Superintendent Report

Superintendent, Dr. Kyla Johnson-Trammell
May 14th, 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

Elementary Network 4 Update

Adult Ed Update

Honoring the Life and Legacy of Mr. Oscar C. Wright, Sr.

District Highlights

Montclair Elementary School Celebrates 100 Year Anniversary

The student body, school staff, families, and even some alumni came together at Montclair Elementary on May 2 to celebrate the school and its remarkable history.

The community was celebrating Montclair's 100th anniversary as an Oakland school. When it opened in 1925, it had four classrooms and 71 students. Now, the school has 25 classrooms and 560 students. Student leaders shared school facts with the crowd, and then various grades performed songs including "What a wonderful world."

One guest speaker was well-known alumna, Superintendent Dr. Kyla Johnson-Trammell, who shared that when she was a student there, she was known as the "four square queen."

Board President Jennifer Brouhard also spoke and congratulated the school community for such a remarkable anniversary.

Initiative: Joyful Schools

www.ousd.org/strategicplan

Global Family Elementary Lit Up on Family Literacy Night

Earlier this spring, Global Family Elementary hosted its annual Family Literacy Night celebrating reading, writing, and all the creativity in between as students & adults alike came decked out in festive costumes of their favorite storybook characters.

Plory, the i-Ready mascot, made a surprise visit in recognition of Global Family students' recent accomplishments in their i-Ready diagnostics, popping into classrooms and joining in on the festivities throughout the night.

Families were treated to a special concert from Grammy Award-winning music duo *123 Andres* whose songs help bilingual and new Spanish-learning children learn fundamental elements of the language, and is an integral part of the dual language curriculum at Global Family. They entertained everyone in the building that night with their brand of music, dance, and skits to close out Literacy Night at Global Family with a bang!

Initiative: Strong Readers

www.ousd.org/strategicplan

Oakland Tech Hosts College Signing Ceremony for Two Star Athletes

Oakland Technical High School had a special lunchtime ceremony on April 30 for two of its student-athletes. Senior basketball players, ArDarius Grayson and Xander Meyer-Plettner both committed to attending and playing basketball for four-year universities in the fall. In the gym in front of a crowd of teammates, classmates, coaches, school staff, and family, the pair signed their letters of intent.

The two players led their Bulldogs to a Division II State Championship in 2024. Now, Grayson will be playing and studying kinesiology next year at Weber State University and Meyer-Plettner will be playing and studying either kinesiology or animal biology at California State University, Chico. Both say they will proudly represent Tech and the city of Oakland at the next level.

Initiative: Empowered Graduates
www.ousd.org/strategicplan

Oakland-Based Comedian Supports Teachers with Jeopardy Jackpot

W. Kamau Bell visited Castlemont High after his big win on Celebrity Jeopardy!. As champion, the Oakland-based comedian received $1 million for the charity of his choice, and he chose DonorsChoose, for which he sits on the board.

DonorsChoose is a fundraising platform similar to GoFundMe, but specifically for educators. Teachers who use DonorsChoose post a project or equipment they want to purchase for their students and/or classroom, and after the funds are raised, DonorsChoose purchases the item or items and has them delivered to the school.

