

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Unified School District

CDS Code: 01 61259 0000000

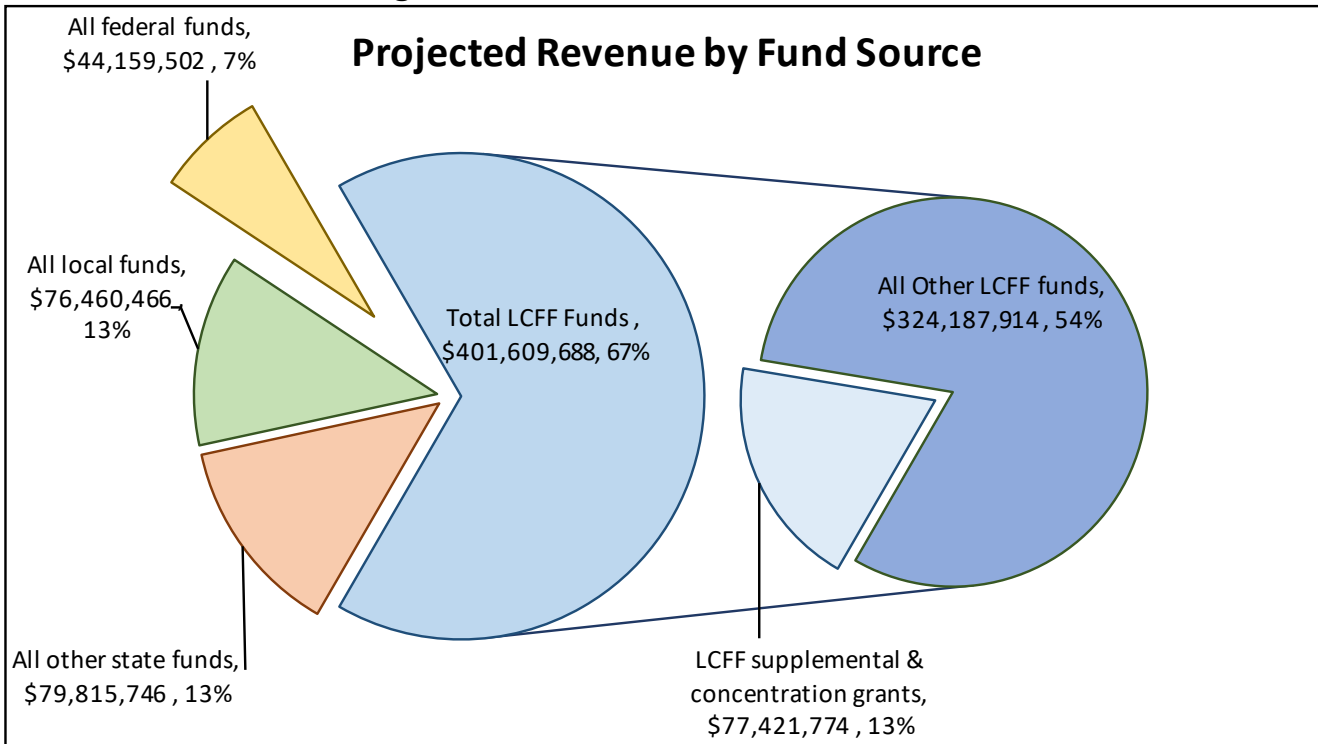
School Year: 2021 – 22

LEA contact information: Sondra Aguilera, 510-879-4289, sondra.aguilera@ousd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

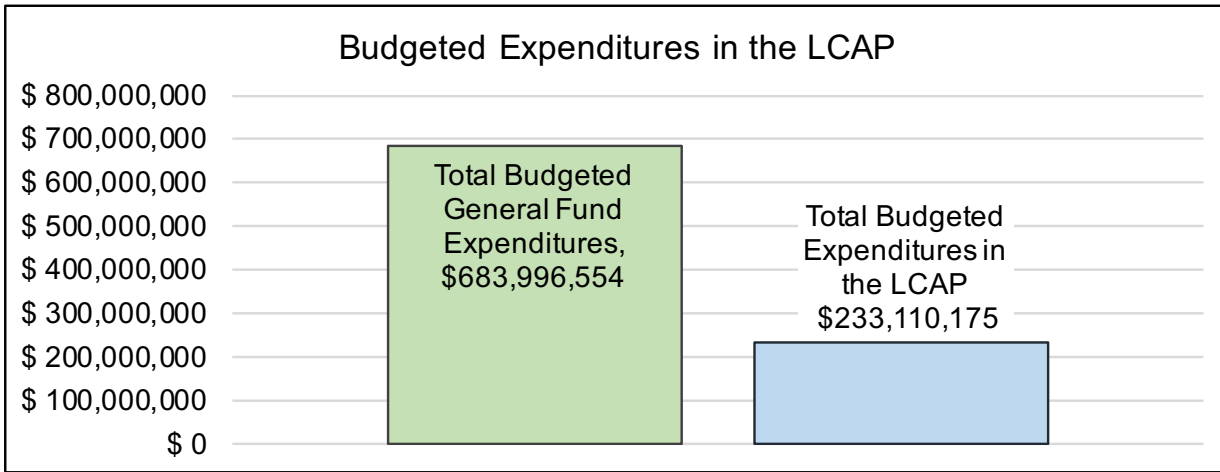


This chart shows the total general purpose revenue Oakland Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Oakland Unified School District is \$602,045,402.00, of which \$401,609,688.00 is Local Control Funding Formula (LCFF), \$79,815,746.00 is other state funds, \$76,460,466.00 is local funds, and \$44,159,502.00 is federal funds. Of the \$401,609,688.00 in LCFF Funds, \$77,421,774.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Oakland Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Oakland Unified School District plans to spend \$683,996,554.00 for the 2021 – 22 school year. Of that amount, \$233,110,175.00 is tied to actions/services in the LCAP and \$450,886,379.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

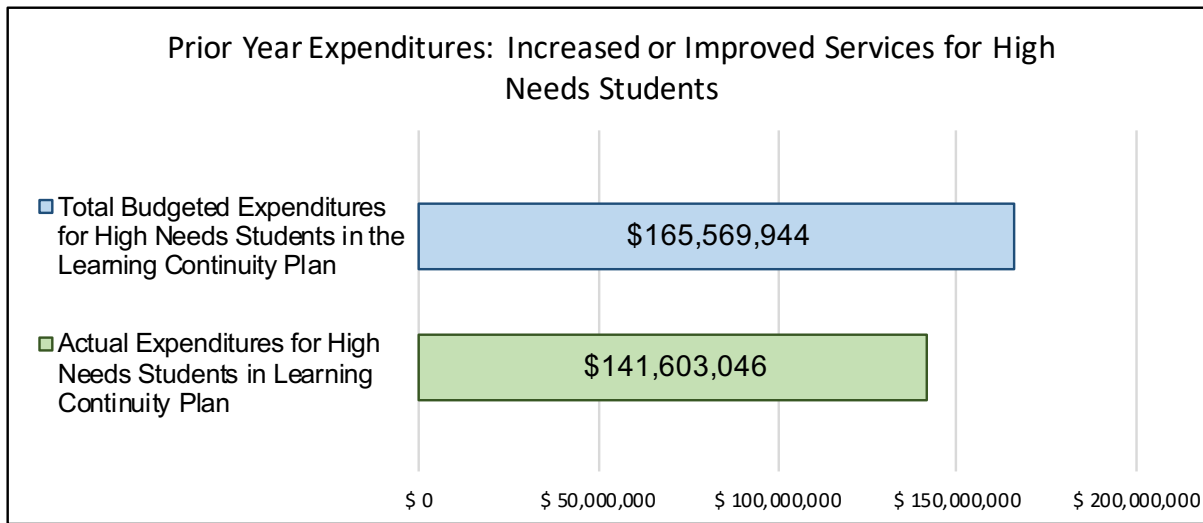
The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching and clerical support staff for school sites, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic operational functions.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Oakland Unified School District is projecting it will receive \$77,421,774.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Unified School District plans to spend \$178,435,518.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Oakland Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Oakland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Oakland Unified School District's Learning Continuity Plan budgeted \$165,569,944.00 for planned actions to increase or improve services for high needs students. Oakland Unified School District actually spent \$141,603,046.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$23,966,898.00 had the following impact on Oakland Unified School District's ability to increase or improve services for high needs students:

In a number of instances, staff initially funded from ongoing LCFF resources to support increased and improved services pivoted to provided needed supports for distance learning and the District's overall pandemic response. In some cases, the District had planned to hire new staff to fill these roles but was unable to find appropriate candidates, so the job duties of existing staff shifted to encompass needed COVID response work, temporarily tabling other work. In other cases, the ongoing work typically held by staff could not occur due to the shelter-in-place or the closure of schools for in-person instruction, so staff roles fundamentally changed. Where this was the case, funding for the portion of work supporting pandemic response shifted to one-time COVID relief funding, freeing up ongoing funds. Freed up funding has been reserved by the District's Business Services team for use to support increased or improved services in the 2021-22 fiscal year.

The Learning Continuity Plan (LCP) included a two-year budget for state and federal one-time COVID relief resources, so a portion of the expenditures were always planned to be 2021-22 investments. They are therefore not reflected in the actual 2020-21 spending. In the new 2021-2024 LCAP, only one-time investments projected for the 2021-22 school year are included in the totals for clarity.

Projected expenditures for 2021-22 exceed projected revenue for a related reason: a significant portion of one-time COVID-19 relief funding was recognized as revenue in the 2020-21 school year but will not be spent until the 2021-22, 2022-23, or 2023-24 school year, depending on the grant plan.

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer	sondra.aguilera@ousd.org 510-879-4289

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 student enrollment of 35,298 students is 44% Latino, 22% African American, 12% Asian, 11% white, 6% multi-ethnic, 1% Pacific Islander, and 1% Filipino. Nearly three out of four (71.9%) qualify for free or reduced-price school meals. About 14% of students in our District-run K-12 schools and programs are students with disabilities who receive special education services.

Over half of our students speak one of 57 world languages at home, and nearly one in three students are English language learners. Among these are over 3,000 newcomer students—youth who have been in the United States for less than three years. 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, equity is central to our work. As a Sanctuary District, we stand behind our students no matter where they were born or the barriers they overcame to be here. 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, equity means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future. Even ahead of the pandemic, our work sat at the intersection of some of the most complex equity challenges of our era. The COVID-19 crisis has magnified racial and socioeconomic inequalities in Oakland and beyond, and has made addressing these inequities—in both the short and long term—more critical than ever before.

Our Schools

In the 2021-22 school year, Oakland Unified will operate 80 schools: 51 elementary schools (including TK-8 schools), 11 middle schools, 11 high schools (including 6-12 schools), and 7 Alternative Education programs. We also have nearly 1,500 children enrolled in our pre-kindergarten programs at 29 early childhood education sites. Additionally, we implement a Young Adult Program that serves our students with Individualized Education Programs for students that are 18-22 years old. There are 43 charter schools located within the District boundaries, 31 of which are authorized by OUSD.

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 skills. 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 have been recognized as a leader in equity programs such as our nationally acclaimed African-American Male Achievement program, as well as our African-American Female Excellence program, launched in 2016-17, and our Latino and Asian Pacific Islander Student Achievement programs, launched in 2017-18. We are proud of our enrichment programs including music, arts, athletics, and dual language Spanish-English immersion programs.

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 Graduate Profile

Our students will be:

- Resilient Learners
- Collaborative Teammates
- Community Leaders
- Critical Thinkers
- 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 2021-24 OUSD Strategic Plan dovetails with the 2021-24 LCAP to focus on a narrow set of strategic actions for the next three years. It is an opportunity to reimagine our work and to craft an Oakland community and school system that represents our highest hopes and dreams for ourselves and the generations to come.

The 2021-2024 Strategic Plan will focus on four key initiatives, each representing a thread of the larger work of the LCAP:

- Ensuring Strong Third Grade Readers
- Supporting Powerful Graduates
- Creating Inspiring Schools
- Growing a Diverse and Stable Staff

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. In OUSD, these 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 will also provide a detailed breakdown of positions and services organized by action sub-area and funding source so that stakeholders can more easily see how each area of work is supported. This document will also include a detailed description of how school sites will invest their LCFF Supplemental and Concentration dollars based on their adopted School Plans for Student Achievement (SPSAs). For details on how a specific school is investing non-LCFF resources, including Title I and Title IV awards and local tax measures, 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.

In addition to the programs and services described in the LCAP, OUSD also makes strategic 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 basic expenditures are not reflected in the LCAP, the District will provide summaries of base-funded investments that support focal student groups to provide a more comprehensive picture of the services provided to these students. In some cases where funding for a position 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 detailed breakdown of investments will specify which positions are partially funded out of LCFF Base.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Area of Success: College/Career Readiness

Based on data from the Fall 2019 California School Dashboard, Oakland Unified is Green overall for College/Career Readiness, with 39.5% of students prepared for college and career. This represents an increase of 4.3% over the Fall 2018 Dashboard data and indicates that OUSD students continue to move towards the statewide average of 44.1%.

Almost all of our focal student groups increased their college/career preparedness in 2018-19. Seven student groups—African American Students, Students with Disabilities, English Language Learners, Students of Two or More Races, Foster Youth, Socioeconomically Disadvantaged (Low-Income) Students, and White Students—outperformed statewide averages for these groups. Only one student group, Pacific Islander Students, declined.

Effective Strategies to Improve College/Career Readiness

Building Linked Learning Pathways

One key approach to increasing graduation rates and college and career readiness for our focal student groups identified as Red on the Graduation indicator (English Language Learners, Students with Disabilities, Foster Youth, Latino Students, and Unhoused Students)—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, to name a few. Almost every high school, including most 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 is a major factor contributing to increases in the percentage of students who meet the criteria for “Prepared” through completing a combination of A-G course requirements, Career Technical Education, and Dual Enrollment course(s).

OUSD has stayed the course with a long-term investment and approach to developing Linked Learning citywide. With support from Measure N, all OUSD high schools have further developed and expanded Linked Learning Pathways, and we continue to see a big increase in participation for students in grades 10-12, from 44.9% in 2015-16, the start of our 2017-2020 LCAP cycle, to 86.4% in 2019-20, the baseline year for the 2021-2024 LCAP cycle. In 2020-21, our grade 10 enrollment in Linked Learning reached 91.2%, signaling that two years from now, the vast majority of seniors will graduate with a full three-year Linked Learning Pathway experience, including meaningful internships and Career Technical Education courses.

Overall pathway participation for Grades 10-12 continues to increase for all student groups:

- All students (53.4% participation in 2015-16 to 87.8% in 2020-21)
- African American students (45.4% participation in 2015-16 to 84.9% in 2020-21)
- Pacific Islander (57.8% participation in 2015-16 to 92.0% in 2020-21)
- Latino Students (55.1% participation in 2015-16 to 87.7% in 2020-21)
- Unhoused Students (45.3% participation in 2015-16 to 82.9% in 2020-21)
- Foster Youth (42.6% participation in 2015-16 to 82.9% in 2020-21)
- Students with Disabilities (45.9% participation in 2015-16 to 77.6% in 2020-21)
- English Language Learners (49.7% participation in 2015-16 to 86.1% in 2020-21)

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 (90.8% Pathway twelfth grade graduation rate, 64.2% non-Pathway twelfth grade graduation rate in 2016), so the continued expansion and deepening of Linked Learning and the large increase in grade 10 enrollment is expected to continue contributing to rising graduation rates.

Strengthening A-G Course Offerings

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

- Sustained funding for additional high school teachers for expanded “G” electives;
- Streamlined high school master schedules and course offerings to eliminate credit-bearing courses that do not fulfill A-G requirements;
- Expanded 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 culturally relevant 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, financial aid.

These investments and approaches are having an impact at some schools as more graduates successfully complete the A-G requirements. OUSD had 1,133 A-G graduates in 2020 (53.8% of graduating students), up from 902 A-G graduates in 2018 (44.3% of graduating students). Over half of OUSD twelfth grade graduates completed the A-G courses with a grade of “C” or better, meeting eligibility requirements for the University of California/California State University systems.

Reducing Disproportionality in College/Career Readiness for Students with Disabilities, Pacific Islander Students, 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 students with disabilities and Pacific Islander students, along with African-American students, foster youth, unhoused students, and Latino students.

Improving Pathway Participation for Focal Student Groups

Over the past four 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 has largely caught up with the All Students average and was at 87.1% in 2020-21. However, although participation rates for foster youth and students with disabilities have steadily increased, they continue to be significantly below the average for all students, with 74.2% of grade 10 foster youth and 76.7% of grade 10 students with disabilities participating in pathways in 2020-21.

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 2019-20, 527 newcomer students entered District high schools for the first time, bringing the total for newcomer high school students to 1,405 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 several student subgroups also continue to lag significantly behind the average rate 53.8% for all students:

- 24.1% of students with disabilities completed A-G requirements in 2019-20
- 26.7% of foster youth completed A-G requirements in 2019-20
- 37.5% of African American students completed A-G requirements in 2019-20
- 38.5% of Pacific Islander students completed A-G requirements in 2019-20
- 38.8% of unhoused students completed A-G requirements in 2019-20

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

Area of Success: Reducing Suspension Rates

Over the past decade, our district has taken a system-wide approach toward reducing disproportionality in school discipline for our African American students by transforming school cultures and moving from punitive to restorative practices in school discipline. These approaches aimed at transforming school cultures led to dramatic reductions in suspensions over time, and to increasing student time in class. Our district put systems in place to monitor school disciplinary practices and office referrals throughout the year, and our School Board voted to eliminate Defiance as a reason for out-of-school suspension. In Spring 2018, OUSD received notification from the Office of Civil Rights of the U.S. Department of Education officially exiting OUSD from its five-year Agreement to resolve disproportionate school discipline for our African American students. Lastly, in June 2020, our School Board voted to eliminate the Oakland School Police Department and invest more in student supports such as Restorative Justice and Mental Health Services.

Effective Strategies to Reduce Suspensions

Following are some of the key investments and effective actions (Universal and Targeted) that we have taken to reduce suspensions districtwide.

Targeted Initiatives

The OUSD Office of Equity leads the implementation of targeted programs, courses, and strategies to engage, encourage, and empower African American male students, who are historically part of the group for which Oakland has been twice identified by the Office of Civil Rights for disproportionality in school discipline.

Staff Training

- **Trauma-Informed Staff Training:** We provided well received training for teachers, school safety officers, school police, and school leaders in trauma-informed de-escalation practices.
- **Cultural Responsiveness Training:** We provided teacher training in culturally responsive classroom management strategies, with a focus on new teachers.

