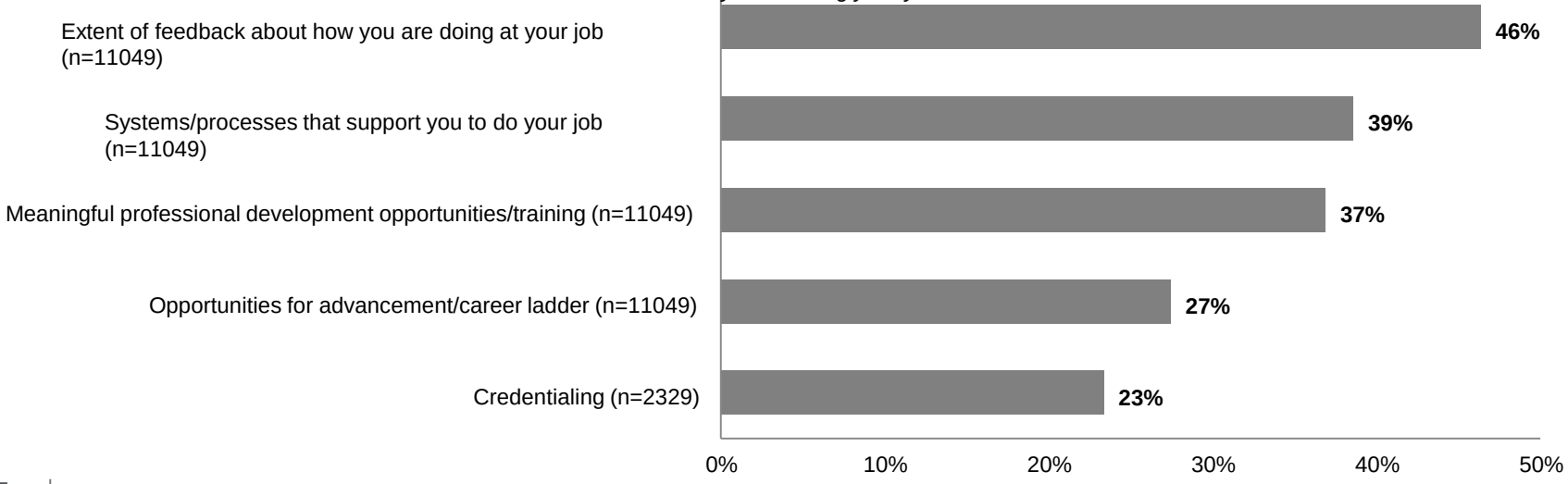
Note: letters indicate statistically significant differences between groups at the 95% level.

PROFESSIONAL GROWTH & DEVELOPMENT

Nearly half of respondents, overall, say that the *extent of feedback* about how they are doing at their job is a reason to stay at OUSD. Fewer say the same of *opportunities for advancement*, however (27%). Perceptions of the influence of professional growth and development factors on interest in staying vs. leaving have remained mostly stable since 2020, as well.

How much do the following professional growth and development factors make you want to stay or leave OUSD?

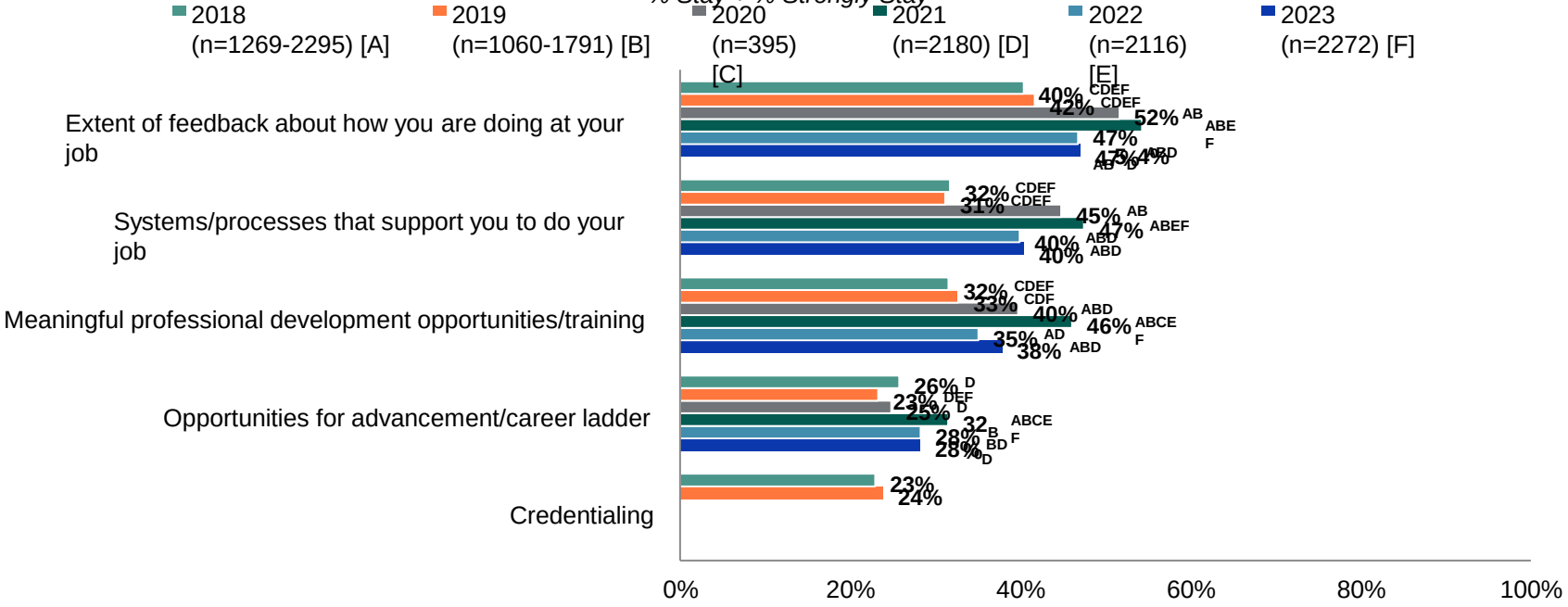
% Stay + % Strongly Stay



PROFESSIONAL GROWTH & DEVELOPMENT FACTORS BY YEAR

How much do the following professional growth and development factors make you want to stay or leave OUSD?

% Stay + % Strongly Stay



Note: letters indicate statistically significant differences between groups at the 95% level.

PERCEPTIONS OF SUPPORT

More than half of staff say, each year since 2020, that they feel *support from non-instructional staff* and *access to needed facilities and resources* are supportive. Feelings of support were higher in many areas in 2020 than they have been in years since, as well. For instance, while three-quarters of staff indicated that *non-instructional staff* were supportive in 2020, only 59% say the same in 2023.

Additionally, in both 2022 and 2023, perceptions of schools' *coherent discipline systems* were said to be just as unsupportive as they were supportive. Specifically, 39% in 2022 and 36% in 2023 said discipline systems were unsupportive, while 34% and 35% said they were supportive.

How much do the following support you to be an effective teacher at your school site?

	2018 (n=1143-1155) [A]	2019 (n=1048-1058) [B]	2020 (n=204-206) [C]	2021 (n=1174-1182) [D]	2022 (n=1170-1179) [E]	2023 (n=1221-1236) [F]
Time to learn and reflect on my teaching practice	40% CD	41% CD	58% AB	57% AB	-	-
Support in involving families and caregivers	44% CD	46% CD	66% ABD	58% ABC	-	-
Access to needed facilities and resources	45% CDEF	44% CDEF	59% AB	58% AB	60% AB	61% AB
Support from non-instructional staff	57% CDE	57% CDE	74% ABDEF	67% ABCEF	62% ABCD	59% CD
Collaboration time during the workday	42% CDEF	43% CDDEF	57% ABEF	55% ABEF	49% ABCD	48% ABCD
Coherent school wide discipline system	34% CD	33% CD	48% ABEF	45% ABEF	34% CD	35% CD

Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this question.

