

Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
March 12, 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



District Highlights

Water Quality Updates

Implementation of Transitional Kindergarten (TK) 2025-2026

Enrollment Update



District Highlights

New CDC at Laurel Delights Young Learners

Thanks to the Measure Y bond, the Laurel community has a beautiful, innovative, and *free-for-most-students* Child Development Center that better serves young learners in the area.

The brand new 10,500-square-foot facility includes four state-of-the-art classrooms, a lobby with reception desk, a principal's office, a multi-use resource room, a kitchen, and an outdoor space with play structures, a paint wall, a tricycle track, and a learning garden. All of it provides a safe and joyful environment where young children can learn and thrive.

The new center was thoughtfully designed to support quality instruction in both indoor and outdoor spaces.

OUSD's Executive Director of Early Learning, Jessica Cannon, highlighted the potential impact of Laurel's new space on student outcomes. "I really do believe that if we can give Oakland's two, three, and four year olds a quality early learning experience, then we can narrow the opportunity gaps and have more kids ready for kindergarten."



Initiative: Joyful Schools

www.ousd.org/strategicplan

Kaiser CDC Celebrates Black History Month with Olympics

On Friday, February 28, the final day of Black History Month, the students at Kaiser Child Development Center took part in the “Kaiser Olympics” with numerous athletic competitions. They raced tricycles, ran sprints, tried bean bag tosses, and other contests.

The entire student body of 155 students took part, and had an obviously joyful time. It was a celebration of Black History Month, so prior to the competition, the students studied famous Black athletes to gain a better understanding of the contributions of African Americans to sports and American society.



Initiative: Strong Readers

www.ousd.org/strategicplan

Students in ACE Mentor Program Visit Fremont High

Students from the Architecture, Construction, Engineering (ACE) Mentor Oakland Program, along with mentors, stopped by the Fremont High School campus to visit CTE, or Career Technical Education, classrooms and see how they operate.

This was week 6 of the program, and the group visited the school on Wednesday, February 19. While there, they received a tour of the site, including the two construction shops on campus. One mentor said, “Wow, this is way better than my old high school.”

Principal Nidya Baez welcomed the group, and along with three additional staff members, all of whom attended Fremont High School, led the campus tours. The event included the celebration of one of the mentors’ dedication and success in supporting students for Black History Month.



Initiative: Empowered Graduates

www.ousd.org/strategicplan

OUSD Celebrates Two Super Care Heroes

Ariel Benavides, a Community School Manager at **Elmhurst United**, and **Erik Fuller**, serving **Oakland High** through EBAYC, have been recognized as Super Care Heroes by Care Solace, our partner in mental healthcare coordination. The Super Care Hero Award celebrates mental health advocates, school counselors, and school mental health staff who go above and beyond to connect students to the care they need.



This recognition highlights their dedication to changing lives, supporting student well-being, and creating a positive impact in our community.

We congratulate Ariel and Erik on this well-deserved honor. Their hard work and compassion make a difference every single day!

Initiative: Diverse and Stable Staff

www.ousd.org/strategicplan



Water Updates



**Our goal is to provide clean, safe,
high-quality drinking water for all
students and staff.**

Progress of Work



Work in Progress:

1. CalShape program launching to replace all non compliant water fixtures that do not meet water efficiency standards including faucets and showerheads in every school.
2. Deploying water filling station service request form has been created and is in use including a QR code will be posted on water filling stations to report issues and generate work orders for quick repairs.
3. Ongoing testing with timely repairs as needed across the schools
4. Developing water fixture database to hold all testing and repair data for all school sites.
5. Developing 2nd public dashboard to track test dates, display results, and provide updates on repairs and re-testing.
 - a. A streamlined workflow will notify sites via email once repairs are completed, with a goal of resolution within one week
 - b. Posting a table showing the percentage of sites meeting OUSD's <5 ppb water standard.

Water Quality at OUSD Website

Water Quality in OUSD

Our priority is to provide a safe, healthy environment for students and staff.

Did you know that many of OUSD's schools were built before 1949 and are at least 75 years old? In fact, the majority of the District's facilities were built prior to passage of the [Safe Drinking Water Act of 1974](#), which prohibits the use of lead pipes, solder, and flux in drinking water systems.

OUSD has instituted long-term solutions including the installation of dozens of new FloWater machines to ensure that students and staff have access to safe and reliable drinking water that meets District-mandated water quality standards.

[Learn more about OUSD's lead remediation efforts](#)

Our Most Recent Test Results

[Elementary Schools](#) [Middle Schools](#) [High Schools](#) [Adult Programs](#)

[A](#) [B](#) [C](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [L](#) [M](#) [O](#) [P](#) [R](#) [S](#) [T](#)

Water Quality in OUSD

[Water Testing Protocol](#)

[Timeline](#)

[Community & Family Resources](#)

[Frequently Asked Questions](#)

[Water Filtration Systems Dashboard](#)

[About FloWater](#)

[Contact Us](#)

The OUSD Water Quality website provides the latest updates on our progress in improving water quality across the district. We are continuously working to enhance the site and keep it current with new information.

Improved Notification for Community



Link to reports for individual validation

Punch outs that signify the date of the last test that was below 5 ppb.