Social Emotional Learning Hub Schools

We incorporated Social Emotional Learning (SEL) practices into daily instruction through a cohort of SEL Hub Schools (elementary, middle, and high schools) to build site and teacher capacity around a set of signature instructional practices such as welcoming rituals and optimistic closures, providing students opportunities to reflect at the end of the school day.

Restorative Justice

Over the past decade, we have expanded the number of Restorative Justice (RJ) schools from 8 schools in 2012-13 to 22 schools in 2020-21. Fourteen of these schools had RJ Facilitators and eight had Restorative Community School Managers. While in remote learning, the Central RJ Staff supported multiple online training on Trauma informed Restorative Justice, Trauma Informed Restorative Justice with SpEd, Facilitating Circles Online, Restorative Leadership, Effective Communication and RJ for School Security Officers.

Culturally Responsive Positive Behavior Interventions and Supports (PBIS)

PBIS provides a culturally responsive framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. School PBIS teams build Tier 1 systems honoring students' cultural strengths by including student voices meaningfully in classroom systems and building positive student-teacher relationships. School teams develop and teach school-wide and classroom norms and rituals reflecting the cultural values of their students, families, and communities. PBIS reflects one pillar of the OUSD's districtwide multi-tiered system of support that includes tiered academic and behavioral support for all students.

Data Dashboards for Progress Monitoring and Early Warning for Intervention

We developed interactive data dashboards (internal and public) related to suspensions, office referrals, Coordination of Services Teams (COST actions and outcomes), Restorative Justice practices; California Healthy Kids Survey results on school climate and student engagement; and Early Warning for Dropout that includes suspension as an early warning indicator. Dashboard data can be disaggregated by school, grade, race/ethnicity, gender, foster status, English fluency and fluency subgroup (e.g., newcomers, long-term English Learners, reclassified as fluent), special education status, home language, etc. to address gaps and monitor progress, and authorized users can drill down to the student level. In May 2019, we introduced a new disproportionality dashboard.

Monitoring Our Progress

Looking at OUSD's three-year trend data from 2015-16 to 2018-19 (the last year for which complete data are available due to the COVID-19 pandemic), we continue to reduce the district wide suspension rate from 4.2% to 3.3%. Our reductions have been most notable at the middle school grade span (from 15.7% in 2011-12 to 7.6% in 2018-19), where suspension rates were historically the highest in the district. Suspension rates for African American students, whose district wide suspension rates are nearly cut in half over six years from 14.1% in 2011-12 to 7.8% in 2018-19.

Our district wide results for All Students for the California School Dashboard suspension indicator improved from yellow to green in the Fall 2019 Dashboard, reflecting 0.5% reduction in suspensions over the previous year. Suspension rates for all student subgroups declined or were stable. (Data Sources: California School Dashboards; OUSD Suspensions Dashboard at ousddata.org).

Reducing Disproportionality in Suspensions for African-American Students

Although suspensions are much lower than in the past, disproportionality remains for both African-American students and Students with Disabilities. End-of-year data for 2018-19 show that African American students (7.8%) and Students with Disabilities (7.7%) continue to be suspended at more than twice the rate of All Students (3.3%). For those students who are African American special education students, the rate is five times greater than the All Students rate. While there has been notable progress in reducing suspensions for the All Students groups, there is still a need for targeted actions and services to address these clear examples of disproportionality.

Building on Our Success

To sustain our work in transforming school cultures and further reducing suspensions, we will continue to invest in universal and targeted programs and services:

- Integrated Academic and Behavioral Multi-Tiered System of Supports (MTSS), with emphasis on culturally responsive Tier 1 best first instruction and universal school culture/climate and conditions for learning (See Goals 1 and 3)
- Student leadership councils for African American male and female students, Latino students, and Asian Pacific Islander students (See Goal 2)
- Office of Equity programs (including African American Male Achievement, Latino Student Achievement, and Asian Pacific Islander Student Achievement, Family Engagement, and All City Council (See Goals 2 and 3)
- Foundational professional development for teachers that integrates academic and social emotional learning and includes culturally responsive classroom management and lesson design, and trauma-informed practices (See Goal 4)
- Culturally Responsive Restorative Justice and Positive Behavior Interventions and Supports, and continued training of student Peer RJ facilitators in All City Council and secondary schools (See Goal 3)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School Dashboard, local District data, and our own reflection on strengths and challenges, we have identified the following two areas of greatest need:

- Academic Performance in English Language Arts/Literacy and Mathematics
- Teacher Retention

In addition, our recent Dashboard data identifies the following two areas of significant need for greater focus over the next three-year LCAP cycle:

- Chronic Absence
- Graduation Rate

Finally, while the District overall has made progress in reducing out-of-school suspensions and increasing college and career readiness for our students overall, we have identified two areas of disproportionality that we must address as we work to improve student outcomes:

- Suspension Rates for African-American Students and African American students with disabilities
- College/Career Readiness for Students with Disabilities and Pacific Islander Students

For details on our strategies to reduce disproportionality in these areas, please see the associated areas of success in the previous section.

Area of Need: Academic Performance

Academic performance remains one of Oakland Unified’s areas of greatest need, as measured by the state’s Academic Indicator in English Language Arts (ELA) and Mathematics. In both the Fall 2018 and Fall 2019 California School Dashboard, OUSD was designated as “Orange” for performance of All Students in both ELA and Math. In 2019, students scored on average 46.9 and 70.9 points below the threshold for Standard Met in ELA and Math, respectively, as measured by the annual state test (Smarter Balanced/SBAC). These average scores are “Low,” and remained relatively flat compared to the prior year.

In addition, all of our focal student groups (English Language Learners, Students with Disabilities, African American Students, Latino Students, Pacific Islander Students, Foster Youth, and Unhoused Students) are at low performance levels in both English Language Arts (ELA) and Math. Six of these focal student groups are “Red” (Very Low) in ELA, while the Students with Disabilities and Latino groups are “Orange” (Low). Five of our focal student groups are “Red” (Very Low) in Math, while the English Language Learner and Students with Disabilities groups are “Orange” (Low).

Additionally, due to stagnate and low achievement, our District met the criteria established pursuant subdivision (g) of Section 52064.5 CA School Dashboard for three or more pupil subgroups identified pursuant to Section 52052, or, if the school district has less than three pupil subgroups, all of the district’s pupil subgroups, in three out of four consecutive school years. This means that three or more student groups had two or more indicators in “red” or “not met” for three out of four consecutive years.

As a result, our District is receiving support from the California Collaborative for Educational Excellence (CCEE) as prescribed by Section 52052. Our District has complied with the activities of the legislation to undergo a Systemic Instructional Review (SIR) conducted by the CCEE in the Fall of 2020. The SIR entailed a review of our academic program through our written District guidance documents, focus groups with various stakeholders, and classroom observations. The SIR resulted in three notable themes for improvement 1) Coherence; 2) Autonomy; and 3) Accountability, each specifying recommending actions our District shall take to implement improvements. There were a total of 58 specific actions organized through the SIR Components which span from vision, academic program, to district governance. As we implement the 58 SIR Actions identified in our review, we will use the LCAP as an organizing frame in which we will progress monitor our efforts toward improving our academic outcomes for our students.

Relevant Data on Academic Performance

Smarter Balanced Assessment (SBAC): Our students have made modest overall gains in meeting or exceeding grade-level standard on the state's Smarter Balanced Assessment (SBAC) in English Language Arts and Mathematics since 2014 and now have baseline results on the California Science Test/CAST, the state's new test aligned to Next Generation Science Standard.

English Language Learners make up 33% of our student population, African American students make up 24.3%, and our Students with Disabilities receiving Special Education services now make up 14.5% of students in our District-run schools and programs. The lower performance of these student groups on the state academic indicators also has an impact on our overall performance.

High School Graduation: In 2019, the District's graduation rate fell for the first time in recent years, shifting graduation rate from an area of greatest progress for OUSD to an area of identified need. Graduation rates for almost all student groups fell or were flat in 2019, with the exception of Foster Youth (increased by 1.5%), White Students (increased by 9%) and Students of Two More Races (increased by 14.4%). (Data Source: California School Dashboard, Fall 2019.)

Strategies to Improve Academic Performance

To improve academic performance across the district, we developed a three-year Instructional Focus Plan in 2018. We will continue to sharpen our instructional focus as we deepen our implementation through the 2021-2024 LCAP.

The Instructional Focus Plan centers on four Building Blocks:

- Cultivating Conditions for Student Learning
- Providing Equitable Access to Standards-based Instruction
- Developing Language and Literacy across the Curriculum
- Cultivating Conditions for Adult Professional Learning

Together, the Building Blocks guide our continuous improvement journey and inform school site and district-level planning. Within the four building blocks, teaching, leadership and district organizational practices are aligned to improve student engagement and achievement. They drive our professional development for educators, our data-driven cycles of inquiry, and our priority investments in actions and services for 2021-22.

Monitoring Our Progress

The system-wide implementation and progress monitoring of these practices will continue to be led and monitored by cross-organizational teams that include staff from a variety of departments and school networks within the Continuous School Improvement Division: Academics and Instructional Innovation, Special Education, Community Schools Student Services, Office of Equity, Early Childhood, and the School Supervision Networks.

Area of Need: Teacher Retention

Teacher retention continues to be a critical need for Oakland Unified because our high rate of teacher turnover has a negative impact on the effectiveness of our professional development, new teacher supports, teacher collaboration, and coaching resources. It 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, People of Color (BIPOC).

Relevant Data on Teacher Retention

Overall Teacher Retention: On average, 75.9% of our teachers return to the same school the following year, while 80.9% return as teachers in the district, if not at the same school. However, our most recent data show that an average of only 50.8% of teachers who were at a school in Fall 2017 returned to the same school three years later in 2020. While these trends indicate gradual improvements in our teacher retention, there is a need for continued investment in order to maintain this growth. These average 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)

Teacher Retention by Region: Teacher retention also varies by region. In the chart below, we see that the average teacher return rate for one year and for three years is lowest in the Deep East, East, and West regions of Oakland, where poverty rates and neighborhood environmental stress factors are also most concentrated. The one-year retention rates are 70.4% in the Deep East and 69.3% in the West, compared to the Northwest and Central regions where one-year retention rates are at or above 80%. The three-year retention rates are 40.8% in the Deep East region and 41.3% in the West region, compared to rates above 50% for the other four regions.

Teacher Retention by Grade Span: A look at teacher retention by school network shows that the lowest one-year and three-year retention rates are in our middle schools, followed by high schools.

Teacher Retention by Race/Ethnicity: In addition, there is variation in retention across time by race. Since 2016-17, we have increased the retention of African American teachers from 73% to 84%, and Latino teachers from 77% to 83%, both significant improvements. Over the past four years, the retention rate for white teachers increased from 79% to 84%, matching the 2019-20 retention rate for African American teachers and slightly above the 2019-20 retention rate for Latino teachers. Retention rates for Asian teachers have consistently remained at 84-85% since 2016-17. (Data Source: Teacher Retention by Demographics dashboard at ousddata.org)

Our data show that our teachers do not reflect the students and families in our schools. Just over 48% of all teachers in OUSD are white, while 11.7% of students are white. Through targeted recruitment efforts, the District has been able to increase the number of Latino teachers from 14.7% to 16.7% for the 2020-21 school year, but this number remains disproportionately low compared to the Latino student population of 44.2%. African American and Asian teachers have remained roughly proportional to the student population.

Staff Retention Survey: OUSD recently completed our fourth annual Staff Engagement and Retention Survey in the Spring of 2021. The survey included 1,145 teachers, 452 support staff, 215 central office staff and 77 certificated school leaders. At the time of the survey, about 81% of teacher respondents reported planning to stay in their current position, which reflects our retention data. Eleven percent of teachers who took the survey indicated they were planning to leave their position voluntarily.

In the survey, 84% of teachers identified their relationships with students, families and colleagues as variables that strongly encourage them to stay in their current positions in Oakland. Nearly three quarters (73%) of teachers reported their health and welfare benefits either encourage or strongly encourage them to stay. In terms of factors that encourage staff to leave, 59% of teachers endorsed job-related stress, 64% endorsed access to basic supplies, and 68% cited the affordability of housing in the area as a factor encouraging them to leave.

Nearly 70% of teacher respondents think about leaving OUSD several times a year or more. Top reasons for wanting to leave OUSD include Salary concerns (67%) and Housing/affordability in the Bay Area (61%), the level of work-related stress (61%), inadequate systems/processes of support (45%), meaningful professional development opportunities/training (38%), and lack of opportunities for advancement/career ladder (33%).

Only about one out of three (37%) of teacher respondents reported feeling satisfied overall with the support at their school sites. In fact, 30% more teachers who plan to leave (in comparison to teachers who plan to stay) reported that their experiences with professional development, feedback, and career ladders make them want to leave. Of our Black and Latino teachers, 59% reported feeling satisfied overall with the professional learning and development they have received as an OUSD teacher.

Strategies to Improve Teacher Retention

Multiple actions and strategies are needed to improve teacher retention in OUSD. Our multi-tiered approach is described below.

Increase Teacher Salaries: Increasing teacher salaries is one key factor that was addressed in the course of contract negotiations and a seven-day teacher strike in early 2019, bringing teacher salaries more in line with other school districts in the San Francisco Bay Area. Our OUSD Staff Retention Survey data reveals that Oakland teacher salaries and the high cost of living, including housing, were key “push” factors contributing to teachers leaving or wanting to leave OUSD. Continuing to invest in competitive teacher salaries would help stabilize the teaching force at our schools serving our highest needs students, and in hard-to-staff content areas such as secondary Math and Science, Special Education, and bilingual classrooms. While teacher salary is insufficient by itself to solve the teacher retention challenge, it is a crucial component of attracting and developing quality teachers.

City Partnership: In addition to salary increases, we also continue to explore how to establish systems that support teachers with housing in Oakland. We have developed a partnership with the City of Oakland, Teachers Rooted in Oakland (TriO), that supports teacher residents with subsidized housing during their residency year and guarantees income to meet housing costs for four subsequent years in the teaching profession. In 2021-22, we will be able to offer 18 units to teacher residents, and continue to work to secure funding to support future years.

Grow Our Own Teacher Pipelines: In light of the statewide teacher shortage, OUSD is continuing to invest in growing our own teachers through pipeline development for OUSD staff (classified staff, special education paraeducators and instructional support specialists for special needs students, after-school providers) and Oakland community members to become teachers. Participants often live in Oakland and match the racial/ethnic, cultural, and linguistic diversity of our students. We also partner with local community-based organizations to attract recent high school and college graduates. We believe that this “grow our own” approach will attract teachers and candidates who are more likely to stay because they have strong local roots and may be working in areas such as Special Education or after-school programs, where they are already demonstrating their commitment to the education of children in Oakland.

We are working to align the following teacher pipeline programs serving Oakland schools:

- After-School-to-Teacher Pipeline
- Newcomer Residency at Oakland International High School
- Maestr@s program for prospective Latino teachers
- Classified-to-Teacher Program, including for Special Education paraeducators
- Oakland Teacher Residency for prospective Special Education and STEM teachers
- TRUE Partnership with UC Berkeley’s BE3 Teacher Education Program
- Rainin Early Literacy Initiative

Each of these programs provides credential advising, mentorship, social and emotional development, and professional development to beginning educators in order to enhance their efficacy in the classroom and long-term retention in the district. Common strategies, tools, and resources are being identified that are critical to ensuring the success of aspiring educators, including: support in identifying local and affordable teacher credential programs; provision of resources to help educators pass critical teacher exams like the CBEST (California Basic Educational Skills Test), CSET (California Subject Examinations for Teachers), and RICA (Reading Instruction Competence Assessment); and cohort mentorship that aids education professionals in stepping into the role of teacher.

A recent evaluation of retention rates for pipeline participants who have become teachers showed that these participants had retention rates of 81% or higher as of 2019-20. After-School-to-Teacher participants had a retention rate of 89%, Newcomer Residency participants had a retention rate of 88%, and Maestr@s participants had a retention rate of 81%. We are continuing to monitor the implementation of these pipelines, including the Classified-to-Teacher Program and the Oakland Teacher Residency, which have started to graduate participants in 2020-21 and 2021-22, and evaluating these programs based on the retention and success of the teachers produced.

College and University Partnerships: We continue to partner with local colleges and universities to support our teacher pipelines. We are partnering with CSU-East Bay to provide testing support for candidates of color, and to support the credentialing of after-school educators, and with Berkeley Community College and California State University East Bay to develop a program for special education paraeducators and OUSD high school alumni who seek to become teachers. We also built a short term partnership with UC Berkeley, the TRUE Partnership, to support African American and Latino aspiring educators with full tuition scholarships, funded by the Salesforce Foundation.

Recruiting and Retaining African American Teachers: African American Male Achievement (AAMA), part of the OUSD Office of Equity, recruits more than 10% of all African American male teachers in OUSD to teach courses in its Manhood Development Program, with a current high annual retention rate of more than 90%. The Office of Equity also hosts an annual dinner for African American male teachers to come together, celebrate their collective work, and enhance the perception of teaching as a profession in the community. Major contributing factors to this high teacher retention rate is the citywide professional learning and collaboration as a community of African American male teachers, the opportunity to participate twice a year in a national AAMA Symposium held in Oakland, and the opportunity for students to showcase their work at major citywide AAMA Student Showcase events each year. We are also continuing to partner with The Black Teacher Project to recruit, develop, and retain African American teachers.

We will continue to invest in actions and services to improve teacher recruitment and diversity, new teacher support, teacher professional learning, and retention. We are continuing the existing Grow Our Own teacher pipelines in 2021-22.

Foundational Professional Development and Training: In 2021-22, we will continue implementing foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. The instructional and social emotional strategies described above must have an eye toward building our staff capacity to design, implement, and progress monitor the strategies within Goals 1-3. 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 Systems of Support;
- Multi-Sensory Instruction;
- Universal Design for Learning (UDL);
- Positive Behavior Incentive System (PBIS);
- Restorative Justice (RJ);
- Oakland Educator Teacher Framework (OETF); and
- Leadership Development.

Foundational Learning in the above mentioned areas is the data we will track for all staff to ensure that each adult interacting with students, families and their colleagues understand the expectations for performing job duties and responsibilities at high levels within OUSD.

