

# Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell  
June 4th, 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**

**Enrollment Update**

**Early Childhood Education Update**

**Young Adult Program Update**



# District Highlights



## #OaklandGrown: Graduation Campaign - Vision & Collaboration

This graduation season, our District Communications team, in close collaboration with the Enrollment team, KDOL video team, and dedicated educators and leaders across the district, is launching a comprehensive campaign. This initiative will celebrate student milestones across all grade levels, from joyful kindergarten promotions to momentous high school commencements. These celebrations are crucial transition points that underscore student achievement and our district's unwavering commitment to their success and future.

The heart of our campaign revolves around two powerful themes: **Gratitude & What's Next**. We aim to capture authentic moments of joy, pride, and accomplishment. Students will be featured holding personalized signs to express "Thank You" to their supporters (teachers, family, mentors, etc.), or sharing "What's Next" for them—whether it's college, career paths, or community involvement. This approach ensures we highlight the full spectrum of our students' aspirations and the diverse pathways they will pursue.



## #OaklandGrown: Graduation Campaign - Multi-Channel Strategy

To maximize the reach and impact of our graduation campaign, we are implementing a robust multi-channel promotion strategy. We will be leveraging all our existing channels, including our official OUSD website, ParentSquare, Facebook, Instagram, and LinkedIn, to ensure our messages resonate across various stakeholder groups.

We're also excited to announce the launch of our district TikTok account specifically during graduation season. This will allow us to better connect with students and younger families, reaching them on platforms where they actively engage.

Furthermore, we are kicking off a user-generated content campaign, empowering students and families to share their own graduation stories. This will significantly expand our authentic reach and amplify the voices of our community, making the campaign truly reflective of our students' experiences.

This coordinated approach ensures we celebrate every student's journey widely and effectively.



## #OaklandGrown: Our Alumni - Full Circle of Success

This graduation campaign is a pivotal component of our ongoing "Oakland Grown" brand. "Oakland Grown" is our overarching initiative that consistently celebrates and spotlights staff, students, and community members who have grown within Oakland or Oakland schools. It embodies our commitment to nurturing talent and fostering deep roots within our community.

A significant and inspiring part of the "Oakland Grown" brand also includes our dedicated alumni campaign. This initiative specifically highlights OUSD alumni who have returned to serve our community as dedicated staff members. Through compelling stories, we feature their most memorable moments at OUSD schools, what inspired them during their student journey, and what ultimately drew them back to serve in OUSD. By showcasing former students who are now our teachers, administrators, and support staff, we demonstrate the full circle of success and commitment within our district. These stories not only inspire current students but also underscore the enduring value of an OUSD education and the deep connection many individuals feel to their Oakland roots.





# Melrose Leadership Academy - Maxwell Becomes 19th Schoolyard Build with Eat. Learn. Play.

In the ongoing campaign to green our schoolyards and install vibrant and exciting playgrounds, Melrose Leadership Academy's Maxwell Campus is now the 19th schoolyard to be entirely overhauled thanks to Eat. Learn. Play. Foundation and KABOOM!.

On May 21-23, dozens of volunteers converged on the campus to put the plan into action to get the students what they need. MLA Maxwell now has a beautifully upgraded space which includes a new kid-designed play structure, nature exploration area and garden, new basketball hoop, Little Town Library, and bike racks. The improvements will create opportunities for our students to play, learn, and grow in a fun and vibrant environment.

Superintendent Johnson-Trammell was lucky enough to help with the 18th playground ribbon-cutting at Madison Park Academy Primary School last Tuesday when the students got to use all their new facilities for the first time, including a soccer pitch, play structures, kickball field, and nature areas. She gave kids the countdown for the ribbon cutting and the mad dash to use all the new features.