Castlemont High teachers currently have 19 of these projects, and Bell announced all of them will be funded, and then he said all DonorsChoose campaigns in the District will be funded. We thank W. Kamau Bell for supporting our teachers, students, and schools!
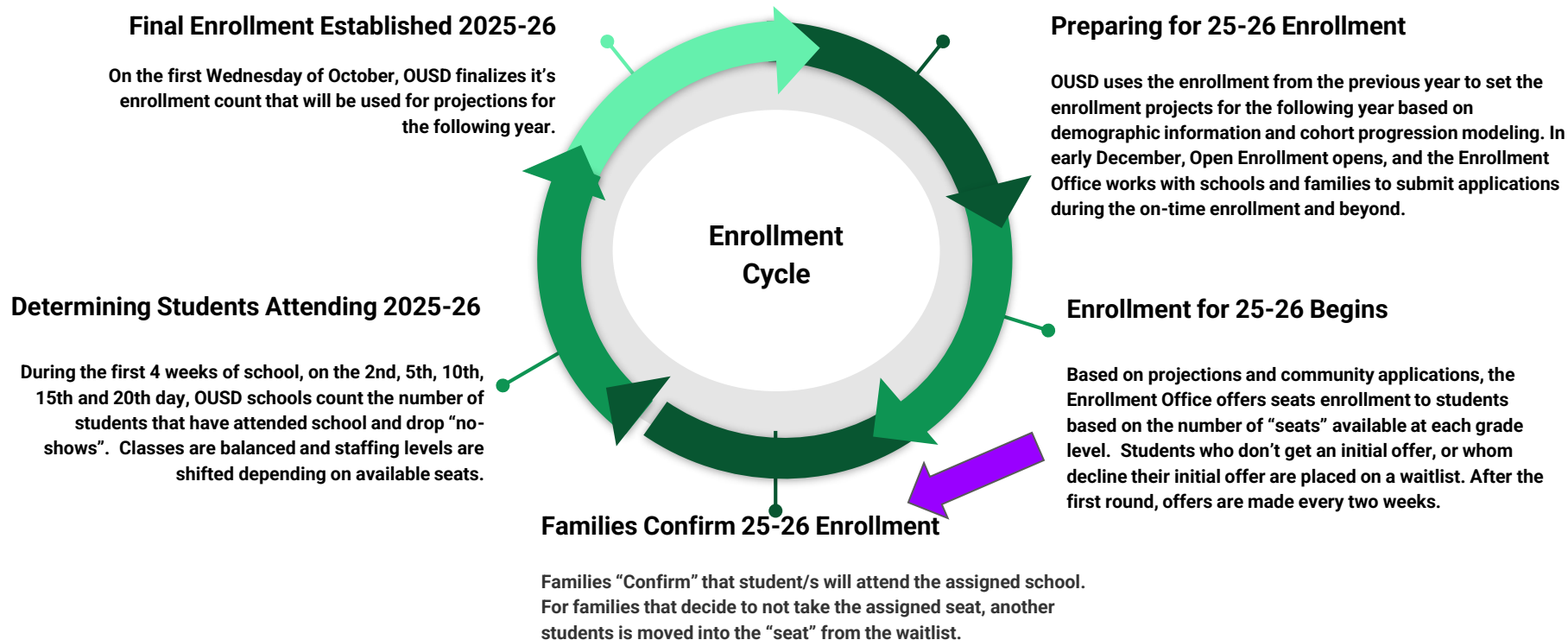

Initiative: Diverse and Stable Staff

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.

Final Enrollment Established 2025-26

On the first Wednesday of October, OUSD finalizes it's enrollment count that will be used for projections for the following year.

Preparing for 25-26 Enrollment

OUSD uses the enrollment from the previous year to set the enrollment projects for the following year based on demographic information and cohort progression modeling. In early December, Open Enrollment opens, and the Enrollment Office works with schools and families to submit applications during the on-time enrollment and beyond.

Enrollment Cycle

Determining Students Attending 2025-26

During the first 4 weeks of school, on the 2nd, 5th, 10th, 15th and 20th day, OUSD schools count the number of students that have attended school and drop "no-shows". Classes are balanced and staffing levels are shifted depending on available seats.

Enrollment for 25-26 Begins

Based on projections and community applications, the Enrollment Office offers seats enrollment to students based on the number of "seats" available at each grade level. Students who don't get an initial offer, or whom decline their initial offer are placed on a waitlist. After the first round, offers are made every two weeks.

Families Confirm 25-26 Enrollment

Families "Confirm" that student/s will attend the assigned school. For families that decide to not take the assigned seat, another students is moved into the "seat" from the waitlist.

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 application
  ❏ Students who not accepted a 25-26 offer of enrollment, and are not otherwise enrolled at OUSD

TK Acceptances

District-wide acceptances for the on-time window

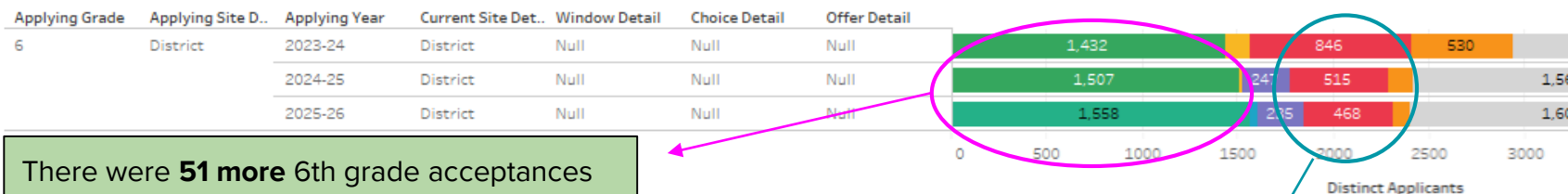| Applying Grade	Applying Site D..	Applying Year	Current Site Det..	Window Detail	Choice Detail	Offer Detail	
TK	District	2023-24	District	Null	Null	Null	522 / 115 / 316 / 196 / 620
		2024-25	District	Null	Null	Null	601 / 103 / 116 / 202 / 73 / 776
		2025-26	District	Null	Null	Null	917 / 69 / 267

