

THRIVING STUDENTS, THRIVING COMMUNITIES

MID-YEAR REPORT 2024-25

Oakland Unified School District



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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Introduction & Executive Summary



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Introduction

“Look for the helpers. You will always find people who are helping.”

-Fred Rogers

Dear Oakland Unified Community,

I have always believed in that quote from Mr. Rogers because of its simplicity and generosity of spirit. Especially during difficult times or when things seem overwhelming or uncertain, I want to remind us about the helpers, right here in Oakland. Our staff, our families, our community partners - you are all helpers who show up for our young people every day. And for you all, I will be forever grateful.

Just look at our schools and you can see so many helpers in action, doing all that they can to help young students read, to pique the curiosity of middle schoolers and make learning fun, and to ensure our seniors are ready for the real world, with solid plans for postsecondary success.

And it's working: our young people are thriving.

I write today to present a Mid Year Impact Report about our long-term Strategic Plan and I am excited to share a snapshot of the progress we are making on our four initiatives:

- Ensuring Strong Readers by the Third Grade
- Creating Joyful Schools
- Empowering Graduates
- Growing a Diverse and Stable Staff

As you'll see, our strategies for each initiative come with milestones against which we measure student outcomes and district progress. By taking stock of where we are at the midpoint of each school year, we can see what's working, what needs to be improved, and how we can adjust our work accordingly.

Thank you for taking the time to read this report, and moreover for investing your time, energy, and love in our young people. I want to call out the voters of Oakland especially for their generous support of our multiple bonds and parcel taxes over the years. The progress we've made on each initiative of the Strategic Plan would not have been possible without these altruistic votes. Thank you for believing in our vision. It is our collective mission to help students become the independent, hard-working, critical thinkers that our world needs now more than ever.

It has been a profound privilege to lead the same school district that made me who I am, both as a student and as an educator. Having been Superintendent since July 2017, I have seen us collectively weather challenges of all kinds, and I have seen us come out the other side stronger than ever, thanks to that Oakland resolve.

I want to close by resharing the same words I used when we first unveiled the Strategic Plan in 2020:

“A community with thriving students and thriving schools is our future! We remain undefeated.”



In solidarity,

Dr. Kyla Johnson-Trammell
Superintendent

Executive Dashboard



Attendance Rate
92.0%

↑ +1.6% from 2023



Graduation Rate
79.5%

↑ +5.4% from 2023



A-G Completion
48.7%

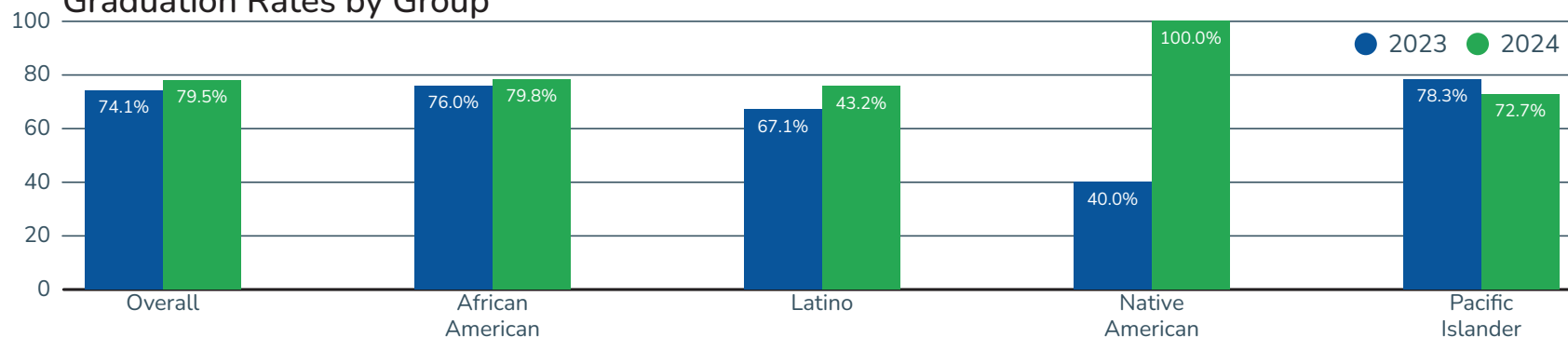
↑ +6.5% from 2023



New Teachers Supported
272

Across 69 Schools

Graduation Rates by Group



Community Impact

- 17 schoolyards transformed
- \$25M Eat. Learn. Play. investment
- 1,634 students in dual enrollment

Staff Development

- 43 staff in teacher pipeline
- 25 teacher residents
- 63 pre-apprenticeship students



Executive Summary



Ensuring Strong Readers by the Third Grade

- Kindergarteners mastering letter names earlier: 80% know 20+ letters (up from 77.6%)
- 1st graders showing improved phonics/decoding: 27.7% at/above grade level (+ 3.5% from 2023)
- 2nd graders demonstrating increased 'typical growth' in iReady diagnostic reading skills: (+9.5% since 2021)



Supporting Empowered Graduates

- Overall graduation rate has increased by 8.8% district-wide since 2017, from 70.7% to 79.5%
- A-G completion rates improved from 34.7% to 48.7% since 2017
- Nine high schools achieved 80%+ graduation rates: CCPA, Fremont, Life Academy, Madison Park 6-12, McClymonds, MetWest, Oakland High, Oakland Technical and Skyline.
- Dual enrollment program serving 1,634 students across 14 sites



Community Partner Highlights

- Eat. Learn. Play. Foundation: \$25M investment in literacy
- Kenneth Rainin Foundation: Funding for literacy coaches
- Oakland REACH: Professional development support
- Alameda First Five: Early education pathway funding



Creating Joyful Schools

- Attendance rate improved to 92% (up 1.6% from 2023)
- Chronic absenteeism reduced by 7.7% (now at 24.2%)
- 16,000 OUSD students participating in Expanded Learning Programs
- 17 schoolyards transformed through Eat. Learn. Play partnership



Growing a Diverse and Stable Staff

- 272 new teachers from 69 schools have participated in New Teacher Professional Development
- 43 staff in Classified-to-Teacher pipeline
- 63 high school students in OakTown Leaders Pre-Apprenticeship and 7 young adults in the Early Educator Apprenticeship Program
- 25 participants in this year's cohort of the Oakland Teacher Residency program



Looking Ahead

- Eight additional schoolyard transformations planned by 2026
- Expanding Computer Science offerings to include a variety of programming languages in addition to computing and robotics
- Implementing new safety protocols and training
- Strengthening teacher recruitment and retention initiatives



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Community Schools, Thriving Students

Ensuring Strong Readers by the Third Grade



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Ensuring Strong Readers by the Third Grade

No work we do is more important than making sure that our youngest students learn how to read and write.

That's why OUSD prioritized **Ensuring Strong Readers by the Third Grade** and selected Early Literacy as a major focus of our Strategic Plan back in 2021. Our students need a strong foundation in reading, writing, listening, and speaking to ensure a successful start to their education, and to carry on their success through high school graduation and beyond.

Developing students into skilled readers builds their confidence, sparks curiosity, and leads to a brighter future, both inside and outside the classroom. Below are several strategies we have implemented across the District to support early literacy:

- Implementing evidence-based literacy curriculum
- Supporting our educators with time, professional development, and coaching to improve our literacy instruction
- Strengthening our partnership with families in support of their children's reading progress
- Investing in proven and innovative models of literacy supports like one-to-one tutoring and small group tutoring
- Working with partners across the city to collaborate toward ensuring that we reach our literacy grade-level proficiency goals

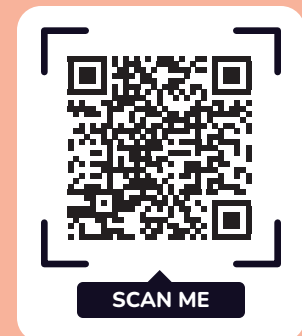
Read on to learn more about how our schools are finding ways to grow literacy outcomes and close gaps for historically marginalized groups of students.

Key Literacy Term Definitions



From Struggle To Strength - Advancing Literacy in Oakland

"From Struggle to Strength: Advancing Literacy in Oakland" is a 20-minute documentary highlighting the urgent need for literacy support in Oakland schools. It showcases the transformative impact of personalized tutoring, revealing powerful stories of student success and the importance of improving reading proficiency for a brighter future. Watch our Video on YouTube →



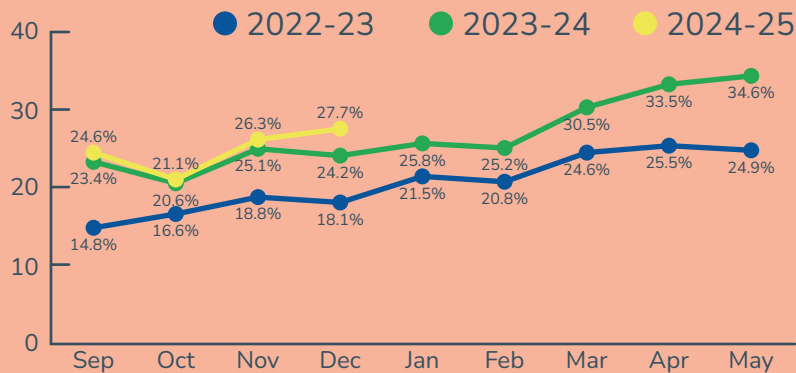
Ensuring Strong Readers by the Third Grade

Data Tells The Story

- 100% of Literacy coaches who attended Coaching Collaborative sessions in August, September and October reported that the sessions supported them in improving their practice as TSAs (teachers on special assignment)
- First Graders are continuing to improve in their phonics and decoding abilities, or in other words, their ability to read words by understanding the connection between letters and the sounds they represent.
 - Between December 2023 and December 2024, 3.5% more first graders were at or above grade-level in these abilities (as measured by SIPPS Mastery Tests). 27.7% of first graders in 2024 vs. 24.2% of first graders at the same point in time in 2023.
- Kindergarten students are also improving their literacy skills, specifically mastering their letter names earlier in the school year.
 - In December 2024, 80% of Kindergarten students knew 20 or more English lowercase letters, compared to 77.6% of Kindergarten students in December of 2023.

