

# Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell  
May 28th, 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**

**Network 2 Update**

**High School Network Update**

**Seal of Biliteracy Update**



# District Highlights



# Cal State East Bay Partners with OUSD To Guarantee Admission to Our Graduates

OUSD and California State University, East Bay have entered into a historic agreement that will send many more Oakland students to the Hayward-based university. On May 7, CSUEB President Cathy Sandeen and OUSD's Chief Academic Officer, Dr. Sondra Aguilera signed documents to solidify the agreement to ensure all qualified OUSD students have guaranteed admission to the school as long as they qualify.

The signing ceremony took place inside the College and Career Center at Castlemont High School, and featured several current CSUEB students and one Castlemont student who is heading there in the fall. After the signing, the CSUEB mascot, Perry, the peregrine falcon, had high fives for everyone.

Moving forward, as long as OUSD students meet all the school requirements, including their A-G requirements, they will be admitted once they complete their application.



**Initiative: Empowered Graduates**

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

# Students in Young Adult Program Enjoy Their Annual Prom

The Young Adult Program had a wonderful evening on Friday, April 25. Students, staff, and families celebrated at the 2nd Annual YAP Sneaker Ball at Preservation Park in Oakland. Our young adults enjoyed dinner and dancing with our very own YAP Alumni DJ.

YAP held this Prom to celebrate all these amazing students. For some students graduating the program this year, their high school experience and senior prom had been impacted by Covid.

The photobooth was packed with attendees, including many staff who volunteered their time to ensure that they did not miss this “party of the century.”

The Young Adult Program, which is recognized as an OUSD school, has been creating incredible opportunities for students with disabilities since it began and is only gaining momentum. Keep an eye on these students, because they are taking the lead and going places.



**Initiative: Empowered Graduates**

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



# 17 OUSD Students Receive Scholarships from Custodial & Grounds Team

OUSD's Custodial and Grounds Team hosted its 13th Annual Custodial and Grounds Equity For All Students Scholarship event on May 10 in which 17 students of all ages received scholarships. The youngest student was in Early Childhood Education, and the oldest were graduating seniors. The awardees included young people from our Special Education programs.

In partnership with school sites, scholarship winners were selected in two different categories. One is based on the "Three As" which are Attendance, Attitude, and Academics. The second category is known as HTA, which recognizes students who have made a Huge TurnAround in their academic careers. The criteria and the awards are aimed at building student confidence and supporting their growth.

A highlight of the event was the recognition of Oakland Technical High senior Tienna Chung (pictured), who received the largest (\$2,000) scholarship - in the name of Superintendent Dr. Kyla Johnson-Trammell, for her outstanding academic achievements.



**Initiative: Joyful Schools**

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

# Using Literacy to Promote Inclusivity & Understanding of Neurodiversity

April was Autism Appreciation Month, and in OUSD we celebrated the unique perspectives and talents of our autistic students. With approximately 4.5% of OUSD students identifying as autistic (and many more who may be unidentified or supported through 504 plans), we're committed to creating learning environments where neurodiversity is embraced as an essential part of our educational landscape.

**Neurodiversity Read-In:** Parent volunteers visited Emerson Elementary to read books that celebrate neurodiversity, helping students develop understanding and appreciation for different ways of thinking and experiencing the world.

**Expanding Understanding: Resources for Learning** For our Oakland community interested in deepening their understanding of autism and neurodiversity, our amazing team put together an incredible free reading list in our digital District Library on [Sora](https://www.sora.org/).



**Initiative: Strong Readers**

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



## Supporting Leadership Development

The Clear Administrative Services Credential (CASC) program, which launched in the fall of 2024, allows OUSD administrators to earn their required credentials in a tuition-free, job-embedded format tailored specifically to Oakland.

Whereas outside programs can cost upwards of \$10,000, require extra work, and may have limited connections to the day-to-day work of Oakland leaders, our CASC Program is free to participants, and they engage in the actual work needed for their schools and communities while completing the program!

In this inaugural year, the CASC Program is supporting a diverse group of 16 principals and APs from across the District: 33% African American, 33% White, 20% Asian American Pacific Islander, and 13% Latino.

The program will expand next year to include a second cohort of site leaders and an inaugural central office staff leader cohort.



*Former Esperanza Elementary Principal and current ELLMA SEAL Coach Cristina Segura, is now serving as a principal coach through CASC*

**Initiative: Diverse and Stable Staff**

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

# Eat. Learn. Play. Begins 2025 Playground Campaign with Renovated Madison Park Primary Playground

Madison Park Academy Elementary School is the latest campus to receive the magic touch from Stephen and Ayesha Curry's Eat. Learn. Play. Foundation. The school now has a huge new playground.

Since yesterday's ribbon cutting, students can use all the playground's new features. There's a new outdoor classroom with many newly planted trees, a big play structure, a sport court, and a turf field. Most of the work was completed with lots of amazing volunteers and Eat. Learn. Play's partner, KABOOM! in April, and the finishing touches were added in the weeks since.

This is OUSD's 18th playground project completed by Eat. Learn. Play. and KABOOM!, and it starts this year's round of projects. The next project began last week at Melrose Leadership Academy's Maxwell Campus.

We've said it many times before, and we will say it again. OUSD is profoundly grateful to the Curry Family, Eat. Learn. Play., KABOOM!, and all their partners and volunteers for supporting our students and schools.



**Initiative: Joyful Schools**

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



# High School Network Update



# High School Network Schools and Programs



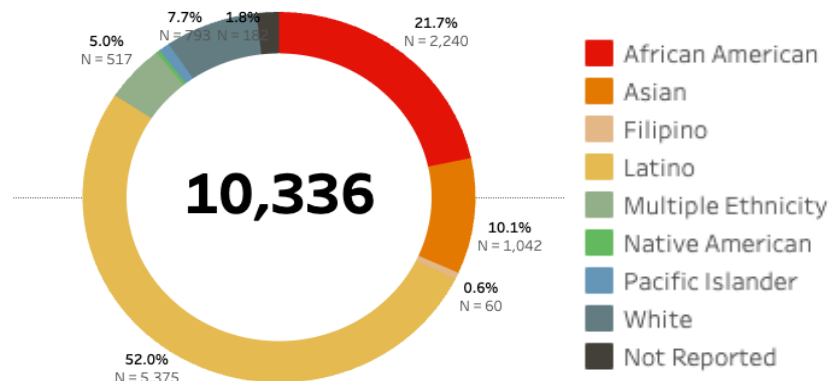
The High School Network is responsible for the supervision and operations of 19 schools and academic programs:

- 6 comprehensive, 9-12 high schools
- 3 schools serving grades 6-12
- 3 continuation high schools
- 7 alternative schools and programs providing access to high school diplomas, including the Home and Hospital Program and Oakland Adult and Career Education

# High School Network: Student Demographics

**Total Enrollment:**  
**10,336** students

- SpEd: **16.7%**
- ELL: **30.2%**
- Newcomer: **12%**
- Unhoused: **9.3%**
- Foster: **0.7%**
- Socio-Economically Disadvantaged: **89.5%**