**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

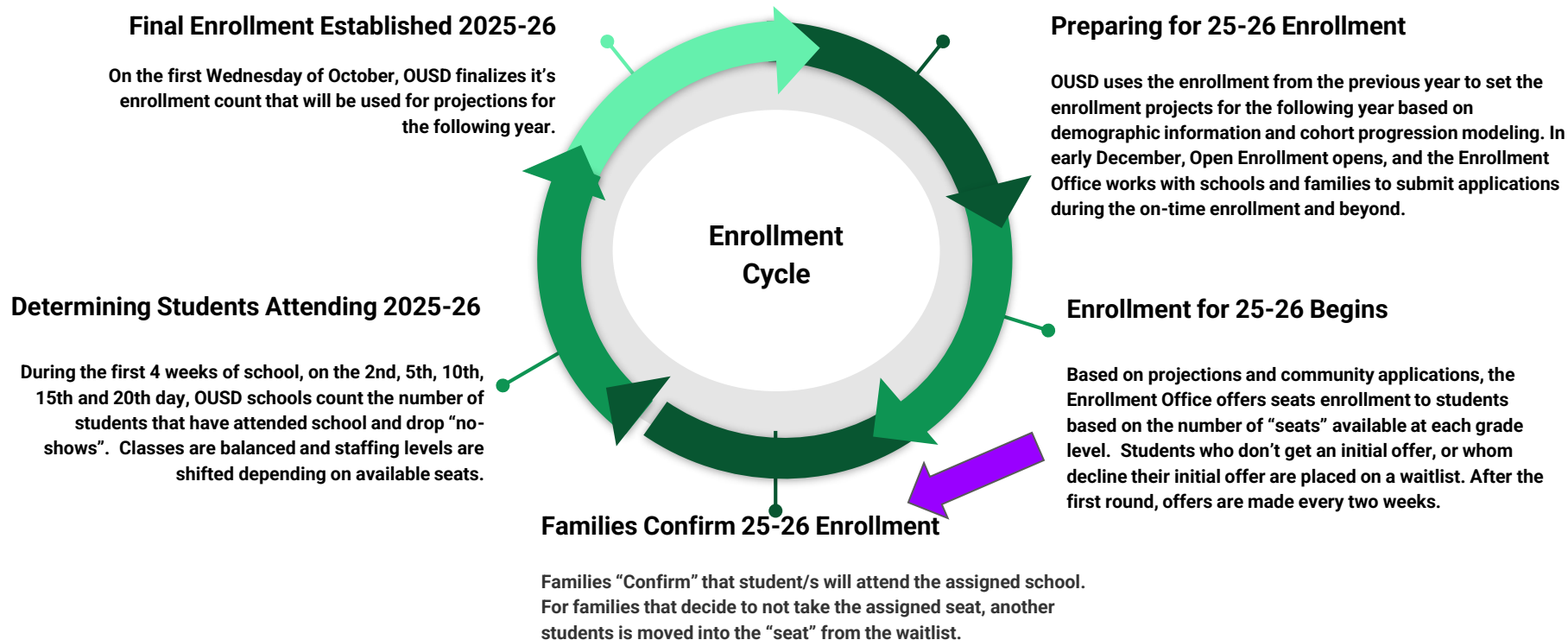




# Enrollment Update

# 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 4/20
Bi-weekly late offers begin	4/21/2025	Starting on this date, the enrollment office will make offers for schools with space to families on the waitlist, and to families submitting late applications every two weeks on Monday.

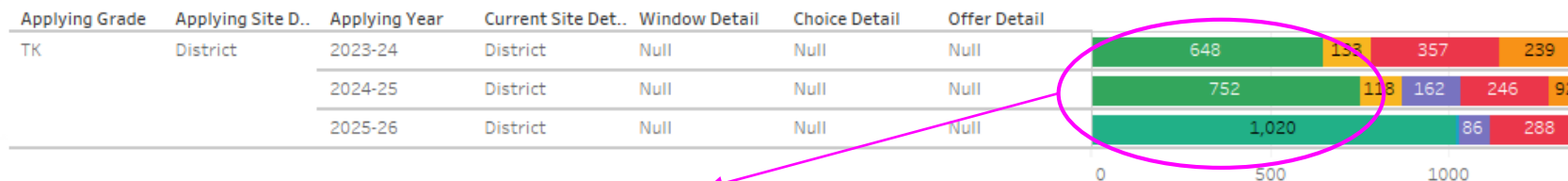


# Enrollment Cycle

- ❑ The enrollment office is making **bi-weekly offers** to students in grades TK-12 and **rolling** (e.g. ongoing) offers to PK students
- ❑ Intent to return forms are sent monthly to families who have not responded by either 1) completing the form; 2) communicating directly with the school; 3) accepting a new school offer in Enrollwise
- ❑ Ongoing outreach efforts to target groups
  - ❑ 5th & 8th grade students without applications
  - ❑ Students who have not accepted a 25-26 offer of enrollment, and are not otherwise enrolled at OUSD
  - ❑ Students who may be on waitlists where we do not anticipate significant further movement, such as TK

# TK Acceptances

District-wide acceptances for the on-time window



There were **268 more** TK acceptances during the *on-time* + *late* window this year than last year.

