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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Diana Sherman, Coordinator of Local Control and Accountability Plan (LCAP)

Meeting Date May 14, 2025

Subject Draft 2025-26 Local Control and Accountability Plan (LCAP) — First Read

Ask of the Board Review and provide initial feedback on the Draft 2025-26 Oakland Unified School District Local Control and Accountability Plan (LCAP).

Background The LCAP is a three-year District-level plan required under California Education Code that sets and describes how the District intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified. The 2025-2026 LCAP covers the second year in our three-year planning cycle, with four ongoing goals and four Equity Multiplier goals. The revised 2025-26 Local Control and Accountability Plan (LCAP) will be presented along with the 2025-26 Budget at a public hearing on June 11, 2025 and again, with any needed revisions based on Board and community input, for adoption on June 25, 2025 alongside the 2025-26 Budget.

Discussion The 2025-26 LCAP includes the following:

- LCAP Budget Overview for Parents (*to come in later drafts*)
- 2024-25 LCAP Annual Update
- Plan Summary for 2025-26
 - General Information
 - Reflections: Annual Performance
 - Reflections: Technical Assistance
 - Comprehensive Support and Improvement
- Engaging Educational Partners: Summary of engagements with staff, students, and the community and how the feedback from these engagements was integrated into the plan (*to come in later drafts*)

- **Goals and Actions for 2024-27:**
 - **Goal 1:** All students graduate college, career, and community ready.
 - **Goal 2:** Within three years, focal student groups demonstrate accelerated growth to close our achievement gap.
 - **Goal 3:** Students and families are welcomed, safe, healthy, and engaged in joyful schools.
 - **Goal 4:** Our staff are high quality, stable, and reflective of Oakland’s rich diversity.
 - **Goal 5 (Equity Multiplier Goal):** Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, Prescott Elementary School, Brookfield Elementary School, Burckhalter Elementary School, Sankofa United Elementary School, Frick United Academy of Languages, and Westlake Middle School.
 - **Goal 6 (Equity Multiplier Goal):** Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.
 - **Goal 7 (Equity Multiplier Goal):** Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.
 - **Goal 8 (Equity Multiplier Goal):** Over three years, student academic outcomes will improve at Gateway to College, Sojourner Truth Independent Study, and Street Academy.
- **Increased or Improved Services for Foster Youth, English Language Learners, and Low-Income Students:** Additional detail on the services that we are providing to our English Language Learners, foster youth, and low-income students

Fiscal Impact To be determined in subsequent drafts

Attachment(s)

- Presentation
- Draft 2025-2026 Local Control and Accountability Plan (LCAP)

Oakland Unified School District

2024-2027 Local Control and Accountability Plan, Year 2 (2025-26)

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2024-2027 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary for 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

About Oakland Unified School District

The Oakland Unified School District (OUSD) serves the children of Oakland, California, a diverse city of over 430,000 that sits on the east side of the San Francisco Bay. Our current student enrollment of 34,013 students is 48.3% Latino, 19.3% African American, 11.7% white, 9.6% Asian, 7% multi-ethnic, 0.8% Pacific Islander, 0.5% Filipino, and 0.3% Native American. More than four out of five (81.4%) qualify for free or reduced-price school meals, and 6.8% (2,300 students) are unhoused. Foster youth comprise 0.4% of our enrollment (136 students).

Approximately 18% of students in our District-run K–12 schools and programs are students with disabilities who receive special education services. OUSD is a single-district SELPA (Special Education Local Plan Area) responsible for providing services to infants with low incidence disabilities and to students from early childhood through young adult through IEPs (Individualized Education Programs) in a variety of settings, including public schools, homes, hospitals, and specialized placements. In addition to students who receive IEP services, we also serve 1042 students who have Section 504 plans. Students receiving special education services are disproportionately African American (31.7% of students with IEPs and 32.5% of students with 504 plans, compared to 19.4% of the overall student population).

Half of our students speak one of over 69 world languages other than English at home, and one in three students are English learners. Among these are over 3,415 newcomer students—youth who have been in the United States for fewer than three years. An additional 2,929 students are former newcomers. Most of our newest arrivals fall into the status of refugee, asylee, asylum seeker, and/or unaccompanied minor and may be fleeing violence, human trafficking, or persecution in their home countries.

Given the demographic diversity of OUSD and data that reflects our student outcomes on State and local assessments, our plan aims to lift up the achievement of all students by focusing on our students that struggle academically. We cherish the cultural richness in our district and make no exceptions when it comes to including learners with a wide variety of backgrounds and needs. For us, a strong District plan means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future.

Our Schools

In the 2025-26 school year, Oakland Unified will operate 84 schools: 51 elementary schools (including three TK-8 schools and seven Transitional Kindergarten programs at early childhood centers), 11 middle schools, 11 high schools (including three 6-12 schools), and six Alternative Education programs (including a partnership with Laney College to operate the Gateway to College program and a partnership with the Street Academy Foundation to operate Street Academy). We will have nearly 1,500 children enrolled in our pre-kindergarten programs at 24 early childhood education sites. Additionally, we implement a Young Adult Program that serves our 18-to-22-year-old transition-age youth with Individualized Education Programs and a Home and Hospital Program that serves students with a temporary illness or injury that makes school attendance impossible or inadvisable. There are currently 36 charter schools located within the District boundaries, 27 of which are authorized by OUSD. There are 15 schools that are receiving Equity Multiplier funds and will implement corresponding services and actions in accordance with the legislation. The schools are: Brookfield Elementary School, Burckhalter Elementary School, Markham Elementary School, and Sankofa Elementary School; Frick United Academy of Languages and Westlake Middle School; and Castlemont High School, Dewey Academy, Gateway to College, McClymonds High School, Oakland International High School, Ralph J. Bunche Academy, Ruidsdale Continuation High School, Sojourner Truth Independent Study, and Street Academy.

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.

We are committed to more than quality academic education—we take pride in providing enriching activities, school-based health centers, nutritious locally-sourced meals, and social emotional learning. We endeavor to bring joy to the academic experience while cultivating the skills to ensure our students are caring, competent, fully-informed, critical thinkers. We are proud of our enrichment programs including music, arts, athletics, and dual language Spanish-English immersion programs.

Our Graduate Profile

Our students will be:

- Resilient Learners;
- Collaborative Teammates;
- Community Leaders;
- Critical Thinkers; and
- Creative Problem Solvers.

Our Values

- **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.

Our Strategic Direction

The 2021-26 OUSD Strategic Plan dovetails with the 2024-2028 LCAP to focus on a narrow set of strategic actions. It is an opportunity to reimagine our work and to craft an Oakland school system that represents our highest hopes and dreams for generations to come. The 2021-2026 Strategic Plan focuses on four key initiatives, each representing a thread of the larger work of the LCAP:

Ensuring Strong Readers by Third Grade

We believe that both English learners (ELs) and Academic Language Learners (ALLs) can develop powerful language and literacy skills when teachers across subject areas integrate content learning with reading, writing and discussion. Instruction that focuses on the language demands of tasks and texts deepens students' content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience. Three proven, high-impact practices for all grade levels will be a major focus for our district: reading complex text, academic discussion, and evidence-based writing.

Supporting Powerful Graduates

We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready. To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the standards (Common Core, NGSS, History frameworks, CA Arts, etc.) and in line with our vision of an OUSD graduate. Critical learning experiences include projects, exhibitions, and career internships. Our teachers will be supported in their efforts to use high- quality curriculum, backwards-planning from standards to design assessment and instruction aligned to long-term outcomes. Our students will be given multiple opportunities to perform a standard, with timely, focused feedback along their path to proficiency.

Creating Joyful Schools

We believe all students must feel safe and connected to learn. This is especially true for students from historically marginalized and underserved groups, who often experience low expectations in school. To interrupt the impact of historically underserved groups, OUSD educators implement inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools. Through high expectations, learning partnerships with students and families, and strategic alignment of resources, our community schools help many students overcome trauma and life circumstances that make learning more challenging. OUSD schools engage students through diverse programming that aims to uplift struggling student groups, including sports, visual and performing arts, technology, leadership, and career exploration.

Growing a Diverse and Stable Staff

Oakland's vision is that our students' diverse and rich backgrounds are reflected by the educators that interact with them. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities. Our investments encourage sustainable growth and development for teachers and remove barriers to living and working in Oakland. We focus on the intersection of educator stages of development and four critical areas: partnerships, pathways, support structures, and conditions for educator learning and growth. We believe that to improve outcomes for students, we must improve conditions for adult professional learning throughout our system. All OUSD educators deserve continuous learning opportunities to sharpen their knowledge and skills, meaningful coaching, and time to collaborate with and learn from peers. By engaging in collaborative inquiry—reflecting on their practices, analyzing student learning, testing the impact of their practices, and sharing learning with colleagues—our teachers, leaders, and staff strive to build collective efficacy and transform results for students.

About the OUSD LCAP

The OUSD LCAP captures key actions and investments beyond the District's base program that support our goals to improve outcomes for Oakland students. The base program is defined as staff and services mandated by state education code or federal law that are funded through the LCFF Base Grant, state special education funding, and similar resources allocated to provide specific basic services (e.g., state Home-to-School Transportation

funds). Positions and programs funded by these resources are not included in the LCAP, which focuses on staff and services provided beyond the base. In OUSD, these “over and above” investments may be funded not only by state LCFF Supplemental and Concentration dollars, but also by federal title dollars, local tax measures, and public and private grants.

Although the LCAP expenditures table rolls these investments up to a relatively high level by LCAP action, OUSD also provides as an appendix, a detailed breakdown of positions and services organized by action area and funding source so that partners can more easily see how each area of work is supported. This document includes a description of how school sites will invest their LCFF Supplemental and Concentration dollars and other site-directed resources based on their adopted School Plans for Student Achievement (SPSAs). For details on how a specific school is investing resources, including Title I and local tax measure funds, please see the SPSA budget for that school. SPSAs are posted on the OUSD website each fall following Board review and approval of the plans each summer.

In addition to the programs and services described in the LCAP, OUSD also makes decisions around the use of LCFF Base dollars and other “base” resources such as state and federal funding for required special education services. While these expenditures are not reflected in the LCAP, the District provides a summary of base-funded school investments in the [School Site Funding Profile](#) to provide a more comprehensive picture of the services provided to students. In some cases where funding for a position that supports focal student groups is split between a base resource and a resource included in the LCAP, the position description reflects the full FTE, while the expenditures table reflects only the portion paid by the LCAP resource. The portion paid by LCFF Supplemental or Concentration funds is designated as “contributing.”

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on our review of annual performance data on the California School Dashboard and our own local data dashboards, we have identified the following new and ongoing areas of need to focus on during the next three-year LCAP cycle. We have also noted data trends for student outcomes in other areas.

- Academic Performance in English Language Arts/Literacy and Mathematics
- Graduation Rates
- College/Career Readiness
- Suspension Rates
- Chronic Absenteeism
- Teacher Retention

English Language Arts/Literacy

Based on the state Dashboard, performance on CAASP in English Language Arts increased by 8.7 points from 2023 to 2024, rising to 54.8 points below standard or performance level Yellow. This increase demonstrates growth for our students tested, however, the overall performance levels remain low. There are 3 student groups in Red: 1) English Learner; 2) Hispanic; 3) Long-Term English Learners; 6 student groups in Orange 1) African American; 2) Foster Youth; 3) Homeless; 4) Pacific Islander; 5) Socioeconomically Disadvantaged ; 6) Students with Disabilities; and 4 student groups in Green 1) Asian; 2) Filipino; 3) Two or More Races; 4) White. Focal students for English Language Arts are student groups in Red and Orange.

Mathematics

CAASPP Math performance on the Dashboard was 85 points below standard and increased from the previous year by 8.7 points, now at performance level Yellow. This increase demonstrates growth for our students tested, however, the overall performance levels remain low. There are 2 student groups in Red: 1) English Learner and 2) Long-Term English Learners; 7 student groups in Orange 1) African American; 2) Foster Youth; 3) Hispanic; 4) Homeless; 5) Pacific Islander; 6) Socioeconomically Disadvantaged ; 7) Students with Disabilities; 1 student group in Yellow: 1) Filipino; and 3 student groups in Green 1) Asian; 2) Two or More Races; 3) White. Focal students for Mathematics are student groups in Red and Orange.

English Learner Progress

Districtwide, status on the English Learner Progress Indicator (ELPI) declined by 5.1%. However, outcomes at individual schools varied, with some schools seeing significant gains and others declining significantly. The overall performance level is Orange and only 39.1% of the 7,290 students progressed in their English levels.

Graduation Rates

The District's overall combined 4 and 5 year graduation rate increased to 80.6%, an increase of 5.6 percentage points from 74% last year in 2023. There are 2 student groups in Red: 1) Foster Youth and 2) Unhoused; 1 student group in Orange 1) White; 4 student groups in Yellow: 1) English Learner; 2) Hispanic; 3) Long Term English Learner and 4) Students with Disabilities; and 4 student groups in Green: 1) African American; 2) Asian; 3) Two or More Races; and 4) Socioeconomically Disadvantaged.

The 4 year cohort graduation rates for several targeted student groups increased significantly:

- The graduation rate for Latino students increased from 67.1% to 75.8%.
- The graduation rate for African American students increased from 76% to 79.8%.
- The graduation rate for Newcomer students increased from 52.8% to 61.6%.
- The graduation rate for unhoused students increased from 56.6% to 65.9%.

Additionally, the rate of students in the 4 year cohort who graduated and met the A-G requirements increased by 6.5% percentage points from 42.2% in 2023 to 48.7% in 2024.

College/Career Readiness

The College/Career Indicator (CCI) was first reported on the CA School Dashboard in 2023. This metric includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school. Based on the 2024 Dashboard, 43.4% of students are prepared for college and career, reflecting a significant increase from the previous year by 5.4% and an overall performance level of Green. While this increase demonstrates growth for our students, there remains concern for students that are reflected in Orange and Yellow on the dashboard . There are 2 student groups in Orange: 1) Foster Youth and 2) Long Term English Learners; 4 student groups in Yellow 1) African American; 2) English Language Learners; 3) Homeless; and 4) Students with Disabilities; and 5 student groups in Green 1) Asian; 2) Hispanic; 3) Two or More Races; 4) Socioeconomically Disadvantaged; and 5) White. Focal students for College/Career Readiness are student groups in Orange and Yellow. A key area of focus to increase college and career readiness is the strengthening of our Linked Learning approach, among other key investments described in our LCAP.

Building Linked Learning Pathways

One key approach to increasing graduation rates and college and career readiness for our focal student groups identified as Orange and Yellow on the Graduation indicator (foster youth, long term English Learners, African American, English Learners, homeless and students with disabilities)—many of whom will be the first generation in their families to go to college—is through Linked Learning. Linked Learning offers engaging, industry-themed high school pathways in fields as diverse as Architecture, Health and Bio-science, Engineering, Environmental Science, Fashion, Culinary, Entrepreneurship,

Multimedia, Sustainable Urban Design, and Computer Science, among others. Almost every high school, including alternative education schools, has at least one Linked Learning Pathway, and includes work-based learning as well as Career Technical Education courses that frequently carry dual high school and community college credits. We believe that Linked Learning will be a major factor contributing to increases in the percentage of students who meet the criteria for “prepared” by completing a combination of A-G course requirements, Career Technical Education, and Dual Enrollment courses.

OUSD has stayed the course with a long-term investment and approach to developing Linked Learning Pathways citywide. With support from Measure N (reauthorized for 14 years starting in 2023-24 as Measure H), all OUSD high schools have further developed and expanded Linked Learning Pathways, and we continue to see a significant increase in pathway participation for students in Grades 10-12, from 44.9% in 2015-16 to 89.1% in 2024-25.

Our early years Linked Learning data showed that twelfth grade students in Linked Learning Pathways were more likely to graduate than their non-Pathway peers (90.7% Pathway twelfth grade graduation rate, 64.2% non-Pathway twelfth grade graduation rate in 2016), so the continued expansion and deepening of Linked Learning is a promising strategy for increasing graduation rates.

Strengthening A-G Course Offerings

Over the past three years, we have invested in the following areas that contribute toward increased A-G completion rates and college readiness:

- Streamlined high school master schedules and course offerings to eliminate credit-bearing courses that do not fulfill A-G requirements;
- Continued expansion of Computer Science classes for all students in Grades 6-9 and increased the rigor of these classes to begin earlier preparation for a wider range of Linked Learning pathways, college majors, and 21st century careers, especially for underrepresented low-income and female students, and students of color;
- Expanded A-G course offerings through the University of California-approved Khepera courses fulfilling History/Social Studies (“A”), English (“B”), and College Preparatory Electives (“G”) college eligibility requirements;
- Increased student goal-setting for college and career starting in middle school through Promise Centers; and
- Increased parent engagement in academic activities to understand graduation and college eligibility requirements, including financial aid.

Reducing Disproportionality in College/Career Readiness for Foster Youth and Long Term English Language Learners, and Other Focal Student Groups

Although College/Career Readiness is overall an area of success for the District, we continue to work on strategies to close performance gaps for foster youth and long term English Language Learners, along with African-American students, unhoused students, and students with disabilities.

Improving Pathway Participation for Focal Student Groups

Over the past five years, we have paid special attention to increasing pathway participation for our previously underrepresented groups, including Pacific Islander students, African American students, foster youth, and students with disabilities. Tenth grade participation for African American students

had caught up with the overall participation in recent years and increased to 82% in 2024-2025 yet still below the 88.4% participation rate for all students. Participation rates for students with disabilities, while growing, remain well below the District average, with 81.3% of grade 10 students with disabilities participating in pathways in 2024-25. In contrast, participation rates for foster youth are below the district average, with 73% of grade 10 foster youth participating in pathways. (Notably, the small number of foster youth means that this rate can change significantly year to year.)

Improving A-G Completion Rates for Focal Student Groups

One challenge as we work to increase A-G completion rates is the dramatic increase in older newcomer students, including hundreds of unaccompanied immigrant youth who are entering our high schools each year. In 2024-25, 344 newcomer students entered District high schools for the first time, bringing the total for newcomer high school students to 1,206 students in Grades 9-12. These students are learning English, may have experienced trauma and interrupted schooling, generally take longer than four years to complete high school graduation requirements, and may not pass all A-G courses with a grade of C or better. This points to a need for targeted newcomer and English Language Learner services and supports so that more of these students can stay in school and complete their A-G course requirements.

A-G completion rates for many student subgroups also continue to lag significantly behind the average rate of 48.7% for all twelfth grade students in the 2023-24 cohort:

- 38.7% of African American students completed A-G requirements in 2023-24
- 43.2% of Latino students completed A-G requirements in 2023-24
- 40.9% of Pacific Islander students completed A-G requirements in 2023-24
- 28.6% of foster youth completed A-G requirements in 2023-24
- 31.3% of English learners completed A-G requirements in 2023-24
- 28.7% of students with disabilities completed A-G requirements in 2023-24
- 29.3% of unhoused students completed A-G requirements in 2023-24

We continue to implement new strategies to improve access to and completion of A-G courses for these student groups.

Suspension

Across the district, out-of-school suspensions have decreased this year as compared to 2023-2024. The total number of incidents decreased from 2,155 incidents last year down to 1,699 in May 2025. While there is great progress, suspension rates for African-American students and African American students with disabilities are higher than rates for any other student group. In 2024-25, the suspension rate across the District is 3.2% while the

suspension rate for African American students is well above the District average at 8.2%, although they comprised only 19% of the total District enrollment.

Chronic Absenteeism

Chronic absenteeism rates decreased from 31.9% in 2023-2024 to 26.9% in May 2025 a significant decrease of 5%. We continue to see high rates of chronic absenteeism in specific student groups: Pacific Islander (54.2%); Latino (29.6%); African American students (38.9%); and English Language Learners (29.2%) while White (12.6%) and Asian (11.2%) students are significantly less chronically absent. For schools that are performing at Yellow in Chronic Absenteeism and are significantly above the District Average in chronic absenteeism, case managers are being assigned as an emerging District strategy and an emphasis on building the capacity of case managers to improve attendance is the focus of this strategy.

School-Level Performance

At the school level, the following schools and student groups have also been identified for improvement.

Schools and Student Groups Identified for Low Performance

Student groups that received the lowest performance level at the District level on one or more indicators on the 2023 Dashboard included:

- Long Term English Language Learners (ELA, Math, EL Progress, Suspension)
- Black/African-American students (ELA, Math, Suspension, Chronic Absenteeism)
- English learners (ELA, Math, EL Progress, Suspension)
- Foster youth (ELA, Math, Graduation, Suspension, College/Career)
- Latino students (ELA, Math, Suspension)
- Low-income students (ELA, Math, Suspension)
- Native American students (Chronic Absenteeism)
- Pacific Islander students (ELA, Math, Chronic Absenteeism)
- Students with disabilities (ELA, Math, Chronic Absenteeism)

Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Yellow	Green	Yellow	Yellow	Green
English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Yellow
Long-Term English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Orange
Foster Youth	N/A	Yellow	Red	Red	Orange	Orange	Orange
Homeless	N/A	Yellow	Green	Red	Orange	Orange	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Orange	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Orange	Orange	Yellow
African American	N/A	Yellow	Red	Green	Orange	Orange	Yellow
American Indian or Alaska Native	N/A	Orange	Yellow	--	--	--	--
Asian	N/A	Yellow	Green	Green	Green	Green	Green
Filipino	N/A	Yellow	Orange	--	Green	Yellow	--
Hispanic	N/A	Yellow	Orange	Yellow	Red	Orange	Green
Native Hawaiian or Pacific Islander	N/A	Yellow	Yellow	--	Orange	Orange	--
White	N/A	Yellow	Green	Orange	Green	Green	Green
Two or More Races	N/A	Yellow	Yellow	Green	Green	Green	Green

N/A: Not Applicable

Schools Identified for Low Performance

In addition to the student groups identified at the district level for low performance, multiple schools received the lowest performance level for all students on one or more indicators on the 2023 Dashboard. These schools included:

- ACORN Woodland Elementary (Chronic Absenteeism)
- Allendale Elementary (Chronic Absenteeism)
- Bella Vista Elementary (Chronic Absenteeism)
- Bret Harte Middle (ELA, Math, Chronic Absenteeism)

- Bridges @ Melrose Academy Elementary (ELA, Chronic Absenteeism)
- Brookfield Elementary (ELA, Math, Chronic Absenteeism)
- Burckhalter Elementary (Chronic Absenteeism)
- Castlemont High (Math, Graduation, Suspension)
- Chabot Elementary (Chronic Absenteeism)
- Claremont Middle (Chronic Absenteeism)
- Cleveland Elementary (Chronic Absenteeism)
- Coliseum College Prep Academy (Chronic Absenteeism)
- Crocker Highlands Elementary (Chronic Absenteeism)
- Dewey Academy High (College/Career Indicator, Graduation, Suspension)
- East Oakland Pride Elementary (ELA, Math, Chronic Absenteeism)
- Edna Brewer Middle (Chronic Absenteeism)
- Elmhurst United Middle (ELA, Math, Suspension, Chronic Absenteeism)
- Emerson Elementary (ELA, Math, Chronic Absenteeism)
- EnCompass Academy Elementary (ELA, Chronic Absenteeism)
- Esperanza Elementary (ELA, Chronic Absenteeism)
- Franklin Elementary (Chronic Absenteeism)
- Fred T. Korematsu Discovery Academy (Chronic Absenteeism)
- Fremont High (ELA, Math)
- Frick United Academy of Language Middle (ELA, Math, Chronic Absenteeism)
- Fruitvale Elementary (ELA, Math, Suspension, Chronic Absenteeism)
- Garfield Elementary (ELA, Math, Suspension, Chronic Absenteeism)
- Glenview Elementary (Chronic Absenteeism)
- Global Family Elementary (ELA, Math, Chronic Absenteeism)
- Grass Valley Elementary (ELA, Math, Chronic Absenteeism)
- Greenleaf Elementary (ELA, Chronic Absenteeism)
- Highland Community (ELA, Math, Chronic Absenteeism)
- Hillcrest (Chronic Absenteeism)
- Hoover Elementary (ELA, Math, Chronic Absenteeism)
- Horace Mann Elementary (Chronic Absenteeism)
- Independent Study, Sojourner Truth (Math, College/Career Indicator, Graduation, Chronic Absenteeism)

- International Community (ELA, Chronic Absenteeism)
- Joaquin Miller Elementary (Chronic Absenteeism)
- La Escuelita Elementary (Chronic Absenteeism)
- Laurel Elementary (ELA, Chronic Absenteeism)
- LIFE Academy (Chronic Absenteeism)
- Lockwood STEAM Academy (ELA, Chronic Absenteeism)
- Madison Park Academy Upper (ELA, Math, Chronic Absenteeism)
- Madison Park Academy Elementary (Chronic Absenteeism)
- Manzanita Community (ELA, Math, Chronic Absenteeism)
- Manzanita SEED Elementary (Chronic Absenteeism)
- Markham Elementary (ELA, Chronic Absenteeism)
- Martin Luther King, Jr. Elementary (ELA, Chronic Absenteeism)
- Melrose Leadership Academy (Chronic Absenteeism)
- Montclair Elementary (Chronic Absenteeism)
- Montera Middle (Suspension, Chronic Absenteeism)
- Oakland Academy of Knowledge Elementary (Chronic Absenteeism)
- Oakland High (ELA, Math)
- Oakland International High (Graduation)
- Oakland Technical High (ELA)
- Peralta Elementary (Chronic Absenteeism)
- Piedmont Avenue Elementary (Chronic Absenteeism)
- Prescott Elementary (Chronic Absenteeism)
- Ralph J. Bunche Continuation High (College/Career Indicator)
- Reach Academy Elementary (ELA, Chronic Absenteeism)
- Redwood Heights Elementary (Chronic Absenteeism)
- Roosevelt Middle (Chronic Absenteeism)
- Rudsdale Continuation High (ELA, Math, College/Career Indicator, Graduation)
- Sankofa United Elementary (Math, Chronic Absenteeism)
- Sequoia Elementary (Chronic Absenteeism)
- Skyline High (ELA, Math)
- Street Academy (Suspension)

- Think College Now Elementary (ELA, Chronic Absenteeism)
- Thornhill Elementary (Suspension, Chronic Absenteeism)
- United for Success Academy (ELA, Math, Chronic Absenteeism)
- Urban Promise Academy (ELA, Math, Chronic Absenteeism)
- West Oakland Middle (ELA, Math, Suspension, Chronic Absenteeism)
- Westlake Middle (ELA, Math, Suspension, Chronic Absenteeism)

In addition to the districtwide and schoolwide challenges identified above, 74 schools had specific student groups identified within the school that received the lowest performance level on one or more indicators on the 2023 Dashboard. Due to the seven-day teacher strike in May 2023 and the resultant student absences, almost all District schools received a performance level of red, or very low, for chronic absenteeism. However, at 61 schools, at least one student group was identified for low performance on a Dashboard indicator other than chronic absenteeism. The complete list of schools and the student groups identified is available in the Required Actions Appendix.

Teacher Retention

Teacher retention continues to be a critical need for Oakland Unified because high rates of teacher turnover have a negative impact on the effectiveness of our professional development, new teacher support, teacher collaboration, and coaching resources. Teacher retention therefore affects the quality of classroom instruction and student learning, and directly impacts student academic performance and social emotional well-being. The need to hold onto and develop our teachers is greatest in our schools with the highest concentrations of low-income students, English Language Learners, and foster youth. The majority of students in these groups also identify as Black, Latino, or Black Indigenous.

Overall Teacher Retention: Over the past 10 years, OUSD has had on average 2,398 teachers each year. The yearly retention rate has averaged 83% returning in any position and 81% returning as teachers each year. On average, 75.5% of our teachers return to the same school the following year, however, when you examine the three-year retention rate a significant issue emerges- the rate of returning teachers drops to 49.2%. These retention rates mean that we replace hundreds of teachers every year districtwide, and the turnover and vacancy rates are even higher at some schools in our communities with the most need, and in some content areas such as Special Education, secondary math and science, and bilingual education. (Data Source: Human Capital Analytics, Staff Retention and Teacher Data Dashboards, ousddata.org)

Staff Retention Survey: OUSD recently completed our annual Staff Engagement and Retention Survey in the Spring of 2025 and those results will be available in the Fall 2025. In Spring 2024, the survey included 1,140 teachers, 693 support staff, 122 central office staff and 122 certificated school leaders. At the time of the survey, about 84% of teacher respondents reported planning to stay in their current position, an increase of 6% from last year. Approximately one in ten (9%) teachers who took the survey indicated they were planning to leave their position voluntarily.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Oakland Unified receives technical assistance from the Alameda County Office of Education (ACOE). Our District met the criteria for differentiated assistance established as part of California's System of Support for local education agencies based on performance in each Local Control Funding Formula (LCFF) state priority area.

Under the LCFF statutes, districts are eligible for differentiated assistance based on:

- Student group performance in two or more LCFF state priority areas,
- Performance on local indicators in two or more priority areas, or
- A combination of student group performance in one state priority area and local indicator performance in one different priority area.

In 2023, OUSD was identified for eight student groups at the lowest performance level: English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, American Indian, Hispanic and Pacific Islander students. As a result of improved outcomes, seven student groups are no longer identified for Differentiated Assistance support while Foster Youth remains a focal student group:

- 15.2 point increase in English Language Arts for Students with Disabilities
- 17.4 point increase in Math for Students with Disabilities
- 20.2 point increase in English Language Arts for African American students
- 17.4 point increase in Math for African American students
- 29.4 point decrease in Chronic Absenteeism for English Learners
- 32.7 point decrease in Chronic Absenteeism for Hispanic students
- 8.1 point increase in Graduation rate for English Learners

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The federal Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Targeted and Additional Targeted Support and Improvement (TSI/ATSI) based on the criteria in California’s ESSA State Plan. The CDE uses the California School Dashboard (Dashboard) to determine school eligibility for CSI and TSI/ATSI.

Schools can be designated for CSI based on low graduation rate if the combined four-and five-year graduation rate on the 2023 Dashboard is less than 68% when averaged over three years. A school can also be designated for CSI based on low performance if the school receives Title I funds and, based on the 2023 Dashboard, has all red indicators; all red indicators except for one indicator of another performance color; or five or more indicators where the majority are red on a schoolwide basis. The following indicators are considered: English Language Arts/Literacy Indicator, Mathematics Indicator, English Learner Progress Indicator, Graduation Rate Indicator, Suspension Rate Indicator, Chronic Absenteeism Indicator, and College/Career Indicator

Beginning this year, the CDE will designate schools for CSI once every three years. Schools may exit CSI in Year 2 or Year 3 if they no longer meet the criteria, but no new schools will be designated.

The following schools are identified for comprehensive support and improvement for the 2024-25 school year: Bret Harte Middle School, Brookfield Elementary School, Castlemont High School, Dewey Academy, East Oakland Pride Elementary School, Elmhurst United Middle School, Emerson Elementary School, EnCompass Academy, Fremont High School, Frick United Academy of Language, Fruitvale Elementary School, Garfield Elementary School, Global Family Elementary School, Grass Valley Elementary School, Highland Community School, Hoover Elementary School, Sojourner Truth Independent Study, Madison Park Academy Upper, Manzanita Community Elementary School, Markham Elementary School, Martin Luther King, Jr. Elementary School, Oakland International High School, Rudsdale Continuation School, Skyline High School, Street Academy, United for Success Academy, Urban Promise Academy, West Oakland Middle School, and Westlake Middle School.

Both Title I-funded and non-Title I-funded schools are eligible for TSI/ATSI if they were not designated for CSI and have one or more student groups that, for two consecutive years, meet the criteria described above for low performance. Schools will be designated for ATSI once every three years.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Oakland Unified has a strong and long-standing theory of action around school-based decision making, particularly around funding. At the secondary level, the bulk of the CSI grant is awarded directly to schools for individual School Site Councils to work in collaboration with broader school communities to study needs and propose evidence-based solutions. At the district level, staff develop a planning framework for the School Plan for Student Achievement (SPSA) to guide schools through the process of understanding needs and evaluating potential intervention strategies. Both network superintendents and Central academic leaders review school improvement plans and provide guidance on focal areas and strategies. In addition to the site-based investments, a portion of the CSI grant for high schools funds central credit recovery programs and case management to ensure that students reach graduation.

At the elementary level, CSI schools are identified for very low academic performance and for very high chronic absenteeism. At these schools, the CSI grant funds a full-time Teacher on Special Assignment (TSA) who focuses on school improvement work. Each school community determines what the TSA will focus on; many opt for instructional coaching and teacher development, while others focus on culture and climate to address the challenges that led to their identification for CSI.

District-Level Stakeholder Engagement

Several district-level committees, including the Parent and Student Advisory Committee (PSAC) and the District English Language Learner Subcommittee (DELLS), review summaries of planned school investments in SPSAs across the district each year to understand trends and to study implementation and impact over time. These partners also provide input on needed district-level investments such as student social emotional and behavioral health staff and academic content experts funded through other grants and targeted resources who provide essential supports to schools designated for CSI.

School Needs Assessment & Stakeholder Engagement

As part of the school site planning process, every school undertakes a comprehensive needs assessment as they develop their annual School Plan for Student Achievement (SPSA) to examine student performance data, progress towards goals, implementation and effectiveness of current strategies, and needed adjustments to strategies. The SPSA also serves as the School Improvement Plan for CSI. Schools designated for CSI are coached by their network superintendents and by Central content area specialists to complete the needs assessment with a focused lens on the areas that triggered their designation for CSI. The OUSD Research, Assessment and Data (RAD) team also assists CSI schools in better understanding their focal student group data, data on overlapping focal student groups (e.g., newcomer English learners who are also unhoused), and evaluating performance trends over time.

Identification of Evidence-Based School Improvement Practices

Based on this needs assessment, each school designated for CSI in 2024-25 worked with the school community in the spring of 2024 to identify high-leverage, evidence-based actions to fund with CSI resources. These proposed actions were then reviewed by network superintendents and Central

Office academic leaders. If needed, schools received feedback to rethink or provide more information on proposed actions to ensure that CSI funding would be leveraged to effect change. Due to the seven-day teachers' strike in May 2023 that pushed chronic absenteeism rates across the district to the lowest performance level, a record 29 schools were designated for CSI for the 2024-25 school year. Many of these schools are new to the CSI grant and needed additional support to understand the funding and the planning process. We also anticipate that some of these schools will exit CSI as their chronic absenteeism rates return to more typical numbers.

Resource Inequities

Oakland Unified has long lifted up equity in its lens on allocating site funding in a city where there can be sharp socioeconomic contrasts between schools and neighborhoods just a few miles apart. While many state and federal funding streams must be allocated by formula, some local funding resources provide opportunities to offset some of the inequities inherent in this socioeconomic divide. As part of the development of school plans, every school is asked to identify and reflect on resource inequities. While it is especially important for schools designated for CSI to name these inequities, OUSD has found that asking SSCs at high-performing non-Title I schools to consider inequities within the district is crucial as well.

Schools designated for CSI identified inequities in these key areas, among others:

- Schools with predominantly low-income student bodies have far less ability to fundraise through their family communities, as schools in wealthier areas of the city have done to offset the impact of recent budget cuts.
- Schools that serve very high-need student populations with large concentrations of low-income students, English learners, and unhoused youth tend to disproportionately employ novice teachers, which requires schools to expend additional resources to provide coaching and support services to teachers and their students. Many schools who serve concentrations of low-income students also struggle to retain teachers, and sometimes begin the year with vacancies that are not filled until the second month of school or beyond.
- At the high school level, schools identified for CSI are less likely to offer Advanced Placement courses, world language courses, and other college readiness courses, and often have more emergency-credentialed teachers than other District high schools.
- Some schools identified for CSI are disproportionately more likely to receive newly-arriving immigrant students (referred to as "late-arriving newcomers") after the Census Day budget adjustments, meaning that these students do not bring additional funding with them to the school, but still require staff and service resources.

To begin to address these inequities, Oakland Unified funded the following actions during the 2023-24 school year, and continues to explore longer term solutions:

- The District allocated additional student support staffing to high-need schools based on the Unduplicated Pupil Percentage (UPP).
- The District funded reduced class sizes at schools with UPPs above 90%.
- The District funded 8.2 FTE in additional teachers to help meet the needs of late-arriving newcomers who arrive after Census Day.

Credit Recovery & Intensive Case Management for CSI-Designated High Schools

The High School Linked Learning Office (HSLLO) provides a comprehensive central credit recovery model that ensures equitable access to all schools regardless of size or resources to increase the number of students graduating and A-G eligible. The HSLLO created the Central Academic Recovery (CAR) team to pilot several credit recovery and prevention efforts across CSI schools beginning in Spring 2022. Some examples of programming piloted include:

- **School Day Credit Recovery:** CAR School Day Credit Recovery options began with one Algebra class for students in grades 9 and 10. School Day AR has expanded to engage students in grades 9-12 and provides access to all History classes, Spanish 1 & 2, English 1-4, Algebra 1 and Geometry. School Day AR happens at two of OUSD's comprehensive high schools and enrolls some of Oakland's most vulnerable youth. School Day AR options are accessible to students because the courses are embedded into the school's master schedule. Students are able to cycle through courses at an accelerated pace and demonstrate mastery of core concepts as part of their regular school schedule.
- **Summer Healing & Academics 4 Kids (HACK) Program for Students in Grades 9 and 10:** During summer academic credit recovery, students participate in project based and hands-on learning with engaging field trips, activities and internships relevant to their credit recovery courses in which they were enrolled. Summer HACK '23 enrolled 120+ students and averaged a 95% pass rate. Summer HACK '24 will host programs in two locations, one on the east side of the city and one on the west side.
- **CAR Online Academic Recovery (COAR):** In addition to centrally delivered credit recovery at school sites, the CAR team offers credit recovery online via zoom. Courses are offered for a period of 10 weeks in Fall and Spring semesters. All OUSD high school students in grades 10-12 can access the online classes, and 120 students from 12 high schools earned a C or higher in the following courses: Algebra 1; Geometry, English 1-4, World History, American Government, Economics, US History, Spanish 1 & 2.
- **Intensive Case Management for students in Alternative Education:** The Alternative Education Schools have a dedicated Case Manager that provides additional support with students in danger of failing by working in conjunction with the teacher of record. Providing guidance through 1:1 meetings, home visits, and tracking progress in order for students and families to stay up to date on the graduation status of students on their caseload.

The High School Network will continue to build out the credit recovery strategy for the 2023-24 school year to provide centrally managed credit recovery teachers and case managers to better support credit recovery needs at CSI-identified sites. CSI funds will be braided with Central Title funding to expand program eligibility to students at ATSI-designated high schools as well.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

All schools in Oakland Unified use an online inquiry and planning tool to track implementation of their work over the course of the year using six-to-eight-week cycles of inquiry. Through these cycles, principals work with their teachers to better understand whether the planned strategies are being implemented with fidelity; what short-term student outcomes are expected and whether these outcomes are being achieved; and what long-term effectiveness will look like for each strategy. At the district level, student outcomes are monitored regularly throughout the year to better understand data trends and to surface best practices that are leading to growth.