Distinct Applicants

There were **316 more** TK acceptances during the on-time 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)

Offer Status
- Withdrawn
- Null
- Admin Declined
- Declined
- Expired
- Accepted + No Show
- Accepted + Confirmed

6th Grade Acceptances

District-wide acceptances for the on-time window

Applying Grade	Applying Site D..	Applying Year	Current Site Det..	Window Detail	Choice Detail	Offer Detail
6	District	2023-24	District	Null	Null	Null
		2024-25	District	Null	Null	Null
		2025-26	District	Null	Null	Null

Bar chart values:
- 2023-24: 1,432 | 846 | 530
- 2024-25: 1,507 | 247 | 515 | 1,5...
- 2025-26: 1,558 | 2.5 | 468 | 1,6...

Distinct Applicants (axis: 0, 500, 1000, 1500, 2000, 2500, 3000)

Offer Status
- Withdrawn
- Null
- Admin Declined
- Declined
- Expired
- Accepted + No Show
- Accepted + Confirmed

There were **51 more** 6th grade acceptances during the on-time window this year than last year.

There were **47 fewer** 6th grade declines during the on-time window this year than last year.

9th Grade Acceptances

District-wide acceptances for the on-time window

Applying Grade	Applying Site D..	Applying Year	Current Site Det..	Window Detail	Choice Detail	Offer Detail
9	District	2023-24	District	Null	Null	Null
		2024-25	District	Null	Null	Null
		2025-26	District	Null	Null	Null

1,372 · 76 · 838 · 602

1,446 · 341 · 489 · 157 · 1.4

1,585 · 202 · 380 · 1,526

0   500   1000   1500   2000   2500   3000

Distinct Applicants

There were **139 more** 9th grade acceptances during the on-time window this year than last year.

There were **109 fewer** 9th grade declines during the on-time window this year than last year.

Offer Status

- Withdrawn
- Null
- Admin Declined
- Declined
- Expired
- Accepted + No Show
- Accepted + Confirmed

Enrollment Stabilization

We funded direct mailers for five elementary schools that have enrollment numbers behind last year's enrollment pace.

- Design compelling enrollment postcard
- Send postcard to all 3-5 year-olds in the school's dedicated attendance boundary
- Depending on other factors, we may send the postcard to families outside the neighborhood boundary.

Example of a promotional mailer for Hoover Elementary

Enrollment Stabilization

Our spring digital billboard campaign is called "Champions in the Classroom" and features our high school student athletes at focal schools.

Enrollment Stabilization

We have been visiting schools to update our photo library and websites with new, non-Covid era photos.

Enrollment Stabilization

@TownSproutsOUSD

Brookfield Elementary: 5th graders in the robotics class prepared for the district STEM fair!

townsproutsousd and mr.haskell45 17h
Brookfield Elementary

1/10

♡ 11   💬 3   ✈ 2

Liked by carla.hr and others

townsproutsousd Check-out-these-pics, of Brook-field Ro-bo-tics! 🤖📸🤩 We're only days away from the a... more

Enrollment Stabilization

@OakInTheMiddle

3rd Annual East Oakland Vocal Festival: Middle Schoolers from Elmhurst United wowed audiences with their choral performances at Castlemont High.

oakinthemiddle
🎵 oakinthemiddle • Original audio

Enrollment Stabilization

@TheLinkOUSD

McClymonds High School: Students in the engineering pathway test rockets they constructed as part of a design challenge.

mcclymondshs and 3 others
♫ Power Music Workout · Rocket Man (Workout Re...