Setting Up Foundational Monitoring Infrastructure

APPENDIX

Appendix C: Develop a Code System for Samples

Develop a Code System for Samples

Code each outlet using a system that will allow each unique outlet to be identified by location, type and other relevant characteristics. The text below provides examples for coding by fixture type and sample type. The following is an example template that can be used to designate unique samples in single-building schools and child care facilities.

Floor-Room Number-Outlet Type-Sample Number

The following is an example that uses the structure above and the example codes to the right. An initial sample (P) was taken at a drinking water fountain (DW) on the 3rd floor (003) outside of room 312 (312) and is the 15th outlet counted (015). This sample would be coded as:

003-312-DW-P-015

If multiple buildings are being sampled, include the building number as well.

Building Number-Floor-Room Number-Outlet Type-Sample Number

Thus, if that same drinking water fountain was located in building 1 (01), it would be coded as:

01-003-312-DW-P-015

Important Note: when taking sequential samples, be sure to add a number to the sample to indicate the order the samples were taken in.

- 1SS = First sequential sample
- 2SS = Second sequential sample

For example, the first 125-ml sequential sample taken at that same drinking water fountain, would be coded as:

003-312-DW-1SS-015

Coding examples can include:

- DW = drinking water fountain
- WC = water cooler (chiller unit)
- CF = classroom faucet
- KF = kitchen faucet
- BF = bathroom faucet
- NS = nurse's office sink
- SC = service connector

As well as the type of sample taken:

- P = primary or initial sample
- F = flush
- SS = sequential sample

The coding should be identified on a site map, accompanied by a narrative that describes the observable conditions of each sampling location. It is also important to document any special conditions for the sampling, such as whether it was conducted after a remedy was implemented (e.g., after fixture/plumbing replacement, after POU filter installation), during a flushing evaluation (e.g., XX hours after morning flushing), or after aerator or inlet strainer cleaning so that results can be interpreted in the future.

58 | Page

3Ts for Reducing Lead in Drinking Water

- **Site Code - Building – Floor – Area – Type of station - Location**
 - **Site code:** using 3 digit the Escape codes
 - **Building: name** (i.e. A, B, C, MRB, etc.)
 - **Floor number:** 0, 1,2,3, etc.
 - **Note:** 0 = basement or yard
 - **Area:**
 - IN – inside a ‘room’ (i.e. inside classroom, inside cafeteria, inside MPR)
 - EX – outside the actual building (i.e. yard)
 - HW – hallway inside the building
 - **Type of station:**
 - Filtered water stations:
 - BR = Brita
 - ELK = Elkay
 - FW = FloWater
 - GT = Global Tap
 - HW = Haws
 - MDF = Most dependable fountains filtered water
 - DW = drinking water fountain
 - CF = classroom faucet
 - KF = kitchen faucet
 - BF = bathroom faucet
 - **Location:** closest room, building (i.e. Rm 123, MPR)

321 – Main – 2 – IN – FW – Rm 123

Naming Convention and Asset Tagging

- **Site Code - Building – Floor – Area – Type of station - Location**

- **Site code:** using 3 digit the Escape codes
- **Building: name** (i.e. A, B, C, MRB, etc.)
- **Floor number:** 0, 1,2,3, etc.
 - **Note:** 0 = basement or yard
- **Area:**
 - IN – inside a ‘room’ (i.e. inside classroom, inside cafeteria, inside MPR)
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- **Location:** closest room, building (i.e. Rm 123, MPR)

321 – Main – 2 – IN – FW – Rm 123

100%
complete for
all drinking
fountains



U.S. Environmental Protection Agency. (2021). *3Ts for Reducing Lead in Drinking Water in Schools and Child Care Facilities: Revised Technical Guidance*. Retrieved from <https://www.epa.gov/system/files/documents/2021-07/epa-3ts-guidance-document-english.pdf>, pp. 62

Diagnostic Sampling



Sample 1A: Sampling the Outlet

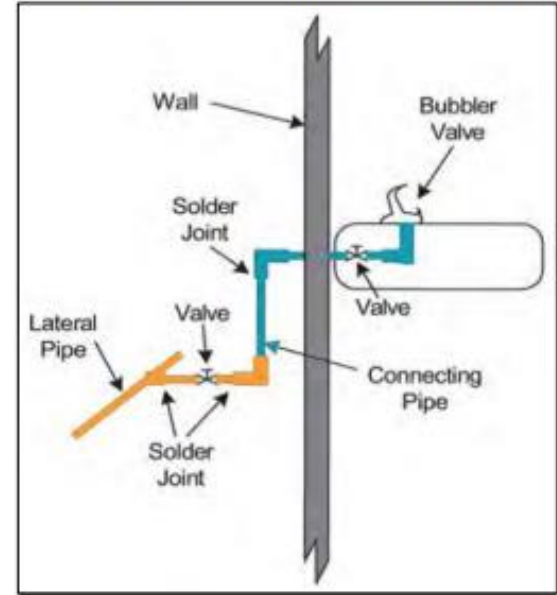


Sample 2A: Sampling the Connecting Pipe



Sample 3A: Sampling the Interior Plumbing

Exhibit 4. Targeted Locations of Water in Plumbing for Drinking Water Faucets



						B and G Only						
Asset Tag	Initial Testing Date	Type of Testing	Draw 1 (Fixture-12 5 ml)	Draw 2 (To Wall-125 ml)	Draw 3 (Pipe) (250 sample)	Repair Date	Fixture Replacement Needed	Angle Stop Replacement Needed	Needs Pipe Assessment Needed	All Site Repairs Completed	Date Retest	Draw 1
450	2/27/25	Sequential	0.00	17.00	0.90	3/2/25	No	Yes	No	2/25/25	4/2/25	1.2