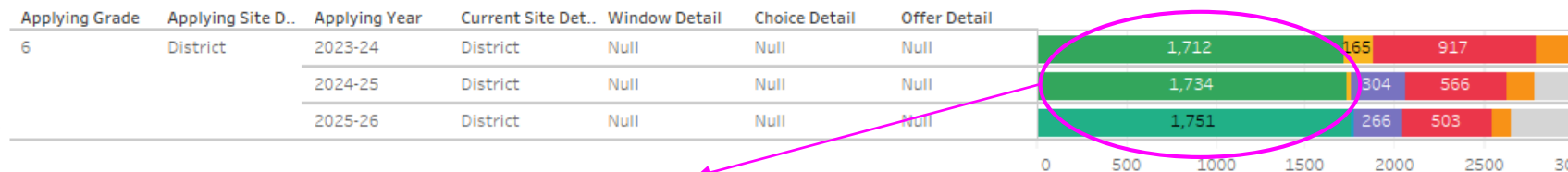
For data analysis and strategy purposes, we divide the enrollment period into three windows:

- 1) **On-time:** March
- 2) **Late:** April-May
- 3) **Summer:** June-15th day of school (end of open enrollment)



# 6th Grade Acceptances

District-wide acceptances for the on-time window

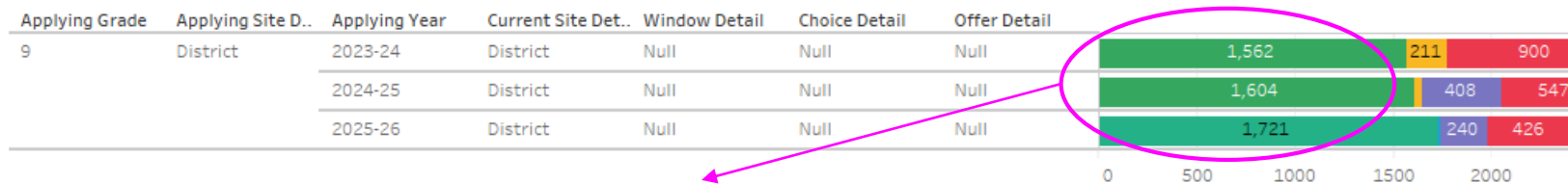


There were **17 more** 6th grade acceptances during the *on-time + late* window this year than last year.



# 9th Grade Acceptances

District-wide acceptances for the on-time window



There were **117 more** 9th grade acceptances during the *on-time* + *late* window this year than last year.



# Enrollment Stabilization

It is graduation season! Our team and social media brands will be hard at work covering these beautiful capstone events and gathering resources for future work.

*From left to right:*  
Kinder graduation at La Escuelita (@TownSproutsOUSD), Elmhurst United's 8th grade promotion (@Oakinthemiddle), the McClymonds High School graduation (@TheLinkOUSD)





# Early Childhood Education Update



# Early Learning Philosophy

**OUSD's early childhood education programs are committed to providing a nurturing and secure educational setting for young children and their families. In a safe, age-appropriate engaging environment, children learn and explore as they experience the world.**

**Our play-based programs encourage the development of each child's unique potential. The process enhances physical, emotional, social, creative and intellectual growth.**

**Staff, children and families learn to value diversity and to foster self-confidence, love of learning and respect for themselves and others.**



# EARLY LEARNING CORE BELIEFS

- ★ We believe that **intentional play** builds the foundation for learning and academic growth.
- ★ We believe **family** is the most important teacher in a child's life and the relationship between staff and family is built on respect for the family's languages, experiences and culture.
- ★ We believe children **develop according to their own individual timeline** in all areas including social-emotional, academic, cognitive, language, and physical development.
- ★ We believe **ongoing professional development** for all staff is vital for high standards of teaching and learning.
- ★ We believe children develop essential life skills such as self-regulation, persistence, self-expression, and critical thinking through **intentional learning opportunities**.
- ★ We believe **positive and respectful relationships** between children, families, and colleagues lead to a thriving classroom community.

# What programs comprise early learning?

## **CSPP - California State Preschool Program**

*(serves low income children ages 3-5) - 237 days of operation - year round!*

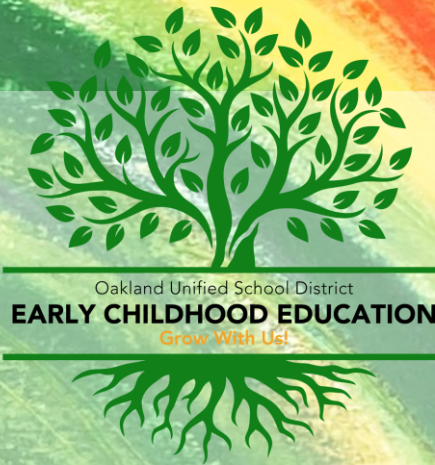
- 24-25 - 46 classes at 16 CDCs
- 24-25 - 11 classes on Elementary School Campuses
- 1149/1180 seats filled - 97% enrollment
- 25-26 - expanding capacity to 1344 - new & adding seats