Our three- and four-day Standards and Equity Institute in June is planned for up to 600 teachers, with all participating teachers receiving an hourly stipend with benefits. Other summer offerings include sessions on Academic Language and Literacy Acceleration for Secondary, Building a Caring School Community/Social Emotional Learning Institute, Exploring Computer Science, Foundations and Curriculum Planning for Secondary Newcomers, Special Education Paraprofessional Foundations and Teacher Foundations, Student Internship Support Training, and much more. More offerings will take place in August before the opening of school, including a three-day New Teacher Institute.

A focus for summer professional learning and throughout the school year will be on reaching all new teachers and setting up a system to monitor participation. The professional learning is designed by a cross-organizational team rather than having separate professional learning strands developed by individual departments or units. Planning will continue to include offices such as Special Education, English Language Learners and Multilingual Achievement, and the Office of Equity that focus on particular student groups, as well as offices that focus on academic/social emotional curriculum and instruction.

Anti-Racist Learning: In 20-21, 100% of staff will be expected to complete the introductory series to Racial Justice, Equity and Healing via the Keenan Safe Schools platform. In this foundational training, staff will be introduced to the legacy of white supremacy and the three layers of systemic bias as a cycle of oppression and reproduction of inequity that can be interrupted and unlearned collectively, individually and systematically. Staff will then be expected to continue their learning at their school sites through school teams and/or through existing professional learning spaces for their job classification, where staff will explore their own proximity to privilege and become conscious of their role in perpetuating and disrupting the three layers of systemic bias. Through on-going professional learning spaces, staff will practice culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets and nurture empowering narratives of and for our students and families.

New Teacher Support & Development: Up to 35% of OUSD's teaching staff is still working to become fully credentialed in the state of California. The highest concentrations of novice teachers are in schools with the highest concentrations of low-income students, English Language Learners, and Foster Youth. 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 in new teacher mentoring and credentialing support programs. Through a multi-year, grant-funded partnership with the New Teacher Center, we have established a strong, high-quality mentoring model that we are now positioned to sustain independently over time. Through these programs, we provide approximately 600 new and early career teachers each year with individualized, job-embedded mentorship and support from a highly trained mentor. This mentoring support is coordinated in collaboration with teams in Talent, Academics, and Special Education to ensure new teacher mentoring and content-specific coaching is aligned and streamlined for each new teacher.

In response to the impacts of COVID-19, we heavily adapted our mentoring programs to ensure teachers could continue to receive support virtually and to shift the focus of support to the new challenges associated with distance learning. We have also invested in additional credentialing support so that teachers can continue to progress through their CTC expectations and assessments despite the serious interruptions related to the COVID-19 pandemic. Specifically, we have provided coaching and professional learning aligned to the Teacher Performance Assessments (TPAs), the RICA exam, the CBEST and CSET. We are also offering test fee reimbursements for those who attempt the TPA or RICA this year and next.

As a result of these investments, we are seeing gains in new teacher satisfaction, experience, practice, and retention. Survey data collected from 237 new teachers in the 2020-21 school year shows that 85% rate their mentor as among the three most supportive forms of professional learning they have received, 88% say their mentor has supported them to stay in teaching, and 100% say their mentor has supported them to stay in education, with 90% indicating a plan to continue teaching in the coming school year. Additionally, through the Individualized Learning Process used in our Teacher Induction Program, we are seeing that with support from their mentors and other professional learning, teachers are on average improving their practice by nearly one performance band aligned to our Oakland Effective Teaching Framework each year.

In order to have an impact on new teacher practice, we have invested deeply in our mentors and their capacity to support and develop their mentees. Mentors engage in a robust, high quality professional learning sequence that is supplemented with support and individualized feedback from peers and from our five new Lead Mentors. Of the 173 mentors surveyed this year, 96% agree/strongly agree that the mentoring model ensures they can provide individualized, tailored support to meet each teacher's needs. Mentors also highly rate the professional learning they receive and indicate a high likelihood that they will continue applying what they have learned in their practice. Lastly, we have collected video and audio artifacts of mentor practice throughout the year, which we will be examining more closely this summer in an effort to assess the impact of our mentor professional learning on their practice and to inform improvements for the 2021-22 school year.

New Teacher Institute: New Teacher Institute seeks to ensure all new teacher hires are welcomed and supported by the broader OUSD community and connected to our vision and mission, know where they can go for what, and have the resources they need to start the year strong with students. All new teacher hires can access our Welcome to OUSD Playlist in June with asynchronous modules designed for flexible and individualized learning. They can connect with one another and with District leadership via our welcome sessions, and teachers entering years one and two of teaching can attend our three-day institute geared towards culture, mission, and vision, planning and feedback, and considerations for the return to in-person or hybrid learning.

UC Berkeley Research Practice Partnership: In order to retain diverse teachers in our classrooms, we are partnering with UC Berkeley to conduct qualitative interviews for early career educators with a preliminary credential. We are invested in reviewing trends in this data to strengthen our early career support structures and to more effectively retain and develop representative educators. (See Goal 2.)

The purpose of this study is to better understand how new teachers make sense of and work towards (racial) equity in their work—the challenges they face and the supports they draw on—and how mentoring informs that practice. The findings from this study have implications for new teacher mentoring and induction, teacher trainers and leaders, teacher preparation, and teachers in their work to foster an equitable and joy-filled, student-centered community of excellence. In OUSD New Teacher Support and Development’s Theory of Action, this research is located in the dynamic between mentor learning and practice and teacher learning and practice, attentive to organizational affordances and constraints.

Monitoring Our Progress

We monitor not only the one-year teacher retention rate, but also the three-year rate. We are also adding a metric with a target to decrease the number of teachers who report on the annual Staff Retention Survey that they want to leave OUSD because of salary. In addition to these two new metrics in our LCAP, we will be collecting data and monitoring our progress on other indicators that are directly or indirectly related to teacher retention, such as:

- Rate of unique applicants for each vacant teaching position
- Racial/ethnic diversity of the teacher applicant pool
- Number of emergency credentialed teachers, especially in Special Education
- Teacher retention at schools with the highest concentration of low-income, English language learner, and foster youth students, and where teacher turnover is currently the highest
- Placement and retention of teachers who come from the Grow Our Own pipelines
- Retention rates in our middle schools, and in East and West Oakland, where turnover rates are highest
- Teacher responses on annual School Climate Survey related to staff feelings of connectedness at the school level
- New teacher participation in foundational professional learning and mentoring.
- Educator wellbeing through a multidisciplinary task force of OUSD leaders.

Area of Need: Chronic Absenteeism

OUSD's chronic absence rates have fluctuated significantly over the last three years. During each of the last three years, we have had unusual factors that have led to several days of "mass absences." In 2017-18, we had a number of "smoke days" from the fires in northern California that resulted in many students staying home, and in 2018-19 we had a seven-day teacher strike. During the strike, school was technically open, but the majority of families chose to keep their students home. In 2019-20, some families proactively kept students home in the early days of the COVID-19 pandemic prior to the March 2020 closure of schools to in-person instruction. We can still determine that approximately one out of every six students in the district has been chronically absent over the last few years. Excluding days with unusual circumstances, this has not varied much either positively or negatively. We have also realized that chronic absence data is a data point that reflects how connected our students and families feel to their school experience. The conditions of learning that we create for our students and families at each school will be evident in our overall attendance data. Our attendance and discipline department is learning how to work hand in hand with our culture and climate teams to create unified support for our school sites.

Relevant Data

Based on the Fall 2019 California School Dashboard, OUSD had a districtwide chronic absence rate of 29.6%, driven largely by the impact of the February 2019 teacher strike. All student groups were Red. On the Fall 2018 Dashboard, the chronic absence rate for all students was 13.9%, with four student groups designated as Red: African-American Students, Students with Disabilities, Pacific Islander Students, and Native American (American Indian) Students.

Strategies to Improve Chronic Absence Rates

To address our high chronic absence rates, the District has invested in creating five full time Network Attendance Liaison positions. Each Network Attendance Liaison supports the schools in their network to build up the capacity of their Attendance Team. We believe that to reduce chronic absenteeism, every school site must have a functional Attendance Team that creates and implements an Attendance Multi-Tiered System of Support plan. As part of the MTSS, attendance teams will monitor attendance data on the OUSD data dashboard site. Teams will utilize the AERIES intervention tab to monitor student interventions and progress as a result of the interventions and explore the expansion of OUSDForce for use by attendance teams.

The Attendance & Discipline Office also created a districtwide attendance campaign. The 2020-21 school year is the first year of implementing a targeted districtwide Tier 1 approach to school attendance. Beginning in 2021, the office will work with site attendance teams to increase Tier 1 practices including awareness of the importance of attendance and recognition for students with positive attendance or demonstrating growth or increased attendance. Teams will implement district wide Tier 1 Attendance Campaign. Site teams will receive support from the Network Attendance Liaisons.

Finally, we are revising and improving the Student Attendance Review Team (SART) and School Attendance Review Board (SARB) processes to ensure that these processes serve as intervention and support, rather than as compliance and punitive measures. We have eliminated the one page “compliance” SART contract and have implemented a more in-depth collaborative engagement with school and family to identify the barrier and provide strategic intervention or support to help overcome that barrier. Here is a link to the new SART contract.

OUSD has a Quality Attendance Team (QAT) comprised of representatives from Information Technology (IT), Master Scheduling, Operations, Research and Development, Special Education, Community Schools, and Fiscal who meet regularly to ensure our systems and guidance are aligned. This is a cross-departmental team that also leads professional development to all of the site staff who are responsible for attendance practices and student outcomes. This PD ranges from attendance taking and reporting to implementing an MTSS plan.

Monitoring Our Progress

We will continue to track chronic absence rates by student groups and by school to understand where our strategies are most effective and where we need to make adjustments to the supports we are providing to improve attendance and reduce the number of students who are chronically absent. A new data dashboard has been created to identify which students are in need of an intervention, and once that intervention has been started, the ability to track improvements (or lack of improvement) since that intervention started. We will then be able to track the effectiveness of each intervention as a whole district.

Area of Need: Graduation Rate

Although our graduation rate had been steadily increasing for most of the past decade, it dipped slightly for the 2019 year by 2.5%, triggering a fall from “yellow” to “orange” on the California School Dashboard.

Relevant Data on Graduation Rates

Cohort Graduation Rate: According to the California School Dashboard the graduation rate went from 77.5% to 75.0%, a 2.5 % decrease from 2018 to 2019. Prior to 2019, we saw a consistent increase in the graduation rate. However, in 2019, only three student groups increased: students of multiple ethnicities, White students, and foster youth. Although the graduation rate for foster youth increased, this group still remains in the red tier. All other groups had a decrease in the graduation rate including African American, English Language Learners, Latino (Hispanic), Pacific Islander, Low-Income (Socioeconomically Disadvantaged), Students with Disabilities, and Unhoused (Homeless), with our English Language Learners, Latino students, students with disabilities, and unhoused students ranking in the lowest red tier.

Dropout Rate: Dropout rates on OUSD local dashboards show that the All Students dropout rate has declined in recent years, falling from 15.0% (351 students) in 2017 to 12.5% (333 students) in 2020. This means that more students are graduating, still enrolled beyond four years of high school and working toward graduation, receiving a General Education Diploma/GED or passed the California High School Proficiency Exam, or receiving a Special Education Certificate. Fewer students are dropping out.

Strategies to Improve Graduation Rates

To reverse the current graduation rate decline and to ensure that all students—and especially our highest need students in our focal student groups—are college and career ready, OUSD will sustain and expand the following universal and targeted strategies and investments:

- Linked Learning Pathways with continued targeted support for Foster and Unhoused students;
- New approaches to our Academic Credit Recovery Program;
- Foundational data review across central leadership and schools, including multi-indicator data profiles for all focal student groups;
- Inclusive practices for Students with Disabilities;
- Future Centers to support students who are first-generation to go to college;
- Elimination of credit-bearing high school courses that are not A-G eligible;
- Continued implementation of the Manhood Development Program and other targeted initiatives of the Office of Equity;
- Additional culturally relevant A-G courses in A (History/Social Science), B (English), and G (college-preparatory electives); and
- Newcomer programs and wraparound support for unaccompanied immigrant students and refugee/asylee students, including an alternative education program for those who have dropped out or are at-risk of doing so.

Monitoring Our Progress

We will continue to track our cohort graduation and dropout rates, our A-G completion rates, our pathway participation rates, and the state College/Career Readiness indicator for all students and for our focal student groups to determine whether our strategies to course correct and resume growth of our graduation rate are effective. We are also monitoring the impact of the COVID-19 pandemic on the progress of our high school students as they move towards graduation to ensure that students remain on track to graduate despite the disruption in in-person instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year's LCAP emphasizes themes of districtwide alignment of academic priorities, actions, and services and systems for monitoring implementation and progress—from central leadership to schools. A key goal over the next three years is to ensure that our multiple District planning initiatives are aligned around a shared vision that elevates our equity framework. The LCAP is intended to serve as the guiding academic plan to improve student outcomes on state and local priorities, while our District Strategic Plan focuses on a narrow set of strategic actions centered on quality community schools, fiscal vitality, and organizational wellness. Our Instructional Focus Plan provides an organizational framework for our instructional practices at the school level. While the Systemic Instructional Review (SIR) conducted by the California Collaborative for Educational Excellence is not included at length in the LCAP, the LCAP serves as the organizing frame through which we will progress monitor the 58 actions identified in the SIR.

The 2021-2024 LCAP includes fewer actions overall but focuses on consistent implementation and clear progress monitoring both annually and throughout the year. In addition, we have prioritized nearly \$300M in one-time investments to mitigate the impact of the COVID-19 pandemic on our students, aligning these new services with our ongoing work to improve student outcomes.

LCAP Goals and Key Features

For the 2021-2024 LCAP, we have developed four broad goals that encompass and expand on the work of our previous LCAP goals. A fifth goal, unique to this LCAP cycle, encompasses specific work responding to and recovering from the COVID-19 pandemic that is distinct from our ongoing initiatives. Key features of each goal follow.

Goal 1: All students graduate college, career, and community ready.

- New **early literacy initiatives** to ensure that all students are strong readers by third grade
- Strategies to **increase access to quality instruction**, especially for our students farthest from opportunity: unhoused students, foster youth, English Language Learners, African American students, Pacific Islander students, Latino students, and students with disabilities.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

- Continued investment in **targeted student achievement strategies** to address the specific and unique needs of our Black students, Latino students, and Pacific Islander students.
- Expanded **support for transitional students and families**, including our unhoused students, migrant students, foster youth, and refugee/asylee youth.
- Expanded **English Language Learner and newcomer instructional and social emotional support** and services.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

- Continued focus on building Community Schools throughout the city.
- Renewed investments in **Restorative Justice** staff and training.
- Expansion of our **Multi-Tiered System of Support (MTSS) services** to implement MTSS plans at more schools across the district.
- Expanded support for **student and family engagement**, including additional interpretation and translation for families who speak languages other than English.

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

- A **continued focus on staff recruitment and retention**, with an emphasis on new teacher support and attracting, developing and retaining teachers and administrators of color.
- Expanded **foundational professional development** for our teachers and other District staff, with an emphasis on anti-racist and anti-bias training.
- **Intensive new teacher support** to ensure that new teachers receive the mentorship, training, and credentials assistance necessary to be successful and remain in the district.

Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

- Critical **staffing and support** to ensure that the OUSD community is positioned to respond to the COVID-19 pandemic and its long-term effects on students, families, and staff.

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 following schools are identified for comprehensive support and improvement for the 2021-22 school year: Bret Harte Middle School, Castlemont High School, Dewey Academy, Elmhurst United Middle School, Emerson Elementary School, Fremont High School, Frick United Academy of Languages, Gateway to College at Laney College, Global Family School, Greenleaf Elementary School, Sojourner Truth Independent Study, Manzanita Community School, Markham Elementary School, Martin Luther King, Jr. Elementary School, Ralph J. Bunche High School, Rudsdale Continuation School, Sankofa United Elementary School, Street Academy, United for Success Academy, and Westlake Middle School.

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. With the CSI grant, as with many other funding grants, the bulk of funding 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. With 20 schools identified for CSI in 2021-22, student needs and appropriate solutions vary widely.

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 stakeholders 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 to examine recent student performance data, progress towards prior year goals, implementation and effectiveness of current strategies, and needed adjustments to strategies. Schools designated for CSI are coached by their network superintendents and by Central content area specialists to complete their 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 Language 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 2021-22 worked with the school community in the spring of 2021 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.

Many schools were just reopening for in-person instruction as they developed the preliminary drafts of their 2021-22 School Plans for Student Achievement (SPSAs). We extended the timeframe for SPSA development into May 2021 to provide as much time as possible for schools to re-evaluate their planned strategies given the rapidly changing conditions and student needs. Schools will continue to work with their communities when the new school year begins in August 2021 to adjust SPSA actions as needed as instruction in the 2021-22 school year becomes clearer.

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 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 high-need schools 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 (or “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 introduced the following actions during the 2020-21 school year, and continues to explore longer term solutions:

- Local tax measure dollars dedicated to library uses that were previously allocated on a per pupil basis are now allocated only to those schools where the percentage of LCFF unduplicated students is above 85%.
- The District piloted a new equity funding formula for 2020-21 that based allocation of staffing and dollars over and above base on indicators of student need. Based on the first year of implementation, this formula was adjusted slightly for the 2021-22 budget cycle and will be revised more comprehensively for the 2022-23 budget cycle.
- The District funded 13.0 FTE in additional teachers to help meet the needs of late-arriving newcomers who arrive after Census Day.
- The District partnered with community organizations and funders to launch #OaklandUndivided, an effort to ensure that all Oakland students have technology and internet service at home to allow our highest need students to engage in distance learning during the COVID-19 pandemic. Over 33,385 devices were provided through this initiative.

Credit Recovery & Intensive Case Management for CSI Schools

In the 2021-22 school year, the High School Network will pilot a centrally-supported credit recovery and intensive case management structure for eleventh and twelfth grade students at CSI-eligible comprehensive high schools who need to recover credits in gatekeeper courses in Math and ELA, and a credit recovery program for students in CSI-eligible Alternative Education programs that includes 1:1 support and home visits targeted at students who struggle with attendance and/or who have received a F, D, or grade of NM in order to help them recover credits towards graduation. Additionally, if higher-needs students at CSI high schools are supported and provided academic mentorship and case management services, they will be more likely to engage with and successfully complete their credit recovery courses and/or independent study contracts.