Deferred Maintenance-Lead Abatement

\$20.5M Measure J, Y, City, County and Resource 6762

Funding to Support Lead Remediation

- a. **Leverage Measure J/Not Started/Unallocated: \$4.5M** for additional facilities infrastructure work and potential repiping
- b. **One Time Resource (6762) will support: \$1M** for purchase of additional FloWater Systems for school sites.
- c. **Transfer of Measure Y from 1025 2nd Ave** to Draws 2, 3 and 4.
 - Draw 2: \$5M** - Allows for immediate action with current schools while also providing matching for Federal Grants.
 - Draw 3: \$5M** - Allows for remediation while also providing matching for state funds in Prop 2.
 - Draw 4: \$5M** - Final allocation out of the measure Y funding for lead remediation.

Year	Total OUSD Funding	Potential State/Fed Grant	City & County
2024-26	\$10.5 M	\$5 M EPA Grant	TBD
26-27	\$5 M	\$5M Prop 2	TBD
27-28	\$5 M	TBD	TBD
Total	20.5M	\$10M	TBD
Total Potential	\$30.5 M		TBD

***FloWater systems
serve as the
backbone of OUSD's
efforts to deliver
clean, safe, high-
quality drinking
water to all students
and staff***



WE BELIEVE

EVERY HUMAN HAS A FUNDAMENTAL
RIGHT TO **DRINKING WATER THEY CAN
TRUST**





TODAY IN THE U.S.

**TAP WATER CAN NO
LONGER BE TRUSTED**

**PLASTIC IS THE NEW
ENVIRONMENTAL
CIGARETTE**



THE MOST ADVANCED WATER PURIFICATION TECHNOLOGY

Removes up to 99.9% of contaminants through a 7x Advanced Purification process



PURIFY



Sediment
Filter



Carbon
Filter



Advanced
Osmosis

IMPROVE



Activated
Oxygen



Alkaline
Enhanced



Electrolyte
Enhanced

FINISH →



Coconut
Carbon

FLOWATER DEPLOYMENT IN FLINT, MICHIGAN



Flint Tap Water

0.69
mg/L OF
LEAD

45X EPA LIMIT

FloWater in Flint

<0.001
mg/L of
LEAD

UNDETECTABLE
LEVELS

DELIVERING OUTCOMES WITH IMPACT



TRUST

+



TASTE

- Consumption Increases
- Hydration Increases
- Performance Improves
- Aligns with a plastic-free, sustainable environment



Q & A



FloWater systems serve as the backbone of OUSD's efforts to deliver clean, safe, high-quality drinking water to all students and staff

Goal	ITEM NO.	ITEM	CURRENT	PROPOSED	Resource	Nature of Investment	Units Needed	Unit Cost	Total	Status	Investment Total +Tax
Emergency Flowwater Station Installation and Access to Water Bottles	1	Emergency Flowwater Systems-Elementary	Oakland currently has 49 schools that only have 1 Flowwater systems in the school. As school communities have been directed to go to that source, there is a very real risk of failure. Flowwater has been servicing units daily as they break down because of the high volume of usage. We need to install an additional 49 units in these elementary and middle schools to ensure students have access to a trusted drinking water sources.	Build immediate redundancy for all schools so that they have at least 2 Flowwater systems for every school by installing 49 Flowwater systems. One located in the cafeteria and one located in a main lower floor hallway in buildings built before 1986.	ELP	One Time	49	\$6,200.00	\$303,800.00	Complete	\$643,800.00
	2	Emergency Flowwater Systems-High Enrollment Schools	Oakland has a total of 105 Flowwater systems across the district. In many of our larger schools there is simply not enough access to these systems. We need to increase the number that are located in some of our larger schools that is directly related to enrollment.	Install 11 Flowwater systems at schools at sites that have too few Flowwater systems for the full enrollment of the school. For example, Oakland Tech only has 1 Flowwater system for the entire campus. Monterra has only 2 Flowwater systems in the school and they are not positioned in locations where students have clear access to the machine.	ELP	One Time	11	\$6,200.00	\$68,200.00	Complete	
	3	Emergency Flowwater Installation	Flowwater partners with our B and G and facilities staff to install Flowwater Systems.	Installation over the next 2 weeks of Flowwater stations based on 3 criteria: % of elevated lead fixtures, age of facility, enrollment, and access to current FloWater systems.	ELP	One Time	60	\$300.00	\$18,000.00	Complete	
	4	Pre-Installation Support Flowwater Placement	Some areas in need of Flowwater systems are needed lack the necessary power to install machine	B and G identifies locations and begins installing electrical outlets and plumbing so that the new Flowwater can be installed at these new locations.	ELP	One Time	60	\$2,500.00	\$150,000.00	Complete	
	5	Immediate Access to Water Bottles for Flowwater Systems	Students and families must bring water bottles to access water at the existing Flowwater systems.	To provide students in our highest needs school a water bottle that can be used to access the Flowwater system that are installed in our schools.	ELP	One Time or Ongoing	20,000	\$2.00	\$40,000.00	Complete	
Full Access to Flowwater Station Installation	6	Additional Flowwater Systems	Oakland currently has 105 Flowwater systems across the District. To reach a number of Flowwater systems so every building constructed prior to 1986 will have a Flowwater system within proximity of each 8-10 classrooms, OUSD will need to install an additional 88 Flowwater systems.	Build immediate redundancy for all schools so that they have at least 2 Flowwater systems for every school by installing 49 Flowwater systems. One located in the cafeteria and one located in a main lower floor hallway in buildings built before 1986.	6762 Potential EPA Grant	One Time	88	\$6,200.00	\$545,600.00	Planning	\$879,120.00
	7	Emergency Flowwater Installation	Flowwater partners with our B and G and facilities staff to install Flowwater Systems.	Installation would begin in October and November to install the remaining Flowwater systems.	6762 Potential EPA Grant	One Time	88	\$300.00	\$26,400.00	Planning	
	8	Installation of Electrical to Support Flowwater Installation	Some areas in need of Flowwater systems are needed lack the necessary power to install machine	B and G identifies locations and begins installing electrical outlets so that the new Flowwater can be installed at these new locations.	6762 Potential EPA Grant	One Time	88	\$2,500.00	\$220,000.00	Planning	