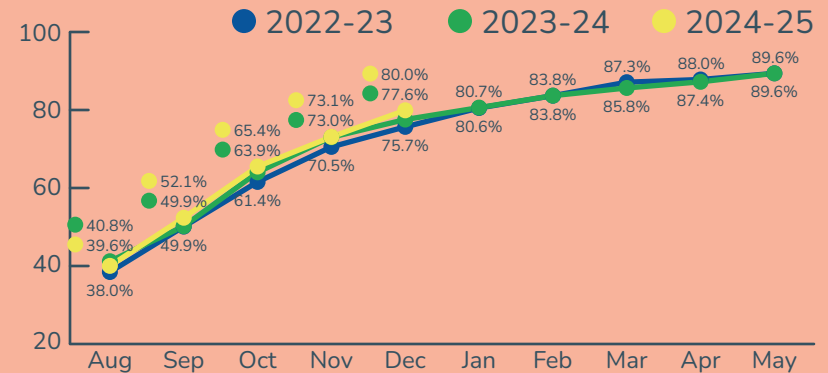
Grade 1

Percent of Students at Benchmark SIPPS



Kinder Letter ID

Percent Students Who Know 20 or More English Lowercase





Ensuring Strong Readers by the Third Grade

Data Tells The Story

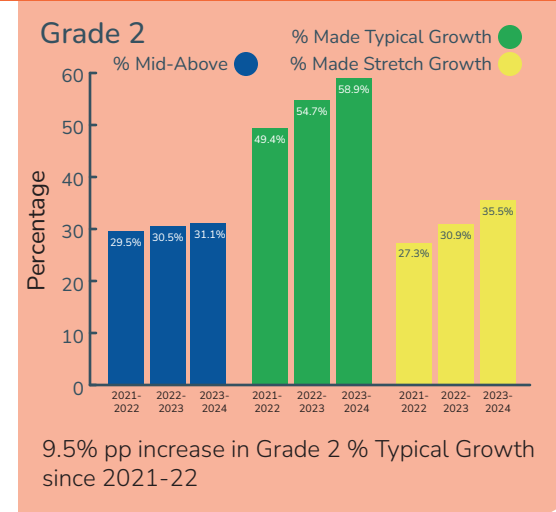
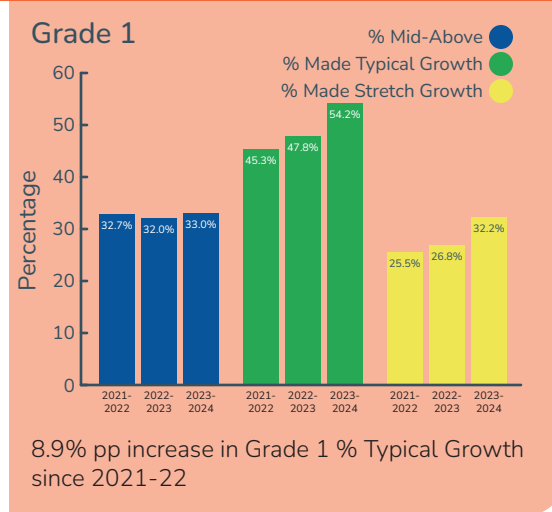
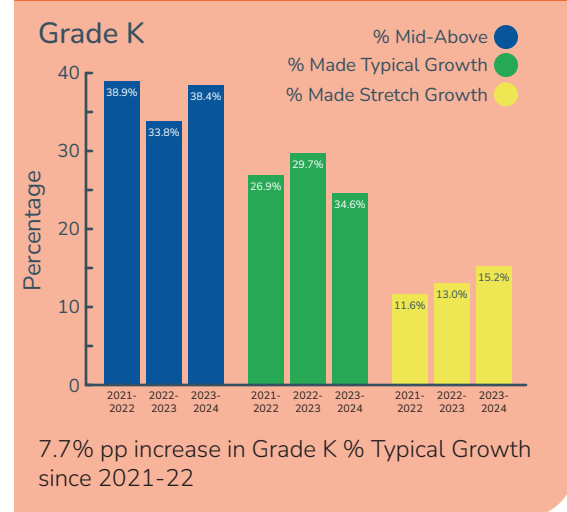
Our i-Ready data, which measures a student's performance in foundational skills like phonics, vocabulary, and comprehension, also highlights the progress made by our Kindergarten, 1st and 2nd grade students in terms of proficiency and growth over the last year.

Spring 2023-Spring 2024 Proficiency and Growth

Grade	i-Ready Reading Proficiency			i-Ready Reading Growth		
	% Mid-Above Spring 2023	% Mid-Above Spring 2024	% Change Mid-Above Spring 2023 to 2024 (pp)	% of Students Meeting Typical Growth Fall-Spring 2022-23	% of Students Meeting Typical Growth Fall-Spring 2023-24	% Change Students Meeting Typical Growth (pp)
K	33.8%	38.4%	+4.6%	29.7%	34.6%	+6.7%
1	32.0%	33.0%	+1.0%	47.8%	54.2%	+6.4%
2	30.5%	31.1%	+0.6%	54.7%	58.9%	+4.2%

iReady Diagnostic Reading

Spring Mid-Above & Fall-Spring Growth 3 Year Comparison



Ensuring Strong Readers by the Third Grade

School Spotlight

Burckhalter Elementary School



The Burckhalter Elementary School community is doing phenomenal work having leveraged district investments in curriculum, professional development, tiered supports, and assessment systems to greatly improve literacy over the past several years. Literacy work at Burckhalter features a highly collaborative and trusting culture, shared ownership of curriculum implementation, consistent schedules and routines, and a daily foundational skill block that utilizes various staff positions to provide small group instruction.



The Burckhalter team and students were celebrated this Fall at the launch of Steph and Ayesha Curry's Eat. Learn. Play. Multi-million dollar investment in high dosage tutoring for students in OUSD. Several Burckhalter students receive one-on-one, intensive foundational skills tutoring daily due to the generous contribution of Eat. Learn. Play.



In the years of in-person learning post pandemic, Burckhalter students made significant progress on i-Ready, OUSD's diagnostic screening assessment. Burckhalter's median student made 134%, 108%, and 112% of typical growth in 2021-22, 2022-23, and 23-2024 respectively, outpacing OUSD schools and national averages. Further, all grades 1st through 5th made above-average growth!

Burckhalter has also seen improvement on SBAC English Language Arts, the state assessment taken by all 3rd - 8th graders, moving the distance from standard (DFS) closer to grade level for students rising



Ensuring Strong Readers by the Third Grade

School Spotlight

from grades 3 to 4 and 4 to 5. The **Core Districts** publish a growth metric which accounts for demographic factors and compares impact on student performance across schools in California. Burckhalter was one of 8 OUSD schools designated as “high growth” in 2022-23, landing in the 73rd percentile (50th percentile = average growth).

This past year, Burckhalter continued this trend of strong literacy progress, placing among our top 6 schools for the percentage of their students meeting typical growth goals. Fifth grade in particular has shown outstanding growth, and students are now exiting Burckhalter more literate than they were pre-pandemic. Over 40% of students met or exceeded the standard in 2022-23 and in 2023-24 as compared to 14% of students in the last year prior to Covid (**California School Dashboard**, CDE).

These consistent gains have been made within the context of extremely challenging times. Due to a number of environmental factors, the pandemic and labor actions, chronic absenteeism in 2023 skyrocketed at Burckhalter to over 72%, almost 3 times

the state average (Chronic absenteeism is defined by the percentage of students with an absence rate greater than 10%). As such, one would not expect Burckhalter students to be outpacing the district and national averages for literacy growth over the past few years, but they are! We congratulate Burckhalter students, families and staff on these tremendous gains.

In May, 2024, dozens of education leaders from across the country converged on Burckhalter Elementary School to learn about the work happening at Burckhalter and across the district. The visit was hosted by the William Julius Wilson Institute at the Harlem Children’s Zone.

Discussions were focused on Oakland’s community schools model which leverages community partnerships and resources so schools become hubs of support and opportunity for students, families, and community members. These partnerships have been proved crucial for literacy recovery and acceleration at Burckhalter. Dr. Carin Geathers, Burckhalter Principal explained how the pandemic dramatically increased the need for all schools to offer more support, which is what Burckhalter

did in the community schools model. “It really hit home and it really forced us inside of schools, inside of classrooms, and actually helping inside of homes, to really foster what it means for folks to actually thrive in a social emotional way.”



The Burckhalter Team hosted Geoffrey Canada and the William Julius Wilson Institute with the Harlem Children’s School Zone in May 2024.



Ensuring Strong Readers by the Third Grade

Community Partner Impact

The **Eat. Learn. Play.** and **Kenneth Rainin** foundations have been essential philanthropic partners in our efforts to improve students' literacy outcomes and build out our Multi-Tiered Supports Strategy (MTSS).

Eat. Learn. Play., Steph and Ayesha Curry's foundation, announced a 25 million dollar 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.