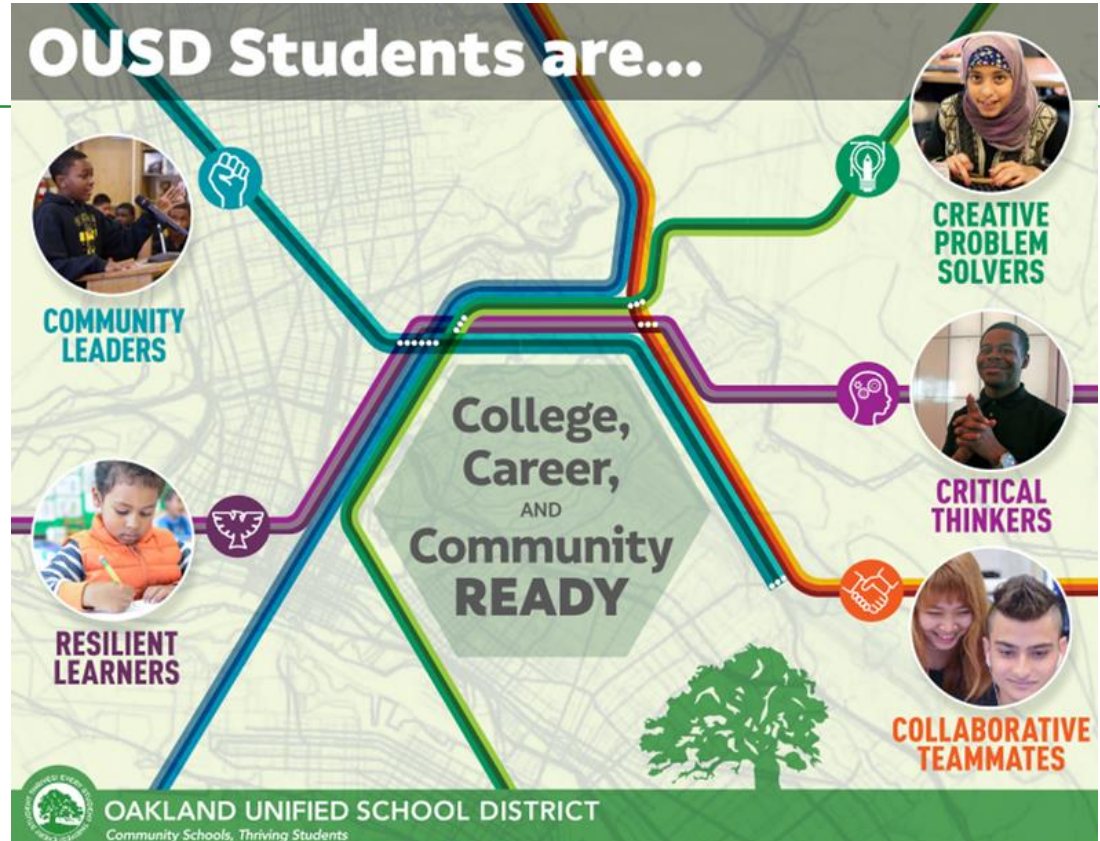


# Our Vision:

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.

The High School Network advances the district's vision by developing students' Graduate Profile competencies and tracking key long-term success metrics:

- 4-year cohort graduation rate
- Dropout rate
- A-G course completion rate
- [College/Career Indicator](#) on the California School Dashboard





# Our Mission:

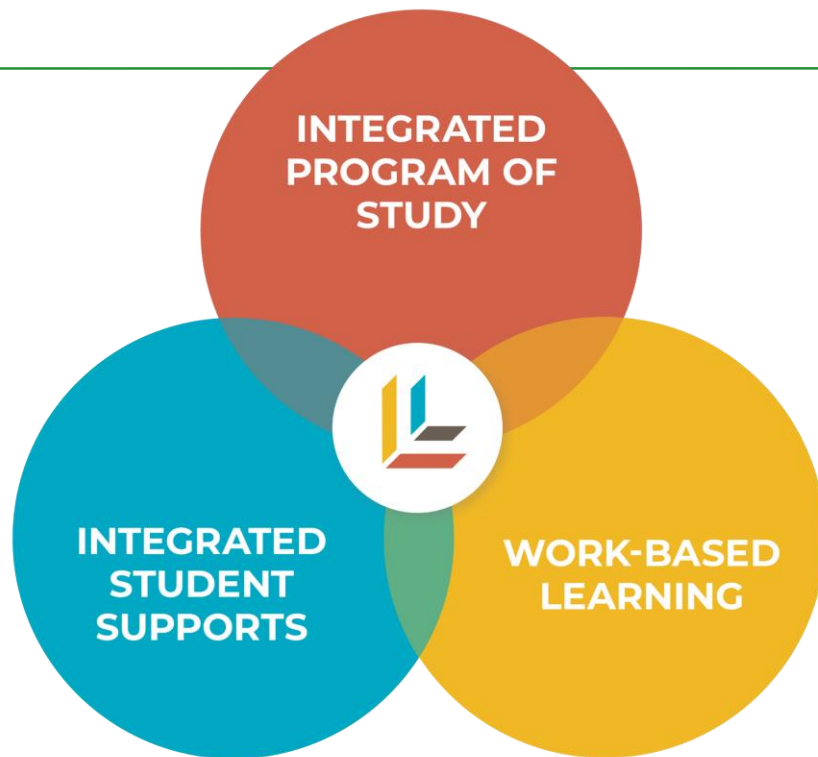
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OUSD will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

**The High School Network advances this mission by developing and implementing strong Linked Learning Pathways in all high schools.**

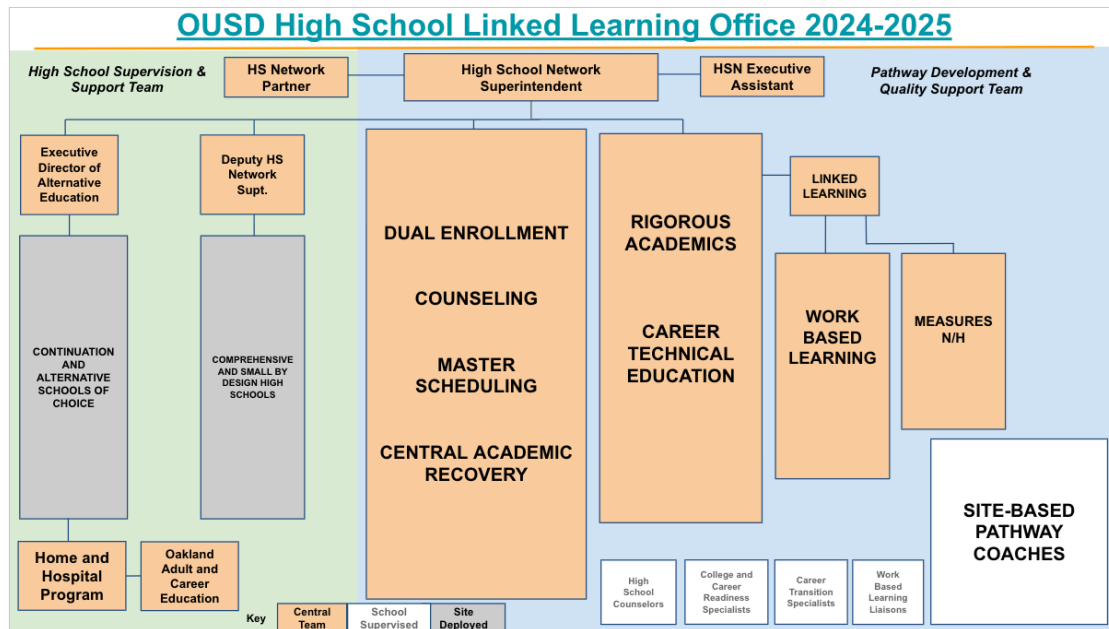
Linked Learning is an academic program model that combines classroom instruction with real-world experiences. They help students build the skills and knowledge needed for success after graduation by integrating:

- Rigorous, interdisciplinary academic coursework
- Comprehensive student support services
- Work-based learning opportunities



# Our Strategy: Unified Supervision

Prioritizing alignment and coherence across the High School Network and Linked Learning Office drives higher-quality student experiences and improves post-secondary readiness outcomes.