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 types of 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 OUSD 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. 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. This data work has continued virtually during the COVID-19 pandemic. 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 stakeholders 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 comprised 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 Committee to Empower Excellence in Black Student Education (CEEBS), 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

As was true for all public education structures in the 2020-21 school year, the OUSD LCAP engagement structures underwent dramatic transformations in response to the COVID-19 pandemic and the shift to distance learning. Beginning in March 2020, all of the LCAP advisory committees quickly learned how to hold public Zoom meetings and how to adapt in-person processes to the technically complex virtual context. To better support families and other stakeholders unfamiliar with the tools and to address urgent questions and needs, the committees held a larger number of meetings and engagements than in previous years. They continued to hold meetings during the summer as they participated in the districtwide planning for the possible shift to hybrid learning in 2020-21.

Special recognition and gratitude must be extended to the family, student, and community volunteers who dedicated an unprecedented number of hours while supporting children at home and meeting their own emergency needs. The magnitude of their commitment and leadership cannot be overstated during a time of extreme duress for the Oakland community.

As in previous years, the OUSD LCAP engagement process for 2020-21 included a combination of districtwide and small group meetings and sessions complemented by tools and materials to facilitate participation, share information, and gather feedback. OUSD staff collaborated on the design and implementation of our community engagement process with the following groups:

- Lead Delegates from the LCAP Parent and Student Advisory Committee (LCAP PSAC) and District English Language Learners' Subcommittee (DELLS)
- Representatives from the Foster Youth Advisory Committee (FYAC)
- Representatives from the Community Advisory Committee for Special Education (CAC)
- Representatives from the Committee to Empower Excellence in Black Students' Education (CEEBSSE)
- Representatives from the Latino Parent Advisory Group (LPAG)
- LCAP Student Advisors connected to the districtwide All-City Council (ACC)
- Members of Community Based Organizations (including Californians for Justice, Public Advocates, East Bay Community Law Center, and California Youth Connection, among others)

Since August 2020, parent, student, and community leaders spearheaded a total of 52 districtwide committee meetings and participated in School Board and other engagements to generate and share feedback for the LCAP, monitor student access to resources, help identify needs, and suggest investments that could best meet the needs of focal student groups and of all students in the pandemic context.

These meetings were open to the public and advertised to the entire OUSD community through webpage postings, email newsletters and communications, mass phone calls/texts, family and community web portals, and targeted outreach. The LCAP Student Advisors of All-City Council held additional meetings for student leaders.

The LCAP engagement program manager collaborated with other OUSD staff to provide individual and small group support to committee members in charge of facilitating and steering the work of the various advisory committees. The program manager also provided logistical, data gathering, content development, and technical support to all involved in the LCAP engagement process. Evaluation forms submitted by participants at each of the meetings contributed to the content and design of subsequent meetings.

In addition to the public meetings, we held the following meetings to plan, prepare, and study:

- One vision-setting meeting with LCAP PSAC members
- Three workgroup meetings with CBO partners
- Thirty-four LCAP PSAC Delegates Agenda Setting and Planning Meetings
- Ten planning meetings for the members of the District English Language Learners' Subcommittee (DELLS)
- Eleven planning meetings for the steering committee of the Foster Youth Advisory Committee (FYAC)
- One cross-committee study session about feedback for COVID-relief investments
- Sixteen planning meetings for the members of the Community Advisory Committee (not including meetings of the Local Plan Subcommittee)
- Additional facilitation practice sessions for the chairs of the various committee meetings

In addition to engagement with students, families, and community members, the District also engaged principals, teachers, classified staff, and Central Office leaders in a series of feedback sessions to gather input on strategic uses of one-time COVID-relief funds and on the overall LCAP goals and investments, including:

- Two engagements with teachers to discuss school site needs that the LCAP could address;
- An engagement with classified staff at both school sites and in the Central Office ;
- A series of engagements with Central Office leaders of departments tasked with implementing key sections of the LCAP; and
- A series of consultancies with school site leaders to determine how one-time COVID-relief funds could be used most effectively at school sites.

The District also gathered feedback electronically via surveys and email.

LCAP Parent and Student Advisory Committee (LCAP PSAC)

OUSD parents who are members of school site councils (SSCs) or Site English Language Learner Subcommittees (SELLS) can be nominated and elected to serve on the PSAC by their peers from other SSCs at a districtwide summit. Members are elected to represent their electoral districts alongside up to nine student members from All City Council, the student government of OUSD. The PSAC can include up to 28 parent members (4 from each electoral district, with 13 seats set aside for representatives of the District English Language Learners' Subcommittee).

PSAC student members also meet separately with the entire All City Council to develop recommendations for the LCAP. They draft reports that they share for discussion at PSAC General Meetings. Students are full voting members of the PSAC and can serve as Lead Delegates and in subcommittees.

In the 2020-21 school year, the PSAC had a total of 23 members who together included 2 students, at least 11 members with economic hardship, 7 parents or guardians of English Language Learners, 1 foster parent, 4 parents of children receiving Special Education services, 7 African American members, 9 Latino members, 2 Boricua (Puerto Rican) members, and 4 white members. The PSAC held a total of 12 General Meetings in the 2020-21 school year, and met weekly with District staff throughout the year.

Feedback on the 2020-21 LCP

In August and September of 2020, the PSAC, as well as the District English Language Learners' Subcommittee (DELLS), the Foster Youth Advisory Committee, and the Community Advisory Committee for Special Education (CAC), focused on providing feedback for the Learning Continuity and Attendance Plan (LCP). They presented questions and suggestions in the following areas: Communication, Connection with Families, New Leadership Roles, Professional Development for Teachers and Parents, Central Office Oversight, Technology, Vulnerable Populations, Tracking Success, and Providing Feedback. Their feedback was submitted to the School Board in September 2020 as an advisory letter. Many of the investments included in the LCP continue in the 2021-2024 LCAP.

Feedback on the 2021-2024 LCAP

In addition to supporting the recommendations of its subcommittees, the PSAC identified the following investment priority areas for the 2021-2024 LCAP:

- Paid community and family engagement positions at all school sites, with a preference for hiring parents, guardians, and other family caregivers in those positions
- Stipends for parents to help with parent education and engagement
- Training for all staff in restorative justice and trauma-informed practice
- Increased and easily accessible mental health support for all students

- Increased and improved support for students with emotional disabilities/needs
- On-going anti-bias training that includes anti-ableism
- Designated investments to decrease the suspension of African American students with dis/abilities
- Literacy training and intervention at all grade levels
- Math intervention at all grade levels
- Transparent fiscal management that can demonstrate how funds are reaching schools and students. This includes incorporating parents and students within fiscal decision-making and oversight
- Increased support of all stakeholders to better understand and utilize technology, including parents (e.g., services for hardware accessibility and repair, Zoom, Clever, ParentSquare, etc.)

The PSAC also highlighted the need for stronger District support for School Site Councils (SSCs) and Site English Language Learners Subcommittees (SELLS) to encourage and sustain more robust family engagement in site and District-level governance. The group provided specific recommendations and requests to improve support for these school governance bodies.

District English Language Learners' Subcommittee

The District English Language Learners' Subcommittee held a total of 8 public meetings in the 2020-21 school year. The DELLS identified the following priority areas for the 2021-24 LCAP:

- Top Priority: Provide multilingual family engagement staff at schools
- Second Priority: Provide small group instruction and intervention for ELLs, with special attention to those with IEPs, including ensuring that all schools provide the mandated 30 minutes of Designated ELD to ELLs with IEP.
- Expand language programming for students to have access in more languages, so that as families request language programs for their students and schools, funds are available to support these requests.
- Ensure that ELLs with IEPs across the spectrum of need are not excluded from the language programs provided at school sites, that there is support for their participation, and that they are prioritized within interventions.

The DELLS suggested the following specific investments:

- Provide multilingual site-based family engagement staff.
- Set aside funds for unaccompanied minor support.
- Provide staff time to orient and talk with families of ELLs with IEPs before and after they complete assessments.
- Provide individualized mentoring and mental health support (including expanding both the number and the reach of academic mentors already providing support at some schools).
- Expand middle school second language learning.

Foster Youth Advisory Committee

The Foster Youth Advisory Committee held a total of eight public meetings in the 2020-21 school year. The group identified its top LCAP priorities as:

- Top Priority: Provide five 12-month 1.0 FTE case managers for foster students.
- Second priority: Develop a self-advocacy and peer mentorship program for foster students.

The group also noted the following additional needs:

- As an alternative to providing financial incentives to foster students for attendance, the mentorship program and case managers should have funds to provide incentives to students based on programmatic/individual goals and to meet incidental needs.
- The mentorship program should also begin in partnership with the staff in residential treatment programs to support the most impacted foster students and with the schools that have the highest numbers of foster students.
- Prioritize foster youth for expanded individualized tutoring.

Community Advisory Committee for Special Education

The Community Advisory Committee held a total of 11 public meetings in the 2020-21 school year. Leads from the CAC met in May 2021 to refine the group's recommendations for the 2021-24 LCAP, and launched a survey for all CAC members to rank the group's suggested investments. The CAC recommended that the following investments be included in the LCAP:

- Top Priority: Investments to address root causes of the grossly disproportionate suspension of Black students with disabilities in middle schools.
- Second Priority: Social emotional support and support for transitions back to school, including mutual support circles, counseling, psychological support, and restorative practices and spaces (including access to related activities outside of the school day)

The CAC recommended the following specific investments in these two priority areas:

- Increase paraprofessionals to 1.0 FTE from 0.8 FTE to support student transitions into the school day and into after-school interventions and activities, or provide gap contracts for the remaining 0.2 FTE.
- Host support circles to help with reintegration and relationship building for students with dis/abilities and students without, both on their own and across groups. Students are going through a big change from being isolated to being back together again.
- Partner with mental health organizations to do high school-based peer-to-peer mental health support trainings.
- Provide in-house behavior support that includes Special Education students in addition to General Education students.
- Develop a restorative return to school: focus on building relationships and reconnecting with families.
- Fund home visits to train more staff and involve more staff and families.
- Provide additional school counselors.

Committee to Empower Excellence in Black Students' Education

The Committee to Empower Excellence in Black Students' Education held a total of 10 public meetings in the 2020-21 school year. CEEBSE prioritized within its list of suggestions the investments related to:

- Literacy intervention and improved literacy instruction;
- Mental health/wellness support; and
- Hiring more qualified African American mentors and family liaisons, with a fair and transparent hiring process.

Latino Parent Advisory Group

The Latino Parent Advisory Group (LPAG) held a total of three public meetings in the 2020-21 school year. The LPAG prioritized the following investment areas:

- Top Priority: Support middle and high school students to get to school (e.g., bus passes for secondary students to get to school)
- Childcare spaces for families who now depend on older children to care for younger siblings

The group also encouraged OUSD to use one-time funds to build capacity towards:

- Culturally responsive training for teachers
- Latino teacher, principal, staff recruitment and retention
- PreK/TK enrollment of Latino families
- Latino student literacy and math growth
- Latino family engagement and communication, including language access to communication at site level, and technology skill building to access tech based engagement and communication

All City Council

Student members of the All City Council also provided input on investments that should be addressed in the 2021-2024 LCAP. Key themes included:

- Expanding Restorative Justice
- Ensuring equitable facilities across the District
- More field trips and experiential learning
- Additional counselors, teachers, and other staff for the return to school
- Providing mental health supports
- Ensuring that all students have trusted adults to talk to at school
- A “Restorative Restart” to dedicate time to building the in-person atmosphere when students return (especially at high school)

McKinney-Vento Program for Unhoused Students and Community Partners

Although there is no dedicated committee to represent the needs of the District's unhoused students, OUSD's McKinney-Vento staff convened a group of stakeholders, community partners, and District staff to review the unmet needs of unhoused students and make recommendations for investments. These included:

- Stipend Middle and High School Counselors to target improving A-G and graduation rates for unhoused students and Coordinate Summer Learning /Credit Recovery Supports
- 3.0 FTE McKinney-Vento Academic Support Specialists (Case Managers) to plan and implement academic strategies for housing insecure students with mid to low academic performance.
- 1.0 FTE (LCSW) Licensed Clinical Social Worker
- Contract to develop an Unhoused Students Database
- Network-Based Teachers on Special Assignment for Unhoused Students

Other Stakeholder Input

In addition to the PSAC and its subcommittees, the District convened groups of teachers, students, classified staff, and Central Office staff to provide input on areas of need. Common themes in input from teachers included:

- Expand technical support for school sites.
- Provide more hotspots and alternatives to hot spots in areas of the city where these don't work well.
- Continue investments in Blueprint schools.
- Provide additional clerical/classified staffing at all sites.
- Provide additional Blueprint Math supports.
- Provide additional support for early literacy and fund reading specialists.
- Increase investments in project-based learning, civic engagement, and youth participatory science.
- Increase investments in school libraries and ensure that all schools have librarians.
- Ensure stability of school site funding and staffing over the one-time funding period.
- Provide intervention not just at the elementary level, but at the middle and high school levels when students enter below grade level, and ensure that focal student groups are prioritized for intervention. Consider stipended positions for parents to do intervention.
- Recruit more Black teachers and hire Black community members to do intervention.
- Fund a staff position to foster community partnerships.
- Fund family engagement positions at all schools.
- Provide additional social workers for newcomers.
- Implement retention bonuses or other ways to celebrate and keep staff.
- Provide anti-racist professional development for teachers and leaders.

Among Classified and Central Office staff, the following ideas came up more than once:

- Modernize school buildings and infrastructure.
- Provide literacy supports (e.g., phonics instruction) for early elementary students.
- Fund outdoor classrooms.
- Provide more training and support to schools on how to provide Tier 2 supports.
- Explore ways to have high school students in education pathways provide tutoring and support to elementary students.
- Expand school sports programs.
- Offer parenting workshops, especially for newcomer families.
- Provide more transition support for graduating seniors, especially during the pandemic.
- Offer vaccine clinics and other vaccination supports for students.
- Fund a communications staff position with a percentage of time focused on school governance outreach and support.
- Create a CTE residential program to train Computer Science teachers and build a new teacher pipeline.
- Provide anti-racist professional development for all staff.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The District has worked to incorporate many of the requests from stakeholders and staff into the 2021-24 LCAP. Among the specific new investments included in the LCAP that respond directly to feedback from stakeholders are:

- Investments to retain positions at schools with declining enrollment for one year
- Investments in current Blueprint schools
- Increased investments in library support at schools
- Expanded restorative practices at school sites
- Additional mental health supports
- Additional intervention, including literacy intervention
- New initiatives to recruit Black teachers
- Supports for a “Restorative Restart” in Fall 2021
- Additional family engagement positions at school sites
- An expanded home visit program to train teachers and fund visits
- Investments in technology and technical support
- Investments in expanded translation and interpretation
- A new investment in early literacy
- Two additional Attendance Network Liaisons
- Three case managers to support foster youth
- Two case managers and a social worker to support unhoused students and their families
- Anti-racist professional development for all staff

Additional actions and investments that respond to the recommendations of stakeholders can be found throughout the goals and actions that follow. While many of these investments are funded through one-time COVID relief funds or grants, we continue to seek long-term ongoing funding for many of these programs and positions.

Goals and Actions

Goal

Goal #	Description
1	All students graduate college, career, and community ready.

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. 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 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.

We also believe that students can develop powerful language and literacy skills when teachers integrate content learning with reading, writing and discussion across subject areas. 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 will be a major focus for our district: reading complex text, academic discussion, and evidence-based writing.

We believe that early learning and early literacy provide the foundation for academic success. Third grade literacy is the most important predictor of high school graduation. The ability to read by third grade is critical to a student's ability to access content that is necessary for K-16 success. 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.

Finally, we have found that students that learn through our Linked Learning approach during high school are demonstrating greater success as they graduate from high school. Linked Learning is a major strategy and investment area that we focus on and strengthen to ensure our students graduate college, career and community ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.01: Increase the four-year cohort graduation rate.	72.4%	--	--	--	78.4%
1.02: Reduce cohort dropout rate.	12.5%	--	--	--	9.5%
1.03: Decrease the percentage of total teacher misassignments.	11.4%	--	--	--	10.5%
1.04: Decrease the number of vacant teacher positions.	20	--	--	--	14
1.05: Increase the percentage of grade 12 graduates completing A-G requirements.	53.8%	--	--	--	59.8%
1.06: Increase the percentage of grade 12 students successfully completing courses that satisfy the requirements for career technical education sequences.	29.86%	--	--	--	35.86%
1.07: Increase the percentage of grade 12 students completing both A-G requirements and career technical education sequences.	27.12%	--	--	--	33.12%
1.08: Increase student career pathway participation rate for Grades 10-12.	86.4%	--	--	--	92.4%
1.09: Increase the percentage of students scoring College Ready on Early Assessment Program in English Language Arts.	10.7%*	--	--	--	16.7%
1.10: Increase the percentage of students scoring College Ready on Early Assessment Program in Mathematics.	5.1%*	--	--	--	11.1%
1.11: Increase the percentage of students who pass an Advanced Placement exam with a score of 3 or higher.	9.5%*	--	--	--	15.5%
1.12: Increase the percentage of students graduating college and career ready as measured by the State College/Career Readiness indicator in the California School Dashboard.	39.5%*	--	--	--	45.5%

1.13: Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy (without participation penalty).	-48.8*	--	--	--	-27.8
1.14: Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in Mathematics (without participation penalty).	-74.6*	--	--	--	-59.6
1.15: Maintain 100% of students at Williams schools with access to their own copies of standards-aligned instructional materials for use at school and at home.	100%	--	--	--	100%
1.16: Reduce the number of Grade 7 and 8 middle school dropouts.	53* (last certified)	--	--	--	47
1.17: Increase the FAFSA completion rate.	62%	--	--	--	71%
1.18: Increase the percentage of kindergarteners reading at grade level on the Spring literacy assessment i-Ready.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>
1.19: Increase the percentage of first graders reading at grade level on the Spring literacy assessment i-Ready.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>
1.20: Increase the percentage of second graders reading at grade level on the Spring literacy assessment i-Ready.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>
1.21: Increase the percentage of students at or above Standard Met on CAST.	17.0%*	--	--	--	26%
1.22: Increase the percentage of schools with 1:1 technology devices.	27.7%	--	--	--	100%
1.23: Maintain the annual percentage of school facilities in good repair at 90% or higher.	100%**	--	--	--	90%