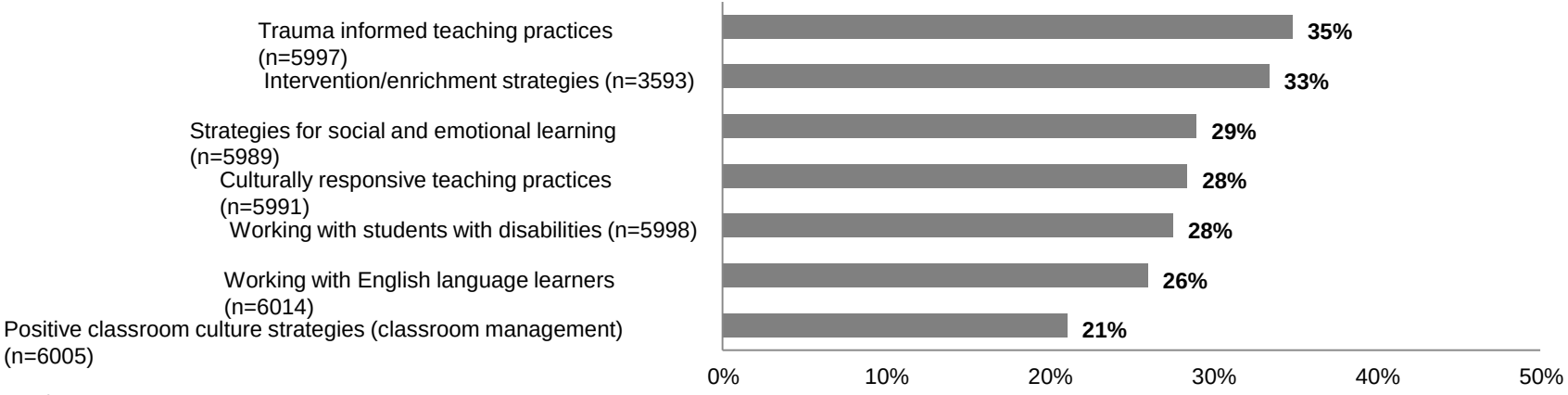
INCLUSIVE PRACTICES LEARNING NEEDS

Perceptions of need related to inclusive practices learning have changed in the post-pandemic years. For instance, while approximately two-fifths of staff members in 2018 (38%) and 2019 (41%) indicated that there was a high need for learning related to *inclusive practices*, only about a third of staff have indicated such a high need in this area since then (30% - 33%).

In recent years (2022 and 2023), staff have indicated that there is a high need for learning related to *trauma-informed teaching practices* (34%). More than a quarter also indicate that there is a high need for *strategies for social and emotional learning* (28%) and *working with students with disabilities*(27%).

Please indicate the extent to which you have professional learning needs in the following areas related to inclusive practices.

% High Need + % Very High Need

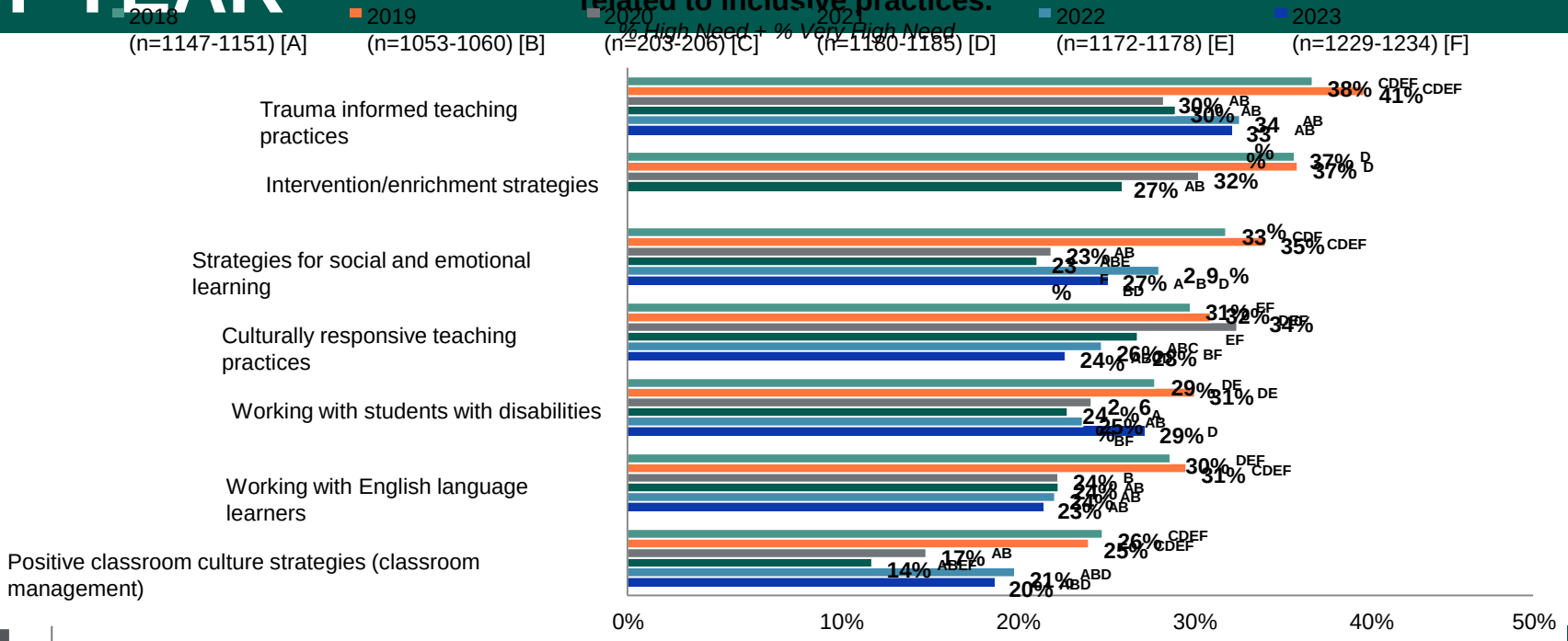


Note: only teachers answered this question.

INCLUSIVE PRACTICES LEARNING NEEDS BY YEAR

Please indicate the extent to which you have professional learning needs in the following areas related to inclusive practices.

% High Need + % Very High Need



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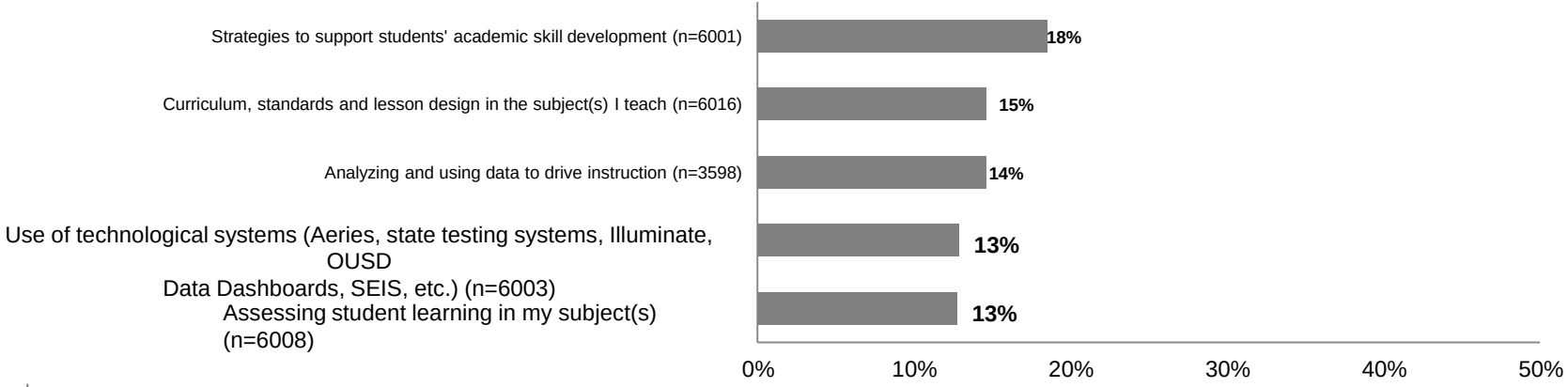
CURRICULUM & ASSESSMENT LEARNING

Compared to learning related to inclusive practices, staff are less interested in learning related to curriculum and assessment. For instance, across years, less than a quarter of respondents say there is a high need for learning in any of the curriculum and assessment areas, including *strategies to support students' academic skill development* (18%) and *analyzing and using data to drive instruction* (14%). In fact, most respondents tend to indicate that there is only "some need" for learning in each of the areas related to curriculum and assessment.

In recent years (2022 and 2023), more than a third of staff say that there is "no need" for professional learning related to the *use of technological systems* (38%).

Please indicate the extent to which you have professional learning needs in the following areas related to curriculum and assessment.