# Direct Service to School Sites

- 1. Policy & Initiative Implementation:** Ensure consistent execution of district policies and initiatives across all HS Network sites.
- 2. Academic Leadership:** Lead the high school Academics and Linked Learning teams; Guide curriculum and Linked Learning Pathway implementation and promote instructional best practices.
- 3. Budget & Strategic Planning:** Review and approve school budgets and site plans; Ensure alignment with strategic priorities and strong fiscal stewardship.
- 4. Leadership Development:** Provide on-site, side-by-side coaching for principals and assistant principals
- 5. Resource Alignment:** Coordinate central services and resources across departments to meet school-specific needs.
- 6. School & Community Support:** Provide immediate response to school safety issues, student well-being concerns, and community matters.



# HSN Key Performance Indicators

HSN KPIs	LEADING INDICATORS (PROGRESS MONITORING: <u>Percent of Students</u> )	LAGGING INDICATORS
	12th graders with completed post-secondary plans	<ul style="list-style-type: none"> <li>● 4-year cohort graduation rate</li> <li>● Dropout rate</li> <li>● A-G course completion rate</li> <li>● <a href="#">College/Career Indicator</a> on the California School Dashboard</li> </ul>
	Students in grades 9-12 enrolled in at least one Dual Enrollment Course and earning a grade of C or better	
	Students in grades 9-12 participating in Work-Based Learning and college and career exploration experiences	
	Students completing Career Technical Education sequences	
	Students on track for A-G eligibility at the end of the school year	
	Students with satisfactory attendance	
	Students suspended	
	Students reaching their growth goals on i-Ready reading assessment	
	Students at grade level (Math interim assessments)	

# HSN Progress On Leading Indicators

## HSN KPIs

LEADING INDICATORS (PROGRESS MONITORING: <u>Percent of Students</u> )		CURRENT PROGRESS
12th graders with completed post-secondary plans		<i>TBD</i>
Students in grades 9-12 enrolled in at least one Dual Enrollment Course and earning a grade of C or better		<b>18%/84%</b>
Students in grades 9-12 participating in Work-Based Learning and college and career exploration experiences		<b>46.8%</b>
Students completing Career Technical Education sequences		<i>TBD</i>
Students on track for A-G eligibility at the end of the school year		<b>9th: 71.1%/10th: 48.1%</b> <b>11th: 52.5%/12th: 66.7%</b>
Students with satisfactory attendance		<b>45.9%</b>
Students suspended		<b>5.6%</b>
Students reaching their growth goals on i-Ready reading assessment		<b>33%</b>
Students at grade level (Math interim assessments)		<b>Alg1: 15.7%/Geo: 27.8%</b> <b>Alg2: 20.2%</b>



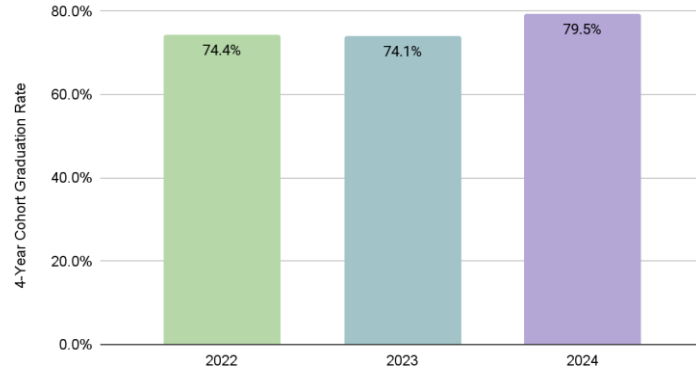
# Impact Data: District Initiatives



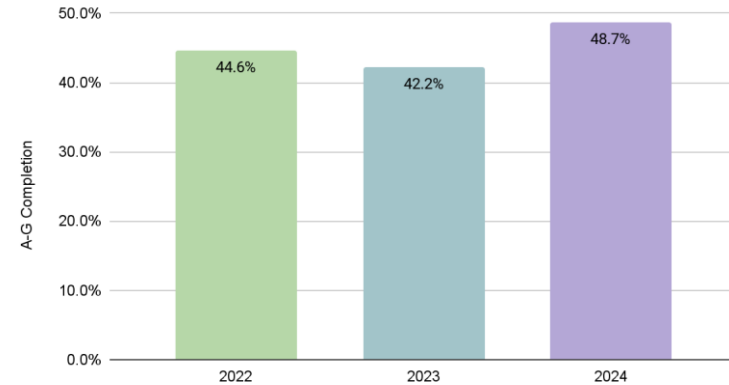
# District Initiative: Empowered Graduates

- **4-Year Cohort Graduation Rate:** **5.1%** increase from 2022 to 2024
- **A-G Completion:** **4.1%** increase from 2022 to 2024

4-Year Cohort Graduation Rate



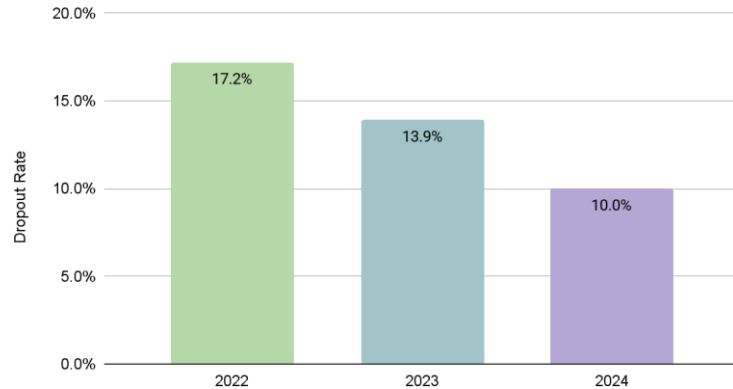
A-G Completion



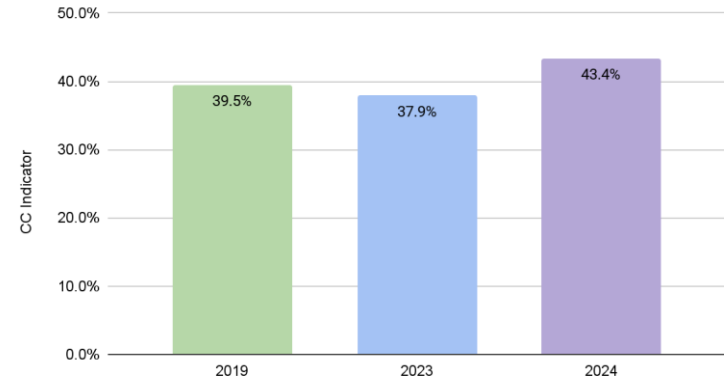
# District Initiative: Empowered Graduates

- **Dropout Rate: 7.2%** decrease from 2022 to 2024
- **College/Career Indicator: 3.9%** increase from 2022 to 2024