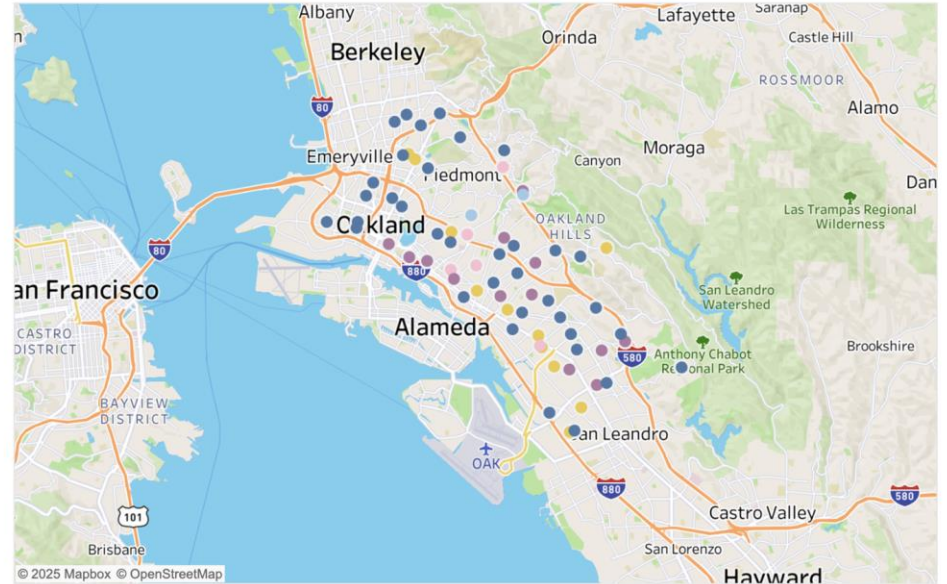
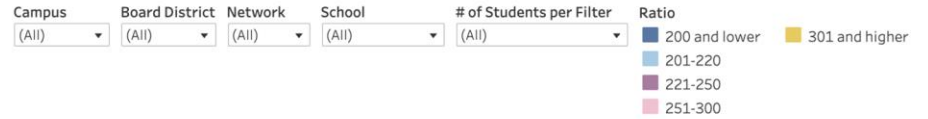
Dashboard 1: Drinking Stations Dashboard

The district's Flowwater dashboard provides real-time data on the number of Flowwater stations at each school site.

It also tracks progress toward our goal of maintaining a ratio of 200 students per filtered water filling station.

Future Goal: 100 to 1 for the 2025-26 school year

Map - FloWater Stations (Data as of 2/12/2025)



Ratio Category	# of Campuses	# of Schools	
200 and lower	36	41	■
201-220	2	2	■
221-250	13	14	■
251-300	5	6	■
301 and higher	11	13	■

FloWater Service Issues

- Nearly all reported issues are related to drains that are clogged
- Initial units direct school sites to contact FloWater
- OUSD B&G gets NO notification of the issue until FloWater contacts OUSD



Water Bottle Filling Station Service Request



Water Filling Station Service Request ☆ All changes saved in Drive

Questions Responses Settings

Have you reported this issue through School Dude? *

Yes

No

Please choose the issue from the categories listed below *

Clogged Filter (Drainage issues)

Leakage

Error Message Displayed


Filter Change Reminder

No Water Dispensed

No power/ Not plugged

Q & A





Implementation of Transitional Kindergarten (TK) 2025-2026

Vision for Transitional Kindergarten (TK)

OUSD TK is a bridge between preschool and kindergarten for students that will go to kindergarten the following school year.

We strive to build a solid foundation of success for all children and their families. We believe early childhood education is a catalyst to high student achievement. We are committed to providing each child in our program access to a high-quality educational experience.

Our promise is to develop kindergarten readiness through instruction, assessment and curriculum that is developmentally, culturally, linguistically appropriate. Our goal is to serve the families of Oakland's youngest children as they prepare for school success. Our Early Childhood Education (ECE) program strives to build relationships between families, schools and the broader Oakland community and partners.