All schools in Oakland monitor the LCAP metrics for student outcomes at the site level to understand how their students are performing compared to other students across the district and across the state. Many of these metrics also appear in the School Plan for Student Achievement (SPSA). In addition, individual CSI schools are encouraged to identify additional metrics based on their specific need assessments and improvement strategies to track both implementation and effectiveness of their CSI plan actions. These vary widely given the diversity of needs in OUSD schools, but can include metrics such as teacher retention, percentage of teachers with full credentials, or percentage of families engaged with the school.

Ongoing Data Inquiry & Planning

CSI schools will focus their data inquiry and planning work on the specific high-leverage strategies they have identified to improve student outcomes as part of their CSI plans during regular meetings with their network teams. Network superintendents and partners, who coach school leaders in this work, will monitor completion of the inquiry and planning tool to document these inquiry cycles and will provide guidance on how each school can most effectively monitor the CSI plan. RAD continues to provide focused support to these schools to help leaders set and monitor targets to improve student outcomes and exit CSI, and to evaluate the implementation and impact of their planned actions. School Site Councils, school instructional leadership teams, and other key partners also review and evaluate key data points to determine how effective strategies are and whether schools should continue to implement these improvement efforts or adjust their plans.

Stakeholder Partnerships to Monitor CSI Plans

At the school level, CSI plans are monitored first and foremost by School Site Councils (SSCs). Oakland Unified has a strong culture of school governance that empowers SSCs—committees composed of parents, students, teachers, school staff, and principals—to participate actively in planning and budgeting for school improvement. The SSC tracks progress towards school goals and implementation of strategies in the CSI plan, and works with the principal and staff to amend the plan as needed throughout the year as conditions change.

At the district level, the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees—the District English Language Learners' Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC)—review and

provide input on districtwide investments and strategies for improvement. Throughout the year, each group chooses areas of interest for “deep dives” and invites District staff to present on districtwide and school-specific approaches to improving student outcomes and resulting outcomes in the focal area.

Central Staff Resources for CSI Schools

In addition to support provided by network teams and Central Office content area specialists, OUSD also invests in two Central Office positions to help schools designated for CSI to research, implement, and evaluate the implementation and effectiveness of their CSI plans. The half-time CSI Teacher on Special Assignment (TSA) guides principals and school communities through plan development, coaching leaders in data review and helping school teams evaluate potential evidence-based strategies to address their identified needs. The LCAP Coordinator is funded through the CSI grant to spend one day each week providing support for the CSI program, including development and monitoring of the CSI-specific sections of the SPSA and ongoing review of CSI investments to ensure that funds are spent in accordance with each school’s approved improvement plan. Together, these Central staff also create the written guidance provided to schools that outlines how schools may plan and use CSI funds. The CSI TSA also offers grade span-specific help sessions for school leaders, particularly those new to OUSD or new to the CSI grant, to create space for schools to ask questions and share best practices. As the CSI program develops, the District will continue to examine and refine these Central support roles.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

EDUCATIONAL PARTNER(S)	PROCESS FOR ENGAGEMENT
LCAP Parent and Student Advisory Committee (PSAC)	<i>To come in a future draft.</i>
District English Language Learners' Subcommittee (DELLS)	<i>To come in a future draft.</i>
Foster Youth Advisory Committee (FYAC)	<i>To come in a future draft.</i>
Community Advisory Committee for Special Education (CAC)	<i>To come in a future draft.</i>
Latino Parent Advisory Group (LPAG)	<i>To come in a future draft.</i>
All City Council (ACC)	<i>To come in a future draft.</i>
School and Central Office Staff	<i>To come in a future draft.</i>

Labor Partners	<i>To come in a future draft.</i>
Educational Partners at Equity Multiplier Schools	<i>To come in a future draft.</i>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

To come in a future draft.

Goals and Actions

Goal 1

GOAL #	DESCRIPTION	TYPE OF GOAL
1	All students graduate college, career, and community ready.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning):** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 2: State Standards (Conditions of Learning): Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.

Priority 4: Pupil Achievement (Pupil Outcomes): Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 7: Course Access (Conditions of Learning): Ensuring that all students have access to a broad course of study that prepares them for college and career in all required subject areas, including mathematics, history and social studies, ethnic studies, science, visual and performing arts, health, physical education, career technical education, and other areas.

Priority 8: Other Pupil Outcomes (Pupil Outcomes): Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 1 encompasses our academic approach to Tier 1 instruction as we work to provide a comprehensive, quality instructional program to all students. We believe that all students, regardless of current skill or circumstance, can develop the academic, creative, and life skills to become college, career, and community ready. In all classrooms, students are engaged in daily tasks that require them to practice essential skills articulated in the standards and in line with our graduate profile. Woven into all of these daily tasks across subject areas are opportunities for students to practice language and literacy by reading complex texts, having academic discussions, and writing with evidence. Instruction that focuses on the language demands of tasks and texts deepens students’ content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience.

To ensure that students have a strong foundation, we focus strongly on third grade literacy, which is the most important predictor of high school graduation. At the end of third grade, students are shifting from learning to read to reading to learn so that they can gain the knowledge, skills, and dispositions they will need for college, career, and community success. Our TK-12 teachers are supported in their efforts to provide a high quality learning experience for all students, which means both using a high-quality, standards-based curriculum and developing relevant, engaging, and community-facing projects and activities. To understand and assess the learning of our TK-12 students, we ask them to complete a variety of performance tasks, such as career-aligned projects, exhibitions, internships, and pathway capstone projects. These tasks are both demonstrations of learning as well as learning experiences in and of themselves where students develop literacy skills, academic proficiency, and growth towards the graduate profile outcomes.

We monitor our progress by implementing a Multi-Tiered System of Support (MTSS) within our schools. MTSS is not a new concept to our District. However, practices currently vary widely from school to school, so deepening our MTSS work is a major focal point for this upcoming cycle of our LCAP.

Our approach in high school is Linked Learning, which has already demonstrated effectiveness through higher graduation rates and more student engagement in learning. Key strategies within Linked Learning include: Project-Based Learning (PBL), Career Technical Education (CTE), Work-Based Learning (WBL), and comprehensive student support. The rigorous, relevant, and supported learning experiences that are a hallmark of our Linked Learning career pathways are also reflected in all TK-12 instruction.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy, as measured by the average distance from standard (points above or below standard) without participation penalty.	-52.7	TBD	--	-31.7	TBD
1.1.2	Increase the percentage of kindergarteners reading mid or above grade level on the spring administration of the i-Ready reading assessment.	33.8%	TBD	--	39.8%	TBD
1.1.3	Increase the percentage of first graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	32.0%	TBD	--	38.0%	TBD
1.1.4	Increase the percentage of second graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	30.5%	TBD	--	36.5%	TBD
1.1.5	Increase the percentage of third graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	28.6%	TBD	--	34.6%	TBD
1.1.6	Increase the percentage of students in grades 3-5 reading three or more years below grade level who meet their annual stretch growth goal, as measured by the i-Ready reading assessment.	15.8%	TBD	--	25.8%	TBD
1.1.7	Decrease the percentage of students in grades 6-8 reading three or more years below grade level on the spring administration of the iReady reading assessment.	36.7%	TBD	--	30.7%	TBD
1.1.8	Decrease the percentage of students in grades 9-11 reading three or more years below grade level on the spring administration of the iReady reading assessment.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.2.1	Improve performance on the SBAC state assessment in Mathematics, as measured by the average distance from standard (points above or below standard) without participation penalty.	-83.0	TBD	--	-68.0	TBD
1.2.2	Improve performance on the California Science Test (CAST), as measured by the average distance from standard (points above or below standard) without participation penalty.	-20.6	TBD	--	-11.6	TBD
1.3.1	Increase the percentage of areas in the Self-Reflection Tool for Priority 2: Implementation of State Standards that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability).	26.1%	TBD	--	52.2%	TBD
1.3.2	Increase the percentage of English learners in Grades 6–12 who are required to take English Language Development who are also enrolled in an elective class.	43.9%	TBD	--	100.0%	TBD
1.4.1	Increase the number of elementary visual and performing arts (VAPA) positions districtwide.	50.05	TBD	--	55.00	TBD
1.5.1	Increase the number of three- and four-year-old children who are enrolled in District-run early childhood and transitional kindergarten programs.	1724	TBD	--	2300	TBD
1.6.1	Increase the number of students attaining biliteracy pathway awards in dual language schools.	665	TBD	--	700	TBD
1.6.2	Increase the number of students completing the seal of biliteracy annually.	181	TBD	--	275	TBD
1.7.1	Increase the combined four- and five-year graduation rate as reported on the California School Dashboard.	75.0%	TBD	--	81.0%	TBD
1.7.2	Reduce the high school cohort dropout rate.	13.9%	TBD	--	10.9%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.7.3	Increase the percentage of students who graduate prepared for college and career, as measured by the California College/Career Indicator.	37.9%	TBD	--	43.9%	TBD
1.7.4	Increase student career pathway participation rate for Grades 10-12.	88.0%	TBD	--	94.0%	TBD
1.8.1	Increase the percentage of Grade 12 graduates completing courses that satisfy the requirements for career technical education sequences, as reported through the California School Dashboard.	23.4%	TBD	--	29.4%	TBD
1.8.2	Increase the percentage of Grade 12 graduates completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	41.1%	TBD	--	47.1%	TBD
1.8.3	Increase the percentage of Grade 12 graduates completing both A-G requirements with a grade of C or better and career technical education sequences, as reported through the California School Dashboard.	18.4%	TBD	--	24.4%	TBD
1.8.4	Increase the percentage of Grade 12 students who have passed an Advanced Placement exam with a score of 3 or higher.	13.1%	TBD	--	19.1%	TBD
1.8.5	Increase the completion rate for the FAFSA (Free Application for Federal Student Aid).	69.0%	TBD	--	78.0%	TBD
1.9.1	Increase the percentage of schools with 95% or more of eligible students participating in the state Smarter Balanced (SBAC) assessment in English Language Arts/Literacy.	57.7%	TBD	--	100.0%	TBD
1.9.2	Increase the percentage of schools with 95% or more of eligible students participating in the state Smarter Balanced (SBAC) assessment in Mathematics.	52.6%	TBD	--	100.0%	TBD
1.9.3	Increase the percentage of schools with 95% or more of eligible students participating in the California Science Test (CAST).	56.4%	TBD	--	100.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.9.4	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in English Language Arts/Literacy.	30.0%	TBD	--	100.0%	TBD
1.9.5	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in Mathematics.	27.5%	TBD	--	100.0%	TBD
1.9.6	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in Science.	14.1%	TBD	--	100.0%	TBD
1.9.7	Increase the percentage of schools where at least 70% of eligible students complete the California Healthy Kids Survey (CHKS).	51.9%	TBD	--	60.0%	TBD
1.9.8	Increase the percentage of schools where at least 40% of parents and guardians complete the California Healthy Kids Survey (CHKS).	21.9%	TBD	--	30.0%	TBD
1.10.1	Increase the one-year retention rate for principals.	87.0%	TBD		92.0%	TBD
1.10.2	Increase the percentage of principals who respond “agree” or “strongly agree” to the question “My direct supervisor is able to effectively help me solve problems on my campus” on the annual Quality Service to Schools Survey.	66.0%	TBD	--	80.0%	TBD

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

Implementation:

- **Quality Curriculum:** Implementation of Tier 1 Literacy curriculum: EL Education (K-5 SEI), Benchmark (K-5 DL programs), SIPPS in K-8 and Fishtank in HS
- **Foundational Professional Learning:**
 - Standards and Equity Institute including language and literacy instruction: Baseline training for new teachers in August 2024 (K-12)
 - New Teacher PD Series with content strands (e.g. EL Education core instruction, D-ELD, etc.)
 - Baseline assessment training: DIBELS/Lectura (mClass) training for new teachers Aug-Sept 2024
 - Secondary Second Wednesday PDs offered monthly
 - August Institute for Early Lit Tutors/Literacy Liberators in K-12 to support initial training
- **Ongoing Professional Learning:**
 - Monthly Coaching collaborative sessions: Site-based coaches receive learning in cohorts around curriculum-agnostic evidence based literacy instruction, curriculum specific observation/feedback and coaching practices
 - Topic Sessions during Full PD Days (e.g. SIPPS Diving Deeper, Curriculum Embedded Assessment (CEA) analysis)
 - Principal Professional Learning (PPL): Principals periodically do deep content sessions to hone instructional lens for supporting language and literacy instruction (K-12)
- **Ongoing Coaching:**
 - Site based coaches are supported with tools and opportunities to analyze instruction and provide feedback to teachers (K-12)
 - Monthly Coaching Collaboratives for all Language and Literacy TSAs, 6-12th
 - Focal School Support: Central literacy leaders collaborate with principal supervisors (Net Supes) to determine sites for whom provide tailored, additional coaching
- **Assessment:**
 - Implementing systematic assessment calendar with a focus on universal screening (i-Ready K-12) and progress monitoring with CEAs and DIBELS/Lectura (in K-2)
- **Tiered Supports:**
 - Home-grown OUSD Literacy Liberator model implemented in K-8 to support small group foundational skill instruction with SIPPS (SEI sites) and Bookshop Fonetica (DL sites)

- OUSD Early Lit Tutors/Literacy Liberators are classified staff, mostly hired from the local community
- Over 120 tutor allocations across our K-8 sites
- Expanded Tier 3 1:1 High Dosage Literacy Tutoring Pilot from 18 schools to 33 schools

Challenges:

- Supporting continuity during site leadership transitions;
- Foundational Skill Data (SIPPS MT) isn't improving as significantly as we would want in K-2 despite the school level efforts;
- Early Literacy Tutors in 6-8th grades did not get started with full implementation until midyear because of issues around schedules, supports, and resources;
- We are developing a robust plan for tier 2 literacy needs in middle school that supports students reading multiple years below grade level in their core ELA class

Successes:

- Launch of New Teacher Professional Learning Series across strands as a collaboration across departments was met with positive teacher feedback and strong attendance;
- Increase in the % of students at/above grade-level in SIPPS in Kinder and 1st grade as of January 2025;
- Over 90% fill rate for Early Literacy Tutor positions (K-8);
- 100% of Coaches reported agree or strongly agree that Coaching Collaborative is effective in supporting coaches;
- Conducted a pilot for Tier 1 Foundational Skill curriculum for K-2 at 4 school sites and recommended a curriculum;
- Growth in SIPPS levels at sites with Early Literacy Tutors being coached (6-12th);
- In 6-8th grade, students reading 3 or more years below decreased by 4% and students who are proficient increased by 4%.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

Implementation:

- **Quality Curriculum:** developed Oakland specific scope and sequences for: TK-5 classes using FOSS Science, K-5 Eureka Math2 for Math, 6-12th Math using Illustrative Mathematics and FOSS Science (6-8th). Adopted a Biology curriculum for high school, began implementation 2024-25.
- **Standards Based Assessments:** aligned assessment calendar including diagnostic assessments K-12 i-Ready Reading and K-5 i-Ready math, assessments to support curriculum embedded assessments 2 times a year for Mathematics 6-12th, 2 times a year for FOSS science 6-8th, 1 time a year for Biology.
- **Foundational Teacher Professional Learning:** facilitated high quality, curriculum aligned professional development during summer (Standards and Equity Institute), for new teachers, 6-12 during second Wednesday Professional Learning series, and during our Professional Learning days in September and January, K-5 New teacher content based professional learning in 3 week cycles throughout the academic year.
- **Curriculum Based Professional Learning:** supported the development and implementation of high quality Professional Learning Communities to

be held at all schools sites through our Coaching Collaborative for Math 6-8th grade and Teacher Leader Collaborative Math 9-12th and Science 6-12th.

- **On site Coaching:** Supported on site coaching through Coaching Collaborative for Math 6-8th and Teacher Leader Collaborative Math 9-12th and Science 6-12th. Supported learning walks at all sites at least 2 times a year and 1:1 with administrators. K-5 Teachers on Special Assignment participated in monthly content based professional learning sessions.
- **Tiered Support Structures:** developed and supported tier 2 and 3 supports for 6-12th grade Math through the use of i-Ready Math diagnostic and My Path as well as Blueprint Fellows. Implemented Tier 2 and 3 Math systems using i-Ready Personalized instruction lessons for small groups and classroom instructional support with Eureka Math2.

Challenges:

- Supporting new teachers in internalizing the curriculum to implement with integrity when many have not gone through teacher credential programs. This is connected to a challenge around retaining teachers in Math and Science.
- We have supported the capacity and skills of site leaders to facilitate high quality Professional Learning Communities and use data effectively to improve outcomes. We have made progress with some leaders, but don't have access to all of them if they don't participate in Math Coaching Collaborative or Teacher Leader Collaborative.
- We currently have strong tier 2 support for students below grade level if the school site partners with Blueprint Fellows but don't currently have the program at all schools.
- We only have 3 Math coaches and no Science coaches in 6-8th grades which makes it difficult to fully support site leaders to provide consistent observation and feedback.
- Limited applicants for our math vacancies resulting in multiple vacancies at our elementary sites.
- Network 3 STEM Coordinator vacancy at the start of the school year, making it difficult to provide direct Math and Science support to school sites in Network 3. A candidate was hired and onboarded in November.

Successes:

- The performance of 6th graders on the Math interim 1 increased 10% in the number of students proficient from last year.
- The performance of 7th graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance of 8th graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance on the Algebra 1 interim 1 increased 4% in the number of students proficient from last year.
- The performance on the Geometry interim 1 increased 5% in the number of students proficient from last year.
- The performance on the Algebra 2 interim 1 increased 8% in the number of students proficient from last year.

Action 1.3: Equitable Access to a Broad Course of Study

- **Quality Curriculum:** developed Oakland specific scope and sequences for all content areas in K-5 (Eureka Math2, EL Ed, Benchmark, PE,

History/Social Studies, Foundational Skills), specific scope and sequences 6-12th Math using Illustrative Mathematics and FOSS Science (6-8th). Adopted a Biology curriculum for high school, began implementation 2024-25.

- **Standards Based Assessments:** aligned assessment calendar and curriculum embedded assessments 2 times a year for Mathematics 6-12th, 2 times a year for FOSS science 6-8th, 1 time a year for Biology. Aligned assessment calendar for K-5, using i-Ready Diagnostic assessments in Reading and Math, SIPPS Mastery Tests, SBAC, CAST and ELPAC Summative Assessments.
- **Foundational Teacher Professional Learning:** facilitated high quality, curriculum aligned professional development during summer (Standards and Equity Institute), for new teachers, during second Wednesday 6-12 PD series, and during our Professional Learning Days days in September and January. Professional Learning focused on implementing core curriculum, progress monitoring student progress through formative and summative assessments and analyzing student work.
- **Curriculum Based Professional Learning:** supported the development and implementation of high quality Professional Learning Communities to be held at all schools sites through our Coaching Collaborative for Math 6-8th grade and Teacher Leader Collaborative Math 9-12th and Science 6-12th. K-5 TSAs participated in monthly, content based coaching collaborative professional learning for Language and Literacy and Math.
- **On site Coaching:** Supported on site coaching through Coaching Collaborative for Math 6-8th and Teacher Leader Collaborative Math 9-12th and Science 6-12th. Supported learning walks at all sites at least 2 times a year and 1:1 with administrators. K-5 on site coaching integrated through the coaching collaborative structure, including learning walks to calibrate on instructional practices.
- **Tiered Support Structures:** developed and supported tier 2 and 3 supports for 6-12th grade Math through the use of i-Ready Math diagnostic and My Path as well as Blueprint Fellows. Developed and supported tiered systems of support for Literacy and Math in K-5.

CTE in high school:

- For CTE teachers, regular professional development including standards-based instruction and deepening practice on “student-to-student talk” as a shared instructional strategy across secondary. Professional development has included Universal Design to meet the needs of students with special needs.
- CTE classrooms are often resource-intensive, requiring industry-standard equipment and infrastructure. CTE teachers have been provided materials to support CTE standards-aligned instruction.
- Coaching support for interdisciplinary teams at Oakland Tech and Oakland High School to integrate curriculum in support of student engagement and mastery of core and CTE content.

Challenges:

- For CTE teachers, especially in Engineering, Game Design, and Construction, we faced qualified teacher shortages. CTE teachers often have significant experience in a specific sector other than education and teaching. When teachers move on, coaches must “start over” with support, which often requires basic support for day-to-day instruction.
- Not enough resources for providing strong tier 2 instruction for Math at all sites.

Successes:

- Greater collaboration with New Teacher Support has led to improved alignment of support to new teachers, including CTE teachers.
- Increase in percentage of students proficient on our Math interims.

Action 1.4: Visual & Performing Arts

Implementation:

- Expanded central support services for OUSD Visual and Performing Arts (VAPA) Increased Elementary Support by 0.4 FTE. (Elementary Team includes Visual Art TSA 0.6, Dance TSA 0.8, Music 0.4.
- Expanded Central support services for secondary VAPA by 1.0 FTE. Secondary VAPA team consists of Coordinator (PA) 1.0, Music 0.4, Visual ART 1.0.
- With the addition of Prop 28 positions and the expansion of the elementary VAPA program additional support for professional development and coaching was required.
- Elementary TSAs provided weekly professional development sessions, as well as district wide PD days 3 times per year. They also provided PD sessions at the new teacher institute.
- Secondary VAPA team provided new teacher coaching, monthly content PD sessions, 2 district PD days, and foundational PD at the standards and equity institute. They also organize district wide events, 2 art shows and 3 district wide music festivals.
- Expanded and migrated the elementary VAPA to site based positions to ensure every elementary student has at least 1 VAPA class per week.

Challenges:

- Consistent attendance at weekly/monthly Professional Learning sessions makes longitudinal planning difficult. There are competing priorities with site based Professional Learning and central content Professional Learning.

Successes:

- Functioning networks of teachers at all levels. Elementary: Dance, Music and Visual Art. Secondary: Music, Dance/Drama, Visual art and CTE-Arts Media and Entertainment.
- We have successfully migrated the centrally based elementary teaching positions to school sites to ensure every elementary student has a VAPA class at least once per week.
- Developed a framework and processes to further expand VAPA offerings through Prop 28 funding.

Action 1.5: Early Childhood Learning

Implementation: We have been utilizing Family Navigators to increase enrollment at our existing PK classes. Additionally, we have been collaborating with the Enrollment Office and the Department of Kindergarten Readiness to ensure continuity between our PK classes and enrollment into TK and K.

We have increased our outreach and community presence. We are offering more tours and enrollment events. Additionally, we are moving forward with establishing new learning spaces for our youngest students.

Challenges: The enrollment process for CSPP PK programs is extremely laborious and time consuming for families. We do not currently have sufficient early learning spaces to accommodate all of the demand for PK and TK in certain neighborhoods while in other areas we do not have enough students to fill all the seats. State licensing is taking up to a year to license new classrooms.

Successes:

- As of March, 2025, we have filled 97% of our PK seats; we currently have 1086 students enrolled in PK vs 1025 last year.. Additionally, we opened 5 new TK classes and have grown our TK enrollment from 1025 to 1241.

Action 1.6: Multilingual Programs

The planned goals and actions in the area of multilingual programs included:

- Quality implementation of the new version of Benchmark Advance and Adelante, the Dual Language Arts (DLA) curriculum.
- Converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs
- Launch of partnership with SEAL to strengthen dual language pedagogy in 3 of our dual language schools.
- Holistic analysis of writing to strengthen instruction that fosters cross-linguistic transfer

Successes include:

- We are seeing an increase of integration in our 3 focal Dual Language schools who have participated in the DLI state grant.
- Strong increase in the number of seniors attaining the Seal of biliteracy from 181 to 243. For the 24-25 school year, we have 231 students eligible for the SEAL to date, while we continue to assess students to qualify for the WL criteria using the AVANT assessment. We hope to reach at least 250 this year.
- Strong engagement and positive participant feedback in monthly Dual Language coaching collaborative across all dual language sites.
- Improved participation in Spanish literacy assessments.

Challenges include:

- Spanish literary assessments have been in beta form for years now, and subpar compared to the English I-Ready. Each year, the performance level cut scores have shifted making year-over-year comparisons difficult. Starting next year, I-Ready has committed to pushing out their final product which will be adaptive opposed to the fixed assessment we currently have.

Action 1.7: College & Career for All

Implementation:

Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality

Standards. Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community. Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards.

- Consistent and strategic professional learning for pathway coaches and principals has increased collective understanding of the “unit” of the pathway team in driving student improvement. Pathway coaches and principals each have communities of practice and convene twice per month with a focus on improvement.
- Pathway lead teachers in ‘24-25 have participated in a monthly community of practice. Roughly ⅓ of pathway lead teachers have participated in the after-hours session once per month. Pathway lead teachers report greater role clarity and skill to lead teams of adults in the transformation work of linked learning pathways.
- CTE teachers receive support for credentialing, professional development focused on standards-based instruction, student-to-student talk, and authentic collaboration with industry partners, and project-based learning.
- Attention to data systems to improve CTE completer and work-based learning (to inform the CCI)
- Work-based learning staff convene twice monthly for a community of practice focused on improved data systems, expanded opportunities, and improved preparation for students furthest from opportunity for work-based learning, including internships. This team developed and has launched a work-based learning manual that is industry-facing and student and family-facing.
- College and Career Readiness Specialists and Career Transition Specialists receive central support (coaching, community of practice), with a focus on community college enrollment and transition to workforce training.
- OUSD Alumni Highway to Work has served multiple cohorts of graduates, leading in 2024 to 86% completion of training and paid internships at UCSF or Alameda Health System and 74% of students enrolling in a postsecondary program, industry-aligned employment, or further training the health sector.
- Dual enrollment systems for student access and success
- Capstone support shifted to a release day model, with three offerings designed to ground teachers in shared expectations for high quality Capstone projects: orientation for teachers new to capstone, research paper rubric calibration sessions, and spring presentation planning support. Central team continues to provide targeted coaching, a facilitated space for reflection and future planning in May, and a bank of curated resources to support implementation.

Successes:

Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community.

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, AP’s, pathway lead teachers, work-based learning staff;
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role;
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement;

- Development and launch of a new role: Internship Program Manager. They worked with central team members to develop work-based learning manuals, one that is student and family facing and another that is industry-partner-facing;
- Work-based learning has increased family engagement by offering multiple information sessions for summer ECCCO 2025
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling Implementation:

- Collected baseline data to ensure individual school counselor contacts with students. Universal goal as follows: 1 contact for every 5th grader with a school counselor, 1 contact for every 8th grader, 1 contact for every 9th-11th grader, 2 contacts for every 12th grader
 - Mid-year data from sites who have reported:
 - 5th grade-100%; 8th grade- 55.46%; 9th grade- 71.53%; 10th grade- 40.4%; 11th grade- 53.42%; 12th grade (2 contacts)- 58.48%
- Professional development time for goal development and annual plans/calendar
- Family a-g presentation in collaboration with the Office of Equity
- Pilot centralized communication for spring to families of a-g eligible or close to a-g eligible students to increase awareness and college planning using UC Compass eligibility data
- School Counselor use of time study March 2025 to collect baseline data on counselor use of time to set goals around prioritizing delivery of services (direct and indirect services to students)

Challenges:

- An effective tool for tracking school counselor contacts with students, Aeries is not the most efficient system for entry or pulling data in an efficient manner;
- Ample time for staff professional development;
- School leader buy in and preparation around school counselor role; and
- Declining enrollment resulted in increased multi-site assignments and increased caseloads for counselors at high need sites.

Successes:

- More than half of school counseling programs have submitted data driven counseling program goals and annual plans of interventions and programming.

Master Scheduling Implementation:

- Continue to improve our master scheduling supports and create clear protocols for schools to adopt new courses;
- Continue to work with high school principals and pathway coaches to solidify the program of study and course sequencing for CTE

academies/pathways to clearly state their academy's introductory, concentrator and capstone courses;

- Continue to run reports to identify non A-G courses and A-G courses in OUSD;
- Working on creating a standardized Aeries report that will inform us of school's section counts so that we can work with schools to maximize student enrollment to maximize the use of limited funding and decrease in FTE allocation;
- Creating a report to inform us of students' enrollment in pathways/academies per Linked Learning expectations; students in grades 10 and 11 have at least 3 core and 1 CTE course and 12th graders are enrolled in at least ELA, Government, Economics and 1 CTE course; and
- Creating master scheduling resources to help principals and master scheduling teams build an equitable master schedule, such as Section Planning Tool and Students' Program of Study by grade level and academy/pathway.

Challenges:

- Technology: Using Aeries to maximize its capability to generate reports for us to inform principals and HSN the status of their master schedules: student enrollment in course sections are at OEA maximum and students are enrolled in at least 3 cores and 1 CTE course in 10th and 11th grades or ELA, American Government and Econ and 1 CTE for 12th graders; and
- Principal's and master scheduling team's reluctance to use master scheduling resources because they already have their own tool. However, we aim to standardize our practices and templates across all high schools.

Successes:

- The High School Network Equity in Master Scheduling team does not work in a silo and collaborates across OUSD departments.
- Working with Technology team to identify our CTE courses (introductory, concentrator and capstone) and tag them in Aeries so that we are informed of what we offer in our schools's pathways and academies;
- Running reports from UC CMP, Aeries (with support from RAD) and CCGI to identify course mismatches or non A-G approved courses to clean the mismatches and get A-G approval from UC of non A-G approved courses. This includes inactivating our courses that are non A-G approved and creating new course codes for A-G approved courses.;
- Identifying and naming HS Network's top 3 priorities for school leaders to create a more equitable master schedule for our students
 - Ensuring ELLs, Newcomers and SpEd are integrated into CTE program of study
 - Reviewing student's IEPs to best support and implement a program that will support them to ensure success
 - Identifying and finalizing schools' CTE program of study to ensure that students are enrolled in the proper courses to meet A-G and CTE program of study;
- Engaging principals and their master scheduling teams during HSN PPL for master schedule planning and support; and
- Continuing to provide support for principals and master scheduling teams two Thursdays each month and twice a day; supports such as technical building of their master schedules, being a thought partner to think through some of their challenges and reminding teams of our HSN priorities in building an equitable master schedule

Post-Secondary Readiness Implementation:

- Cash for College events continue at various sites (see full calendar [here](#));

- Financial aid data integration with the postsecondary trackers has helped sites focus on completion for students by postsecondary plan, postsecondary provider, and academy; and
- Resources (including guides and messaging) have been created, updated, and released (see [OUSD Toolkit](#) and [Postsecondary Website](#))
- We are continuing to support scholars to submit financial aid by the extended Cal Grant A and B priority deadline of April 2nd. As of March 3rd, we are at 46% completion. This is roughly commensurate with where we were last year, but still behind where we want to be to reach our goal.

Challenges:

- Both FAFSA and CADAA were not fully accessible until December 31st (similar to last year, but three full months behind the usual app open date of October 1).
- While many issues have been fixed from the new FAFSA roll-out in 2023-2024, some technical problems persist. The website for FAFSA has gone down during at least one Cash for College event, and we continue to see errors/lag time in our data as students complete the applications.
- The new federal administration has also led to fear and uncertainty, particularly for mixed immigration status families who are concerned about sharing sensitive information with the federal government.

Successes:

- In order to address the concerns of mixed status families, OUSD collaborated with partners and staff to create [messaging](#), slides ([English](#)/[Spanish](#)/[Staff Facing](#)), and host family nights via Zoom to encourage financial aid completion (FAFSA or CADAA).

Action 1.9: Data-Driven Decision Making

Implementation:

- Historical data and real-time data have been incorporated in the same dashboards to help understand patterns over time and reflect on current status.
- Our data tools always allow for disaggregation by race/ethnicity, English fluency and fluency subgroups, home language, special education status, foster youth, homeless status, Free and Reduced Price Meal (FRPM) status, grade level, and more.
- Data dashboards have been utilized to monitor assessment participation, facilitating early identification and intervention. Consequently, our participation rates have been steadily increasing.
 - For local assessments, secondary schools have reached record-high participation rates in iReady.
 - For state assessments, we achieved our 95% participation goal for the first time in the 2024 summative ELPAC. Initial ELPAC has an on-time rate of over 96%. Additionally, CAASPP participation has increased across all test subjects, contributing to an overall rise in DFS used as Academic Indicators in California School Dashboard.

Action 1.10: Network-Based School Supports

Implementation:

- Principal supervision: observation/feedback cycle; coaching; differentiated, one on one;
- LGDS: leadership development using LGDS framework

- Weekly site visits;
- Professional learning; learning walks; operational efficiencies;
- Leadership Development: Mentoring, supervising and guiding school principals to enhance their leadership skills, ensuring effective school management and improved student outcomes.;
- Instructional/Academic Support: Supporting school leaders with adoption, implementation and monitoring of curriculum/ instructional strategies that align with district goals, aiming to elevate the quality of education across assigned network schools.;
- Operational Oversight: Assisting schools in managing day-to-day operations, addressing challenges, and ensuring compliance with district policies and state regulations, Overseeing school site budgeting and providing HR support to principals.;
- Community Engagement: Serving as a liaison between schools and the broader community, fostering partnerships, and ensuring that schools are responsive to the needs of students and families, responding to parent and community concerns. ;
- All networks trained principals twice monthly on how to support staff at their sites.; and
- HS network trained assistant principals to support staff.

Challenges:

- Many principals are new to the job and don't always have experience at a well-run school, so their vision for a successful school may be underdeveloped;
- Scope and scale of leadership development can be a challenge.; and
- School staff turnover is too high, resulting in many staff needing support because they are new.

Successes:

- All school sites are implementing cycles of inquiry to improve instruction and school culture at their school sites and are implementing mechanisms to track progress including the Inquiry and Planning Tool that school site leadership teams utilize to track strategies and progress.

Action 1.11: School Improvement

Implementation:

- The school improvement framework and rubric developed in 24-25 have not yet been approved by the Board of Education for implementation. However, these tools have been used by staff to inform budgeting processes, by identifying the staffing needs for a quality community school.
- In addition, a Design Team has been launched at Brookfield, which was identified by the Board of Education as the first site for a whole school redesign. The team has been meeting regularly since January to develop mission, vision, graduate profile, and core values; and to explore potential instructional program models.

Challenges:

- The Board of Education has been focused on other priorities and hasn't yet approved this framework and rubric for widespread use. Recent change in Board membership will require educating new Board members about this work.

Successes:

- Using the data collected during Spring 2024 pilot use of the school improvement rubric to inform the Brookfield Design Team;
- Ongoing support of additional schools that are engaged in improvement efforts, including Grass Valley, East Oakland PRIDE, Markham, and Alt Ed schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

- Teacher extended contract for Professional Learning was slightly above budgeted amount for beginning of the year for DIBELS PD;
- Additional expenditure in K-5 for EL Education Hub school coaches to support focal schools in each network (funded through philanthropy);
- We had a handful of Early Literacy Tutor Vacancies in K-5;
- Our N3 Literacy Coordinator position is still vacant (as of Feb 2025) due to the transition of the coordinator into our Literacy Director role; and
- The Collaborative Classroom contract for supporting the coaching of our Early Literacy Tutors in 6-12th grades has been very expensive. We are looking for alternatives for this support that are less costly for 2025-26.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

- We hired a High School Math Coordinator in October of 2023. The position was vacant for about 1 year because we could not find a qualified candidate.
- K-5 We have 6 math tutor vacancies due to a limited candidate pool.

Action 1.3: Equitable Access to a Broad Course of Study

- We hired a High School Math Coordinator in October of 2023. The position was vacant for about 1 year because we could not find a qualified candidate.
- Network 3 (K-5) had one vacancy for a STEM coordinator for the start of the 2024-25 school year.
- We started the 2024-25 school year with a vacancy for the Director of Early Literacy position. Once a candidate was hired, that created a Network 3 Literacy Coordinator position. We currently have a vacancy for the Network 3 Literacy Coordinator position.

Action 1.4: Visual & Performing Arts

All central positions were filled successfully, by the start of school. All non-labor costs were close to the planned activities.

Action 1.5: Early Childhood Learning

We had planned on using \$2.4 million dollars from Measure AA to remodel and reopen Washington CDC. However, when we dug deeper into this project, we realized that the building was not able to be renovated and we would have to start from the ground up which would greatly increase the cost estimate. We are planning to use the \$2.4 million to do all the pre work including architectural drawings, demolition and prep and will work with Measure AA to secure funding to complete the project next year - adding 6 new classes for 3-4 year olds in a high demand location.

Action 1.6: Multilingual Programs

There are no material differences to report.

Action 1.7: College & Career for All

Vacancies in Work Based Learning (WBL) Assistant and CTE Program Manager impacted progress with work-based learning goals and OUSD Alumni Highway to Work. The latter is a program focused on graduates, and we have no related metrics for this area. For WBL, the WBL assistant was meant to be at Oakland High School; we anticipate hiring an Americorps member to support this work in March - June 2025.

Action 1.8: Counseling & Equitable Master Scheduling

High School Network School Counseling Services has to seek out and provide additional support at these schools with substitute school counselors, who are mainly retired school counselors, so that we can serve our students and schools. School counseling vacancies or partial FTE allocations have had an impact on our ability to deliver consistent school counseling services at some of our schools.

Action 1.9: Data-Driven Decision Making

- The Data Architect position remained vacant for the first two months of the school year. Additionally, one Data Analyst position has been vacant since November after the previous employee transitioned to the Data Architect role, and a hiring freeze has been in place since the end of November.
- The third State & Local Assessment Specialist position has remained vacant and will be eliminated starting in the 2025-26 school year.
- The proposed cost for administering the initial and summative ELPAC is lower due to a decrease in newcomer students and the waiver of TK students from testing starting this year.

Action 1.10: Network-Based School Supports

- Closed the field supervisor for the high school network and a deputy superintendent position was opened and filled.

Action 1.11: School Improvement

- There were no material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

- Coaching Collaborative is supporting our site based coaches in K-12 with facilitation of literacy-focused Professional Learning Communities (PLCs)
 - Reported increase in % of Literacy Coaches facilitating PLCs analyzing CEAs
- Initial analyses from tutoring pilot shows students who received High Dosage tutoring (and met the minimum bar for attendance) improved in their i-Ready growth compared to like students who didn't receive tutoring
- Pilot of Foundational Skill curriculum was successful in resulting in a curriculum to recommend to the board for full adoption in 25-26

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

- The most effective strategy for improving the quality of site PLCs and teacher practice aligned to improving student outcomes has been the work of facilitating Math Coaching Collaborative and Teacher Leader Collaborative. These collaboratives support leaders in effective strategies for facilitating PLCs and are providing 1:1 coaching to the leader.
- An ineffective strategy has been the use of i-Ready Math and MyPath for intervention for grades 6-8th grade . Our data from the i-Ready Math diagnostic can steer teachers away from curriculum aligned to standards and the MyPath personalized learning platform is missing the key instructional components that need to be delivered by a teacher. We are considering increasing the Blueprint Fellowship as a better strategy for tier 2 intervention for Math.
- An ineffective strategy has been limited coaching and professional learning for math tutors in K-5, who provide Tier 2 and Tier 3 math interventions.