% High Need + % Very High Need

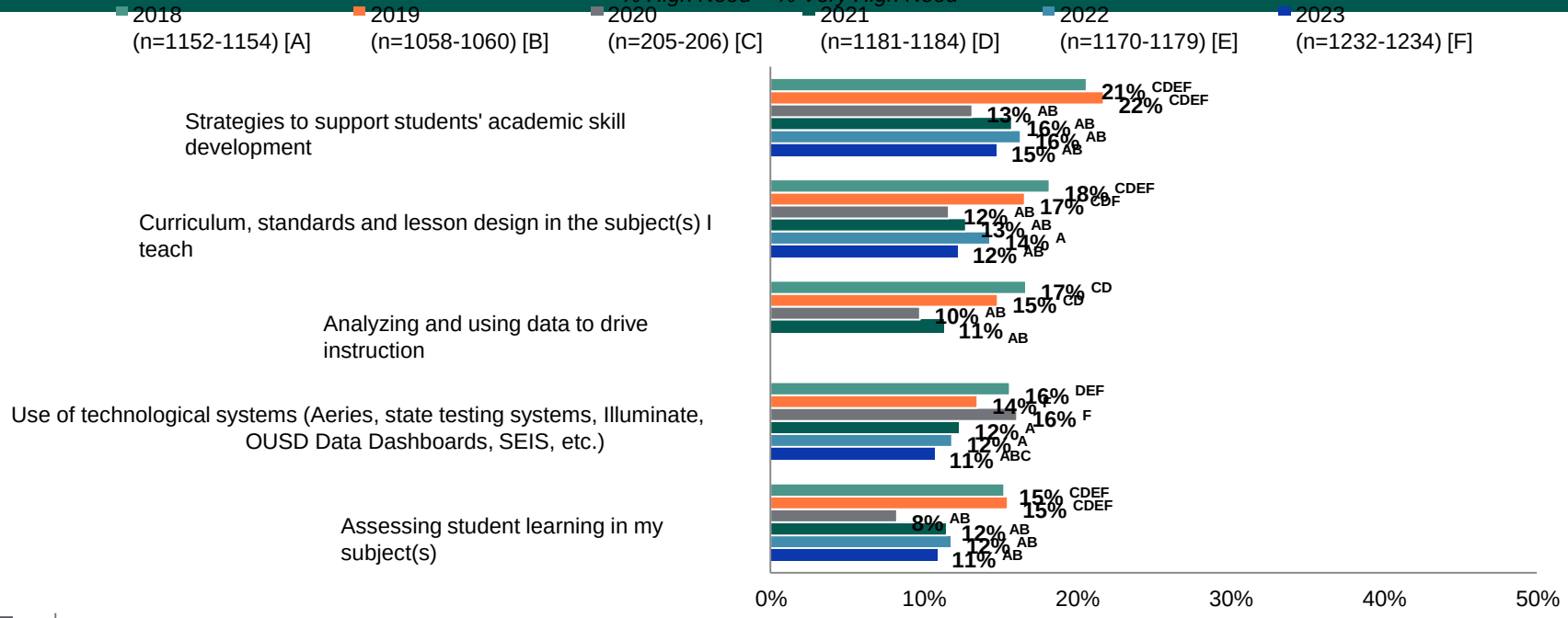


Note: only teachers answered this question.

CURRICULUM & ASSESSMENT LEARNING NEEDS BY YEAR

Please indicate the extent to which you have professional learning needs in the following areas related to curriculum and assessment.

% High Need + % Very High Need



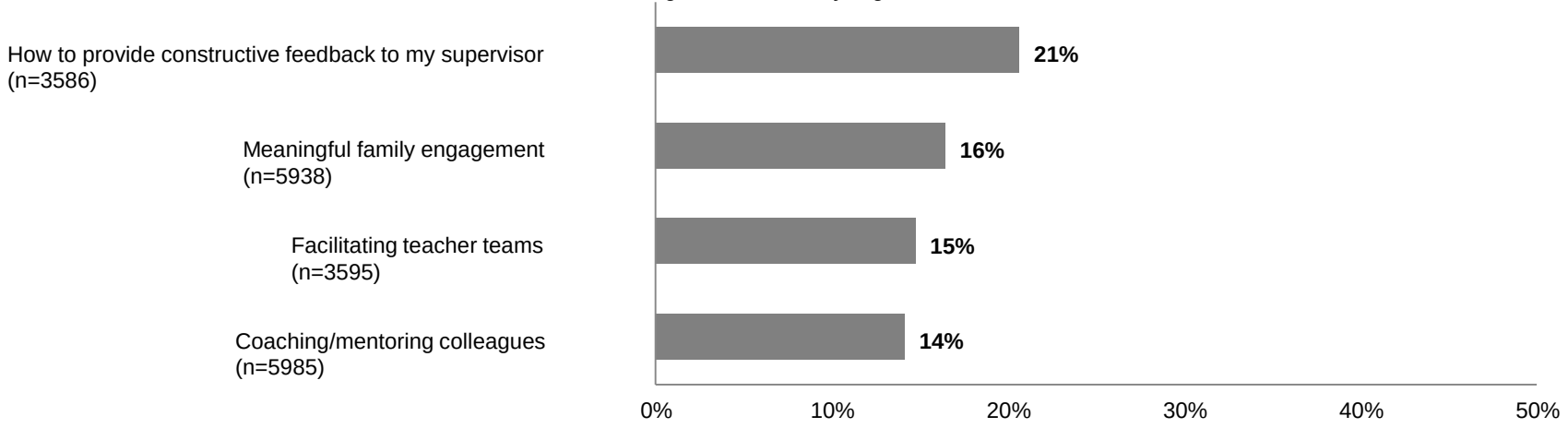
Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this question.

LEADERSHIP LEARNING NEEDS

From 2018 to 2021, approximately a fifth of teachers have said that there is a high need for professional learning on *how to provide constructive feedback to* their supervisors (21%). Since 2022, only two areas have been surveyed related to leadership learning; of these, teachers perceive there to be approximately an equivalent need. In fact, more than a third say that there is at least a moderate need for both *coaching/mentoring colleagues* (34% in 2022, 33% in 2023) and *meaningful family engagement* (36% in 2022, 33% in 2023).

Please indicate the extent to which you have professional learning needs in the following areas related to leadership.

% High Need + % Very High Need

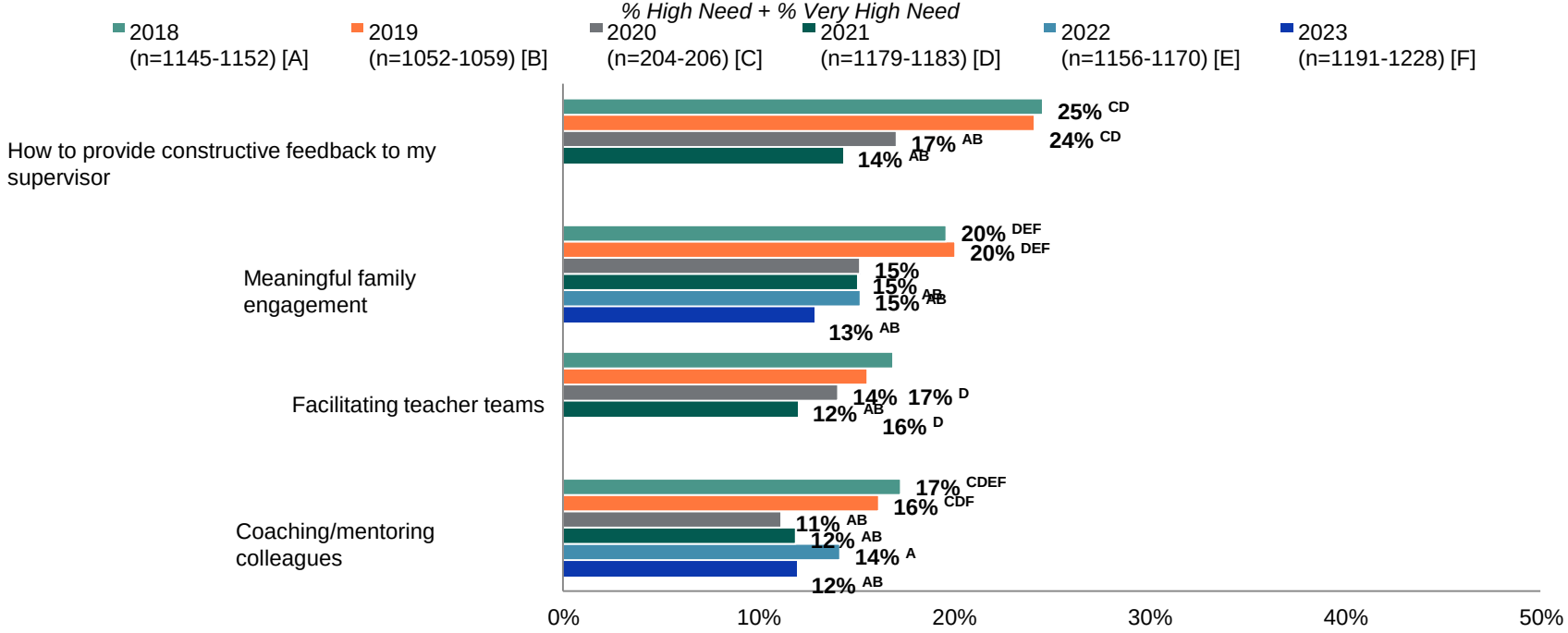


Note: only teachers answered this question.