Dropout Rate

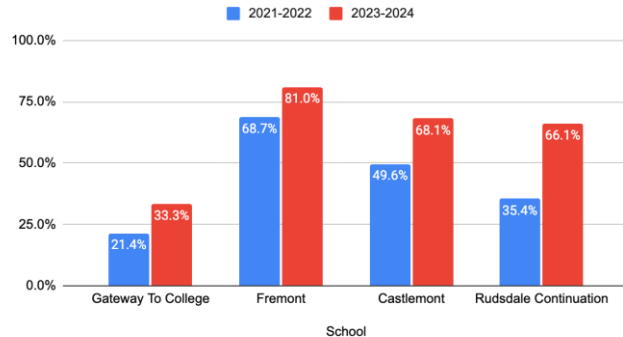


CC Indicator



# School Spotlights: Empowered Graduates

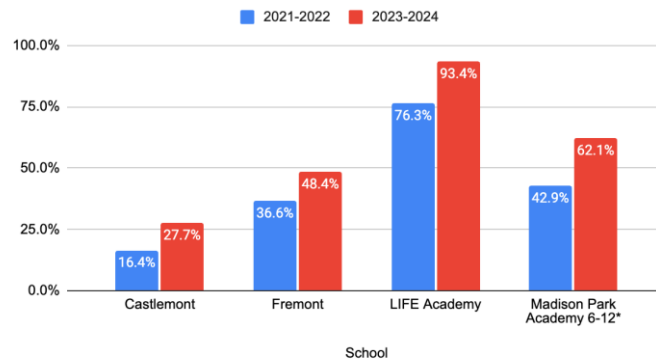
## 4-Year Cohort Graduation Rate



**4-Year Cohort Graduation:**

**10%+ Growth** over 3-years

## A-G Completion



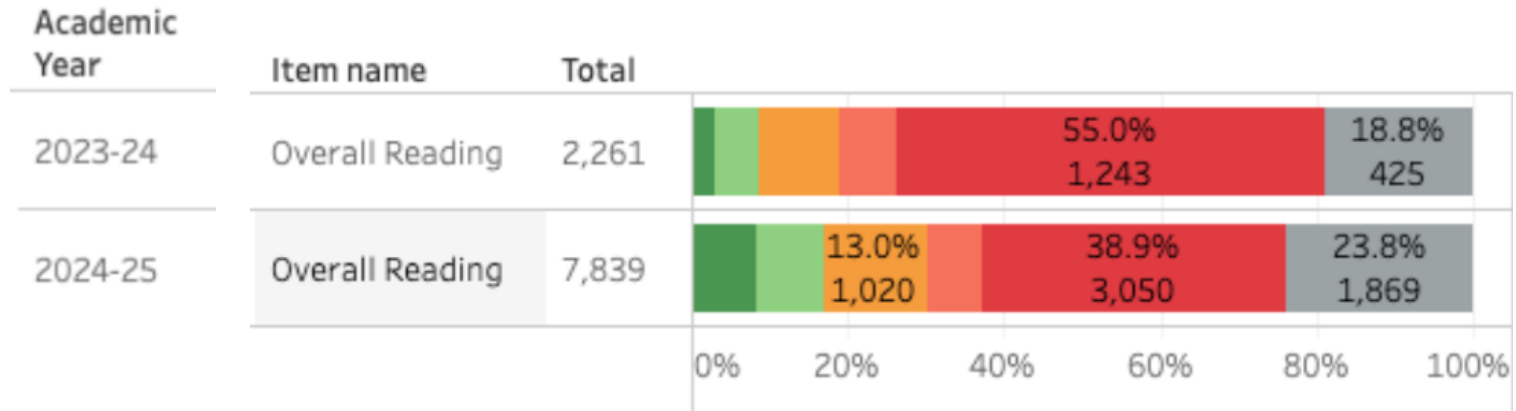
**A-G Completion:**

**10%+ Growth** over 3 years

# District Initiative: Empowered Graduates

## i-Ready Reading Assessment

- **Increased the #** of students completing iReady assessment
- **Increased % of students** reading at/above grade level by **8.4%**
- **33%** of students met their iReady growth goals from Fall to Spring administration



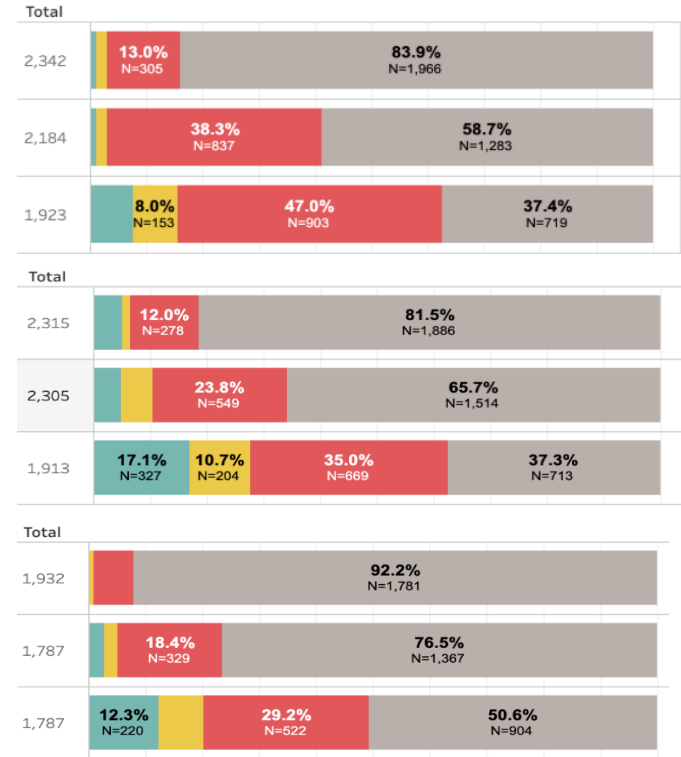


# District Initiative: Empowered Graduates

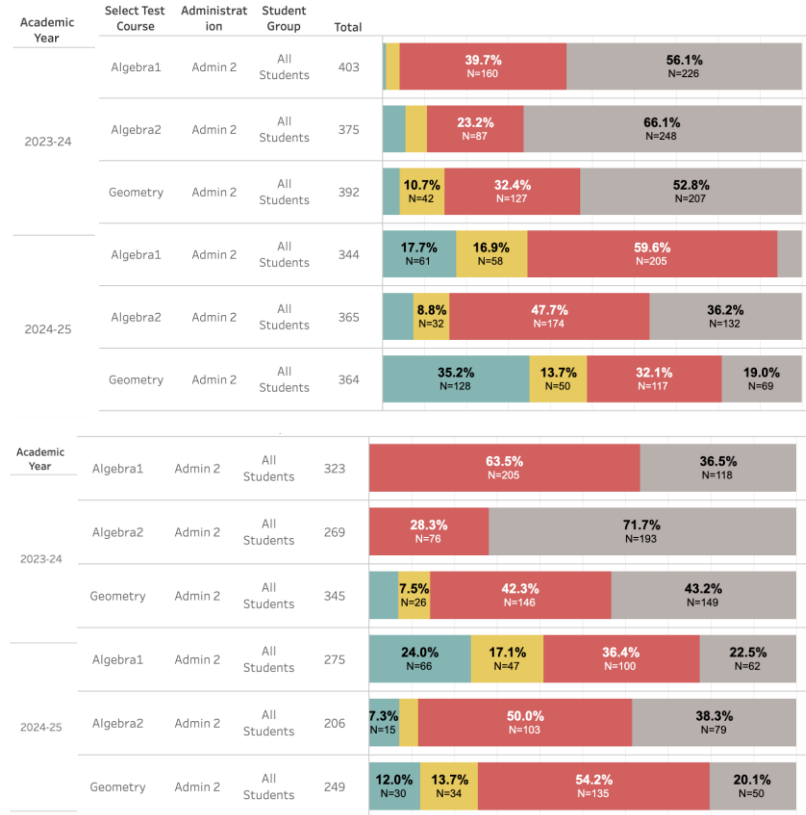
## Math Curriculum-Embedded Assessments:

- **Increased** student participation rates
- **Increased %** of students at/above grade level
- Teachers engaged in **scoring calibration** to ensure alignment in assessment of content mastery

Algebra	22-23
	23-24
	24-25
Geometry	22-23
	23-24
	24-25
Algebra 2	22-23
	23-24
	24-25