## **ECSE - Early Childhood Special Education**

- 35 Self Contained Programs at Burbank, 8 CDCs, 7 elementary schools
- Robust Inclusion Program throughout CSPP programs

## **TK - Transitional Kindergarten**

- Currently 52 classes with 1126 students
- For 25-26 - 59 classes & 1328 students - full implementation of UTK



# Early Learning Department Goals & Priorities



# OUR PRIORITY: ensuring that all 4 year old students in OUSD PK or TK classrooms are ready for kindergarten

- Developing and actualizing a **shared definition of QUALITY** in all of our early learning classrooms
- Supporting every classroom to deliver **developmentally appropriate, high quality early literacy instruction** - *Ensuring Strong Readers By Third Grade*
- Ensuring **inclusive, joyful classrooms** where each child has their individual needs met and can be recognized for their unique gifts - *Creating Joyful Schools*
- Developing, supporting, recruiting and retaining a **highly qualified ECE workforce** - *Growing a diverse and stable staff*
- Promoting **integration** throughout the department and within the larger OUSD system

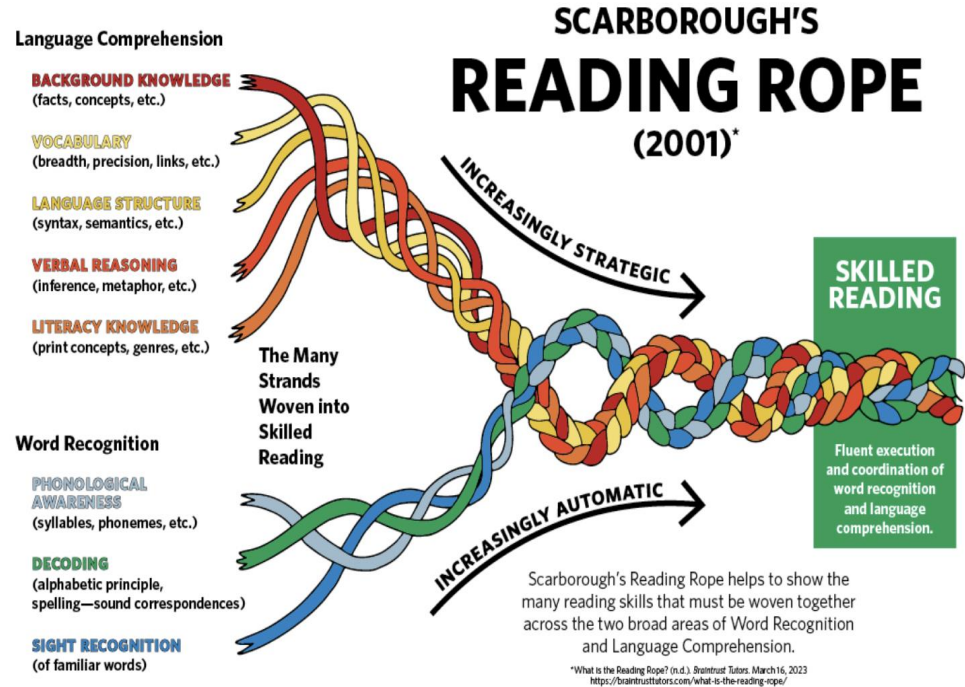


# DEVELOPING A SHARED DEFINITION OF QUALITY

- FOCAL FIVE - leading indicators of quality ECE environments
  - [RUBRIC](#)
  - [DETAILED CROSSWALK](#)
- [CLASS \(The Classroom Assessment Scoring System\)](#)
  - Completed through 3 mini observation cycles, CLASS focuses on, measures, and improves classroom interactions. The domains are emotional support, classroom organization, and instructional support
  - Completed every other year to receive ratings 1-7 (1 lowest, 7 highest)
  - 23-24 SY Data: 18 classroom rated with averages of 6.21 (high range) in emotional support, 5.96 (mid range) in classroom organization, and 3.0 (low range) in instructional support
- [PRE-TRANSITIONAL KINDERGARTEN LEARNING FRAMEWORK \(PTKLF\)](#)
  - Research based, developmentally appropriate California Standards for 3-4 year olds
  - SEL, Literacy, Mathematics, Science, Physical Development, Health, VAPA, History/SS

# 2025-2026: FOCUS ON EARLY LITERACY

- Determined focus to support district goal of *ensuring strong readers by 3rd grade*
- High priority foundations identified by Early Learning Literacy team with coach and teacher feedback
- Aligned with research, *Scarborough's Reading Rope*, and *The Science of Reading*, building upon work of OUSD Early Literacy Team



# EARLY LITERACY GOALS

## Department Level

ECE will provide a robust PD scope and sequence in Developmentally Appropriate Early Literacy Practices for all PK and TK teachers and staff; at least 90% of attending staff will report that the PD was helpful or of value.