LEADERSHIP LEARNING NEEDS BY YEAR

Please indicate the extent to which you have professional learning needs in the following areas related to leadership.

% High Need + % Very High Need



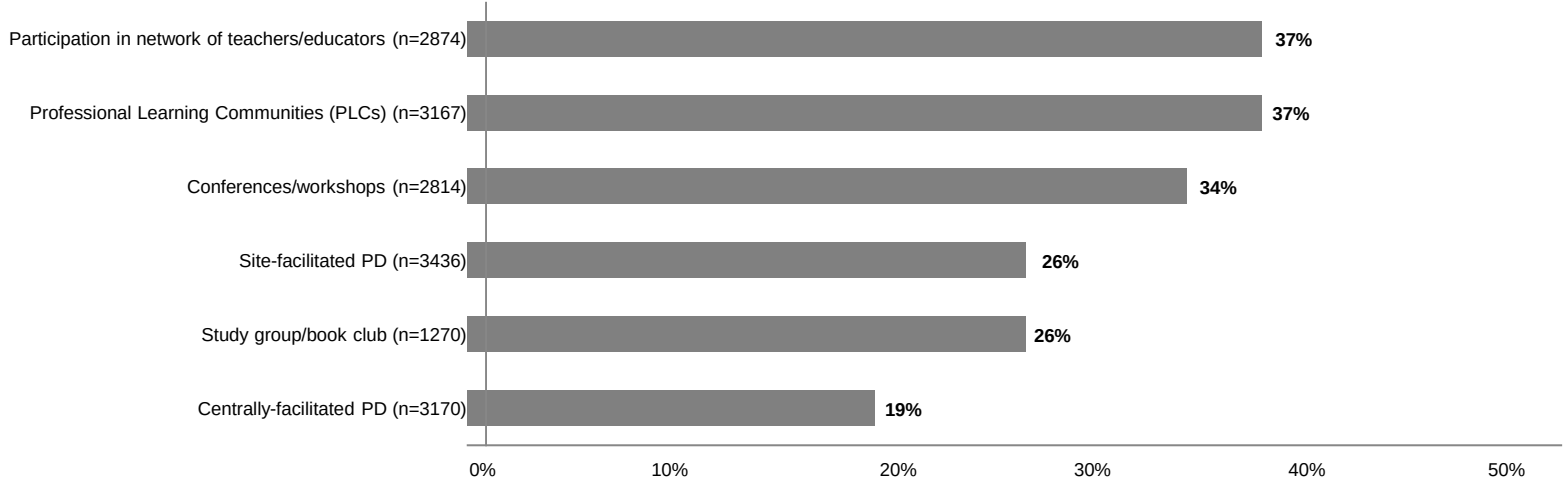
Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this question.

PROFESSIONAL DEVELOPMENT LEARNING

From 2018 to 2021, the two areas that rose to the top as most impactful related to professional development learning are *participation in teacher/educator networks* and *professional learning communities* (both 37%). Perceptions of both of these areas' positive impact became more positive over time, as well.

Rate the positive impact of the following types of Professional Development (PD) learning you have experienced as an OUSD teacher.

% High Positive Impact + % Very High Positive Impact

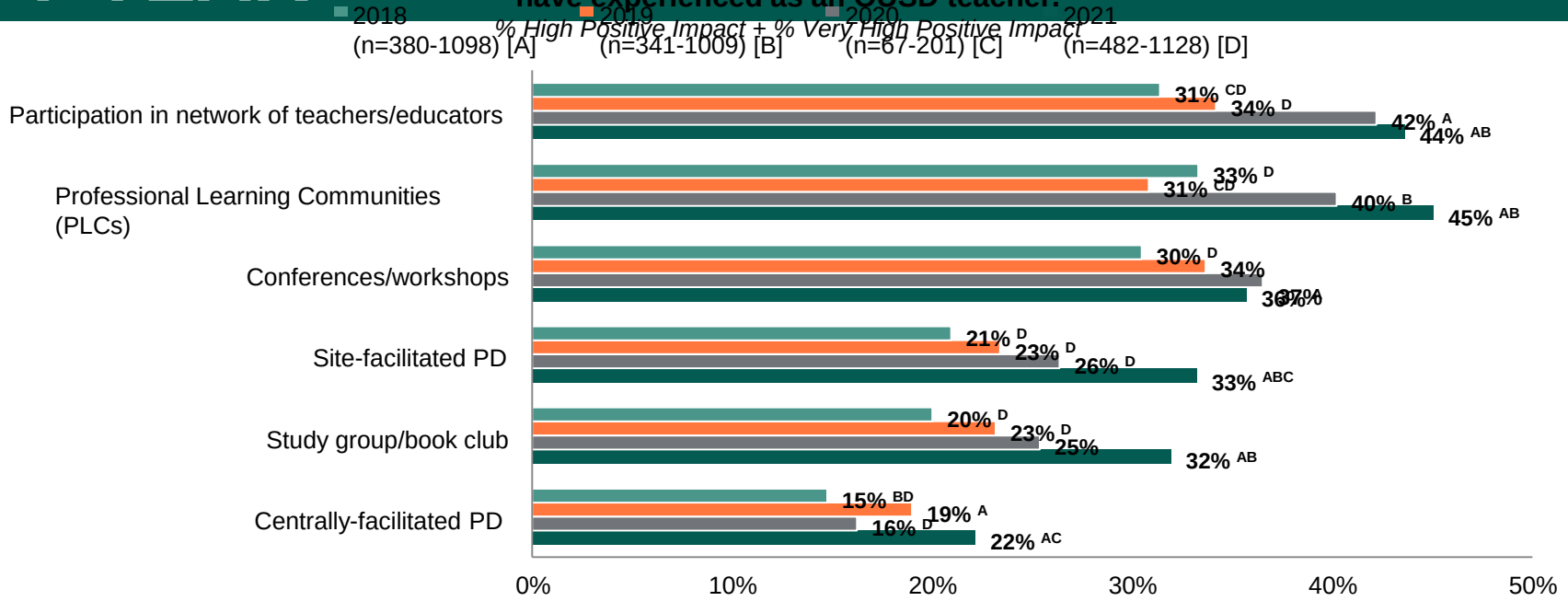


Note: only teachers answered this question.

PROFESSIONAL DEVELOPMENT LEARNING BY YEAR

Rate the positive impact of the following types of Professional Development (PD) learning you have experienced as an OUSD teacher.

% High Positive Impact + % Very High Positive Impact



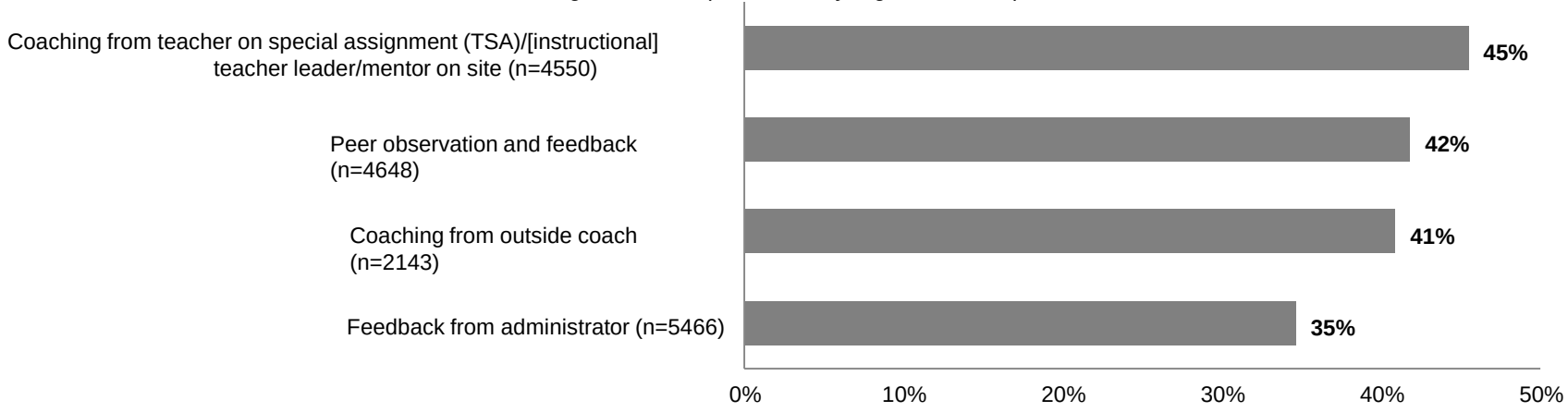
Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this question.