# School Spotlight: Empowered Graduates



**Math  
Curriculum-  
Embedded  
Assessments**

Improved  
Proficiency

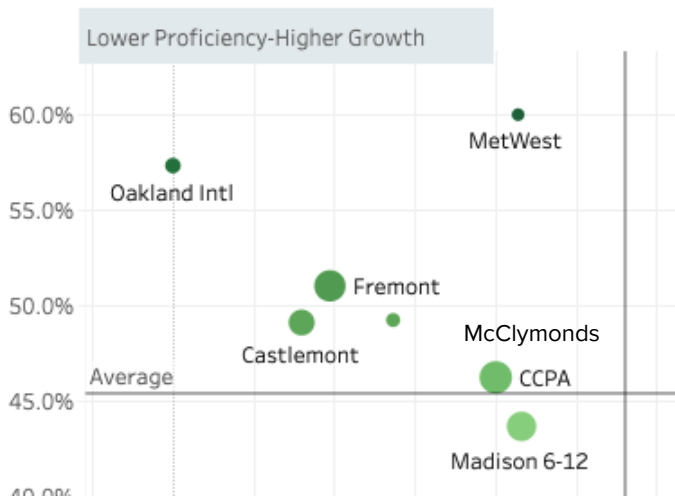
# School Spotlight: Empowered Graduates

## i-Ready Reading Spring Proficiency-

*Cohort Matched*

View Data By: % Fall-Early-Mid Above v % Met Typical

Data as of 5/21/2025



## iReady Reading Assessment

### Improved Stretch Goal

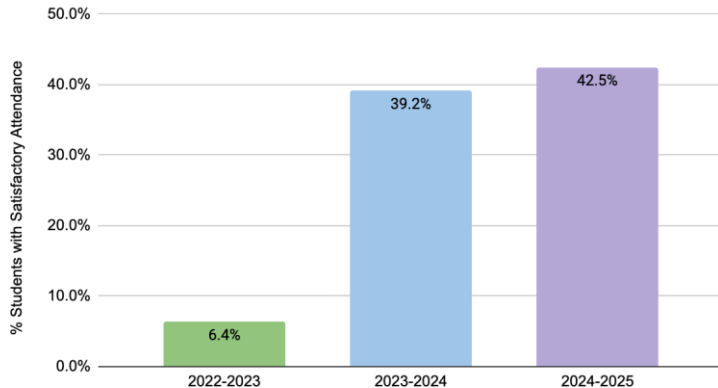
*\*iReady Stretch Growth - an ambitious, yet attainable level of annual growth designed to help students, particularly those below grade level, reach proficiency*

# District Initiative: Joyful Schools

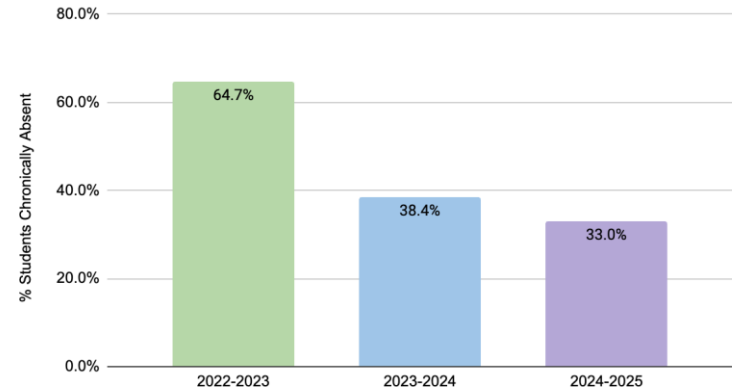
## Attendance:

- **Increase** in % of students with satisfactory attendance (95%+) : **3.3%**
- **Decrease** in % of students chronically absent (90% or below): **5.4%**

% Students with Satisfactory Attendance



% Students Chronically Absent

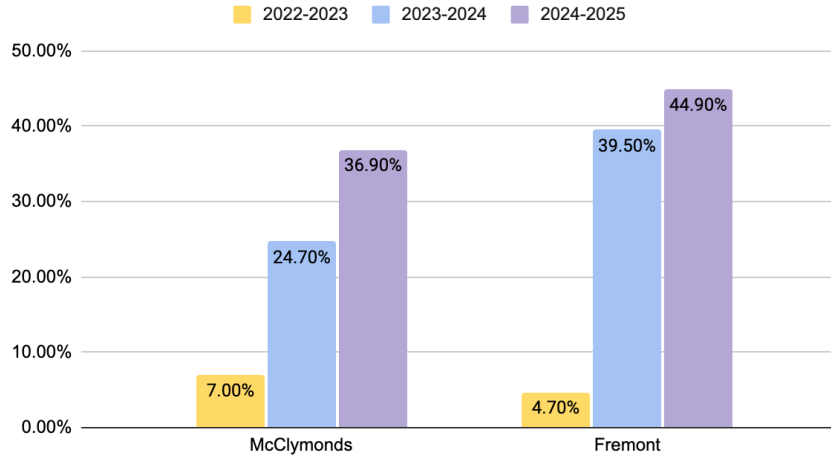




# School Spotlights: Joyful Schools



% Students with Satisfactory Attendance



**Improvement in Satisfactory Attendance**

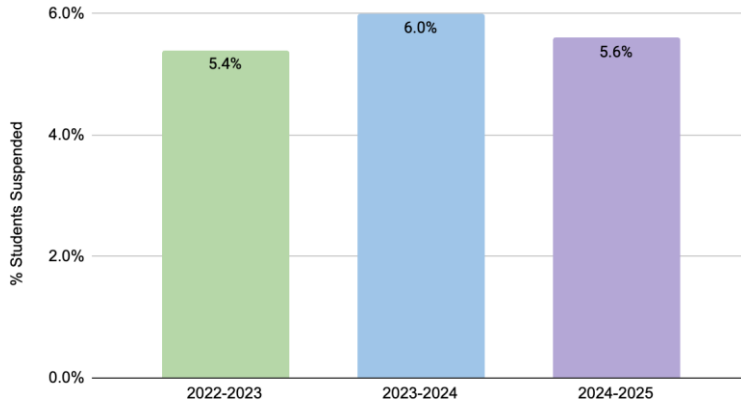
*95% attendance or above*

# District Initiative: Joyful Schools

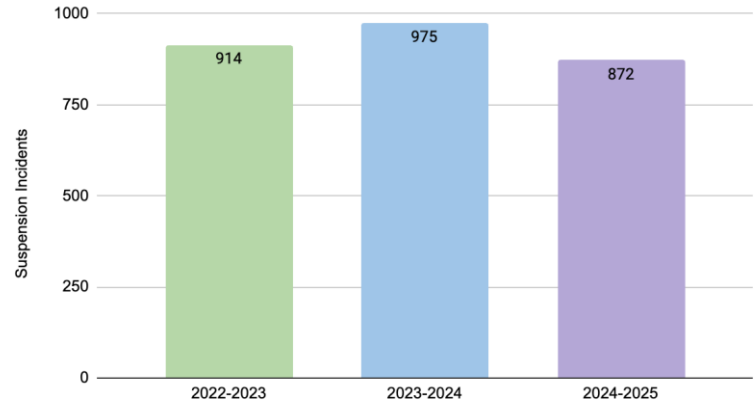
## Suspensions:

- **Decrease** in % students suspended: **0.4%**
- **Decrease** in # of suspension incidents: **-103**

% Students Suspended



Suspension Incidents



# School Spotlights: Joyful Schools



	2022-2023	2023-2024	2024-2025
Fremont	153	139	110
Castlemont	154	118	87
Skyline	154	117	64

**Reduction in  
Suspension  
Incidents**

# District Initiative: Diverse and Stable Staff

The HSN is committed to developing and supporting leaders to grow in our District.