## Teacher/ Classroom Level

All PK and TK classrooms will demonstrate growth in Early Literacy Instructional Practices as measured by walkthroughs and self-assessment surveys.

## Student Level

All 4 year old students in OUSD PK and TK classrooms will demonstrate growth in foundational literacy skills as measured by DRDP and Letter ID and Letter Sound Correspondence developmentally appropriate assessments; at least 80% will be able to match 30/52 lowercase and or uppercase letters.



# SCARBOROUGH'S READING ROPE (2001)\*

## Language Comprehension

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## Word Recognition

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling—sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

The Many  
Strands  
Woven into  
Skilled  
Reading

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED  
READING**

Fluent execution  
and coordination of  
word recognition  
and language  
comprehension.

Scarborough's Reading Rope helps to show the many reading skills that must be woven together across the two broad areas of Word Recognition and Language Comprehension.

\*What is the Reading Rope? (n.d.). Braintrust Tutors. March 16, 2023  
<https://braintrusttutors.com/what-is-the-reading-rope/>



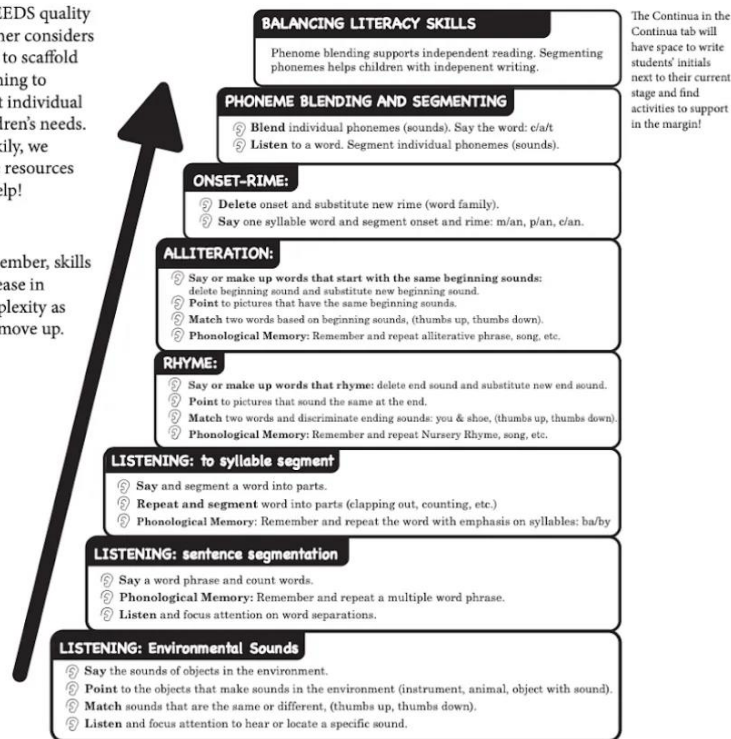
# SEEDS of LEARNING Framework

- Relationships and positive interactions are foundational to learning.
- Joyful play and learning go together. Children learn by doing.
- Everyone is a learner—children, educators, families, trainers, and coaches. All learners build continuously on their previous experiences and knowledge.
- Children develop at their own pace. As a result, learning experiences are best when they are developmentally appropriate and scaffolded.
- Addressing the Big 5 Early Literacy Predictors (oral language and vocabulary, book and print awareness, alphabet knowledge, phonological awareness, and writing) is essential to literacy development, equity, and inclusion.

A SEEDS quality teacher considers how to scaffold learning to meet individual children's needs. Luckily, we have resources to help!

Remember, skills increase in complexity as you move up.

## PHONOLOGICAL AWARENESS CONTINUUM OF COMPLEXITY



Example of SEEDS Teaching Progression





# Focal Four Foundations

## Phonological Awareness

---

Sounds

## Decoding

---

Letter Identification

## Writing

---

From scribbles to  
drawings to  
phonetic spelling!

## Oral Language

---

Keep up the  
conversations and  
concept  
development!

## Comprehension

---

I like books and  
stories. I can follow  
along with  
storylines and make  
meaning about  
what is going on in a  
story!