Action 1.3: Equitable Access to a Broad Course of Study

- Attendance at central PDs has been consistently high for many CTE teachers. Due to the investment in relationship building and a focus on improvement, nearly all Arts, Media and Entertainment CTE teachers have updated their course outlines to reflect the CDE's updated standards, for example.
- K-5 Attendance for new teacher professional learning series has varied, with high attendance during the Fall and attendance decreasing in the Spring.
- The Blueprint Fellow program at select middle and high schools has been an effective strategy for supporting students in tier 2 to accelerate their proficiency towards standards.

Action 1.4: Visual & Performing Arts

Professional development networks: the elementary VAPA teachers attendance at PD sessions continues to be consistent and feedback is good. The

secondary networks are growing but attendance is inconsistent. With music there are competing priorities from schools, the dance/drama network is new and forming, the visual arts network has been established for several years and has more consistent attendance.

Separating the networks has created job alike groups but the teachers comment that they miss the opportunity to connect across grade levels.

Action 1.5: Early Childhood Learning

Our strategies have been successful and our enrollment for PK and TK is growing.

Action 1.6: Multilingual Programs

Effectiveness

- Strong start to our partnership with SEAL. We secured a grant to fund an instructional coach who serves as a bridge between SEAL and the three implementing schools. With these supports, we have had significant success with implementation of the SEAL strategies As a result, we are seeing some evidence of increased student engagement and language use across both Spanish and English.
- We have created more differentiated space for DL principals, coaches, and teachers in our PD offerings so their unique needs as dual language educators and leaders are better met. This has also supported a more cohesive community of dual language schools
- The purchase of the MClass platform has supported biliteracy data analysis to inform instruction.
- The increased use of AVANT in our high schools has allowed us to award more students the Seal of Biliteracy.

Ineffectiveness

- We are over-assessing in our DL schools, particularly in the 50-50 models.
- The focus on English foundational skills is coming at the expense of Spanish foundational skills in some of our schools. We have more support and attention on English than Spanish. We are in the process of refining our guidance to clarify expectations and best practice.

Action 1.7: College & Career for All

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, AP's, pathway lead teachers, work-based learning staff;
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role;
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement;
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling

- School counselors are now being asked to track their 1:1 school counseling session with students to perform tasks such as transcript audits,

check in with students on their academic progress or social emotional health to name a few. A checklist of items to cover during their 1:1 counseling sessions for all levels, elementary, middle and high school will be developed.

- Currently, we do not have a standard data collection template for counselors to track their 1:1 sessions with students. It is a work in progress to ensure that all students have at least 1 check in with our school counselors; or at least 2 for our 11th and 12th graders and at least once for our 9th and 10th graders.

Equitable Master Scheduling

- Shift in master scheduling team leads
 - Counselors can assist with creating the master schedule but are not involved in the actual building of the master schedule in Aeries as in past practices.
 - Most high schools transitioned to the assistant principal as the lead builder of our master schedule with support from school counselors, if they were willing to support and received a stipend.
- High School Network created an improved protocol and process for approving new courses for our high schools to maintain our course catalog and to ensure that our courses are meeting A-G as approved by UC in the CMP
- We have been auditing our course offerings and course catalog to identify courses that are not A-G approved and work to get these courses A-G approved. This year, we identified 32 courses that we will work to get A-G approval.

Action 1.9: Data-Driven Decision Making

- We have increased cross-training efforts to mitigate the potential impact of future staff retirements. This has helped create a more agile and prepared team. However, with anticipated higher turnover due to retirements, cross-training has become even more essential and necessary.

Action 1.10: Network-Based School Supports

- The number of school site leaders leaving the principalship remains low at 8 out of 84, or 9%.

Action 1.11: School Improvement

- The draft school improvement framework and rubric have been a valuable tool for clarifying the overall process of redesign and the necessary resources and staffing for a quality community school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

- In 25-26, we will be implementing a new Foundational Skill Curriculum in K-2, after undergoing a multi-year review process and conducting two pilots;
- In 25-26, we will be using mclass (DIBELS/Lectura) as our K-2 Reading Risk Screener;
- Implement additional Foundational PL for our Reading Risk Screener and Foundational Skill curriculum adoption in K-2; and
- Scale our Tier 3 High Dosage Literacy Tutoring program to all of our elementary schools.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

- Changes for 2025-26:
 - 6-12 Increase Blueprint Fellows as our key tier 2 strategy for supporting students below grade level in Math.;
 - Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.;
 - Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.;
 - K-5 partnership with Blueprint to provide ongoing coaching for math tutors.

Action 1.3: Equitable Access to a Broad Course of Study

- Changes for secondary Math and Science:
 - Increase Blueprint Fellows as our key tier 2 strategy for supporting students below grade level in Math.
 - Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.
 - Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.
 - Prioritize content sessions for K-5 new teacher PD and focus on newly adopted curriculum.

Action 1.4: Visual & Performing Arts

- Changes in 2025: the VAPA department is phasing out the AIG mini-grant program providing arts experiences to students through community based partnerships. With the addition of Prop 28 funding and the requirement that 80% be spent on labor we are shifting our programs to primarily teacher based.

Action 1.5: Early Childhood Learning

- For next year, we are using Measure A funds to hire a third staff for high demand TK classes in order to allow for enrollment up to 24 in some TK classes while still maintaining the newly mandated 1:10 ratio.
- We also plan on completing the new Washington CDC (6 new classrooms for pK and TK).

Action 1.6: Multilingual Programs

- We are revisiting the metrics for English and Spanish foundational skills to ensure that the expected outcomes are aligned to research of biliteracy trajectories.;
- A couple of our 50-50 schools that currently have simultaneous literacy instruction (English and Spanish both taught in equal amounts) will be

- transitioning to a 50-50 sequential model in which Spanish will be taught first before English phonics is fully introduced.;
- We are exploring the inclusion of more dual language schools into the SEAL model, pending additional grant funding.

Action 1.7: College & Career for All

None

Action 1.8: Counseling & Equitable Master Scheduling

None

Action 1.9: Data-Driven Decision Making

None

Action 1.10: Network-Based School Supports

None

Action 1.11: School Improvement

- The framework and rubric have not yet been formally adopted by the Board of Education for widespread use. That is the goal for the upcoming school year, 2025-2026.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
1.1	Strong Readers: Early Literacy & Secondary Literacy	<i>Offer a comprehensive and cohesive instructional program in English Language Arts to ensure that all students continuously grow towards meeting or exceeding academic standards. Invest in early literacy supports to ensure that all students are strong readers by third grade and lift the success of the early literacy support into the secondary context to develop a comprehensive strategy for improving the literacy rate for students at the secondary level Provide targeted intervention to close achievement gaps in literacy and mathematics, with a focus on schools and student groups that received the lowest performance level for English Language Arts/Literacy on the California School Dashboard.</i> Building Early Literacy Our focus on early literacy ensures that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, we will dramatically increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families, and community members. Centralized supports include: ● implementation of high-quality curriculum, including a daily foundational skills block; ● coordination of a comprehensive system of literacy assessments including a universal screener, tiered assessments, dyslexia screening and progress monitoring ● foundational training in standards, curriculum and the science of reading ● ongoing professional learning for teachers and coaches/teacher leaders ● learning walks to assess practices and target coaching and support for schools; ● training and coordination of early literacy tutors grounded in core curriculum and assessment ● family literacy workshops and guidance for schools	\$29,025,503	Yes

		Supporting Secondary Literacy The work developed over the past 3 year cycle of the LCAP and District Strategic Plan in early literacy has allowed us to better examine the literacy needs for our secondary students reading multiple years below grade-level. The funding provided by the COVID relief funds has allowed for the investment in building the secondary literacy strategy. The successes of the early literacy focus are being scaled-up to the secondary level with an eye on implementing strategies appropriate for the secondary school context. These investments include an emphasis on providing a reading teacher to our secondary schools, reading tutors, and associated professional learning to broaden the capacity of people hired into these roles. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
1.2	Excellence in Science, Technology, Engineering, and Mathematics	<i>Offer a comprehensive and cohesive instructional program in Science, Technology, and Mathematics to ensure that all students continuously grow towards meeting or exceeding academic standards. Provide targeted intervention to close achievement gaps in literacy and mathematics, with a focus on schools and student groups that received the lowest performance level for Mathematics on the California School Dashboard.</i> The Academics and Instruction team supports standards-based instruction across the district, fostering conditions for learning partnerships, multi-tiered systems of support, instructional planning and delivery, systems of assessment, and continuous professional growth. The department works to build coherent instructional systems grounded in 1) high-quality curriculum, 2) standards-based assessment, 3) foundational professional development, 4) curriculum-based professional learning, 5) on-site coaching and support, and 6) structures for tiered	\$6,157,590	Yes

		support. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
1.3	Equitable Access to a Broad Course of Study	<i>Provide a comprehensive and cohesive instructional program in other core content areas to ensure that all students continuously grow towards meeting or exceeding academic standards.</i> We will adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training. The impact is that teachers will have access to high quality curriculum and have a curriculum that assists them with teaching CA State Standards. The remaining curriculum to be adopted are largely at the secondary level: Physics, Chemistry, Ethnic Studies, AP courses and foundational literacy skills in elementary. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>	\$12,830,832	Yes
1.4	Visual & Performing Arts	<i>Ensure that all students experience schools that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.</i> Our Visual and Performing Arts Department's goal is to advance teaching and learning in the arts as core, sustained, integral components of a comprehensive,	\$20,319,367	Yes

		robust education. Through our VAPA Strategic Arts Blueprint, the department seeks to engage the collaborative energies and expertise of students, teachers, schools, district leaders and community partners to bridge the gaps, advance equity, and foster cross-disciplinary rigor and excellence in learning through the visual, performing and digital arts. Aiming for outcomes that inspire and deepen understanding, motivate life-long learning and effectively prepare students to enter the colleges and careers of their choice, we offer inquiry-based approaches and integrative frameworks that engage student, school, and district priorities. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>		
1.5	Early Childhood Learning	<i>Offer opportunities for pre-kindergarten programs at locations across the district.</i> Our OUSD Early Learning Department works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. The Early Learning program focuses on instilling a joy for learning and creating a foundation for students to learn how to build strong and long-lasting relationships with their peers, adults, and their community. Additionally, Early Learning programs and schools work together to promote elementary school readiness, engage families as children make transition to Transitional Kindergarten and Kindergarten, and build partnerships with families to support children's development and learning. The enrollment functions for ECE and the TK-12 systems have been aligned under a single department and single system, with staff cross-trained on both systems, and able to support families in navigating each system and the transition across each. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i>	\$9,929,563	Yes

		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>While expanding early childhood education opportunities remains a key priority for the District, expanded state funding for preschool is now available to help meet this need, so LCAP investments in this area have been reduced. In particular, the long-time Title I subsidy for these programs has ended.</i>		
1.6	Multilingual Programs	<i>Provide quality multilingual programs that offer students across language backgrounds the opportunity to become bilingual and biliterate and eventually earn the Seal of Biliteracy.</i> Our multilingual programs expand opportunities for students to participate in quality programs that aim to develop bilingualism and biliteracy for all students across language backgrounds, with a focus on serving English learners and low-income English-Only students. Programs include Spanish-English dual language immersion, early exit bilingual, and heritage and world language enrichment from PK-12th grade. Dual language programs that are not officially designated as “two-way” programs enroll students following the same criteria as all other schools until second grade. In two-way programs, students come from language backgrounds in both English and Spanish, with no less than 33% from one of the two languages. Two enrollment pools are established: one for Spanish proficient students and one for non-Spanish proficient students. Determination of Spanish proficiency is made by a district Spanish assessment administered by staff. Investments support program design/refinement, instructional materials, and professional development and coaching for teachers and leaders. New work includes aligning multilingual instruction between PK and TK-5 programs, converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs and improving instructional practices aligned to evidence-based dual language pedagogy in partnership with SEAL, a non-profit professional development organization with expertise in dual language. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>	\$337,807	Yes

		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i>		
1.7	College & Career for All	<i>Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards. Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community.</i> Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates standards-aligned rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. Linked Learning support services beyond the base high school program include additional academic and social emotional counseling, tutoring, parent engagement, mentoring, targeted interventions and monitoring, career assessment and exploration, and bridge programs to post-secondary education. These services are fundamental to the pathway experience and critical for ensuring students succeed in their challenging academic and technical coursework to improve graduation rates for student groups performing below the District average. Students are supported in setting and achieving goals and mapping a path to college and career success. These services support the development of productive dispositions and behaviors that students will need to succeed in post-secondary education, in careers, and in civic life. Services also include Dual Enrollment with Peralta Colleges. Dual Enrollment offers students an opportunity to complete college-level coursework, including Career Technical Education courses, to earn college credits with equivalent high school credits and GPA boost while they are pursuing a high school diploma. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>	\$11,636,312	Yes

		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
1.8	Counseling & Equitable Master Scheduling	<i>Provide expanded secondary counseling to ensure that students reach graduation and are prepared for college and career opportunities.</i> High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team provides support to secondary schools to create equitable master schedules. An equitable master schedule aims to: ● Ensure that all students have access to a well-rounded curriculum (cohorting in pathways/academies) and the courses they need for graduation and post secondary success ● Provide teachers with collaboration time to create lesson plans with colleagues, discuss tiered intervention plans for struggling students, etc. ● Remove barriers to provide opportunities for students to have access to rigorous coursework, such as Dual Enrollment (DE) and Advanced Placement (AP) courses The High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team coordinates school counseling services in grades 6-12. School counselors play a critical role in supporting students in the academic development, social/emotional development, and college and career planning domains. Counselors support students with graduation planning, decision-making, A-G readiness, post secondary planning, high school enrollment (for eighth graders), and coping with school life. The HSLLO CSS Team provides monthly professional development and/or training opportunities for school counselors, new counselor coaching, consultation, and intern recruitment and placement. School counselors meet 1:1 with students and families, provide class and/or small group curriculum on topics of graduation requirements, A-G completion, personal and academic development, stress and anxiety, and college and career planning. HSLLO supports school counselors to	\$7,935,400	Yes

		provide deep transcript and graduation reviews to ensure students are on track, are aware of their options, and parents are involved in their child’s progress towards high school readiness, high school graduation, career, and college eligibility. HSLLO CSS also supports school counselors to use data to inform their interventions and practice. School counselors support their school’s master scheduling team with course selection, course development, and reviewing course offerings to ensure courses are A-G approved and are reflected in the University of California A-G Course Management Portal. The HSLLO CSS team provides bi-weekly master scheduling each spring for middle schools and high schools and supports school master scheduling teams to: ● Identify the school’s priorities for their master schedules; ● Cohort students in specific academies and pathways; ● Create sections in the master schedule for student supports, intervention and credit recovery; ● Review the school’s academic course offerings to make sure they are a-g approved and reflected in the UC CMP; ● Be strategic in ensuring that teachers have opportunities to plan and collaborate; ● Ensure that all students have access to all a-g courses and students are correctly enrolled in their required core academic classes, ELD classes and/or special education; ● Check for cohort purity in academies and pathways; ● Confirm that teacher credentials and certificates are up to date for their courses; and ● Embed time in the school day to allow students to work with their teachers on specific assignments so they may demonstrate mastery in content areas, recover learning loss, and earn grades of C or higher in A-G courses. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>		
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		<i>Site-funded positions that support this work include:</i> <i>To come in future draft</i>		
1.9	Data-Driven Decision Making	<i>Use data to allocate resources equitably, support effective implementation of core academic instruction, celebrate growth, and learn from best practices. Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.</i> The OUSD Research, Assessment, and Data (RAD) team collaborates with schools and Central Office teams to explore, plan, implement, and optimize data processes for progress monitoring, problem-solving and decision-making. The RAD team produces comprehensive online, interactive dashboards to track student learning, linked learning participation, A-G readiness, attendance and discipline, student social and emotional well-being, home access to computers and internet, and other key indicators included in our LCAP and the Strategic Plan. All the data dashboards allow users to examine results by student groups (e.g., English learners, students of different ethnicities, students with disabilities, unhoused students, foster students, etc.) to help with early intervention and targeted support. The research and analytics unit within RAD conducts in-depth data analytics and geo-special analysis as well as generating customized maps to support high-stake district initiatives such as the Quality Schools and Enrollment Equity work. Assessments OUSD uses data and assessment to drive continuous improvement efforts throughout our system. State and local summative assessments are administered at the end of the year to assess student learning of grade-level standards (e.g., SBAC, CAST, iReady), communicate to students and families about student learning progress, and reflect on the impact of practices implemented that year. To measure progress during the year, students at all schools take 2-3 interim assessments in ELA/Reading and Math that are aligned to end-of-year, summative assessments. Data Summits are held across school networks and at school sites to analyze data, assess the impact of focal practices, and develop plans for the next inquiry cycle. In Reading, all students take a universal screener at the beginning and end of the year (certain grades take a mid-year assessment). This screening process supports schools in identifying students for deeper diagnostic assessment	\$8,938,204	Yes

		and developing targeted plans to accelerate learning. Teachers conduct formative, curriculum-embedded assessments through the year and use student work and other data to inform planning. Assessment data also helps teachers communicate with families about their child’s progress through report card conferences and online communication. Teacher Collaboration Time OUSD provides an additional 30 minutes per week for teacher collaboration, planning, and professional development. Teacher collaboration is key to improving classroom instruction and to continuous school improvement, and particularly benefits new teachers. This dedicated time is particularly relevant for our schools that serve students who are farthest from opportunity, since it provides time for teachers to work with focal student data and better understand student performance. Studies find that the most effective professional development consists of regular cycles of inquiry, led by and for teachers, and focused on the progress and needs of individual students. Through these inquiry cycles, teachers look at student data and student work, and make adjustments to their curriculum, instruction, and ways of assessing student learning in order to better reach and teach all students, and to accelerate learning for those who are performing below grade level standards in literacy, mathematics, science, and other content areas. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i>		
1.10	Network-Based School Supports	<i>Provide network-based school supports to ensure that school leaders and staff are supported.</i> Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support	\$3,533,291	Yes

		schools in analyzing data to understand student needs and plan interventions. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i>		
1.11	School Improvement	<i>Develop and implement a continuous school improvement framework to improve school quality and student outcomes.</i> The School Improvement team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which provides a definition of quality for K-12 schools, as well as accompanying rubrics and guidance documents for implementing improvement strategies. This also includes managing the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations. The framework details steps for grounding in community voice, convening a community design team, developing a strategic plan, implementing that plan and monitoring progress towards school-wide goals. The process follows an analysis, reflection, and planning cycle of inquiry that school-based community design teams engage in with facilitation support from the School Improvement team. It also includes regular communication and collaboration with the larger school community to monitor towards a shared vision for student success. In addition to framework development, the School Improvement team, alongside the Network Superintendents, directly supports identified school sites to implement an improvement plan created by the school site to address the areas identified after a school quality review. The office meets with members of the school site to progress monitor the implementation of the improvement efforts. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i>	\$1,230,374	Yes

		• <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i>		
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Goal 2

GOAL #	DESCRIPTION	TYPE OF GOAL
2	Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes):** Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 8: Other Pupil Outcomes (Pupil Outcomes): Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 2 focuses on strategies to improve outcomes for specific student groups that are not yet reaching grade-level standards. We believe that identifying and interrupting practices that perpetuate achievement disparities will increase student achievement, including on-time graduation, for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students. We are focused and have created specific programming to benefit our African American students, Latino students, Pacific Islander students, Arab American students, English learners, newcomers, special education students, low-income students, and unhoused students because there is a demonstrable achievement gap between these students and our White and Asian students.

At OUSD, we provide all students with the academic, social, and emotional support they need to prepare for college, career, or community success in the future. We recognize that every student brings a valuable and unique perspective to school. Our District dedicates resources to expanding programs that successfully improve outcomes for groups of students and our daily actions from hiring and budgeting to aligning instructional approaches to ensure rigorous standards are met exemplify how we aim to decrease performance gaps. We analyze student outcomes, develop professional learning experiences, and review financial allocations to ensure that students further from success access the academic and social emotional services they need.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-92.9	TBD	--	-71.9	TBD
2.1.2	Improve performance on the SBAC state assessment in Mathematics for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-128.3	TBD	--	-113.3	TBD
2.1.3	Increase the combined four- and five-year graduation rate for African American students as reported on the California School Dashboard.	76.3%	TBD	--	82.3%	TBD
2.1.4	Increase the percentage of African American Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	34.8%	TBD	--	40.8%	TBD
2.1.5	Increase the percentage of African American students who graduate prepared for college and career, as measured by the state College/Career Indicator.	29.1%	TBD	--	35.1%	TBD
2.1.6	Reduce the chronic absenteeism rate for African American students.	70.5%	TBD	--	39.7%	TBD
2.1.7	Reduce the number of student expulsions for African American students.	13	TBD	--	7	TBD
2.1.8	Reduce the out-of-school suspension rate for African American students.	8.5%	TBD	--	5.5%	TBD
2.1.9	Reduce the out-of-school suspension rate for African American male students.	9.4%	TBD	--	6.4%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.2.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-79.3	TBD	--	-58.3	TBD
2.2.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-76.0	TBD	--	-55.0	TBD
2.2.3	Improve performance on the SBAC state assessment in Mathematics for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-112.5	TBD	--	-97.5	TBD
2.2.4	Improve performance on the SBAC state assessment in Mathematics for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-138.4	TBD	--	-123.4	TBD
2.2.5	Increase the combined four- and five-year graduation rate for Latino students as reported on the California School Dashboard.	68.8%	TBD	--	74.8%	TBD
2.2.6	Increase the percentage of Latino Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	32.8%	TBD	--	38.8%	TBD
2.2.7	Increase the percentage of Latino students who graduate prepared for college and career, as measured by the state College/Career Indicator.	30.9%	TBD	--	36.9%	TBD
2.2.8	Reduce the number of student expulsions for Latino students.	13	TBD	--	6	TBD
2.2.9	Reduce the rate of chronic absenteeism for Latino students.	67.2%	TBD	--	31.0%	TBD
2.2.10	Reduce the rate of chronic absenteeism for Native American students.	72.7%	TBD	--	39.4%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.3.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-95.0	TBD	--	-74	TBD
2.3.2	Improve performance on the SBAC state assessment in Mathematics for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-114.3	TBD	--	-99.3	TBD
2.3.3	Increase the combined four- and five-year graduation rate for Pacific Islander Students as reported on the California School Dashboard.	80.0%	TBD	--	86.0%	TBD
2.3.4	Increase the percentage of Pacific Islander Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	28.0%	TBD	--	34.0%	TBD
2.3.5	Increase the percentage of Pacific Islander students who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.4%	TBD	--	23.4%	TBD
2.3.6	Reduce the chronic absenteeism rate for Pacific Islander Students.	85.3%	TBD	--	56.8%	TBD
2.3.7	Reduce the out-of-school suspension rate for Pacific Islander students.	8.7%	TBD	--	5.7%	TBD
2.4.1	Increase the percentage of on-time annual IEPs (Individualized Education Programs).	92.8%	TBD	--	95.0%	TBD
2.4.2	Increase the percentage of on-time triennial IEPs (Individualized Education Programs).	86.1%	TBD	--	90.0%	TBD
2.4.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-119.8	TBD	--	-98.8	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.4	Improve performance on the SBAC state assessment in Mathematics for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-146.8	TBD	--	-131.8	TBD
2.4.5	Improve performance on the California Alternate Assessments (CAA) in English Language Arts/Literacy for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-1.0	TBD	--	8	TBD
2.4.6	Improve performance on the California Alternate Assessments (CAA) in Mathematics for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-4.8	TBD	--	4.2	TBD
2.4.7	Increase the combined four- and five-year graduation rate for students with disabilities as reported on the California School Dashboard.	68.2%	TBD	--	74.2%	TBD
2.4.8	Increase the percentage of Grade 12 students with disabilities completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	19.4%	TBD	--	25.4%	TBD
2.4.9	Increase the percentage of students with disabilities who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.7%	TBD	--	23.7%	TBD
2.4.10	Increase the number of former Young Adult Program students who are participating in an appropriate independent living, adult day program, or group home arrangement within two years of completing the program.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.11	Increase the number of former students who received Special Education services who indicate that they are employed or enrolled in continuing education one year after graduation.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
2.4.12	Decrease the percentage of students receiving Special Education services who participate in the general education environment for less than 40% of their school day.	26.4%	TBD	--	16.5%	TBD
2.4.13	Increase the percentage of students receiving Special Education services who participate in the general education environment for at least 80% of their school day.	61.9%	TBD	--	65.0%	TBD
2.4.14	Increase the reclassification rate for students receiving Special Education services who are English learners.	6.1%	TBD	--	8.1%	TBD
2.4.15	Reduce the chronic absenteeism rate for students with disabilities.	69.2%	TBD	--	37.0%	TBD
2.4.16	Reduce the out-of-school suspension rate for students with disabilities.	6.7%	TBD	--	3.7%	TBD
2.4.17	Reduce the out-of-school suspension rate for African American students with disabilities.	13.2%	TBD	--	10.2%	TBD
2.5.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-78.3	TBD	--	-57.3	TBD
2.5.2	Improve performance on the SBAC state assessment in Mathematics for low-income students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-108.5	TBD	--	-93.5	TBD
2.5.3	Increase the combined four- and five-year graduation rate for low-income students as reported on the California School Dashboard.	74.1%	TBD	--	80.1%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.5.4	Increase the percentage of low-income students who graduate prepared for college and career, as measured by the state College/Career Indicator.	35.0%	TBD	--	41.0%	TBD
2.5.5	Increase the percentage of low-income Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard, as reported through the California School Dashboard.	37.7%	TBD	--	43.7%	TBD
2.5.6	Reduce the chronic absenteeism rate for low-income students.	64.9%	TBD	--	32.9%	TBD
2.5.7	Reduce the out-of-school suspension rate for low-income students.	4.2%	TBD	--	3.0%	TBD
2.5.8	Increase the percentage of low-income students participating in after-school programs.	75.8%	TBD	--	80.0%	TBD
2.6.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-134.6	TBD	--	-113.6	TBD
2.6.2	Improve performance on the SBAC state assessment in Mathematics for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-163.5	TBD	--	-148.5	TBD
2.6.3	Increase the combined four- and five-year graduation rate for Unhoused Students as reported on the California School Dashboard.	59.2%	TBD	--	65.2%	TBD
2.6.4	Increase the percentage of unhoused students who graduate prepared for college and career, as measured by the state College/Career Indicator.	10.8%	TBD	--	16.8%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.6.5	Increase the percentage of unhoused Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	18.4%	TBD	--	24.4%	TBD
2.6.6	Reduce the chronic absenteeism rate for Unhoused Students.	72.8%	TBD	--	42.5%	TBD
2.7.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-122.0	TBD	--	-101	TBD
2.7.2	Improve performance on the SBAC state assessment in Mathematics for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-160.9	TBD	--	-145.9	TBD
2.7.3	Increase the combined four- and five-year graduation rate for Foster Youth as reported on the California School Dashboard.	63.6%	TBD	--	69.6%	TBD
2.7.4	Increase the percentage of foster youth who graduate prepared for college and career, as measured by the state College/Career Indicator.	25.8%	TBD	--	31.8%	TBD
2.7.5	Increase the percentage of Grade 12 students who are foster youth completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	24.2%	TBD	--	30.2%	TBD
2.7.6	Reduce the chronic absenteeism rate for Foster Youth.	68.7%	TBD	--	50.7%	TBD
2.7.7	Reduce the out-of-school suspension rate for foster youth.	10.4%	TBD	--	7.4%	TBD
2.7.8	Increase the percentage of foster youth participating in after-school programs.	0.5%	TBD	--	5.0%	TBD
2.8.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-125.3	TBD	--	-104.3	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.8.2	Improve performance on the SBAC state assessment in Mathematics for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-142.3	TBD	--	-127.3	TBD
2.8.3	Increase the combined four- and five-year graduation rate for English learners as reported on the California School Dashboard.	62.0%	TBD	--	68.0%	TBD
2.8.4	Increase the percentage of English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.	18.8%	TBD	--	24.8%	TBD
2.8.5	Increase the percentage of English learner Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	23.8%	TBD	--	29.8%	TBD
2.8.6	Increase the reclassification rate for English learners.	11.4%	TBD	--	15.4%	TBD
2.8.7	Increase the percentage of English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	44.2%	TBD	--	50.0%	TBD
2.8.8	Increase the number of current or former English learners completing the seal of biliteracy annually.	130	TBD	--	150	TBD
2.8.9	Increase the percentage of English learners in Grades 6–12 who are required to take English Language Development and are enrolled in an ELD class.	65.7%	TBD	--	100.0%	TBD
2.8.10	Increase the percentage of schools with 100% of English learners participating in the English Language Proficiency Assessments for California (ELPAC).	0.0%	TBD	--	100.0%	TBD
2.8.11	Increase the percentage of English learners participating in after-school programs.	28.3%	TBD	--	35.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.8.12	Reduce the chronic absenteeism rate for English learners.	66.1%	TBD	--	30.9%	TBD
2.8.13	Decrease the number of misassignments of teachers of English learners.	429	TBD	--	399	TBD
2.9.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
2.9.2	Improve performance on the SBAC state assessment in Mathematics for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
2.9.3	Increase the combined four- and five-year graduation rate for long-term English learners as reported on the California School Dashboard.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
2.9.4	Increase the percentage of long-term English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.4%	TBD	--	23.4%	TBD
2.9.5	Increase the reclassification rate for long-term English learners.	17.0%	TBD	--	20.0%	TBD
2.9.6	Increase the percentage of long-term English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	47.4%	TBD	--	55.0%	TBD
2.9.7	Reduce the chronic absenteeism rate for long-term English learners.	67.9%	TBD	--	36.4%	TBD
2.10.1	Increase the percentage of Year 3 newcomer students in Grades TK-5 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).	10.9%	TBD	--	14.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.10.2	Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).	15.8%	TBD		20.0%	TBD
2.10.3	Increase the percentage of Year 3 newcomer students in Grades TK–5 who meet District newcomer reading targets on the spring administration of the i-Ready reading assessment.	17.0%	TBD		20.0%	TBD
2.10.4	Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer reading targets on the spring administration of the i-Ready reading assessment.	29.2%	TBD		33.0%	TBD
2.11.1	Increase the one-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	53.0%	TBD		60.0%	TBD
2.12.1	Increase the percentage of parents and caregivers who feel that the after-school program at their child's school provides opportunities for their child that they wouldn't otherwise have access to, as measured by the California Healthy Kids Survey (CHKS).	66.7%	TBD		80.0%	TBD
2.12.2	Increase the percentage of students receiving Special Education services in self-contained programs who participate in after-school programs.	2.3%	TBD		5.0%	TBD

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

2.1 African American Student Achievement

Implementation:

- Coaching of Facilitators in both our classes for African American Male Achievement and African American Female Achievement has been implemented. There has been an increase in programming throughout the District.

Challenges:

- There was a new fiscal protocol to create new position control numbers (PCNs) for hiring which caused a 3-4 month delay with hiring 2 new Facilitators. Central office staff covered site based classroom vacancies in addition to regular job duties.

Successes:

- In African American Male Achievement classes:
 - There is a higher sense of belonging and well being reflected in the midyear SEL screener, Sown to Grow, implemented in all secondary courses. Students report a higher sense of belonging at their school, with an average of 3.8 (on the STG 5 point scale)
 - There is increased student access to courses reaching an estimated 712 students, 20% of our African American male students districtwide, PK-12, including nearly 300 students in our high school dual enrollment courses. This is a 37% increase in our reach, since the 23-24 school year.
 - I-Ready literacy and math growth: At midyear, students participating in these courses who reached grade level reading increased from 14.7% in the fall I-Ready, to 19.7% at midyear. Similarly, the number of students participating reaching grade level in math increased from 3.8% in the fall to 6.7% in the spring.
- In African American Female Achievement classes:
 - Increased positive attendance: at midyear, 41.2% of our AAFE students have positive attendance compared to 34.3% non-enrolled AAFE students.
 - Increased grade level reading: at midyear, 18.6% of our AAFE girls are at or above grade level on I-Ready, compared to 17.9% of non-enrolled AAF students.
 - Increased student access: At midyear, AAFE facilitators and partner teachers are reaching an estimated 450 students, 7% of our African American female students. This is a 29% increase in our reach, since the 23-24 school year.
- Middle School Network collaboration with Office of Equity and Community Advisory Committee for Special Education (CAC) - Working Group to Support Black Students with Disabilities in Middle School
 - Decrease in overall suspensions, grades 6-8, at midyear, 263 students suspended (4.8%), compared to 328 students (4.8%) last year (23-24 midyear)
 - Decreased incidents of suspension, reduction of 112 incidents at midyear (401 total incidents), compared to last year (514 incidents at 23-24 midyear)

- At midyear, 53% of our middle schools (9 of 17 sites) have fewer suspensions of Black students with disabilities, compared to last year.

2.2 Latino & Native American Student Achievement

Implementation:

- Coaching of Facilitators in Latino Student Achievement has been implemented. There has been an increase in programming throughout the District.

Challenges:

- New fiscal protocol to create new position control numbers (PCNs) for hiring, caused a 3-4 month delay with hiring 5 new LSA teachers to cover 8 sites. Central OoE LSA staff covered site based classroom vacancies in addition to regular job duties.

Successes:

- Increased student access: At midyear, LSA facilitators and partner teachers are reaching an estimated 500 students, or 3% of our Latino students, districtwide, K-12. This is a 0.5% increase in our reach, since the 23-24 school year.
- Increase in positive attendance: At midyear, 49.2% of our LSA students have positive attendance compared to 39.1% non-enrolled LSA students.

2.3 Arab, Asian & Pacific Islander Student Achievement

Implementation:

- Coaching of Facilitators in Arab and Asian Pacific Islander classrooms has been implemented.

Challenges:

- Fiscal delay with accessing central supplemental allocation for our Arab American and Pacific Islander literacy mentoring programs caused a 2 month delay with hiring, training, and deploying mentors to sites to begin programming.

Successes:

- Increased student access: At midyear, AAPISA mentors and partner teachers are reaching an estimated 500 students, or 15.4% of our Arab American students, districtwide, K-12, and 59.4% of our Pacific Islander students districtwide. These are increases of 9% and 26.4% respectively, since the 23-24 school year.
- Increase in positive attendance: At midyear, 46.7% of Arab American (AAPISA) enrolled students have positive attendance compared to 44% non-enrolled home language Arabic students. And, all students engaged in PI programs including non-PI identified students, all have positive attendance since this is a requirement for participation this year, resulting in 107.9% positive attendance compared to 18.5% non-enrolled PI students.
- Increased grade level reading: By midyear, 20.1% of our Arab Am (AAPISA) enrolled students were reading at or above grade level, compared to from 8.7% in the fall.

2.4 Students with Disabilities Achievement

Implementation:

- We have implemented all strategies as planned.

Challenges:

- The Special Education Department completed a data analysis of past-due annual IEPs and reevaluations to determine the primary root causes of IEPs not being completed on or before the due date. The top two reasons provided by Special Education Case Managers were 1) lack of access to an interpreter and 2) parent/rights holder did not respond to attempts to schedule the IEP or did not attend the IEP. This has impacted our staff.
- To respond to this challenge, Department personnel collaborated with other departments' staff to revise protocols for interpretation requests and provided communication and retraining for Special Education personnel. Additionally, we re-issued clear guidance on procedures for parents/right holders who are not engaged in a multimodal format.
- Absence rates for students with disabilities remains disproportionately high despite targeted attendance interventions, and recent data show that our trends are moving toward greater daily absences rather than fewer.

Successes:

- We have surpassed our target for graduation and A-G graduation for students with disabilities for the 2023-24 cohort.
- We have reduced overall suspension for students with disabilities and have a successful partnership with families, network leaders, and principals at the middle school level that is driving specific reductions in grades 6-8.
- The percentage of Special Educators who participated in a department-offered IEP development support session (such as an IEP training 'camp' or just-in-time office hours) increased by 24.8% between December, 2023 and December, 2024.
- Our IEP quality efforts are beginning to show impact. Department personnel complete comprehensive quality audits of a randomized sample set of completed IEPs each month, and we are tracking growth in core IEP quality indicators resulting from Special Educator coaching and training efforts.

Examples:

- The percentage of audited IEPs with adequate data in the present levels from multiple sources grew by just over 13% from September, 2024 to January, 2025.
- The percentage of audited IEPs with goals that had complete, aligned baselines increased by 9% from September, 2024 to January, 2025.
- iReady data show that students with disabilities in grades K-8 are making accelerated growth, in part due to our training and support for educators using the Spire multisensory literacy intervention. This will prepare students for more robust performance on the SBAC.
- **Total % of students with IEPs at or above grade level increased +3.2% pts**, from 28.9% in 23-24 to 32.1% midyear 2023-24 to midyear 2024-25. This is compared with .6% growth for students without IEPs during that period.
- **Total % of students with IEPs 3+ grades below decreased -2.6% pts**, from 30.2% to 27.6% midyear 2023-24 to midyear 2024-25. This is compared with a -.6% change for students without IEPs.
- We are making movement toward our goal of a more inclusive district by design, with fewer students spending most of their day in a segregated Special Education classroom.

- Our Disability Access Resolution initiatives have begun to produce results, including four high schools reporting more participation of students in self-contained programs being a part of after-school programming and sports, the launch of inclusive play groups and integrated Saturday sports, training PE teachers in partnership with Special Olympics, and starting our first Best Buddies chapter at Bridges.

2.5 Low-Income Student Achievement

Implementation:

- 74 Schools are implementing Sown to Grow.
- 17,412 students are using Sown to Grow regularly for the weekly check-in.
- 1,012 alerts have been flagged, triggering a response from the COST to assess the level of student need/support.

Challenges:

- The board did not approve the Sown to Grow contract in June. The contract was then delayed and did not get approved until the end of September. This delayed the implementation start date till October.
- The late start made it much harder to implement and gain traction in the tool in service of students.

Successes:

- Low-income students achieved green in graduation rate and college/career readiness. Students also decreased in chronic absenteeism.

2.6 Unhoused Student Achievement

Implementation (2,296 students- 6.8%):

Our team successfully stationed Case Managers at our partner site schools to provide direct support to McKinney-Vento (MKV) students. We actively participated in COST meetings on a weekly basis, advocating for MKV students and ensuring their enrollment in after-school programs. Additionally, our Academic Counselor conducted a thorough review of over 100 high school transcripts, supporting students in staying on track for graduation. Case Managers also played a critical role in attendance meetings, providing wraparound services to students and families while advocating for the importance of regular school attendance. The activities implemented were:

- Case Managers were present at partner site schools to offer direct support.
- Weekly participation in COST meetings to advocate for MKV students.
- Successful advocacy for student enrollment in after-school programs.
- The Academic Counselor reviewed over 100 high school transcripts and guided students toward graduation.
- Case Managers attended attendance meetings to provide comprehensive support to families.