FEEDBACK & COACHING

Nearly half of respondents feel that, across years, *coaching from TSAs/Instructional teacher leaders/mentors* has been highly impactful. Perceptions of impact have generally become more positive since 2019, as well. The two areas in recent years (2022 and 2023) that teachers feel are highly impactful are *coaching from TSAs/Instructional teacher leaders/mentors* (46% in 2022 and in 2023) and *peer observation and feedback* (43% in 2022, 44% in 2023).

Rate the positive impact of the following types of feedback and coaching learning you have experienced as an OUSD teacher.

% High Positive Impact + % Very High Positive Impact

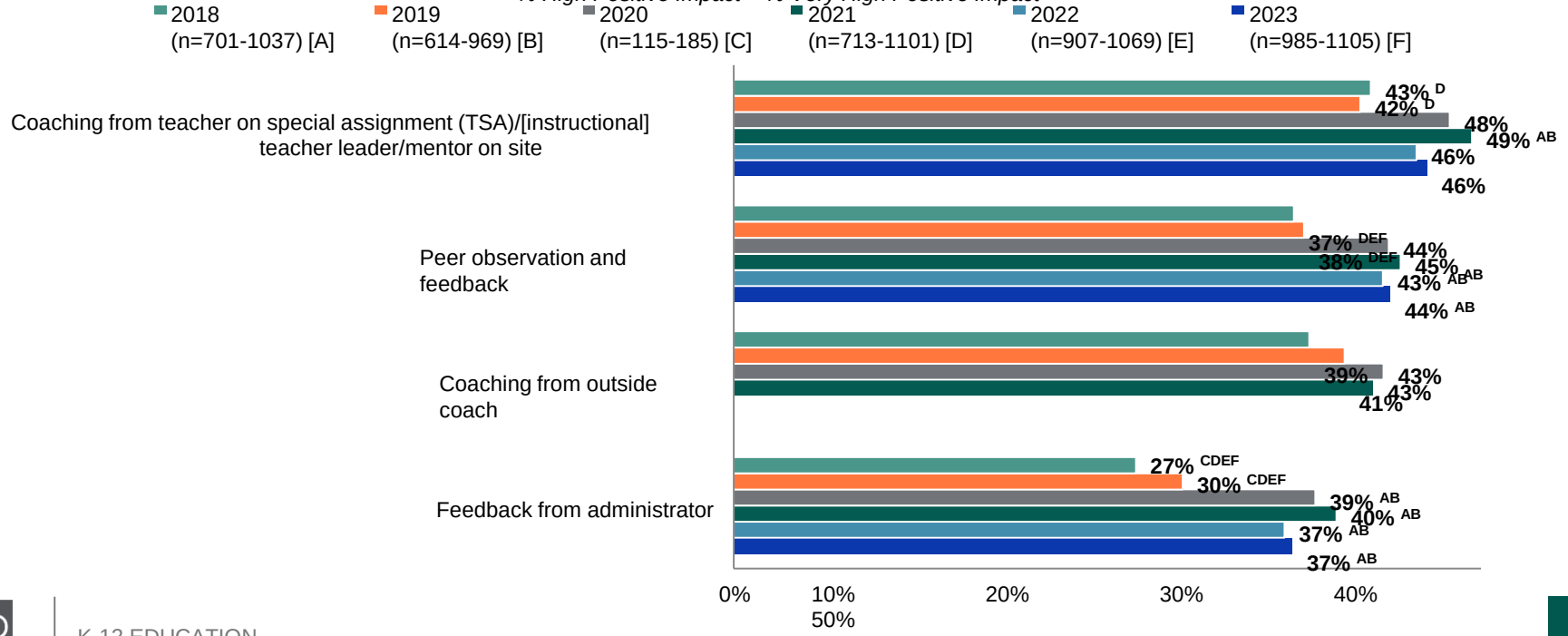


Note: only teachers answered this question.

FEEDBACK & COACHING BY YEAR

Rate the positive impact of the following types of feedback and coaching learning you have experienced as an OUSD teacher.

% High Positive Impact + % Very High Positive Impact

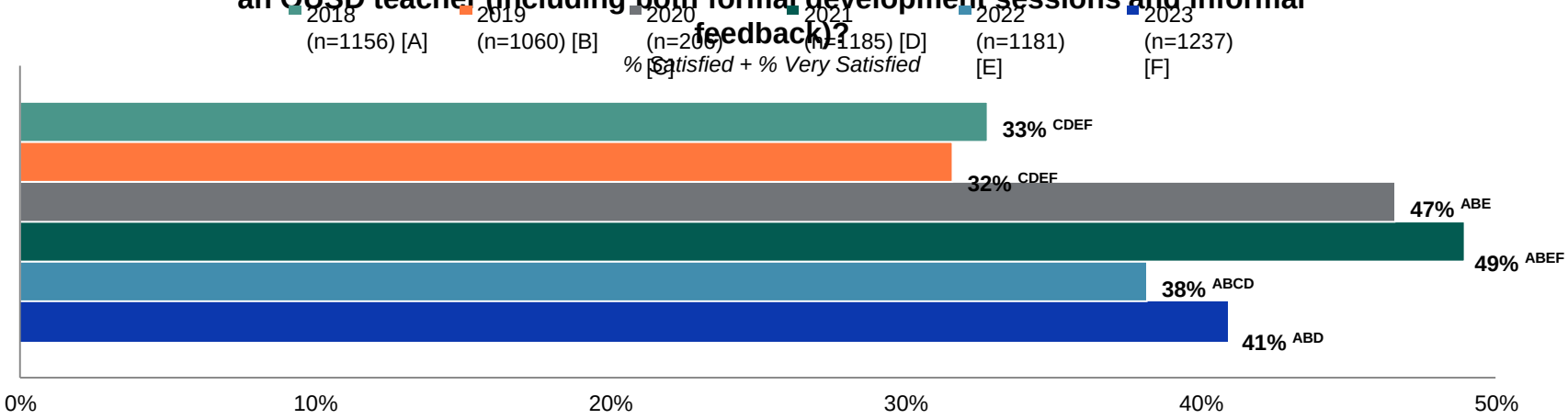


Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this

OVERALL SATISFACTION

Satisfaction with professional learning and development was highest in 2020 and 2021. Specifically, nearly half of respondents in these years indicated that they were satisfied or very satisfied with the formal and informal professional learning and development they had received as an OUSD teacher (47% and 49% respectively). Satisfaction has dropped slightly since then, with only 38% in 2022 and 41% in 2023 who indicated satisfaction.

Overall are you satisfied with the professional learning and development you have received as an OUSD teacher (including both formal development sessions and informal feedback)?

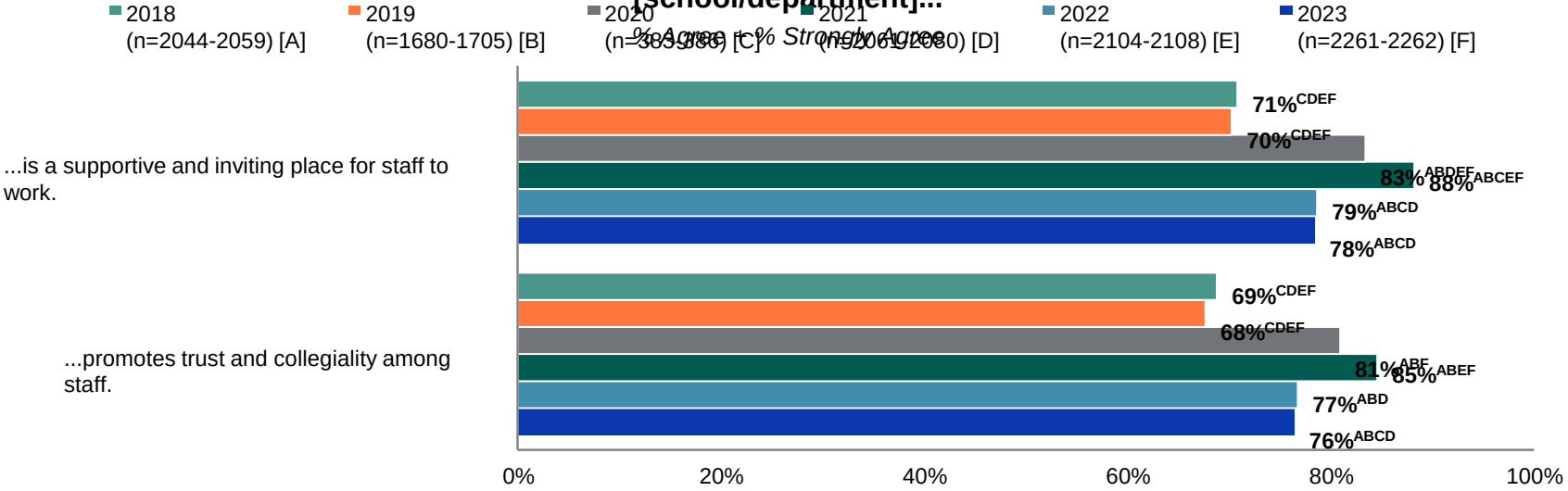


Note: letters indicate statistically significant differences between groups at the 95% level. Only teachers answered this question.