Elementary Network 4 Update

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

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.
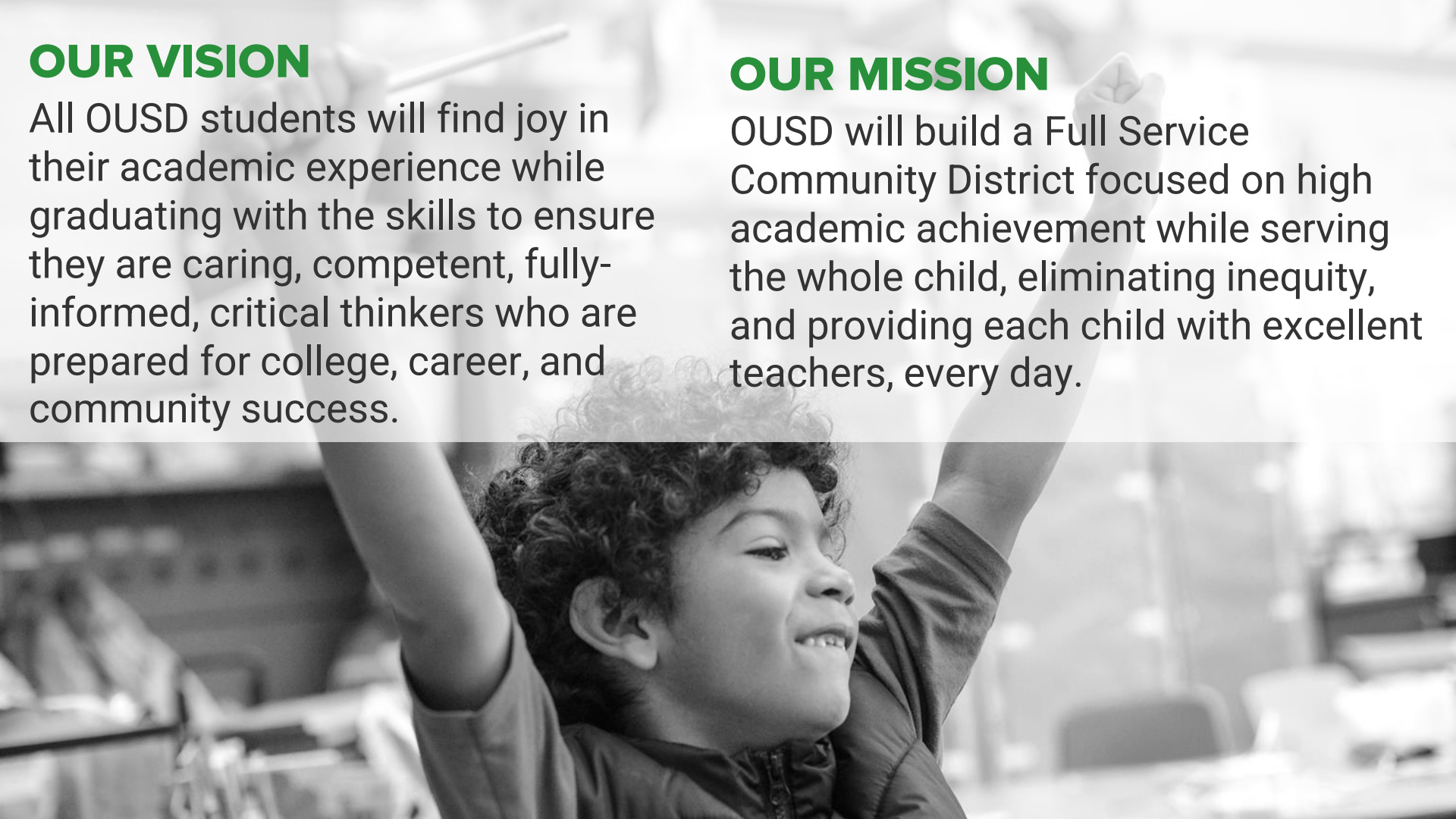
Network 4

Network 4 leadership is responsible for supervision of schools

- 16 schools serving 6,876 students
- Schools located throughout the city
- 38% Latino, 16% Asian, 14% and 24% Black/AA Students
- 80% Students Receiving Free & Reduced Lunch
- 18% Students with IEPs
- 33% ELL Students, 15% Newcomers

6,876

Color	Category
13.7% N = 941	
3.2% N = 2	
20.4% N = 1,406	
0.7% N = 51	
7.8% N = 535	
15.7% N = 1,080	
0.6% N = 42	
37.6% N = 2,583	

- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Pacific Islander
- White
- Not Reported

REACH Academy
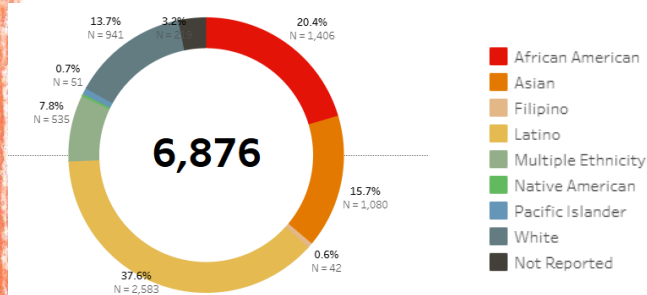
ALLENDALE ELEMENTARY SCHOOL