Additionally, The Oakland REACH and Collaborative Classroom have been essential community partners in our Tier 2 Literacy Liberator programming support, providing 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.

OUSD Multi-Tiered Supports Strategy

TIER 1 - All Students

- Daily 1-hour Core Literacy Block - Standards-based tasks from core curriculum (EL Ed/Benchmark) and EL Ed Labs or ALL Block for English only programs
- K-2 Daily Foundational Skills and designated Daily ELD (ideally grouped by language proficiency)
- iReady Reading MyPath (45-60 minutes/ week, 70% passing) and aligned independent work daily
- Communication with all families on progress toward grade level standards
- All teachers receive coaching on curriculum implementation

TIER 2 - Students Performing at 1 Grade Level Below

- Daily 30 minutes differentiated SIPPS and/or Bookshop Fonética small group instruction
- Teacher assigns and monitors i-Ready/ASR Lessons based on student needs
- Small group language intervention (Newcomer and language support)
- More frequent progress monitoring (2x-3x per month)

TIER 3 - Students Performing at 2+ Grades Levels Below

- Provide 1:1 or smaller group multi-sensory literacy support (e.g Ignite/Open Literacy/Hoot tutoring)
- Provide 1:1 support additional dosage of targeted SIPPS routines based on need
- Ongoing parent communication about progress between parent meetings



Ensuring Strong Readers by the Third Grade

Key Insights

Our students are showing progress in literacy! We see an increase in the percentage of students who are at or above grade-level on their foundational skills curriculum assessments (SIPPS mastery tests) and their letter identification assessments. We also saw an increase in the percentage of students who were meeting their typical growth goals in literacy from the 2022-23 school year to the 2023-24 school year in our reading diagnostic, i-Ready. Although we are seeing signs of progress as stated, we have yet to move the needle significantly in our reading proficiency data. We know that this will take time, improving our attendance rates, stabilizing our teaching force, continuing our focus on coaching as well as professional learning and improving the quality of our literacy instruction so that students meet their literacy goals year after year.

Our focus on coaching has received positive feedback. In our Coaching Collaborative sessions, professional learning led by central literacy experts to support site based literacy coaches, we have had 100% of our site based coaches agree or strongly agree that the sessions this Fall supported them in their literacy leadership. We believe that improving our literacy coaching is a necessary strategy to deepen our curriculum implementation and improve classroom instruction.

We expanded our Tiered Literacy support for students through 1:1 high dosage literacy tutoring. We launched a pilot last year in 18 schools serving about 600 students and increased the number this school year to about 1400 students in 33 schools. An external evaluation conducted by Public Profit showed strong overall reading growth by students receiving T3 tutoring compared to a cohort matched group that did not receive tutoring.

We have also worked to ensure that all of our community partners that serve students and focus on literacy are aligned to our vision, Language and Literacy framework, and curriculum. In October, we launched an external literacy partner partnership process.





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Supporting Empowered Graduates

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Supporting Empowered Graduates

The high school experience has changed a lot in the last few decades. Gone are the days of prescriptive, one-size-fits-all coursework in secondary school.

Instead, we have taken the innovative approach of meeting students where they are and cultivating their curiosity.

In OUSD, this is “how we do high school”:

- We provide intensive math support in our middle schools ensuring that our rising 9th graders are well prepared for high school.
- We offer an incredible array of linked learning pathway opportunities for young people to explore careers of interest and gain real world insight.
- We partner with trades organizations to allow our students to explore technical work and apprenticeships.
- We give students access to college courses on our high school campuses, thanks to dual enrollment, allowing them to expand their horizons and earn college credit before leaving high school.
- We support all students through the exploration of, and application process for, college, trade school, financial aid, and other post-secondary needs.

This approach has proven successful time and time again. Our data and student outcomes continue to improve and we are a model in the state of California. Please read on to learn more about this initiative: what’s working, what needs to be improved, and where we are headed.

OUSD Students: Succeeding Now, Planning for the Future

In this inspiring video, students from Oakland Unified School District share their personal journeys, reflecting on their education, challenges, and aspirations. Hear how mentorship, family support, and career pathways have helped shape their futures, and discover the power of setting goals and seizing opportunities. Watch our Video on YouTube →



Supporting Empowered Graduates

Data Tells The Story

Post-Secondary Readiness & Explosive Growth in Graduation-Related Metrics

The work of supporting our young people to thrive in high school, to graduate on time, and to enter the post-secondary world equipped with the skills they need to succeed has a long history in OUSD thanks to the collaboration between site-based support staff and post-secondary related organizations. These staff and community partners provide students with individualized assistance to achieve their post-secondary goals.

For example, school leaders have prioritized post-secondary planning, while staff members such as College and Career Readiness Specialists, Career Transition Specialists, and counselors have ensured that students receive tailored support for life after high school. This includes strategies for credit recovery, guidance on selecting Dual Enrollment courses during high school, and access to tools for securing financial aid. These efforts help students prepare for two- and four-year colleges, workforce training programs like apprenticeships and pre-apprenticeships, and direct entry into the workforce.

All of these efforts have been paying off as evidenced by the explosive growth of our graduation rates and A-G completion rates over the last six years. In addition, our Drop Out rate has also improved.

	2016-17 School Year	2023-24 School Year	Improvement
Overall Graduation Rate	70.7%	79.5%	8.8%
Overall A-G Completion Rate	34.7%	48.7%	14.0%
Overall Dropout Rate	15.0%	10.0%	5.0%



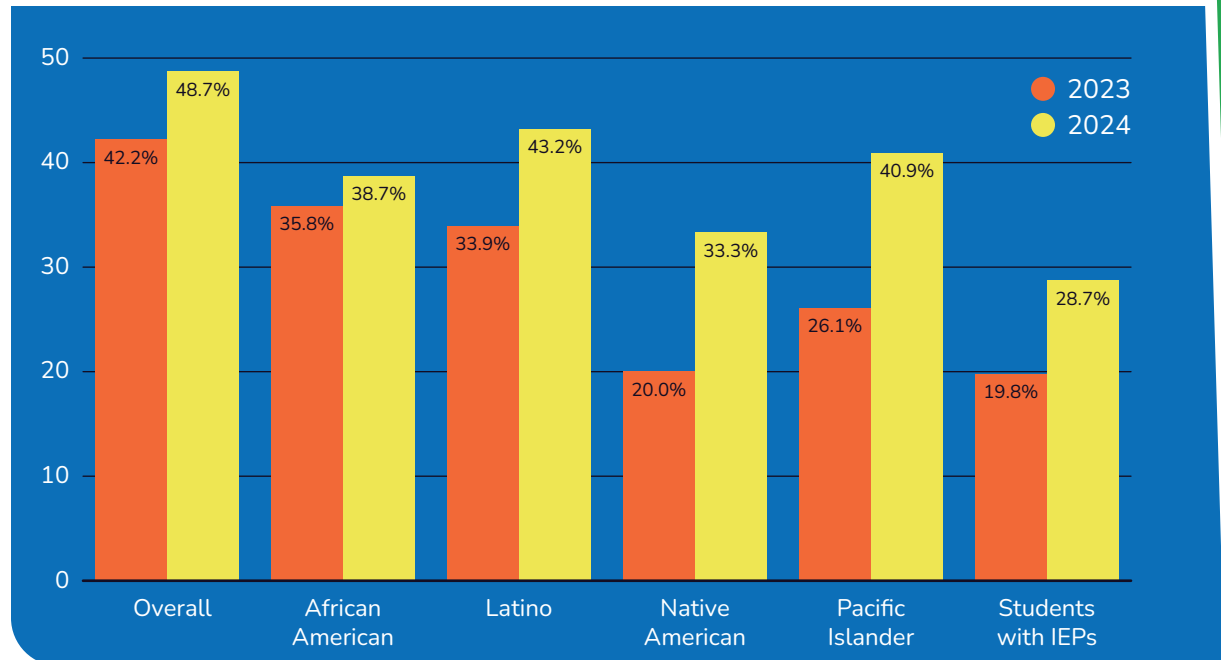
Supporting Empowered Graduates

Data Tells The Story

A-G Completion Rates (courses required for entry into U.C. or C.S.U. schools)

The High School Linked Learning Office (HSLLO) has invested significant resources in establishing district-wide systems to ensure students have increased access to A-G courses, by removing course offerings that were not A-G compliant and adding more A-G aligned courses. The HSLLO will continue to focus on providing course offerings for all students to meet A-G requirements by the end of 12th grade, to ensure that students are enrolled in the right courses to help them with A-G eligibility and, where needed, provide access to credit recovery to help students get back on track for graduation and post-secondary success.

- The District has made significant progress in A-G completion rates for 12th graders from 2023 to 2024, improving overall from 42.2% to 48.7%.
- Latino, Native American, and Pacific Islander students saw the largest gains, with increases of 9.3, 13.3, and 14.8 percentage points, respectively.



