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# Board Cover Memorandum

**To** Board of Education

**From** Denise G. Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer  
Juan Du, Executive Director of Research, Assessment and Data  
Diana Sherman, LCAP Coordinator

**Meeting Date** June 24, 2026

**Subject** Annual California School Dashboard Local Indicators Report for OUSD

**Ask of the Board** Report on Annual California School Dashboard Local Indicators for OUSD.  
No specific Board action is required.

**Background** The California School Dashboard includes eleven indicators to measure performance: six State Indicators and five Local Indicators. The State Indicators measure areas of academic performance and school climate: Academics (English Language Arts and Math); English Learner Progress; Graduation Rate; College/Career Readiness; Chronic Absenteeism; and Suspension Rate. The Local Indicators measure Basic Conditions, Implementation of Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study. They are measured by the District through a set of self-reflection tools and then reported on the California School Dashboard each summer. Each district is required to report results on the Local Indicators at a Board meeting in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).

**Discussion** **Priority 1: Basic Conditions** requires that the LEA annually measures its progress in meeting the Williams settlement requirements at 100% of school sites and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

The number and percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home was 0 and 0%. The number of instances where facilities did not meet the “good repair” standard was six.

Beginning in 2024-25, the California Department of Education began providing the percentage of teacher misassignments, which was 44.8% in 2023-24, the most recent year for which data are available.

**Priority 2: Implementation of Standards** requires that the LEA annually measures its progress implementing state academic standards.

- 1) In terms of providing professional learning, English Language Arts, Mathematics, Next Generation Science Standards (NGSS), English Language Development, and History/Social Science were all rated as being in full implementation (4 on a five-point scale from 1 to 5).
- 2) For aligned instructional materials, all areas were rated at being in full implementation (4).
- 3) In the area of supporting staff in instructional delivery, all areas but one were rated at being in full implementation (4). History/Social Science was rated at initial implementation (3).
- 4) In the area of implementation progress, Career Technical Education, Visual & Performing Arts, and World Language were rated at full implementation (4), while Health and Physical Education were rated at initial implementation (3).
- 5) In terms of support for teachers and administrators, ratings of initial implementation (3) were assigned for the areas of identifying professional learning needs of individual teachers and providing support for teachers on standards not yet mastered. The area of identifying professional learning needs of groups was rated at a full implementation (4).

**Priority 3: Parent and Family Engagement** requires that the LEA measures its progress in seeking input from parents in decision making as well as promoting parental participation in programs. Success is measured along a 1 to 5 point scale on a series of questions organized in three areas.

Under the category of building relationships, we were rated as in the full implementation stage (4) in the following areas: Developing the capacity of staff to build trusting and respectful relationships with families and supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. We were rated as in the initial stages of implementation (3) in the following areas: Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families and creating welcoming environments for all families in the community.

Under the category of building partnerships for student outcomes, we were rated as in the full implementation stage (4) in the following areas:

- Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families
- Progress in providing families with information and resources to support student learning and development in the home

We were rated as in the initial stages of implementation (3) in the following areas:

- Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes
- Supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Under the category of seeking input for decision-making, we were rated as in full implementation (4) for:

- Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making
- Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

We were rated as in initial implementation (3) for the following areas:

- Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making; building the capacity of and supporting family members to effectively engage in advisory groups and decision-making
- Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels

**Priority 6: School Climate** requires that the LEA administers a local climate survey at least every other year that provides a measure of the perceptions of school safety and connectedness, such as the California Healthy Kids Survey (CHKS), to students in at least one grade within the grade span(s) that the LEA serves.

In 2025-26, CHKS was administered to all students in grades 5-12, with a district-wide participation rate of 64.6%. Fifty-six schools had a student participation rate at or above 70%. Districtwide, 47.1% of students reported feeling connected to their school and 60.1% of students reported feeling safe in their school.

**Priority 7: Broad Course of Study** requires that we a) identify the measures or tools used to track the extent to which all students have access to, and are enrolled in a broad course of study, b) summarize the extent to which all students have access to a broad course of study, c) identify the barriers preventing the LEA from providing access to a broad course of study for all students, and d) describe what revisions, decisions, or new actions will or has the LEA implemented to ensure access to a broad course of study.

*a) Tools to track access:* We use our data dashboards at [ousddata.org](https://ousddata.org) to track progress on key measures of student access to and enrollment in a broad course of study. We monitor the on-track status of students for A-G course completion and

offer linked learning pathways, which include work-based learning, internships and Career Technical Education. We also offer Computer Science in grades 6-8, Ethnic Studies in grades 9 and 10, and Graduate Capstones for seniors at all comprehensive high schools.