SCHOOL & DEPARTMENT CLIMATE

Across all years, most staff indicate that their schools or departments are supportive, inviting, and collegial. Specifically, since 2020, no fewer than three-quarters of staff members have agreed that their school/department is *a supportive and inviting place for staff to work* (78% - 88%) or that their school/department *promotes trust and collegiality among staff* (76% - 85%).

Please rate how much you agree with the following statements. This [school/department]...

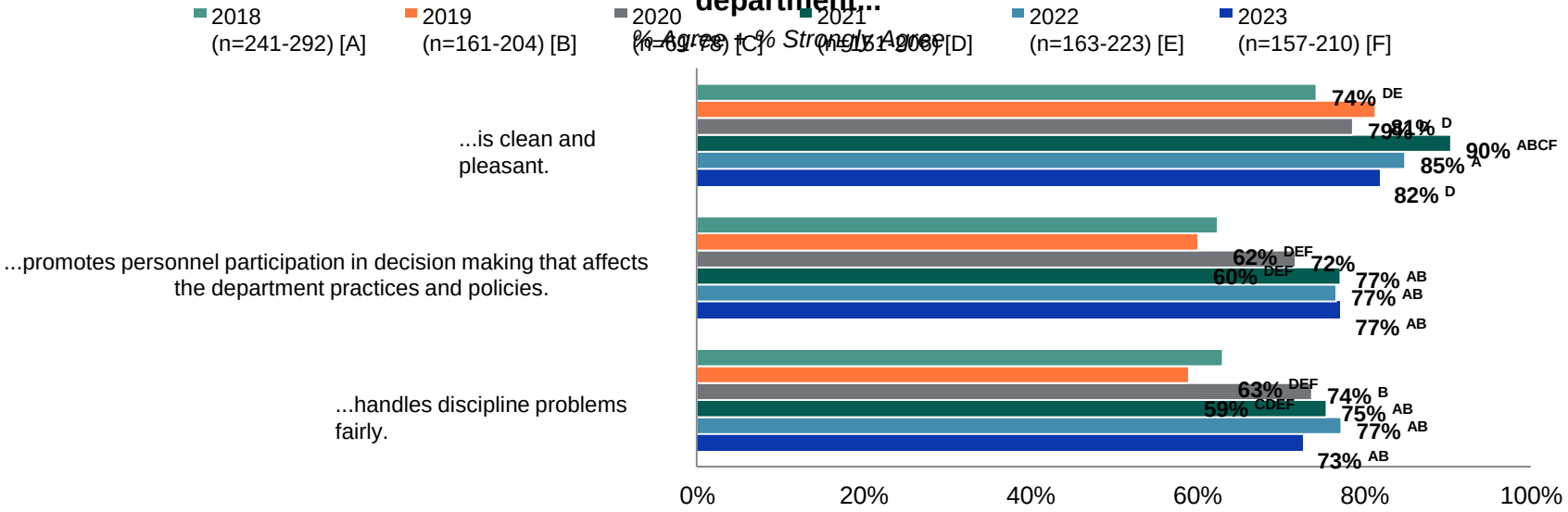


Note: letters indicate statistically significant differences between groups at the 95% level.

DEPARTMENT CLIMATE

Since 2021, no fewer than three-quarters of central office staff members have agreed that their department is *clean and pleasant*, *handles discipline problems fairly*, and *promotes participation in decision-making*. Additionally, most central office staff members also feel, across all years, that most or nearly all adults treat each other with respect (75% - 89%).

Please rate how much you agree with the following statements. This department...

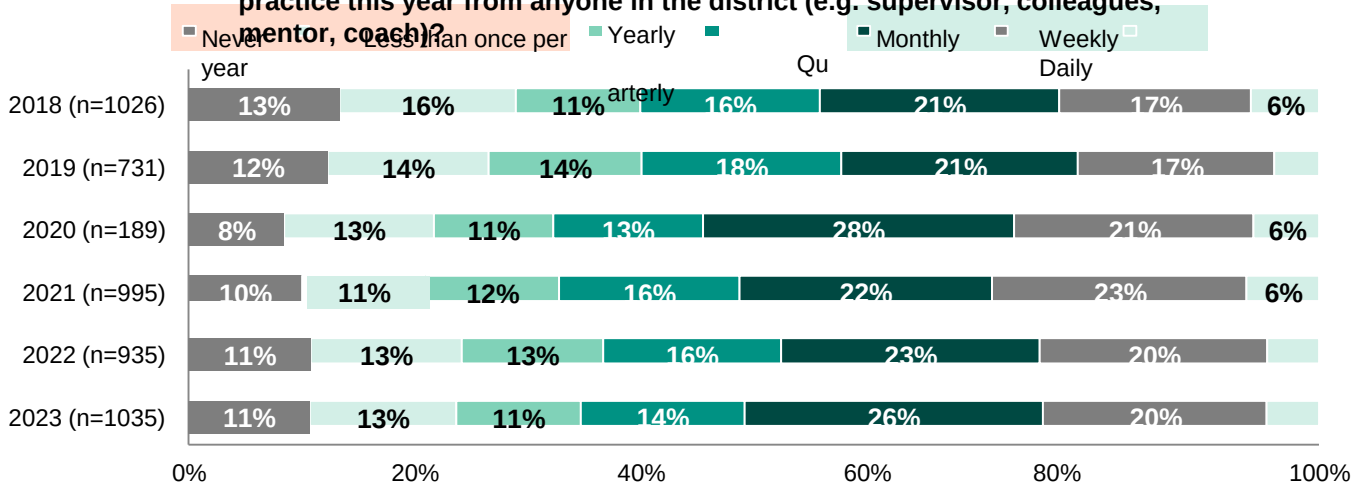


Note: letters indicate statistically significant differences between groups at the 95% level. Only Central Office staff members

FREQUENCY OF FEEDBACK

Approximately half of respondents since 2020 have said that that they receive meaningful feedback about their professional practice on a monthly basis (or more frequently). However, about a quarter of recent respondents (in 2022 and 2023) say they receive meaningful professional feedback very infrequently – either never or less than once per year.

How often have you received meaningful feedback about your professional practice this year from anyone in the district (e.g. supervisor, colleagues, mentor, coach)?

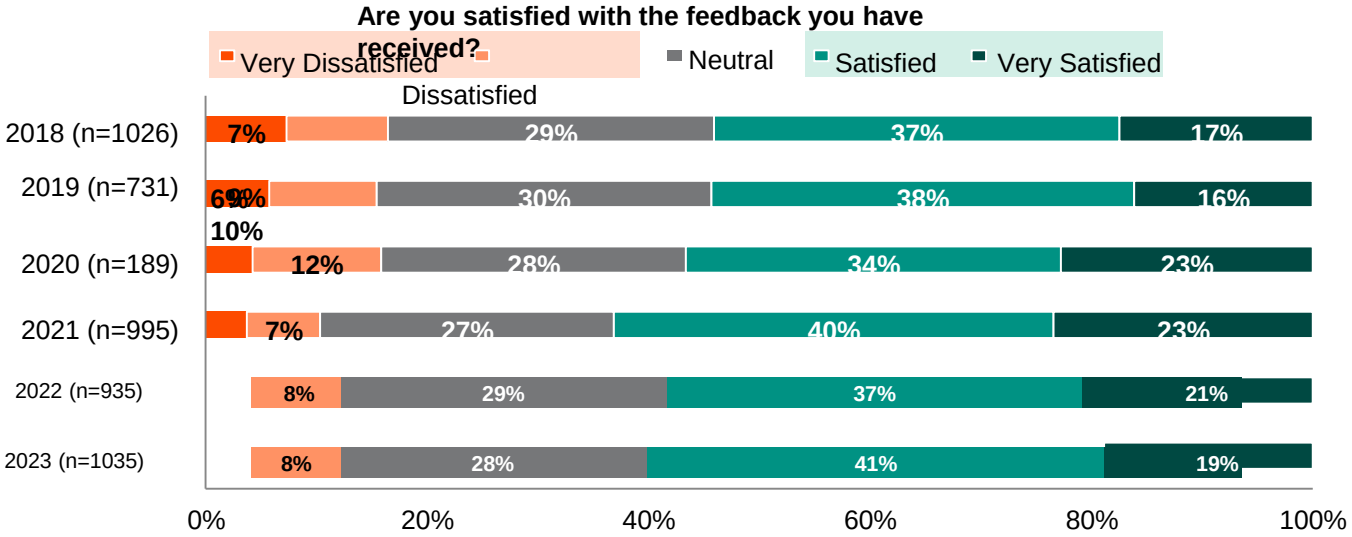


	Bottom 2	Top 3
2018	29%	44%
2019	27%	42%
2020	22%	54%
2021	21%	51%
2022	24%	48%
2023	24%	51%

Note: all respondents except Teachers answered this question.