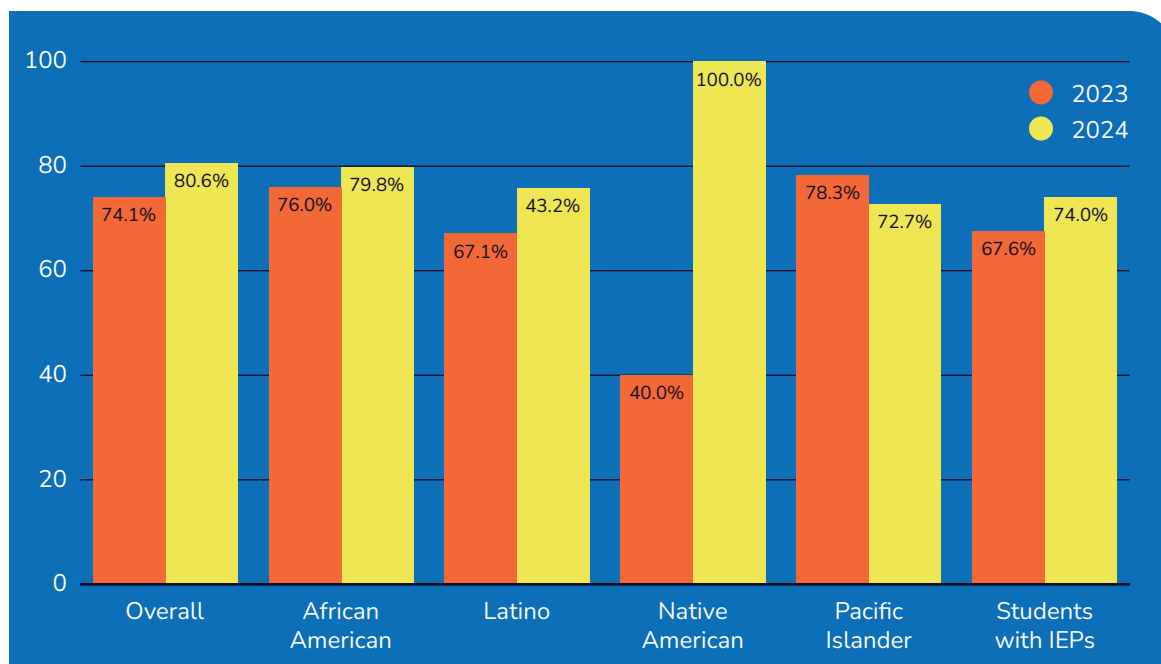
- Students with Individualized Education Programs (IEPs) improved from 19.8% to 28.7%.
- Despite these gains, disparities persist, with IEP and Native American students having the lowest completion rates.
- While we still have room for growth, the upward trend reflects positive steps toward greater educational equity.



Data Tells The Story

Graduation Rates - Success Reflects District Commitment to Improvement as Nine Schools Reach 80+%

- The District's four-year cohort graduation rate for the Class of 2024 increased by over 6%, reflecting a significant improvement across the student population.
- Graduation rates among several groups - African American, Latino, and Native American students, as well as students with an Individualized Education Program, or IEP—also demonstrated notable gains, ranging from single-digit to double-digit increases. These outcomes underscore the effectiveness of targeted interventions and equity-focused initiatives.
- Conversely, the graduation rate for Pacific Islander students declined by 5.6%, highlighting the need for renewed efforts to address disparities and ensure equitable outcomes for all student groups.
- When looking at graduation rates for our high schools individually, **nine OUSD high schools have graduation rates at 80% or higher**, with Life Academy leading the way at 95.1%.



High School	Graduation Rate 2023-24	High School	Graduation Rate 2023-24
Life Academy	95.1%	Metwest	87.5%
CCPA	91.5%	Oakland High	86.1%
Oakland Tech	91.3%	McClymonds	84.1%
Skyline	91.0%	Fremont	81.0%
Madison Park 6-12	88.5%		

Supporting Empowered Graduates

Data Tells The Story

Of note, several OUSD high schools showed substantial increases in graduation rates in just the last year alone.

High School	Graduation Rate 2022-23	Graduation Rate 2023-24	Change
Rudsdale Continuation	40.9%	66.1%	+25.2%
Sojourner Truth	44.7%	57.8%	+13.1%
Castlemont	61.3%	68.1%	+6.8%
Skyline	85.1%	91.0%	+5.9%
Fremont	76.0%	81.0%	+5.0%
Oakland High	82.0%	86.1%	+4.1%

Particularly impressive are the double digit gains posted by two schools in our Alternative Education program, which provide innovative and engaging options for students seeking new ways of learning as an alternative to regular comprehensive middle and high schools.

- Rudsdale Continuation School - a voluntary program dedicated to providing educational options for students sixteen to eighteen years old who are at risk of not graduating from comprehensive high schools - showed a 25.2% improvement between the last two graduating classes.
- Sojourner Truth Virtual Academy, which offers students in grades TK–12 an engaging, and rigorous online instructional environment where they can learn in the way that works best for them also showed tremendous growth at 13.1%.

Skyline High School also merits a special mention after having shown an almost 6% increase since 2022-23, bringing the graduation rate for 2023-24 to 91%. The 2022-23 school year was a difficult one for the Skyline community, but they **started the last year strong**, doubling down on student supports and showcasing that resilient Titan Pride.

Supporting Empowered Graduates

Spotlight on Empowered Graduates



Cecilia Vaskonen

Senior at McClymonds High School

Cecilia Vaskonen, who has attended OUSD schools in West Oakland since Kindergarten, recently got some outstanding news: she received early acceptance to Massachusetts Institute of Technology (MIT) for the fall.

“Honestly I was not expecting to be accepted,” she said. “I opened it and saw the word ‘offer’ and saw the confetti and closed it immediately and had to stand there and process it for like five minutes.”

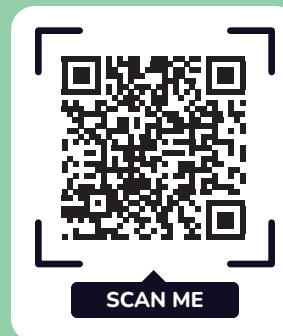
Because she is interested in studying linguistics and MIT has an exceptional linguistics program, the school seems like the perfect fit. “Honestly the more I learned about MIT, the more I thought, ‘oh, this is a place for people who are like me.’” The fact that MIT is tuition free for students whose families earn less than \$200,000 annually is the icing in the cake.

Reflecting on her time in OUSD, Cecilia has nothing but praise. “I’ve lived in West Oakland my entire life. And I’ve only had incredible experiences at West Oakland schools - from Prescott Elementary to West Oakland Middle to now at McClymonds.”

“McClymonds has a lot of resources for students in terms of looking at colleges and I also took concurrent enrollment while I was here ...In terms of preparation, one of the biggest things was being able to explore the things I am interested in. I know people that go [private school] and are just so swamped by school work that they don’t really have time to find out what they are interested in. But because I have more freedom, I was able to find out what I like and then learn more myself, on my own.”

Meet Michele and Maximus, The New Student Directors on the Board Of Education

Meet our Student Directors as they discuss advocating for more than 34,000 students in Oakland schools. Their goal is to improve justice, raise student voices, and build an inclusive environment through community engagement and platforms like the All City Council. Watch our Video on YouTube →



Supporting Empowered Graduates

Spotlight on Empowered Graduates



Maximus Simmons

Junior at Oakland High School

Maximus is one of two Student Directors on the Board of Education. He is currently in the Law and Social Justice Pathway at Oakland High. "I have always felt compelled to help people, so much so, that I now say my whole purpose in life is to help anyone and everyone no matter their past or future," he says. "I now spend most of my time volunteering, teaching restorative justice, and meeting with other leaders. Restorative justice (RJ) is one of the most important things in my life. I have been practicing RJ for three years now, holding circles at two national restorative

justice conferences while also helping set up RJ at Oakland High. I have been a delegate for the All City Council (ACC) Student Union since middle school. I joined the ACC leadership team as a sophomore as Culture and Climate Director helping to establish community within the ACC."

As a Student Board Director, Maximus is committed to "...amplify every students' experience, and ensure that the school district provides the resources and support needed to ensure all of our students graduate with a clear mind and ready for success."



Michele Vasquez

Senior at MetWest High School

Michele also serves as Student Board Director, a role that is the natural evolution of her years as a student leader. Says Michele, "At MetWest, I've been deeply involved since my freshman year, starting with the Student Council and progressively taking on more responsibility, including roles as Grade Representative and Media Director."

Michele manages these duties while also taking advantage of the incredible offerings available through our Linked

Learning program and community partners such as internships, college classes, and summer programs. At ECCCO (Exploring College, Career, and Community Options), Michele completed paid college courses in cosmetology and criminal investigation, and this year, she joined Genesys Works for a paid internship with Databricks and participated in The Chicano Latino Youth Leadership Project's statewide conference.

Supporting Empowered Graduates

Spotlight on Middle School Math

We know the work of building empowered graduates begins before high school, and in OUSD, we couple our early literacy investments in elementary school with an intense focus on math in the middle school grades to set our 9th graders up for a successful high school career.

Thanks to continued support from Salesforce, we have been able to deploy coaches at our focal schools across the district to great success. OUSD focal schools include Bret Harte, Frick United Academy of Language, Montera, United for Success Academy, West Oakland (WOMS) and Westlake middle schools.

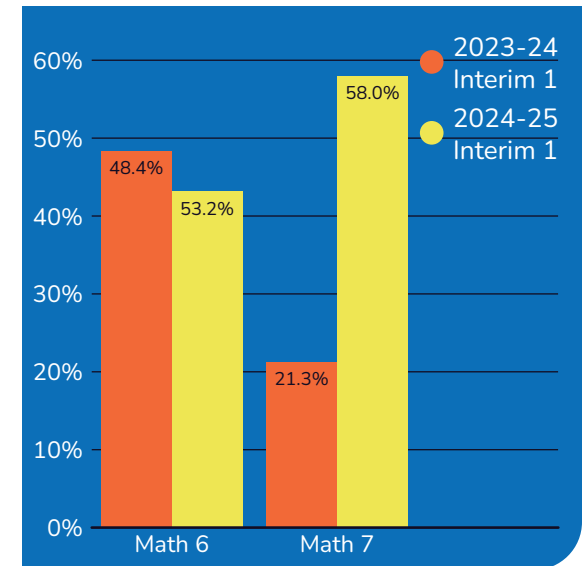
We have designed the middle school math program so that all students take Math 6, Math 7, Math 8, in grades 6, 7, and 8, respectively. This should prepare all students for 9th grade Algebra. Having the foundational skills to pass Algebra successfully in the first year of high school is a key indicator to our students being on track for graduation with A-G completion.