* Data from 2018-19 ** Data from 2020-21

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Comprehensive and Cohesive Instructional Program	<p><i>Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.</i></p> <p>Early Childhood Learning & Pre-Kindergarten Programs The OUSD Early Learning team 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 creating the joy for learning and the foundation from which our students 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 and to engage families as their children make the transition to Transitional Kindergarten and Kindergarten, and to partner with families in supporting their child’s development and learning by providing appropriate opportunities for families to actively engage in learning.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Program Manager, Kindergarten Readiness (1.0 FTE) ● Early Childhood Literacy Coach (1.0 FTE) ● Teacher on Special Assignment (TSA), Early Learning (1.0 FTE) ● Research Associate, Early Childhood (1.0 FTE) ● Child Development Center and State Pre-Kindergarten Teachers (32.0 FTE) <p>Academics & Instructional Innovation The Academics and Instructional Innovation 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. Staff support instruction in English Language Arts; Science, Technology, Engineering & Mathematics (STEM); and History, Social Studies & Ethnic Studies, among other areas.</p>	\$ 24,983,714	Y

Ongoing or grant-funded positions and investments that support this work include:

- Executive Director of Academics and Instructional Innovation (1.0 FTE)
- Director of Elementary Instruction (1.0 FTE)
- Director of Secondary Instruction (1.0 FTE)
- Coordinator, Secondary Literacy (1.0 FTE)
- Coordinators, Elementary Literacy (3.0 FTE)
- Coordinator, Secondary Math (1.0 FTE)
- Coordinator, Secondary Science (1.0 FTE)
- Coordinators, Elementary Science, Technology, Engineering and Mathematics (STEM) (3.0 FTE)
- Coordinator, History/Social Studies (1.0 FTE)
- Specialist, History (0.5 FTE)

One-time COVID relief-funded positions and investments that support this work include:

- Literacy Improvements: Implement a tiered approach to literacy acceleration through additional instructional support specialists, reading specialists, and TSAs.
- Reading Acceleration: Provide a portion of a reading interventionist at every TK-8 school below the District average reading score.
- Distance Learning Lead stipends
- Additional paraeducators

Early Literacy Program

Ensuring Strong Third Graders Readers: We will ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, 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 earlier years. We will enhance our collective impact by partnering with educators, families, and community members.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Early Literacy Instruction (1.0 FTE)
- Transitional Kindergarten Literacy Coach (1.0 FTE)
- Early Literacy Coach, Tutor Support (1.0 FTE)
- Early Literacy Elementary Coaches (3.0 FTE)
- Research Associate, 0-8 (1.0 FTE)
- Early Literacy Tutors (38.4 FTE)
- Professional development

One-time COVID relief-funded positions and investments that support this work include:

- Increased school access to TK-2 reading tutors

Visual & Performing Arts

The Visual and Performing Arts Department’s goal is to advance teaching and learning in the arts as core, sustained, integral components of a comprehensive, robust education ecosystem. Through our VAPA Strategic Arts Blueprint, we seek to engage the collaborative energies and expertise of students, teachers, schools, district leaders and community stakeholders 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.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Visual and Performing Arts (1.0 FTE)
- Teacher on Special Assignment, Music (0.8 FTE)
- Music Teachers (22.0 FTE)

1.2	Quality Standards-Aligned Curricula	<p><i>Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.</i></p> <p>Curriculum Adoption A quality instructional program ensures that the curriculum follows state and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular, standards-aligned benchmark assessments to track student progress. This upcoming year, we will begin the selection processes for high school history, English Language Arts (ELA), and science curricula. We will also select curricula for elementary mathematics and grade K-3 social studies.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Non-labor costs ● Curriculum materials <p>Curriculum Implementation The curriculum implementation team ensures that schools and teachers have the materials and training needed to implement adopted curricula.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Coordinator, ELA/ELD Curriculum (1.0 FTE) <p>Instructional Materials Specialists (2.0 FTE)</p> <ul style="list-style-type: none"> ● Stock Clerk (1.0 FTE) <p>Instructional Technology The instructional technology team provides ongoing support for schools as they select and implement technology to support standards-based instruction. During the COVID-19 pandemic, this team held substantially expanded responsibilities as schools invested in new devices and innovative approaches to online instruction during distance learning.</p>	\$ 3,464,511	N
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		<p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Instructional Technology Coordinator (0.7 FTE) ● Senior Computer Technician (1.0 FTE) <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Instructional Technology Coordinator (0.3 FTE) ● Additional Instructional Technology Specialists 		
1.3	Equitable Access to High Quality Programs	<p>Create equitable access to high quality programs for all students.</p> <p>Multilingual Programs OUSD’s multilingual programs expand opportunities for students to participate in quality multilingual programs that aim to develop bilingualism and biliteracy for all students, with a focus on serving English Language Learners and low-income English-Only students. Programs include Spanish-English dual language, early exit bilingual, and heritage and world language enrichment in elementary through high school. Investments supports program design and refinement, instructional materials, and professional development for teachers and leaders.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Spanish Language Specialists (2.0 FTE) ● Early Learning Language Specialist (1.0 FTE) ● Dual Language curriculum adoption ● Investments in professional development, including stipends for participating teachers, extra contract for teacher leaders and conference costs ● AVANT assessments to measure performance and progress in languages other than English <p>Network-Based School Supports Every OUSD school is part of a school support network led by a network superintendent with the support of a network team. Network teams</p>	\$ 22,701,097	Y

conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support schools in analyzing data to understand student needs and plan interventions.

Ongoing or grant-funded positions and investments that support this work include:

- Elementary Network Partners (3.0 FTE)
- Middle School Network Partner (1.0 FTE)
- Middle School Program Manager (1.0 FTE)
- Executive Director of High School Instruction (1.0 FTE)

Building OUSD Middle Schools

Our investments in District middle schools ensure that students feel safe, are offered challenging and rigorous curriculum, and are consistently being provided the tools to become healthy contributing members of our Oakland and world community. Our middle schools are committed to providing inclusive and welcoming spaces for all students and families. We foster student creativity through classes in art, music, dance, world languages, and drama and offer computer science classes in every school to provide a computer science foundation for each student to build on as they move through high school and beyond. Our Computer Science and Technology curriculum is strengthened by partnerships with local tech companies that lead into career pathways at the high school level. Middle school math coaches provide support and instructional coaching to strengthen our middle school math programs. Our Middle Schools also offer a robust set of electives to ensure that our students are experiencing a master schedule that is centered on the whole child.

Ongoing or grant-funded positions and investments that support this work include:

- Coordinator, Middle School Computer Science (1.0 FTE)
- Computer Science Teachers (8.0 FTE Centrally-paid; 5.0 site-paid)
- Middle School Math Coaches (4.0 FTE)

Linked Learning: Comprehensive Student Supports

Support Services include academic, social emotional counseling, tutoring, parent engagement, mentoring, 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. Students are supported in setting and achieving goals and mapping a successful path to college and career success. More importantly, 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 to earn college credits while they are pursuing a high school diploma.

Ongoing or grant-funded positions and investments that support this work include:

- Coordinator of Measure N and Action Research (1.0 FTE)
- Program Manager, Measure N (1.0 FTE)
- Coordinator, Post-Secondary Readiness (1.0 FTE)
- Coordinator, College Access (1.0 FTE)
- Manager, Early College Credit (1.0 FTE)
- Dual Enrollment Specialist (1.0 FTE)
- College & Career Readiness Specialists (8.0 FTE site-based)
- Credit recovery programs

One-time COVID relief-funded positions and investments that support this work include:

- Expanded credit recovery opportunities

Linked Learning: Rigorous Academics

Rigorous academics prepare students to take credit-bearing college-level courses and be university admissible upon graduation from high school, maximize articulation between high school and postsecondary programs of study, and facilitate and accelerate completion of postsecondary credentials, certificates, and degrees. The academic core courses include English, mathematics, laboratory science, history, and world language courses that are, as much as possible, taught through the lens of the theme of the pathway, which amplifies student engagement.

Ongoing or grant-funded positions and investments that support this work include:

- Manager, Performance Assessments (1.0 FTE)
- High School Literacy Coordinator (1.0 FTE)
- High School Math Specialist (1.0 FTE)
- Support for college entrance exams
- Staffing to offer additional A-G sections at high schools (15.5 FTE)

Linked Learning: Work-Based Learning

Work-based learning is an educational approach that, by design, links learning in the workplace to learning in the classroom. Work-based learning is used to engage students more fully and to intentionally promote their exposure and access to future educational and career opportunities. These work-based learning experiences help students to increase their knowledge of careers and develop skills that will be transferable to their future career.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Linked Learning (1.0 FTE)
- Coordinator, Skilled Trades and Apprenticeship (1.0 FTE)
- Coordinator, Work-Based Learning (1.0 FTE)
- Coordinator, Industry Engagement (1.0 FTE)
- Specialists, Career Path Transitions (1.0 FTE)

Linked Learning: Career Technical Education (CTE)

Career Technical Education (CTE) exposes students to California's major industries, giving them a better understanding of the types of career paths and jobs available. CTE includes a technical component of three or more courses, taught in a sequence, that help students progressively gain the knowledge and skills that can give them the head start on a successful career and transition to post-secondary education.

Ongoing or grant-funded positions and investments that support this work include:

- Program Manager, Career & Technical Education (1.0 FTE)
- CTE Coach, Arts Pathways (1.0 FTE)

- CTE Coach, Computer Science & Engineering Pathways (1.0 FTE)
- CTE Coach, Public Service & Social Justice Pathways (1.0 FTE)
- Teacher on Special Assignment, Digital Media (0.8 FTE)

Alternative Education

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, to accelerate learning and ensure college and career readiness.

Ongoing or grant-funded positions and investments that support this work include:

- Alternative Education Enrollment Specialist (1.0 FTE)
- Pathway Coach, Alternative Education (0.5 FTE)
- Home & Hospital Program Manager (1.0 FTE)
- Staffing for Alternative Education schools and programs

One-time COVID relief-funded positions and investments that support this work include:

- Buildout of independent study program to create a distance learning pathway

Continuous School Improvement

The Continuous School Improvement (CSI) team oversees the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations.

Ongoing or grant-funded positions and investments that support this work include:

- Deputy Chief of Continuous School Improvement (1.0 FTE)
- Innovation Program Coordinator (2.0 FTE)
- Innovation Program Manager (2.0 FTE)
- Planning and design time for teachers and leaders at schools selected to participate in the Blueprint for Quality Schools within

		<p>the Citywide Plan, a District policy to improve our schools through redesigning the vision, mission, instructional program and school culture.</p> <ul style="list-style-type: none"> Comprehensive Support and Improvement (CSI) grants to schools <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> Investments to support existing Blueprint cohorts to fund positions 		
1.4	System of Assessment	<p><i>Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards.</i></p> <p>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), communicate to students and families, 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, middle and end of the year. This screening process supports schools in identifying students for deeper diagnostic assessment 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.</p> <p>The RAD Assessments Office supports this work by providing a reliable and equitable assessment system that prepares our students for college, career and community opportunities following graduation from an OUSD school.</p>	n/a	Y

		<p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Support for school-based Instructional Leadership Teams (ILTs) 		
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Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	Focal student groups demonstrate accelerated growth to close our equity gap.

An explanation of why the LEA has developed this goal.

Goal 2 centers of building equity across the district to reduce and ultimately eliminate our student achievement gaps. We believe that equity is foundational to the overall health and success of our district. Identifying and interrupting practices that perpetuate 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. Currently, African American, Latino, Pacific Islander, English Language Learner, Newcomers, Special Education, and Unhoused students are our focal students because there is a demonstrable achievement gap between these students and our White and Asian students.

At OUSD, equity means providing all students with the academic, social, and emotional support they need to prepare for college, career, or community success in the future. Equity-based programs recognize that every student brings a valuable and unique perspective to school. Our district not only celebrates diversity as an asset, but also dedicates human and financial resources to expanding programs that successfully improve outcomes for groups of learners most often denied opportunities.

We work to implement foundational equity policies to ensure we are responsible for making decisions that build a school system to focus on our discrepancies. Our equity approach is embedded in everything from hiring and budgeting to aligning instructional approaches to ensure rigorous standards are met. We use an equity lens when analyzing student outcomes, developing professional learning experiences, and reviewing financial allocations.

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 vary from school to school, therefore making MTSS a major focal point for this upcoming cycle of our LCAP. Our MTSS approach is discussed further in Goal 3.

Although each OUSD Department is expected and monitored to uphold our equity approach, we have invested and built an Office of Equity that is charged to partner with OUSD Departments to eliminate the correlation between social and cultural factors and probability of success; examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students; and discover and cultivate the unique gifts, talents, and interests that every student possesses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.01a: Increase percentage of grade 12 African American graduates completing A-G requirements.	37.5%	--	--	--	43.5%
2.01b: Increase percentage of grade 12 African American Male graduates completing A-G requirements.	35.5%	--	--	--	41.5%
2.01c: Increase percentage of grade 12 Latino graduates completing A-G requirements.	51.5%	--	--	--	57.5%
2.01d: Increase percentage of grade 12 English Learner graduates completing A-G requirements.	42.9%	--	--	--	48.9%
2.01e: Increase percentage of grade 12 Students with Disabilities graduates completing A-G requirements.	24.1%	--	--	--	30.1%
2.01f: Increase percentage of grade 12 Pacific Islander graduates completing A-G requirements.	38.5%	--	--	--	44.5%
2.01g: Increase percentage of grade 12 Foster Youth graduates completing A-G requirements.	26.7%	--	--	--	32.7%
2.01h: Increase percentage of 12th grade Unhoused graduates completing A-G requirements.	38.8%	--	--	--	44.8%
2.01i: Increase percentage of grade 12 Newcomer graduates completing A-G requirements.	48.8%	--	--	--	54.8%
2.02a: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for African American Students.	-87.2*	--	--	--	-66.2
2.02b: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for African American Males.	-99.6*	--	--	--	-78.6

2.02c: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for Latino Students.	-71.4*	--	--	--	-50.4
2.02d: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for English Learners.	-121.1*	--	--	--	-100.1
2.02e: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for Students with Disabilities.	-128.9*	--	--	--	-107.9
2.02f: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for Pacific Islander Students.	-82.2*	--	--	--	-61.2
2.02g: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for Foster Youth.	-121.0*	--	--	--	-100
2.02h: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts/Literacy for Unhoused Students.	-142.6*	--	--	--	-121.6
2.03a: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for African American Students.	-119.2*	--	--	--	-104.2
2.03b: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for African American Males.	-124.2*	--	--	--	-109.2
2.03c: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Latino Students.	-100.7*	--	--	--	-85.7
2.03d: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for English Learners.	-132.7*	--	--	--	-117.7

2.03e: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Students with Disabilities.	-154.8*	--	--	--	-139.8
2.03f: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Pacific Islander Students.	-105.8*	--	--	--	-90.8
2.03g: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Foster Youth.	-156.5*	--	--	--	-141.5
2.03h: Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Unhoused Students.	-179.5*	--	--	--	-164.5
2.04a: Increase the four-year cohort graduation rate for African American Students.	73.8%	--	--	--	79.8%
2.04b: Increase the four-year cohort graduation rate for African American Male Students.	66.8%	--	--	--	72.8%
2.04c: Increase the four-year cohort graduation rate for Latino Students.	64.7%	--	--	--	70.7%
2.04d: Increase the four-year cohort graduation rate for English Learners.	56.8%	--	--	--	62.8%
2.04e: Increase the four-year cohort graduation rate for Students with Disabilities.	63.6%	--	--	--	69.6%
2.04f: Increase the four-year cohort graduation rate for Pacific Islander Students.	78.1%	--	--	--	84.1%
2.04g: Increase the four-year cohort graduation rate for Foster Youth.	33.3%	--	--	--	39.3%
2.04h: Increase the four-year cohort graduation rate for Unhoused Students.	42.7%	--	--	--	48.7%
2.05a: Increase the percentage of African American Students graduating college and career ready as measured by the state College/Career Readiness indicator.	27.8%*	--	--	--	33.8%

2.05b: Increase the percentage of Latino Students graduating college and career ready as measured by the state College/Career Readiness indicator.	32.9%*	--	--	--	38.9%
2.05c: Increase the percentage of English Learners graduating college and career ready as measured by the State College/Career Readiness indicator.	26.3%*	--	--	--	32.3%
2.05d: Increase the percentage of Students with Disabilities graduating college and career ready as measured by the state College/Career Readiness indicator.	13.6%*	--	--	--	19.6%
2.05e: Increase the percentage of Pacific Islander Students graduating college and career ready as measured by the state College/Career Readiness indicator.	30.6%*	--	--	--	36.6%
2.05f: Increase the percentage of Foster Youth graduating college and career ready as measured by the state College/Career Readiness indicator.	13.7%*	--	--	--	19.7%
2.05g: Increase the percentage of Unhoused Students graduating college and career ready as measured by the state College/Career Readiness indicator.	16.6%*	--	--	--	22.6%
2.06: Decrease the number of misassignments of teachers of English Learners (ELs).	224	--	--	--	194
2.07: Decrease the number of overdue annual IEPs.	14.6%	--	--	--	4.6%
2.08: Decrease the number of overdue triennial IEPs.	66.4%	--	--	--	30.4%
2.09: Decrease the percentage of grade 6-11 students reading multiple years below grade level on the spring Reading Inventory.	41.1%*	--	--	--	32%
2.10: Increase the English Learner (EL) reclassification rate.	5.6%	--	--	--	14.6%
2.11: Increase the Long-Term English Learner (LTEL) reclassification rate.	5.9%	--	--	--	20.9%
2.12: Increase the percentage of English Learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	45.8%*	--	--	--	54.8%

* Data from 2018-19

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Initiatives for Focal Student Groups	<p><i>Implement student achievement strategies to address the specific and unique needs of focal racial and ethnic groups.</i></p> <p>Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for African American, Latino, Pacific Islander, and Arab 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.</p> <p>African American Students 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 and the Committee to Empower Excellence in Black Students’ Education (CEEBS) to provide culturally relevant programming and academic social emotional learning support for African American students across 20 sites from TK-12th Grades. In addition to targeted support provided to African American students within schools, AAFE & AAMA produce the Annual African American Honor Roll, honoring & encouraging the academic achievements of thousands of students and families district wide. AAFE & AAMA also support annual Black History Month, Kwanzaa and produce the annual Black Girl Power & Man Up Conferences, amongst other programs year round. To improve the literacy and A-G completion rates for African American students, AAFE & AAMA are partnering closer with KingMakers of Oakland and Alliance for Girls, amongst other organizations to center resources to create additional literacy programming supporting African American students.</p> <p>Latino Students Our Office of Equity Latino Student Achievement (LSA) Initiative partners with The Unity Council to address high school readiness of middle school</p>	\$ 4,573,055	Y

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 8 sites. LSA also provides direct support to Latino student leadership clubs to celebrate Latino Heritage Month, facilitates Latino family engagement in the LCAP 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. Beginning in 2021-22, LSA will partner with Early Childhood to support Kindergarten readiness of Latino students and families, and with the Academic team to incorporate Latino history and culture (also known as Raza Studies) within Social Science and History content.