FRANKLIN ELEMENTARY SCHOOL

FRUITVALE ELEMENTARY SCHOOL

GARFIELD ELEMENTARY SCHOOL

JOAQUIN MILLER ELEMENTARY SCHOOL

MARKHAM ELEMENTARY SCHOOL

La Escuelita Elementary

REDWOOD HEIGHTS ELEMENTARY SCHOOL

LAUREL ELEMENTARY SCHOOL

SEQUOIA ELEMENTARY SCHOOL

LINCOLN ELEMENTARY SCHOOL

LOCKWOOD STEAM ACADEMY

MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL

PIEDMONT AVENUE ELEMENTARY SCHOOL

Students First: We support students by providing multiple learning opportunities to ensure students feel respected and heard.

Equity: We provide everyone access to what they need to be successful.

Excellence: We hold ourselves to uncompromising standards to achieve extraordinary outcomes.

Integrity: We are honest, trustworthy and accountable.

Cultural Responsiveness: We resist assumptions and biases and see the gift of every student and adult.

Joy: We seek and celebrate moments of laughter and wonder.

Driving Operational & Instructional Excellence

- Oversee, monitor, and support the **operationalization of district policies** and initiatives across all Network 4 schools.

- **Guide the elementary academic team**, lead curriculum implementation and adoption of instructional best practices.

- Manage and approve elementary school budgets and site plans, ensuring **fiscal stewardship and alignment** with strategic priorities.

- Provide on-site, side-by-side **coaching and leadership development** for principals and emerging school leaders.

- Strategically **align central services and resources** across networks and departments to meet school needs.

- Serve as daily **first responders to school safety issues**, wellbeing concerns, and community matters.

Elementary Key Performance Indicators (KPI)

LEADING INDICATORS (Progress Monitoring Data)	LAGGING INDICATORS (Summative Data)
SIPPS Mastery Tests (Passing 1+ per month) Kinder Letter ID	SIPPS MT @ or above target lesson for K-2 EOY i-Ready Proficiency and Growth for K-2
iReady ELA Proficiency and Growth(3x) Curriculum-embedded interims (4x)	SBAC ELA EOY i-Ready Proficiency and Growth
iReady Math Proficiency and Growth (3x) Curriculum-embedded assessments (6x)	SBAC Math EOY i-Ready Proficiency and Growth
iReady ELA (3x) EL Growth and Proficiency	Reclassification
Suspensions (monthly)	Suspension rate (annual)
Positive Daily Attendance (monthly) Chronic Absence (monthly)	Positive Daily Attendance and Chronic Absence
Sown to Grow weekly surveys	Student wellness surveys (CHKS)
ASR and Lectura (3X) Curriculum-embedded assessments	ASR proficiency Biliteracy Zone (at/above GL in one language, approximating in the second)

Implementation Framework

MORAL IMPERATIVE ↑ **WHY**	**DEEP FOCUS**	**CONSTRUCTIVE MONITORING**	**CORRESPONDING EFFICACIOUS ACTION**
LEARN IT	**EXPECT IT**	**MONITOR IT**	**SUPPORT IT**
Build the capacity of teams & self. What do you/ the team need to know/learn be able to do to implement well? **See it!**	Set the expectation for fidelity & quality; what's loose & what's tight; non-negotiable? **Name it!**	Use data to tell the story. What data will you collect and share with teams on progress? **Do It!**	Continue building the capacity of teams to improve learning & teaching. **Do It!**

Levers for Improvement:	SHIFT FROM FIDELITY TO QUALITY	FOCUS ON THE TASK	STRONG SCHOOL CULTURE FOR ADULTS AND KIDS

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ELEMENTARY
LEADERSHIP PRIORITIES 24-25