- Principal retention rate: **95%**
- Leader demographics:
  - **75%** Female
  - **80%** BIPOC
  - **75%** Teacher to Leader Pipeline



Annual professional development for HS ILTs, including teachers and Assistant Principals







# Thank you!

For more information, please reach out to:

Vanessa Sifuentes

[vanessa.sifuentes@ousd.org](mailto:vanessa.sifuentes@ousd.org)



# Elementary Network 2 Update

# NETWORK 2 DELIVERING ON OUR PROMISE





# Network 2 Schools



PRESCOTT ELEMENTARY  
SCHOOL



EMERSON ELEMENTARY  
SCHOOL

Sankofa United  
ELEMENTARY SCHOOL



ESPERANZA ELEMENTARY  
SCHOOL







Our N2 journey—from **"Getting N2 Good Trouble"** through **"Stronger & Clearer"** to **"Delivering on Our Promise"**—transforms OUSD's vision and our shared mission into reality by dismantling barriers, strengthening instruction, and fulfilling our commitment to excellence for every student, every day.



23 - 24  
School Year



24 - 25  
School Year



25 - 26  
School Year

# Who we serve:

**Network 2** leadership is responsible for supervision of **16** schools

## Network 2 Leadership

Supervision of 16 schools serving 5,668 students

**16**

Total Schools

**5,668**

Total Students

**5**

Districts

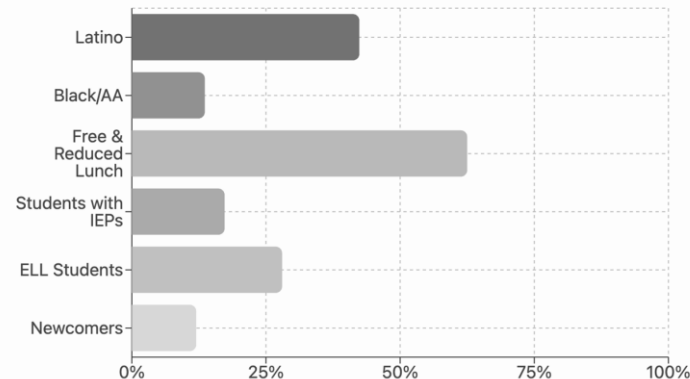
**4**

Dual Language Schools

## 16 schools serving:

- 5,668 students
- 15 TK-5, 1 TK-8
- 4 Dual Language Schools
- 3 Co-located (Shared) Campuses
- 3 Pre-schools
- **Schools in Districts: 1, 2, 3, 5, 7**

## Student Demographics



Latino

**42.4%**

Black/AA

**13.6%**

Free & Reduced Lunch

**62.5%**

Students with IEPs

**17.3%**

ELL Students

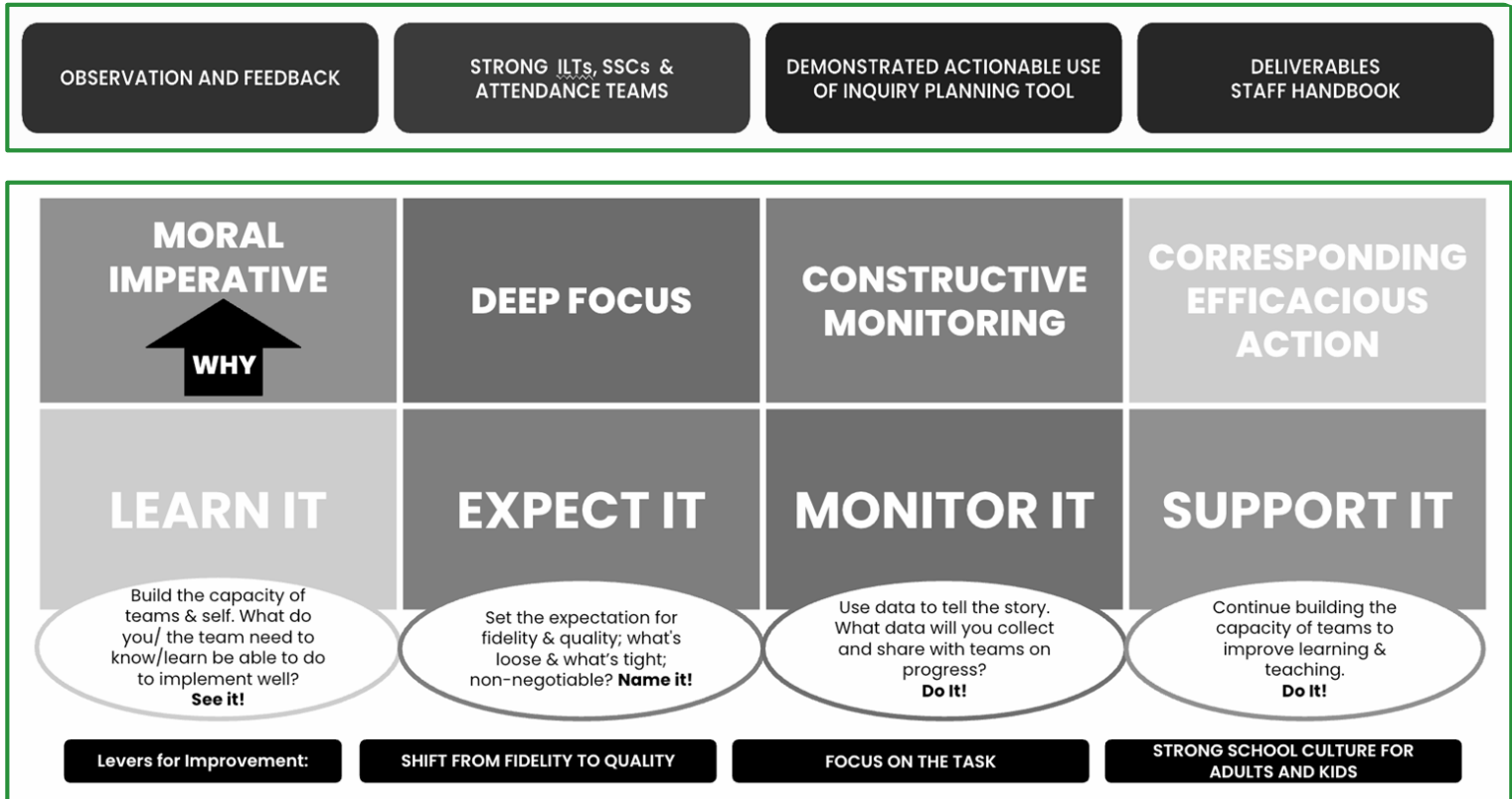
**28%**

Newcomers

**12%**



# LEADERSHIP MATTERS



# LEADING INDICATORS

(PROGRESS MONITORING)



## Literacy

- SIPPS Mastery Tests (Passing 1+ per month)
- Kinder Letter ID
- iReady ELA Proficiency and Growth (3x)
- Curriculum-embedded interims (4x)
- ASR and Lectura (3x)

## Language Development

- iReady ELA (3x)
- EL Growth and Proficiency
- Curriculum-embedded assessments

## Mathematics

- iReady Math Proficiency and Growth (3x)
- Curriculum-embedded assessments (6x)

## Student Engagement

- Suspensions (monthly)
- Positive Daily Attendance (monthly)
- Chronic Absence (monthly)

**Our Focus:** These leading indicators are monitored regularly to track student progress, identify areas needing intervention, and guide instructional decisions before end-of-year assessments.