Pacific Islander Students

Our Office of Equity Asian Pacific Islander Student Achievement program partners with the Oakland Pacific Islander Network 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 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 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. 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.

Ongoing or grant-funded positions and investments that support this work include:

- Executive Director of Equity (1.0 FTE)
- Director of Targeted Strategies (1.0 FTE)
- Targeted Student Intervention Specialists: African American Male Achievement (2.0 FTE)
- Targeted Student Intervention Specialist: Latino Student Achievement (1.0 FTE)
- Targeted Student Intervention Specialist: Asian Pacific Islander Student Achievement (1.0 FTE)
- Program Manager, African American Female Excellence (1.0 FTE)
- Site-Based Targeted Initiatives Teachers/Facilitators
- Research Associate, Equity & Disproportionality (1.0 FTE)
- Program costs for honor roll events for focal student groups

One-time COVID relief-funded positions and investments that support this work include:

- Targeted Student Intervention Specialist: African American Male Achievement (1.0 FTE)

2.2	<p>Special Education Support</p>	<p><i>Implement Specialized Academic Instruction (SAI) and provide related service supports and resources to students with Individualized Education Programs (IEPs) participating in our Special Education Program.</i></p> <p>Oakland Unified School District provides a comprehensive range of Special Education and related services for students from birth through age 22, including 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 veteran Special Educators, with a focus on the elements identified by the California Department of Education as a part of our Special Education Plan (SEP).</p> <p>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 phonics instruction 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.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p>	\$ 4,791,393	Y
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		<ul style="list-style-type: none"> ● Special Education Coordinator, Elementary Networks 2 & 3 (1.0 FTE) ● Special Education Coordinator, Network 4 and Middle School (1.0 FTE) ● Special Education Coordinator, High School and Alternative Education (1.0 FTE) ● Special Education Coordinator, Related Services (1.0 FTE) ● Special Education Coordinator, Psychological Services/Mental Health (1.0 FTE) ● Special Education Coordinator, Young Adult Program and Career/Transition Services (1.0 FTE) ● Special Education Coordinator, ADR and SELPA (1.0 FTE) ● Special Education Instructional Coaches (11.6 FTE) ● Young Adult Program Instructional Coach (1.0 FTE) ● Teachers on Special Assignment, Special Education Credit Recovery Program (4.0 FTE) ● Teachers on Special Assignment, Special Education Compliance (1.0 FTE) ● CTS Case Managers (8.0 FTE) ● Case Managers, NPS Team (3.6 FTE) ● Engagement Liaison (1.0 FTE) ● Itinerant Teacher (1.0 FTE) <p>The majority of site-based Special Education positions are funded through base resources and therefore not included in the LCAP as strategic investments beyond the base; however, a full list of funded Special Education positions will be provided to the community each fall.</p>		
2.3	Transitional Student & Family Support	<p><i>Provide services to transitional students and families to address the unique needs of unhoused students, foster youth, and justice-involved youth.</i></p> <p>OUSD uses centralized enrollment as a point of access for students and families entering or returning to the district. Upon identification of any foster, unhoused, or justice-involved youth, immediate enrollment is provided and families receive entitlements and support from the</p>	\$ 886,024	Y

Homeless Program Specialist, Foster Youth Manager and the Juvenile Justice Coordinator and their teams.

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.

- Evaluation of 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.
- Academic interventions for elementary and middle will be coordinated via continued partnerships with daytime and after-school staff to provide small group interventions.
- Tutoring will be provided for those students who fall 2-3 grade levels below standard.
- Students will be referred to site based coordination of services teams for ongoing mental health support and Community School Managers and Equity Family Navigators will support ongoing connections to services for overall wellness and basic needs at individual school sites.
- All parents will be prioritized for participation in parent engagement activities.
- 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.

Ongoing or grant-funded positions and investments that support this work include:

- Homeless Specialist (1.0 FTE)
- Program Assistant, McKinney-Vento (1.0 FTE)
- Case Manager, Unhoused Students and Families (2.0 FTE)

		<ul style="list-style-type: none"> ● Foster Youth Program Manager (1.0 FTE) ● Foster Youth Case Manager (1.0 FTE) ● Juvenile Justice Coordinator (1.0 FTE) ● Bus passes for unhoused students ● Tutoring contract for foster youth <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Additional Foster Youth Case Managers (2.0 FTE) ● Additional Unhoused Students Case Manager (1.0 FTE) ● Social Worker to Support Unhoused Students and Families (1.0 FTE) 		
2.4	English Language Development	<p><i>Implement quality integrated and designated English Language Development (ELD) to improve English Language Learner progress and reclassification.</i></p> <p>A comprehensive ELD program that includes both integrated and designated ELD is critical to the language learning and academic success of our ELLs. This explicit subgoal area is necessary as OUSD has struggled to implement quality comprehensive ELD across schools and classrooms. The work to implement ELD 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, and content development of quality ELD materials aligned to the California English Language Arts (ELA)/ELD framework. With the adoption of new ELA materials, we have a unique opportunity to roll out implementation of designated ELD that is connected and aligned to the newly adopted ELA curriculum. The work is supported across central office teams, but is led by the English Language Learner and Multilingual Achievement (ELLMA) office that works collaboratively with all OUSD central office departments and schools to foster collective responsibility for our ELLs to ensure language equity and access.</p>	\$ 5,315,929	Y

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 comprehensive ELD, use of ELL-focused observation protocols such as ELL Review and ELL Shadowing.

Ongoing or grant-funded positions and investments that support this work include:

- Executive Director of English Language Learner and Multilingual Achievement (ELLMA) (1.0 FTE)
- Elementary Language Specialists (2.0 FTE)
- Secondary Language Specialist, Middle School Network (1.0 FTE)
- Secondary Language Specialist, High School Network (1.0 FTE)
- Secondary Language Specialist, Newcomer Focus (1.0 FTE)
- Stipends for districtwide Teacher Leaders to support designated ELD content development for districtwide use.
- Stipends for foundational and sustaining PD that requires time beyond the contract hours
- Stipends for ELL Ambassadors, a site-based role that holds the reclassification process and champions the needs of ELLs in site-level decision-making
- Additional staffing to ensure an elective period for secondary ELD students (32.3 FTE)

		<p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Early Childhood Education English Language Learner Specialist (1.0 FTE) • Distance learning professional development to support English Language Learners: Weekly in August, Monthly Professional Learning Communities (PLCs) • Additional support for ELPAC Coordination (0.5 FTE) 		
2.5	Newcomer Support	<p><i>Implement responsive instructional and social emotional support for newcomers, migrant students, and refugee/asylee students.</i></p> <p>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 2.4 above).</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Newcomer and ELL Programs (1.0 FTE) • Program Manager, Refugee/Asylee Support (1.0 FTE) • Unaccompanied Immigrant Youth Specialist (1.0 FTE) • Program Manager, Newcomer Wellness Initiative (1.0 FTE) • Specialist, Refugee/Asylee Program (1.0 FTE) • Site-Based Bilingual Newcomer Clinical Social Workers (10.5 FTE Central-paid; 2.3 FTE site-paid) • Elementary Newcomer Teacher Leaders (8.5 FTE Central- paid; 2.3 FTE site-paid) 	\$ 3,278,964	Y

		<ul style="list-style-type: none"> • Supplemental secondary teachers to support late-arriving newcomers (13.0 FTE) • Contracts to support newcomer safety <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Additional supports for newcomer students 		
2.6	Expanded Learning Opportunities	<p><i>Provide expanded learning opportunities to students furthest from success in academic recovery and literacy acceleration.</i></p> <p>Summer and Saturday 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 language 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. For the next two years, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students. The District’s planned Saturday School program will offer additional instructional time to our highest need students.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Coordinator, Summer Learning Programs (1.0 FTE) <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Expanded summer learning program • Saturday School program <p>After-School Programs Oakland Unified School District supports 74 after-school programs. These after-school programs are designed to increase positive youth</p>	\$ 22,320,695	Y

		<p>development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● After-School Coordinator (1.0 FTE) ● After-School Program Managers (3.0 FTE) ● Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE) ● Site-based after-school program contracts <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Additional tutoring services through after-school programming or by expanding and enhancing school based targeted tutoring services. 		
2.7	Research & Data Analysis	<p><i>Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.</i></p> <p>Research and Data Analysis 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. Our staff produce comprehensive online, interactive dashboards to measure student learning. They also produce other reports and data tools to examine graduation and dropout rates, suspensions, attendance and chronic absenteeism, and other indicators included in our LCAP, and track and publish data usage of foundational data reports. Our Analytics Specialist for GIS Mapping provides geo-special data analysis and maps for the District initiatives such as our enrollment equity work.</p>	\$ 1,053,697	Y

		<p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director, Research, Assessment & Data ● Analytics Specialist, GIS Mapping ● Data Analyst II (Attendance, Assessments, External Data Requests, Civil Rights Data Collection) ● Data Analyst II (ELLs, Newcomers) ● Data Analyst II (High School, Pathways) ● Data Analyst II (Community Schools & Student Services, Outdoor Experience Project) ● Data Analyst II (Data Dashboard Infrastructure) ● Statistician ● Business Intelligence Data Architect 		
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Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	Students and families are welcomed, safe, healthy, and engaged.

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 of our students and families in our school communities is core to our theory of action around improving student academic outcomes and supporting social emotional development by creating Full Service Community Schools that serve our community. To ensure student success, we implement a culturally responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior 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 Learners and Multilingual Achievement (ELLMA), Community Schools and Student Services (CSSS), 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. This is especially true for students from historically marginalized and underserved groups, who often experience bias in school. To interrupt the impact of oppression and inequality, 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 also strive to engage students through diverse programming, including sports, visual and performing arts, technology, leadership, and career exploration.

We also 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.01: Increase the number of schools with 96% or higher average daily attendance.	12	--	--	--	18
3.02: Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	17.3%	--	--	--	15.8%
3.02a: Reduce chronic absenteeism rates for African American Students.	27.3%	--	--	--	24.3%
3.02b: Reduce chronic absenteeism rates for Latino Students.	18.5%	--	--	--	17%
3.02c: Reduce chronic absenteeism rates for English Learners.	17.3%	--	--	--	15.8%
3.02d: Reduce chronic absenteeism rates for Students with disabilities.	25.6%	--	--	--	24.1%
3.02e: Reduce chronic absenteeism rates for Pacific Islander Students.	32.0%	--	--	--	29%
3.02f: Reduce chronic absenteeism rates for Native American Students.	26.0%	--	--	--	23%
3.02g: Reduce chronic absenteeism rates for Foster Youth.	32.2%	--	--	--	29.2%
3.02h: Reduce chronic absenteeism rates for Unhoused Students.	39.7%	--	--	--	36.7%
3.03: Reduce the out-of-school suspension rate for all students.	2.9%	--	--	--	1.4%
3.03a: Reduce the out-of-school suspension rate for all African American students.	7.1%	--	--	--	4.1%
3.03b: Reduce the out-of-school suspension rate for African American male students.	7.7%	--	--	--	4.7%
3.03c: Reduce the out-of-school suspension rate for students with disabilities.	6.8%	--	--	--	3.8%
3.03d: Reduce the out-of-school suspension rate for African American students with disabilities.	12.4%	--	--	--	9.4%

3.04: Reduce the number of student expulsions for all students by three per year.	28	--	--	--	19
3.04a: Reduce the number of student expulsions for African American students by two per year.	18	--	--	--	12
3.04b: Reduce the number of student expulsions for Latino students.	9	--	--	--	6
3.05: Increase the percentage of students who feel safe at school.	60.0%	--	--	--	66%
3.06: Increase the number of schools with at least 70% of students who feel connected to their school.	32	--	--	--	38
3.07: Increase the number of schools with at least 70% of parents who feel connected to their child's school.	66	--	--	--	72
3.08: Increase the number of sites with on-going structures for meaningful family partnership with targeted populations.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>
3.09: Increase the number of sites engaged with shared decision making.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>
3.10: Decrease the number of UCP complaints.	220	--	--	--	190

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered System of Support (MTSS)	<i>Implement a multi-tiered system of support to coordinate strategies to accelerate student learning, foster positive school culture and ensure student safety.</i> Community Schools 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	\$ 46,904,480	Y

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.

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.

Community School Manager (CSM) positions are prioritized at schools that serve LCAP priority populations and that have higher than average rates of the following: chronic absence rates, Coordination for Service (COST) referrals, suspensions, and free and reduced priced meal rates. 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.

Ongoing or grant-funded positions and investments that support this work include:

- Executive Director of Community Schools Student Services (1.0 FTE)

- Community School Leadership Coordinator (1.0 FTE)
- Community School Managers (42.0 FTE, Central and site-paid)
- Manager of Community Partnerships (1.0 FTE)
- Teacher on Special Assignment (TSA), Multi-Tiered Systems of Support (MTSS) (1.0 FTE)

One-time COVID relief-funded positions and investments that support this work include:

- Community positions at every site

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 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.

Ongoing or grant-funded positions and investments that support this work include:

- Restorative Justice Coordinator (1.0 FTE)
- Restorative Justice Program Manager (1.0 FTE)
- Restorative Justice Facilitators (14.0 FTE)

One-time COVID relief-funded positions and investments that support this work include:

- Expanded Restorative Justice program

Behavioral Health

The OUSD Behavioral Health Unit provides a continuum of universal, targeted and intensive services and supports to increase equity and wellness for students and families. The Behavioral Health team’s goals are to:

- Create classroom conditions for learning that are safe, supportive, 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.
- Build relationships that foster supportive communities within our schools;
- Respond to crises with immediate and individualized support;
- Offer alternatives to suspension through trauma informed and restorative practices; and
- Build student connectedness and empowerment through peer leadership and mentoring.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Behavioral Health (1.0 FTE)
- Behavioral Health Program Managers (5.0 FTE)

One-time COVID relief-funded positions and investments that support this work include:

- Increased mental health services

Human Trafficking Prevention & Education

Oakland Unified will work with the community-based provider MISSEY (Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth) to deliver human trafficking prevention education training for educators and other school staff and students. We will utilize the evidence-based “Let’s Talk About It” curriculum with students, engaging high-risk students at nine OUSD high and middle schools, with a focus on African American

girls and newcomer students. In addition, all students in seventh or ninth grade at the target schools—2,060 students in all—will receive human trafficking prevention education.

Ongoing or grant-funded positions and investments that support this work include:

- Program Manager, Human Trafficking Grant (1.0FTE)
- Behavioral Health Program Manager (0.3 FTE)
- Data Analyst (0.1 FTE)
- Non-labor investments to support grant work

School Safety Teams

In alignment with our resolution to eliminate school police, our school safety teams consist of school site staff and 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.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Safety (1.0 FTE)
- School Security Officers (SSOs) (57.0 FTE)
- Culture and Climate Ambassadors (12.0 FTE)
- Coordinator of School Safety (1.0 FTE)

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.

Ongoing or grant-funded positions and investments that support this work include:

- Positive Behavioral Intervention and Support (PBIS) Coaches (3.0 FTE)
- Behavior Specialists
- Paraprofessionals

		<p>Emergency Preparedness The Emergency Preparedness team ensures that staff across the district are prepared for emergencies with necessary training and supplies. The Emergency Preparedness Team is also responsible for supporting school sites to create school site emergency plans, to review campuses for possible safety concerns, and to ensure school sites are practicing emergency preparedness throughout the school year in case of a real emergency.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Training and materials to support emergency preparedness 		
3.2	Attendance Supports	<p><i>Implement programs to improve attendance and reduce chronic absence.</i></p> <p>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.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Attendance & Discipline Coordinator (1.0 FTE) • Attendance & Discipline Program Manager (1.0 FTE) • Network Attendance Liaison (3.0 FTE) • Social Worker (1.0 FTE) • SARB (School Attendance Review Board) Facilitator (1.0 FTE) <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Additional Network Attendance Liaisons (2.0 FTE) • Attendance incentives for students and families 	\$ 4,301,226	Y

		<ul style="list-style-type: none"> Expanded case management to support attendance improvement and access 		
3.3	Social Emotional Support	<p><i>Implement services that support students to reach high levels of academic and social emotional achievement.</i></p> <p>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.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> Coordinator, Social Emotional Learning Program Manager, Social Emotional Learning <p>Counseling & Equitable Master Scheduling The OUSD counseling team supports students in progress toward A-G completion, graduation, and college and career planning.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> Executive Director of College and Career Readiness (1.0 FTE) Manager of Master Scheduling & Comprehensive Student Supports (1.0 FTE) Secondary Master Schedule Specialist (1.0 FTE) Counselors (44.0 FTE) (Central-and site-funded) 	\$ 5,148,629	Y
3.4	Student Health & Wellness	<p><i>Implement student health and wellness programs.</i></p> <p>Physical Education Our Physical Education program helps students develop good health, fundamental motor skills, and self-confidence. Physical Education</p>	\$ 4,826,747	Y

significantly contributes to students' well-being; therefore, it is an instructional priority for Oakland schools and an integral part of our students' educational experience.

Ongoing or grant-funded positions and investments that support this work include:

Physical Education Teacher on Special Assignment (1.0 FTE)

Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs

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.