SATISFACTION WITH FEEDBACK

Satisfaction with feedback is generally quite strong across years. Specifically, more than half of respondents say, each year, that they are satisfied or very satisfied with the feedback they have received.



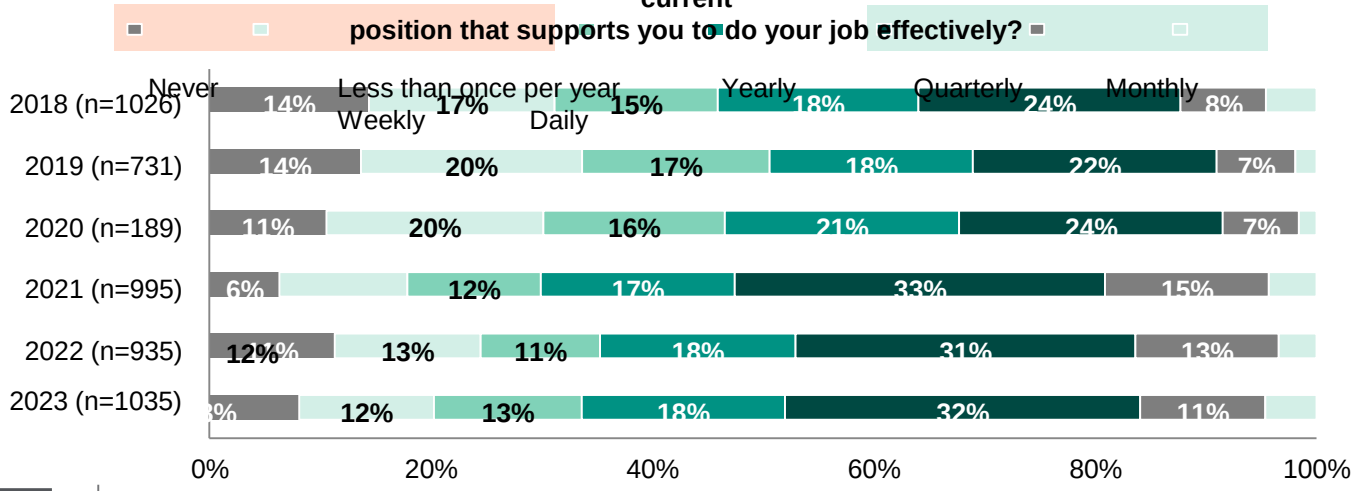
	Bottom 2	Top 2
2018	16%	54%
2019	15%	54%
2020	16%	57%
2021	10%	63%
2022	13%	58%
2023	12%	60%

Note: all respondents except Teachers answered this question.

FREQUENCY OF AND SATISFACTION WITH

Since 2021, approximately half of staff members say they have experienced supportive professional learning and development on at least a monthly basis. As with perceptions of frequency related to feedback, approximately a fifth to a quarter of respondents in recent years say they have never experienced meaningful professional learning/development or that they have experienced meaningful PL/PD less than once per year.

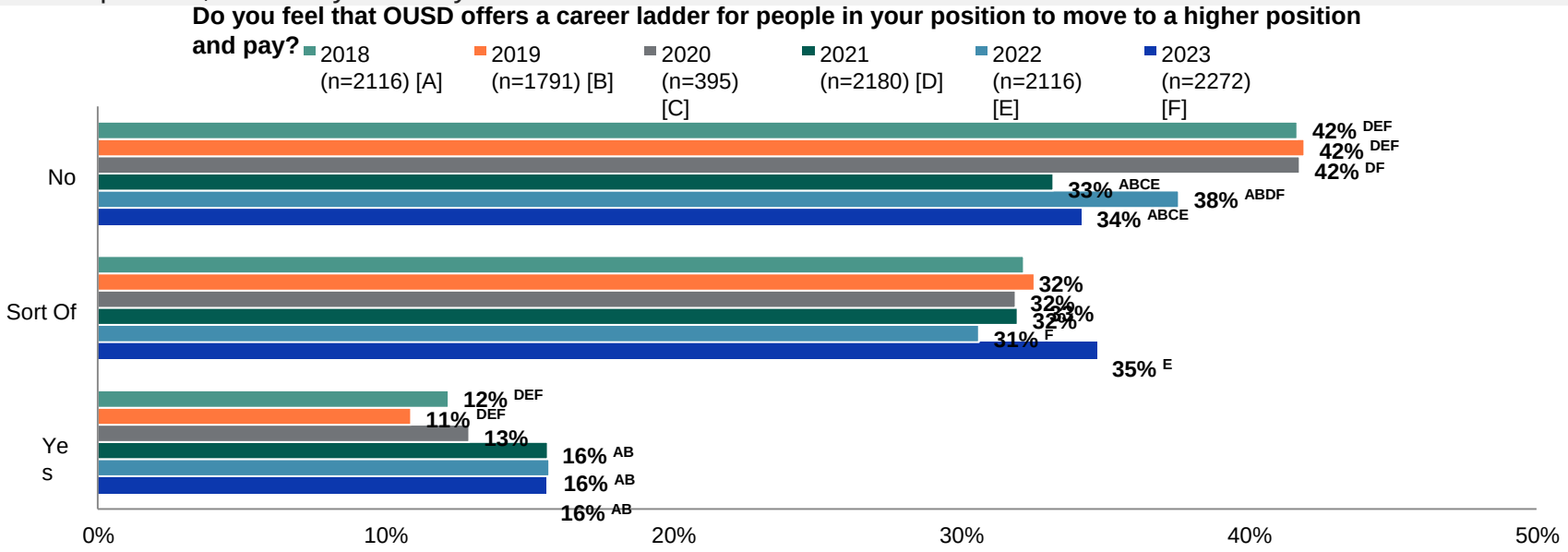
In recent years, about half of respondents say they are satisfied or very satisfied with both the content (46% in 2022, 49% in 2023) and frequency (46% in 2022, 47% in 2023) of the professional development they have received.



	Bottom 2	Top 3
2018	31%	36%
2019	34%	31%
2020	30%	32%
2021	18%	53%
2022	24%	47%
2023	20%	48%

CAREER LADDER

In many years, more respondents disagree than agree that OUSD offers a career ladder for people in their position to move to a higher position and pay level. For instance, in 2022, 38% of respondents disagreed with this statement while only 16% agreed (and 31% said “sort of”). More than a third of respondents in 2023 say OUSD does not offer a career ladder for people in their position, while only 16% say OUSD does offer a career ladder.



Note: letters indicate statistically significant differences between groups at the 95% level.

MAJOR STRESSORS

Across years, the most common stressor facing respondents at work is *workload* (having too much work). Approximately half of respondents (or more) select this as a stressor each year. In 2022 and 2023, more than a third select *exposure to trauma* as a major source of work stress, while approximately a quarter say *uncertain or undefined job expectations* and *lack of opportunity for growth and advancement* contribute to their stress.

What are the major stressors you face at work? (Check all that apply)

	2018 (n=2115) [A]	2019 (n=1789) [B]	2020 (n=395) [C]	2021 (n=2180) [D]	2022 (n=2116) [E]	2023 (n=2269) [F]
Workload - too much work	58% CDEF	56% DEF	52% AF	47% AB	47% AB	46% ABC
Exposure to trauma	34% BD	39% ADE	35% D	25% ABCEF	35% BD	36% D
Uncertain or undefined job expectations	32% DEF	31% DEF	30%	25% AB	27% AB	26% AB
Lack of opportunity for growth and advancement	32% DEF	30% DEF	27%	24% AB	26% AB	26% AB
Feeling unsafe at my school or workplace	15% CDF	15% CDF	9% ABEF	9% ABEF	16% CDF	23% ABCDE
Pressures and responsibilities outside of work	21% C	22% C	14% ABDEF	22% C	22% C	21% C
Relationships with supervisor(s)	23% DEF	25% CDEF	19% BD	14% ABCEF	19% ABD	17% ABD
Relationships with co-workers	16% D	17% DEF	14%	13% AB	14% B	14% B
Relationships with students/parents	16% D	16% D	14%	11% ABEF	14% D	14% D
Facing discrimination/harassment at work	11% CDEF	10% CD	7% AB	7% ABEF	9% AD	9% AD
I experience none of these stressors at work	*8%*	*8%*	*10%*	*17%*	*12%*	*13%*
Other	*24%*	*21%*	*19%*	*17%*	*17%*	*17%*