Challenges:

- Limited Resources: Staff capacity remains a challenge, as the demand for services exceeds our current capacity. Case Managers are stretched thin across multiple sites, making it difficult to provide in-depth, individualized support at all times.
- Systemic Barriers: Navigating school bureaucracy and securing placements in after-school programs for MKV students required persistent advocacy, as spots

were often limited.

- Attendance Issues: Encouraging consistent school attendance among MKV students remains a challenge due to external factors such as housing instability and transportation barriers.

Successes:

- Impactful Student Support: The direct engagement of Case Managers at partner schools created stronger relationships with students and provided much-needed consistency in their academic journey.
- Academic Progress: The Academic Counselor's review of over 100 transcripts ensured that high school students remained on track for graduation, which is a significant milestone for our program.
- Increased Access to Services: Through our advocacy efforts, more MKV students were successfully enrolled in after-school programs, providing them with additional academic and social-emotional support.
- Collaboration & Advocacy: Our participation in attendance meetings allowed us to support families holistically and emphasize the critical role of school attendance in student success.

2.7 Foster Youth Achievement

Implementation (134 students, .4%):

- Providing all entitlements in accordance with AB 490 and ensure all academic records are obtained for each youth
- Improved collaboration with Special Education staff to ensure foster youth with disabilities are supported and served
- Participation in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care
- Evaluation of graduation status and continued work with High School Counselors
- Referrals to site-based Coordination of Services Teams for triage and mental health supports
- Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such
- Not implemented: Foster Youth Mentorship program. Due to changes in staff and attrition at the planned partner agency, we did not implement the mentoring program as planned. A discovery as we talked about this with youth, was that youth struggle more with feeling misunderstood by staff.

Challenges:

- In order to help serve foster youth and their respective schools, an effort is made to keep the list of youth in care and their adult teams up-to-date; however youth are faced with frequent changes in placement and in members of their adult teams, often with little or no notification made to anyone.
- Foster youth are in the middle of multiple agencies, with those that work outside the school district as the ones making decisions. This sometimes results in a delay of aligning youth in care with the proper resources/support.

Successes:

- Case managers (3) provide direct services to over 90 foster youth in OUSD. This has increased the partnership with school site staff and FYS to support youth in care, communicate needs, and align them with services.
- As a result of the board resolution that prioritizes school preference for foster youth, every foster youth that applied for a school received their top school of choice.
- There has been a significant increase in schools being in compliance with AB 740 (notification of suspension).

2.8 English Learner Achievement

Implementation (10,880 students, 32%):

- Centrally provided PD on designated ELD during Language and Literacy institute and new teacher series
- Centrally provided integrated PD at January PD Day, PK-12 monthly inquiry cohort through Lead by Learning and Saturday PLCs on GLAD practices.
- ELLMA supported site-based PD provided on integrated and designated ELD at over 20 sites.
- Continued content development of ELD lessons grounded in the ELA curriculum.
- Capacity building of literacy TSAs to support integrated and designated ELD through elementary, middle school and high school coaching collaboratives.

Challenges:

- Despite our efforts, we see low results in the areas of reclassification, ELPAC growth, and ELPAC, and distance from standard in both ELA and math. We had a low percentage of students who attained an ELPAC score of 4 compared to previous years at 8.6% which is one of the state-required criteria for reclassification. Subsequently, our reclassification rates are also lower than previous years.
- While we have seen an increase of ELLs enrolled in ELD in grades 6-12 this year to 73.3%, we need to see more students enrolled in these courses.

Successes:

- We have exceeded our goal of graduation of ELLs, mostly due to a significant increase in newcomers' graduation rate.
- We have also already met our 25-26 goal for ELLs' A-G completion.
- We are approximating the 25-26 goal of college and career readiness.
- We have significantly decreased chronic absence rates.

2.9 Long-Term English Learner Achievement

Implementation:

- Content development of ELD lessons for LTELs grounded in the middle school ELA program.
- Development of integrated support for LTELs to support access to the newly adopted Fishtank ELA curriculum.
- Ongoing centrally and site-based PD on both integrated and designated ELD

Challenges:

- 32% of our Long-term ELLs also have an IEP, or are dual-identified as needing both ELL and Special education services.
- The data on reclassification, ELPAC growth (ELPI) and SBAC results suggest we are undeserving our Long-term ELLs. They are one of the few subgroups who are not only demonstrating an opportunity gap but further slipping in growth. We have an urgent need to sharpen our focus on this group of students.

Successes:

- Long-term ELLs have made significant strides in graduation rates and college and career readiness.

- We are seeing an improvement in chronic absence rates.

2.10 Newcomer Achievement

Implementation:

- Social worker staffing to all high count newcomer secondary schools.
- PD and support for newcomer social workers to better meet the wellness needs of newcomer students.
- A social work internship program designed to build a pipeline of bilingual bicultural social workers and add capacity at sites.
- ENTL (elementary newcomer teacher leader) staffing at all high count newcomer elementary schools to provide supplemental direct instructional support to newcomers as well as capacity building for the whole school. This role is supported by a central specialist who provides high quality professional learning and coaching support.
- Lakeview newcomer services team provides a linguistically responsive intake process and initial screening for urgent needs and referrals to school-based and community resource providers

Challenges:

- The current political climate is challenging our newcomer students and their families to feel safe and a sense of belonging in our schools and communities.
- We still see students out of school to work on a regular basis and attendance rates suffer

Successes:

- Our newcomer graduation rate has gone up 20% in the past 2 years.
- We have decreased our chronic absentee rates and increased our newcomer attendance rates.

2.11 Alternative Education

Implementation:

- Using CSI funds we were able to hire a Credit Recovery Case Manager to conduct home visits and set students up for in person tutoring.
- Sites offered additional coursework in order for students to recover credits that would lead to graduating at an earlier date than their personalized plans suggested.
- Sites also offered flexible schedules to meet the needs of students that were chronically absent in previous semesters.

Challenges:

- Students continue to prioritize working, caring for family members, and finding housing instead of their education. This leads to a longer commitment in order to graduate.

Successes:

- There has been some success in improving attendance, however, students in alternative education are still attending at lower rates than their peers.

2.12 Expanded Learning Opportunities

Implementation:

Expanded Learning (After School) 2024 total enrollment = 19,075

- SpED - 2,878 (15%)
- ELs - 5,393 (28%)
- Free/Reduced Lunch - 15,259 (80%)

Saturday Free YES! Sports Program - 2024 Fall/Winter = 1,038 students served

- SpED - 151 (15%)
- ELs - 274 (26%)
- Free/Reduced Lunch - 770 (74%)

OUSD's Expanded Learning Office successfully implemented comprehensive after-school programming across all elementary, middle, and high schools, including Kaiser, Hintil, and Burbank TK sites. This includes the expansion of the Arts initiative, which incorporated over 20 art organizations into OUSD's after-school programs. ExLO continues to expose elementary school students to YES! Sports: students have access to free sports offerings on Saturdays.

Summer Learning 2024 Total Enrollment: 8,305 students served

- SPED- 1,992 (24%)
- ELs- 2,831 (34%)
- Free/Reduced Lunch - 7,379 (90%)
- Participated in credit recovery - 2,535 (30%)

Challenges:

After School: Staffing the demand for after-school programs in elementary and middle school continues to be challenging across the district. This year, we saw a 30% in staff transitions. Competition for high-quality staff continues to be challenging, with individuals prioritizing full-time positions with benefits over part-time roles. Due to the significant staff turnover, ensuring schools have trained veteran individuals with a long history at schools has been an ongoing challenge for many programs.

Summer: Our average daily attendance rate for summer programs was lower than expected. Secondary students surveyed stated they wanted activities that connected them more to their community.

Successes:

Summer Learning: We expanded our offerings of full day programming to extensive needs sped students. Implemented small group phonics instruction in all elem summer programs. 82% of Elem students met their reading growth goals. 48 students earned their high school diploma during the summer session. 72% increase in Unhoused Youth (349 to 599 students). 42% increase in Newcomers (796 to 1,132 students). 49% increase in Transitional Kindergarten (171 to 255 students)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 African American Student Achievement

- Three total full time FTEs were vacant for 3-4 months due to delays with creating new PCNs for these positions, there may be a significant difference in actual salary expenditures for these three positions.

2.2 Latino & Native American Student Achievement

- 5 total full time FTEs were vacant for 3-4 months due to delays with creating new PCNs for these positions, there may be a significant difference in actual salary expenditures for these 5 positions.

2.3 Arab, Asian & Pacific Islander Student Achievement

- There were no significant material differences in expenditures for this area.

2.4 Students with Disabilities Achievement

- There were no material differences between planned and actual expenses.

2.5 Low-Income Student Achievement

- There were no material differences between planned and actual expenses.

2.6 Unhoused Student Achievement

- There were no significant vacancies in our staff positions that impacted our planned services. However, due to capacity limitations at Community Education Partnerships (CEP), we faced challenges in referring new students to their program as originally planned.

2.7 Foster Youth Achievement

- There were no significant material differences in expenditures for this area.

2.8 English Learner Achievement

- There were no significant material differences in expenditures for this area.

2.9 Long-Term English Learner Achievement

- There were no significant material differences in expenditures for this area.

2.10 Newcomer Achievement

- One of our contractual newcomer social workers at Roosevelt resigned mid year and there was a multi month gap before we were able to hire and onboard a replacement;
- One of our grant funded newcomer wellness staff members was out on family leave for much of the school year;
- Our unaccompanied minor re engagement specialist left the district and there was a multi month gap before we were able to hire and onboard a replacement.

2.11 Alternative Education

- There were no significant material differences in expenditures for this area.

2.12 Expanded Learning Opportunities

- There were no significant material differences in expenditures for this area.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 African American Student Achievement

- Improved outcomes for Black students, as demonstrated by data listed above, involve:
 - Intentional recruitment and retention of Black educators, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central specialists;
 - Implementation of African American Studies content and ethnic studies pedagogy via the Mastering African American Identity (AAMA and AAFE), g-elective, survey courses;
 - Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership;
 - Implementation of SEL screener in all classrooms;
 - Collaboration with network superintendent teams to align focus and support on instructional priorities in each network: attendance, literacy, a-g completion.
- Middle School Network successful strategies decreasing suspensions of Black students:
 - Principal Professional Learning data analysis: Principals engage in data analysis and set goals related to school culture and climate. They showcase best practices, present initiatives that are having a positive impact, and discuss successful Tier 2 and Tier 3 strategies. A presenting principal shares an issue or question, and all principals engage in collaborative problem solving to resolve the issue or answer the question;
 - Special Education Middle School Behavior Analysts (BCBA): BCBAs facilitated professional development in *Principal Professional Learning* to

discuss Tier 1, 2 & 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans; and

- Middle School Network Team: attends school site culture/climate team meetings, sets goals with each site, monitors site suspension data, discusses ongoing data, shares effective strategies in Principal Professional Learning, and celebrates positive outcomes.

2.2 Latino & Native American Student Achievement

- Improved outcomes for Latino students, as demonstrated by data listed above, involve:
 - Intentional recruitment and retention of homegrown Latino educators, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central LSA specialists;
 - Implementation of culturally responsive content and ethnic studies pedagogy via the Chicano/Latino Studies (LSA), g-elective, survey courses; and
 - Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership.

2.3 Arab, Asian & Pacific Islander Student Achievement

- Improved outcomes for Arab American and Pacific Islander students, as demonstrated by data listed above, involve:
 - Intentional recruitment and retention of Arab American and Pacific Islander literacy mentors, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central AAPISA specialists;
 - Implementation of culturally responsive approaches to mentoring, including family communication and engagement.;
 - Implementation of care management for all students.; and
 - Requirement of school day attendance for participation in AAPISA programs and activities.

2.4 Students with Disabilities Achievement

- Special Education supports for Students with Disabilities:
 - While we are not yet seeing the movement we expect in on-time IEPs, we are starting to see improvements in IEP quality through our coaching and professional development efforts.
 - As shown above, IEP audit data show improvements in data-driven, aligned IEP present levels and goals.
 - The Department has provided PD content to Special Education teachers with over 2100 participants from August, 2024-February, 2025. The average participant response to our content was a 4.29/5 YTD, with participants endorsing that the content was clear and easy to understand (4.37/5) and that the presenter was engaging and provided opportunities for participation (4.21/5).
 - Our foundational literacy strategy and Department-led educator supports are demonstrating efficacy.
 - As of the end of trimester one of SY 2024-25, 36% more students with IEPs received dedicated Spire reading intervention as compared with trimester one of SY 2023-24.
 - We achieved a 2.8% reduction in the students with IEPs in grades K-5 who are below grade level in phonics.
 - Our procedures and training for Alternative Diploma, credit analysis support, person-centered planning, and ITP deep dives with educators has

contributed to more students with IEPs graduating with a diploma ready for college, career, and community.

- One ineffective strategy has been to attempt to provide credit recovery services in a parallel system through the Special Education Department. Because of personnel limitations, the number of students we were able to serve has been small, and students benefit more from an approach that is integrated at their school of attendance rather than separate. We plan to discontinue this and shift to a focus of stronger credit analyses and D/F engagement at sites, coupled with Special Education support during summer Academic Recovery.

2.5 Low-Income Student Achievement

Effective strategies include:

- The Sown to Grow mental health screener is a crucial tool in meeting our goals regarding tiered supports for our low-income students.
- The Sown to Grow tool ensures a regular check point on the well-being of our most vulnerable students. This checkpoint helps staff connect students in need of more support (mental health, academic support, SEL support) with the appropriate service.
 - Due to delayed implementation (late contract approval) we did not see the same usage numbers for 24-25, as we saw in 23-24.
 - We believe this had a negative impact on our students, and the ability of staff to roll out the tool in a consistent manner. (October implementation of anything is disruptive and challenging).

2.6 Unhoused Student Achievement

Effective strategies include:

- The presence of our Case Managers in schools has been highly effective in supporting MKV students. By being integrated into the school culture and daily operations, Case Managers have played a crucial role in providing preventative behavioral support, advocating for students' attendance, and ensuring their access to essential services. They have successfully enrolled students in after-school programs, behavioral health support, counseling, and IEP evaluations, addressing multiple barriers to academic success.
- Despite these successes, the most significant challenge remains the lack of access to stable housing and emergency resources such as hotel vouchers. Families experiencing housing instability often have to move frequently or reside in unsuitable living conditions, which directly impacts students' ability to attend school consistently and on time. While our team continues to advocate for these families, the absence of immediate housing solutions remains a critical gap that affects student attendance and overall well-being.
- While the strategy of embedding Case Managers in schools has proven successful in providing comprehensive student support, addressing attendance barriers, and advocating for student needs, the broader issue of housing instability remains unresolved. Without access to stable housing solutions, students continue to face challenges in maintaining consistent school attendance, limiting the full impact of our interventions

2.7 Foster Youth Achievement

Effective strategies include:

- Continuous outreach and communication with the youth's interagency team to keep bringing education to the table
- Consistent interaction with school staff to maintain awareness of who the foster youth are at their school

- More coordination and training with Special Education has resulted in FYS being more knowledgeable about IEPs, as well as developing practices with Special Education to support foster youth with IEPs.

Ineffective

- Providing training to District-wide groups where the audience is already receiving a large amount of other information. Direct communication and smaller group trainings allow for their more specific questions to be answered

2.8 English Learner Achievement

Effective strategies include:

- Our collaboration with the HS linked learning office and our school sites to provide ELLs graduation supports and to implement AB 2121 appropriately.;
- We have worked with the master schedule team and counselors to increase designated ELD enrollment which has yielded some progress, even as we work towards more progress.;
- We have seen an increase in designated ELD implementation at the elementary level as evidenced by the Stages of ELD self-assessment, instructional schedule submission, and learning walks.;
- Collaborating with content teams to provide integrated ELD. We are seeing a more successful increase of educator take-up of equitable student talk structures, explicit language instruction that address the language demands and opportunities across content areas.;
- Schools with Elementary Newcomer Teacher Leaders are showing comparatively strong growth on the I-Ready with their newcomers.;
- Collaboration with the special education team has enabled us to revise our individualized reclassification criteria and reclassify over 38 dually-identified students during the winter cycle through the revamped process.

Ineffective strategies include:

- We will no longer fulfill requests for sites to support one-off PDs on ELD as we know from our own data as well as from research that these experiences are not effective.
- Due to the lift to improve quality instruction of designated ELD, we have spent less time supporting integrated ELD at the site-level. We will work to rebalance our support to ensure we are providing schools with support around comprehensive ELD strategies so that they understand the leverage the connection between integrated and designated ELD.

2.9 Long-Term English Learner Achievement

Effective strategies include:

- OUSD developed ELD lessons grounded in the ELA instructional materials showing promising results for Long-term ELLs compared to results seen in schools using other programs.

- Site- based PD on designated and integrated ELD and leadership coaching support in middle school has shown results year-over-year for LTELs, yielding the highest reclassification rates in the district. Even as rates fell in the middle school network compared to the previous two years, it was still at a strong 18%.

Ineffective strategies include:

- Support for LTELs has been less effective in high school than middle school. Centrally supported PLCS for LTEL ELD has not had strong high school attendance and the curriculum is unconnected to core content as it is in middle school.

2.10 Newcomer Achievement

Effective strategies Include:

- Partnering with the county and Bananas has let us re-enroll many of our pregnant and parenting teens in school either with us or at the new county program;
- Collaborating with special education and behavioral health departments to include more of their social workers in our PD and streamline social work PD structures across departments;
- Using CDSS grants for both social emotional AND academic support. The new SIFE curriculum is an academic intervention that we see supporting newcomer SEL. We seek to do more of this.; and
- The professional learning support for Elementary Newcomer Teacher Leaders has resulted in a significant increase in small group ELD and foundational skills instruction for newcomers. We are seeing promising results in I-Ready growth for students receiving consistent supplemental instruction via the ENTL role.

2.11 Alternative Education

Effective strategies include:

- The district strategy of improving attendance while providing more targeted credit recovery has been successful on a limited basis. More work needs to be done to get students to school in order to take advantage of the opportunities of accelerated credit recovery.

2.12 Expanded Learning Opportunities

Effective strategies include:

- OUSD's Expanded Learning Programs increased services to our highest needs community and created systems to ensure unduplicated and inclusive programming was taking place in our schools. For summer learning, this includes creating a targeted enrollment tool that invites high priority students and includes a waitlist system that allows us to quickly fill any open spots.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

2.1 African American Student Achievement

- We aim to continue our partnership with the family and staff leaders on the CAC to focus our efforts on supporting Black students with disabilities to reduce suspensions at the high school level, learning from our partnership in 23-24 and 24-25 with the Middle School Network to decrease suspensions for Black students and Black disabled students in both 23-24 and 24-25.

2.2 Latino & Native American Student Achievement

- Based on classroom observations and student data this year, we are noticing improved outcomes with attendance and literacy in survey courses taught by credentialed teachers in comparison to courses and spaces held by our community provider. We are considering moving community provided programming to after school and instead recruiting candidates who are already credentialed to staff the course at sites where this transition is feasible for 25-26.

2.3 Arab, Asian & Pacific Islander Student Achievement

- Due to reductions in the non-labor budget projected for 25-26, and the reduced availability of central concentration funds for this work, contracts with community based providers for targeted literacy programs will be reduced, and less students and school sites will be served.

2.4 Students with Disabilities Achievement

- Special Education supports for Students with Disabilities:
 - We will be revising our section slightly to remove high school credit recovery services offered directly by the Special Education Department, as we no longer have the personnel to sustain that initiative. Additionally, this strategy has not been shown to be effective.
 - All other investments, goals, and services are recommended for continuation.

2.5 Low-Income Student Achievement

- We did not adjust the plans or metrics.
- The chronic absenteeism data was improving at the beginning of the year then dropped off towards the middle of the year. We believe this is due to new legislation from the president, targeting students and families that are undocumented. These executive orders have created some fear around coming to school, and recently there have been accounts in California of ICE and connected officials coming to schools in search of immigrant children (building on this culture of fear). There may be a need to shift the strategy around family engagement and attendance for the 25-26 in light of this changing landscape. The team will be strategizing about these changes over the summer.

2.6 Unhoused Student Achievement

- Based on reflections from prior practices and an assessment of the effectiveness of current strategies, several key changes will be implemented for the coming year to improve the support and outcomes for McKinney-Vento (MKV) students and families. These changes are aimed at enhancing identification efforts,

attendance interventions, academic and behavioral support, and family engagement.

1. McKinney-Vento Identification Support:

- Change: Strengthen outreach and training efforts for school staff to improve early identification of MKV students.
- Rationale: In the 2025-2026 school year, OUSD MKV program saw an increase of McKinney-Vento qualified students and families. More proactive engagement with school staff and direct outreach to families can increase enrollment.
- Action: Implement additional training sessions for school staff and create more multilingual outreach materials.

2. Attendance Monitoring & Intervention:

- Change: Increase the frequency of attendance monitoring from bi-weekly to weekly for students flagged as chronically absent.
- Rationale: A 10% decrease in absences over three months is the goal, but more frequent monitoring and intervention may yield better results.
- Action: Introduce a tiered intervention approach, prioritizing high-need students for immediate intervention and leveraging school-based support teams.

3. Academic & Behavioral Support

- Change: Establish mentorship or tutoring partnerships to further support students academically.
- Rationale: A 10% increase in academic performance and graduation rates is targeted, but additional structured academic support is needed.
- Action: Partner with community organizations and universities to bring in volunteer tutors or peer mentors.
- Change: Strengthen behavior intervention plans by incorporating trauma-informed practices.
- Rationale: Decreasing suspensions by 10% requires a more structured support system for behavioral interventions.
- Action: Train school staff in restorative justice practices and increase access to school-based mental health resources.

4. Family Engagement & Outreach

- Change: Increase the frequency of family check-ins from bi-weekly to weekly for families with urgent needs.
- Rationale: Ensuring that 100% of MKV families are informed and connected to resources requires more consistent engagement.
- Action: Implement structured check-in schedules and expand partnerships with community resource providers to streamline referrals.
- Change: Expand community awareness efforts beyond four outreach events per year.
- Rationale: Increasing visibility and understanding of the MKV program within the community will help reach more eligible families.
- Action: Utilize social media, school newsletters, and local events to provide ongoing information about MKV rights and resources.
- The coming year will focus on enhancing identification efforts, intensifying attendance interventions, expanding academic and behavioral support, and deepening family engagement. These strategic changes are expected to improve overall outcomes for MKV students and ensure that they receive the full support they need to thrive in school and beyond.

2.7 Foster Youth Achievement

- The effort toward a peer mentoring group will be re-directed this year to provide more training to staff in partnership with Behavioral Health. The feedback we have received from youth in care that they feel separates their situation from non-foster peers is their overall feeling that adults do not understand their unique needs.
- We will increase our efforts in not only ensuring AB 740 is implemented properly, but extending this practice/policy to include more restorative practices as an alternative to education.

2.8 English Learner Achievement

- We continue to dig into multiple data points, both quantitative and qualitative, to get to root causes for why we are not seeing more improvement. We are trying some new strategies out this year with ELPAC testing conditions.;
- Less isolated ELL-focused PD in favor of more PD led on integrated ELD supports in the content areas in partnership with the academics team.;
- A stronger focus on ELL progress monitoring including incorporating a language lens in curriculum-embedded and other formative assessments.;
- In secondary, through collaboration between ELLMA and Academics, we have engaged ILTs across schools to collectively identify a common instructional focus for all middle and high schools to address the lack of adequate progress for ELLs: student talk and scaffolding for rigor.;
- Roll-out new guidance and support implementation for how to address the instructional needs of ELLs who require both foundational literacy skill development and ELD.

2.9 Long-Term English Learner Achievement

- Due to concern about our results for LTELs, the academics and ELLMA teams engaged in a data dive and determined an instructional focus for the 2025-26 school year for all middle and high schools: student talk and scaffolding for rigor.;
- All content area coordinators and specialists will hold this focus through professional learning, coaching collaboratives, learning walks, and site support.;
- We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work.

2.10 Newcomer Achievement

- We will give one more year to our newcomer social work internship program to see if those interns end up filling newcomer social work vacancies the following year. If not, we will likely discontinue the program. While having social work interns in our schools is wonderful, if they don't end up taking jobs with us, the supervision and support of that program might not be worth the effort and cost

2.11 Alternative Education

- No changes are anticipated in the coming year.

2.12 Expanded Learning Opportunities

After-School:

- OUSD's after-school programs will implement an online enrollment system that parallels the OUSD enrollment process so families can access a

single platform. This will expedite communication with families and ensure that OUSD prioritizes our highest needs communities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.1	African American Student Achievement	<i>Implement student achievement strategies to address the specific and unique needs of Black/African American students, with a focus on areas in which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts, and Mathematics. Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for African American students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers.</i> The Office of Equity’s signature programs supporting African American Achievement within OUSD are African American Female Excellence (AAFE) and African American Male Achievement (AAMA). Both programs partner with organizations such as the African American Education Task Force to provide culturally relevant programming and academic social emotional learning support for 870 African American students across 28 sites in Grades TK-12. In addition to targeted support provided to African American students within schools, AAFE and AAMA produce the Annual African American Honor Roll, honoring and encouraging the academic achievements of students and families districtwide. The honor roll has demonstrated results, increasing the number of African American Grade 6–12 students with GPAs of 3.0 or better from 804 in 2021-22 to 1,559 in 2023-24. To improve the literacy and A-G completion rates for African American students, AAFE and AAMA partner closely with our Network Superintendents, academic departments, and early childhood programs to center resources to create additional literacy programming supporting African American students. AAFE and AAMA are also partner with organizations such as the Warriors Community Foundation to support increased opportunities for STEM-based learning experiences. To expand our reach, we provide guidance for schools that serve 20% or more African American students to have an AAMA and AAFE class as an offering in secondary. At elementary sites, we recommend that	\$4,086,279	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		AAMA and AAFE classes or circles be added to the after-school program offerings. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>		
2.2	Latino & Native American Student Achievement	<i>Implement student achievement strategies to address the specific and unique needs of Native American and Latino students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics.</i> Partner with principals and their teams to advance literacy, attendance, graduation, and A-G completion rates for Latino and Native American students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers. Latino Students Our Office of Equity Latino Student Achievement (LSA) Initiative partners with The Unity Council to address high school readiness of middle school Latino boys, and college readiness of Latino boys and Latina girls, collaborating to implement the Latino Men and Boys and Latina mentoring programs, providing targeted academic and culturally responsive social and emotional support, and family partnership across eight sites. LSA partners with Bay Area Community Resources (BACR) to address safety for the highest risk Central American newcomer indigenous youth across four high schools, providing targeted academic and culturally responsive social and emotional support and mentoring, through the LSA Young Hawks program. LSA Specialists provide direct instruction on Latino history and culture via our LSA boys and girls circles at three secondary sites. Specialists also provide direct support to Latino student leadership clubs to celebrate Latino Heritage Month, facilitates Latino family engagement in the LCAP	\$1,491,494	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		PSAC process through the Latino Parent Advisory Group, and facilitates the Maestr@s Latino teacher retention and recruitment program, in addition to working with the LSA Task Force to plan the annual Latino Student Honor Roll celebrating over 3,000 Latino middle and high school students with cumulative GPAs of 3.0 and above. LSA will continue to partner with Early Childhood to support Kindergarten readiness of Latino students and families, and with the Academic team to incorporate Latino history and culture within Social Science and History content in TK-8 and via dual enrollment Chicano/Latino Studies courses at the high school level. Native American Students Oakland Unified's Native American Education Program is structured under CSSS After School via a contract with American Indian Child Resource Center (AIRC). Our Native American Education Program Coordinator's work is integrated with our targeted initiatives to promote culture of belonging for our Native American students engaged with AIRC programs. The Office of Equity provides direct support and coaching for the program. The District hosts the annual AIRC Pow Wow and the annual Native American Graduation and Recognition of Excellence celebration and family dinner. We are also working together on integrating Native American Studies into our overall Ethnic Studies implementation planning with the Academics Team. We anticipate implementation in the 2025-26 school year. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
2.3	Arab, Asian & Pacific Islander Student Achievement	<i>Implement student achievement strategies to address the specific and unique needs of Arab American and Pacific Islander students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English</i>	\$878,936	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>Language Arts, and Mathematics.</i> To support these focal student groups, we partner with principals and their teams to advance literacy, attendance, and A-G completion rates for Arab, Asian, and Pacific Islander students. We also coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers. The Arab, Asian, and Pacific Islander Student Achievement (AAPISA) programs lift up the diverse AAPI populations with the largest equity gaps in Oakland for every student to thrive, achieve and succeed in OUSD. The AAPISA Network: • Builds a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all AAPI students to achieve and thrive. • Ensures that OUSD’s systems, infrastructure, and school content are serving and reflecting the diversity of our over 45 Asian and Pacific Islander populations to better serve them. • Lifts up AAPI voices and histories to inform and create safe, supportive, and inclusive community schools where all students experience belonging and empowerment to achieve. Pacific Islander Students Our Office of Equity Asian Pacific Islander Student Achievement program partners with the Oakland Oceania Collaborative and IKUNA to address low rates of college enrollment amongst Pacific Islander students through hosting Pacific Islander College Nights, Pacific Islander College Retreats and campus visits, and to conduct Wayfinder workshops for middle and high school students throughout the school year to support students to develop their sense of belonging, identity, culture, and purpose and pathways using culturally relevant frameworks and values. Our partners provide one-on-one sessions with Pacific Islander high school students to review OnTrack profiles, A-G completion status, and the college application		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		process, and work with us to organize the annual Pacific Islander Honor Roll and Spring Celebration. We are also beginning the work early through targeted early literacy programs and intervention tutoring and mentoring with K-5 Pacific Islander students in five pilot schools, bolstered by direct family engagement with parents and guardians as well as community events to elevate literacy, storytelling and the value of education through a cultural lens within the Oakland Pacific Islander community. Arab American Students The Office of Equity partners with the Arab American Student Excellence Committee, to plan the annual Arab American Student Honor Roll, facilitate workshops for staff and community on Arab American culture and history, and to organize site based celebrations of Arab American Heritage month, and cultural awareness days such as Hijab Day and support in forming cultural affinity clubs at the secondary level. We partner with the Academic literacy department and the American Association of Yemeni Students and Professionals (AAYSP) to provide targeted Arab American literacy mentoring/tutoring, cultural arts and family engagement across five elementary sites. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>		
2.4	Students with Disabilities Achievement	<i>Implement Specialized Academic Instruction (SAI) and provide related service support and resources to students with Individualized Education Programs (IEPs) participating in our special education Program, with a focus on areas for which students with disabilities received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics. Implement strong Child Find practices to identify students who may require special education services. Ensure consistent progress monitoring practices to ensure eligible students are provided with a free, appropriate public education (FAPE) in the Least Restrictive Environment possible.</i> Oakland Unified School District provides a comprehensive range of special education and related services for students from birth through age 22, including	\$4,107,183	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Specialized Academic Instruction, speech-language services, mental health therapeutic services, occupational and physical therapy, assistive and augmentative technology, adaptive physical education, and low incidence services. Services are provided in accordance with the Least Restrictive Environment (LRE) for each child, maximizing the time students spend in the general education setting with their peers. Special education services are coordinated by a central team of administrators and Special Educators, with a focus on the elements identified by the California Department of Education as a part of our Improvement Monitoring plan. To support the ongoing improvement in graduation rates for students with IEPs, the Special Education Department provides credit recovery services beginning in grade nine, as well as providing additional support staff for comprehensive high schools to support inclusion of students in the general education pathways courses. Additionally, the Department provides specialized transition services to students aged 16-22 through a case management approach that aligns student strengths and interests to college and career opportunities. To address our students' literacy and math skills, we provide allocation of, training in, and monitoring of implementation for evidence-based, multisensory phonemic awareness and phonics instruction, numeracy intervention curricula for Grades 3-8, and modified curricula for ELA and mathematics for our extensive support needs classes. Finally, the Special Education Department provides job-alike professional development and individual coaching and mentoring support for special education service providers through monthly professional learning communities, group sessions on specific topics, drop-in sessions, and IEP development coaching. To support the social-emotional and behavioral health of our students with disabilities, including direct support encouraging consistent attendance at school, the Department has provided evidence-based social skills curriculum and has invested in a Board Certified Behavior Analyst (BCBA) for each		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		network of schools across our continuum. Our BCBAs provide direct teacher and staff behavior coaching, complete Functional Behavior Analysis assessments (FBA), provide behavior emergency response services, and offer professional development for faculty. Finally, the Department has offered training in verbal deescalation, the principles of student behavior, and behavior emergency response to several hundred service providers. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i> <i>Note: Most special education services and associated positions are necessary to implement IEPs and are funded through LCFF Base and state Special Education resources as part of the District's base program. They are therefore not included in the LCAP, which describes only those investments considered to be beyond the base program. A full list of funded special education positions will be provided to the community through the Special Education Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually.</i>		
2.5	Low-Income Student Achievement	<i>Center the needs of low-income students to ensure that they have access to tiered academic and social emotional support.</i> While many of our actions benefit our low-income students, investments in this action are principally for the benefit of these students. For additional teaching positions, we prioritize smaller class sizes at the following schools with concentrations of unduplicated students above 90%: ACORN Woodland Elementary, Allendale Elementary, Bridges Academy, Brookfield Elementary, Burckhalter Elementary, Castlemont High, Coliseum College Prep Academy, Dewey	\$1,554,454	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Academy, East Oakland Pride Elementary, Elmhurst United Middle, EnCompass Academy Elementary, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, Sojourner Truth Independent Study, International Community, La Escuelita Elementary, LIFE Academy, Lockwood STEAM Academy, Madison Park Academy Upper, Madison Park Academy Primary, Manzanita Community, Markham Elementary, Martin Luther King, Jr. Elementary, McClymonds High, MetWest High, Oakland Academy of Knowledge, Oakland High, Oakland International High, Prescott Elementary, Ralph J. Bunche High, Reach Academy, Roosevelt Middle, Rudsdale Continuation, Street Academy, Think College Now, United for Success Academy, Urban Promise Academy, West Oakland Middle, and Westlake Middle. Assistant principal positions are prioritized at schools with concentrations of unduplicated students above 55% that do not qualify for these positions based on enrollment alone. For 2024-25, this includes the following schools: Bret Harte Middle, Castlemont High, Coliseum College Prep Academy, Edna Brewer Middle, Elmhurst United Middle, Fremont High School, Frick United Academy of Language, Greenleaf Elementary, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Upper, Montera Middle, Oakland High School, Oakland International High, Oakland Technical High School, Rudsdale Continuation, Sojourner Truth Independent Study, United For Success Academy, and Urban Promise Academy. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.6	Unhoused Student Achievement	<i>Provide services to address the unique needs of unhoused students and their families, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism and Graduation Rate.</i> Oakland Unified uses centralized enrollment as a point of access for students and families entering or returning to the district. Once students are identified as unhoused, immediate enrollment is provided and families receive entitlements and support from the McKinney-Vento Program Specialist and the unhoused youth case management team. In an effort to support attendance and reduce chronic absenteeism, transportation entitlements will be provided to these students especially those traveling more than one mile to school. Elementary School parents traveling with their students to and from school also receive transportation assistance. Additionally, the following services are targeted to serve students and families participating within the transitional student and family support program. • All housing insecure students will be referred to site based coordination of services teams (COST) for ongoing academic and mental health support. Community School Managers will support ongoing connections to services for overall wellness and basic needs at individual school sites. • Golden Opportunity Tickets for After-School Program Enrollment is provided to unhoused families free of charge. Academic interventions for elementary and middle will be coordinated via continued partnerships with daytime and after-school staff to provide small group interventions. • Case Managers will work with school counselors to support increasing the number of students on track to graduation and work to remove school site barriers to education. • The McKinney-Vento Team will continue to work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees and evaluation of transcripts for students eligible for AB1806 partial credit and credit reduction entitlements.	\$1,931,610	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Tutoring will be provided free of charge, on-site for those students currently living in shelter and transitional housing and students in need of tutoring are matched with a tutor via a partnership with Community Education Partners (CEP) to address any below grade level academics throughout the school year. • All parents will be prioritized for participation in all parent engagement activities. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i>		
2.7	Foster Youth Achievement	<i>Provide services to address the unique needs of foster youth, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.</i> OUSD Foster Youth Services (FYS) addresses the unique educational needs of foster youth and works to eliminate barriers to education in accordance with AB 490 and other foster youth education laws and entitlements. Foster Youth Services works to provide equitable access to education for foster youth on both programmatic and direct services levels. FYS focuses on improving academic outcomes for youth in care through providing social emotional support, advocacy, while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers. Targeted support is increasingly imperative with the added impact of COVID-19, which has further exacerbated the struggles foster youth face in education, putting them at an even greater risk of falling behind and widening the achievement gap. Three case managers provide direct support to foster youth at 12 high schools, with the goal of improving academic outcomes as before. These case managers work with youth and adults to advocate on the youth's behalf, attend applicable meetings, and set short and long term goals. Case managers are based out of the Central Office's Foster Youth Services with the understanding that foster youth have frequent	\$640,138	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult. FYS ensures staff and the education system overall are in compliance with existing policies that protect foster youth's rights to education. FYS will provide targeted supports including: • Providing immediate enrollment in accordance with AB 490 and ensure all academic records are obtained for each youth • Improving collaboration with special education staff to ensure foster youth with disabilities are supported and served • Participating in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care • Evaluating transcripts for students eligible for partial credit and credit reduction entitlements. Continued work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees • Referring foster youth to site-based Coordination of Services Teams for triage and mental health supports • Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i>		
2.8	English Learner Achievement	<i>Implement quality integrated and designated English Language Development (ELD) to improve progress and reclassification rates for English learners, with a focus on schools that received the lowest performance level for English Learner Progress on the 2023 California School Dashboard.</i> A comprehensive ELD program that includes both integrated and designated ELD is critical to the language learning and academic success of our ELs. This explicit subgoal area is necessary as OUSD has struggled to implement quality comprehensive ELD across schools and classrooms. The work to implement ELD	\$10,957,083	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		must include a focus on both the systems and structures held by the school leadership as well as quality classroom instruction. Therefore this goal area includes leadership development using effective use of continuous improvement tools towards equity-based instruction, professional development for teachers, coaches, and leaders, and content development of quality ELD materials aligned to the California English Language Arts (ELA)/ELD framework. With the development of OUSD-created designated ELD lessons that are connected and aligned to the ELA curriculum in K-8 now reaching completion, we have a unique opportunity to implement an integrated learning model to accelerate language and literacy outcomes of our ELs. The comprehensive ELD improvement work is supported across central office teams, but is led by the English Language Learner and Multilingual Achievement (ELLMA) office that collaborates with all OUSD central office departments and schools to foster collective responsibility for our ELs to ensure language equity and access. The ELLMA team will support quality integrated and designated English Language Development (ELD) by: ● Improving quality Designated ELD content and implementation by aligning designated ELD to the ELA content and curriculum (e.g., EL Education) through supported content development and teacher collaboration. ● Providing foundational and sustaining professional development to support integrated and designated ELD with particular focus on supporting all teachers, including secondary content teachers, to include language scaffolding and language-responsive instruction such as comprehensible input, student talk and productive engagement with complex text. ● Developing continuous improvement tools and processes for leaders to improve services and instruction for ELLs including self-assessment of the implementation of comprehensive ELD, and use of ELL-focused observation protocols such as ELL Review and ELL Shadowing. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
2.9	Long-Term English Learner Achievement	<i>Ensure that Designated and Integrated English Language Development for long-term English learners (LTELs) is specific to their unique academic, language, and social-emotional needs.</i> Support for Long-term ELs (LTELs) amplifies the work for all ELs with a focus on ensuring all content area teachers are equipped to meet the unique needs of this group of students. Progress towards the goal of LTEL achievement requires expert teaching practices that address the language demands of the curriculum as well as practices that ensure active engagement and student agency in student learning . Our foundational PD—Academic Language and Literacy for Acceleration in Secondary (or ALLAS)—is a five-day summer institute that provides teachers a deep understanding of language equity issues for LTELs and expands their toolkit of strategies to teach language within the context of each teacher’s discipline. Ongoing professional learning is incorporated throughout the year to support teachers in implementing the ALLAS strategies. Some PD spaces are invitational inquiry-based learning and others are provided through content-specific PD during contractual time. Additionally, new work has begun to address the needs of our Long-term ELs with IEPs. Currently 36% of our LTELs have IEPs and so the need to invest more resources and time in this area is urgent. This work includes collaboration between SPED and ELLMA teams to provide professional development to SPED educators on linguistically appropriate goals and to ensure dual-indentured students are receiving quality designated ELD. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>	\$465,459	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> <i>• To come in future draft</i> <i>Many of the supports for LTELs are captured in the investments for Action 2.8, which serves all English learners. Only investments specific to LTELs are included here.</i>		
2.10	Newcomer Achievement	<i>Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.</i> To support our newcomer students, we provide social worker staffing to all secondary newcomer program sites to attend to wellness, basic needs and socio-emotional development needs of recent immigrant students. We staff all elementary schools with significant newcomer enrollment with teachers on special assignment to provide supplemental direct instructional support to newcomers as well as capacity building. The District also maintains a central enrollment center to provide a linguistically responsive intake process and initial screening for urgent needs and referrals to school-based and community resource providers. Centrally-funded teachers on special assignment also support instructional quality and provide ongoing professional development to teachers of newcomers (see Action 2.8 above). <i>Ongoing and grant-funded Central investments that support this work include:</i> <i>• To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> <i>• To come in future draft</i> <i>Site-funded positions that support this work include:</i> <i>• To come in future draft</i>	\$7,555,679	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.11	Alternative Education	<i>Offer a diverse range of alternative education options at all grade levels, but especially at the high school level, to ensure that students who have not been successful in traditional school settings have opportunities to excel and to reach graduation.</i> Our Alternative Education schools serve some of our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. The schools are designed to provide wraparound support, including Social Emotional Learning, career and academic mentorship, and credit recovery to accelerate learning and ensure students graduate and are college and career readiness. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>	\$1,210,949	Yes
2.12	Expanded Learning Opportunities	Provide expanded learning opportunities, including afterschool programs, summer learning programs, and Saturday enrichment programs, to students furthest from success in academic recovery and literacy acceleration. Summer Learning Programs The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.	\$33,389,618	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		After-School Programs Oakland Unified School District supports 80 after-school programs. These after-school programs are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. Expanded Learning Opportunities Programs (ELO-P) funding increased access to after-school programs to all unduplicated students (TK-6) and expanded programming to eight additional schools. These resources will provide additional literacy supports, after-school care to TK-K students, and professional development to staff to better support students with special needs. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		

Goal 3

GOAL #	DESCRIPTION	TYPE OF GOAL
3	Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning): Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 3: Parental Involvement (Engagement): Ensuring that the school district and its schools seek input from all parents and caregivers, and engage families in school and district decision-making and in the education of their students.