Ongoing or grant-funded positions and investments that support this work include:

- Specialist, LGBTQ Programming (1.0 FTE)

Health Services & School Wellness

The Health Services and Health and Wellness units expand access to healthcare, health education, and healthy school environments. These programs include School Nursing, School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Safe and Supportive Environments for LGBTQ students/staff/families, Nutrition and Garden Education, Wellness Champion Program, and Staff Wellness. This team has also been leveraged to support COVID testing, vaccine access, School Safety Leads, and contact tracing for students.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Health & Wellness (1.0 FTE)
- Medi-Cal Program Manager (1.0 FTE)
- Clinic Liaison (1.0 FTE)
- Health Services Coordinator (1.0 FTE)
- Licensed Vocational Nurses (LVNs) (8.0 FTE)
- Nurses (29.8 FTE total; 4.2 FTE over base)
- Wellness Specialist (1.0 FTE)

		<ul style="list-style-type: none"> ● HIV Program Manager (1.0 FTE) ● Teacher on Special Assignment (TSA), Sexual Health Education (1.0 FTE) ● Teacher on Special Assignment (TSA), Nutrition and Garden (1.0 FTE) ● Coordinator, Health Education (1.0 FTE) <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Director of Programs at the Center (educational program at the Central Kitchen) ● Coordinator, Education Programs at the Center (1.0 FTE) ● Teacher on Special Assignment (TSA) at the Center (1.0 FTE) ● Water bottle filling stations at all school sites as replacements for water fountains <p>Alcohol, Tobacco & Drug Intervention The TUPE (Tobacco Use Prevention Education) program provides substance abuse education to students in middle and high school as well as intervention for students whose use of substances is interfering with social, emotional or academic learning. The TUPE program offers counseling, life skills coaching, mentoring and leadership development to students in grades 6-12.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Health Education Specialist (1.0 FTE) ● Contracts for TUPE Coaches 		
3.5	Youth Engagement	<p><i>Provide enrichment and leadership opportunities for students.</i></p> <p>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 higher academic performance levels, lower suspension rates, and lower chronic absence rates for our student athletes.</p>	\$ 331,661	Y

		<p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Oakland Athletic League (OAL) Manager (1.0 FTE) <p>Youth Leadership Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council (ACC), a diverse group of 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.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Student Engagement Specialist (1.0 FTE) <p>Peer Restorative Justice Students in middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and school-wide, 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.).</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Peer RJ Lead Facilitator (1.0 FTE) 		
3.6	Family & Community Engagement	<p><i>Engage families and the broader Oakland community in learning partnerships and in site- and district-level decisions about student learning and school improvement.</i></p> <p>Enrollment Support The Student Welcome Center serves an important role in assisting families to learn about OUSD schools and enroll their children. Student</p>	\$ 6,835,819	Y

Assignment Counselors in OUSD's Student Welcome Office provided intake services throughout the year, providing school assignments for both the current year and the next year. Importantly, each Student Assignment Counselor is a fluent speaker of a language other than English; these languages include Spanish, Cantonese, Mandarin, Vietnamese, and Khmer.

Ongoing or grant-funded positions and investments that support this work include:

- Student Assignment Counselors (7.6 FTE)

Family Partnerships

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 five subcommittees: the District English Language Learner Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), the Foster Youth Advisory Committee (FYAC), and the Committee to Empower Excellence in Black Students' Education (CEEBSE).

Ongoing or grant-funded positions and investments that support this work include:

- District Family Engagement Specialists (5.0 FTE)
- Family & Community Engagement Specialist (1.0 FTE)
- LCAP Engagement Program Manager (1.0 FTE)
- Regional and site-based parent academies
- One-time COVID relief-funded positions and investments that support this work include:
 - Family Navigator stipends
 - Parent-Teacher Home Visit (PTHV) training and implementation
 - School site support for developing and implementing family partnerships, strategies, activities linked to SPSA goals

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.

Ongoing or grant-funded positions and investments that support this work include:

- Arabic Translator-Interpreter Specialist (1.0 FTE)
- Cambodian Translator-Interpreter Specialist (0.5 FTE)
- Chinese Translator-Interpreter Specialists (2.0 FTE)
- Spanish Translator-Interpreter Specialists (4.0 FTE)
- Vietnamese Translator-Interpreter Specialist (1.0 FTE)

One-time COVID relief-funded positions and investments that support this work include:

- Arabic Translator-Interpreter Specialist (1.0 FTE)
- Mam Translator-Interpreter Specialist (1.0 FTE)
- Translation overtime
- Parent Square project management and implementation

Districtwide Communication Support

OUSD Communications maintains the district website and social media pages and produces internal and external newsletters and communications. The district website and calendar are continuously updated with current events, announcements, and photos as needed, often daily. Social media posts are scheduled on Facebook and Twitter several times a day. External newsletters and communications are sent to the broader Oakland community regularly to ensure that community members are kept informed about District activities.

Ongoing or grant-funded positions and investments that support this work include:

- Director of Communications (0.6 FTE)
- Producer, KDOL/Media Class (0.5 FTE)

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
4	Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

An explanation of why the LEA has developed this goal.

Goal 4, a new LCAP goal for OUSD, 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 also 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 that decide to leave OUSD point to ineffective professional learning as a factor in their decision to leave. 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 that reflect the community we serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.01: Increase the number of schools with at least 70% of school-based staff who feel connected to their school.	61	--	--	--	67
4.02: Increase the one-year teacher retention rate.	84%	--	--	--	85.5%
4.03: Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	66%	--	--	--	63%
4.04: Increase the percentage of teachers satisfied with the total professional development they've received from OUSD.	32.0%	--	--	--	38%

4.05: Increase the percentage of non-teaching staff who are satisfied with the total professional development (content and frequency) they've received from OUSD.	35.3%	--	--	--	38.3%
4.06: Increase the percentage of all staff (certificated, classified, and confidential) who have participated in foundational professional learning.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	90%
4.07: Increase staff satisfaction on professional development as measured by questions on staff surveys.	33.7%	--	--	--	36.7%
4.08: Increase the number of sites engaged in equity/anti-racist learning.	<i>Baseline to be set in 22-23 LCAP</i>	--	--	--	<i>Target to be set in 22-23 LCAP</i>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Recruitment & Retention	<p><i>Attract and retain staff reflective of Oakland’s rich diversity.</i></p> <p>OUSD’s Talent division leads comprehensive recruitment and retention programs to recruit and hire teachers, administrators, classified staff, and other District employees.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Talent Development, Recruitment & Retention (1.0 FTE) • Recruitment & Retention Specialist (1.0 FTE) • Retention Manager (1.0 FTE) • Talent Development Associate, Recruitment & Retention (4.0 FTE) • Residency Coordinator (1.0 FTE) <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Recruiter (1.0 FTE) • Credentials Analyst (1.0 FTE) • Central Office Partner (1.0 FTE) • Staffing Assistant (1.0 FTE) 	\$ 3,202,257	Y
4.2	Staff Growth & Development	<p><i>Support the professional growth and development of all staff.</i></p> <p>Foundational & Asset-Based Professional Development</p> <p>In 2021-22, we will continue implementing foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. Planning will continue to include offices such as Special Education, English Language Learners and Multilingual Achievement, and the Office of Equity that focus on particular student groups, as well as offices that focus on academic and social emotional curriculum and instruction. In addition to recruitment and retention initiatives, the Talent team is responsible for ensuring training</p>	\$ 16,128,049	Y

and development of specific employees. As part of this work, the District engages department and site leaders in designing and implementing system-wide equity learning and equity policy. The District fosters an equity/social emotional learning mindset and practices by forming strong partnerships with departments to establish ongoing foundational and integrated professional learning on asset based practices.

Ongoing or grant-funded positions and investments that support this work include:

- Specialist, Teacher & Leader Growth & Development (1.0 FTE)
- School Partner (4.0 FTE)
- Peer Assistance and Review (PAR) Coaches (2.0 FTE)
- Manager, Human Capital Strategic Initiatives (1.0 FTE)
- Foundational professional development

One-time COVID relief-funded positions and investments that support this work include:

- Additional foundational professional development

Staff Well-Being

A key element of retaining and developing our staff is ensuring that we are supporting staff wellness and well-being. The Student Health and Wellness team in the Community Schools and Student Services division fosters staff wellness by providing resources for physical and mental well-being and ensuring that staff across the district have the social emotional supports needed to thrive. The Talent team also collaborates with the Office of Equity to implement employee resource affinity spaces to support educators in addressing social emotional well-being and issues of equity that arise.

One-time COVID relief-funded positions and investments that support this work include:

- Specialist, Employee Engagement and Well-Being (2.0 FTE)
- Leave Coordinator (2.0 FTE)

Teacher Collaboration Time

OUSD provides an additional 30 minutes per week for teacher collaboration, planning, and professional development. Teacher

collaboration is a 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. 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.

Ongoing or grant-funded positions and investments that support this work include:

- Weekly collaboration time for all base-funded teachers

School & District Governance Learning for Leaders

The Strategic Resource Planning (SRP) division 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.

Ongoing or grant-funded positions and investments that support this work include:

- Coordinator, Local Control & Accountability Plan (1.0 FTE)
- Coordinator, School Site Support (1.0 FTE)
- Financial Operations Analyst (1.0 FTE)

		<ul style="list-style-type: none"> • Teacher-on-Special Assignment, Comprehensive Support & Improvement (0.45 FTE) • SRP Specialists, Network Support (5.0 FTE) • SRP Specialist, Data & Reporting (0.8 FTE) • SRP Specialist, Title III Education Policy & School Plan Support (1.0 FTE) 		
4.3	New Teacher Support & Development	<p><i>Provide mentoring, coaching, and other supports to develop and retain new teachers.</i></p> <p>OUSD's Talent Division offers support and mentorship for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials.</p> <p><i>Ongoing or grant-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director, Educator Effectiveness • Manager, New Teacher Support & Development • Professional development for new teachers <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Recruiter (1.0 FTE) • Credentials Analyst (1.0 FTE) 	\$ 852,084	Y

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
5	Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic that began in the winter of 2020 and has persisted well into 2021 has had a profound impact on the Oakland community and on the children served by the District. Even ahead of the pandemic, our work sat at the intersection of some of the most complex equity challenges of our era. The COVID-19 crisis has magnified racial and socioeconomic inequalities in Oakland and beyond, and has made addressing these inequities—in both the short and long term—more critical than ever before. The pandemic has also changed how we approach school and instruction in ways that were unimaginable just a short time ago.

This LCAP goal, unique to the 2021-2024 LCAP cycle, was developed to articulate the District’s response to COVID-19 in areas outside of our ongoing initiatives. Actions within this goal are intended to be short-term in nature and specifically related to the pandemic and its aftermath. All Goal 5 expenditures are funded with one-time federal, state, or local COVID-19 relief funds. One-time investments that align to ongoing areas of work (e.g., expansion of existing programs or services or staffing to address long-standing needs exacerbated by the pandemic) can be found in the relevant action areas in Goals 1 through 4 rather than in Goal 5.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<i>No three-year metrics have been developed for this one-time goal.</i>	n/a	n/a	n/a	n/a	n/a

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordinated Districtwide Pandemic Response	<p><i>Implement a coordinated districtwide response to the COVID-19 pandemic to provide students with stability during the pandemic.</i></p> <p>COVID-19 Response Coordination The COVID-19 coordination team works to ensure that OUSD is effectively and appropriately responding to the pandemic, and that all one-time investments meet the requirements of state and federal relief grants.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Senior Director, School Operations to support COVID-19 pandemic response (1.0 FTE) • COVID Grants Coordinator (1.0 FTE) • Administrative support for monitoring and implementation of COVID grants • Outside counsel support • Costs related to labor agreements • Discretionary funds for school sites to meet COVID-related needs <p>Staffing Stability & Continuity of Services As students recover from the pandemic, there is a need to maintain stable school staffing in the 2021-22 school year, so schools that would otherwise have lost positions due to projected enrollment declines will retain these staff for an additional year.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Restoration of classroom teacher positions that had been lost due to enrollment declines • Restoration of Assistant Principal positions that had been lost due to enrollment declines <p>Additional Staffing & Student Supports</p>	\$ 34,758,743	N

		<p>Additional staffing and student supports will be needed as schools return to in-person instruction in the 2021-22 school year.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Paraprofessionals to support in-person instruction ● Additional noon supervisors at elementary and K-8 schools <p>Additional Nutrition Services Support</p> <p>As the Nutrition Services programs transition back to in-person meal provision, additional support may be needed to ensure that all students in need receive food at school.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Nutrition services bridge funding ● Additional food for Breakfast and Super Snack during in-person instruction 		
5.2	<p>Educational Technology & Technical Support</p>	<p><i>Provide additional educational technology and technical support to ensure that students, families, teachers, and staff can participate in distance or hybrid learning.</i></p> <p>Additional Devices & Educational Technology Platforms</p> <p>We will continue to invest in District-owned technology to ensure that schools have the devices needed to pivot between in-person and remote learning as necessary.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Chromebook Investment to get schools to 1:1 for the start of 2021-22 school year and ongoing investments in computers for school sites to continue to support integration of technology as replacements are needed. ● Devices for students at home for entering kindergarteners and new students to the district. <p>Additional Technical Support</p>	\$ 6,676,902	N

		<p>With the increased use of technology at school sites, there is a greater need for technical support.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Coordinator, #OaklandUndivided (0.5 FTE) ● Additional Technical Support Positions (2.0 FTE) ● Additional School Technology Specialists to ensure adequate support for devices and operations at school sites (4.0 FTE) 		
5.3	COVID-19 Health & Safety	<p>Address health and safety concerns related to COVID-19 to provide safe environments for students, families, and staff.</p> <p>Personal Protective Equipment (PPE) There will be a continued need for PPE for staff and students in the 2021-22 school year.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Additional PPE for sites to address COVID needs <p>School Public Health Measures As schools return to in-person instruction, School Safety Leads will continue to monitor safety conditions and coordinate with the Central Office on needs. There will also be a continued need for COVID-19 testing in the 2021-22 school year.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> ● School Safety Lead stipends ● COVID tests ● COVID testing coordination ● COVID testing stipends for nurses <p>Improved Ventilation Systems The District will continue to update school ventilation systems and provide air purifiers and filters where these are in use.</p>	\$ 9,774,500	N

		<p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Air purifiers for small settings for staff like psychologists, etc. that would like to have an air purifier in their office • Air purifiers for secondary schools and replacement HEPA filters <p>Expanded Custodial Supports The custodial team will continue to need additional staff support to ensure that schools are clean and ready for safe in-person instruction in the 2021-22 school year.</p> <p><i>One-time COVID relief-funded positions and investments that support this work include:</i></p> <ul style="list-style-type: none"> • Custodial Coordinator (1.0 FTE) • Additional custodial supervisors (2.0 FTE) • Five Network Based Custodial Safety Teams • Restroom alert cleaning system • Custodial cleaning carts, equipment, and supplies to support new equipment that custodians need for COVID-level sanitation • Custodial substitutes to ensure that all school sites have coverage with an increased number of staff taking leave due to COVID • Clerical support to manage calls for service for school sites with increased workload and to manage custodial substitutes 		
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Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.8%	\$77,421,774

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Foster Youth

Assessing Need

As the 2021-2024 LCAP was developed, the foster youth services team and stakeholders identified the following needs:

- **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. The existence of former foster youth case managers resulted in positive outcomes for foster youth including improved graduation rates, decreased discipline referrals, and higher rates of college enrollment.
- **Increased school stability for foster youth:** Every time a youth changes schools, they lose 4-6 months of academic instruction. With foster youth changing schools multiple times in one school year on top of the COVID-19 pandemic, improving school stability helps to minimize learning loss and allows youth to stay in the school they feel connected to.

- **Prioritized access to academic programs and credit recovery opportunities:** Foster youth are among the lowest performing student groups academically. The COVID-19 pandemic has also disproportionately impacted youth in care, many of whom have experienced significant learning loss. Additionally, many youth who disengaged in distance learning have now secured jobs and are reluctant to lose this income stream. As a result, we may see even lower achievement rates for foster youth in the coming year, resulting in a widening achievement gap.
- **Equitable access to schools and programs:** 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.
- **Mentorship program:** Foster youth often lack trust for adults, as they have been failed by many adults. A good mentor is a neutral third party that can help teach life skills, navigate services, and help reflect all the strength a youth holds. A strong relationship with a mentor can also give children in foster care form healthy attachments and give a sense of belonging.

Measuring Effectiveness

We will continue to monitor outcomes for our foster youth at both the school and district level to determine whether the supports and interventions are working, and will continue to engage with our Foster Youth Advisory Committee to lift up the voices of foster youth and their advocates in our planning processes.

English Language Learners

Assessing Need

A longitudinal look at OUSD's multilingual population reflects a significant demographic shift, elevating the need for increased focus on and investments for ELL students and families. The overall percentage of ELLs in OUSD increased from 29% in 2015 to close to 33% in 2021, primarily due to new arrivals from Central America. Five years ago, newcomers made up 6% of all ELLs, but in 2021, they make up approximately 25% of ELL students. The increase in newcomers has been particularly sharp in our high schools, where one of every eight students is a newcomer and 45% of ELLs are newcomers. Our two fastest growing populations are Yemeni Arabic-speaking students and Guatemalan Mam-speaking students. Both groups typically come to us with severely interrupted schooling and high levels of trauma.

In terms of student outcomes, we see the largest growth area for ELLs in elementary, where we have provided more robust foundational professional development. Reclassification rates jumped in recent years before COVID-related interruptions in testing, indicating a positive trend. However, when looking at ELL subgroups disaggregated by language groups, we see substantially lower rates of reclassification for Mam and Arabic speakers. While many of these students are newcomers and need more time before reclassifying, the data suggest a need for a stronger focus on these groups of students. Due to the interruption in ELPAC testing during the spring of 2020, we do not currently have the ELPAC growth measures to understand language development trends as fully as we would like.

Our main measure to assess progress for our Long-Term English Language Learners (LTELs) is our LTEL reclassification rates. While we saw very slight improvements in year-over-year rates before testing interruptions, our LTELs are more likely to be off track for graduation, have stalled growth in reading, and, ultimately, to drop out. In 2020-21, only 42.0% of ninth grade LTELs are on track to graduate (compared to 58.5% overall), and by twelfth grade that number falls to 28.9% on track to graduate, compared to 48.0% overall. Similarly, ninth grade reading scores indicate that while 32.5% of ninth graders were reading at or above grade level based on the Reading Inventory in Fall 2019-20 (the last administration without major pandemic interruptions), only 5.1% of LTELs were reading at or above grade level. These outcomes highlight the urgent need for OUSD to leverage resources to support the language and literacy development of LTELs in support of their college, career, and community readiness.

Recent enrollment of newcomers has included a large number of Students with Interrupted Formal Education (SIFE), resulting in large demands for foundational literacy development in secondary schools. In year-over-year ELPAC testing, only 31.7% of newcomer students showed growth on the ELPAC from 2018-19 to 2019-20, compared to 36.9% overall. Newcomer students, particularly at the secondary level, would be expected to show more rapid growth on the ELPAC. Literacy growth, as measured by Reading Inventory, also reflects concerning trends in newcomer achievement. Over half (55.4%) of third year newcomer students—those with 1.5–2 years in U.S. schools—show a flat or declining reading level from Fall 2019 to Fall 2020, compared to 38.4% for non-newcomer students. Additionally, we have seen concerning rates of chronic absence among our newcomers, particularly in high school where we see a 22% chronic absence rate for newcomers, compared to 11% for non-newcomers.