One of our goals is that each student cohort (grades 6, 7 or 8) achieve a 10% increase in Math proficiency on each interim from 2023-24 to 2024-25 - and we are succeeding.

Sixth and seventh grade students at focal schools are outperforming their peers from the previous year.

- Compared to sixth grade students last year, 4.8 percent more sixth graders are meeting or exceeding standards on our Fall Interim Assessment this year.
- Compared to seventh graders last year, 36.7 percent more seventh graders this year are meeting or exceeding standards on our Fall Interim Assessment.
- Teachers are still scoring Math 8 interim assessments and we anticipate that those final results will show growth, as well.

Our focus on supporting teachers to progress monitor weekly formative assessments is also leading to more students experiencing success on our end-of-unit assessments, like our interim assessment.



Middle School Math - Performance of Schools Where We Have Focused Salesforce-Funded Coaching

Supporting Empowered Graduates

Spotlight on Middle School Math



Schools that have shown growth have done so thanks to intentional supports and structural changes including:

- a site-based math coach
- dedicated and consistent time for teachers to collaborate and analyze student work
- time for students to talk through math problems with their peers

Moreover, students from schools with math coaches are outperforming our district average.

Here are a few highlights:



Montera Middle School 6th and 7th grade students have made significant progress on the math front with the majority now either meeting or exceeding state standards. 71% of 6th grade students are meeting or exceeding standards (17 points higher than the District average), while 86% of 7th grade students are meeting or exceeding standards (26 points higher than the District average).

science courses, robotics competitions - we held our first Districtwide Robotics Invitational Competition in 2023 - and a multitude of engaging offerings thanks to our Expanded Learning Program. Expanding Learning provides students with safe and joyful spaces to spend time with their peers and learn new things—from cheerleading and judo to skateboarding and wrestling to the arts.



7th graders at **United for Success Academy** also made significant growth with 69% now meeting or exceeding standards (9 points higher than the District average).

In addition to a focus on math support, our middle schoolers enjoy access to computer

Our conscious investments in the middle school experience truly pave the way for a successful transition to high school by providing students needed structure and support while they are encouraged to challenge themselves and explore an array of learning opportunities.

Eighth graders at, top to bottom, Bret Harte, West Oakland Middle, and Frick United

Supporting Empowered Graduates

Community Partner Impact

One of our amazing partners, **Cypress Mandela Training Center**, continuously opens its doors to our students, exposing them to a world of career opportunities. They host career exploration visits throughout the year, attend career fairs throughout the school district, host our two annual skilled trade fairs, serve as a home base for the Oakland ACE Mentor Program, and also host our annual Demonstration of Mastery Celebration.

Cypress Mandela Training Center offers OUSD students a rich and rigorous skilled trades summer internship program that can lead to a great career in construction. Our first cohort had 11 OUSD students and the 2024 cohort had 60 students from OUSD and SLUSD combined.

Several OUSD students have found success in the trades thanks to this partnership. Victor Collazo, a 2022 Castlemont graduate, and Miguel Diaz, a 2023 Madison Park Academy graduate, are both currently working as apprentice electricians, while Jamar Davis, a 2024 graduate from Oakland High School, was just sponsored into the trades by Swinerton Builders.

Our ongoing partnership and collaborative work with the **Oakland Promise** and **Center for Education Partnerships** (CEP) have helped OUSD to support students' postsecondary success. As our key partners for postsecondary access and success, the Oakland Promise and CEP have worked closely with our High School/Linked Learning Office teams on the following:

- Helping our scholars complete their college essays and college applications for CSUs and UCs
- Working with our elementary and middle school Community School Managers and site leaders to deliver lessons to help build a college going mindset amongst our young scholars
- Signing up more OUSD students and families to take advantage of the Oakland Promise Scholarship and CalKids Scholarships through the state
- Participating in college fairs and helping to by ensure that students and families understand the financial aid application and college application processes, A-G coursework and graduation requirements
- Leading the planning and coordination of our OUSD College Day fair held at Oakland Tech in which over 30 colleges and universities sent their recruiting representatives to meet with our K-12 students and families
- Engaging with OUSD, site leaders and other Community Based Organizations at three East Oakland Schools (East Oakland Pride, Elmhurst and Castlemont) to improve student attendance rates, increase school support for our site identified students with social emotional intervention, and improve parent engagement



Supporting Empowered Graduates

Community Partner Impact

The OUSD Dual Enrollment (DE) Program offers free Peralta College courses to interested 9th-12th grade students at participating OUSD high schools.

Dual Enrollment (DE) courses are conveniently located at the high school site during the school day* and taught by Peralta College instructors. Upon passing the DE course, students earn college units (which can often be applied to college degrees), A-G high school credits**, and receive a GPA bump (increasing their overall GPA).

Dual Enrollment is an excellent way for OUSD students to save time, money, and try out college courses, explore majors, and career opportunities - completely for free - while still in high school!

- OUSD is currently offering 62 DE courses across 14 sites with 1,634 student enrollments (includes duplicates taking more than one DE course)
- 9,077+ OUSD students have taken 1+ DE course(s) since Fall 2015
- 44% of OUSD seniors graduate having taken 1+ DE course(s)
- DE takers are 20% more likely to enroll in postsecondary than non-DE takers

*There are a few exceptions of courses that are virtual, after school or located at a different school site or a Peralta College.

** A-G eligibility depends on the specific Dual Enrollment course. Please check with your counselor or check here.



Supporting Empowered Graduates

Key Insights

- High school graduation and A-G completion rates across the district are improving thanks to the collaboration between site-based support staff and post-secondary access organizations.
- These staff and community partnerships provide students with individualized assistance to achieve their post-secondary goals.
- School leaders have prioritized post-secondary planning, while staff members such as College and Career Readiness Specialists, Career Transition Specialists, and counselors have ensured that students receive tailored support for life after high school, including strategies for credit recovery, guidance on selecting Dual Enrollment courses during high school, and access to tools for securing financial aid.
- All of these efforts help students prepare for two- and four-year colleges, workforce training programs like apprenticeships and pre-apprenticeships, and direct entry into the workforce.





OAKLAND UNIFIED
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Community Schools, Thriving Students

Creating Joyful Schools

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Creating Joyful Schools

To Strengthen our Commitment to Providing Joyful Schools - we continue to focus our efforts on creating engaging and emotionally and physically safe learning spaces so that our students are excited to come to school.

As such, we have been committed to the following:

Facilitating Joyful Learning Spaces

- Providing spaces for the community to gather and celebrate each other
- Expanding outdoor spaces for youth
- Offering joyful activities during and after the school day and equitable access to the arts, sports, and outdoor adventures

Improving Attendance and Reducing Chronic Absenteeism

- All schools will increase daily attendance by 1% points compared to 2023-24
- All schools will decrease chronic absenteeism by 3% points compared to 2023-24.
- Implementing the **Show Up! Campaign** which aligns stakeholders, amplifies student voice, incentivizes students to play a more active role in their educational journey and show up to school, on time, every day.

Enhancing Overall Safety

- Our District prioritizes safety through strategic investments in five key areas: prevention, emergency preparedness, incident response, facilities, and cybersecurity.
 - We are making significant progress in enhancing facility infrastructure, establishing clear culture and climate expectations, strengthening systems for addressing public safety threats, and ensuring our schools are equipped to respond effectively during emergencies.
- **The George Floyd Resolution (GFR)** acts as a north star for reimagining how we ensure safety for our students.

2nd Annual Neighborhood Classic, East Oakland Pride Welcomes Castlemont & Dorsey High Football Teams

The 2nd Annual Neighborhood Classic brought together high school football teams (Castlemont in OUSD and Dorsey from LA), aiming to connect schools from underrepresented communities. The event celebrates football while fostering mentorship and inspiring younger students through the presence of older athletes. Attendees expressed joy and excitement, emphasizing the importance of community and shared experiences. Watch our Video on YouTube ↓



Creating Joyful Schools

Data Tells the Story

The safety of our students and staff remains paramount and we continue to evaluate our safety protocols to ensure our systems not only work as intended, but that our educators are all aligned in terms of their roles and responsibilities. Our Community Schools Student Services team has led the improvement work in this area, focusing on the safety of our schools and facilities. The team developed protocols to respond to student threats to self and to others, trained staff in threat assessment, updated protocols for suicide risk screening, and they continuously track calls for support. In addition, OUSD utilizes the Village Response Team as a safety tool across the district and has integrated it with Comprehensive School Safety Plans. As such, our emergency/crisis response at our schools improves every year.

Enhancing Overall Safety

George Floyd Resolution (GFR) Investments

Since 2021-22, the District has **increased** the GFR budget by **66%**.

- **Culture Keepers**
44 FTE → 66 FTE + Raises
- **Central Culture & Climate Ambassadors**
10 month → 12 month
- **Community School Managers**
30 additional FTE
- **Social Workers/Clinicians**
7 additional FTE
- **Restorative Justice**
25% Budget Increase
- **Professional Development**
5x previous investment
- **CBO Behavioral Health**
Expanded Contracts

We have made substantial progress in creating improved conditions for our young people in the spirit of the George Floyd Resolution thanks to a 66% increase in the GFR budget since 2021-22. Restorative practices, school culture shifts, and additional behavioral health supports are leading the way.