What is Transitional Kindergarten (TK)?

Transitional Kindergarten (TK) is a full day class offered at several schools in OUSD. For the 2024-25 school year, children are eligible if they have a birthdate between September 2, 2019 and June 1, 2020. For the 2025-26 school year, children are eligible if they have a birthdate between September September 2, 2020 and September 1, 2021. Students who are younger than this age range should attend a preschool program. Students who are older than this, should attend kindergarten, unless they have a documented Individualized Education Plan (IEP) that specifically calls for retention in TK.

TK teachers are credentialed with specialized training in teaching young children. Aligned with the California Common Core Standards for kindergarten, instruction focuses on all areas of child development, including social emotional, literacy and math foundations, as well as fine and gross motor skills. TK classrooms are nurturing environments where children learn through individual and small group instruction that is hands-on and play-based.

What Families Can Expect

- Play based learning opportunities across developmental domains, focusing in social-emotional development and problem solving skills
- Social development through cooperative play
- Hands on learning through the school day
- Child led self expression through art and sensory play
- Teacher guided small group learning opportunities to target learning goals
- Welcoming families into the school community through home-school projects and family participation in the classroom
- Safe nurturing learning environment
- Developmentally appropriate outdoor play areas
- Focus on problem solving, being part of a learning community, self regulation and appreciating differences
- Access to visual and performing arts, PE and library
- Exciting field trips

Highly trained staff

- Credentialed teachers with early childhood backgrounds
- Ongoing professional development opportunities for all TK educators
- Mentor teachers and coaches support all classroom teachers
- Vibrant Professional Learning Communities
- 1:10 adult-child ratio



TK teachers enjoy a day of professional learning with West Ed

SOCIO-EMOTIONAL LEARNING

- All teachers have been fully trained in West Ed's Teaching Pyramid
- Focus on self regulation, problem solving, identifying emotions, friendship making
- Sensory areas built into all classes
- Adequate rest time in all classes
- Lots of outdoor play



Calm Corner in a TK classroom

Developmentally appropriate curriculum

- Interactive, hands on, developmentally appropriate learning curriculum - student centered and child led - Creative Curriculum
- The curriculum includes instruction in early literacy, math, science, art, physical development, and social/emotional development and is rooted in the [California Preschool/Transitional Kindergarten Learning Foundations.](#)



TK at Kaiser -
learning by doing





Community Buildings from Allendale



Investigating light and color at Peralta

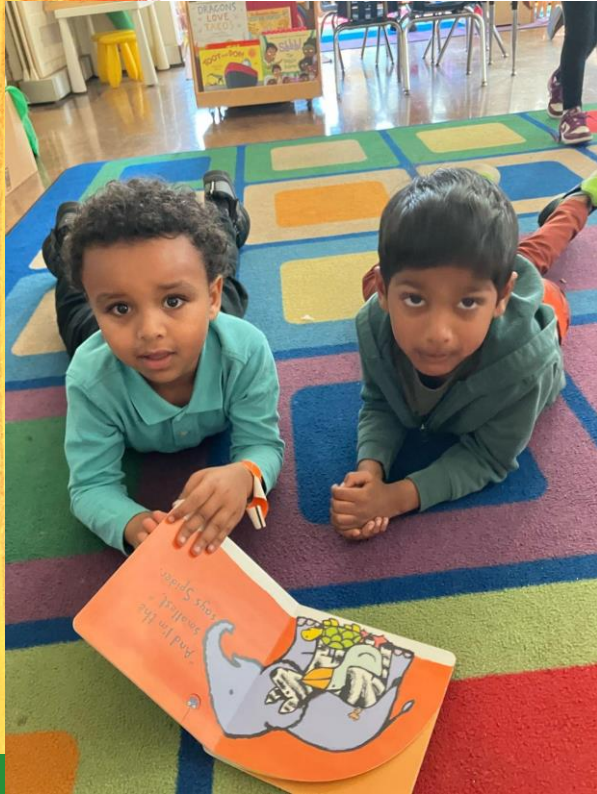


Interactive read aloud at Kaiser



Grass Valley TK - Making rain clouds

Learning to love reading at Piedmont Ave TK



Honoring our Past



Sankofa TK students celebrated Black History month by learning about famous Black Americans like Mae Jamison and made rockets out of shapes.

