

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
January 8, 2025



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

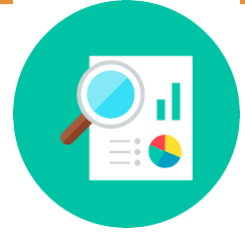
All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

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



Strategic Plan Initiative Mid-Year Updates

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

Ensuring Strong Readers by the Third Grade

Goals:

- Increase phonics and decoding mastery.
- Strengthen curriculum implementation and classroom instruction.

Key Data:

- 100% of Literacy Coaches report improved practices.
- SIPPS Mastery Tests show increases in 1st graders' phonics and decoding skills.
- Kindergarten students mastering letter names earlier in the year.

School Highlight



Our adopted Core curriculum, EL Education, and Benchmark emphasize the importance of deep subject matter knowledge for our K-5 students. Last year, Highland Community School began showcasing student learning by hosting community Celebrations of Learning. To create these displays of their work, students must first reflect on and articulate what they have learned, the questions they answered, the research they conducted, and their areas of strength and struggle. This practice is powerful because it makes learning public, motivates students and creates a purpose for them to care about the quality of their work.

Community Partnerships

- Eat.Learn.Play, announced a \$25M investment in foundational literacy intervention during an August event earlier this year. This investment will support our tier 2 and tier 3 supports and help OUSD provide 1:1 high dosage tutoring to students who demonstrate the need for additional targeted support. They have also supported us with external evaluation to analyze the impact of our tiered support programs.
- The Kenneth Rainin Foundation continues to invest deeply in bolstering our capacity to support schools with their literacy programs by funding central Early Literacy Coaches. This investment comes after several years of investment in our early literacy tutor program, coaching and PLCs for tutors, and central leadership.
- The Oakland REACH and Collaborative Classroom are essential community partners in our Tier 2 Literacy Liberator programming. We have successfully iterated over the years to provide our Early Literacy tutors with professional learning and coaching support. They have also partnered with us on unique recruitment and retention strategies, such as the Literacy Liberator Fellowship.
- The Oakland Literacy Coalition is another community partner that has continued to be a strong advocate for aligning the Oakland literacy ecosystem. The team supported us with launching our External OUSD Literacy Partner partnership process in October and has been meeting with supplemental providers to help them make shifts to ensure that their direct to student support aligns with the OUSD language and literacy framework and OUSD's curriculum.

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

Supporting Empowered Graduates

Goals:

- Improve middle school math proficiency.
- Increase high school graduation and A-G completion rates

Key Data:

- Middle School Math: 4.8% more 6th graders and 36.7% more 7th graders are meeting/exceeding standards on this year's Fall Interim Assessment (2024) compared to last year (2023).
- Graduation Rates increased by over 6%.
- A-G Completion improved from 42.2% to 48.7%.

School Highlights



MONTERA MIDDLE SCHOOL

Montera Middle School's 6th and 7th graders have shown significant progress in math, with the majority meeting or exceeding state standards. Currently, 71% of 6th graders are meeting/exceeding standards, a 17-point increase above the district average, and 86% of 7th graders are achieving the same, a 26-point increase above the district average.



Seventh graders at United for Success Academy have demonstrated notable growth, with 69% now meeting or exceeding standards—a 9-point increase above the district average.

Community Partnerships

- Cypress Mandela Training Center offers skilled trade internships, growing from 11 to 60 participants.
- The OUSD Dual Enrollment (DE) Program offers 9th-12th grade students free Peralta College courses during the school day, allowing them to earn college units, A-G credits, and a GPA boost. DE participants are 20% more likely to enroll in postsecondary education, highlighting its impact on college and career readiness.
- Our partnership with Oakland Promise and Center for Education Partnerships has advanced postsecondary success by supporting college applications, fostering a college-going mindset, improving attendance and engagement at East Oakland schools, connecting families to scholarships, and organizing events like OUSD College Day, featuring over 30 colleges and universities.

Creating *Safe & Joyful* Schools

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



Creating *Safe & Joyful* Schools

Goals:

- Increase attendance rates and reduce chronic absenteeism.
- Strengthen safety and culture initiatives across schools.

Key Data:

- Attendance rate increased by 1.4% this year (92.4% as of 12/6/24) compared to last year (91% as of 12/6/23), exceeding our 1% improvement goal.
- Chronic absenteeism reduced significantly at multiple schools.
- Seven high schools now have full-time Violence Intervention and Prevention (VIP) teams (1.0 FTE each), up from one full-time team and six shared 0.5 FTE teams last year.

School Highlights



WEST OAKLAND MIDDLE SCHOOL

West Oakland Middle School improved chronic absenteeism from 54.7% to 27.5% with unique attendance incentives.

HORACE MANN ELEMENTARY SCHOOL

Horace Mann Elementary achieved a 4.6% increase in attendance over two years.

Community Partnerships

- Eat.Learn.Play and Kaboom! completed 7 of 8 schoolyard revitalizations for 2024 (16 of 25 total), with 6-7 planned for 2025. Cafeteria upgrades were completed at Allendale, Hoover, Global Family, and Esperanza Elementary.
- In partnership with America Scores, Brookfield Elementary unveiled a new soccer field to promote physical activity and boost school attendance.
- Our partnership with Oakland Promise and Center for Education Partnerships has advanced postsecondary success by supporting college applications, fostering a college-going mindset, improving attendance and engagement at East Oakland schools, connecting families to scholarships, and organizing events like OUSD College Day, featuring over 30 colleges and universities.

Growing a Diverse and Stable Staff

Attracting and Retaining Staff Reflective of Oakland's Rich Diversity



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

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



Emily Aguilar

CCPA World History Teacher

Growing a Diverse and Stable Staff

Goals:

- Strengthening Support Systems for Early Career Teachers
- Investing in Strong Preparation Models and Grow-Our-Own Pathways
- Developing Leadership Through Early Educator Support

Key Data:

- Teacher residency program increased participants by 25%.
- 217 new teachers participated in professional development, with 95% positive feedback.
- Over 60 students engaged in pre-apprenticeship programs across three schools.

School Highlight



MADISON PARK ACADEMY

Pride. Purpose. Perseverance. Possibilities.

In the first year of the OakTown Leaders Pre-apprenticeship being moved to specific school sites, **Madison Park Academy** has registered 29 students in 11th and 12th grade as pre-apprentices. This will result in 15% of the students in those grades receiving wrap-around support to take at least two college classes, graduate high school with a state permit in Early Childhood Education, and have the opportunity to begin work in OUSD immediately after graduation.

Community Partnerships

- **Alameda First Five:** Secured funding proposals for Apprenticeship and Pre-Apprenticeship programs to provide wraparound support, including case management, embedded tutoring, and academic counseling in partnership with Peralta Colleges.
- **East Oakland Youth Development Center (EOYDC)/Alder Graduate School of Education (GSE):** Partnered with EOYDC to engage “opportunity youth” in apprenticeships, ensuring success in programs and future OUSD employment.
- **University of California, Berkeley (UCB) Research Partnership:** Collaborated with UCB’s College & Career Alliance Support Network (CCASN) to study new teacher professional learning, with findings featured in the National Network of Education Research-Practice Partnerships (NNERPP) annual yearbook to strengthen OUSD’s teacher support systems.



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