Creating Joyful Schools

Data Tells the Story

Improving Attendance and Reducing Chronic Absenteeism

We are currently on track to meet our goal of **1% point improvement**, with a current attendance increase of **1.6%**.

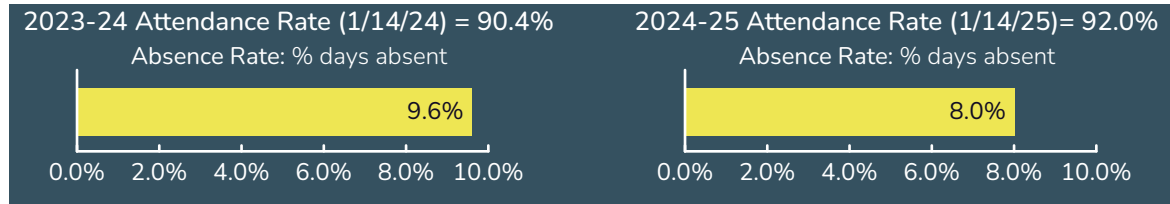
Put simply, students cannot learn if they are not in class. As absences increase - even in the early years of elementary school - the likelihood of a student performing at grade level decreases.

In OUSD, our vision outlines a goal of continuous improvement in the attendance rate year after year, specifically a 1% increase each year starting in 2024-25 and going through 2026-27.

Why is a change of 1% significant?

A 1% increase in attendance is crucial because even small improvements in student presence impact academic achievement, leading to better learning outcomes, increased graduation rates, and a positive ripple effect on overall school and community success.

Furthermore, even a slight improvement in attendance across the district yields increased revenue.



Conservative estimates indicate that OUSD would receive an additional **\$4.5M next year** for every 1% increase in attendance.

Fortunately we are on track to exceed our 1% improvement goal for the year. At the midway point of the 2024-25 school year, our attendance rate is 92%, compared to 90.4% at this same point in time last year, a 1.6% increase.

In addition, we set a goal for 100% of teachers to take attendance every day and we are very close to achieving that mark. Since the start of the current school year through mid January 2025, we have a district-wide attendance completion rate of 99.6%! A year ago at this time, we had a completion rate of approximately 97.5%.

Chronic Absenteeism

The Chronic Absenteeism rate captures the percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend. This is due to absence for any reason—excused, unexcused absences and suspensions—and can have adverse impacts on students' learning to read by the third grade, achieving in middle school, and graduating from high school.

In OUSD, we are working toward decreasing the chronic absenteeism rate by 3% each year from now through the end of the 2026-27 school year.

At the midway point of this school year, we have a chronic absenteeism rate of 24.2% compared to 31.9% at this point last year, an improvement of 7.7%.

Creating Joyful Schools

Data Tells the Story

Facilitating Joyful Learning Spaces



REACH students enjoying their transformed schoolyard

The built environment - including both indoor and outdoor spaces - has a significant impact on the health and well being of our school communities. Young people are designed to move and play throughout the day, and without safe and enticing areas on campus, their ability to do so is limited.

Thanks to the outstanding partnership of Eat. Learn. Play. foundation and KABOOM!, not only are we ensuring that our young people have access to greener, high quality spaces - in alignment with **Green Schoolyard Legislation (SB 1091)** - but that these spaces are inviting and joyful. Since 2021 and our first build at **Franklin Elementary**, we've now transformed 17 OUSD schoolyards together by adding new play structures designed by kids, gardens, nature exploration areas, outdoor classrooms, multi-sport courts, soccer fields, murals, and much more.

The most recent schoolyard builds took place at **REACH Academy** and on the Stonehurst campus, which serves **Esperanza Elementary** and **Korematsu Discovery Academy**.

The impact of these builds is far reaching and literally changing the landscape of our city, and the daily lives of our young people. According to The Eat. Learn. Play. Foundation,

- These quality play spaces now serve more than 6,600 students annually, with a goal of reaching 11,250 students annually over the next generation.
- 2,700 volunteers have donated over 22,000 hours to bring these spaces to life.
- By 2026, we aim to engage 6,000+ parents, school staff, and Bay Area volunteers.

Looking ahead, we are planning to remodel an additional eight schoolyards across the district by the end of 2026.





Creating Joyful Schools

Data Tells the Story

Equitable Access to Joyful Activities

The past 4 years have seen incremental growth in our **Visual and Performing Arts (VAPA)** programs at all levels providing a variety of art forms including dance, drama, media arts, music and visual art. Beginning this year, all elementary (TK-5) students will receive at least 50 minutes per week of arts instruction by a certificated teacher; this is something OUSD hasn't been able to say since 1988! Moreover, the OUSD VAPA office currently supports 25 schools in developing partnerships with community organizations, provides tailored professional development to elementary teachers on a weekly basis, secondary teachers on a monthly basis and offers new teacher support.



Dance instructor Heather Stockton leads kindergartners at Grass Valley Elementary in Oakland. Photo: Carlos Avila Gonzalez / The Chronicle



Thanks to the generous support of Salesforce, **Middle School Computer Science** has grown from something that was happening for a few students at two schools to a class offered at every middle school across the district. This year there are 1,774 students at 12 schools enrolled in Computer Science. Bringing the total number of students who have taken CS since the start of the Salesforce Grant in 2017 to 12,809. With continued support the course will expand to give students experiences with physical computing, robotics and a variety of programming languages in the coming years.

Launched in 2018, **Oakland Goes Outdoors** was created with the vision of having all OUSD students benefit from spending more time outside. We create more accessible and equitable opportunities for Oakland youth to experience quality time outdoors by providing inclusive, culturally informed, skills-building trips facilitated by OUSD educators and partners, both during and beyond the school day. During the 2023-24 school year, 5,566 OUSD students from 23 schools went on 221 trips thanks to Oakland Goes Outdoors.



Creating Joyful Schools

Data Tells the Story

In OUSD, **Expanded Learning Programs** currently serve 16,000 students, operating in all District schools every day of the week. Our programming provides students with safe and joyful spaces to spend time with their peers and learn new things. Students have access to a diverse array of activities—from cheerleading and judo to skateboarding and wrestling to the arts—providing ample opportunities for young people to be exposed to novel experiences and to discover new skills. In fact, our Expanded Learning Programs have received national recognition for outstanding offerings.



The Expanded Learning Program at each OUSD school site is very closely aligned with the climate and culture of the school itself, providing almost seamless continuous day support and nurturing for young people. For the past three years, Expanded Learning Programs have prioritized the creation of inclusive spaces and worked closely with local artists and community-based organizations such as YES! Sports to ensure students have the highest quality comprehensive programming possible. Teachers, coaches, and afterschool staff work together to assure the after-school opportunities are a good fit for the school community.

Through Expanded Learning Opportunities Program dollars, we've expanded access to free/low-cost after-school programs to all OUSD sites, including Burbank, Hintil, and Kaiser TK programs. This additional funding has also provided professional development opportunities for after-school staff to support students with disabilities better and ensure all students have access to safe and supportive programming. Family engagement is a priority for expanded learning programs, and each school hosts family events to engage

the community, which include winter celebrations, student art showcases, and student-led performances.

Our **Summer Learning** programs combine academic instruction with certificated district teachers along with engaging enrichment activities offered by our partner community organizations. We prioritize access to our most deserving students, including newcomers, students with disabilities, and those in need of academic support. Through summer learning, we support students with key grade transitions, including special bridge programs for students transitioning to Kindergarten, middle school and high school. We offer academic credit recovery opportunities for high school students, allowing them to graduate on time.

Since 2017, we have seen a 45% increase in enrollment. 9,055 students participated in Summer Learning programs in 2024. Please review our **impact report** to see the wide range of programs and the positive impact they have made on students, families, and staff.



Creating Joyful Schools

Spotlight on Schools

Marked Improvement at Horace Mann and West Oakland Middle

Great things are happening at **Horace Mann Elementary**. The school had a 2.2% increase in the attendance rate from this same point in the 2023-24 school year. This is a win in and of itself, but it comes on the heels of a 2.4% increase last year as compared to this same point in 2022-23. Principal Tammie Adams and the Horace Mann community have fueled this 4.6% attendance jump through positive culture, consistent data analysis, and professional development.

At **West Oakland Middle School** (WOMS), the attendance team has implemented several unique and fun strategies to improve attendance, including:

- The GOAT (Greatest Overtime Attendance Team) accolade is given to the advisory with the highest attendance each week.
- A monthly Attendance Tier 2/3 Challenge where every 5 days, students who come to school receive an incentive and if they come to school for 15 days (which moves them up a tier), they are invited to a pizza party.
- Weekly attendance shoutouts where students with perfect attendance receive Phoenix bucks.

In addition, during Attendance Week, every student received a letter with their attendance rate and students had to write what barriers and challenges were getting in the way of their attendance. During advisory time, the attendance team and students shared ideas for overcoming challenges and barriers to attendance and students then reviewed the ideas with their families. These seemingly simple steps to improve accountability and communication among students, staff and families are vital for improving the culture of attendance.