*b) Access to a broad course of study:* All students have access to the A-G course sequence. All high schools and alternative schools offer at least one linked learning pathway. All middle schools offer an introduction to computer science. We now offer Ethnic Studies at all high schools and provide professional development and curricular supports to ensure that these teachers are effective. Seniors at all comprehensive high schools participate in the graduate capstone to fulfill a District graduation requirement.

*c) Barriers to access:* Funding constraints and staffing challenges mean that tradeoffs are necessary, as schools cannot offer all courses and programs for all students. For the Graduate Capstone, while there is some inclusion of Career Technical Education skills in the Capstone Project, this continues to be an area of learning for us as a district. In addition, the common rubrics provide data to raise districtwide awareness of what high quality research, writing, and presentation skills need to be, and also points to the need for schools to structure opportunities for students to develop and practice these skills before senior year.

*d) Actions to ensure access:* Some areas in which we have invested to increase access to a broad course of study include offering work-based learning embedded in academic A-G courses; continuing to offer computer science at all middle schools; offering ethnic studies at all high schools, with professional development and curricular support for these teachers; and expanding multilingual assessments to more schools, grade levels, and new languages. Additional efforts have been made to increase participation of underrepresented student groups (e.g., foster youth) in linked learning pathways and increased implementation of the dual language enrollment policy to ensure equitable access and language balances appropriate to program need.

**Fiscal Impact**

No Fiscal Impact

**Attachment(s)**

- 2026 LCAP Local Indicators
- Presentation

# 2026 LCAP Local Indicators

## Basic Services and Conditions (LCFF Priority 1)

***Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities***

Metric	Current Status
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home in 2023-24	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) in 2025	6
Percentage of teacher misassignments or teachers without credentials (“ineffective teachers”) in 2023-24* <i>*most recent data available from the CDE</i>	44.8%

## Implementation of State Academic Standards (LCFF Priority 2)

### **Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks**

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
English Language Arts (ELA) – Common Core State Standards for ELA				X	
English Language Development (aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards (NGSS)				X	
History/Social Science				X	

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
English Language Arts (ELA) – Common Core State Standards for ELA				X	
English Language Development (aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards (NGSS)				X	
History/Social Science				X	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
English Language Arts (ELA) – Common Core State Standards for ELA				X	
English Language Development (aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards (NGSS)				X	
History/Social Science			X		

**Other Adopted Academic Standards**

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards			X		
Physical Education Model Content Standards			X		
Visual and Performing Arts				X	
World Language				X	

## Support for Teachers and Administrators

**5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying professional learning needs of groups of teachers or staff as a whole				X	
Identifying professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

OUSD has completed the steps for adopting high quality instructional materials for all subject areas- a process that spanned over the last 5 years. Teachers participate in foundational professional learning grounded in the CA academic standards and new adoptions. OUSD has invested in the strategy of assigning teachers on special assignment to lead professional learning at their school site and has developed a professional learning community to support TSAs to continually sharpen their skills in coaching teachers and developing quality school based professional learning.

In the coming year, there will be a new adoption of history/social studies materials once the CDE adopts the new framework. We have adopted updated curriculum in the following subject areas:

- HS Chemistry: Labaids
- HS Physics: OpenSciEd
- World Language: Cheng and Tsui Integrated Chinese
- HS Environmental Science AP: Friedland and Relyea
- HS World History, US History, US Government AP: McGraw Hill
- HS Ethnic Studies

- K-2 UFLI Foundational Skills Curriculum
- K-5 ELA: EL Education
- K-5 ELA/SLA for Dual Language: Benchmark Adelante/Advance
- 4-5 History: Newsela CA Custom Collections

# Parental Involvement and Family Engagement (LCFF Priority 3)

## *Section 1: Building Relationships Between School Staff and Families*

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

*1 – Exploration and Research; 2 – Beginning Development; 3 – Initial Implementation;  
4 – Full Implementation; 5 – Full Implementation and Sustainability*

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.	3

### **Building Relationships Dashboard Narrative**

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.**

Our progress in this area continues to grow due to districtwide expectation and support provided for building Tier 1 family partnerships, relationship, and communication structures and practices. 85% of schools have on-going structures for family partnerships. Continued site based and districtwide PD opportunities on culturally responsive practices, anti racist learning, and

embedded equity frames within academic professional learning content have supported staff learning on family's strengths and cultures.