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 6: School Climate (Engagement): Supporting school culture and climate and student health, safety, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 8: Other Pupil Outcomes (Pupil Outcomes): Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 3 reflects Oakland Unified's long, rich culture of robust student and family engagement. Active involvement by our students and families in our school communities is core to our theory of action to improve student academic outcomes and supporting social emotional development by creating Full Service Community Schools. To ensure student success, we implement a culturally responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior support alongside our tiered academic focus outlined in Goals 1 and 2. We serve our diverse groups of students using a coordinated, targeted approach of collaboration between Special Education, English Language Learner and Multilingual Achievement (ELLMA), Community Schools and Student Services (CSSS), Academics, and our Office of Equity. These departments play an integral role in guiding the wrap around support students need in order to access curriculum and instruction.

We believe all students must feel safe and connected to learn. Our data reflect that specific student groups have historically struggled to achieve academic and social emotional goals. This historical examination of local and national data reveals student needs and educator capacity dilemmas that

have persisted for over a century. This is especially true for students from historically marginalized and underserved groups, who often experience low expectations and subsequent bias in school. OUSD educators implement culturally responsive and inclusive practices to engage all students in learning and leverage the unique strengths and gifts they bring to our schools. Through high expectations, learning partnerships with students and families, and strategic alignment of resources, our community schools help many students overcome trauma and life circumstances that make learning more challenging. OUSD schools engage students through diverse programming, including sports, visual and performing arts, technology, leadership, and career exploration.

We believe that student outcomes are stronger and better when our families are meaningfully engaged in their children’s educational experiences. Our School Governance Policy highlights the importance and value of family engagement in our schools. We seek to provide multiple entry points for parents and families to be active in our school communities and in district governance at large. Families also participate in many community engagement opportunities and celebrations and share their unique perspectives and experiences at their children’s schools through the annual California Healthy Kids School Parent Survey. At the school level, we emphasize parent and family engagement in activities related to academics, including connecting with their children’s classroom teachers.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.1.1	Increase the percentage of students who feel safe at school, as measured by the California Healthy Kids Survey (CHKS).	47.6%	TBD	--	60.0%	TBD
3.1.2	Reduce the out-of-school suspension rate for all students.	3.5%	TBD	--	2.0%	TBD
3.1.3	Reduce the number of expulsions for all students.	32	TBD	--	23	TBD
3.1.4	Decrease the number of UCP (Uniform Complaint Procedures) complaints.	216	TBD	--	186	TBD
3.1.5	Increase the percentage of parents and caregivers who agree or strongly agree that their child is safe on school grounds, as measured by the California Healthy Kids Survey (CHKS).	77.0%	TBD	--	90.0%	TBD
3.1.6	Increase the percentage of schools engaged in anti-racist learning.	72.5%	TBD	--	90.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.1.7	Increase the percentage of students who agree or strongly agree that adults at their school intervene when someone is being bullied, as measured by the California Healthy Kids Survey (CHKS).	34.1%	TBD	--	50.0%	TBD
3.2.1	Increase the percentage of schools where at least 70% of students feel connected to their school, as measured by the California Healthy Kids Survey (CHKS).	23.1%	TBD	--	50.0%	TBD
3.2.2	Increase the percentage of students who agree or strongly agree that there is a teacher or other adult from their school who checks on how they are feeling, as measured by the California Healthy Kids Survey (CHKS).	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
3.4.1	Increase the percentage of schools with the ability to provide centrally-funded direct student mental health services.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
3.5.1	Increase the percentage of schools with average daily attendance rates of 96% or higher.	1.3%	TBD	--	60.0%	TBD
3.5.2	Reduce the chronic absenteeism rate (missing 10% or more of school days) for all students.	61.4%	TBD	--	27.8%	TBD
3.6.1	Increase the percentage of students who report that they participate in Student Leadership or extracurricular activities four or more times each year, as measured by the California Healthy Kids Survey (CHKS).	14.8%	TBD	--	20.0%	TBD
3.6.2	Increase the percentage of students receiving Special Education services in self-contained programs who participate in District-run sports.	1.4%	TBD	--	5.0%	TBD
3.6.3	Increase the percentage of low-income students who participate in District-run sports.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.6.4	Reduce the number of Grade 7 and 8 middle school dropouts.	64	TBD	--	58	TBD
3.6.5	Increase the number of secondary schools represented on All City Council.	10	TBD	--	12	TBD
3.8.1	Maintain the percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100.0%	TBD	--	100.0%	TBD
3.8.2	Maintain the percentage of students in grades 4 to 12 with 1:1 access to technology devices.	100.0%	TBD	--	100.0%	TBD
3.8.3	Maintain the percentage of low-income students in grades 4 to 12 with 1:1 access to technology devices.	100.0%	TBD	--	100.0%	TBD
3.8.4	Maintain the percentage of foster youth in grades 4 to 12 with 1:1 access to technology devices.	100.0%	TBD	--	100.0%	TBD
3.8.5	Maintain the percentage of school facilities in good or exemplary condition at 100%.	100.0%	TBD	--	100.0%	TBD
3.9.1	Increase the percentage of schools where at least 70% of parents and caregivers feel connected to their child's school, as measured by the California Healthy Kids Survey (CHKS).	56.0%	TBD	--	70.0%	TBD
3.9.2	Increase the percentage of sites with ongoing structures for meaningful family partnership with targeted populations, as measured by the OUSD Family Engagement Data Collection tool.	71.8%	TBD	--	80.0%	TBD
3.9.3	Increase the percentage of sites engaged in shared decision making, defined as those schools scoring "2: Developing" or better for School Governance Standard #2: Meaningful Student, Family, and Community Engagement on the annual School Site Council Self Assessment.	57.7%	TBD	--	70.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.9.4	Increase the percentage of School Site Councils with at least one member who is a parent or caregiver of a child with a disability.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
3.9.5	Increase the percentage of Title I schools expending at least 90% of their Title I, Part A Parent & Family Engagement funding allocations.	17.9%	TBD	--	80.0%	TBD
3.9.6	Increase the percentage of schools without freestanding Site English Language Learner Subcommittees (SELLS) where at least one School Site Council member is a parent or caregiver of an English learner.	<i>Baseline to be set in 2025-26 LCAP</i>	TBD	--	<i>Target to be set in 2025-26 LCAP</i>	TBD
3.9.7	Increase the percentage of schools with 21 or more English learners who establish freestanding Site English Language Learner Subcommittees (SELLS).	9.4%	TBD	--	12.5%	TBD
3.10.1	Increase the percentage of low-income students currently enrolled in District-run schools in transition grades who submit on-time enrollment applications for the following school year.	60.5%	TBD	--	68.0%	TBD
3.11.1	Increase the percentage of schools where 90% or more of students have at least one registered parent or caregiver contact in ParentSquare.	43.8%	TBD	--	70.0%	TBD
3.11.2	Increase the percentage of schools with UPPs of 90% or greater where 90% or more of students have at least one registered parent or caregiver contact in ParentSquare.	18.4%	TBD	--	50.0%	TBD

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

3.1 Safe & Welcoming Schools

Implementation:

- Implementation of emergency resources, including emergency radios (5 elementary schools, 10 middle schools, and 20 high schools), along with a visitor management system (VMS) for all school sites. The School Violence Prevention Grant (SVVP) funded the support and installation of school site evacuation maps.;
- Radios for emergency use were ordered and delivered to all school sites.;
- Visitor Management System delivered to 59 school sites with 24 complete, 17 in progress and 16 expired due to lack of use.;
- Development, finalization, and installation of school site evacuation maps.

Challenges:

- VMS- Further implementation of the VMS at school sites was paused until the installation and setup of the 19 systems in progress were completed. The main challenge has been ensuring front office staff actively use the system and allocate time for proper training.;
- Evacuation Maps -31 school sites have yet to respond to the final review of their assembly areas, delaying the completion of all evacuation maps.

Successes:

- Radios were delivered to all school sites.;
- Positive feedback from sites using the VMS system, with many new sites interested in the system.

Case Manager for Students in formal discipline:

Implementation: Dedicated Case Manager for students who have been expelled or on a suspended expulsion. Responsible for:

- Transition into County School.;
- Meets with County Staff to ensure students are on path to be readmitted.;
- Helps with reentry and reintegration back into comprehensive school.;
- For students placed on a suspended expulsion, they connect with the sending and receiving school to support Welcome Circle and necessary support.;

- Serves as personal liaison between family and school site.

Challenges:

- Coordination with expectations and process between OUSD and Alameda County Office of Education for expelled students.

Success:

- Helping to ensure effected student gets enrolled and starts new school in a timely fashion.;
- Coordinating Welcome Meeting with receiving school.;
- Coordinating services for student through the school site and/or community agencies.;
- Serving as Liaison between school and family.;
- Monitoring and intervening if a student is not on track to be readmitted.

George Floyd Resolution (GFR):

The GFR is OUSD's approach for a holistic Safety plan. One of the main components was the elimination of our internal police department. We created policies and positions to support the work of safety without the need for law enforcement. This includes:

- *Policies:* Admin Guide for Police Free Schools; Threat Assessment; Discipline & Intervention Matrix.;
- *Staffing:* Central Culture & Climate Ambassadors; Culture Keepers; Mental Health Staff; Restorative Justice Staff; Community School Managers; Community Partners (i.e Department of Violence Prevention, Delinquency Prevention Network).

Challenges:

- We have partnered with more community organizations than prior years to provide services to students and families instead of relying on law enforcement. However, with this new approach, city and county organizations are also struggling to provide adequate response and access, due to staffing or hours of operation. For example, we now first partner with Alameda County Mobile Crisis for student mental health assessment. However, if they don't have enough staff or are open when we need the service, we are directed to instead call law enforcement to conduct the assessment.

Success:

- Prior to the GFR resolution, we were averaging about 2,000 calls per year for our internal Police Department. For the last 3 years we are averaging about 250 calls to local law enforcement for service.;
- Partnering with community, city and county organizations to provide holistic approaches to safety needs. The Department of Violence Prevention through the City of Oakland provided full time Violence Intervention Prevention teams for 7 of our high schools. These teams consisted of a Life Coach, Gender Based Violence Specialist and a Violence Interrupter.;

- Training at least 1 or 2 OUSD staff on each site to conduct a mental health screening if needed.;
- Partnering with Alameda County Mental Health to be the first attempt in conducting a mental health assessment instead of law enforcement being the primary outreach.; and
- Partnering with the City of Oakland's MACRO unit to respond to mental health/unhoused individuals around our campus perimeter instead of first calling law enforcement.

Culture Keepers & Ambassadors:

- OUSD employs about 64 Culture Keepers, 8 School Site Culture & Climate Ambassadors and 6 Central Culture & Climate Ambassadors. The role of Culture Keepers and Ambassadors is to provide safety on school sites. Their approach is based on relationship building and then using the de-escalation skills in times of escalated incidents.
- **Training:** Trauma informed de-escalation prevention; Arab Families Cultural Awareness; CPI De-Escalation; CPR; Workplace Violence; and Threat Assessment.

3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

Implementation:

- A large part of the implementation of Social Emotional Learning (SEL) includes supporting the Caring School Community curriculum at the Elementary Level, and implementing our SEL Screener (Sown to Grow) across our K-12 schools. The team of 5 MTSS Partners supports SEL implementation across all OUSD schools. We must be strategic about the approach and focus of our support because there are varied needs among our schools.
- We've leaned heavily on our partnership with Lead by Learning to implement Professional Learning using an inquiry strategy to strengthen SEL instruction at the elementary level.
- The partnership with Sown to Grow, and their on the ground support of teachers and leaders helped to scale up the implementation of this screener quickly with over 80% of schools launching in 23-24.

Challenges:

- Our presence was necessary to ensure that teams met, followed agendas, and created next steps. Site ownership of work is still an area of growth;
- Addressing lack of leader vulnerability, we found if a leader doesn't feel confident in an area (or can't delegate the duty), i.e. SEL curriculum, Sown to Grow protocols, they are less likely to push for it to be done with fidelity at sites.;
- Lack of Shared Vision at some levels of leadership;
- Moving to monthly screener as a way to get more buy in from staff.;

Successes:

- Described, modeled, and reminded teams of the need for relational trust amongst team members.;
- Teams' ability to be available at sites provided time, space, leading, attending, and support for Culture team, Attendance Team, and COST. (sometimes in the absence of site leaders).;
- Sites need resources to do SEL work, or at least someone to walk them through the resources already available.

3.3 Student Health & Wellness

Implementation:

- **LGBTQ Programming:** Implemented Gay Straight Alliance (GSA) clubs at middle and high schools and offered training at schools as requested on policies and practices to create safe learning environments for LGBTQ students. Hosted GSA Day at Mills College in March to bring together students from across high schools and middle schools for learning and relationship-building. The day included community-building circles, workshops, and a health fair.;
- **Alcohol, Tobacco, and Other Drug Intervention:** Implemented 10 hours of Tobacco Use Prevention Education coaching at 7 high priority sites Fremont, Skyline, Oakland High, Oakland Tech, McClymonds, Castlemont, and Dewey.;
- **Health Education:** Developed elementary and middle school health education lessons. Implemented lessons in roughly half of elementary schools and classrooms and all middle schools through Science classes.;
- **Human Trafficking Prevention:** Hired new Human Trafficking Prevention grant manager who has consulted with sites when they have identified students who are at-risk for trafficking, as well as begun to train school site staff.

Challenges:

- Need for Substance Abuse support services surpasses the current staffing and funding available through grants.;
- LGBTQ Programming Specialist resigned and the position will not be rehired. There was a 3 month gap in staffing for the Human Trafficking Prevention Grant Manager, which delayed the roll-out of training and health education lessons.;
- Limited time for health education lessons and professional development for teachers.

Successes:

- Launched a Student Health Advisory Committee. 20 high school students meet monthly to inform health and wellness programming, so that we ensure that programs are meeting the identified needs and reaching students.;
- Launch of new elementary and middle school specific health education lessons in areas requested by students, teachers, and school sites.

3.4 Behavioral & Mental Health

Implementation:

- Implemented supplemental clinical support at **20 schools**. Clinicians provide one to one services, group support, and school consultation.

- Hired two additional Program Managers, Behavioral Health to align support by network, support with consultation during crises, offer training to clinical staff across sites, and provide clinical supervision as required by labor contracts.;
- Participating in the Department of Health Care Services behavioral health expanded billing program under the Children and Youth Behavioral Health Initiative.;
- Developing Wellness Coach model as part of Department of Health Care Services expanded behavioral health programs.;
- Behavior Specialists support a tiered model of support, with an emphasis on coaching teachers to build strong Tier 1 behavioral strategies (at the elementary level).
 - We have 1 FTE Behavior Specialist dedicated to training site-level and district staff on Crisis Prevention Institute (CPI) to equip individuals with skills to prevent and de-escalate crisis situations.

Challenges:

- Department of Health Care Services implementation has taken longer than anticipated. OUSD continues to work on developing internal processes.;
- Crisis response, including suicide risk screening, threat assessment, support following the death of a school community member continues to exceed the capacity of site and central clinical staff.

Successes:

- Peer Wellness;
- Mental Health Interns;
- Clinicians;
- Updated Protocols to support schools with behavioral health assessments.;
- Expanded Behavioral Health Program Managers by 2.0 fte to increase consultation available for school sites (hired in December 2024)

3.5 Attendance Supports

Implementation:

- We made significant progress towards this goal as indicated by the improvement in both daily attendance and chronic absenteeism. The MTSS Team had a full-team in 24-25 with a dedicated partner for each network with a clear focus on supporting attendance teams to reach their attendance goals. This was also a year without “interruptions” in the form of a strike, or COVID outbreak - which was the first year like this since 2017. The aligned focus on attendance across the district was supported across multiple departments, and successes were communicated to school leaders regularly.

Challenges:

- We intended to hire a position to support High School with leading a Professional Learning Community (PLC) for Case Managers. The goal of this

position will be to help Case Managers more strategically support students with high rates of absences and improve their attendance. We were not able to hire for this position, and decided to change the job classification for 2025-2026.;

- In 24-25 (as of January 2025), after having steady improvements in attendance metrics all year we are now seeing a significant decline in both daily attendance and an increase in chronic absenteeism. We attribute some of this decline to the executive orders put forward by the Trump Administration targeting the immigrant community, threatening deportation of undocumented children and families, as well as eliminating birth-right citizenship. In the span of a month we've seen a significant decline in the gains we'd made towards improving our attendance goals. These declines seemed to be highly concentrated in East Oakland (although not exclusively), and are also impacting the Latino community disproportionately.;
- We implemented a focus on following the SARB procedure with due diligence. The focus was using a new SART/SARB Tracker which tracks all the items needed for a successful SARB Referral. If a SARB was held and families were still not attending school then we could refer them to the Alameda County PACT team. The focus was directed at the district's Community School Managers and leaders of Attendance Teams.
- Some challenges were getting some schools to follow the SART/SARB procedures in a timely manner which would give us more time to implement attendance interventions.

Successes:

- SARB Increased the number of SARBs in the 24-25 school year by 64%. Seven schools had previously not had SARB Referrals turned them in for the 24-25 school year that didn't have referrals in the 23-24 school year.;
- We met both the daily attendance goal and chronic absenteeism goal in 23-24, and there was a lot of positive momentum around building this strategy out across the District.;
- Collaboration between RAD, Community Schools, MTSS, Administrative School Staff team and the Communications team supported to implement an aligned approach, highlighting the importance of this goal.

3.6 Youth Engagement & Leadership

Implementation: All City Council - Student Leadership

- All City Council - Student Leadership was implemented as planned. We accomplished the activities set forth in our work plan to engage youth and support them to lead their peers across the District. The major strategy implemented was lifting student voice to ensure that teachers, leaders and District central staff understood the student experience in our schools.

Challenges: All City Council - Student Leadership

- Staff transition in October, caused social-emotional hardship for the elected students of the All City Council. However, this did not have an impact on operation and implementation of planned activities.;
- Engaging students from Sojourner Truth has been challenging, and site based staff have not supported their participation.;

- More site support is needed at high school sites for student participation.;

Successes: All City Council - Student Leadership

- Student representation from the majority of middle schools (14 out of 17) and high schools (12 out of 17) have been present at quarterly ACC middle and high school meetings through March 2025.

3.7 Community Schools

Implementation:

- Convened community partners for Resource Fairs so schools know what is available to their sites which led to an increased number of partnerships. 34 providers participated in 24-25, up from 20 in 23-24. Included Partner highlights in the Community School Manager (CSM) professional learning community.;
- Facilitated meetings with Mental Health Providers to review program quality and identify areas for improvement;
- Enrichment / after school
- During monthly PLCs, select partners, including Family Paths and the Alameda County PACT program, have presented their resources and services to provide CSMs with a deeper understanding of their organizational programming.;
- During the September CSM PLC, internal OUSD departments—including ELLMA, MTSS, McKinney-Vento, Special Education, and the Attendance Office—delivered presentations to all CSMs to enhance awareness and foster more meaningful partnerships.

Challenges:

- Some of our Community Based Organizations (CBOs) have experienced staffing shortages or logistical difficulties.

Successes:

- In our feedback survey from our Resource Fair, ALL partners shared that the Resource Fair was very organized and felt that attending was a good use of their time.;
- Through fostering deeper connections to our internal partners, CSMs have now built their relationships with internal Department Leads as opposed to relying on the CSM Leadership Team to broker the partnership. This is true for seasoned and new CSMs.

3.8 Quality Learning Environments

Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.

Successes:

- We continue to sustain 1:1 Chromebooks in OUSD classrooms to support learning, along with a high-speed, reliable, and secure network in every classroom

- We continue to provide appropriate devices to teachers and other OUSD staff to support instruction and other work
- We continue to provide students and teachers access to high quality instructional materials. In coordination with the OUSD's book room staff and curriculum providers, we are able to ensure delivery of materials at the start of the school year. This has ensured that our school sites pass the Williams Instructional materials audit.

Challenges:

- The additional E-Rate program to support home hotspots for students with a need may be scaled back or eliminated at the federal level, making it unlikely that OUSD will be able to sustain the program for large cohorts of students
- When instructional materials are out of stock at the vendor level, it can cause a delay to delivery.

3.9 Family Partnerships & Language Access

Implementation:

- All actions and services were implemented as planned in elementary networks. Due to staff injury and extended leave, support for family partnership in secondary schools was significantly reduced.

Challenges:

- Injuries on the family engagement team, impacting 2 FTEs taking extended leave throughout the fall semester and part of the spring semester, have reduced capacity to provide hands-on support to school sites in comparison to 23-24 school year, resulting in only 56% of secondary schools at midyear, reporting establishment of foundational structures for meaningful partnership with families of targeted populations.
- Due to interpreters' extended medical leave for the majority of the school year (impacting 1.0 FTE), and an out of state move (impacting 1.0 FTE) in-house capacity for Spanish and Arabic (in-person) interpretation was severely impacted, causing heavier reliance on overtime pay for current Spanish language interpreters to fill the need for both Spanish and Arabic interpretation.

Successes:

- 82% of elementary schools have established two of three foundational structures for meaningful family partnership with targeted populations.;
- Supported sites to establish free standing SELLS committees, resulting in an increase from 4 sites (5.7% of schools) in 23-24 to 41 sites in 24-25 (53.9% of schools).;
- Supported sites to establish SSC with a family parent of a student with disability, at midyear, 15 sites have SSC with a SPED parent member.;
- In spite of staffing shortages for interpretation and translation, at midyear, the team was on track to meeting 95.5% of all requests (with 2,306 total requests filled on Jan 15).

3.10 Enrollment Supports

Implementation:

- This was the second year of using the Enrollwise tool as our enrollment platform. A primary benefit of this tool in supporting low-income families is that it is mobile optimized, and we have learned from past engagements that low-income families are extremely likely to access the internet primarily through their mobile devices.
- We further sought to expand access by opening four satellite office locations to supplement the primary Enrollment office location at 746 Grand Avenue. These four satellite offices--located at WOMS, UPA, CCPA, and Elmhurst--are designed to be closer to the population centers most in need of in-person support *and* the charter populations that tend to rejoin the district after 5th and/or 8th grade.
- We utilized Enrollment Stabilization funds pursuant to BP 5115 to promote the on-time enrollment window through print and digital advertising, billboards, and radio.

Challenges:

- Although we work to provide extensive training to all stakeholders who engage in enrollment work at the school sites, the decentralized nature of OUSD staffing structures makes it challenging to identify job-alike enrollment “point people” at each site, and consistently reach those staff through similar communication or professional development channels.
- Although school-choice policies have been in place in Oakland for more than 20 years, there are still larger portions of the population who operate on a conventional wisdom model around timelines and practices, assuming that enrollment functions on a neighborhood- or automatic-assignment model, or a decentralized, school-based enrollment model. There is a continuing and constant need to provide information about the district’s practices.

Successes:

- We realized an increase in the percentage of low-income families submitting on-time applications, increasing 1.7 percentage points over the baseline year.
- Perhaps as a result, we also realized an overall increase in the number of on-time applications relative to the prior year.

3.11 District Communication

Implementation:

- We continue to use ParentSquare to reach families, students and staff via email, text, and use of the smartphone-based app.
- We continue to use Finalsity to host our District website and the majority of our school websites.
- We continue to use social media to increase reach in our community (Facebook, Instagram, LinkedIn)

Challenges:

- While our contactability rates are excellent, we continue to strategize ways to increase our open and click rates across all platforms.
- Communicating effectively across diverse constituencies on social media is increasingly complex, especially with platform fragmentation. The exodus from X (formerly Twitter) presented a challenge, requiring organizations to use emerging spaces like Bluesky and Threads, each

demanding tailored content and engagement strategies.

Successes:

- Through ParentSquare, we have surpassed a 99% contactability rate for our students, meaning that we have at least one family contact for each student in the District. Additionally, 100% of our schools have surpassed the target of a 90% contactability rate (the lowest rate at any of our schools is 96%). Because of the integration of ParentSquare with Aeries (our student records system), our ability to contact families in their preferred language has increased exponentially.
- Like ParentSquare, Finalsight automatically translates messaging into the language of the user's choice, allowing us to seamlessly deliver information in home languages via the web. The District website is hosted on Finalsight. Currently 87% of school websites are also hosted on Finalsight, with an additional five school websites in the process of being transferred to Finalsight.
- Across all of our social media channels, we have demonstrated strong engagement with Facebook leading in views and reach, with over 392,000 views and 105,800+ reach followed by Instagram's 288,000 views, and 71,400+ reach. While LinkedIn's impressions are lower at 59,706 it maintains active engagement with 1296 reactions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Safe & Welcoming Schools

- There were no material differences in this action area.

3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

- There were no material differences in this action area.

3.3 Student Health & Wellness

- LGBTQ specialist separated in November. Position was not backfilled.

3.4 Behavioral & Mental Health

- Director, Behavioral Health Vacant - eliminating position ongoing and replacing with Coordinator, Behavioral Health (onboarding March 2025)
- Hired social worker to develop Peer Wellness Program (January 2025)
- Social worker positions 6.0 fte (posted late fall 2024, vacant as of February 2025) but planning with teams to interview and hire for August 2025 start.

3.5 Attendance Supports

- We intended to hire a position to support High School with leading learning for Case Managers. The goal of this position will be to help Case

Managers more strategically support students with high rates of absences and improve their attendance. We were not able to hire for this position, and decided to change the job classification. This was a cost of about \$150,000.

- Spent approximately \$81,000 on Attendance Incentives for Middle School and High School. This was \$60,000 over the \$20,000 budget, due to increased dollars from the Community Schools grant.
- SARB - We had an increase in the number of SARB referrals for the 24/25 school year. As a result of working with the Community Schools Managers Department.
- We formed a partnership with the Alameda County Education Department Positive Attendance Care Team(PACT). PACT handles case management for students who didn't fulfill their SARB Contracts.

3.6 Youth Engagement & Leadership

- There were no material differences in this action area.

3.7 Community Schools

- There were no material differences in this action area.

3.8 Quality Learning Environments

- There were no material differences in this action area.

3.9 Family Partnerships & Language Access

- There has been an increase in the cost of translation services due to needing to provide services that District staff would be providing, but are on leave.

3.10 Enrollment Supports

- There were no material differences in this action area.

3.11 District Communication

- There was a material difference between the Budgeted and Estimated Actual Expenditures. We had four positions on our books that were unplanned, which came suddenly at the end of FY 23-24 for 24-25, although two of them were unfilled, and one was mostly unfilled. Additionally, when the two positions were moved to our department, there were two more of the same positions created unprompted, but those two remained vacant all year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1 Safe & Welcoming Schools

- All schools have received radios/walkie-talkies for use in an emergency. Currently working on sites implementing and installing a visitor management system (VMS) to ensure accountability for visitors.
- Further VMS implementation is pending labor negotiation.

- Both radios/walkie-talkies and VMS are new safety resources for school sites. Currently, all sites and ECE have radios/walkie-talkies. 26 school sites have completed VMS implementation and installation. 18 are in the queue to be set up. 27 high-risk school sites were selected through the School Violence Prevention Program (SVPP) grant.
- New implementation of both resources therefore no data on effectiveness available at this time.
- Radios are one time purchase, however VMS will include yearly subscriptions.

3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

- The increase of students that feel connected to their school is encouraging. However, we believe we still need more technical training for teachers to implement the SEL Curriculum, and offer SEL instruction in a holistic way (which is embedded in our core curricula). We also believe there is a connected link to Adult SEL. We plan to address this in our 2025 MTSS Institute for Elementary Leadership Teams.

3.3 Student Health & Wellness

- Pre-Post surveys for puberty and sexual health education show increase in knowledge and skills around consent, as well as pregnancy and STI prevention. Pre-post surveys also show positive attitude change regarding willingness to seek supportive services and knowledge of where to access resources like school-based health centers. Longitudinal Youth Risk Behavior Survey data shows more students are delaying sexual onset, have fewer sexual partners, and fewer students are reporting experiencing physical dating violence and forced sex. At the same time, national trends are moving in the opposite direction.
- For students who participate in their school's GSA and attended GSA Day, 67.7% of survey respondents said they agree or strongly agree that their school feels safe for LGBTQ Students. This is compared to only 31% of Lesbian and Gay high school students and roughly 36% of middle school students district-wide who reported feeling safe at their school. This indicates that GSAs are a protective factor for LGBTQ students and increase a sense of safety.
- As more students and staff are trained to identify red flags and risk for human trafficking prevention, we are seeing an increase in students referred to support services.
- TUPE coaches provided one on one and small group interventions for students. As a result of their work:
 - 91% reduced, quit, or tried to quit.
 - 85% are attending school more regularly.
 - 81% feel more connected to the school.

3.4 Behavioral & Mental Health

- Additional staffing has been helpful at schools with limited clinical support.
- We had 178 calls to the intake line for the incident type "Mental Health/5150," 28 calls for the incident type "escalated student," and 78 calls for the incident type "Report (Police, Missing Persons, CPS)." Behavioral Health specifically responded to 198 calls to the intake line through March 20, 2025.

3.5 Attendance Supports

- In 23-24 this was an effective strategy, with an improvement on attendance and chronic absenteeism, zeroing in on the strategy of strengthening the attendance team. The Successes include:
 - Every network made their goal
 - Attendance teams meeting regularly
 - Consistent use of district attendance team agenda and protocols
 - Making data based decisions
 - School based tier 1 practices
 - Greater central office support
 - Technical training and assistance
- Growth Areas include:
 - Tightening meeting protocols
 - Continue training and use of all sections of the attendance team agenda
 - Create an year long attendance plan and enact the plan beginning at registration
 - Switch from reactive to proactive
 - Greater fidelity to distributive leadership
 - Greater clarity on each member's role on the team

3.6 Youth Engagement & Leadership

All City Council - Student Leadership:

- Successful strategies:
 - Student-led regular outreach to school sites
 - Rotating the location of meetings to increase accessibility for students located in different parts of the city.
 - Site based staff supporting student participation with transportation and securing permission slips
- Less effective strategy:
 - Having weekly ACC Governing Board meetings on Thursday instead of Wednesday gives students less time to plan.

3.7 Community Schools

3.8 Quality Learning Environments

3.9 Family Partnerships & Language Access

Effective:

- Quarterly elementary sync up meetings with Network Superintendents and network partners, to set trimester goals based on data for family

partnership linked to student learning.

- District family engagement specialists embedded within network specific structures and being in close proximity with principals during principal meetings

3.10 Enrollment Supports

- The strategies were definitely successful. The 2nd year of the Enrollwise tool saw far fewer bugs, more successful take-up from all stakeholder groups, with individuals able to use the tool independent of staff support. We successfully launched our satellite sites, and saw significant parent engagement at those locations, particularly CCPA, Elmhurst, and UPA. Our advertising improved in quality and we targeted it more effectively, as we learned from last year where we saw impact, and responded appropriately.

3.11 District Communication

- As you can see in our numbers and successes listed above, our strategy has been successful not only in getting nearly all of our families onto our communications platforms including Parentsquare, social media, and our website, but also in effectively getting our communications to our community in a timely fashion. Having the ability to connect with almost all our families and staff at once ensures that the important information that the District needs to share with the community is received quickly. The biggest challenge that remains is ensuring that families and staff are consuming the information that we send to them.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

3.1 Safe & Welcoming Schools

- No changes planned.

3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

- No changes planned.

3.3 Student Health & Wellness

- Shifting from practice of providing stipends to Human Trafficking Prevention leads, because site staff have limited capacity to take on this work.
- Expanding Tobacco Use Prevention Education coaching for middle schools through the use of LEA Medi-Cal billing revenue.
- Next year we are planning to implement middle school health education lessons in Advisory classes instead of Science.
- Developing complementary caregiver lessons and materials to share information with families on health and wellness topics.

3.4 Behavioral & Mental Health

- No changes planned.

3.5 Attendance Supports

- We will need to determine how Trump's Executive Orders (targeting the immigrant community) may continue to impact the positive attendance of students, and especially our immigrant students given the sentiment of fear that is growing due to the administration's recent legislation. We are still determining how we may need to adjust this strategy, based on the quickly evolving political climate.
- Any potential labor action would also impact attendance goals and metrics. It's not yet clear if we have a role in planning to circumvent this.

3.6 Youth Engagement & Leadership

All City Council - Student Leadership:

- We plan to revise the metric for All City Council to more clearly define goals for middle and high school engagement, and add a metric for increasing student voice in decision making at their school sites.

3.7 Community Schools

- No changes planned.

3.8 Quality Learning Environments

- No changes planned.

3.9 Family Partnerships & Language Access

- We plan to set separate 25-26 internal goals and outcomes for family partnership in secondary networks, in partnership with network superintendents.