# N2 Progress Headlines

FOUNDATIONAL SKILLS: LETTER ID	<b>91% of Kinder students at grade level in Letter ID;</b> 50% 1st and 2nd graders on track to meet goals
CURRICULUM EMBEDDED ASSESSMENTS ELA	<b>61% of students made or exceeded typical growth in ELA;</b> High participation in CEAs, though impacted by pacing
CURRICULUM EMBEDDED ASSESSMENTS MATH	<b>60% of students made or exceeded typical growth in Math;</b> High participation in CEAs, though impacted by pacing
ELPAC GROWTH	EL growth in ELA continues to be a challenge across the Network <b>ELPAC Growth for 2024-2025 44.2%*</b> * Preliminary data, still waiting on some scores
SUSPENSION	<b>1.0 % Suspension rate, well under district goal of 2%</b>
ATTENDANCE	Positive daily attendance up by .8%; <b>Chronic absence down by 5% we met the district goal</b>
CURRICULUM EMBEDDED ASSESSMENTS DUAL LANGUAGE SCHOOLS	Dual Language schools implementing Benchmark 2.5; high participation in CEAs in DL schools: <b>80% participation of N2 Schools using Benchmark Adelante/Advance</b>



## Team Development & New Principal Support



TEMPLATE: New Principal Summer Planning & Onboarding (30/60/90) ☆ 📁 ☁

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100% 123 Default... 10 + B I A

	A	B	C	D	E
1	<b>Priorities:</b> <ul style="list-style-type: none"> <li>- Developing instructional vision &amp; clarity on how curriculum aligns with instructional vision</li> <li>- Developing culture and instructional priorities for BOY</li> <li>- Learning about school community &amp; building relationships</li> </ul>			<b>Goals:</b> <ul style="list-style-type: none"> <li>- 100% staffed</li> <li>- Culture plan is clear and ready to roll-out to staff</li> <li>- Teacher PD for BOY is planned</li> </ul>	
2	What	Support/ Collaborator	Link to Site Doc	Example/Resource	Progress
3	Understand any staffing needs/ hiring that still needs to be completed for the coming school year	Jen			
4	Review enrollment & understand if any recruitment needs	Jen			
5	Review your site's SPSA - mission, vision, context, priority areas and goals for 25-26	Jen			
6	Review budget tool/1-pager - current staff funding - funds to be allocated - how Title funds are being used	Jen			
7	1:1s with staff (as available)				
8	Create Roles & Responsibilities Document & Meeting Calendar	Jen		<a href="#">Example Roles &amp; Responsibilities w/ Meeting Cadence</a> <a href="#">Academic Tiered Support Plan</a> <a href="#">Greenleaf Meeting Matrix</a> <a href="#">Example Roles &amp; Responsibilities w/ Meeting Cadence</a>	

Initial Logistics | **July/Before Ts Return (~First 30 Days)** | Before Ss Return (~30-45 Days) | First 6-12 Weeks of School (~45-90 Days)

2x a year ILT Summit  
Network convening

Clear and structured onboarding  
plans and support for new principals



# Math Coaching Collaborative



- **End of Year Survey data revealed 98% of Coaching Collaborative teachers felt supported** in improving practice
- **5** – Network 2 schools met the **90% participation rate** for curriculum assessments (the most of all elementary networks)
- **47%** of N2 students made 100% of **Typical Growth on i-Ready** by End of Year (5–10% increase from 23–24 is the goal: which was 50% in 23–24)
- **4 of 16** schools in Network 2 had at least one MathBOOST tutor supporting students with math
- **50% average attendance** (Monthly meetings for Teachers on Special Assignment)
- **5 – N2 schools (on average)** held Professional Learning Community Meetings **1–3 times** a month



# ELD: English Language Development

ELD Learning Walks:  
Esperanza, ICS, Sankofa, MCS



ELD PD  
(Professional  
Development)  
Cycles: Chabot,  
Sankofa

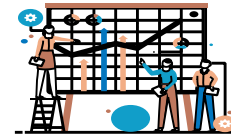


N2 Stages of ELD:

ensuring all schools are  
engaging in a process of  
continuous improvement as it  
relates to serving our English  
Language Learners

2024-2025 N2 ELPAC **Growth: 44.2%\***

\* Preliminary data, still waiting on some scores







# Dual Language

Summer Multilingual Institute to bring the Dual Language community together with the latest Multilingual Research



80% participation of N2 Schools using Benchmark Adelante/Advance



Dual Language Professional Development Differentiation for Dual Language Principals, TSAs\* and Teachers

\* Teachers on Special Assignment



Professional Development Sessions for rolling out the new version of the Dual Language Curriculum





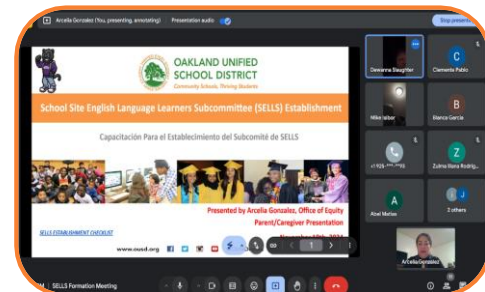
## Impact Data

# Family Engagement: Parent Leadership

**12 N2 Schools** have a SELLS and **9 are freestanding subcommittees** vs. last year we only had 2.

**10 schools** conducted home visits, **7 are from Net 2** we are dedicated implementing this relational practices to build relationships and trust.

**9 schools in N2** have at least one member who is a parent or caregiver of a child with disabilities on their SSC.





# N2 Culture & Climate

A culture of joy, inclusiveness, connection and belonging



Sankofa  
Elementary

**12 of 16 schools** held a Latino Heritage Celebration and **16 of 16** held some kind of academic celebration or other cultural celebration.



Emerson  
Elementary



# N2 Culture & Climate



Latino Family Literacy Project - ICS

Family Engagement  
linked to learning

Culturally Responsive Environments. We added culturally responsive look-fors to all of our learning walk experiences.



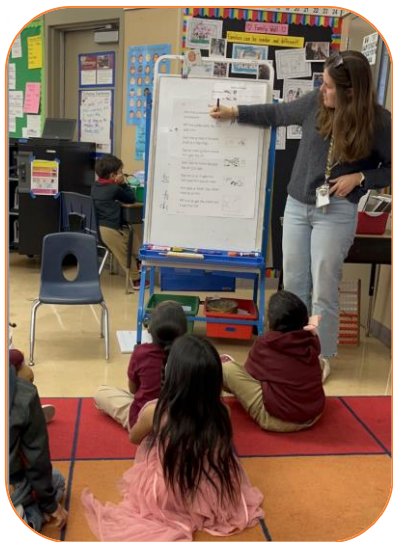
Interventions for attendance such as girls groups have brought joy to our schools and helped to improve attendance.





# Impact Data: Early Literacy

Mid-Year Data revealed **More than half of N2 1st and 2nd graders** were already meeting annual goals



**100% of N2 schools have Tiered supports** for our earliest readers:  
Small group and 1:1 tutoring

**N2 Teachers & Leaders are excited about our UFLI Adoption!**





## Impact Data

# CORE LITERACY: BUILDING CAPACITY

i-Ready Reading	2022-23	Spring	Network 2	All Schools	All Courses/ Pathways	All Teachers	All Grades	All Students	Overall Reading	5,315	38.0%	15.9%	22.9%	
											2,019	844	1,217	
	2023-24	Spring	Network 2	All Schools	All Courses/ Pathways	All Teachers	All Grades	All Students	Overall Reading	5,317	39.5%	15.7%	23.4%	
											2,100	834	1,245	
	2024-25	Spring	Network 2	All Schools	All Courses/ Pathways	All Teachers	All Grades	All Students	Overall Reading	5,234	37.1%	15.4%	21.5%	9.0%
											1,943	804	1,126	471

In May, we welcomed **850+** parents, students, and teachers to our 2nd annual **Lit Fest** to celebrate literacy learning!

N2 Teachers on Special Assignments attend monthly Coaching Collaboratives to build capacity for coaching and supporting teachers with adopted curriculum.



N2 Crew at Lit Fest

KDA & TCN were recognized as learning lab schools for their ALL Block Learning Lab roll-out. Next year we will have 100% roll-out... **N2 Delivering on our Promise!**



TCN and Emerson are EL ED Hub Schools and EL Ed coaches this year!