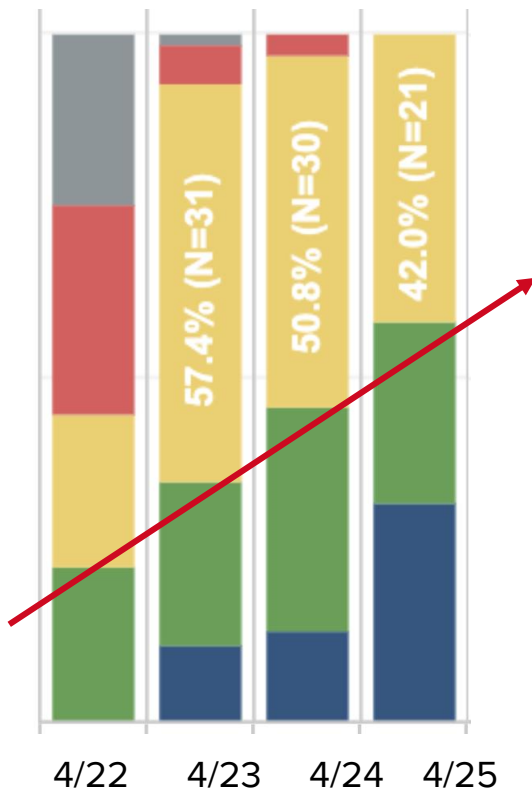| Ensuring High Quality Systems of Standards-Based Instruction	Developing Teams	Strengthen MTSS at Schools	Leadership for Effective Operations and Organization
Principals and school leaders **monitor and support instruction through observation, feedback, coaching, and professional development in collaboration** with teachers. *(LGDS Dimension VI)*	Principals focus on **building strong teams**, such as **ILTS, attendance teams, PLCs,** COST, and SSC, to share responsibility for leadership toward the shared vision. *(LGDS Dimension V)*	School leaders use action planning tools to **set goals for students, build strong relationships, monitor progress, and create data-based action plans to improve instruction** and student outcomes. *(LGDS Dimension VI)* .	School leaders organize, implement, and monitor operational systems to facilitate learning, productivity, and collective responsibility for equitable outcomes with **clear decision making and communication**. *(LGDS Dimension V)*
OBSERVATION AND FEEDBACK	**STRONG ILTs, SSCs & ATTENDANCE TEAMS**	**DEMONSTRATED ACTIONABLE USE OF INQUIRY PLANNING TOOL**	**DELIVERABLES STAFF HANDBOOK**

District Initiative: Strong Readers

OUSD Literacy Framework

Foundational Literacy

Content Units Anchored in Complex Text Sets

Standards-Based Tasks

Assessment & Differentiated Instruction

Integrated and Designated ELD

Equity Practices

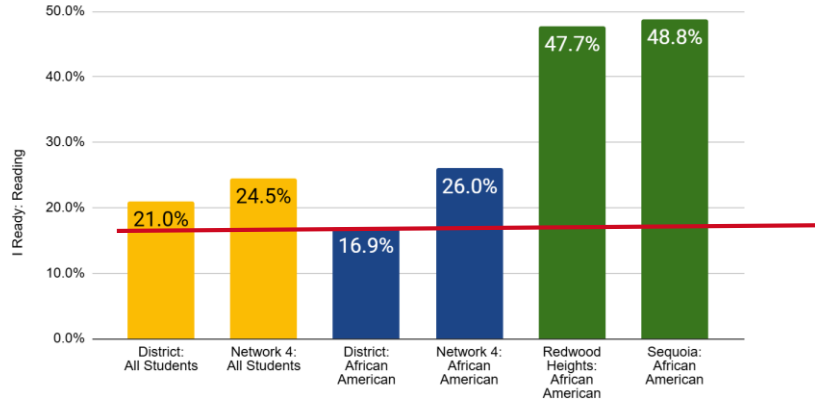# Foundational Literacy: % of students meeting grade level standards

Focal school Allendale's 2nd graders showing gains year over year

Year	% of students meeting or exceeding grade level standards
April, 2022	23%
April, 2023	35%
April, 2024	46%
April, 2025	58%

Performance Legend
- Tested Out
- At/Above Target Lesson
- Below Target Lesson
- Did not pass
- Did not take

Two N4 Schools Lead in Literacy for Black Students

i-Ready Reading: Percent of Students at Grade Level

- District: All Students — 21.0%
- Network 4: All Students — 24.5%
- District: African American — 16.9%
- Network 4: African American — 26.0%
- Redwood Heights: African American — 47.7%
- Sequoia: African American — 48.8%

Two diverse Title I schools, one an EL Education Lab School, in Network 4 have made significant strides in literacy—achieving outstanding outcomes for Black students.