3.10 Enrollment Supports

- Maintain satellite offices. This kind of strategy needs to be consistent and reliable. Consider expanding the number of days satellite offices are open from one to two per week.
- Pursue Mam language enrollment materials. This is a community we need to find ways to reach, an starting
- Further examine data to determine which outreach strategies yielded the best results and prioritize spending appropriately

3.11 District Communication

- Now that we have our reach into the community nearly where we want it to be, we want to close the gap even further. We want to get to 100% of schools having at least 90% of students with one or more parents contactable, and we want to raise the 90% of students being contactable to 95%.
- This will take a concerted effort from our office, enrollment, and school sites, all informing families that the best way for them to receive important district and school info is through Parentsquare, so they should sign up as soon as they can.
- One more thing that we plan to do next year is find ways to ensure that more people are consuming the information that we send them. This will involve finding new ways to communicate, and ways to make the information we send out more appealing and interesting, especially when the information is truly needed by the community.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
3.1	Safe & Welcoming Schools	<i>Provide services and support to create conditions for safe schools and ensure that every school has a safety plan focused on building and implementing systems and structures to ensure a physically safe campus. Provide support for justice-involved youth and their families. Implement human trafficking prevention and education programs at targeted schools. Implement programs to reduce suspensions, with a focus on schools and specific student groups that received the lowest performance level for suspensions on the 2023 California School Dashboard.</i> Focal Schools for Suspension Reduction: Castlemont High, Dewey Academy, Elmhurst United Middle, Fruitvale Elementary, Garfield Elementary, Montera Middle, Street Academy, Thornhill Elementary, West Oakland Middle, Westlake Middle School Safety Teams In alignment with our resolution to eliminate school police, our school safety teams (Village Response Teams) consist of school site staff (i.e Culture Keepers, community partners, students, parents, leadership) who have supportive relationships with students, reflect the diversity of our students, and have been trained to skillfully respond with care to conflict or crisis situations using trauma informed de-escalation practices. Reducing Suspensions OUSD will provide training for administrative teams at each focal site using our Board-approved Discipline Matrix prior to the start of the 2024-25 school year. We will continue to review and monitor their suspensions to determine if there are any that are not aligned with the guidance from our Discipline & Intervention Matrix and will provide coaching throughout the year as needed. Human Trafficking Prevention & Education Oakland Unified will deliver human trafficking prevention education training for educators and other school staff and students. Additionally, all students in seventh and ninth grade at the target schools—more than 2000 students in	\$22,971,263	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		all—will receive human trafficking prevention education as a component of health education. With high risk students, we will also implement the survivor informed “Let’s Talk About It” curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking. Supports for Justice-Involved Youth & Their Families In addition to site-based safety work, the Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school. The Juvenile Justice Center partners with Alameda County to serve as a resource and referral center providing warm hand-offs in partnership with other county agencies, and offers services to youth and their caregivers. The JJC ensures that students are connected and placed safely at schools, and that sites are able to support their successful re-entry into school. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>		
3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	<i>Cultivate a joyful environment and caring relationships through an equitable, culturally relevant and responsive approach that respects diversity, integrates trauma-informed and Restorative Practices, and utilizes Transformative Social Emotional Learning (SEL) practices.</i> Multi-Tiered Systems of Support A major strategy in cultivating joyful and supportive school environments is the implementation of Multi-Tiered Systems of Support (MTSS). MTSS includes a focused plan for Response to Intervention² (RtI²) and Positive Behavioral	\$5,903,926	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Intervention Support (PBIS). Rtl² is the identification of solid Tier 2 and 3 strategies to implement when Tier 1 instruction is not supporting a student to be successful. PBIS focuses on the emotional and behavioral learning of students to increase engagement in the academic and social activities of the school program. Coordination of Service Team (COST) is a major focal point within the MTSS strategy. The COST implements progress monitoring practices to detect when a student is struggling academically and socially and emotionally at an early stage so that the student and family can access support and resources to address the root cause for why a student may be struggling. These teams are composed of key individuals on a school campus that work together to coordinate services. The COST may include an Attendance Specialist, a community relations type position, a teacher, a resource specialist program teacher, a school psychologist, a counselor, an assistant principal and the principal. These teams are important in the identification of services and key to connecting students and families to resources, within and outside of the school. The COST focuses on both the academic and social and emotional needs of students so it is important to ensure that individuals that work on the campus are included to represent the best practices in the areas of supporting students academically and socially and emotionally. Social Emotional Learning (SEL) Integration of SEL is key to teaching the Common Core, and is an integral element of engaged instruction. We have invested in building community schools that serve the multiple needs of our students; social emotional learning is a key part of this model. We have developed our own standards for social and emotional learning for use with students and adults and will invest in a curriculum to support social emotional learning across our schools. Restorative Practices Restorative Justice (RJ) was adopted by the Oakland School Board in 2009 as a strategy to transform our approach to community building, reparation, and discipline. After more than a decade, Oakland is a national leader in RJ, having trained thousands of teachers and staff in community building restorative		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		practices. Today RJ is practiced in classrooms across the district as a model for morning meetings, to respond with healing following a loss or crisis, as an approach to foster youth leadership (Peer RJ Facilitators), and as a caring approach to building support and accountability in response to harm. Restorative justice is also a way that we honor and share the indigenous wisdom of the native people upon whose land we reside and of our diverse communities within Oakland, enabling us to transform our dependence on law enforcement and punitive exclusionary discipline practices into healing centered community led practices which promote anti-racism and acknowledge for the historic trauma and racial inequities underlying many of our current crises. Peer Restorative Justice Students in elementary, middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and with targeted groups, participate in leading Harm Circles following a fight or other peer-peer conflict, and serve as mentors to younger students and students re-entering school following a transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.). <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> • <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>		
3.3	Student Health & Wellness	<i>Implement student health and wellness programs, including Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) programs; alcohol, tobacco and drug intervention; health services; and health education.</i> Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs	\$2,655,628	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		The Community Schools and Student Service Department provides comprehensive educational and community building programming to provide a safe and supportive learning environment for our LGBTQ students, including site-based clubs and district sponsored events, and professional development for school staff. Health Services The Health Services unit supports student health through Nursing Services, IEPs, 504, Health Assessments & Mandated Vision/Hearing Screenings, Case management and direct nursing services for students with health conditions. School Wellness & Health Education The Health and Wellness unit expands access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, Nutrition and Garden Education, Wellness Champion Program, and Staff Wellness. Alcohol, Tobacco & Drug Intervention The TUPE (Tobacco Use Prevention Education) program provides prevention and education to students in middle and high school as well as intervention for students whose substance use is interfering with social, emotional or academic learning. The TUPE program offers prevention through classroom-based health education and youth development and intervention through 1:1 coaching and support groups for students in Grades 6-12. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
3.4	Behavioral & Mental Health	<i>Provide targeted behavioral and mental health services through a Multi-Tiered System of Support Plan that identifies students who are struggling and why they are struggling.</i> The OUSD Behavioral Health Unit provides a continuum of universal, targeted and intensive services and supports to promote mental health and wellness for students, staff, and families. The Behavioral Health team's goals are to: ● Create classroom conditions that are safe, inclusive, and equitable; ● Provide tiered supports that are accessible to all students based upon individual needs; ● Provide culturally-responsive and healing-centered mental health services to address social, emotional and institutional barriers to learning; ● Facilitate connections to supportive adults for all students. ● Foster relationships that build supportive peer communities within our schools; ● Respond to crises with immediate and individualized support; ● Offer alternatives to suspension through trauma informed and restorative practices; and ● Facilitate connectedness and student empowerment through peer leadership and mentoring. Trauma-Informed Positive Behavioral Support The District provides professional development, coaching and direct support to teachers and school culture and climate teams to implement trauma informed practices and create school-wide positive norms and rituals that make learning safe and supportive. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i>	\$7,335,075	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		- To come in future draft Site-funded positions that support this work include: - To come in future draft		
3.5	Attendance Supports	Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance level for chronic absenteeism on the 2023 California School Dashboard. Focal Schools: All Increasing student attendance is one of the primary focus areas for the Attendance and Discipline Support Services team. Staff provide guidance and coaching to site Attendance Teams in implementing their Attendance Multi-Tiered System of Support plans. This office also runs the School Attendance Review Board process and provides social work support to students and families struggling to improve their attendance at school everyday. Ongoing and grant-funded Central investments that support this work include: - To come in future draft One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include: - To come in future draft Site-funded positions that support this work include: - To come in future draft	\$19,722,664	Yes
3.6	Youth Engagement & Leadership	Offer a well-rounded set of student activities, including athletics, extracurriculars, and enrichment opportunities. Authentically engage and involve youth as leaders in their educational experiences to ensure that student voice is included in decision making. Student Athletics The Oakland Athletic League (OAL) serves middle and high school students across the district, helping to increase student engagement, which in turn has resulted in	\$878,597	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		higher academic performance levels, lower suspension rates, and lower chronic absenteeism rates for our student athletes. Enrichment Programs Investments in enrichment programs and staffing at schools across the district help to engage students, improve attendance rates, and excite students about learning in a range of areas. Youth Leadership Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships in decision-making spaces to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council Student Union (ACC), a diverse group of elected student leaders seeking to create positive change in OUSD schools. The group amplifies student voice by serving as a bridge between adult decision-makers and the student body while creating opportunities for middle and high school students to build their leadership capacities at a site and district level. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
3.7	Community Schools	<i>Support use of the community schools model to build meaningful partnerships with community-based organizations that support and honor youth, connect families to services, and expand access to family supports, enrichment, and health services.</i> Community Schools leverage community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student,	\$15,535,753	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		teacher, and staff member in our district, and can better break down barriers to student achievement. Community School Manager (CSM) positions are prioritized at schools that serve high concentrations of low-income students, English learners, foster youth, and other priority populations and that have higher than average rates of chronic absenteeism, Coordination for Service (COST) referrals, and suspensions. CSMs manage Coordination of Service Team, lead school attendance initiatives, coordinate family engagement activities, develop partnerships, support school climate, school enrollment efforts and initiatives to increase student's access to health services. These coordinated community school efforts are aimed at supporting teachers, school staff, families and communities in removing barriers and increasing conditions for learning. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
3.8	Quality Learning Environments	<i>Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.</i> Through our investments in technology and quality classroom environments, we ensure that all students, including our low-income students in schools with high concentrations of unduplicated students, have equitable access to supplemental learning materials and supplies. At many of our high need schools, these investments fill gaps that are funded by parent donations and PTA fundraising at our low UPP schools. Many sites also invest in Substitute Teacher Incentive Program (STIP) teachers to provide stability to students at schools with higher teacher absenteeism, more vacant positions, or a need to release classroom teachers for instructional coaching and other professional development needs. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>	\$3,483,500	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i> <i>Site-funded positions that support this work include:</i> ● <i>To come in future draft</i>		
3.9	Family Partnerships & Language Access	<i>Build authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown families so that they are empowered to be active partners site- and district-level decision making about student learning and school improvement.</i> The family partnerships and school/district governance team builds capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and social emotional learning achievement for targeted populations and subgroups, at site and district level. This team also provides support and training for School Site Councils (SSCs) and for the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees: the District English Language Learner Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC). Language Access for Families Our translation and interpretation team facilitates monolingual family access to site and district communication structures, including implementation of Board policy on translation/interpretation. These staff ensure that both site-level and district-level meetings are accessible to all families. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i> <i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> ● <i>To come in future draft</i>	\$3,440,300	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>Site-funded positions that support this work include:</i> • <i>To come in future draft</i>		
3.10	Enrollment Supports	<i>Provide equitable access to the enrollment process for all families, with a focus on families who speak languages other than English.</i> The Student Welcome Center serves an important role in assisting families to learn about OUSD schools and to enroll their children. Enrollment Specialists in OUSD’s Student Welcome Office provides intake services throughout the year, providing school assignments for both the current year and the next year. Importantly, languages offered to support families include: Spanish, Cantonese, Mandarin, Vietnamese, Arabic, and Khmer. In addition, the Enrollment Stabilization team works to coordinate with schools and families to support engagement and recruitment efforts through wide-scale traditional and digital marketing, as well as on-the-ground events like in-person application support or school fairs. This team also works closely with the communication team to highlight programmatic offerings and events, and maintains student- and family-facing communication through the district website and social media. <i>Ongoing and grant-funded Central investments that support this work include:</i> • <i>To come in future draft</i>	\$1,468,283	Yes
3.11	District Communication	<i>Use timely and effective communication practices with staff, students and families to convey important messages through newsletters, websites, and other media.</i> OUSD Communications is responsible for all district level internal and external communications, maintenance of the district website and support for school websites, and management of district social media accounts. The district website and associated calendar are continuously updated with current events, announcements, and photos as needed, often daily. Social media posts are scheduled on Facebook, Instagram and Twitter daily. External newsletters and communications are sent to the broader Oakland community on a regular basis to	\$420,147	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		ensure that community members are kept informed about District activities. Similarly, the communications team works with district leadership to provide timely all staff messages as needed, and a weekly newsletter for school leaders. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● <i>To come in future draft</i>		

Goal 4

GOAL #	DESCRIPTION	TYPE OF GOAL
4	Our staff are high quality, stable, and reflective of Oakland’s rich diversity.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning):** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities
- Priority 2: State Standards (Conditions of Learning):** Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.
- Priority 7: Course Access (Conditions of Learning):** Ensuring that all students have access to a broad course of study that prepares them for college and career in all required subject areas, including mathematics, history and social studies, ethnic studies, science, visual and performing arts, health, physical education, career technical education, and other areas.

An explanation of why the LEA has developed this goal.

Goal 4 creates space to articulate and reflect on our recruitment, retention, and staff development initiatives. Teacher retention continues to be a critical need for Oakland Unified because our high rate of teacher turnover has a negative impact on the stability of a school site, effectiveness of our professional development, new teacher supports, teacher collaboration, and coaching resources. Stability of our Central Office staff, school leaders, and classified staff at school sites also affects student outcomes. We believe that to improve outcomes for students, we must improve conditions for adult professional learning throughout our system. We link quality professional learning with retention because our survey data indicate that some teachers decide to leave OUSD because of ineffective professional learning experiences. All OUSD educators deserve continuous learning opportunities to sharpen their knowledge and skills, meaningful coaching, and time to collaborate with and learn from peers. By engaging in collaborative inquiry—reflecting on their practices, analyzing student learning, testing the impact of their practices, and sharing learning with colleagues—our teachers, leaders, and staff strive to build collective efficacy and transform results for students. Lastly, we will continue to focus on the recruitment and retention of OUSD employees to reflect the community we serve.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
4.1.1	Decrease the percentage of teacher misassignments and teachers without credentials.	27.9%	TBD	--	24.0%	TBD
4.1.2	Increase the percentage of schools where at least 90% of staff complete the California Healthy Kids Survey (CHKS).	67.1%	TBD	--	80.0%	TBD
4.1.3	Increase the percentage of schools where at least 70% of school-based staff feel connected to their school, as measured by the California Healthy Kids Survey.	61.5%	TBD	--	75.0%	TBD
4.1.4	Increase the average one-year teacher retention rate for all teachers.	75.5%	TBD	--	85.0%	TBD
4.1.5	Increase the average one-year teacher retention rate for teachers at schools with UPPs of 90% or greater.	72.6%	TBD	--	80.0%	TBD
4.1.6	Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	54.0%	TBD	--	51.0%	TBD
4.1.7	Decrease the number of vacant teacher positions districtwide on Census Day.	25	TBD		20	TBD
4.1.8	Decrease the number of vacant teacher positions at schools with UPPs of 90% or greater on Census Day.	17	TBD	--	14	TBD
4.2.1	Increase the percentage of teachers satisfied with the total professional learning they have received from Oakland Unified.	41.0%	TBD	--	47.0%	TBD
4.2.2	Increase the percentage of non-teaching staff who are satisfied with the content of the professional learning they have received from Oakland Unified.	49.3%	TBD	--	60.0%	TBD
4.2.3	Increase the percentage of non-teaching staff who are satisfied with the frequency of the professional learning they have received from Oakland Unified.	47.9%	TBD	--	60.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
4.2.4	Increase the percentage of all staff who have participated in foundational professional learning.	TBD	TBD	--	TBD	TBD
4.3.1	Increase the percentage of new teachers districtwide who plan to continue teaching in OUSD.	89.0%	TBD	--	94.0%	TBD
4.3.2	Increase the percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD.	TBD	TBD	--	TBD	TBD
4.3.3	Increase the percentage of new teachers who feel adequately supported by OUSD with their credentialing needs.	69.0%	TBD		74.0%	TBD

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

4.1 Diverse & Stable Staff

Implementation:

- This year, we successfully maintained an active presence in the community and recruitment outreach efforts, collaborating with local Community-Based Organizations (CBOs) such as Lao Family Community Development, Alameda County, Oakland PIC, and Oakland Housing Authority to engage potential candidates. We expanded teacher pathway programs for both current employees and external candidates who reflect the student population, with notable progress in key programs: Classified-to-Teacher (95%), Salesforce Middle School Career Lattice Development (65%), and the Oakland Teacher Residency (88%).
- We also expanded our partnership with Teachers Rooted in Oakland (TRiO Plus) to provide housing stipends for Classified-to-Teacher program participants, helping to address financial barriers for aspiring educators. Additionally, we planned to support 50 Intern teachers with stipends through anonymous donor funding.
- To enhance accessibility to job opportunities, we implemented bi-monthly application, resume, and cover letter support sessions, including on-site support at recruitment events and local libraries to reach community members. Furthermore, we expanded Early Childhood Education (ECE) Apprenticeships at Skyline, Oakland High, and Madison Park Academy, with plans to add Coliseum Prep Academy and Castlemont next year. The launch of the Early Education Youth Apprenticeship Program supported six staff members in obtaining a Master Teacher permit, with participants representing Black/African American and Latino educators (67%).
- The Early Educator Teacher Development Grant Program, in partnership with the Alameda County Office of Education, provided funding for 65 applicants, with 40 currently enrolled in classes to advance their education and credentials.

Challenges:

- Barriers in Educator Licensure – High-stakes licensure exams continue to disproportionately impact educators of color, making it difficult to retain and develop Black and Brown teachers.
- Staffing and Case Management Support – The growing number of participants in our pathway programs has increased the need for high-touch case management, but staffing limitations have made it difficult to provide consistent support.
- Leadership Transitions – The departure of the Director of Recruitment and Retention in May 2024, combined with an upcoming retirement in June 2025 (with the position not being refilled), has presented challenges, particularly as pathway programs continue to expand.

- Social Media Presence – Internal staffing shifts have impacted our ability to maintain a strong social media presence, limiting the reach of recruitment efforts.

Successes:

- Majority representation of educators who reflect our student population in our pathway programs.
- Strategic community partnerships that have provided housing stipends, stipends for intern teachers, and recruitment pipeline support.
- Intentional outreach efforts through in-person and virtual recruitment events, library-based support sessions, and collaborations with local organizations.
- Continued expansion of high school and early educator apprenticeships, creating long-term pathways into the teaching profession.
- Successful launch of the Early Education Youth Apprenticeship Program, providing opportunities for future educators to obtain a Master Teacher permit.
- Despite staffing and licensure challenges, our expanding pathway programs, strengthened partnerships, and targeted recruitment strategies have led to sustained educator retention and recruitment success. Moving forward, we will refine our strategies to address these challenges while maintaining and scaling our most impactful initiatives.

4.2 Staff Growth & Development

Implementation:

- Foundational Professional Learning:
 - Approximately 225 teachers at secondary Professional Development Day in January
 - Higher attendance to second Wednesday (secondary)
 - 150 teacher at secondary Standards and Equity Institute in summer 2024

Challenges:

- Contract pay shift for extended contract hours and the implementation of the agreements around attending foundational professional development for every teacher eroded
- Summer opt in PD limits impact

Successes:

- Consistent and coherent secondary professional development has attracted more consistent attendance
- The jump start of second Wednesday PD in high school after several years of no options for consistent central professional development

4.3 New Teacher Support & Development

Implementation:

- All actions and services were implemented as planned.
- **Overall:** We have continued to develop and implement a strong system of support for new teachers that includes weekly coaching, differentiated professional development, and credentialing support.
- **Coaching:** We paired ~625 teachers who are working on emergency permits, intern credentials, and preliminary credentials with a coach who provides weekly, individualized support.
- **New Teacher PD:** In 24-25, we launched a coherent, districtwide approach to new teacher professional development that focuses on common areas of need: creating strong classroom culture, learning their content and curriculum, and making progress toward a clear credential. This professional development was offered throughout the year during contractual time. ~300 new teachers participated, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice.
- **Credentialing:** We have focused our improvement efforts on supporting and monitoring the progress of emergency permit teachers as they work toward a credential. We developed clear guidance documents, offered beginning of year orientation sessions, and embedded professional development on credentialing into the new teacher PD scope & sequence. Lastly, we developed a data dashboard that reflects teacher-reported updates on their progress so that new teachers, coaches, school leaders, and our Talent Division can all access that information in one place.

Challenges:

- **New Teacher PD:** In this first year, the audience for new teacher PD included anyone who does not yet have a clear credential, which typically includes teachers who are in their first five years in the classroom. Additionally, engagement in the new teacher PD was not required. Rather, decisions and expectations about participation were made at principals' discretion. As a result, expectations for participation were somewhat unclear to both teachers and principals, which led to inconsistent attendance on the part of participants.
- **Credentialing:** Teachers continue to name lack of time and sense of overwhelm as the biggest barriers to earning a credential while teaching full time.

Successes:

- **Coaching:** New teachers continue to name their coach as the most helpful aspect of their overall support system.
- **New Teacher PD:** ~300 new teachers participated in this PD, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice. As a result of this success, we are shifting in the 25-26 school year to make new teacher PD required for all 1st year teachers.
- **Credentialing:** We now have a strong system for monitoring emergency permit teacher's progress toward a credential. This system allows us to capture both aggregate and individual data. It ensures we can target our support and provides hiring managers with critical information to inform their staffing decisions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Diverse & Stable Staff

- There were no material differences in this action area.

4.2 Staff Growth & Development

- There were no material differences in this action area.

4.3 New Teacher Support & Development

- There were no material differences in this action area.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

4.1 Diverse & Stable Staff

Active community partnerships, targeted grant funding, OUSD Pathway Programs, the expansion of our pathway programs, and community-focused recruitment strategies have contributed to the overall increase in educator recruitment and retention. These strategies, along with increased one-on-one support for candidates and staff, have proven successful in both attracting and retaining educators. Given that we have met our specific metrics for recruitment and retention, our strategies have demonstrated success in positively impacting educator retention and ensuring continued recruitment efforts to keep our classrooms fully staffed. At the start of the year, we had 27 teacher vacancies and achieved a 90% classified staff fill rate, highlighting the effectiveness of our approach. The combination of financial support, professional development pathways, individualized support, and a focus on local talent has created a sustainable pipeline of educators who are more likely to stay within the district. Moving forward, we will continue to refine and expand these initiatives to build on this success and address any remaining challenges.

4.2 Staff Growth & Development

- higher levels of training in core curriculum for secondary teachers
- Increased rates on the IPG during bi-annual learning walks in standard based instruction and student to student talk
- Growth in i-Ready (secondary reading) scores

4.3 New Teacher Support & Development

- **Coaching:** New teachers continue to name their coach as the most helpful aspect of their overall support system. This strategy continues to be successful because the coaching provides teachers with individualized support that is tailored to their specific needs and because we invest in the efficacy of our coaches through effective coach professional development and peer coaching.
- **New Teacher PD:** ~300 new teachers participated in this PD, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice. As a result of this success, we are shifting in the 25-26 school year to make new teacher PD required for all 1st year teachers. This strategy was largely successful because we worked in close alignment and partnership with multiple central office teams, maintained strong communication and coordination with school leaders, and focused the

PD on topics new teachers have named as an area of need.

- **Credentialing:** We now have a strong system for monitoring emergency permit teacher's progress toward a credential. This system allows us to capture both aggregate and individual data. It ensures we can target our support and provides hiring managers with critical information to inform their staffing decisions. This strategy is effective because prior to developing this system, information about teacher credential progress was mostly shared through various email exchanges.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.1 Diverse & Stable Staff

- Next year, we plan to enhance and expand our recruitment and retention strategies based on reflections from prior practice. Key changes include increasing partnerships with agencies that help staff obtain bachelor's degrees, such as EdVance and Reach University, while also providing support sessions to assist staff in applying to institutions that best meet their needs. We will launch a teacher apprenticeship program to create a structured pathway for entry-level educators to become credentialed teachers, further strengthening our educator pipeline.
- Additionally, we are expanding high school apprenticeships from one school to three, providing more students with early exposure to careers in education. Our partnerships with institutions of higher education (IHEs) for the Oakland Teacher Residency will grow, allowing us to offer a wider range of credential programs for teacher candidates.
- To strengthen recruitment, we will host both in-person and virtual events, while continuing to attend job fairs and mock interview sessions to engage with potential candidates. We will also increase our partnership with Oakland TRiO as a key recruitment strategy to bring in a more diverse pool of aspiring educators.
- Internally, we have refined our educator screening process by strategically utilizing administrative staff to more effectively identify and connect diverse, credentialed candidates with site leaders.
- In addition to teacher recruitment and development, we are investing in leadership growth. Our partnership with UC Berkeley will support

4.2 Staff Growth & Development

- The continued investment in ILT week for secondary sites to improve the capacity and growth of secondary leaders

4.3 New Teacher Support & Development

- **New Teacher PD:** In the 25-26 school year, new teacher PD will be required for all 1st year teachers.
- **Credentialing:** We will be able to use our new data management system from the beginning of the school year, which will ensure we can target support for teachers throughout the year to help them stay on track with their credential requirements.
- **Target Outcomes and metrics:** We now have new baseline data on new teacher retention and credentialing progress, which may allow us to shift our metrics

to focus on growth in these areas (as opposed to survey data that tells us how likely they are to return or how satisfied they are with the supports provided).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
4.1	Diverse & Stable Staff	<i>Attract and retain staff reflective of Oakland’s rich diversity through staff recruitment and retention programs and additional teacher compensation, with a focus on:</i> • <i>Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color;</i> • <i>Strengthening pathways: Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members; and</i> • <i>Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD.</i> Staff Recruitment & Retention OUSD’s Talent division leads comprehensive recruitment and retention programs to recruit and hire teachers, administrators, classified staff, and other District employees. The 21-24 OUSD Strategic Plan focuses on the development of Black and Brown staff reflective of Oakland’s rich diversity. In order to increase the quality, representation and retention of our educators, we are focused on providing comprehensive support and pathway facilitation at multiple stages of educator development: 1) students in high school and college aspiring to education related careers; 2) aspiring educators with a BA; 3) early career educators; and 4) experienced educators. In each stage of development, our goal is to provide wrap-around support, including counseling, support with navigating education and credential processes, and assistance with navigating career choices. Key recruitment and retention initiatives include: • Partnership with Skyline to pilot strategies for HS to teacher pathway • Partnership with Peralta Colleges to support staff needing to satisfy Basic Skills Requirement and working to develop apprenticeship options for Early Childhood staffing • Host monthly recruitment events, pathway and information sessions for current and aspiring educators looking to grow in OUSD	\$16,065,215	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		● Targeted recruitment and individualized support of Black and Brown educators ● Targeted outreach to IHEs and student groups who serve Black and Brown students ● Awarded grant funding to develop a teacher pathway for Black, male educators in partnership with CalStateTEACH and the Urban Ed Academy through the Oakland Teacher Residency program ● Awarded grant funding to provide an additional \$10,000 per resident in the Oakland Teacher Residency for Black educators ● Applying for funding to continue the Classified-to-Teacher pathway program for an additional five years, expanding current program to include Multiple Subjects and Single Subjects candidates, as well as candidates from extended learning programs and Early Childhood educators Teacher Compensation to Improve Retention As outlined in the areas of need section, Oakland’s challenge to recruit and retain is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates. Investing in our salaries is a means to invest in retaining our teachers because teacher turnover has a negative impact on our investment in professional development, new teacher supports, teacher collaboration at school sites, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. To bring Oakland’s salary schedule up to the County average and ensure that we can be competitive in recruiting and retaining teachers, we have designated a portion of LCFF Supplemental funds for increasing teacher compensation. <i>Ongoing and grant-funded Central investments that support this work include:</i> ● Director of Talent Development, Recruitment & Retention (1.0 FTE) ● Coordinator, Benefits Management (1.0 FTE; 0.5 FTE contributing) ● Coordinator, Diversity & Inclusion (1.0 FTE) ● Coordinator, Retention and Employee Development (1.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		● Program Manager, Strategic Projects (1.0 FTE) ● Manager, Retention (1.0 FTE) ● Specialist, Human Capital Reporting (1.0 FTE; 0.6 FTE contributing) ● Specialist, Retention, Employee Development & Wellness (1.0 FTE) ● Talent Development Associate, Elementary Schools (1.0 FTE) ● Talent Development Associate, High School Network (1.0 FTE) ● Staffing Support Assistant (1.0 FTE) ● Contributions to teacher salaries to bring compensation closer to county average to improve teacher retention (6.5% of teacher salary costs)		
4.2	Staff Growth & Development	<i>Support the professional growth and development of staff, including foundational and asset-based professional development; teacher collaboration time; staff well-being programs; and school and district governance learning for leaders. Ensure that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices</i> Foundational & Asset-Based Professional Development We will implement foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. As part of this work, the District engages department and site leaders in designing and implementing system-wide equity learning and equity policy. We foster an equity/social emotional learning mindset and practices to establish ongoing foundational and integrated professional learning on asset-based practices. In OUSD, we have defined foundational professional learning as the following: ● Anti-Racist Learning; ● Standards & Equity Institute; ● Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts; ● Guided Language and Acquisition Design (GLAD); ● ALLAS; ● Multi-Tiered System of Supports (MTSS);	\$11,075,504	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Multi-Sensory Instruction; • Universal Design for Learning (UDL); • Positive Behavior Incentive System (PBIS); • Restorative Justice (RJ); • Oakland Educator Teacher Framework (OETF); and • Leadership Development. School & District Governance Learning for Leaders The Strategic Resource Planning (SRP) department provides planning and fiscal support, guidance, and legislative oversight to principals and other school site and Central Office leaders as they align funding to academic goals in order to use resources effectively to improve student outcomes. SRP specialists support schools in developing and implementing the School Plan for Student Achievement (SPSA); establishing their School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS); managing site Title I and IV grants; and completing related federal, state, and district planning and family engagement requirements. The LCAP Coordinator and Financial Operations Analyst work closely with staff and community members to develop, implement, and monitor the LCAP. <i>Ongoing and grant-funded Central investments that support this work include:</i> • Coordinator, PreK-12 Systems & Operations and LCFF (1.0 FTE; 0.6 FTE contributing) • Coordinator, Local Control & Accountability Plan (1.0 FTE; 0.8 FTE contributing) • Financial Operations Analyst, Strategic Resource Planning (1.0 FTE; 0.2 FTE contributing) • Central Office Partner (1.0 FTE; 0.4 FTE contributing) • School Partners (4.0 FTE) • Peer Assistance and Review (PAR) Coaches (2.0 FTE) • Specialist, Educator Effectiveness (1.0 FTE) • Professional development for teachers, principals, and classified staff*		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i> - Centrally-funded professional development costs for this action area* <i>Site-funded positions that support this work include:</i> - Teacher on Special Assignment, Instructional Coaching/Professional Learning (7.3 FTE) - Teacher, Elementary Prep (1.6 FTE) - Teacher, STIP (Substitute Teacher Incentive Program) (1.8 FTE) <i>*Beginning with the 2024-27 LCAP, most content-specific professional development is included in the investments for the associated actions.</i>		
4.3	New Teacher Support & Development	<i>Provide mentoring, coaching, and additional services to develop and retain new teachers.</i> OUSD offers a comprehensive system of support for new teachers that includes differentiated professional learning, weekly coaching, credentialing support, and wellness gatherings for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials. To maximize our impact, we also offer ongoing professional learning and support for coaches of new teachers and support school leaders with developing and strengthening site-based systems and practices designed specifically to meet the needs of their newest teachers. <i>Ongoing and grant-funded Central investments that support this work include:</i> - Director, New Teacher Support & Development (1.0 FTE) - Managers, New Teacher Support & Development (2.0 FTE) - Lead Coaches, New Teacher Support & Development (7.0 FTE) <i>Site-funded positions that support this work include:</i> - Teacher on Special Assignment, New Teacher Support (1.0 FTE)	\$1,964,593	Yes

Goal 5

GOAL #	DESCRIPTION	TYPE OF GOAL
5	Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, Prescott Elementary School, Brookfield Elementary School, Burckhalter Elementary School, Sankofa United Elementary School, Frick United Academy of Languages, and Westlake Middle School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning): Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 2: State Standards (Conditions of Learning): Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.

Priority 4: Pupil Achievement (Pupil Outcomes): Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 6: School Climate (Engagement): Supporting school culture and climate and student health, safety, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

An explanation of why the LEA has developed this goal.

In consultation with their school communities, all of the elementary and middle schools that received Equity Multiplier funds for the 2025-26 school year identified instructional improvement and academic intervention as their highest priorities. Each school noted that state and district assessments in literacy and math highlight the need for improvement. Several of the schools also have high teacher turnover rates, with a need to support new teachers who are not familiar with OUSD’s adopted curricula and who may need additional support in the classroom. Schools have proposed investments in instructional coaching, peer observation, data analysis, and other teacher supports. In addition, many of the schools plan one-on-one or small group intervention for identified students to improve academic outcomes.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.1.1	Improve performance on the SBAC state assessment in Mathematics for low-income students at Korematsu Discovery Academy, as measured by the average distance from standard (points above or below standard) without participation penalty.	-107.6	TBD	--	-85.0	+22.6
5.1.2	Reduce the chronic absenteeism rate for African American students at Korematsu Discovery Academy.	85.4%	TBD	--	25.0%	-63.9%
5.1.3	Reduce the chronic absenteeism rate for English learners at Korematsu Discovery Academy.	87.0%	TBD	--	37.0%	-48.7%
5.1.4	Reduce the chronic absenteeism rate for Latino students at Korematsu Discovery Academy.	85.8%	TBD	--	37.0%	-48.6%
5.1.5	Reduce the chronic absenteeism rate for low-income students at Korematsu Discovery Academy.	86.0%	TBD	--	39.9%	-45.0%
5.1.6	Reduce the chronic absenteeism rate for students with disabilities at Korematsu Discovery Academy.	93.2%	TBD	--	53.7%	-40.8%
5.1.7	Increase the average one-year teacher retention rate at Korematsu Discovery Academy.	75.0%	TBD	--	80.0%	+5.0%
5.1.8	Increase the percentage of teachers who are fully (preliminary or clear) credentialed and properly assigned at Korematsu Discovery Academy.*	45.5%	TBD	--	60.0%	+14.5%
5.2.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Markham Elementary, as measured by the average distance from standard (points above or below standard) without participation penalty.	-147.6	TBD	--	-126.6	+21.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.2.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students at Markham Elementary, as measured by the average distance from standard (points above or below standard) without participation penalty.	-134.1	TBD	--	-113.1	TBD
5.2.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Markham Elementary, as measured by the average distance from standard (points above or below standard) without participation penalty.	-138.9	TBD	--	-117.9	TBD
5.2.4	Increase the percentage of English learners at Markham Elementary who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	33.1%	TBD	--	38.1%	TBD
5.2.5	Reduce the chronic absenteeism rate for African American students at Markham Elementary.	86.8%	TBD	--	52.3%	TBD
5.2.6	Reduce the chronic absenteeism rate for English learners at Markham Elementary.	80.4%	TBD	--	31.9%	TBD
5.2.7	Reduce the chronic absenteeism rate for Latino students at Markham Elementary.	81.9%	TBD	--	34.5%	TBD
5.2.8	Reduce the chronic absenteeism rate for low-income students at Markham Elementary.	83.7%	TBD	--	39.8%	TBD
5.2.9	Reduce the chronic absenteeism rate for students with disabilities at Markham Elementary.	86.3%	TBD	--	52.1%	TBD
5.2.10	Increase the average one-year teacher retention rate at Markham Elementary.	52.6%	TBD	--	90.0%	TBD
5.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Markham Elementary.*	72.5%	TBD	--	80.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.3.1	Reduce the chronic absenteeism rate for African American students at Prescott Elementary.	69.8%	TBD	--	25.0%	TBD
5.3.2	Reduce the chronic absenteeism rate for Latino students at Prescott Elementary.	65.1%	TBD	--	44.8%	TBD
5.3.3	Reduce the chronic absenteeism rate for low-income students at Prescott Elementary.	70.0%	TBD	--	52.2%	TBD
5.3.4	Reduce the out-of-school suspension rate for African American students at Prescott Elementary.	7.8%	TBD	--	2.8%	TBD
5.3.5	Increase the average one-year teacher retention rate at Prescott Elementary.	62.5%	TBD	--	80.0%	+17.5%
5.3.6	Maintain the percentage of teachers who are fully credentialed and properly assigned at Prescott Elementary.*	100.0%	TBD	--	100.0%	n/a

*2021-22 data

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To come in subsequent draft.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To come in subsequent draft.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To come in subsequent draft.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To come in subsequent draft.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	At Korematsu Discovery Academy, invest in academic acceleration and instructional improvement in the following ways: ● Fund mental health services to support student wellbeing; and ● Fund a literacy tutor to improve academic outcomes for students. <i>Note: Korematsu Discovery Academy is not designated as an Equity Multiplier School for the 2025-26 school year, but will continue to implement improvement activities using carryover funds from this grant and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i>	TBD	No
5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	At Markham Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund a literacy tutor to improve academic outcomes for students; and ● Fund a family liaison to do home visits and engage with families to improve chronic absenteeism, provide family literacy workshops, and help to keep students in school.	TBD	No
5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	At Prescott Elementary School, invest in academic acceleration and instructional improvement in the following way: ● Fund a teacher on special assignment to support teachers with English Language Arts and literacy. (See Action 1.1: Strong Readers: Early Literacy & Secondary Literacy) <i>Note: Prescott Elementary is not designated as an Equity Multiplier School for the 2025-26 school year, but will continue to implement some improvement activities using other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i>	TBD	No

5.4	Academic Acceleration & Instructional Improvement at Brookfield Elementary	At Brookfield Elementary School, invest in academic acceleration and instructional improvement in the following way: ● Fund a teacher on special assignment to do literacy intervention work with the school's highest need students who are struggling academically and to support professional development of teachers.	TBD	No
5.5	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	At Burckhalter Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund a teacher on special assignment focused on mathematics to support professional development of teachers and provide direct services to students; and ● Fund a prep teacher to release classroom teachers for professional development and coaching.	TBD	No
5.6	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	At Sankofa United Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; and ● Fund a literacy tutor to improve academic outcomes for students.	TBD	No
5.7	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	At Frick United Academy of Languages, invest in academic acceleration and instructional improvement in the following ways: ● Fund a computer science teacher to expand instruction for students; ● Fund a case manager to provide additional support for students; ● Fund a restorative justice facilitator to provide support for students; ● Fund extended contracts for teachers to expand professional development; and ● Fund a teacher on special assignment to support and coach new teachers and provide professional development.	TBD	No

5.8	Academic Acceleration & Instructional Improvement at Westlake Middle	At Westlake Middle School, invest in academic acceleration and instructional improvement in the following ways: • Fund a teacher on special assignment focused on literacy to support professional development of teachers and provide direct services to students; • Fund additional teachers to reduce class size; • Fund case managers to provide additional on-site case management services for students; • Fund a Family Liaison to improve family relationships in order to support improved academic outcomes for students; and • Fund contracts to provide additional math intervention for low-performing students and social emotional support for struggling students.	TBD	No
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Goal 6

Goal #	Description	Type of Goal
6	Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning): Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 2: State Standards (Conditions of Learning): Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.

Priority 4: Pupil Achievement (Pupil Outcomes): Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 6: School Climate (Engagement): Supporting school culture and climate and student health, safety, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

An explanation of why the LEA has developed this goal.

Castlemont, McClymonds, and Oakland International, the three high schools offering General Education programs that received Equity Multiplier funds for the 2024-25 school year, identified many common challenges based on student academic outcomes, graduation rates, and social emotional needs. Consequently, the three schools share a goal to improve student academic performance and increase graduation rates.