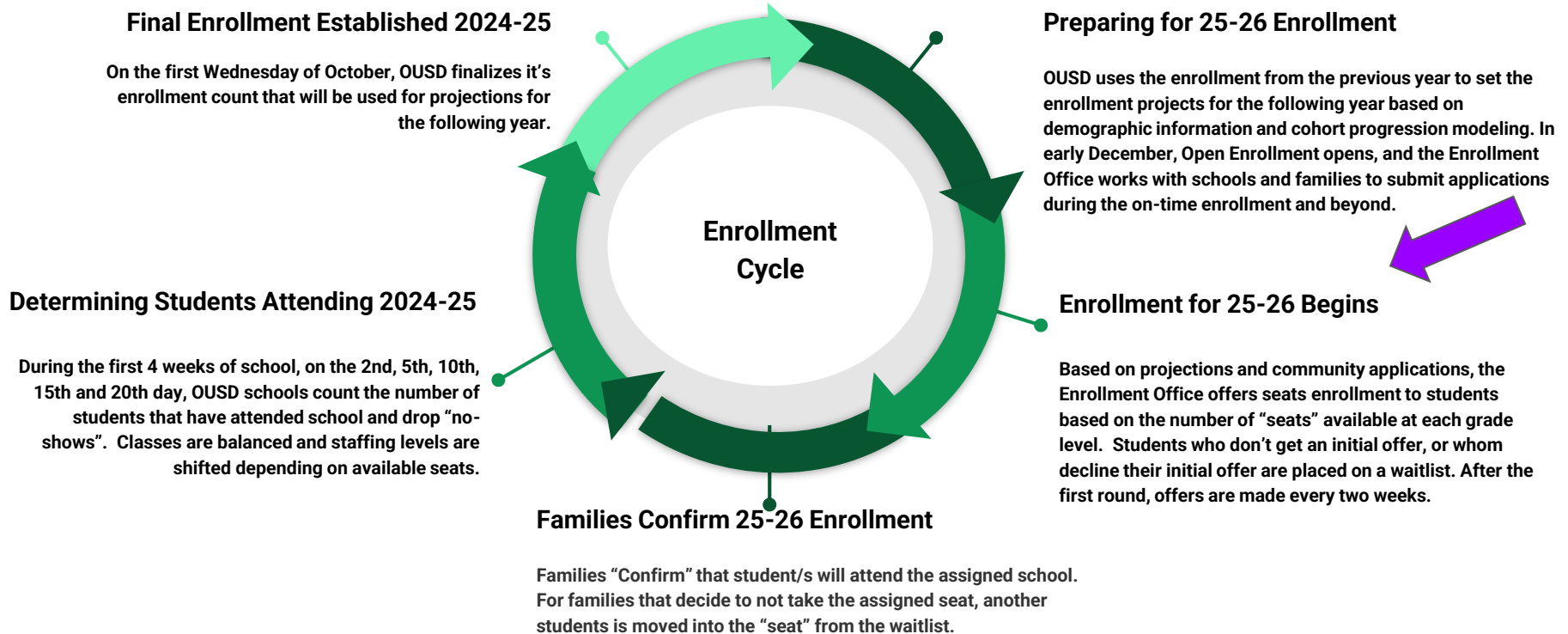
Throughout OUSD, TK classes participated in the Annual Oratorical Festival. This [Video](#) shows the TK Class at Thornhill performed for the Oratorical with a poem written by their teacher, Nancy Steimle.



Enrollment Update

Enrollment Process*

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

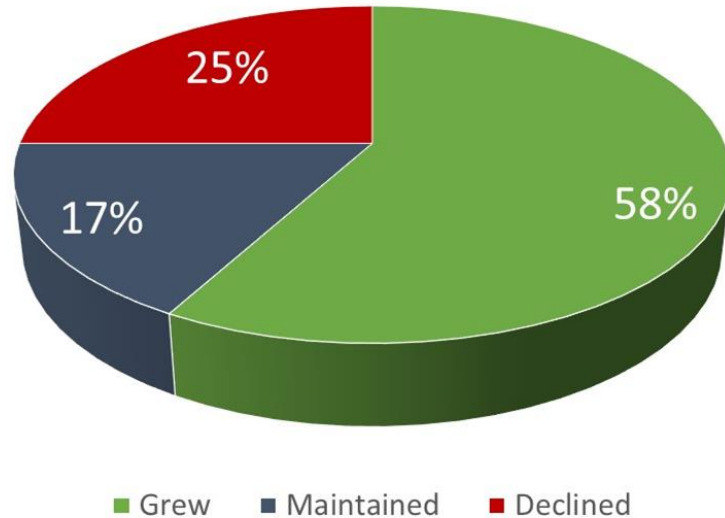


Enrollment Milestone	Date	Description
On-time application window opens	12/4/2024	We encourage all families to apply in the on-time window, as this gives families the best opportunity to access their preferred school.
On-time application window closes	2/9/2025	This is the deadline for an application to be considered on-time. Any application submitted during this time period is considered on-time.
Late application window opens	2/10/2025	Families who did not submit an application during the on-time window can begin submitting applications at this point.
On-time offers released	3/5/2025	Families will be offered a place at a school and/or be placed on a waitlist at this time.
Intent to Return Forms	3/19/2025	On this date, families will be asked to confirm whether or not they are returning to their current school for the following school year.
Deadline to accept on-time offers	3/26/2025	Families must accept their offer by this date. Offers that are not accepted will be withdrawn, and seats will be offered to other families.
Late offers released	4/2/2025	Families will be offered a place at a school and/or be placed on a waitlist at this time. Deadline 4/22

On-time Enrollment Offers 3/5/25

- ❑ All families that applied in the on-time window will receive an offer on March 5, 2025
- ❑ If the algorithm would not otherwise produce an offer, families will be given a manual offer from the Enrollment office to ensure every family is offered a school
 - ❑ This will be true for TK students as well, per new CDE guidelines
- ❑ Families have until March 26, 2025 to respond to their offer
- ❑ Families who have applied late will receive their offers on April 2, 2025
 - ❑ This is also when on-time applicants may receive a 2nd (i.e. waitlist) offer

Enrollment Stabilization



A key component of the Enrollment Stabilization work is maintaining a portfolio of focal schools that receive assets, technical, and adaptive support. 75% percent of focal schools improved or maintained the number of 1st choice, on-time applications relative to last year.