And all of these strategies are paying off! Currently, **WOMS has decreased the chronic absenteeism rate significantly from 54.7% to 27.5% so far this year.**



"Star students" at Horace Mann Elementary

Creating Joyful Schools

Spotlight on Schools

The Fruits of the Cleveland Elementary School Garden

In 2019, the OUSD Board of Education passed a policy mandated the development of living schoolyards to reinforce the District's commitment to children's well-being, environmental resilience, community engagement, and equity. While schoolyard transformations are taking place across the city as mentioned above, our schools are taking initiative as well to provide customized garden-based learning opportunities for students on campus.

Perhaps nothing embodies a joyful space more than the excitement shared by students and staff alike when they gather together for an annual event that is unique to their school. That's what occurred in mid-December at Cleveland Elementary when 2nd and 3rd graders got to take part in the school's annual Salad Day. This is one of the days during the year on which the school community gets the most out of their celebrated school garden. During the year, students plant and tend to all kinds of vegetables including lettuce, radishes, celery, and carrots. On Salad Day, they harvest, then clean, then taste

all the vegetables, while also mixing salad dressing. Then each class gets to sample the salad they helped plant, grow, harvest, and mix. It's an important education for them, and in many cases, students get to eat vegetables they wouldn't normally eat, or have never even tried.

"Today is the big culmination. They've learned all those plant parts, they've learned how they work together to make the plants blossom and produce food," said Mary Schriener, Cleveland Eco-Literacy Teacher and Program Coordinator. "This is all about joy, it's all about joy, it's beautiful. Once we get the first couple rotations in, it just flows, the kids are just totally joyful, and that makes the adults very joyful."



Community Partner Impact

Our continued partnership with the **Oakland Lacrosse Club (OLC)** is responsible for introducing the exciting sport of lacrosse to students across the district.

- OLC has committed to providing staff for coaching and training in our Physical Education classes to promote the sport to both boys and girls
- OLC provides all equipment
- We currently have four middle schools fielding teams for both girls and boys lacrosse
- We anticipate three OUSD high schools fielding boys lacrosse teams this coming spring (Oakland High, Oakland Tech, and Skyline)



Creating Joyful Schools

Key Insights

Laying the Groundwork for Social Emotional Learning

Ensuring that students feel safe and supported at school needs to start from day one. That's why we have set the district-wide expectation that each class in OUSD begin with a morning meeting. This is scheduled time for students and the teacher to come together, check in and set the tone for the day.





OAKLAND UNIFIED
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Community Schools, Thriving Students

Growing a Diverse and Stable Staff





Growing a Diverse and Stable Staff

In OUSD, we know that both recruiting and retaining quality educators is key to our long term success.

We don't just want teachers, principals and support staff to choose OUSD, but to keep choosing OUSD year after year because this is where they want to be.

This means that we work to ensure that our experienced educators - especially our Black and Brown long term educators - feel recognized for their experience, valued for their cultures, successful in their efforts, and respected in decision-making. We'll spotlight a few of these educators below.

At the same time, we are building the innovative systems and supports required to ensure that we are attracting and supporting early career educators. The national teacher shortage has profoundly impacted the educator pipeline, resulting in a significant decline in enrollment in teacher preparation programs. This has increased the number of teachers entering classrooms with less formal training or preparation, creating an urgent need for robust district-level support.

To address these challenges and opportunities, OUSD has undertaken the following three targeted strategies:



1.

Strengthening
Support Systems
for Early Career
Teachers



2.

Investing in Strong
Preparation Models
and Grow-Our-Own
Pathways



3.

Developing
Leadership Through
Early Educator
Support

What Sets OUSD Apart Through the Eyes of Our Educators

Educators at OUSD emphasize their deep ties to Oakland, their commitment to community, and the diverse cultures within the schools. They express a desire to give back to the place that nurtured them and highlight the rich mix of languages and backgrounds among students. Watch our Video on YouTube ↓



Growing a Diverse and Stable Staff



Strengthening Support Systems for Early Career Teachers

In the 2024-25 school year, we implemented year-long professional learning for new teachers, designed to address their most common areas of need. These sessions are intentionally scheduled during their contractual hours to ensure accessibility while avoiding additional stress or workload. This reflects the success of a robust, system-wide collaboration and has established a comprehensive system of supports for new teachers that includes:

- Weekly coaching to accelerate professional growth.
- Differentiated professional development tailored to address the unique challenges of early career educators.
- Credentialing support to ease the dual demands of teaching and certification requirements.
- A strong emphasis on wellness and community-building to mitigate stress and foster resilience.



Investing in Strong Preparation Models and Grow-Our-Own Pathways

OUSD's teacher residency programs and apprenticeship models are cornerstones of our approach, designed to provide rigorous, hands-on preparation for aspiring educators. These programs offer practical experience and mentorship that equip teachers to thrive in diverse and dynamic classroom environments.

By investing in pathways for community members and current non-certificated employees, OUSD is building a sustainable pipeline of educators deeply rooted in the Oakland community. These efforts foster a sense of belonging and shared purpose while addressing critical staffing needs.



Developing Leadership Through Early Educator Support

This work also prioritizes the leadership growth and development of our own staff at OUSD. These programs are staffed by former and current teachers and leaders who provide mentoring, coaching, and guidance to early educators. This approach ensures that our early career educators receive targeted support that is deeply rooted in OUSD's values and practices. Moreover, it creates opportunities for experienced staff to take on leadership roles, enhancing their professional growth and contributing to a culture of continuous learning and development. This dual focus on supporting early educators and cultivating leadership within our current workforce ensures that OUSD is building a strong, sustainable teaching community that adapts to and thrives within our unique context.



Growing a Diverse and Stable Staff

Why This Work Matters

These investments reflect OUSD's unwavering focus on ensuring all students receive a high-quality education, regardless of their zip code. By supporting early career educators, we are laying the foundation for a diverse and stable teaching workforce that aligns with the district's commitment to equity, excellence, and opportunity for all students.

Through these efforts, OUSD is not just addressing the immediate challenges of the teacher shortage but is also establishing a system for career-long support for educators at every stage, and advancing long-term, systemic change that will benefit generations of Oakland students.



Diverse and Stable Staff

Data Tells the Story



Investing in Our Early Career Educators

In OUSD, roughly one-third of our teaching staff is actively pursuing full credentials, reflecting the increasing reliance on alternative certification pathways. Key statistics further illustrate this landscape:

- Approximately 13% (~300) of OUSD teachers are in their first two years in the classroom.
- 17% (~414) of OUSD teachers are working on emergency permits.
- Early career educators in OUSD are more racially and ethnically diverse than their more experienced counterparts, with 63.5% of teachers in their first five years identifying as BIPOC (50% identifying as African American or Latinx), compared to 53.2% of teachers with six or more years of experience (40% identifying as African American or Latinx).

The intersection of these factors underscores the importance of prioritizing early career teachers as part of OUSD's commitment to creating a highly prepared, stable, and diverse workforce aligned with the district's vision of thriving students and equitable opportunities. This commitment to early career educators also reflects our broader mission to meet the needs of our diverse student population by investing in a teaching staff that mirrors the community it serves.



Diverse and Stable Staff

Data Tells the Story

New Teacher Support

New Teacher Professional Learning

To date, 272 teachers from across 69 schools have participated in the new teacher professional development offerings, and their feedback has been overwhelmingly positive. Teachers give the sessions an average rating of 8.8/10 and say they are 95% likely to apply their learnings to their practice.

Weekly Coaching

For years, OUSD has been strengthening and expanding access to our new teacher coaching programs. We consistently match 500-600 teachers with a coach each year to provide weekly individualized support. For multiple years in our annual new teacher survey, new teachers have overwhelmingly named their coach as the most helpful part of their overall support system in OUSD.



Credentialing Support

Our efforts have focused on supporting and monitoring the progress of ~400 emergency permit teachers as they work toward a credential. To increase our support for emergency permit teachers, we have created an easy to use tool to guide their progress, held orientation and professional development sessions, and provided free test prep support. To improve our monitoring of their progress, we are launching a new data dashboard that will show teacher-reported updates on their credentialing requirements so that teachers, coaches, school and central leaders can find the information in one single location. Overall, our annual survey data shows that teachers on emergency permits have more clarity about what they do to make progress on their credential path, who to go to for credentialing support, and feel more adequately supported by OUSD with their credentialing needs.



Diverse and Stable Staff

Data Tells the Story

Growing our Own Pathways

Our unique, targeted educational pathways for community members and current non-certificated employees are building a strong foundation for the future of OUSD. These efforts not only instill a greater sense of connection for participants, they help in our mission to make sure students see educators that look like them in the classroom, and all while addressing critical staffing needs.



Pathway	Total Participants	Total Graduates
After School-to-Teacher (2016-2023)	19	11
Classified-to-Teacher (2016-present)	89	40 earned Preliminary Credential 9 earned B.A.
Oakland Teacher Residency STEM / Special Education / Bilingual Multiple Subjects / Multiple Subjects / Single Subjects ELA and Social Science (2019-current)	102	48 earned Preliminary Credential
OakTown Leaders Pre-Apprenticeship (2023-present)	63	9
Early Educator Apprenticeship Program (2024-present)	7	Currently in first year of program
Early Educator Teacher Development Grant (2024-present)	38	Currently in first year of program
Reach University BA Partnership (2024-present)	20	Currently in first year of program



Diverse and Stable Staff

Data Tells the Story

Growing our Own Pathways

Classified to Teacher

The Classified to Teacher program currently consists of 43 staff members making immediate progress towards a degree or credential, with all participants having a long term goal of earning a credential in a hard to staff content area. 39 (91%) are enrolled in a college or university for the 24-25 school year and are receiving up to \$4,800 to cover tuition. 70% of the participants identify as Black or Latino/a/x/e, an important metric aligned with the District's goal of recruiting a diverse workforce that reflects our student population.