- At Castlemont, there is a need for reading and math intervention and instructional coaching planning. In addition, the school needs added support to build positive school culture, increase attendance, and decrease suspensions. The school plans to add direct student supports to better connect students to services, and will focus on executing a school reading intervention plan by providing academic intervention and coaching teachers and teams around literacy practices. To improve academic outcomes, there will also be an added focus on supporting the inclusion of newcomer students in General Education classes.
- At McClymond, the primary need is student and family engagement to re-engage students who are disconnected from school. The school plans to invest in expanded case management and behavioral supports for students to build school culture and climate; reduce dropout rates; and ensure that students are safe, healthy, and supported. A proposed family resource center will help ensure that families are empowered to be active partners in improving student outcomes and are connected with districtwide resources and advisory bodies to have a voice in district-level policy setting.
- At Oakland International, there is a need to expand mental health services and clinical case management to help build connectedness with focal English Language Learner students and families and address non-academic needs that prevent full participation in schooling. Students enrolling with limited to no numeracy skills and a broader need to accelerate student mastery of math standards is identified as a need for SLIFE (Students with Limited or Interrupted Formal Education) focal students. There is also a need to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention/support class for SLIFE. Low cohort graduation rates and declining rates of post-secondary educational enrollment are also identified as areas of need for focal English Language Learner students. Expanding counseling would allow the school to provide more individualized college and career counseling as well as academic guidance for students. Additional case management would build connectedness and address chronic absenteeism through a number of strategies, including sustaining affinity groups, connecting families with support accessing resources in the community including food, government benefits, and legal consultation to remove barriers to school attendance.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.1	Improve performance on the SBAC state assessment in Mathematics for African American students at Castlemont High, as measured by the average distance from standard (points above or below standard) without participation penalty.	-244.4	-154.5	--	-190.0	TBD
6.1.2	Improve performance on the SBAC state assessment in Mathematics for Latino students at Castlemont High, as measured by the average distance from standard (points above or below standard) without participation penalty.	-229.4	-169.4	--	-208.5	TBD
6.1.3	Improve performance on the SBAC state assessment in Mathematics for low-income students at Castlemont High, as measured by the average distance from standard (points above or below standard) without participation penalty.	-232.0	-162.6	--	-211.0	TBD
6.1.4	Increase the combined four- and five-year graduation rate for English learners at Castlemont High as reported on the California School Dashboard.	50.4%	59.6%	--	56.4%	TBD
6.1.5	Increase the combined four- and five-year graduation rate for Latino students at Castlemont High as reported on the California School Dashboard.	56.6%	62.2%	--	62.6%	TBD
6.1.6	Increase the combined four- and five-year graduation rate for low-income students at Castlemont High as reported on the California School Dashboard.	64.4%	70.5%	--	70.4%	TBD
6.1.7	Increase the combined four- and five-year graduation rate for unhoused students at Castlemont High as reported on the California School Dashboard.	61.5%	76.0%	--	67.5%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.8	Increase the percentage of African American students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	7.7%	10.0%	--	10.7%	TBD
6.1.9	Increase the percentage of English learners at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.6%	12.5%	--	9.6%	TBD
6.1.10	Increase the percentage of English learners at Castlemont High who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	11.8%	25.9%	--	16.8%	TBD
6.1.11	Increase the average one-year teacher retention rate at Castlemont High.	76.0%	TBD	--	80.0%	TBD
6.1.12	Increase the percentage of teachers who are fully credentialed and properly assigned at Castlemont High.*	35.5%	TBD	--	50.0%	TBD
6.1.13	Increase the percentage of unhoused students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.9%	TBD	--	4.9%	TBD
6.2.1	Reduce the out-of-school suspension rate for African American students at Castlemont High.	24.4%	20.8%	--	19.4%	TBD
6.2.2	Reduce the out-of-school suspension rate for low-income students at Castlemont High.	11.1%	8.6%	--	6.1%	TBD
6.2.3	Reduce the out-of-school suspension rate for students with disabilities at Castlemont High.	23.4%	19.9%	--	12.0%	TBD
6.3.1	Increase the average one-year teacher retention rate at McClymonds High.	63.3%	TBD	--	70.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.3.2	Increase the percentage of teachers who are fully credentialed and properly assigned at McClymonds High.*	66.1%	TBD	--	75.0%	TBD
6.3.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-147.2**	n/a	--	TBD	TBD
6.3.4	Improve performance on the SBAC state assessment in Mathematics for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-241.9**	n/a	--	TBD	TBD
6.4.1	Reduce the out-of-school suspension rate for African American students at McClymonds High.	21.4%**	n/a	--	TBD	TBD
6.4.2	Reduce the out-of-school suspension rate for low-income students at McClymonds High.	17.2%**	n/a	--	TBD	TBD
6.4.3	Reduce the out-of-school suspension rate for students with disabilities at McClymonds High.	19.7%**	n/a	--	TBD	TBD
6.5.1	Increase the combined four- and five-year graduation rate for English learners at Oakland International High as reported on the California School Dashboard.	65.6%	TBD	--	71.6%	TBD
6.5.2	Increase the combined four- and five-year graduation rate for Latino students at Oakland International High as reported on the California School Dashboard.	59.4%	TBD	--	65.4%	TBD
6.5.3	Increase the combined four- and five-year graduation rate for low-income students at Oakland International High as reported on the California School Dashboard.	67.0%	TBD	--	73.0%	TBD

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.5.4	Increase the combined four- and five-year graduation rate for unhoused students at Oakland International High as reported on the California School Dashboard.	58.3%	TBD	--	64.3%	TBD
6.5.5	Increase the average one-year teacher retention rate at Oakland International High.	71.0%	TBD	--	85.0%	TBD
6.5.6	Increase the percentage of teachers who are fully credentialed and properly assigned at Oakland International High.*	25.4%	TBD	--	40.0%	TBD

*2021-22 data

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To come in subsequent draft.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To come in subsequent draft.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To come in subsequent draft.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To come in subsequent draft.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
6.1	Academic Acceleration & Instructional Improvement at Castlemont High	At Castlemont High School, invest in academic acceleration and instructional improvement in the following ways: ● Provide teacher release time and extended contracts to plan curriculum, align in departmental or pathway teams, attend professional development to improve instruction, and develop standards-based assignments; ● Hire a 12-month teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Hire a College and Career Specialist to ensure all students are A-G eligible, and prepared to enter college or the workforce, through individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates.	TBD	No
6.2	Social Emotional Supports at Castlemont High	At Castlemont High School, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator position to support classroom management, build positive school culture, increase attendance, and decrease out-of-school suspensions and Universal Referral Forms (URFs). ● Hire a full time social worker position to support our COST and Care Manager Teams and support with direct student support and connection to services and provide additional mentors for ninth grade students and African American girls; and ● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes.	TBD	No

6.3	Social Emotional Supports at McClymonds High	At McClymonds High School, provide the following social emotional supports to students: • Hire a Behavior Specialist to engage students who are disconnected from school; and • Hire a Case Manager to coordinate, plan, and organize case management activities and related functions in service of identified at-risk or high-risk students. • Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm.	TBD	No
6.4	Family Engagement at McClymonds High	At McClymonds High School, hire an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center, attend site-based and district professional learning communities, and work closely with the school principal, community school manager, teacher leaders, and community partners to align and implement family engagement strategies linked to student learning.	TBD	No
6.5	Academic Acceleration & Instructional Improvement at Oakland International High	At Oakland International High School, hire a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention.	TBD	No
6.6	Social Emotional Supports at Oakland International High	At Oakland International High School, provide the following social emotional supports to students: • Hire a social worker to expand mental health services and clinical case management to build connectedness with focal English Language Learner students and families and address non-academic needs that prevent full participation in schooling; • Hire a counselor to allow the school to provide more individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates; and • Hire two Unaccompanied Immigrant Child Specialists to build connectedness and address chronic absence for newcomer students	TBD	No

		through a number of strategies, including sustaining affinity groups, connecting families with support accessing resources in the community including food, government benefits, and legal consultation to remove barriers to school attendance.		
--	--	--	--	--

Goal 7

GOAL #	DESCRIPTION	TYPE OF GOAL
7	Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning): Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 2: State Standards (Conditions of Learning): Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.

Priority 4: Pupil Achievement (Pupil Outcomes): Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 6: School Climate (Engagement): Supporting school culture and climate and student health, safety, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

An explanation of why the LEA has developed this goal.

Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School are part of the District’s alternative education spectrum and serve eleventh and twelfth grade students who have not been successful in traditional high schools. Students served by alternative education programs tend to have inherently unstable enrollment, often moving between schools mid-year. The District anticipates that these schools are likely to continue to qualify to receive Equity Multiplier funds for the duration of this funding program.

- At Bunche, the goal is to provide more site-based case management as an effective strategy to establish relationships with students in need.
- At Dewey, students often arrive at the school because they need support with executive functioning and dealing with life challenges. Dewey students need more support than the average student and most have no support outside of school. There is a need for both additional case

management and for a dedicated restorative justice staff member to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm.

- At Rudsdale, the goal is for students and families to feel welcomed at the school site and to be able to identify at least one adult to support them as they transition into the program. A social worker will help to provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling, and will consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations in developing and implementing an appropriate plan for students. This will allow students to focus on academic coursework, create a post-secondary plan, and ultimately graduate. In addition, there is a need to close the achievement gap for newcomer students and support or facilitate college and career exploration plans for all students.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.1.1	Increase the combined four- and five-year graduation rate for Latino students at Dewey Academy as reported on the California School Dashboard.	50.0%	57.9%	--	56.0%	
7.1.2	Increase the combined four- and five-year graduation rate for low-income students at Dewey Academy as reported on the California School Dashboard.	48.3%	61.7%	--	54.3%	
7.1.3	Increase the percentage of African American students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	
7.1.4	Increase the percentage of Latino students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	
7.1.5	Increase the percentage of low-income students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.1.6	Reduce the out-of-school suspension rate for African American students at Dewey Academy.	15.0%	8.2%	--	5.0%	
7.1.7	Reduce the out-of-school suspension rate for low-income students at Dewey Academy.	9.9%	5.7%	--	8.4%	
7.1.8	Increase the average one-year teacher retention rate at Dewey Academy.	69.2%	TBD	--	90.0%	
7.1.9	Increase the percentage of teachers who are fully credentialed and properly assigned at Dewey Academy.*	35.7%	TBD	--	50.0%	
7.1.10	Increase the combined four- and five-year graduation rate for African American students at Dewey Academy as reported on the California School Dashboard.	65.0%**	n/a	--	TBD	
7.1.11	Increase the combined four- and five-year graduation rate for English learners at Dewey Academy as reported on the California School Dashboard.	51.5%**	n/a	--	TBD	
7.2.1	Increase the percentage of Latino students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	3.3%	0.0%	--	6.3%	
7.2.2	Increase the percentage of low-income students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.5%	0.0%	--	4.5%	
7.2.3	Increase the average one-year teacher retention rate at Ralph J. Bunche Academy.	40.0%	--	--	75.0%	
7.2.4	Increase the percentage of teachers who are fully credentialed and properly assigned at Ralph J. Bunche Academy.*	37.6%	--	--	50.0%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.2.5	Increase the combined four- and five-year graduation rate for African American students at Ralph J. Bunche Academy as reported on the California School Dashboard.	65.6%*	TBD			
7.2.6	Increase the combined four- and five-year graduation rate for Latino students at Ralph J. Bunche Academy as reported on the California School Dashboard.	58.1%*	TBD			
7.2.7	Increase the combined four- and five-year graduation rate for low-income students at Ralph J. Bunche Academy as reported on the California School Dashboard.	63.5%*	TBD			
7.2.8	Reduce the out-of-school suspension rate for African American students at Ralph J. Bunche Academy.	10.2%*	TBD			
7.3.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard) without participation penalty.	TBD	n/a	--	TBD	
7.3.2	Improve performance on the SBAC state assessment in Mathematics for Latino students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard) without participation penalty.	TBD	n/a	--	TBD	
7.3.3	Improve performance on the SBAC state assessment in Mathematics for low-income students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard) without participation penalty.	TBD	n/a	--	TBD	
7.4.1	Increase the combined four- and five-year graduation rate for English learners at Ruidsdale Continuation as reported on the California School Dashboard.	53.5%	71.5%	--	59.5%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.4.2	Increase the combined four- and five-year graduation rate for Latino students at Rudsdale Continuation as reported on the California School Dashboard.	51.9%	72.9%	--	57.9%	
7.4.3	Increase the combined four- and five-year graduation rate for low-income students at Rudsdale Continuation as reported on the California School Dashboard.	50.2%	74.1%	--	56.2%	
7.4.4	Increase the combined four- and five-year graduation rate for unhoused students at Rudsdale Continuation as reported on the California School Dashboard.	54.3%	63.5%	--	60.3%	
7.4.5	Increase the average one-year teacher retention rate at Rudsdale Continuation.	72.2%	--	--	75.0%	
7.4.6	Increase the percentage of English learners at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.50%*	--	--	<i>Target to be set in 2025-26 LCAP</i>	
7.4.7	Increase the percentage of English learners at Rudsdale Continuation who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	0.6%	--	--	5.6%	
7.4.8	Increase the percentage of Latino students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	TBD	n/a	--	TBD	
7.4.9	Increase the percentage of low-income students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	TBD	n/a	--	TBD	
7.4.10	Increase the percentage of teachers who are fully credentialed and properly assigned at Rudsdale Continuation.	61.0%	TBD	--	70.0%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.4.11	Increase the percentage of unhoused students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	TBD	n/a	--	TBD	

**2021-22 data **2023-24 baseline data*

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To come in subsequent draft.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To come in subsequent draft.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To come in subsequent draft.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To come in subsequent draft.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
7.1	Social Emotional Supports at Dewey Academy	At Dewey Academy, provide the following social emotional supports to students: • Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm; and • Hire a Case Manager to support students with executive functioning and dealing with life challenges. • Hire a teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans.	TBD	No
7.2	Social Emotional Supports at Bunche Academy	At Ralph J. Bunche Academy, provide the following social emotional supports to students: • Hire a Case Manager to provide support to students in need of additional services in order to graduate.	TBD	No
7.3	Academic Acceleration at Rudsdale Continuation	• At Rudsdale Continuation School, hire a Newcomer Assistant and a Counselor to close the equity gap for Newcomer students and non-Newcomer students by supporting students with college awareness, graduation requirements, applications and financial aid, career exploration, and employability & job readiness skills.	TBD	No
7.4	College & Career Supports at Rudsdale Continuation	• At Rudsdale Continuation School, hire a Career Transition Specialist to help focus on college awareness, graduation requirements, applications and financial aid, career exploration, and employability and job readiness skills.	TBD	No
7.5	Social Emotional Supports at Rudsdale Continuation	• At Rudsdale Continuation School, hire a Social Worker to identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling; consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations	TBD	No

		in developing and implementing an appropriate plan for students; and assist students and their families in obtaining necessary services, monitor progress toward successful utilization and completion of services.		
7.6	Academic Acceleration & Instructional Improvement at Dewey Academy	At Dewey Academy, invest in academic acceleration and instructional improvement in the following way: ● Hire a teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans.	TBD	No
7.7	Academic Acceleration & Instructional Improvement at Bunche Academy	At Ralph J. Bunche Academy, invest in academic acceleration and instructional improvement in the following way: ● Hire a teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans.	TBD	No

Goal 8

GOAL #	DESCRIPTION	TYPE OF GOAL
8	Over three years, student academic outcomes will improve at Gateway to College, Sojourner Truth Independent Study, and Street Academy.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning): Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities

Priority 2: State Standards (Conditions of Learning): Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.

Priority 4: Pupil Achievement (Pupil Outcomes): Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness

Priority 5: Pupil Engagement (Engagement): Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.

Priority 6: School Climate (Engagement): Supporting school culture and climate and student health, safety, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

An explanation of why the LEA has developed this goal.

Sojourner Truth Independent Study, Street Academy, and Gateway to College at Laney College each fill a unique niche in the District’s alternative education offerings. Oakland Emiliano Zapata Street Academy (OEZSA) was founded in the early 1970s in the midst of Oakland’s historic struggle for civil rights and racial justice. Since 1973, the school has offered an alternative high school program to students in grades 9–12 with a focus on community and personal growth and empowerment. Gateway to College, one of the last remaining Gateway programs in California, offers an opportunity for eleventh and twelfth grade credit-deficient students to pursue their high school diplomas and transition into college through concurrent enrollment in OUSD and Laney College. All of these programs serve students who need targeted academic and social-emotional supports to be successful. Students served by these alternative education programs of choice often move into these schools mid-year. As with our continuation schools, the District anticipates that these schools are likely to continue to qualify to receive Equity Multiplier funds for the duration of this funding program.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.1.1	Maintain the percentage of teachers who are fully credentialed and properly assigned at Home and Hospital.	100.0%	TBD	--	100.0%	
8.2.1	Improve performance on the SBAC state assessment in Mathematics for African American students at Sojourner Truth Independent Study, as measured by the average distance from standard (points above or below standard) without participation penalty.	-103.6	-144.0	--	-82.6	
8.2.2	Improve performance on the SBAC state assessment in Mathematics for English learners at Sojourner Truth Independent Study, as measured by the average distance from standard (points above or below standard) without participation penalty.	-142.4	-125.9	--	-121.4	
8.2.3	Increase the combined four- and five-year graduation rate for African American students at Sojourner Truth Independent Study as reported on the California School Dashboard.	40.6%	52.2%	--	46.6%	
8.2.4	Increase the combined four- and five-year graduation rate for Latino students at Sojourner Truth Independent Study as reported on the California School Dashboard.	35.1%	56.8%	--	41.1%	
8.2.5	Increase the combined four- and five-year graduation rate for low-income students at Sojourner Truth Independent Study as reported on the California School Dashboard.	46.3%	60.2%	--	52.3%	
8.2.6	Increase the average one-year teacher retention rate at Sojourner Truth Independent Study.	58.2%	TBD	--	63.2%	
8.2.7	Increase the percentage of African American students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	4.5%	--	3.0%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.2.8	Increase the percentage of English learners at Sojourner Truth Independent Study who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	6.8%	21.8%	--	11.8%	
8.2.9	Increase the percentage of Latino students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.9%	9.8%	--	3.0%	
8.2.10	Increase the percentage of low-income students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.7%	10.3%	--	3.0%	
8.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Sojourner Truth Independent Study.	52.0%	TBD	--	60.0%	
8.3.1	Reduce the chronic absenteeism rate for African American students at Sojourner Truth Independent Study.	<i>Baseline to be set in 2025-26 LCAP**</i>	TBD	--	<i>Target TBD</i>	
8.3.2	Reduce the chronic absenteeism rate for English learners at Sojourner Truth Independent Study.	<i>Baseline to be set in 2025-26 LCAP**</i>	TBD	--	<i>Target TBD</i>	
8.3.3	Reduce the chronic absenteeism rate for students of two or more races in grades TK–8 at Sojourner Truth Independent Study.	<i>Baseline to be set in 2025-26 LCAP**</i>	TBD	--	<i>Target TBD</i>	
8.4.1	Increase the percentage of teachers who are fully credentialed and properly assigned at Street Academy.	12.5%	TBD	--	20.0%	
8.4.2	Reduce the out-of-school suspension rate for African American students at Street Academy.	18.2%	-18.9%	--	10.0%	

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.4.3	Reduce the out-of-school suspension rate for low-income students at Street Academy.	14.6%	15.2%	--	11.6%	
8.5.1	Increase the combined four- and five-year graduation rate for all students at Gateway to College as reported on the California School Dashboard.	58.1%	45.5%	--	64.1%	

**2021-22 data **OUSD does not currently track chronic absenteeism for alternative education schools, and state dashboard data only includes students in grades TK-8. Beginning in 2024-25, the District will track chronic absenteeism for Sojourner Truth TK-12 and report it in the LCAP to ensure that the data is comparable to internal data for other schools.*

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To come in subsequent draft.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To come in subsequent draft.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To come in subsequent draft.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To come in subsequent draft.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
8.1	Academic Acceleration at Home & Hospital Program	<i>Discontinued; due to programmatic changes to the Equity Multiplier grant, the Home and Hospital Program will not be eligible for this funding moving forward.</i>	n/a	n/a
8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	At Sojourner Truth Independent Study, invest in academic acceleration and instructional improvement in the following ways: • Hire three teachers on special assignment to support with content-specific instructional coaching, planning, and data analysis to improve instruction; and • Hire an academic tutor to support targeted intervention to improve academic outcomes.	TBD	No
8.3	Social Emotional Supports at Sojourner Truth Independent Study	At Sojourner Truth Independent Study, hire two case managers to build student connectedness and address chronic absenteeism.	TBD	No
8.4	Academic Acceleration at Street Academy	At Street Academy, develop strategies to improve student academic outcomes and graduation rates.	TBD	No
8.5	Academic Acceleration at Gateway to College	At Gateway to College, develop strategies to improve student academic outcomes and graduation rates.	TBD	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26 [section still to be updated]

TOTAL PROJECTED LCFF SUPPLEMENTAL AND/OR CONCENTRATION GRANTS	PROJECTED ADDITIONAL 15% LCFF CONCENTRATION GRANT

Required Percentage to Increase or Improve Services for the LCAP Year

PROJECTED PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR	LCFF CARRYOVER — PERCENTAGE	LCFF CARRYOVER — DOLLAR	TOTAL PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.1	Actions: Strong Readers: Early Literacy & Secondary Literacy Need: While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below: Average DFS on SBAC ELA: ● All Students: -52.7 ● English Learners: -125.3 ● Foster Youth: -122.0 ● Low-Income Students: -78.3 Scope: LEA-wide	Strengthening our academic program districtwide—particularly in our middle and high schools, where students are disproportionately likely to be from low-income families—is one of the most significant investments we make to support our low-income students. While high quality schools benefit all students, targeted investments in our historically under-resourced schools that begin to address deep socioeconomic divides among our schools principally benefits our low-income students. Our ELs need language development opportunities and access throughout all content areas, therefore, the actions of Goal 1 will include attention to professional development and instructional materials that consider the language needs of ELs, as well as Tier 2 and Tier 3 interventions, particularly in the area of foundational literacy. We also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials to ensure that all students have the scaffolding they need in literacy.	● Average DFS on SBAC ELA for All Students (Metric 1.1.1) ● i-Ready for All Students (Metrics 1.1.2–1.1.8) ● Average DFS on SBAC ELA for Unduplicated Student Groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.2	Actions: Excellence in Science, Technology, Engineering & Mathematics Need: While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below: Average DFS on SBAC Math: ● All Students: -83.0 ● English Learners: -142.3 ● Foster Youth: -160.9 ● Low-Income Students: -108.5 Scope: LEA-wide	As with our literacy investments, our investments in mathematics and science beyond our base program are focused on our highest need students. We also continue to invest in our secondary computer science program. Early exposure to computer science enables students to enter rigorous college preparatory computer science Linked Learning pathways in high school with the prerequisite math and computer science knowledge and skills. Our grant-funded computer science work is specifically designed to increase the number of students from underrepresented groups—and especially our low-income students—who successfully complete advanced Computer Science pathways to college and career. As in Action 1.1, we also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials. At the school site level, many schools invest in academic mentors, who provide pullout support for students who are struggling academically and extra compensation for teachers to provide intervention in mathematics or to participate in professional development to improve instruction in STEM. Some schools also fund elementary prep teachers with a science focus to provide science enrichment to students.	● Average DFS on SBAC Math for All Students (Metric 1.2.1) ● Average DFS on CAST for All Students (Metric 1.2.2) ● Average DFS on SBAC Math for Unduplicated Student Groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2)

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Goal 1, Actions 1.3 and 1.4	Actions: Equitable Access to a Broad Course of Study; Visual & Performing Arts Need: While these actions also serve all students, they are principally directed towards our low-income students, who are more likely to be in schools with limited resources to supplement the core curriculum and ensure a wide array of elective and enrichment classes. These investments benefit our English learners by ensuring that students required to take ELD also have access to elective classes for a well-rounded school experience. In 2022-23, only 43.9% of English Learners were also enrolled in an elective class. Scope: LEA-wide	We provide additional staffing beyond our base staffing for our highest-need students, including our low-income students, to create robust program offerings at all OUSD schools, particularly in areas where there is an identified performance gap. Additional teachers beyond the base are granted in the following areas: to provide expanded access to A-G courses at high schools; to support late-arriving newcomer students; and to offer additional electives to ensure that English learners can take an elective in addition to ELD. Centrally, we fund content-specific professional development in this action to ensure that students have access to highly qualified teachers. School sites also opt to use their Site Supplemental dollars for a range of investments that expand course offerings beyond the base. Examples include additional support staff for physical education, lifeguards to offer swimming to more students, elementary prep teachers who offer special classes such as arts or mindfulness, and contracts with outside organizations providing enrichment or supplemental programs in areas like the arts, yoga, sports, languages, or other activities.	● English learner enrollment in electives (Metric 1.3.2) ● Elementary VAPA positions (Metric 1.4.1) ● A-G Completion for All Students (Metric 1.8.2) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● Percentage of English learners who are enrolled in an elective class (Metric 1.3.2).

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Goal 1, Action 1.5	Action: Early Childhood Learning Need: There is an equity gap between our students from low-income families and their peers from families that are not low-income as students start school. In 2022-23, 19.4% of low-income students entered transitional kindergarten or kindergarten with no preschool experience according to the District's Preschool Experience Study. An additional 21.4% had spent early childhood years with a family member, friend, or neighbor. In contrast, only 3.1% of students who were not low income entered kindergarten with no preschool experience and 5.8% had spent those years with a family member, friend, or neighbor. Scope: LEA-wide	Oakland Unified's early childhood programs are open to all students, but principally serve low-income students, who receive free or subsidized tuition and prioritized enrollment, and students with disabilities, who qualify for placement in tuition-free special education preschool programs. These programs are intended to build early literacy, numeracy, and social emotional skills through a curriculum that is developmentally, culturally, and linguistically appropriate. These programs help to ensure that students are able to transition smoothly to transitional kindergarten and kindergarten programs and have successful school experiences. In this action area, we also fund supplemental early childhood curriculum pilots and professional development to strengthen instruction for these programs, which lay the groundwork for academic success in elementary school and beyond.	● i-Ready for All Kindergarten Students (Metric 1.1.2) ● Enrollment in District preschool and TK programs (Metric 1.5.1)

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Goal 1, Action 1.6	Action: Multilingual Programs Need: Our English learners perform best when we build on their home language and cultural assets; therefore, there is a continued need to invest in multilingual programming, such as dual language programs, and culturally sustaining pedagogy. There is a robust research base demonstrating the benefits of dual language instruction for all students, and in particular for English Learners. In OUSD we have seen that our English Learners in dual language programming generally perform better on literacy measures, ELPAC growth and reclassification than their peers in SEI programming, despite a larger concentration of newcomer students. For example: • All but one of the dual language schools exceeded district average in ELPAC growth in 2022-23 and on preliminary results for 2023-24. • More than half of our dual language schools exceeded the district average for reclassification. • ELs in dual language programming show stronger performance on i-Ready, with 60% within one year of grade-level reading compared to 38% in SEI programs. Scope: LEA-wide	Oakland’s multilingual programs provide opportunities for English-speaking students to become fluent in another language, but they also offer critical opportunities to English learners to learn content in their home languages alongside English-speaking peers as they gain English proficiency. The District’s dual immersion programs are located in low-income areas of the city, and most prioritize students who live nearby in the enrollment process. In this action area, we also fund both foundational professional development for our dual language teachers who support ELs and software licenses to support expansion of our seal of biliteracy program.	• Students completing the seal of biliteracy and biliteracy pathway awards in dual language schools (Metrics 1.6.1 and 1.6.2) • Graduation Rate for English Learners and Long-Term English Learners (Metrics 2.8.3 and 2.9.3) • i-Ready for All Students (Metrics 1.1.2–1.1.8)

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Goal 1, Action 1.7	Action: College & Career for All Need: We continue to see a gap in graduation outcomes between all students and our unhoused students (who are categorically low-income), foster youth, and English learners. While 75.0% of all students graduated based on the 2023 Dashboard, only 59.2% of unhoused students, 62.0% of English learners, and 63.6% of foster youth graduated. We see similar gaps in college/career readiness and A-G completion: College/Career Readiness: ● All Students: 37.9% ● English Learners: 18.8% ● Foster Youth: 25.8% ● Unhoused Students: 10.8% A-G Completion Rates: ● All Students: 41.1% ● English Learners: 23.8% ● Foster Youth: 24.2% ● Unhoused Students: 18.4% Scope: LEA-wide	One key approach to increasing graduation rates and college and career readiness for our low-income students (many of whom will be the first generation to go to college) is through Linked Learning pathways in our high schools. As our pathway programs expand and diversify in industry themes, we are investing in staff to ensure that every pathway sustains robust work-based learning and that relevant pathways provide access to trades and apprenticeships. We are also investing in coordination of local business connections and projects with schools, and in some KDOL staff time to support internships, video production, and other work-based learning with the Media pathway and other high schools. We also continue to invest in health pathways at several high schools; health careers remain a popular choice for our low-income students of color as reported in the annual Senior Survey. We also fund additional teachers to support A-G completion for smaller schools to ensure that they can offer sections of all A-G classes. While schools build their master schedules around grade level cohorts, students may need to retake a class or take a class out of sequence. Large high schools can accommodate this, but smaller schools often struggle to fill classes if students do not all need the same courses. Because our staffing formula presumes full sections, this added staffing provides needed flexibility for A-G sections. Finally, many schools use Site Supplemental for college and career supports, including graduation celebrations, professional development for teachers, college fairs, credit recovery licenses, and fee waivers to allow low-income students to take the SAT.	● Graduation Rate for All Students (Metric 1.7.1) ● Graduation Rate for Unduplicated Students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4)

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Goal 1, Action 1.8	Action: Counseling & Equitable Master Scheduling Need: College counseling and academic advising is particularly important for our low-income, English language learner, and foster students, since many will be the first generation in their families to go to college. Most students report a desire and intention to go to college, but may not be familiar with the eligibility requirements, how to navigate the complex application and admissions processes, financial aid and scholarship resources, and other challenges. As with graduation rates, there is a gap between college/career readiness for all students and for our unduplicated student groups. As measured by the 2023 state College/Career Indicator, 37.9% of all students graduated prepared for college and career, but only 25.8% of foster youth, 18.8% of English learners, and 10.8% of unhoused youth graduated prepared for college and career. Scope: LEA-wide	We are investing in academic counselors and college and career specialists who develop and implement a comprehensive counseling program in our middle schools and high schools, support Credit Recovery during the school year and in the summer, counsel students on completing the A-G course sequence for college eligibility, support students in completing Financial Aid and college scholarship applications, and maintain the Future Centers at select middle schools and high schools with high proportions of low-income students and/or English learners. As in Action 1.7, many schools also use Site Supplemental funds to provide additional supports to students to ensure that they reach graduation and are successful in the post-secondary paths they choose. Details on the investments funded by Measure H, Oakland’s local tax measure committed to college and career preparedness, can be found in each school’s approved Measure H plan.	● A-G Completion for All Students (Metric 1.8.2) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4) ● FAFSA Completion Rate (Metric 1.8.5)

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Goal 1, Action 1.9	Action: Data-Driven Decision Making Need: The District’s robust data collection and data dashboards provide key tools to ensure that teachers and leaders can identify and address achievement gaps and examine student-level data to ensure equitable outcomes for the lowest performing students, including low-income students, African American students, Latino students, English learners, and other student groups. We also continue to work to increase test participation at all schools, especially in light of the participation penalties applied to scores. The following percentages reflect schools with 95% or higher participation: ● SBAC ELA: 57.7% ● SBAC Math: 52.6% ● CAST: 56.4% ● CAA ELA: 30.0% ● CAA Math: 27.5% ● CAA Science: 14.1 We are also working to improve CHKS student, parent, and staff participation rates. Scope: LEA-wide	Our data dashboards support schools and Central Office departments in monitoring the progress of all students and of our focal student groups to help them determine additional or adjusted supports and services that may be required. Our data tools allow for disaggregation by race/ethnicity, English fluency and fluency subgroups, home language, special education status, foster youth, homeless status, Free and Reduced Price Meal (FRPM) status, grade level, and more. We also generate data profile reports at the central office level that are specific to our focal student groups. A key aspect will be monitoring progress on closing performance gaps for identified student groups, such as the data on disproportionate suspensions of our African American students and Students with Disabilities. We set targets for improvement annually and monitor progress, reflect, and adjust our plans accordingly throughout the year. Research and data staff provide access to quality data, analysis, reports, and tools to support central and school leaders and staff in monitoring student progress. This work also supports the evaluation of implementation and impact of key actions and services in our LCAP. While our investment in a robust data system serves the district overall, it principally benefits our low-income and other focal student groups, allowing us to better meet their needs and improve outcomes. To support this work, we fund an additional 30 minutes per week of time for classroom teachers to review student data, collaborate, and plan. At our three highest UPP and lowest performing comprehensive high schools—Castlemont, Fremont, and McClymonds—we also fund an eleventh month of work for classroom teachers. This summer month is spent reviewing data and planning instruction for the new year.	● Participation Rates for SBAC, CAA, CAST, CHKS, and ELPAC (Metrics 1.9.1, 1.9.2, 1.9.3, 1.9.4, 1.9.5, 1.9.6, 1.97, 1.98, and 2.8.10)

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Goal 1, Action 1.10	Action: Network-Based School Supports Need: Our schools are organized into five networks: three for elementary schools, one for middle schools, and one for high schools. Network teams provide critical support for principals, helping to strengthen leadership and increase principal retention. Schools that serve specific groups of students also require support to create improvement plans and feedback on how to implement school site plans. This work can be measured by the number of schools that complete their school site plans on time and implement actions to improve services and student outcomes. The principal retention rate hit a recent high in 2022-23, when there were 20 new principals at 77 schools. This dropped in 2023-24, with only 10 principals leaving. However, in two cases, first-year principals did not return for a second year. Coaching supports are critical to sustaining leaders, especially at our highest UPP schools. Scope: LEA-wide	Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school site plan, and support schools in analyzing data to understand student needs and plan interventions. This service is provided to support schools to continuously implement improvements. Each network is led by either a network superintendent. Larger networks or networks that support larger schools also have deputy network superintendents to ensure that each school is able to receive the support needed. Network partners help to support principals on day-to-day operation and resolving challenges, while network superintendents provide focus on how principals are supporting instruction and their teachers. While this action area serves all schools, it is principally focused on improving leadership conditions at our schools serving large concentrations of low-income students, foster youth, and English learners to ensure that they begin to experience the longevity of leadership that many of our low UPP schools already see.	● One-year principal retention rate (Metric 1.10.1) ● Principal responses on Quality Service to Schools Survey (Metric 1.10.2)

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Goal 1, Action 1.11	Action: School Improvement Need: These investments target the District’s highest need schools and students to improve program offerings and ensure that students across the city have equitable access to high-quality schools. The OUSD Board of Education is currently in the process of refining and adopting the criteria that will be used to select focal schools for this work in 2024-25. A full list of selected schools and the criteria used to choose them will be provided in the 2024-25 LCAP Annual Update. Scope: Schoolwide	The School Improvement team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which provides a definition of quality for K-12 schools, as well as accompanying rubrics and guidance documents for implementing improvement strategies. This also includes managing the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations. Key investments in this action area include: • Classified overtime and extended contracts for teachers and principals to compensate staff for after-hours participation in the redesign process to improve their schools • Materials and meeting refreshments for staff and parent participants at meetings held throughout the redesign year	• Average DFS on SBAC ELA for unduplicated student groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1) at identified focal schools • Average DFS on SBAC Math for unduplicated student groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2) at identified focal schools • Graduation rate for unduplicated students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) at identified focal schools

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Goal 2, Actions 2.1, 2.2, and 2.3	Actions: African American Student Achievement; Latino and Native American Student Achievement; Arab, Asian, and Pacific Islander Student Achievement Need: Our data show that a significant proportion of students in our focal student groups are low-income: ● 91.7% of African American are low-income. ● 92.8% of Latino and 92.7% of Native American students are low-income. ● 95.5% of Pacific Islander students are low-income. ● 98.1% of students who speak Arabic at home are low-income. Each of these student groups perform below all students on most academic metrics. Scope: LEA-wide	Given the overlap among low-income students and our focal racial and ethnic student groups, our targeted investments in supports for our focal student groups help to improve outcomes for our low-income students overall. The targeted strategies work is led by the Targeted Strategies Director, who oversees all of the programs within Actions 2.1, 2.2, and 2.3. Each program also has a program manager. In addition to the staff who implement this work, we fund needed curricular materials (e.g., the Khepera Curricula, which focuses on reducing the impact of the cultural biases and low expectations of teachers in the classroom, while increasing the self-efficacy, esteem, and motivation of African American students), associated trainings for staff, and supplies for the program, which are delivered to each participating site. While some of our targeted strategies work is implemented through site-based staff, other programs (e.g., our Native American and Asian Pacific Islander programs) are contract-based. We partner with several Oakland community-based organizations with expertise in supporting our focal student groups. One example is our work with the IKUNA Group, which leads the OUSD FANANGA Literacy Project to combat literacy challenges for Pacific Islander students.	● Average DFS on SBAC ELA for focal student groups (Metrics 2.1.1, 2.2.1, 2.2.2, and 2.3.1) ● Average DFS on SBAC Math for focal student groups (Metrics 2.1.2, 2.2.3, 2.2.4, and 2.3.2) ● Chronic absenteeism for focal student groups (Metrics 2.1.6, 2.2.9, 2.2.10, and 2.3.6) ● Suspension rates for focal student groups (Metrics 2.1.8, 2.2.9, 2.2.10, and 2.3.7)

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Goal 2, Action 2.4	Action: Supports for Students with Disabilities Need: Students receiving special education services are disproportionately low-income, at 87.1%. One third of students with disabilities are English learners, in keeping with the districtwide percentage. Students with disabilities perform below all students academically as measured by the state SBAC assessments in English Language Arts/Literacy and Mathematics: ● In ELA, all students are -52.7 points below standard, while students with disabilities who take the SBAC are -119.8 points below standard. ● In mathematics, all students are -83.0, while students with disabilities who take the SBAC are -146.8 points below standard. Scope: LEA-wide	Continued investment in our special education programs benefits our dual-identified (SpEd-EL) students, who are not consistently receiving access to both language development and required services as delineated by their IEP. This is an area of need for improvement through stronger coordination of services, attention to master schedules for these students and professional development of instructional services to ensure all of the needs of these students are met. We also continue to fund the Disability Access Resolution, a resolution adopted by the OUSD Board of Education to address barriers for students with disabilities who want to participate in after-school programs, sports, and other extracurriculars. At the school site level, many schools invest their Site Supplemental dollars in added supports for students with disabilities to provide intervention, access to school activities and programs outside school hours, graduation celebrations for students with disabilities and their families, and others.	● IEP Timeliness (Metrics 2.4.1 and 2.4.2) ● Average DFS on SBAC ELA and Math for students with disabilities (Metrics 2.4.3 and 2.4.4) ● Average DFS on CAA ELA and Math for students with disabilities (Metrics 2.4.5 and 2.4.6) ● Graduation rate for students with disabilities (Metric 2.4.7) ● College/career readiness for students with disabilities (Metric 2.4.9)

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Goal 2, Action 2.11	Action: Alternative Education Need: Our Alternative Education program provides school placements and individualized learning programs for our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. For foster youth who may have moved between multiple schools over their school careers, alternative education programs can provide critical support to support students to graduate. Students in our continuation schools are overwhelmingly low-income, with low-income student percentages ranging from 96% to 100%. In 2023-24, our six Alternative Education programs had an average UPP of 97.7%. In contrast, our comprehensive high schools serve students from a wide range of incomes, and our districtwide UPP in 2023-24 was 82.3%. Scope: LEA-wide	The primary goal of Alternative Education is to maintain a high graduation rate amongst those students that voluntarily enroll in alternative education schools. The majority of students enroll credit deficient so the focus is providing an environment in which students can excel in making up credits in order to graduate. At the same time offering access to Linked Learning Pathways is essential. Linked Learning Pathways provide internships that lead to post secondary opportunities, including job training, trade certificates, and work based learning opportunities and exploration. Two key investment in this action include: • Additional Teachers to Support Late-Arriving Continuation Students: These are students who move into an Alternative Education school after Census Day. Because our school staffing and funding are driven by enrollment counts on the 20th day of school (staffing) and Census Day (funding), schools that receive significant numbers of new students after Census Day are often insufficiently resourced to address the needs of these students once they arrive. Our enrollment team projects the expected number of new continuation students based on historic patterns and we provide S&C-funded staffing so that schools can have stable staff hired at the start of the school year. • Reduced Class Sizes at Continuation Schools: We also use S&C resources to fund smaller class sizes at our continuation schools, with ratios of 1:22 (Dewey and Bunche) or 1:29 (Rudsdale, due to its larger size). These small classes ensure that students who have not been successful in large comprehensive high schools have instruction in a small group setting.	• One-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School (Metric 2.11.1)