- All but one secondary school grew
- All of the declines are at elementary, reflecting declining birthrates and increased charter competition in the TK space

Enrollment Stabilization

School	Percent Change
East Oakland Pride (EOP)	155%
Castlemont High School	102%
McClymonds High School	42%
Bret Harte	39%
MPA 6-12	29%
Garfield	28%
Horace Mann	23%
Think College Now (TCN)	23%

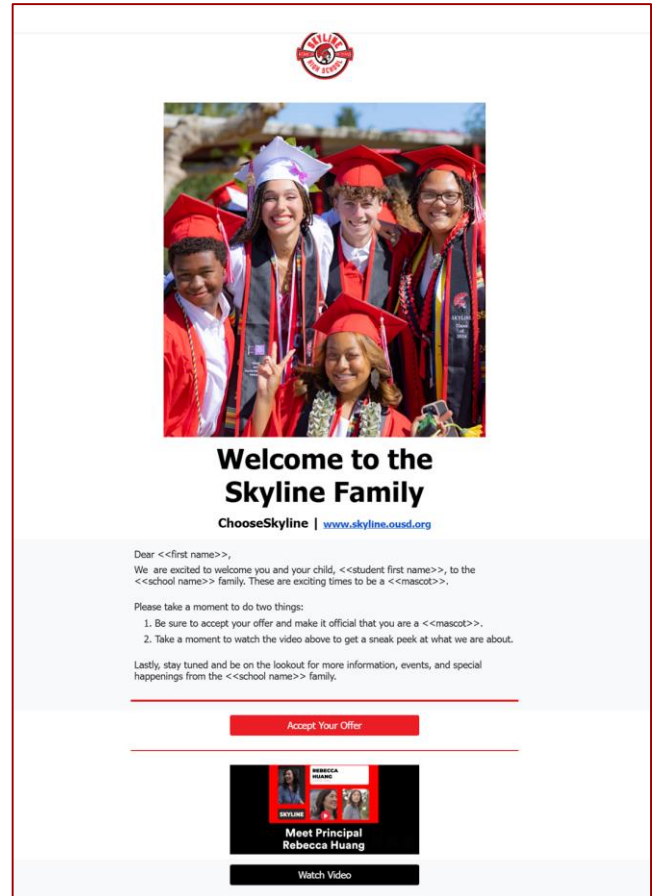
School	Percent Change
West Oakland Middle (WOMS)	15%
Elmhurst United	14%
Sankofa	12%
Roosevelt	7%
Skyline	5%

Castlemont (45), EOP (17), and Elmhurst (14) had the largest total increase in applications

Enrollment Stabilization

When families receive an offer to attend a focal school from Enrollwise, they also receive a curated email from the Enrollment Marketing Team.

- Direct link to accept the offer
- Principal welcome video (if available)
- Compelling photos
- Links to school website and social media



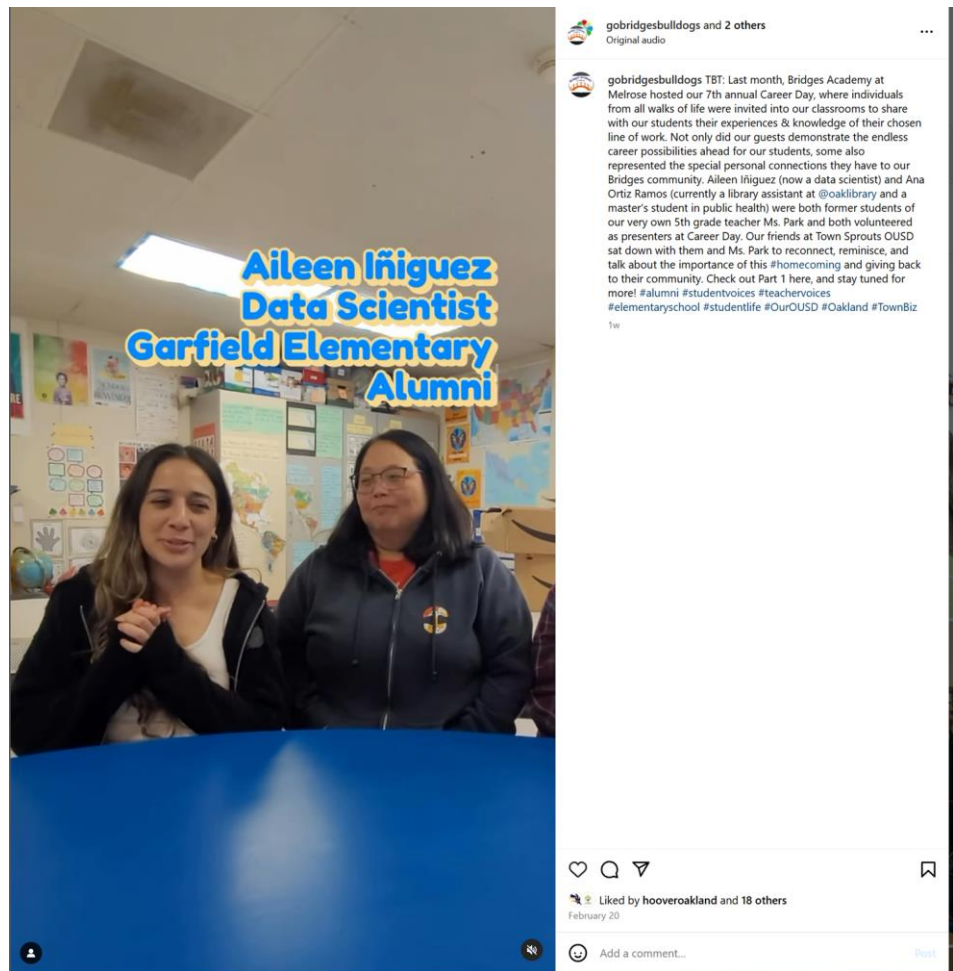
The image shows a sample email layout for Skyline. At the top right is the Skyline logo. Below it is a photo of five graduates in red caps and gowns. The text reads: "Welcome to the Skyline Family" followed by "ChooseSkyline | www.skyline.ousd.org". Below this is a personalized message: "Dear <<first name>>," "We are excited to welcome you and your child, <<student first name>>, to the <<school name>> family. These are exciting times to be a <<mascot>>." "Please take a moment to do two things:" followed by a numbered list: "1. Be sure to accept your offer and make it official that you are a <<mascot>>." "2. Take a moment to watch the video above to get a sneak peek at what we are about." "Lastly, stay tuned and be on the lookout for more information, events, and special happenings from the <<school name>> family." Below the text is a red button labeled "Accept Your Offer". At the bottom is a video player thumbnail for "Meet Principal Rebecca Huang" with a "Watch Video" button.