Pre-Apprenticeship

We are now in year two of the **Oaktown Leaders Pre-Apprenticeship** which has expanded to Skyline High School and Madison Park Academy in addition to the cohort at Oakland High. Overall, we have a total of 63 high school students registered as apprentices and enrolled in a college class that will lead to an Early Childhood Education permit. The demographics of the participants closely mirror the student demographics across the district: 66% identify as Latino, 16% as Black, 11% as Asian, 3% as White, 2% as Middle Eastern, and 2% as Mixed. Additionally, 71% of these students speak a second language, including Spanish, Arabic, Chinese, Mam, and Trigriña. While last year there were no male-identified students, this year we have seen an increase, with 24% of participants identifying as male.



At the end of the 2023-24 school year, 19 students completed two courses and applied for their Early Childhood Education Instructional Assistant permits. During the summer, three students worked at OUSD CDCs and one student worked with East Oakland Youth Development Center to get hands-on experience supporting children in the community. Seven participants have returned and will continue to earn an Associate Teacher Permit at the end of the 2024-25 school year. One of the students graduated high school and is now participating in the Early Educator Apprenticeship Program.



Diverse and Stable Staff

Data Tells the Story

Growing our Own Pathways

Early Educator Apprenticeship Program

Through the Early Educator Apprenticeship, we aim to establish professional pathways of opportunity for youth aged 18-24 in our community, including OUSD alumni. In roles such as Early Childhood Education Instructional Assistants, Early Literacy Tutors, or Paraprofessionals, apprentices will engage in a comprehensive program leading to the attainment of 48 units and a Master Teacher Permit. This certification opens doors to career advancement within OUSD and beyond.

In the first year of the Early Educator Apprenticeship Program, we have 7 participants who are simultaneously taking college classes and working in classroom support roles across the district. Of these participants, 6 (86%) identify as Black or Latina, and 5 are OUSD alumni. Last semester, students successfully completed 6 units and are now beginning a new semester.

The group is currently enrolled in classes at both Merritt College and Berkeley City College, which are provided at no cost to participants, with funding secured through community partner support, philanthropy, and grants. This funding also allows us to offer critical wraparound supports, including transportation to classes, embedded tutoring for academic success, childcare during class time, and technology to assist with completing coursework.

Funded partially through the California Opportunity Youth Apprenticeship grant, the targeted demographic must be 18-24 and has allowed the district to strengthen its partnership with community organization East Oakland Youth Development Center (EOYDC). Connecting with EOYDC allows more members of the community - including those who may have had to disengage from OUSD as students - to consider education as a career and connect with students who may experience or be experiencing situations similar to their own.

Oakland Teacher Residency

This year, 25 participants will complete their residency by being paired with experienced teachers across the district. Residents are taking coursework at UC Berkeley, CalStateTeach, Alder Graduate School of Education and Cal State East Bay, earning credentials in hard to staff areas such as Mild/Moderate Special Education, Single Subject Physics and Math, and Multiple Subjects with Bilingual Authorization. 7 participants (28%) were internal staff serving in classroom support roles, and 20 (80%) identify as Black or Latino. The residents come together once a month to learn from departments across the district including Multi Tiered Systems of Success, Special Education, and the Office of Equity. These partnerships ensure the residents are informed of district initiatives and values to better prepare them to holistically support students when they take on lead teaching positions in the Fall. Recruitment for the 2025-26 residency cohort is progressing with 13 applications submitted as of early December 2024.



Diverse and Stable Staff

Spotlight on Long-Term Leaders



Roma Groves-Waters

Principal at Martin Luther King, Jr. Elementary

Just before winter break, Principal Roma Groves-Waters of **Martin Luther King Jr. Elementary School** (MLK Jr.) received a well-deserved award; the Urban League of Greater San Francisco Bay Area presented Ms. Groves-Waters with their Educator of the Year award.

Urban League President Ken Maxey presented the award to Ms. Groves-Waters and sang her praises, calling her out as the school's quarterback and coach who leads with tenacity and compassion. Elementary Network Superintendent Leroy Gaines also shared what makes her such a wonderful leader, including how well she manages the myriad challenges that come at principals.

Ms. Groves-Waters is emblematic of a successful long-term OUSD educator whose years of growth and experience in the district benefit not just students and their families, but school support staff and colleagues. She is in her 29th year in OUSD, having started her career as an academic mentor, then teaching at Roosevelt Middle School serving as a TSA for high schools, acting as the Assistant Principal at Garfield Elementary, and now in her 16th year as Principal at MLK, Jr.

She notes the outstanding support and development that educators receive when they are part of OUSD as a district benefit that really stands out. "OUSD has some of the best professional development (PD) for teachers! When I was a teacher we had district-wide meetings throughout the school year to support you to be an excellent teacher...They brought in excellent speakers to really talk to us about how to maintain and stay in our profession...And then the ongoing PD for principals and assistant principals...that really helps cultivate..because then you know you have support to make it as a principal!"

Groves-Waters is known for paying this level of support and mentorship forward by always being available to newer teachers and by facilitating leadership opportunities for teachers and even students and their parents.

"We have three new teachers that just graduated from college... and they just have that eagerness and willingness to learn and to help their community. ... It's easy to work with people who want to learn and be a part of the educational process," she says.

Diverse and Stable Staff

Spotlight on Long-Term Leaders



Celia Bermeo

Principal at Fruitvale Elementary

Celia Bermeo is another long time OUSD educator with over 25 years in the district. She now serves as the Principal of Fruitvale Elementary - the very same elementary school she attended and graduated from as a child!

This kind of long-term connection to and deep understanding of a community is invaluable in a school leader. Returning to Fruitvale, "...is definitely bringing me back to my roots..", she says. "We're going to tap into the community. The Dimond District, this is a great neighborhood. Me growing up here, I know this is a great

neighborhood. I love the location... and families that walk to school each and every day. I walked to school each and every day."

Before coming to Fruitvale, Bermeo taught at Parker Elementary, Webster Elementary (now East Oakland Pride) and Chabot Elementary, then became a TSA and finally an assistant principal at Chabot. This breadth of experience at campuses across the city serves her well and informs her leadership today. "I feel like everything I've done for the last 25 years has brought me to this position."

Diverse and Stable Staff

Spotlight on Teacher Pathways

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 the district right after graduation. Students will also receive the dual enrollment grade boost!



Diverse and Stable Staff

Community Partner Impact

Alameda First Five

Through technical assistance providers Early Care Education Pathways to Success, the Recruitment & Retention team has been able to work with Alameda First Five to propose funding opportunities for further development of the Apprenticeship and Pre-Apprenticeship programs. This funding will be used to provide wrap around support for participants in the form of case management to ensure access to resources and check ins on social emotional wellbeing, embedded tutoring for success in individual courses, and academic and career counseling in partnership with Peralta colleges.



East Oakland Youth Development Center (EOYDC)/Alder Graduate School of Education (GSE)

For apprenticeship opportunities, the team is partnering with East Oakland Youth Development Center to reach community members identified as “opportunity youth” according to the **COYA grants** definition. EOYDC will be supporting these participants in partnership with OUSD, ensuring that they are able to be successful in the program and as employees of OUSD.



University of California, Berkeley, Research Practice Partnership

As part of the dynamic research practice partnership (RPP) between OUSD and UC Berkeley’s College & Career Alliance Support Network (CCASN), we completed a project in 2023-24 that is going to be featured in the National Network of Education Research Practice Partnerships (NNERPP) annual yearbook. OUSD’s New Teacher Support & Development Team worked closely with a UCB graduate student researcher, Emily Reich, to study the new teacher experience with professional learning in OUSD. We have since used those findings to inform our continuous efforts to develop a strong and coherent system of support for new teachers in OUSD. **Preview the NNERPP Yearbook feature.**



Diverse and Stable Staff

Key Insights

Strengthening Support Systems for Early Career Teachers

To combat the feelings of overwhelm experienced by new teachers due to intense workload and steep learning curves, we have incorporated professional development and support within the work day so they don't have to take on something "extra" in order to get the learning that is most relevant at this stage of their career. This effort has been largely successful, with 217 teachers participating from across 69 schools and overwhelmingly positive feedback from our participants.

Moving forward, our vision is for all first year teachers in OUSD to develop a shared understanding of the concepts, skills, and expectations for early career teachers in OUSD through participation in New Teacher Professional Learning, and for their coaches and school leaders to give aligned direction, feedback, and ongoing support.

When we invest in strong new teacher development from day one, everyone benefits.

Investing in Strong Preparation Models and Grow-Our-Own Pathways

In the first year of the Pre-Apprenticeship, the team recognized the need to provide holistic support for students by trusted adults at the students' site. This led to the program moving to Madison Park Academy to provide opportunity with our easternmost school with more than 80% Latino student population and Skyline High School as the district high school with an Education pathway.

In the first year of the Apprenticeship we are identifying the best practices for supporting our adult learners. Because of the cohort model and wrap around support, the hope was that asynchronous courses would be a viable option. We are seeing the importance of the team leading the development of the relationship with the professor.

As the Oakland Teacher Residency continues to grow and incorporate more current staff, case management of participants is becoming more important. Helping aspiring residents identify what to expect with their academic course load is a focus during this recruitment season.

Learning From and Lifting Up Our Long Term Educators

Through affinity groups and communities of practice, our long term educators are celebrated and valued by their peers, colleagues, and site coaches.

Personalized professional development plans support the ongoing growth of their practice, as well as opportunities for continued growth into greater leadership as experienced educators.





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