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Goal 2, Action 2.12	Action: Expanded Learning Opportunities Need: Many of our low-income students, English learners, and foster youth disproportionately experience unfinished learning and credit deficiency, indicating a need for credit recovery. Our after-school, summer school, and Saturday school programs target these students and take into account their unique needs, including language development. Scope: LEA-wide	The District prioritizes foster youth for participation in summer, Saturday, and after-school programs to ensure that they have access to the academic and social supports provided by these programs. The District will continue to work to identify and remove barriers to foster youth participation in these programs, including coordinating with the Foster Youth Advisory Committee to better understand obstacles to enrollment. Low-income students are also prioritized for enrollment in our expanded learning programs to ensure that they have access to the academic and social supports needed to succeed. The District's Summer Learning is primarily designed for low-income youth and English learners to provide access to a longer school year to ensure students who are behind academically have opportunities to catch up. The program targets sites with the greatest percentage of youth who are low-income, English language learner and/or foster youth. Our summer learning programs focus on academics and social emotional support, including enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate high school. Expanded learning investments include both dedicated program staffing through FTE and contracts and extended time for existing classified and certificated staff to work additional hours.	● Participation of foster youth, English learners, and low-income students in after-school programs (Metrics 2.5.6, 2.7.8, and 2.8.10)

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Goal 3, Action 3.1	Action: Safe & Welcoming Schools Need: Since the pandemic, the percentage of students reporting that they feel safe at school on the annual California Healthy Kids Survey (CHKS) has dropped, reaching a low of 47.6% in 2022-23. Students at our middle and high schools feel disproportionately less safe, with 45.5% and 42.5%, respectively, reporting that they felt safe or very safe at school. Because CHKS is administered anonymously, we do not have income data for the students taking it. However, we can see that fewer students report that they feel safe at our large high UPP schools. Similarly, after nearly a decade of declining suspension rates, we have begun to see these rates rise post-pandemic. While the out-of-school suspension rate was 3.5% for all students in 2022-23, it was much higher for foster youth (10.4%) and somewhat higher for low-income students (4.2%). Preliminary 2023-24 suspension data shows that these rates have risen further. Scope: LEA-wide	OUSD schools need access to services that support conditions for safe schools and ensure that every school has a safety plan focused on building and implementing systems and structures to ensure a physically safe campus. Among the investments in this action are a continued partnership with the City of Oakland to implement violence prevention strategies at target high schools: Fremont, Castlemont, McClymonds, Oakland High, Bunche, Dewey and Ruidsdale. This work focuses on the implementation of violence prevention teams called the Village Response teams that collaborate to respond to incidents within the school community and identify possible conflicts that can be addressed in order to prevent an incident. These teams are composed of a Violence Interrupter, a Life Coach, and a Gender-Based Violence Specialist. The City of Oakland collaborates with OUSD to work with community-based organizations to staff the positions that form the Village Response Teams. Additionally, there is professional learning that is provided to the teams to ensure that teams are implementing best practices.	● Percentage of students who feel safe at school (Metric 3.1.1) ● Out-of-school suspension rate for all students (Metric 3.1.2) ● Out-of-school suspension rate for low-income students and foster youth (Metrics 2.5.7 and 2.7.7) ● Percentage of parents and caregivers who feel that their child is safe at school (Metric 3.1.4)

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Goal 3, Action 3.2	Action: Social Emotional Learning & Restorative Practices Need: Supporting the needs of students with social emotional learning is a key part of Oakland’s Community Schools model. As outlined above, we continue to see high rates of students feeling that they are not safe or connected to their schools. Fewer than half of students (49.7%) reported on CHKS that they felt connected to their schools. Only 52.6% felt close to people at their school and 48.9% felt happy to be at school. This means that half of all students do not have necessary social emotional supports at school. We know that as students disengage from school, they are more likely to be suspended and, ultimately, to leave school. Students at lower UPP schools and at smaller schools typically felt more connected to their schools. Similarly, after nearly a decade of declining suspension rates, we have begun to see these rates rise post-pandemic. While the out-of-school suspension rate was 3.5% for all students in 2022-23, it was much higher for foster youth (10.4%) and somewhat higher for low-income students (4.2%). Preliminary 2023-24 suspension data shows that these rates have risen further. Scope: LEA-wide	OUSD is a member of CASEL (Collaborative for Academic, Social, and Emotional Learning) and a leader in this field across the nation. The District has developed its own standards for social and emotional learning for use with students and adults and is investing in a curriculum to support social and emotional learning across our schools, with a focus on our high UPP schools with high suspension rates and low student connectedness rates. Student support staffing is awarded based on the grade span, enrollment, and UPP of each school. Schools with a UPP of 95% or greater receive increased staffing. It is at the discretion of the school to determine exactly which student support position to fund, whether it is a case manager, Restorative Justice facilitator, counselor, or other role. Another district initiative to support the social emotional health of our students is the focus on Restorative Justice programs. Restorative Justice has been shown to reduce out of school suspensions and to support students to peacefully resolve conflicts. In addition, we have expanded the use of Schoolwide Positive Behavior Intervention Support (PBIS) as a way to support students in making healthy choices in school and staying engaged. PBIS also includes a family involvement component and has also been proven to reduce suspension rates. OUSD is beginning to see the positive result of these initiatives and will continue to invest deeply in them as research-based best practices that support the needs of the whole child.	● Student connectedness to school (Metric 3.2.1) ● Percentage of students who feel that there is an adult at school who checks on how they are feeling (Metric 3.2.2) ● Out-of-school suspension rate for all students (Metric 3.1.2) ● Out-of-school suspension rate for foster youth (Metric 2.7.7)

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Goal 3, Actions 3.3 and 3.4	Action: Student Health & Wellness; Behavioral & Mental Health Need: Our school-based health services provide critical health care opportunities for our low-income students, with a focus on those who qualify for Medi-Cal. These centers are located on the campuses of high UPP schools in low-income neighborhoods. In the aftermath of the pandemic, disproportionate long-term health and financial hardships in the immigrant community also create a need to ensure wrap-around support and services considering the unique needs of our immigrant, refugee, and asylee families. We are currently developing a plan and an associated metric to measure access to mental health services at school sites and to fund expansion of these services. The 2024-25 LCAP Annual Update will include detail on the implementation of this work, and beginning in the 2025-26 LCAP, we will establish a target. Scope: LEA-wide	Our Health and Wellness programs focus on expanding access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, and Nutrition and Garden Education. In partnership with Alameda County, we operate 16 School-Based Health Clinics at the following high UPP sites: Bret Harte, Castlemont, Coliseum College Prep (also serving Lockwood STEAM), Elmhurst United (also serving Highland Community), Fremont, Frick United (also serving Bridges, EOP, and Greenleaf), La Escuelita (also serving Dewey and MetWest), Madison Park Academy (also serving Brookfield, Esperanza, and KDA), McClymonds, Oakland High, Oakland Tech (also serving Street Academy and Oakland International), Roosevelt (also serving Garfield), Skyline, United for Success Academy/Life Academy, Urban Promise Academy, and West Oakland Middle (also serving MLK). The OUSD Behavioral & Mental Health plan provides a continuum of universal, targeted and intensive services and supports to promote mental health and wellness for students, staff, and families. These services are implemented to provide targeted behavioral and mental health support through a Multi-Tiered System of Support Plan that identifies students who are struggling and why they are struggling.	● Number of schools with Centrally-funded direct student mental health services (Metric 3.4.1)

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Goal 3, Action 3.5	Action: Attendance Supports Need: Districtwide, our preliminary 2023-24 chronic absenteeism rate is 31.8%. However, it is higher for our unduplicated student groups: ● Low-income students: 36.9% ● Unhoused students: 46.5% ● Foster youth: 54.7% ● English learners: 34.9% ● Long-term English learners: 40.4% Our attendance team prioritizes these student groups—and schools with high concentrations of unduplicated students—to improve attendance. Scope: LEA-wide	Guidance and coaching is provided to site Attendance Teams in implementing their Attendance Multi-Tiered System of Support plans. The School Attendance Review Board process is implemented to support struggling students and families to improve their attendance by providing social work support to improve attendance at school everyday. Among the investments in this area are: ● Attendance Specialists at school sites: Many schools braid LCFF Supplemental funds with their base Attendance Specialist awards to increase part-time positions to full-time. This added staff time allows for increased communication with families and more support to reduce absenteeism. ● Administrative Assistant, Attendance and Discipline Support Services: This position supports the Central Office attendance work, connecting with schools and families to provide key resources and ensuring that coaching and professional development sessions are scheduled.	● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11)

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Goal 3, Action 3.6	Action: Youth Engagement & Leadership Need: A large majority of students who play on Oakland Athletic League (OAL) teams are low-income students, and for many, high school athletics provides a pathway to high school graduation and college. All City Council provides leadership opportunities for students from our middle and high schools, which all have high percentages of low-income students and English learners. Scope: LEA-wide	The Oakland Athletic League (OAL) upholds academic standards for scholar athletes, requiring that student athletes must maintain a 2.0 grade point average at every marking period and stays on track to graduate, and by promoting college eligibility requirements and scholarship information for students who seek athletic scholarships or want to play on a college athletic team. NCAA standards for participation in Division I college athletics mirrors the University of California/California State University A-G course requirements. This means that high school athletes who complete these requirements will be college ready, whether they are offered an athletic scholarship to play at a Division I college or not. Finally, education-based athletics provides authentic engagement between the student athlete, their families, the community and the school. This approach is supported by national research findings that high school athletes do better in school, and most want to go to college. All City Council creates an engagement space that elevates student voice for some of our highest need communities. We offer leadership classes at many of our high UPP secondary schools to encourage students to step into leadership spaces in and out of the classroom, providing key college and career skills to improve opportunities after graduation.	● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) ● Low-income student participation in District-run sports (Metric 3.6.3) ● Number of secondary schools represented on All City Council (Metric 3.6.5), with a focus on schools with UPPs above 95%

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Goal 3, Action 3.7	Action: Community Schools Need: Community School Managers (CSMs) work to reduce chronic absenteeism and improve student connections to school to ensure that students are supported, feel safe and welcomed at school, and ultimately reach graduation. Districtwide, our preliminary 2023-24 chronic absenteeism rate is 31.8%. However, it is higher for our unduplicated student groups: ● Low-income students: 36.9% ● Unhoused students: 46.5% ● Foster youth: 54.7% ● English learners: 34.9% ● Long-term English learners: 40.4% CSMs work with both students and families to improve attendance and foster school success for students. Scope: LEA-wide	Community Schools leverage community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our district, and can better break down barriers to student achievement. The following schools will have a Community School Manager funded in whole or in part with S&C funds in 2024-25: ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges Academy, Brookfield Elementary, Carl Munck Elementary, Castlemont High, Claremont Middle, Coliseum College Prep Academy, Dewey Academy, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass Academy, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Laurel Elementary, Life Academy, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Primary, Madison Park Academy Upper, Manzanita Community, Markham Elementary, Melrose Leadership Academy, Montera Middle, Oakland International High, Oakland Technical High, Prescott, Ralph J. Bunche Academy, Reach Academy, Roosevelt Middle, Rudsdale Continuation, Sankofa United Elementary, Think College Now Elementary, United For Success Academy, Urban Promise Academy, West Oakland Middle	● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) ● Student connectedness to school (Metric 3.2.1)

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Goal 3, Action 3.8	Action: Quality Learning Environments Need: In the 2022-23 school year, over half of foster youth in grades 4-12 did not have access to a Chromebook at home. The District met 100% of that need by prioritizing these students for home Chromebooks. Of all students requesting District support with access to technology at home, 85% were low-income. The District also met 100% of this need. Scope: LEA-wide	While core funding for physical spaces and learning tools in our schools comes from LCFF Base funding, we invest LCFF Supplemental and Concentration dollars strategically to help level the playing field for our highest need students. Among the Central and school investments funded in this action to support unduplicated students are: ● Software licensing costs for classroom management tools to provide a more stable classroom environment, especially for students receiving instruction from newer teachers. ● Materials and supplies at schools to enhance the learning environment. A common school use of these funds is to provide materials such as art supplies to low-income students; at low UPP schools, these supplies are typically provided by parents or by the PTA. ● Our Senior Computer Technician and School Technology Specialist help to support home Chromebooks provided to low-income students and supplement the base-funded staff in these roles. School technology investments vary, but typically enhance instruction for low performing students. ● Our Central Instructional Materials and Science Instructional Materials Specialists ensure that resource inequities across the district are addressed and that low-income schools have equitable access to supplemental learning materials. ● Substitute Teacher Incentive Program (STIP) Teachers: STIPs are substitute teachers who are assigned full-time to a specific school. At schools with high teacher absenteeism or teacher vacancies, STIPs ensure that students receive instruction from a qualified teacher that they know.	● Students in grades 4 to 12 with 1:1 access to technology devices (Metric 3.8.2) ● Unduplicated students in grades 4 to 12 with 1:1 access to technology devices (Metrics 3.8.3 and 3.8.4)

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Goal 3, Action 3.9	Action: Family Partnerships & Language Access Need: The pandemic and its aftermath heightened the need for improving our engagement with families as partners in their students' education. There is a continued need for tools and resources to ensure language access and meaningful engagement. Schools where at least 35% of students are low-income receive dedicated Title I funds for family engagement. However, in 2022-23, only 12 of the District's 67 Title I schools (17.9%) spent 90% or more of their Title I family engagement funds. These staffing supports also help schools leverage this untapped resource. In 2022-23, only 9.4% of schools with 21 or more English learners established freestanding Site English Language Learner Subcommittees (SELLS). Increasing engagement of families of English learners through SELLS remains a priority. Scope: LEA-wide	This work aims to build authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown families so that they are empowered to be active partners site- and district-level decision making about student learning and school improvement. Some of the Central and school investments in this area include: ● Classified and Clerical Overtime to provide interpretation at engagement meetings at school sites. ● Software licensing for programs that translate home literacy messages to elementary families and provide a districtwide family communication tool for secondary schools to use to communicate student academic status and concerns to families. ● Outreach Consultants at schools who engage directly with families of students who are chronically absent, need additional supports, or have other needs. ● Postage to send mailings to low-income families who do not have access to reliable internet service at home.	● Title I Parent & Family Engagement Spending (Metric 3.9.5) ● SELLS Establishment (Metric 3.9.7)

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Goal 3, Action 3.10	Action: Enrollment Supports Need: Low-income families and families who speak languages other than English at home are less likely to be aware of the enrollment process and deadlines, and therefore less likely to participate in the on-time enrollment process to access their schools of choice. Foster youth may move between homes mid-year, disrupting school enrollment. In 2022-23, only 60.5% of low-income students in transition grades (defined as Pre-Kindergarten, fifth grade, and eighth grade) who were already enrolled in OUSD schools submitted on-time applications to enroll for the following year. Because the enrollment process prioritizes on-time applicants and students in these grades must submit applications, these students were therefore less likely to be able to enroll in their school of choice. Scope: LEA-wide	Oakland Unified’s targeted enrollment supports provide increased access to the enrollment process for low-income families and families who speak languages other than English at home—two groups who historically have been less likely to participate in the on-time enrollment process to give them priority in school placements. The District also prioritizes foster youth for enrollment, ensuring that seats are made available to foster youth who enter the District or must transfer between schools mid-year. Enrollment Office staff also support the intake process for newcomer youth, focused on linguistic and cultural responsiveness to demographic groups currently represented among newcomers. This enrollment office works parallel to the general enrollment office, and also screens for legal and basic needs issues, making referrals to community agencies and passing information to appropriate support staff at schools where students are assigned. The staff in this office include multilingual Family Navigators who support access for students. Given the high needs of newcomer students for legal representation in various immigration proceedings, OUSD has prioritized partnerships with legal service providers. Due to philanthropic support, students/families are referred to providers on an ongoing basis and OUSD attempts to take responsibility for ensuring students are represented when at all possible.	● Low-Income Student Enrollment Applications (Metric 3.10.1)

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Goal 3, Action 3.11	Action: District Communication Need: Half (50.0% in 2023-24) of our students speak a language other than English at home, and many speak a language that is not Spanish, Arabic, Cantonese, or Mam—languages we have interpreters to support. To support the families of our English learners, it is essential that we have a robust and flexible multilingual communication platform. Scope: LEA-wide	Oakland’s expanded districtwide communication investments ensure that communication from the District can be targeted to specific schools and student groups, and can be provided in multiple languages depending on a family’s home language. This is an essential tool to reach families of the half of our students who speak languages other than English at home. Our communications team, which includes Communications Director, Internal and Web Communications Manager, and our Publications Manager, strategizes on the best ways to connect with and engage hard-to-reach families through both traditional and non-traditional forums. This is especially critical to reach the families of students from low-income households. Our communications platform, ParentSquare, allows the team to tailor messages to specific schools, grade spans, language status, and neighborhoods and to prioritize messages to our targeted student groups. Our family engagement staff also reports that when timely notices go out via ParentSquare, participation in meetings increases dramatically. We are continuing to build capacity to allow for more refined communications.	● ParentSquare contacts at schools with UPPs above 55% (Metric 3.11.1)

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Goal 4, Action 4.1	Action: Diverse & Stable Staff Need: Oakland’s challenge to recruit and retain teachers is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates. In 2022-23, we had 25 vacant teacher positions on Census Day. Of these, 14 were at schools with UPPs of 90% or higher, and an additional 9 were at schools with UPPs between 70% and 90%. Our current average teacher retention rate districtwide is 75.5%. However, at schools with UPPs of 90% or greater, it is 72.6%. Districtwide, 32.7% of teachers were on steps 1-5 in 2022-23, meaning they were in their first five years teaching. At schools with UPPs of 90% or greater, though, this number was 36.5%. Scope: LEA-wide	Teacher retention is also a critical investment at a time when California is facing a statewide teacher shortage. Teachers who feel effective in the classroom stay longer at a school or in the profession, so our system for evaluating educator effectiveness is rooted in a supportive system of observation, feedback, and coaching. This includes frameworks identifying effective teaching and leadership practices that are used to evaluate the level of effectiveness of lessons and teaching. A strong emphasis on coaching of teachers and school leaders is a key component of these systems. Targeted funding includes stipends, new teacher training, and design for this work. OUSD has a high teacher turnover rate, leading to an unstable teaching faculty. Our data suggest we need to improve our retention rate not only of our teachers, but also of our principals, since high levels of staff turnover negatively affect student outcomes. Investments to increase base teacher pay to increase retention apply to all schools, but particularly benefit our highest need schools by increasing the pool of qualified teachers. Our S&C-funded Talent staff prioritize high UPP schools to reduce vacancies and increase the percentage of credentialed teachers. Investing in salaries is a means to reducing teacher turnover, which has a negative impact on our investment in professional development, new teacher supports, teacher collaboration at school sites, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. Additionally, our expanding multilingual programs require an intentional focus on recruitment and retention of bilingual teachers.	● One-year teacher retention rate for all schools (Metric 4.1.4) ● One-year teacher retention rate for schools with UPPs of 90% or greater (Metric 4.1.5) ● Teachers who want to leave OUSD because of salary (Metric 4.1.6) ● Teacher vacancies (Metric 4.1.7) ● Teacher vacancies at schools with UPPs of 90% or greater (Metric 4.1.8) ● One-year teacher retention rate for principals (1.10.1)

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Goal 4, Action 4.2	Action: Staff Growth & Development Need: As described above, we experience a higher rate of teacher and staff turnover at our high UPP schools than we see for the district overall. Consequently, there is an ongoing need to invest in professional development at these sites for both incoming and continuing teachers. We are developing a system to provide foundational professional learning across the district and to track participation in these PD sessions so that we can prioritize teachers and staff at our high UPP schools. Given the large and growing population of ELs, and new immigrants in particular, all staff must also hold collective responsibility for the language, academic and social emotional needs of ELs. Therefore, foundational and baseline PD on our sanctuary policies and EL-responsive instruction is an ongoing priority. Scope: LEA-wide	We provide professional learning opportunities that are driven by our vision of quality teaching and learning, focusing on an integrated academic and behavioral Multi-Tiered System of Supports, with an emphasis on Tier I/Best First Instruction for all students. While this professional development and training improves the learning experience of all students, it principally benefits our low-income students. These opportunities provide professional learning that models effective practices and promotes teacher leadership, spurs independent and shared reflection, and supports teachers to continuously evaluate and revise their classroom practices to improve learning outcomes. Among the S&C-funded investments are: ● Central Office and School Partners, who support professional development and coach leaders at Central and school sites, respectively, with a focus on schools and departments that serve high numbers of unduplicated students. These staff supplement our base-funded Talent staff to allow for targeted focal school supports. ● A School Site Support Specialist who supports principals in developing their SPSAs, with a focus on ATSI schools. ● Travel, Conferences, and Other PD: At the school site level, many schools invest their Site Supplemental in professional development opportunities and trainings for teachers to improve instruction, particularly for English learners and newcomer students.	● Percentage of all staff who have participated in foundational professional learning

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Goal 4, Action 4.3	Action: New Teacher Support & Development Need: As outlined above, our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students are where we also see the highest concentrations of new teachers and teachers with emergency credentials. Up to 35% of OUSD’s teaching staff is still working to become fully credentialed in the state of California. With retention data showing the impact of those early years on a teacher’s decision to stay or leave, we have made significant districtwide investments to develop a comprehensive system of support and professional learning that is effectively differentiated to meet the needs of new and early career teachers. For our new teachers, we want to ensure that everyone has access to the following pillars of support: weekly mentoring, differentiated new teacher professional learning, wellness and community building, and credentialing support and progress monitoring. Scope: LEA-wide	OUSD offers a comprehensive system of support for new teachers that includes differentiated professional learning, weekly mentoring, credentialing support, and wellness gatherings for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials. To maximize our impact, we also offer ongoing professional learning and support for mentors of new teachers and support school leaders with developing and strengthening site-based systems and practices designed specifically to meet the needs of their newest teachers. The New Teacher Support and Development team will coordinate mentor matches with the teachers, and the Recruitment and Retention team will continue to offer a tutoring program and online test prep for licensure exams, transcript reviews, and provide credentials counseling through monthly information sessions, presentations at the New Teacher Institute, through drop-in sessions and one-on-one appointments. We also hold an annual Credential Programs Fair where we invite our partnering credential programs so teachers with emergency permits and other employees in the District can meet with representatives and learn more about credentialing options. Teachers will be provided guidance on enrolling in a credentialing program and on the teacher licensure process, and are supported in identifying and applying to teacher pathway and financial support programs currently funded through the District.	● Percentage of new teachers districtwide who plan to continue teaching in OUSD (Metric 4.3.1) ● Percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD (Metric 4.3.2) ● Percentage of new teachers who feel adequately supported by OUSD with their credentialing needs (Metric 4.3.3)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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Goal 2, Action 2.5	Action: Supports for Low-Income Students Need: Our low-income students perform below all students on most state indicators, with the exception of College/Career Readiness and Graduation Rate. In addition, our English learners and newcomer students are disproportionately likely to be from low-income households. See related actions 2.8, 2.9, and 2.10 for more information on program supports for these students. We also provide LCFF Supplemental funds directly to our school sites to meet identified needs for low-income students outlined in each school's School Plan for Student Achievement (SPSA). All of our targeted initiatives for focal racial and ethnic students groups and for our English learners and newcomer students also directly increase and improve services for our low-income students. Scope: Limited	A primary use of our LCFF Concentration funds is to increase staffing at schools where 55% or more of students are low-income, English learners, or foster youth. We provide: • Additional Assistant Principals at the following schools with an average UPP of 55% or greater based on the district funding formula: Castlemont, CCPA, Elmhurst, Fremont, Frick, Greenleaf, LIFE, Lockwood STEAM, MPA Upper, MetWest, Montera, Oakland High, Oakland International, Rudsdale, Skyline, UFSA, UPA, and Westlake • Additional teachers to reduce class sizes at schools with a UPP of 90% or greater: ACORN Woodland, Allendale, Bridges, Brookfield, Burckhalter, Castlemont, CCPA, EOP, Elmhurst, EnCompass, Esperanza, Franklin, KDA, Fremont, Frick, Fruitvale, Garfield, Global Family, Grass Valley, Greenleaf, Highland Community, Hoover, Horace Mann, ICS, La Escuelita, LIFE, Lockwood STEAM, MPA Upper, MPA Primary, Manzanita Community, Markham, MLK, McClymonds, MetWest, OAK, Oakland International, Prescott, Reach, Roosevelt, TCN, UFSA, UPA, WOMS, and Westlake • One-time programmatic supports for targeted schools to stabilize programs and ensure that students at schools with declining enrollment, leadership transitions, or other challenges have equitable experiences. These investments are typically assistant principals or additional teachers. We plan to invest in the following schools in 2024-25: Bridges, Melrose Leadership, McClymonds, Westlake, and WOMS.	• Average DFS on SBAC ELA and Math for Low-Income Students (Metrics 2.5.1 and 2.5.2) • Graduation rate for low-income students (Metric 2.5.3) • Chronic absenteeism for low-income students (Metric 2.5.6)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.6	Action: Supports for Unhoused Student & Families Need: Our unhoused students continue to have very high rates of chronic absenteeism and perform below all students academically across all metrics. Scope: Limited	To support our unhoused students, the District implements an awareness campaign to assist in the proper identification of and unhoused students in compliance with the McKinney-Vento Act. We then provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed. We also conduct needs assessments and develop individual educational intervention plans to determine what relevant supports are necessary and work collaboratively with Community School Managers and Family Equity Navigators to ensure students and families are accessing all education, health, housing and community based resources to meet the family need. The academic case manager for unhoused students provides academic support to chronically absent, housing insecure, unaccompanied, junior and senior high school students. The case manager provides support in getting students on track to graduation and works closely with high school counselors toward credit recovery and partial credit requirements and implementation. The Social Worker Family/Housing Systems Navigator supports families with navigating all the community-based and citywide resources for low-income families, including identifying available housing, employment opportunities, and completing applications for organized searches.	● Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.6.1 and 2.6.2) ● Graduation rate for unhoused students (Metric 2.6.3) ● Chronic absenteeism for unhoused students (Metric 2.6.6)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.7	Action: Supports for Foster Youth Need: As the 2024-2027 LCAP was developed, the foster youth services team and partners identified the following needs: • Additional Foster Youth case managers; • Increased school stability for foster youth; • Prioritized access to academic programs and credit recovery opportunities; • Equitable access to schools and programs; and • Mentorship programs. Scope: Limited	Foster Youth Case Managers: Foster youth have to interact with several agencies including school districts, child welfare, dependency court, often doing so alone at young ages. Case managers assist in helping youth navigate these systems and advocate for them within these spheres. Working with foster youth and their adult teams, case managers work to remove barriers to education, set goals and steps to achieve them, and participate in relevant meetings (both education and welfare involved) to support their experience. This has resulted in improved graduation rates, decreased discipline referrals, and higher rates of college enrollment. Prioritized access to academic programs and credit recovery opportunities: Foster youth experience constant changes in placement (both home and school). As a result, they often do not have access to schools or programs due to lack of space or missed deadlines. Students often need to travel across the city to attend school, even though there are schools in their neighborhoods. Foster youth are also among the lowest performing student groups academically. To help provide stability, we prioritize foster youth in our enrollment processes for school, after-school programs, and summer school.	• Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.7.1 and 2.7.2) • Graduation rate for unhoused students (Metric 2.7.3) • College/career readiness for foster youth (Metric 2.7.4) • A-G completion for foster youth (Metric 2.7.5) • Chronic absenteeism for unhoused students (Metric 2.6.6) • Out-of-school suspension rate for foster youth (Metric 2.7.7)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.8	Action: English Learner Achievement Need: Support for English learners continues to be a primary area of focus for this LCAP cycle. There are needs for both improved instructional services for ELs via integrated and designated ELD and in improved ELPAC testing protocols and support to reach 100% assessment completion given the penalties assessed for schools that do not meet the 95% participation rate for the Summative ELPAC and for SBAC. The overall percentage of ELs in OUSD increased from 29% in 2015-16 to over 33% in 2023-4, primarily due to new arrivals from Central America. Scope: Limited	To accelerate the language and literacy outcomes of our ELs, we implement a multi-pronged set of strategies, including: High impact actions to implement designated ELD: • Development and quality implementation of designated ELD lessons grounded in the texts and tasks of the ELA curriculum and aligned to the ELA/ELD framework • Cross-site and site-based professional learning on quality designated ELD instruction, including on the use of the OUSD-developed materials to support academic reading, writing, and speaking. • Assessment of language output in writing tasks High impact actions to implement integrated ELD: • Summer foundational and inquiry-based, ongoing professional learning in GLAD (Guided Language Acquisition Design) for elementary educators • Summer foundational and inquiry-based, ongoing professional learning in ALLAS (Academic language and Literacy Acceleration) for secondary educators • Leadership development and continuous improvement processes to build site-based advocacy and capacity for language equity • ELL Ambassadors at each school site to support the reclassification process and to serve as a champion for language equity and services • Continuous improvement tools such as an ELL Review process, ELL Shadowing, and self-assessment and action-planning process on the “stages of ELD implementation”	• Average DFS on SBAC ELA and Math for English learners (Metrics 2.8.1 and 2.8.2) • Reclassification rate for English learners (Metric 2.8.6) • Progress toward English proficiency for English learners (Metric 2.8.7) • Graduation rate for English learners (Metric 2.8.3) • College/career readiness for English learners (Metric 2.8.4) • Chronic absenteeism for English learners (Metric 2.8.11)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.9	Action: Long-Term English Learner Achievement Need: Approximately 20% of our English learners are long-term English learners (LTELs), meaning students have been enrolled in a U.S. School for six years or more and have not been reclassified as fluent English proficient. Our main measure to assess progress for our Long-Term English Language Learners (LTELs) is our LTEL reclassification rates. We saw a significant jump in outcomes from an all time low of 2.2% in 2020-21 (in great part due to interrupted ELPAC testing) to 17.0% in 2022-23, which exceeds rates prior to the pandemic. These rates were particularly strong in middle school grades. This progress can be attributed to renewed strong ELPAC and other testing participation, as well as a deepened focus on integrated and designated ELD instruction. There is a need to continue these targeted investments in our LTELs. Scope: Limited	Despite the districtwide progress in reclassification, our high school LTELs continue to be more likely to be off track for graduation. In the spring of 2024, only 48.4% of ninth grade LTELs were on track to graduate (compared to 66.1% overall). By eleventh grade this gap was even more pronounced, with only 14.9% of LTELs on track to graduate, compared to 46.4% overall. In addition to the activities described in Action 2.8 that serve all English learners, we also invest in the following areas: • “Leading for LTELs,” a three-session series to build the capacity of instructional leaders, both teacher leaders and administrators, to center the language needs of ELs in school-wide efforts. • Curriculum developed to meet the unique needs of LTELs to supplement the District’s curricula for all ELs.	• Average DFS on SBAC ELA and Math for English learners (Metrics 2.9.1 and 2.9.2) • Reclassification rate for English learners (Metric 2.9.5) • Progress toward English proficiency for English learners (Metric 2.9.6) • Graduation rate for English learners (Metric 2.9.3) • College/career readiness for English learners (Metric 2.9.4) • Chronic absenteeism for English learners (Metric 2.9.7)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.10	Action: Supports for Newcomers Need: Newcomers currently make up approximately a third of our English learner students. The increase over the last decade has been particularly sharp in our high schools, where one of every seven students is a newcomer and nearly half of ELs are newcomers. Our two fastest growing populations are Yemeni Arabic-speaking students, Guatemalan Mam-speaking students, followed by Honduran and Nicaraguan Spanish-speaking students. These groups typically come to us with severely interrupted schooling and high levels of trauma. Our newcomers come with a wide diversity and array of prior educational experiences, and so require a continuum of services in order to access quality programs, grade-level instruction, and enrichment opportunities. This includes support with newcomer program design, clear application of entry/exit criteria, and bridge support as students transition from specialized newcomer courses to a fully mainstreamed environment. Scope: Limited	Investments to support newcomer students include the following: • Late-Arriving Newcomer Staffing: Our newcomers arrive throughout the school year and need to be placed in programming that is responsive to their language, academic, and social emotional needs. Therefore, we staff schools for the newcomers students they are projected to receive throughout the school year to ensure student placement in specialized programs. • Newcomer Wellness Initiative: The Newcomer Wellness Initiative provides social workers to all secondary newcomer programs to provide direct clinical support to high needs newcomer students as well as contribute to school wide work to improve the Tier 1 context for all newcomer students and strengthen systems. Members of this team complete a comprehensive intake process for new students to uncover areas of need in order to organize support. The following secondary schools with more than 50 newcomer students receive social workers: Madison Park Academy Upper, Frick United Academy of Language, Castlemont High, Fremont High, Oakland High, Skyline High, Ruidsdale Continuation, and Oakland International High. • Supports for SIFE Students: The growth in OUSD's Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of Students with Interrupted Formal Education (SIFE) in OUSD. To meet the needs of these students in high schools, OUSD has leveraged grant support to provide additional staffing in our high school ELD courses to provide direct foundational literacy	• ELPAC level for newcomers (Metric 2.10.1) • i-Ready scores for newcomers (Metrics 2.10.2 and 2.10.3)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.10 (cont.)		instruction to these students. This additional service will enhance the actions at school sites to provide Tier 2 and 3 instructional supports to address gaps in foundational literacy. ● Supports for SIFE Students: The growth in OUSD’s Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of Students with Interrupted Formal Education (SIFE) in OUSD. To meet the needs of these students in high schools, OUSD has leveraged grant support to provide additional staffing in our high school ELD courses to provide direct foundational literacy instruction to these students. This additional service will enhance the actions at school sites to provide Tier 2 and 3 instructional supports to address gaps in foundational literacy. ● Elementary Newcomer Teacher Leaders: For 2024-25, the District will resource 17 elementary sites with teachers on special assignment, known as Elementary Newcomer Teacher Leaders, to provide both direct supplemental ELD support to students as well as professional development and capacity building work for the site as a whole. These teacher leaders are assigned to sites that had at least 50 newcomers in January of the prior year. The following schools will receive these positions: Allendale Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Garfield Elementary, Highland Community, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Manzanita SEED Elementary, Esperanza Elementary, Bridges Academy, International Community, and Reach.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55%) of foster youth, English learners, and low-income students, as applicable.

Oakland Unified’s planned use of the additional concentration grant add-on funding to support schools with high concentrations of foster youth, English learners, and low-income students includes the following:

- **Action 3.7 (Community Schools) and related Goal 3 actions:** Additional community support positions at schools, including Community School Managers, Restorative Justice Facilitators, Counselors, Teachers on Special Assignment, Assistant Principals, and other student support roles. Oakland Unified uses a school staffing formula that awards additional student support positions to high need schools, defined as those schools with a three-year average unduplicated pupil percentage (UPP) at or above 55%. Specific type of allocation and amount of FTE are also based on school enrollment and the grade levels served. All schools above 55% UPP receive at least one additional position, although for very small schools it may be less than 1.0 FTE. Because our budget development process occurs in December and January each year, we use the average of the certified UPP for the prior three years, since CALPADS typically does not certify the UPP for the current year until February.

For 2024-25, the following schools with an average UPP above 55% received these supports: ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges Academy, Brookfield Elementary, Burckhalter Elementary, Carl Munck Elementary, Castlemont High, Coliseum College Prep Academy, Dewey High, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass Academy, Esperanza Academy, Franklin Elementary, Fred T. Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family School, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Laurel Elementary, LIFE Academy, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Primary, Madison Park Academy Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, Martin Luther King Jr. Elementary, McClymonds High, Melrose Leadership Academy, MetWest High, Montera Middle, Oakland Academy of Knowledge, Oakland High, Oakland International High, Oakland Technical High, Piedmont Avenue Elementary, Prescott School, Ralph J. Bunche Academy, Reach Academy, Roosevelt Middle, Ruidsdale Continuation School, Sankofa United Elementary, Skyline High, Sojourner Truth Independent Study, Think College Now Elementary, United For Success Academy, Urban Promise Academy, West Oakland Middle, Westlake Middle, and the Young Adult Program.

- **Action 2.5 (Low-Income Student Achievement):** Additional teachers to support smaller class sizes at the following schools with concentrations of low-income students, foster youth, and English learners above 90%, as measured by the Unduplicated Pupil Percentage (UPP): ACORN Woodland Elementary, Allendale Elementary, Bridges Academy, Brookfield Elementary, Castlemont High, Coliseum College Prep Academy, East Oakland PRIDE Elementary, Elmhurst United Middle, EnCompass Academy Elementary, Esperanza Elementary, Franklin Elementary, Fred T. Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, LIFE Academy, Lockwood STEAM, Madison Park Academy 6-12, Madison Park Academy Primary, Manzanita Community, Markham Elementary, Martin Luther King, Jr. Elementary, McClymonds High, MetWest High, Oakland International High, Prescott, Reach Academy, Roosevelt Middle, Sojourner Truth Independent Study, Think College Now Elementary, United for Success Academy, Urban Promise Academy, West Oakland Middle, and Westlake Middle.
- **Action 2.10 (Newcomer Achievement):** Newcomer Teacher Leaders (at the elementary level) and Newcomer Social Workers (at the secondary level) at the following schools with high concentrations of newcomer students: Allendale Elementary, Bridges Academy, Castlemont High, East Oakland PRIDE Elementary, Elmhurst United Middle, Esperanza Elementary, Franklin Elementary, Fremont High, Frick United Academy of Language, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, International Community, Lincoln Elementary, Lockwood STEAM, Madison Park Academy Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, Oakland High, Oakland International High, Reach Academy, Roosevelt Middle, Ruidsdale Continuation, and Skyline High.
- **Action 2.11 (Alternative Education):** Additional teachers to support smaller class sizes at the following Alternative Education schools: Dewey Academy, Ralph J. Bunche Academy, and Ruidsdale Continuation.

STAFF-TO-STUDENT RATIOS BY TYPE OF SCHOOL AND CONCENTRATION OF UNDUPLICATED STUDENTS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF 55% OR LESS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF GREATER THAN 55%
STAFF-TO-STUDENT RATIO OF CLASSIFIED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:35	1:22
STAFF-TO-STUDENT RATIO OF CERTIFICATED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:17	1:14