The full impact of COVID-19 and distance learning on our ELL student outcomes is not yet clear. However, we expect to see growing gaps and high rates of unfinished learning due to challenges in language and technology access and intense hardships on immigrant families such as illness, loss, unemployment, and housing instability.

Based on the data described above as well as qualitative data gathered through ELL Shadowing, ELL reviews (classroom observations) and ELD implementation evidence collection, the following needs have been incorporated into each LCAP goal area.

Measuring Effectiveness

We measure the effectiveness of these investments by looking at both student outcome data (ELPAC growth, reclassification, attendance, and reading growth) as well as evidence of implementation of the OUSD Essential Practices for EL Achievement, which are evidence-based practices when well implemented have shown to accelerate outcomes for ELLs: 1) access and rigor; 2) integrated and designated ELD; 3) data-driven decisions to inform instruction, program design, and student placement; 4) asset-based approach; and 5) addressing the whole child. We utilize continuous improvement processes to assess need, co-construct goals with school sites, implement improvement actions in partnership with sites, and evaluate impact. These processes include the ELL Review, a comprehensive look at a school's instructional program for ELLs and the Stages of ELD implementation, a self-assessment on implementation of quality ELD, focused on both structures and systems and instructional practices.

Additionally, to assess the needs and to measure the effectiveness of the newcomer wellness initiative and other wrap-around supports for newcomers, we administer an annual engagement survey of newcomer students. The survey report can be found on our website at <https://www.ousd.org/newcomer>.

Low-Income Students

Assessing Need

In the 2020-21 school year, 72% of OUSD students qualified for free or reduced price meals, and in 2021-22, 70 of our 80 schools will qualify to receive federal Title I funds, indicating that more than one in three students at those schools comes from a low-income family. Due to the concentration of poverty in specific regions of Oakland, there are many District schools where nearly 100% of students meet the free or reduced price meal threshold. Additionally, our data show that a significant proportion of students in our focal student groups are also low-income:

- Unhoused students: 100% are low-income [categorically eligible for free/reduced price meals]
- Foster youth: 100% are low-income [categorically eligible for free/reduced price meals]
- Arabic-speaking students: 91.4% are low-income
- English Language Learners: 89.5% are low-income
- Pacific Islander students: 85.7% are low-income
- Latino students: 84.3% are low-income
- African American students: 83.4% are low-income
- Students with Disabilities: 81.2% are low-income

Consequently, all of our targeted initiatives for focal racial and ethnic students groups and for our English Language Learners and newcomer students also directly increase and improve services for our low-income students.

We also know that our low-income students perform below all students on almost all state indicators, with the notable exception of College/Career Readiness. Consequently, the majority of our investments in academic and student supports and in programs targeting our focal student groups also principally benefit our low-income students. We provide direct LCFF Supplemental and Concentration funds to our school sites to meet identified school needs for low-income students outlined in each school's School Plan for Student Achievement (SPSA).

Measuring Effectiveness

To determine the effectiveness of each of these investment areas, we monitor student outcomes in each goal area for each of our focal student groups, and for low-income students overall. The OUSD data dashboards provide a rich portrait of how our students are performing over time, and many of our newer dashboards allow users to create their own data snapshots to better understand outcomes for students in multiple focal groups (e.g., low-income African American students, or English Language Learners with disabilities). Programs and interventions are adjusted annually as our understanding of their impact on student outcomes develops. We measure the effectiveness of our teacher and staff retention strategies with rubrics measuring growth in educator practice, and by tracking our retention rates over time, especially at schools serving high concentrations of English Language Learners, foster youth, and low-income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Actions Increasing or Improving Services for Foster Youth

Specific investment areas that principally benefit our foster youth or that prioritize foster youth for services include the following.

Goal 1: All Students Graduate College, Career, and Community Ready

Action 1.3 Equitable Access to High Quality Programs

- Alternative Education

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.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Action 2.3 Transitional Student & Family Supports

- Transitional Student & Family Supports

The Foster Youth services team provides supplemental support services to foster youth, ensuring they are able to maintain stable school placements, be placed in the least restrictive educational placement and, have equitable access to the same academic resources, services and extracurricular and enrichment activities as all students in Oakland Unified School District. In partnership with OUSD central and school staff, child welfare workers, Alameda County Office of Education, dependency attorneys, OUSD FYs works to improve outcomes for foster youth.

Action 2.6 Expanded Learning Opportunities

- Summer and Saturday Learning Programs
- After-School Programs

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.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

In addition to their unique needs, the added stress of the COVID-19 pandemic only made the situation worse for foster youth. Students in foster care faced additional obstacles, including a lack of technology and connectivity, and/or a supportive learning environment, making it difficult for youth to fully engage in distance learning. As a result, foster youth are disproportionately at risk of falling further behind, ultimately widening the achievement gap between foster youth and their peers. The need for targeted strategies and services for foster youth to help overcome learning loss and stay connected to supportive adults in order to help them thrive is more important than it has ever been. In Goal 3, a wide range of services and supports benefit at-risk students, and foster youth in particular.

Action 3.1 Multi-Tiered System of Support (MTSS)

- Community Schools
- Restorative Practices
- Behavioral Health
- School Safety Teams
- Trauma-Informed Positive Behavioral Support

Action 3.2 Attendance Supports

- Attendance Supports

Action 3.3 Social Emotional Supports

- Social Emotional Learning (SEL)

Action 3.5 Youth Engagement

- Youth Leadership
- Peer Restorative Justice

Action 3.6 Family Engagement

- Enrollment Supports

Actions Increasing or Improving Services for English Language Learners

Specific investment areas that principally benefit our English Language Learners or that prioritize English Language Learners for services include the following.

Goal 1: All Students Graduate College, Career, and Community Ready

Action 1.1 Comprehensive and Cohesive Instructional Program

- Academics and Instructional Innovation

Our ELLs 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 ELLs, as well as Tier 2 and Tier 3 interventions, particularly in the area of foundational literacy.

Action 1.3 Equitable Access to High Quality Programs

- Multilingual Programs

Our ELLs perform best when we build on their home language and cultural assets; therefore, we continue to invest in multilingual programming, such as dual language programs, and culturally sustaining pedagogy.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Action 2.2 Special Education Supports

- Targeted Supports for Students with Disabilities

Continued investment in our Special Education programs benefits our dual-identified (SPED-ELL) 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.

Action 2.4 English Language Development

- English Language Development

Action 2.5 Newcomer Supports

- Newcomer Supports

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.

Our newcomers also 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.

Centralized Intake, Screening, and Referrals: Supported intake process for newcomer youth, focused on linguistic and cultural responsiveness to demographic groups current 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.

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.

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 2021-22 OUSD will resource 14 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 are projected to have at least 50 newcomers.

Action 2.6 Expanded Learning Opportunities

- Summer and Saturday Learning Programs
- After-School Programs

Many of our ELLs are disproportionately experiencing unfinished learning and credit deficiency, indicating a need to ensure credit recovery. Our after-school, summer school, and upcoming Saturday school programs target newcomers and take into account language development needs.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Action 3.1 Multi-Tiered System of Support (MTSS)

- Community Schools
- Restorative Practices
- Behavioral Health
- School Safety Teams
- Trauma-Informed Positive Behavioral Support

Disproportionate COVID rates, illness, death and financial hardships in the immigrant community signals a need to ensure wrap-around support and services considering the unique needs of our immigrant, refugee, and asylee families.

Action 3.2 Attendance Supports

- Attendance Supports

High rates of absence and low engagement during distance learning will require a strong plan of re-engagement for newcomer students.

Action 3.3 Social Emotional Supports

- Social Emotional Learning (SEL)
- Counseling and Equitable Master Scheduling

Action 3.4 Student Health & Wellness

- Health Services & School Wellness

Action 3.5 Youth Engagement

- Youth Leadership

Action 3.6 Family & Community Engagement

- Enrollment Supports
- Family Partnerships
- Language Access for Families

The pandemic has 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.

Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

Action 4.1 Staff Recruitment & Retention

- Staff Recruitment & Retention

We do not have sufficient staff, particularly at the school level, who reflect the cultures of and speak the languages of our community. Additionally, our expanding multilingual programs require an intentional focus on recruitment and retention of bilingual teachers.

Action 4.2 Staff Growth & Development

- Professional Development

Given the large and growing population of ELLs, and new immigrants in particular, all staff must hold collective responsibility for the language, academic and social emotional needs of ELLs. Therefore, foundational and baseline PD on our sanctuary policies and ELL-responsive instruction is an ongoing priority.

Actions Increasing or Improving Services for Low-Income Students

Specific investment areas that principally benefit our low-income students or that prioritize low-income students include the following.

Goal 1: All students graduate college, career, and community ready.

Action 1.1 Comprehensive and Cohesive Instructional Program

- Early Learning
- Academics and Instructional Innovation
- Early Literacy Program

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, the targeted investment in improving our historically under-resourced schools and beginning to address the deep socioeconomic divides between schools with higher and lower percentages of students who qualify for free or reduced price meals principally benefits our low-income students. We also prioritize students from low-income families for our Early Learning preschool programs to help address the equity gap as students enter transitional kindergarten and kindergarten.

Action 1.3 Equitable Access to High Quality Programs

- Alternative Education
- Linked Learning: Comprehensive Student Supports, Rigorous Academics, Work-Based Learning, and Career Technical Education (CTE)
- Continuous School Improvement
- Building OUSD Middle Schools

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 continue to invest in our middle and high school computer science program. Computer science is now essential to our daily lives, and it is important that students become not only consumers of computer-based technologies but also creators. Early exposure to computer science, including coding, also 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.

Finally, 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 Language Learners can take an elective in addition to ELD. For the 2021-22 school year, we are also using one-time COVID relief funds to ensure that schools with falling enrollment can retain their 2020-21 teacher staffing levels for an additional year to provide stability for students. The schools benefiting from this investment predominantly serve low-income students.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Action 2.1 Targeted Initiatives for Focal Student Groups

- Targeted Initiatives

Given the overlap among low-income students and our focal racial and ethnic students groups, our targeted investments in supports for our focal student groups help to improve outcomes for our low-income students overall.

Action 2.3 Transitional Student & Family Supports

- Transitional Student & Family Supports

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.

Action 2.4 English Language Development

- English Language Development

Our English Language Learners and newcomer students are disproportionately likely to be from low-income households. See Services for English Language Learners for more information on program supports for these students.

Action 2.5 Newcomer Supports

- Newcomer Supports

Action 2.6 Expanded Learning Opportunities

- Summer and Saturday Learning Programs
- After-School Programs

Low-income students are also prioritized for enrollment in our after-school, summer, and Saturday school 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 language 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.

Action 2.7 Research & Data Analysis

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.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Action 3.1 Multi-Tiered System of Support (MTSS)

- Community Schools
- Restorative Practices
- Behavioral Health
- Human Trafficking Prevention and Education
- School Safety Teams
- Trauma-Informed Positive Behavioral Support

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.

Action 3.2 Attendance Supports

- Attendance Supports

Action 3.3 Social Emotional Supports

- Social Emotional Learning (SEL)
- Counseling and Equitable Master Scheduling

Supporting the needs of students with social emotional learning is a key part of Oakland's Community Schools model. OUSD is a member of CASEL (Collaborative for Academic, Social, and Emotional Learning) and a leader in this field across the nation. OUSD has developed its own standards for social and emotional learning for use with students and adults and will invest in a curriculum to support social and emotional learning across our schools.

College counseling and academic advising is particularly important for our low-income, English language learner, and foster students, since many of these students 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 so on. 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 language learners.

Action 3.4 Student Health & Wellness

- Health Services & School Wellness

Action 3.5 Youth Engagement

- Student Athletics
- Youth Leadership
- Peer Restorative Justice

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. 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.

Action 3.6 Family Engagement

- Enrollment Supports
- Family Partnerships

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

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.

Teacher retention is 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. Because our schools with higher percentages of English Language Learners, foster youth, and low-income students have higher rates of teacher turnover than other schools in the district, these investments principally benefit these student groups.

Action 4.1 Staff Recruitment & Retention

- Staff Recruitment & Retention

Action 4.2 Staff Growth & Development

- Professional Development

Action 4.3 New Teacher Support & Development

- New Teacher Support

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 77,421,774	\$ 17,609,057	\$ 13,032,809	\$ 125,046,535	233,110,175	\$ 163,693,975	\$ 69,171,026

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Comprehensive & Cohesive Instructional Program	All	\$ 2,489,517	\$ 690,478	\$ 4,072,362	\$ 17,731,356	\$ 24,983,714
1	2	Quality Standards-Aligned Curricula	All	\$ 1,217,362	\$ 1,637,980	\$ 179,041	\$ 430,128	\$ 3,464,511
1	3	Equitable Access to High Quality Programs	All	\$ 9,013,240	\$ 1,949,968	\$ 3,172,421	\$ 8,565,467	\$ 22,701,097
2	1	Targeted Initiatives for Focal Student Groups	African-American Students, Latino Students, Middle Eastern Students, Pacific Islander Students	\$ 4,348,206	\$ -	\$ 112,832	\$ 112,017	\$ 4,573,055
2	2	Special Education Program	Students with Disabilities	\$ 1,373,009	\$ 3,318,052	\$ 100,332	\$ -	\$ 4,791,393
2	3	Transitional Student & Family Supports	Unhoused Students, Foster Youth, Asylee and Refugee Students, Juvenile Justice-Involved Students	\$ 274,653	\$ -	\$ 78,177	\$ 533,194	\$ 886,024
2	4	English Language Development	English Learners	\$ 3,734,263	\$ -	\$ -	\$ 1,581,666	\$ 5,315,929
2	5	Newcomer Supports	English Learners, Asylee and Refugee Students	\$ 1,847,910	\$ 245,201	\$ 194,976	\$ 990,876	\$ 3,278,964
2	6	Expanded Learning Opportunities	Low-Performing Students	\$ 125,460	\$ 7,802,877	\$ -	\$ 14,392,358	\$ 22,320,695
2	7	Research and Data Analysis	All	\$ 873,494	\$ 73,583	\$ 106,620	\$ -	\$ 1,053,697
3	1	Multi-Tiered System of Support (MTSS)	All	\$ 33,684,025	\$ 778,656	\$ 1,441,799	\$ 11,000,000	\$ 46,904,480
3	2	Attendance Supports	All	\$ 951,470	\$ 109,756	\$ -	\$ 3,240,000	\$ 4,301,226
3	3	Social Emotional Supports	All	\$ 4,749,553	\$ 69,595	\$ 167,978	\$ 161,502	\$ 5,148,629
3	4	Student Health & Wellness	All	\$ 847,127	\$ 307,811	\$ 2,458,023	\$ 1,213,785	\$ 4,826,747
3	5	Youth Engagement	All	\$ 316,661	\$ -	\$ -	\$ 15,000	\$ 331,661
3	6	Family & Community Engagement	All	\$ 2,847,355	\$ -	\$ -	\$ 3,988,464	\$ 6,835,819
4	1	Staff Recruitment & Retention	All	\$ 1,141,307	\$ -	\$ 237,429	\$ 1,823,521	\$ 3,202,257
4	2	Staff Growth & Development	All	\$ 7,202,879	\$ 625,100	\$ 456,015	\$ 7,844,055	\$ 16,128,049
4	3	New Teacher Support	All	\$ 384,281	\$ -	\$ 254,803	\$ 213,000	\$ 852,084

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 77,421,774	\$ 17,609,057	\$ 13,032,809	\$ 125,046,535	233,110,175	\$ 163,693,975	\$ 69,171,026

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	Coordinated Districtwide Pandemic Response	All	\$ -	\$ -	\$ -	\$ 34,758,743	\$ 34,758,743
5	2	Educational Technology & Technical Support	All	\$ -	\$ -	\$ -	\$ 6,676,902	\$ 6,676,902
5	3	COVID-19 Health & Safety	All	\$ -	\$ -	\$ -	\$ 9,774,500	\$ 9,774,500

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 76,204,411	\$ 178,435,518
LEA-wide Total:	\$ 64,500,910	\$ 137,269,458
Limited Total:	\$ 11,703,501	\$ 41,166,061
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Comprehensive & Cohesive Instructional Program	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 2,489,517	\$ 24,983,714
1	2	Quality Standards-Aligned Curricula	LEA-wide		All Schools	\$ 1,217,362	\$ 3,464,511
1	3	Equitable Access to High Quality Programs	LEA-wide	Low-Income Students, Foster Youth, English Learners	Specific Schools: Alternative Education Schools	\$ 9,013,240	\$ 22,701,097
2	1	Targeted Initiatives for Focal Student Groups	Limited	Low-Income Students	All Schools	\$ 4,348,206	\$ 4,573,055
2	2	Special Education Program	Limited	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 1,373,009	\$ 4,791,393
2	3	Transitional Student & Family Supports	Limited	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 274,653	\$ 886,024
2	4	English Language Development	Limited	English Learners	All Schools	\$ 3,734,262	\$ 5,315,929
2	5	Newcomer Supports	Limited	English Learners	All Schools	\$ 1,847,910	\$ 3,278,964
2	6	Expanded Learning Opportunities	Limited	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 125,460	\$ 22,320,695
2	7	Research and Data Analysis	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 873,494	\$ 1,053,697
3	1	Multi-Tiered System of Support (MTSS)	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 33,684,025	\$ 46,904,480
3	2	Attendance Supports	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 951,470	\$ 4,301,226
3	3	Social Emotional Supports	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 4,749,553	\$ 5,148,629
3	4	Student Health & Wellness	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 847,127	\$ 4,826,747
3	5	Youth Engagement	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 316,661	\$ 331,661
3	6	Family & Community Engagement	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 2,847,355	\$ 6,835,819
4	1	Staff Recruitment & Retention	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 1,141,307	\$ 3,202,257
4	2	Staff Growth & Development	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 7,202,879	\$ 16,128,049
4	3	New Teacher Support	LEA-wide	Low-Income Students, Foster Youth, English Learners	All Schools	\$ 384,280.73	\$ 852,084
5	1	Coordinated Districtwide Pandemic Response	LEA-wide		All Schools	\$ -	\$ 34,758,743
5	2	Educational Technology & Technical Support	LEA-wide		All Schools	\$ -	\$ 6,676,902
5	3	COVID-19 Health & Safety	LEA-wide		All Schools	\$ -	\$ 9,774,500