# INCLUSIVE, JOYFUL CLASSROOMS

- Developing a robust Multi-Tiered System of Supports for all PK and TK classrooms
  - Universal Screeners
  - Tier 1 (80%) - strong environments with Universal Design for Learning baked in and a robust, developmentally appropriate curriculum - TEACHING PYRAMID to
  - Tier 2 (~15%) - MH, Behavioral Supports, Speech Groups, OT Groups, Teacher Consult, Family Support
  - Tier 3 - strong partnership with Special Education and commitment to inclusive classrooms
- 7% of our PK students have IEPs around Inclusive Access
- Partnership with Diagnostic and ECSE
- Huge reduction in suspensions - “informal” and formal - from about 25 to one

# DEVELOPING & RETAINING WORKFORCE

- Robust PD Schedule
  - Coaching for all PK and TK teachers - tiered
  - 3 all day trainings - includes classified
  - PLCs
  - Minimum Days for PK - NEW this year
  - Beyond contract
- Early Educator Teacher Development Grant - (EETD)
  - ACOE partnership
  - Over 50 staff receiving \$7500 to advance their degrees
- PK - 3 Credential - super exciting new possibility
  - Partnering with ACOE and different universities

# INTEGRATING WITHIN OUSD

- Quality Early Childhood programs as an important component of expanding enrollment District wide (data) - the more we connect, the more stay with us
- TKs on every campus - not just shorter kindergarteners - lots of support being rolled out and PD for elementary leaders (partnership with ACOE)
- Alignment around goals and priorities



**How do we do all this when we  
are literally everywhere?**



# ECE ORGANIZATION AND UNIQUE ROLES

## PRE-K PROGRAMS

CAROLINE JONES

### Director of ECE

- Licensing
- Staffing
- Quality
- Supervises 7 Site Administrators
- Over 100 CDC teachers
- Over 250 IAs

## KINDERGARTEN READINESS

SARA FARMER

### Director K Readiness

- Supports 59 TK classes
- Curriculum, Assessment, Data
- Family Engagement
- PK-3 Alignment
- Transition to Kinder
- 9 Family Navigators

## PD & PARTNERSHIPS

LAWRENCE GOTANCO

### Director PD & Quality

- Coordinates all PD for PK and TK
- Supervises 10 Gen Ed Coaches - PK/TK
- State and County Quality Measures
- Community Liaison



# How are we funded?

# VERY DIFFERENT FROM REST OF OUSD

- CSPP Contract - about \$22 million/year - BASE
- Oakland Children's Initiative - Measure AA - \$12 million in 24-25 for supplemental programs and services to *“improve quality and expand access for Oakland's 4-3 year olds” - 30 years*
- Inclusive Early Education Expansion Program (IEEEP) grant is to increase access for young children birth to five years old in inclusive early care and education programs.
- Other grants and state funding
- \$0 from General fund beyond in kind, general support





**How are we doing?  
How do we know?**

# WHAT IS THE DRDP?

## *A Developmental Continuum from Early Infancy to Kindergarten Entry*

- DRDPs - fall and spring - qualitative assessment - like a portfolio
  - DRDP: Desired Results Developmental Profile
  - Developed in 2015 by the California Department of Education, Early Education and Support Division and Special Education Division
  - [DRDP Domains](#) align with the [PTKLF](#)
  - Observe, Rate, Reflect Process
  - Teachers use Learning Genie as platform for data collection
  - During Trimesters 1 and 3 ratings are transferred from Learning Genie to Aeries
  - Teachers input comments for trimesters 1, 2, and 3





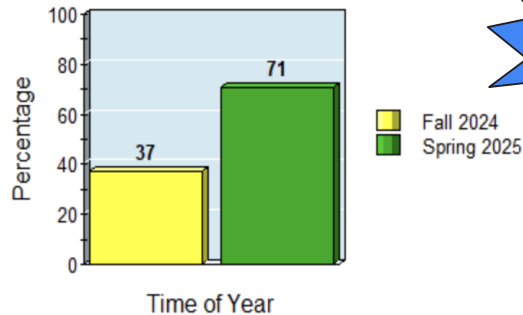
# Celebrating PK Growth in SEL

Preschool: ~877 Students



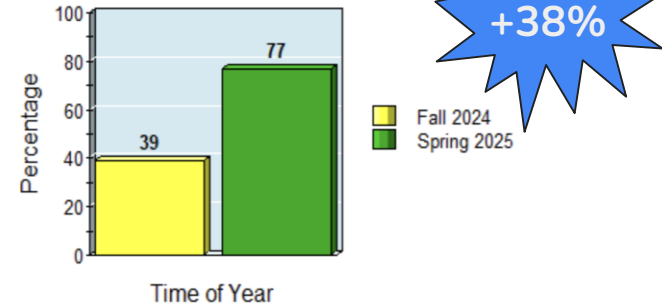
## Approaches to Learning Self-Regulation