In addition, we continue to have a consistent set of school sites that are sustaining implementation of the national Parent-Teacher Home Visit (PTHV) model as a foundational strategy to build relationships with families. And, we have a consistent set of school sites that are also sustaining meaningful two-way communication strategies between teachers and families, and documenting their activities quarterly. On a district wide level, we continue to use ParentSquare and the Family Central website to share important academic information and announcements available and accessible to all families, and plan to continue this practice.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**

Our focus area for improvement is to support school sites to provide information to families in a way that is accessible and understandable. While increased structures are available at schools to provide two way communication, families are still not accessing information in a way that resonates and is understood in their primary language.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**

To improve engagement of underrepresented families, we will continue to host a learning session with families to understand how to improve communication with families of our targeted populations, and language access to that communication. We will learn about African American, Latino, Pacific Islander, Arab American, and Special Education families and their specific experiences with communication from their child's school, and integrate their recommendations for improved partnership and communication.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

*1 – Exploration and Research; 2 – Beginning Development; 3 – Initial Implementation;  
4 – Full Implementation; 5 – Full Implementation and Sustainability*

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

**Building Partnerships Dashboard Narrative**

**4. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.**

We have been able to provide professional learning to staff on building academic partnerships and communication with families, and providing families with information and resources to support student learning due to increased collaboration with academic division departments and networks on supporting sites with tools and content to partner with families for student learning, and providing increased district wide opportunities for families to understand how to navigate OUSD and support learning at home. We continued to implement these changes based on recommendations from the LCAP Parent Student Advisory Committee (PSAC) from June 2022 to present time.

Being able to host a combination of both virtual and in-person meetings has also allowed us to more consistently engage families, especially underrepresented families with more regular academic communication and partnership. We seek to continue providing training opportunities for leaders and staff to learn best practices for academic family partnership, and for leaders and staff to set site expectations for family academic partnership and communication.

**5. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

Our growth area continues to be academic partnership with our families of students with disabilities, African American, Pacific Islander, Arab American, and English Learner students, and specifically direct teacher-parent communication.

**6. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

We will support schools to seek family input on improving direct teacher-parent communication, and integrate their input with our implementation of actions to improve targeted academic family partnership.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

*1 – Exploration and Research; 2 – Beginning Development; 3 – Initial Implementation;  
4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Practices</b>	<b>Rating Scale Number</b>
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

#### **Seeking Input for Decision-Making Dashboard Narrative**

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.**

We have continued our efforts to build the capacity of principals and staff and families to engage in shared decision making due to the focus in this area called for by PSAC since their initial recommendation in June 2022. We have continued training and efforts to support sites with SSC, SELs, and Affinity parent advisory committees this school year, with site based workshops, district wide governance learning sessions, and monthly drop in office hours. This has supported our systemic culture change work, towards

shifting from compliance-driven engagement to a family partnership mindset. This can be seen in the robust opportunities we provide for our district level committees for family input with our district level plans and policies, and in the engagement expectations we've set up in our SPSA (School Plan for Student Achievement) tool. We have worked to build a more transparent SPSA tool over the years to facilitate input into site decisions, particularly around budget.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

While we provide opportunities for principals and school site teams to understand our school and district governance procedures, policies, and best practices for shared decision making, the training continues to be optional for all, and fewer than half of our sites choose to participate in our school and district governance training series. Our system wide challenge in this area is moving from compliance mindset to family partnership mindset when it comes to shared governance. As a system, we still have a long way to go, especially with our secondary sites, to prioritize what is considered a best practice towards implementation of our family engagement core values and standards, versus what is only required by state and federal regulations. Few leaders choose to go above compliance when stretched thin, and faced with immediate safety challenges.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

We continue to work with our LCAP Parent & Student Advisory Committee and its subcommittees to identify ways to engage our underrepresented families more effectively, in our current climate where many staff and families are navigating immediate safety and school climate challenges. We will continue to implement practices that have been working, and continue to offer virtual opportunities for engagement, which many families have found more accessible than our traditional pre-pandemic meeting structures. And, we will continue the quarterly segments for our parent groups to present at our Board meetings to provide families with an opportunity to address our Board Directors directly.

## School Climate (LCFF Priority 6)

**Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.**

We annually administer the California Healthy Kids Survey (CHKS) to all students in grades 5-12, including questions on school connectedness, health and safety, and participation in different programs. Our district-wide student participation rate in 2026, the most recent year for which this data is available, was 64.6%, with 56 schools achieving participation rates of 70% or higher.