Redwood Heights

- Asian 10.0%
- White 30.0%
- Multi-racial 26.0%
- Hispanic 20.0%
- Black 14.0%

Sequoia

- Asian 10.1%
- White 30.3%
- Multi-racial 22.2%
- Hispanic 28.3%
- Black 9.1%
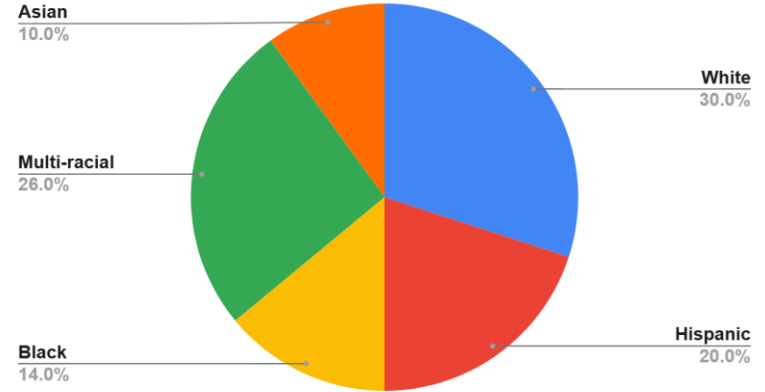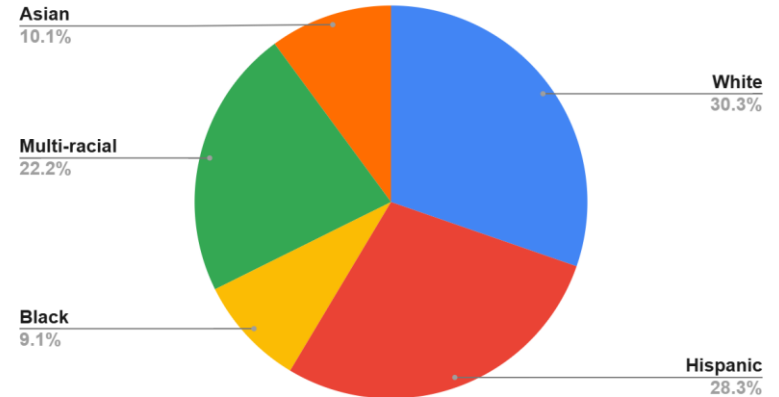
STEM:
Impact & Equity

N4 STEM

i-Ready Math: Percent of Students at Grade Level

Category	Percent
District: All Students	24.0%
Network 4: All Students	24.7%
District: African American	13.9%
Network 4: African American	13.0%
Lincoln: African American	41.7%
Sequoia: African American	18.0%
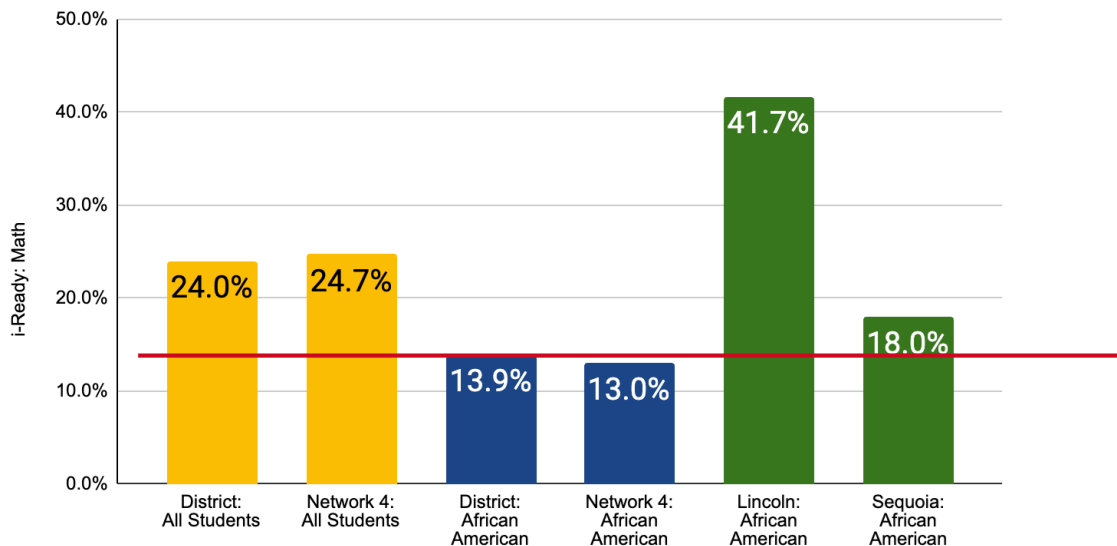
District Initiative: Joyful Schools

Initiative: Joyful Schools

REACH Academy Perfect Attendance Celebration.

MLK Students preparing for the Women's March

La Escuelita College & Career Readiness Event!

District Initiative: Diverse & Stable Staff

Initiative: Diverse and Stable Staff

On track to retain over 90% of school leaders.

75% of Network 4 school leaders are BIPOC.