Sample offer email for Skyline

Enrollment Stabilization

TownSproutsOUSD:

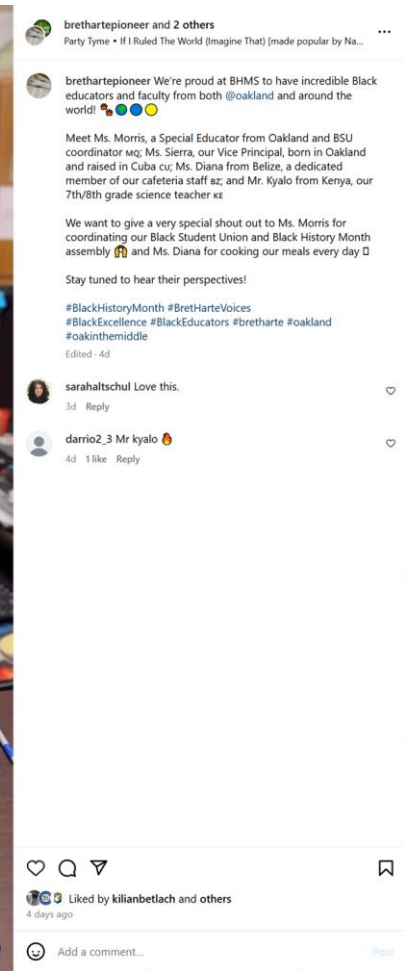
Bridges Academy: The Bulldogs held their 7th annual Career Day, featuring former OUSD and Bridges alumni. (@gobridgesbulldogs)



Enrollment Stabilization

OakintheMiddle:

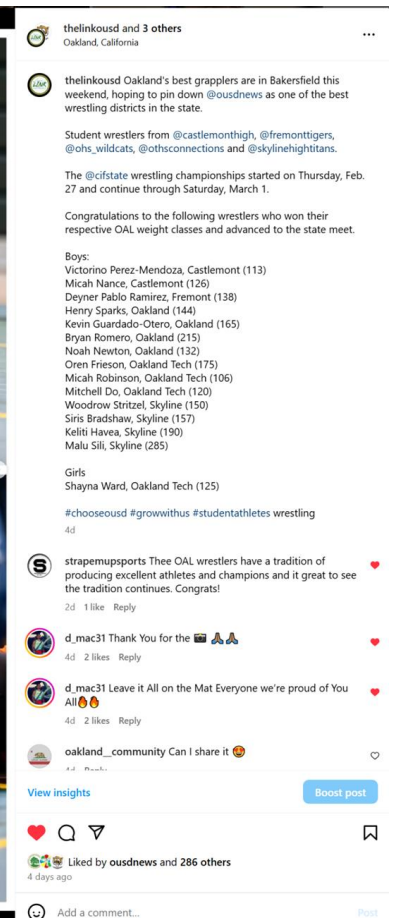
Bret Harte: The Bobcat's student newspaper, Bret Harte Pioneer, in action interviewing the staff about their perspectives on Black History Month. (@bretharteoakland @brethartepioneer)



Enrollment Stabilization

TheLinkOUSD:

OUSD Wrestlers (Castlemont, Skyline, Mack, OT, Oakland and Fremont). OAL championship including one of the top female wrestlers in the state Oakland Tech's Shayna Ward, 2-time OAL champ and 2-time state runner up (@castlemonthigh @skylinehightitans @mcclymondshs @fremonttigers @othsconnections @hs_wildcats)



Enrollment Stabilization

Upcoming: Targeted, multilingual direct mail to families of 2-, 3-, and 4-year-olds to promoted Preschool programs, with QR code to application website.





Community Schools, Thriving Students



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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