RESPONDENT CHARACTERISTICS BY YEAR

RESPONDENT CHARACTERISTICS

Which category best describes your current position? (n=11,049)

	2018	2019	2020	2021	2022	2023
Central Office Staff	14%	12%	21%	10%	11%	10%
Teacher	55%	59%	52%	54%	56%	54%
Certificated School Leader	5%	4%	6%	6%	5%	5%
School Support Staff	26%	25%	21%	30%	28%	30%

Which of the following best describes your specific School Support role? (n=3,064)

	2018	2019	2020	2021	2022	2023
Non-teaching certificated staff	15%	18%	14%	17%	19%	20%
Student support	41%	54%	64%	56%	56%	50%
Other school support	23%	10%	7%	14%	12%	16%
Clerical staff	21%	18%	14%	13%	14%	14%

What grade level is your school? (School Support Staff only) (n=3,064)

	2018	2019	2020	2021	2022	2023
Preschool (Child Development Center)	4%	5%	5%	7%	6%	8%
Elementary or K-8	46%	43%	55%	45%	47%	47%
Middle School (6-8)	16%	19%	21%	18%	13%	15%
High School or 6-12	26%	27%	18%	23%	27%	24%
Alternative Education	8%	6%	1%	7%	7%	6%

Which of the following best describes your role within Central Office? (n=1,296)

	2018	2019	2020	2021	2022	2023
Academic and Student Services	12%	13%	12%	12%	12%	14%
Certificated Central Leadership	11%	8%	11%	14%	9%	11%
Classified Central Leadership	24%	28%	36%	27%	27%	33%
Clerical Staff	11%	15%	7%	17%	12%	7%
Operations and Business Services	31%	27%	19%	19%	23%	17%
Other	13%	8%	15%	10%	18%	18%

RESPONDENT CHARACTERISTICS

Are you currently employed as a regular employee or as a substitute? (n=8,754)

	2018	2019	2020	2021	2022	2023
Regular employee	0%	97%	98%	96%	95%	92%
Substitute	0%	2%	1%	3%	3%	6%
Both	0%	1%	1%	1%	2%	2%

Did you attend an OUSD school during your Pre K-12 education? (n=8,754)

	2018	2019	2020	2021	2022	2023
Yes, attended and graduated from OUSD	0%	15%	12%	17%	16%	18%
Yes, attended but did not graduate from OUSD	0%	7%	7%	8%	9%	8%
No, did not attend OUSD at any point	0%	77%	81%	75%	75%	74%

Which race/ethnicity best describes you? (Please choose only one.) (n=11,049)

	2018	2019	2020	2021	2022	2023
Asian	11%	9%	12%	11%	10%	10%
American Indian or Alaskan Native	1%	1%	1%	1%	1%	1%
Black or African American	19%	22%	18%	22%	24%	26%
Hispanic or Latino	14%	13%	10%	16%	15%	17%
Native Hawaiian or Pacific Islander	1%	1%	<1%	<1%	<1%	1%
Middle Eastern or Arab	0%	<1%	<1%	<1%	1%	1%
White or Caucasian	37%	38%	43%	36%	34%	30%
MultipleEthnicities	7%	7%	8%	6%	7%	6%
Decline to State	10%	10%	8%	8%	8%	8%

Which gender best describes you? (n=11,049)

	2018	2019	2020	2021	2022	2023
Female	67%	73%	75%	72%	69%	72%
Male	28%	22%	19%	23%	25%	23%
Non-binary	1%	1%	1%	1%	2%	1%
Decline to State	4%	4%	5%	4%	4%	4%

RESPONDENT CHARACTERISTICS

How long have you worked at OUSD in any role or site? (n=11,049)

	2018	2019	2020	2021	2022	2023
0-2 years	24%	22%	17%	19%	22%	19%
2-5 years	21%	24%	24%	22%	21%	20%
5-10 years	18%	16%	18%	20%	22%	22%
10-20 years	22%	23%	25%	23%	20%	22%
More than 20 years	14%	16%	16%	16%	15%	17%

How long have you worked at your current school/department (in any position)? (n=11,049)

	2018	2019	2020	2021	2022	2023
0-2 years	35%	33%	28%	30%	31%	30%
2-5 years	26%	29%	28%	26%	26%	25%
5-10 years	18%	19%	19%	22%	22%	23%
10-20 years	15%	14%	19%	16%	15%	16%
More than 20 years	5%	5%	5%	6%	6%	6%

How long have you worked in your current position (in any site/department)? (n=11,049)

	2018	2019	2020	2021	2022	2023
0-2 years	30%	28%	29%	27%	28%	28%
2-5 years	27%	29%	26%	26%	26%	23%
5-10 years	18%	18%	20%	20%	22%	22%
10-20 years	17%	16%	17%	17%	16%	17%
More than 20 years	8%	9%	8%	10%	9%	11%

RESPONDENT CHARACTERISTICS

What grade(s) do you currently teach? (Check all that apply) (n=6,138)	2018	2019	2020	2021	2022	2023
CDC-Pre-K	2%	6%	6%	7%	5%	8%
TK-2	32%	32%	39%	31%	29%	34%
3 to 5	30%	30%	33%	28%	29%	30%
6 to 8	22%	21%	16%	23%	24%	24%
9 to 12	29%	25%	26%	26%	29%	30%
Adult Ed	1%	3%	<1%	2%	2%	2%

What subject(s) do you currently teach? (Check all that apply) (n=6,138)	2018	2019	2020	2021	2022	2023
Elementary Multiple Subjects	39%	40%	46%	36%	36%	37%
Special Education - SDC	10%	10%	6%	11%	10%	11%
Special Education - Non-SDC	8%	9%	7%	8%	10%	9%
Math	11%	10%	10%	11%	12%	14%
Science	10%	11%	10%	11%	11%	13%
Social Studies	11%	10%	8%	10%	11%	12%
English/English Language Development/Reading	16%	18%	14%	17%	17%	18%
Visual and Performing Arts	6%	6%	6%	6%	6%	8%
Physical Education	5%	5%	5%	5%	5%	9%
CTE	4%	4%	7%	3%	3%	5%
World Languages	2%	2%	3%	2%	3%	4%
Other	7%	10%	13%	11%	8%	12%

RESPONDENT CHARACTERISTICS

Do you own or rent a home/apartment/room? (n=10,870)

	2018	2019	2020	2021	2022	2023
Own	40%	39%	49%	40%	41%	40%
Rent	50%	51%	41%	50%	50%	51%
Both own and rent	2%	1%	1%	1%	1%	1%
Neither own nor rent	1%	1%	1%	1%	1%	1%
Live rent free with family/friends	2%	3%	2%	2%	2%	2%
Homeless	<1%	1%	<1%	<1%	<1%	<1%
Decline to state	5%	4%	6%	6%	5%	4%

If you rent, is your rent subsidized (by family, friends, government, other programs, etc.)? (n=6,796)

	2018	2019	2020	2021	2022	2023
Yes	11%	12%	12%	13%	13%	13%
No	89%	76%	75%	74%	76%	77%
Decline to State	0%	12%	13%	13%	11%	10%

Roughly what percentage of your monthly household income goes to pay for housing (rent or mortgage)? (n=10,870)

	2018	2019	2020	2021	2022	2023
Under 15%	7%	5%	7%	4%	5%	5%
15-30%	27%	21%	27%	21%	21%	21%
30-50%	43%	38%	35%	39%	38%	35%
Over 50%	23%	24%	17%	23%	24%	26%
Decline to State	0%	11%	14%	12%	12%	13%

RESPONDENT CHARACTERISTICS

How long is your daily commute (in one direction) to your work site? (n=10,870)	2018	2019	2020	2021	2022	2023
Under 20 minutes	51%	51%	52%	53%	56%	55%
20-40 minutes	30%	32%	30%	31%	28%	30%
40-60 minutes	12%	12%	13%	12%	11%	10%
Over 60 minutes	7%	6%	5%	5%	5%	5%

How do you get to work? (Check all that apply) (n=10,870)

	2018	2019	2020	2021	2022	2023
Walk	7%	8%	9%	9%	9%	10%
Car	92%	91%	92%	90%	88%	89%
Bus	6%	6%	8%	6%	7%	7%
BART/Train	8%	8%	12%	7%	6%	5%
Bike	9%	7%	10%	9%	7%	7%
Motorcycle	1%	<1%	<1%	1%	1%	1%
Other	2%	3%	2%	3%	4%	4%

Thank you.

CONTACT

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Enrollment Update

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Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

1011 Union Street, Oakland, CA 94607