Across all students surveyed, 47.1% felt connected. Students in elementary schools more frequently felt connected than Middle School Network students (64.2% vs. 46.2%, respectively), followed by High School Network students (44.2%).

Student positive responses to connectedness questions across all surveyed grades:

- 54.9% of students felt close to people at their school.
- 53% felt happy to be at their school.
- 52% felt like part of their school.
- 58.1% reported that teachers at their school treat students fairly.
- 60.1% felt safe in their school.

Across all students surveyed, 60.1% felt safe in their schools. Elementary Networks reported feeling safe at a rate of 66.3%, versus rates of 48.5% and 48.3% for middle and high school networks, respectively.

With respect to both overall school connectedness and safety, there was some variation in ratings across students by race/ethnicity. The highest overall connectedness and safety ratings were seen for White students (71.2% for school connectedness and 66.8% for safety). The lowest ratings for school connectedness were seen for American Indian or Alaska Native (38.2% for school connectedness and 37% for safety).

**Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.**

Our survey results show that we still have work to do in terms of fostering students' feelings of school connectedness and safety, especially as students move to middle school or high school, with multiple teachers and greater sense of anonymity. Our middle schools are paying more attention to welcoming sixth graders, and some have Advisory classes designed to connect a small cohort of students with a caring teacher. Our large high schools are similarly creating ninth grade houses or families. One large high school is organized into five pathways of 300+ students in grades 9-12 with a dedicated assistant principal, counselor, and teacher team who know the students well and who tie classroom learning to real world internships and career themes.

**Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.**

We continue to focus on conditions for learning and to invest in sustaining culturally responsive Restorative Justice and Positive Behavior Intervention and Supports at all schools, with a special focus on reducing disproportionate suspensions of African American students and students with disabilities. We continue to embed social and emotional learning in academic instruction, as teachers consider the academic, social and emotional demands of the tasks, from kindergarten all the way to the Graduate Capstone project. We are integrating training for teachers in culturally responsive classroom management, and training in trauma-informed practices for school safety officers, teachers, and other staff. We expect that these system-wide universal and targeted approaches, professional development, and programmatic investments will contribute to increased positive responses related to school connectedness and safety, especially at the secondary level.

## Access to a Broad Course of Study (LCFF Priority 7)

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**
  - Data dashboards at [ousddata.org](https://ousddata.org) include tools to track progress on key measures of student access to and enrollment in a broad course of study.
  - On-Track for A-G course completion: Broad course of study for UC/CSU eligibility and for OUSD graduation (History-Social Studies, English, Math, Laboratory Science, Language Other than English, Visual & Performing Arts, and College Preparatory Electives).
  - Linked Learning pathways, including integrated academics, work-based learning, internships, dual enrollment, Career Technical Education, and aligned student supports.
  - Ethnic Studies
  - Graduate Capstone interdisciplinary research project to fulfill a District graduation requirement
  
- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**
  - A-G Courses: All students have access to the A-G course sequences.
  - Linked Learning: All high schools and alternative schools offer at least one Linked Learning pathway.
  - Universal Computer Science (grades 6-8): Offerings at most middle schools provide an introduction to computer science and help to prepare students for more advanced computer science/pathways in high school.
  - Ethnic Studies (grades 9-10): All schools now offer Ethnic Studies to ensure students can meet graduation requirements.
  - Graduate Capstone: Seniors at all comprehensive high schools participate.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**
- Funding constraints and staffing challenges mean that trade-offs are necessary, as schools cannot offer all courses and programs for all students.
  - While there is some inclusion of Career Technical Education skills in the Graduate Capstone Project, this remains an area of learning for us as a district. In addition, the common rubrics provide data to raise district-wide awareness of what high quality research, writing, and presentation skills need to be, and also points to the need for schools to structure opportunities for students to develop and practice these skills before senior year.
- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**
- A-G: Continue to invest in Career Technical Education integration and work-based learning for students, which is frequently embedded in academic A-G courses in the form of project-based learning, informational interviews, etc.
  - Linked Learning Pathways: Continue special efforts to increase participation of underrepresented student groups (e.g., foster youth).
  - Computer Science in middle school will continue for all students.
  - Ethnic Studies curriculum alignment will continue to expand, with professional development and curricular support for these teachers.
  - Graduate Capstone: Provide recommendations on how schools can create master schedules to ensure high quality Capstone project experiences for all students and align to competencies identified in the OUSD Graduate Profile.
  - Multilingual Education: Continue to expand multilingual assessments to more schools, grade levels, and in new languages. Continue implementation of the dual language enrollment policy to ensure equitable access and language balances appropriate to program needs.