Monthly coaching/leadership development for TSAs and instructional teacher leads.

Mental health support and wellness coaching for all network principals (certain focal sites).

Impact Data
Progress on Leading Indicators

LEADING INDICATORS (Progress Monitoring Data)	Network 4 Progress Headlines April 2025
SIPPS Mastery Tests (Passing 1+ per month) Kinder Letter ID	92% of Kinder students at grade level in Letter ID; 44% 1st graders (up 12% points since 2022-23) on track to meet goals 42% 2nd graders (up 8% points since 2022-23) on track to meet goals
iReady ELA Proficiency and Growth(3x) Curriculum-embedded interims (4x)	61% of students made or exceeded typical growth in ELA; High participation in CEAs, though impacted by pacing
iReady Math Proficiency and Growth (3x) Curriculum-embedded assessments (6x)	54% average progress towards annual goals in MOY; Highest participation in CEAs, though impacted by pacing
iReady ELA (3x) EL Growth and Proficiency	EL growth in ELA continues to be a challenge across the Network
Suspensions (monthly)	1.4% Suspension rate, well under district goal of 2%
Positive Daily Attendance (monthly) Chronic Absence (monthly)	Positive daily attendance up by 0.6% Chronic absence down by 3.3%
ASR and Lectura (3X) Curriculum-embedded assessments	Dual Language schools implementing Benchmark 2.5; high participation in CEAs in DL schools

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

Thank You

For more information, please reach out:

leroy.gaines@ousd.org

Adult Ed Update

OACE Continues to Increase Enrollments and Expected Outcomes

- **Program Growth and Outcomes**: Since 2020-21, adult student enrollment has increased 33% to 1936 students in 2024-25; and student learning gains have increased 77%. The exponential increase in student outcomes is due to Professional Learning Communities' focus on student learning outcomes and analysis

Alignment and District Initiatives

- **Adult Education Services**: OACE instructional programs include High School Equivalency (HSE),
- Credit recovery/HSD,
- Adult Basic Education (ABE),
- Career Technical Education (CTE) for young adults with disabilities,
- 6 Healthcare Pathways leading to employment as well as
- two different English as a Second Language (ESL) programs: Family Literacy and College and Career Readiness Pathways (CCRP); a total of 40 class offerings.
- Classes are accessible to the community in 21 locations throughout Oakland: 13 at OUSD school sites, 4 at Laney College, 2 community-based organizations and through an online Distance Learning program.
- Adult Education provides support services including GED/HiSet testing, transition support to college and career, transcript services and babysitting in Family Literacy.

Regional Allignment

- **Adult Education Regional Consortium:** OACE is a part of the Northern Alameda Adult Education Collective (NAAEC), created to provide regional coordination of Adult Education services. This is the first time in Adult Education history that adult schools and community colleges are working together to develop programming, co-locate classes, create bridge courses and career pathways to better serve adult learners in the region.

Impact Data

- 130 completed CTE programs
- 70 students were employed so far
- Added 3 more healthcare pathways
- 73 ESL students enrolled in Healthcare pathways
- Received $1.9 m in partnership with Linked Learning to strengthen the relationship and expand the Highway to Work Program and broaden OACE CTE offerings.

Honoring the Life and Legacy of Mr. Oscar C. Wright, Sr.

July 25th, 1923 - November 18th, 2024

Mr. Oscar C. Wright, Sr.

"It's not about you, it's not about me, it's about the children."
- Oscar C. Wright

A Tribute to Mr. Oscar C. Wright, Sr.

Oscar had numerous great accomplishments in his life, but his greatest accomplishment was being the uncompromising morally driven man he always spoke of. Being a father that not only provided, but educated, encouraged, and loved his children, and a committed husband who acknowledged his love for his wife every single day. Charity starts at home with how you treat yourself and family. Oscar took this same energy and commitment and shared it with the people he touched with his sincere words and actions. His messages, though tough at times, were heartfelt by those who cared to listen to his message. His compassion, empathy, and willingness to fight for what he felt was right and for those who could not fight for themselves helped so many people in so many positive ways. Oscar had several sayings/proverbs he would share often, one that comes to mind is "if you don't stand for something, you'll fall for anything." A strong Black man, father, husband, leader, mentor, visionary, an inspiration to others all describe Oscar C. Wright but do not even come close to encompassing the man Oscar was and will be remembered as.

www.mykeeper.com/OscarCWright

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OAKLAND UNIFIED
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1011 Union Street, Oakland, CA 94607

www.ousd.org   @OUSDnews