# Network Alignment to LCAP Goals



**1**–All students graduate college career and community ready.

**2**–Focal student groups demonstrate accelerated growth to close equity gaps.

**3**–Students and families are welcomed, safe, healthy, and engaged.

**4**–Our staff are high quality, stable, and reflective of Oakland's rich diversity.

- ★ All schools goals and priorities cascade from LCAP goals in annual SPSAs
- ★ Cycles of Inquiry are focused on student outcomes for ELLs, AA/Black students and Students with IEPs
- ★ Family engagement and community schools work
- ★ Focus on building strong teams with collaborative leadership

## NETWORK 2 DELIVERING ON OUR PROMISE!







# Thank you

For more information, please reach out:

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# Seal of Biliteracy Update

# California's Global 2030

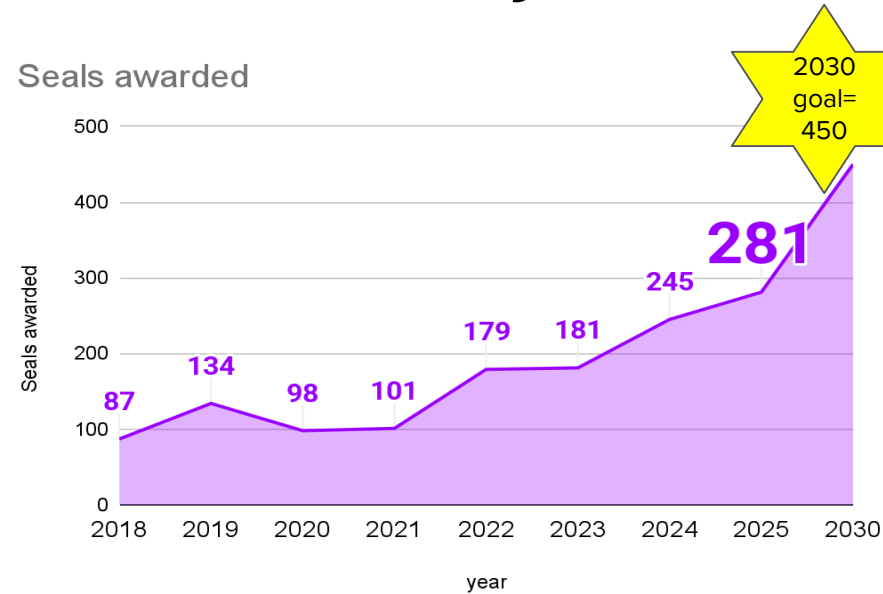
6 years ago, California launched Global California 2030 Initiative with ambitious goals to increase opportunities for multilingualism. The goals:



- **Half** of all K–12 students **participate in programs** leading to proficiency in two or more languages.
  - The **number of dual immersion programs** that teach languages besides English **quadruples** from about 400 in 2017 to 1,600 in 2030.
  - The **number of new bilingual teachers** authorized in world language classes more than **doubles** from 2017 to 2030.
- The number of **students who receive the State Seal of Biliteracy triples** from 46,952 in 2017 to more than 150,000 in 2030. By 2040, **three out of four graduating seniors earn the Seal of Biliteracy.**

# Oakland Global 2030: The Seal of Biliteracy

The Seal of Biliteracy is an impressive state-issued recognition of graduating seniors who have demonstrated proficiency in English and another language. A Seal is affixed to students' diplomas and the recognition included in their official transcript.



We have increased the Seals awarded to graduating seniors by more than 300% over the last 7 years. This year we awarded 281 Seals. Our goal is to reach 450 by the year 2030!

# State Seal of Biliteracy: By the Numbers!

**9** languages

Students earned the Seal of Biliteracy in a record NINE different languages: Arabic, Chinese, French, German, Japanese, Spanish, Swahili, Tigrinya, and Vietnamese

**14** schools are represented  
by their students

Castlemont  
CCPA  
Dewey  
Fremont  
Life Academy  
Madison Upper

McClymonds  
Oakland High  
Oakland International  
Oakland Tech  
Skyline

**Over 50%** of seniors at Life Academy and CCPA earned the Seal!



# Meet our Seal Recipients

[Cedrick Patterson](#), 12th grader, McClymonds High School, Biliterate in English and Japanese



Cedrick's diverse ethnic background has instilled in him the value of culture and bilingualism. He prides himself in practicing to write in Japanese and connecting with his grandmother to learn signature recipes. After high school, he plans to visit Japan and looks forward to internship opportunities there once he is in college.

*"It's important to keep our culture and to remind ourselves that we have this ability and use it in our daily lives."*

# Meet our Seal Recipients

**Pablo Martinez**, 12th grader, Castlemont High School, Biliterate in English and Spanish

Pablo immigrated to the US from Guatemala, after the 9th grade. In the last three years, he has pushed himself to learn English not only through his classes, but also at home by watching videos and taking in as much of the language as possible. He credits his English proficiency to his deep motivation, and to his ELD teacher who offered an after school class once a week to further her students' English skills.



*"I wouldn't have this opportunity to pursue higher education if it wasn't for English. I learned it and I am proud of it because it has opened up a lot of doors for me. I will take advantage of it."*

# Meet our Seal Recipients

**Brianna Vega**, 12th grader,  
Castlemont High School, Biliterate in  
English and Spanish

Brianna was lucky to continue her bilingualism when her parents enrolled her at Esperanza Elementary, a dual language school. She remembers how difficult it was to learn English and is proud to have persevered. Brianna plans to attend UC San Diego to study Psychology, and hopes to return to Oakland to give back to her community.



*“Receiving this award highlights my hard work. Being bilingual represents my culture... [Mexican-American].”*


# Congratulations to all of our Seal Recipients!

OAKLAND UNIFIED CELEBRATES

the 2025  
recipients of the

*Seal of  
Biliteracy*

WE ARE SO PROUD OF OUR  
GRADUATING SENIORS WHO HAVE  
EARNED THE SPECIAL  
RECOGNITION OF THE SEAL BY  
DEMONSTRATING PROFICIENCY IN  
BOTH ENGLISH AND ANOTHER  
LANGUAGE.



**THE CRITERIA**

English:

- Completed 40 credits of ELA with 3.0 gpa or higher OR
- "Standard Met" achievement level on SBAC in ELA OR
- AP English test with score of 5 or higher

World Language:

- Completed 40 credits of WL with 3.0 gpa or higher OR
- Passed the AP exam or AVANT test

**LANGUAGES AWARDED**

ARABIC: 4	JAPANESE: 2
CHINESE: 15	SPANISH: 256
FRENCH: 2	SWAHILI: 1
GERMAN: 1	TIGRINYA: 1
	VIETNAMESE: 3



**WHY IS THE SEAL IMPORTANT?**

- Honors the language assets of our graduates
- Opens up career opportunities in areas such as education, health, law, social work
- Used towards college admission and academic credit



**BY THE NUMBERS**

• Castlemont: 11	• Metwest: 15
• CCPA: 51	• Oakland High: 59
• Dewey: 1	• Oakland Int'l: 1
• Fremont: 46	• Oakland Tech: 40
• Life: 50	• Ruidale: 1
• Madison: 35	• Skyline: 27
• McClymonds: 2	• Sojourner Truth: 4



[See here  
for our the  
full list of  
awardees!](#)



# Supporting Multilingualism Beginning in PK!

This year we awarded 551 **Biliteracy Pathway Awards** at grades PK, K, 3, 5, and 8 at our Dual Language schools, celebrating students who are on track to earning the Seal of Biliteracy as evidenced by Spanish and English reading skills and a writing reflection in Spanish.

Additionally, we hold an annual **Multilingual Writing Contest** in Spanish and Chinese in which students reflect on the value of being bilingual. Hear from some of our amazing bilingual students from Esperanza and Manzanita SEED.







# Community Schools, Thriving Students



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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



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