Ss Building Middle to Integrating Earlier



## Social and Emotional Development

Ss Building Middle to Integrating Earlier



# Celebrating TK Growth in SEL



TK: -950 Students

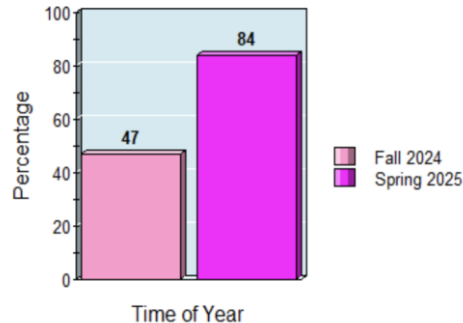


Approaches to Learning Self-Regulation



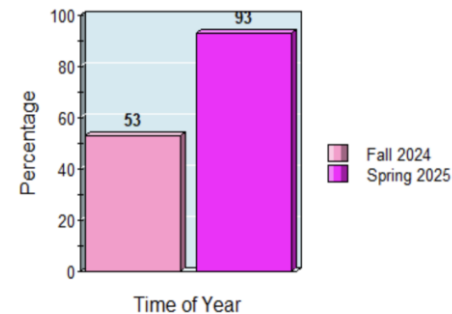
Social and Emotional Development

Ss Building Middle to Integrating Earlier



+34%

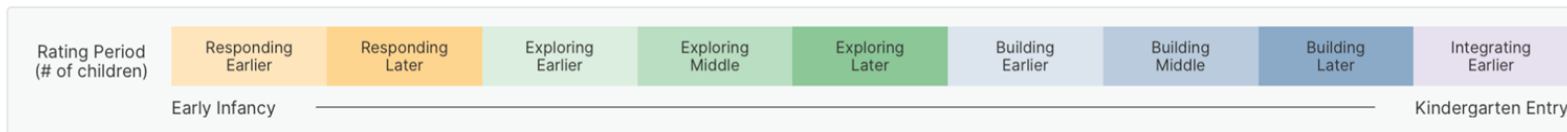
Ss Building Middle to Integrating Earlier



+37%

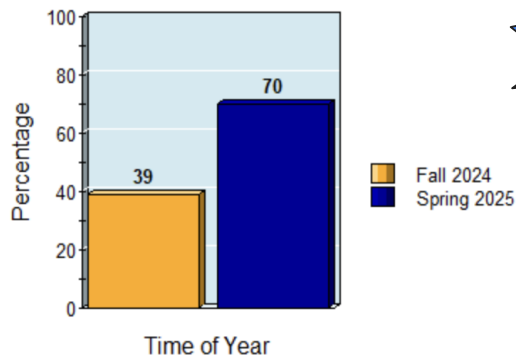
# Celebrating PK Growth in Language and Literacy

Preschool: ~877 Students



## Language Development

Ss Building Middle to Integrating Earlier

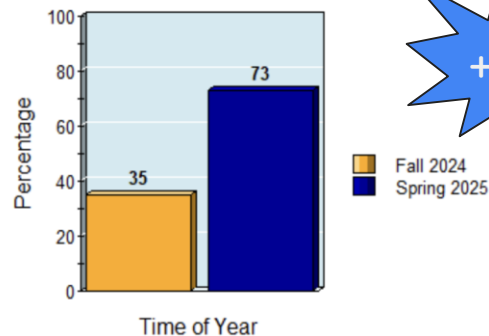


+31%



## Literacy Development

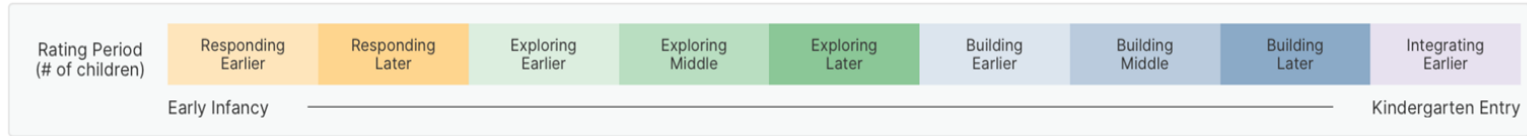
Ss Building Middle to Integrating Earlier



+38%

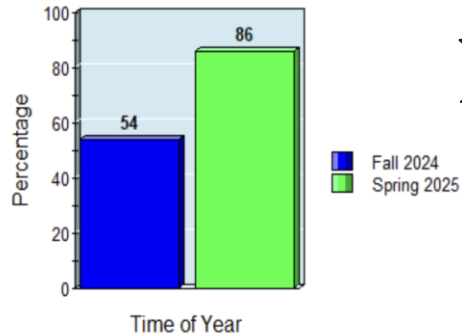
# Celebrating TK Growth in Language and Literacy

Transitional Kindergarten: ~877 Students



## Language Development

Ss Building Middle to Integrating Earlier

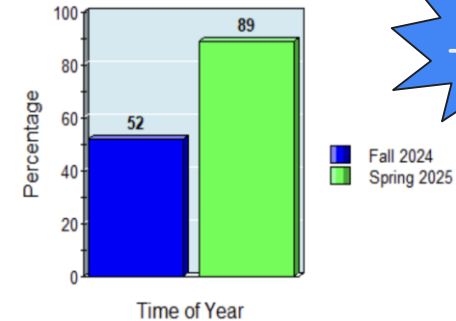


+32%



## Literacy Development

Ss Building Middle to Integrating Earlier



+37%





# Thank You!

For more information, please reach out to:  
Jessica Cannon: [jessica.cannon@ousd.org](mailto:jessica.cannon@ousd.org), 510-282-8968



# Young Adult Program Update



# Who We Are

- The Young Adult Program is a Transition Program that focuses on supporting our young adult learners as they become responsibly independent and meaningful members of their community that they want to be.
- All of our programs and offerings are based on students' transition goals and our students' dream for their future as adults. All of our educators view the community as the “big classroom” where instruction takes place for students to acquire, maintain, and generalize life skills.
- We believe that Transition is for everyone and take special care to work with parents guardians, and support networks to be as prepared as possible for the eventual exit from District services



# Who We Serve

- Young learners aged 18-22
  - ~130 students
    - 36% African American and 39% Latino
    - 20% English Learners
    - 100% Students with Disabilities and Learning Differences
- Individuals with Moderate to Extensive Support Needs
  - ~98% of our students are eligible for Regional Center of the East Bay Services
- Received a Certificate of Completion or Alternative Pathway Diploma from High School



**Initiative: Joyful Schools**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)



# How We Serve

- Focus on Instruction in Transition Skills
  - 6 programs/ classes located at Santa Fe Campus
  - 6 programs/ classes located at community-sites
    - 2 programs/ classes at Merritt College
    - 2 programs/ classes at Laney College
    - 1 program/ class at FM Smith Recreation Center
    - 1 Program at DeFremery Park Recreation Center
- We support the development of the skills of **responsible** independence for all of our students
  - Job/ Vocational Training
  - Post-Secondary/ Continuing Education
    - A focus on functional literacy to help students build the skills they will need to interact with and be members of their community
  - Independent Living Skills
  - Mobility
  - Self-Advocacy/ Determination



**Initiative: Strong Readers**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

# Student Outcomes

- In-Program Successes

- Community College Access
  - 6 YAP Graduates currently enrolled in inclusive college programs with 40 total seats in the Bay Area
  - Partnership/ Collaboration with SF State's Inclusion Pilot Program to support work towards AA for participants and a 2024/25 YAP Graduate
- All students in the Young Adult Program engage in person-centered planning to best support their transition to adult services

- Pathways to Exiting District Services

- In-home supports and services
- Adult Day Programs
- Supported Employment/ Tailored Day Programs
- Inclusive College Programs
- Direct-Hire Employment

**Initiative: Empowered Graduates**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)

## PIP (Paid Internship Program) through RCEB

We have YAP students participating in supported work experiences at locations in the community that are competitive and integrated including:

- OUSD Central Kitchen
- Emeryville Senior Center
- OEA Office
- OUSD Warehouse
- Mercy Brown Bag
- Dimond Library
- OUSD Translation and Interpretation Unit
- Office Depot
- Safeway
- Old Navy
- Michaels
- Aulitech (Assistive Technology)
- 12 students getting paid for their art or on the production team through Makerspace

We also have students learning valuable job skills at volunteer jobs:

- 10 students doing landscaping and park clean up through Oakland's "Adopt a spot"
- 5-6 more students that participate in our 2 coffee carts at Santa Fe and Burbank
- "Work Crew" at Santa Fe delivering supplies, stuffing envelopes, setup and breakdown for school w events and more!

# How We Grow

- Foundation in ACRE (Association of Community Rehabilitation Educators) for all team members
  - Focus on improving employment services and outcomes for individuals with intellectual and developmental disabilities
- Commitment to Growing our Own
  - Supporting paraeducators to participate in Classified to Certificated program
  - Supporting Young Adult Program as they develop the skills to be considered for District employment
- Development of a Transition Community of Practice
  - College, Career, and Community Retreats
  - Instructional Leadership Team
  - Lead Support Staff Member Team

**Initiative: Diverse and Stable Staff**

[www.ousd.org/strategicplan](http://www.ousd.org/strategicplan)





# Community Schools, Thriving Students



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

[www.ousd.org](http://www.ousd.org)



@OUSDnews

1011 Union Street, Oakland, CA 94607