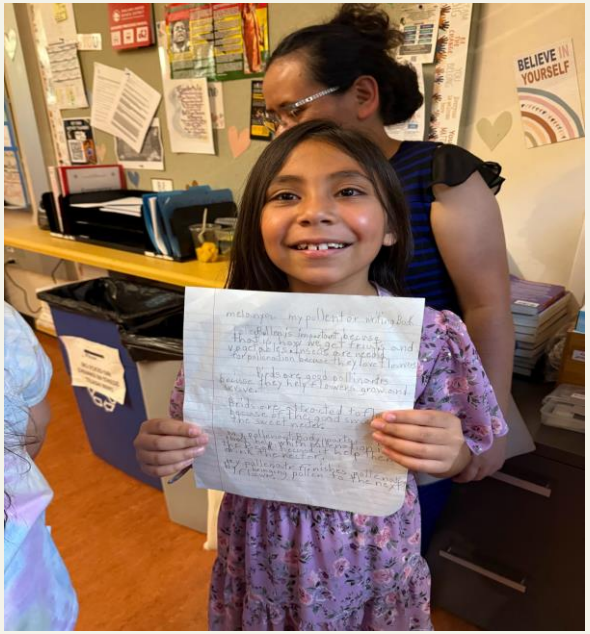
State of Literacy in OUSD

Teaching and Learning Committee Meeting

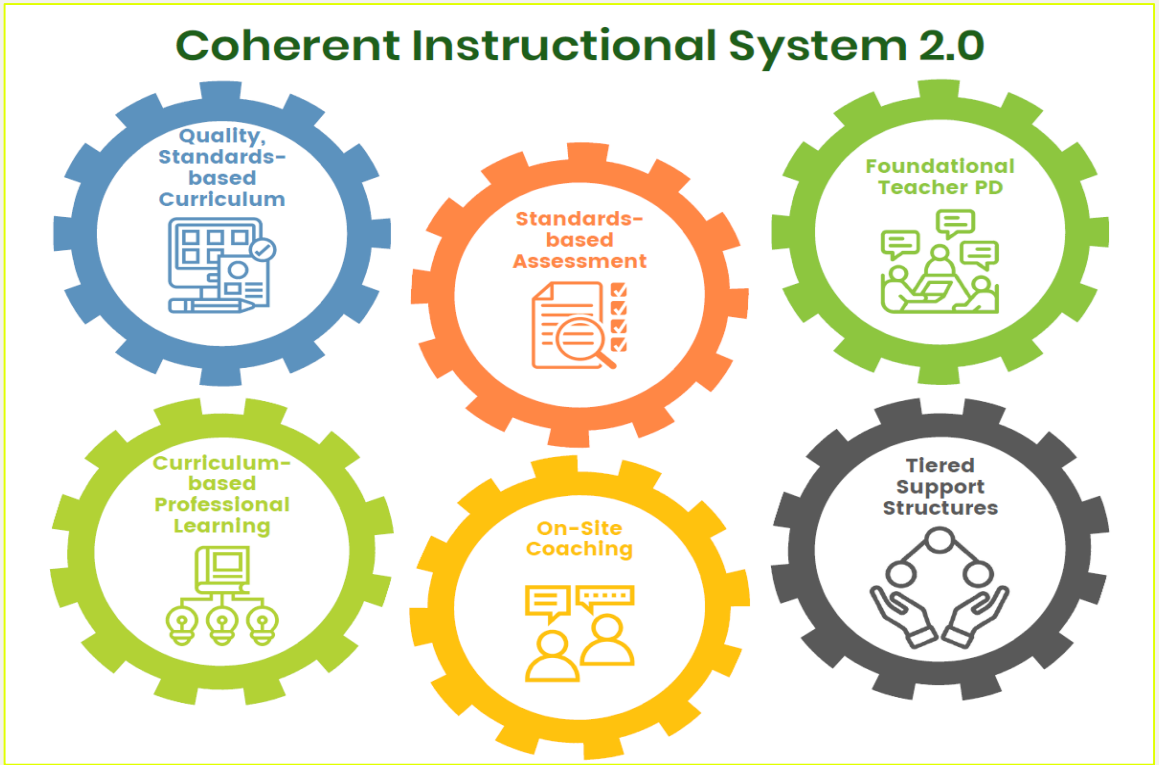
May 19, 2026



Agenda

K-12 Literacy overview and i-Ready usage

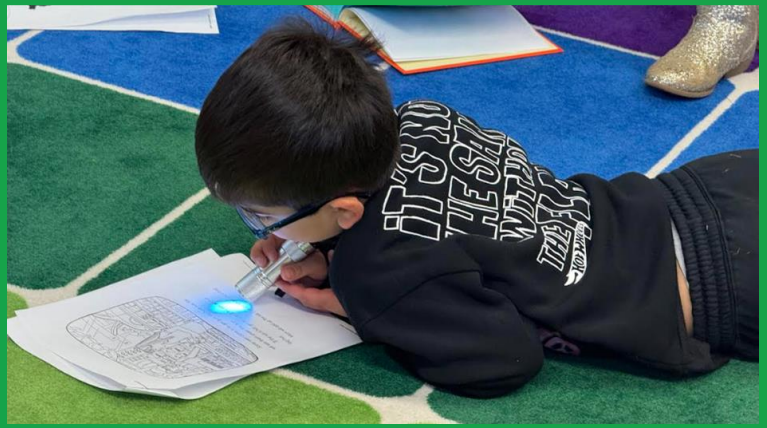
Questions and Discussion



Best Practices

- ★ Curriculum
- ★ Assessment
- ★ Foundational PD
- ★ Curriculum-based PL
- ★ On-site Coaching
- ★ Tiered Support

K-12 Literacy Program



K-5 i-Ready Assessment of Spanish Reading

2025-26 Assessment Updates:

- The assessment is now adaptive that provides domain-level data in:
  - Phonological Awareness
  - Phonics
  - Vocabulary
  - Comprehension
- Stronger alignment to instructional recommendations and targeted supports

9 schools administering the Assessment of Spanish Reading:

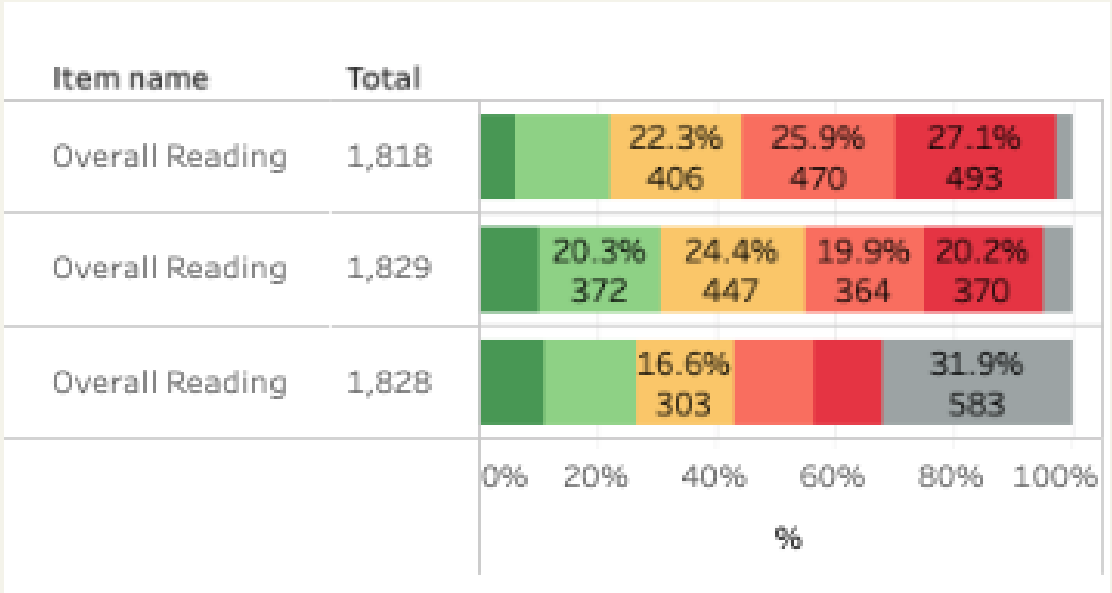
- ACORN Woodland
- Bridges
- Esperanza
- Global Family
- Greenleaf
- ICS
- LSA
- MLA
- SEED

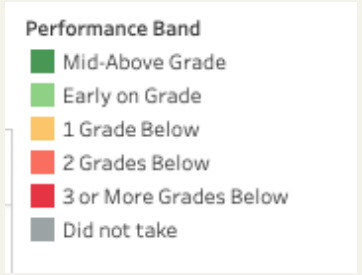
K-5 Assessment of Spanish Reading

Fall

Midyear

Spring





K-12 i-Ready Data Usage

Goal setting and progress monitoring :

- Used by school and network leaders to set goals and monitor progress, whole school and for specific subgroups
  - ELLs progress monitoring and reclassification
  - Supports OUSD progress monitoring of tier 1 literacy programs

K-12 i-Ready Data Usage

Professional development:

- Summer Foundational Professional Development for Principals and TSAs that includes differentiated breakout sessions
- Ongoing Professional Learning:
  - Day-long data analysis sessions facilitated by an i-Ready partner to support with identifying instructional next steps
  - In PLCs to help inform their cycles of inquiry

K-12 i-Ready Data Usage

Small Group Instruction:

- Used to help identify students needing differentiated literacy support
- Math tutors utilizing instructional grouping reports and targeted lesson resources
- Provides data to screen students for specific interventions, including SIPPS and 1:1 tutoring
- Supports identifying students in need of additional reading classes in secondary

MyPath:

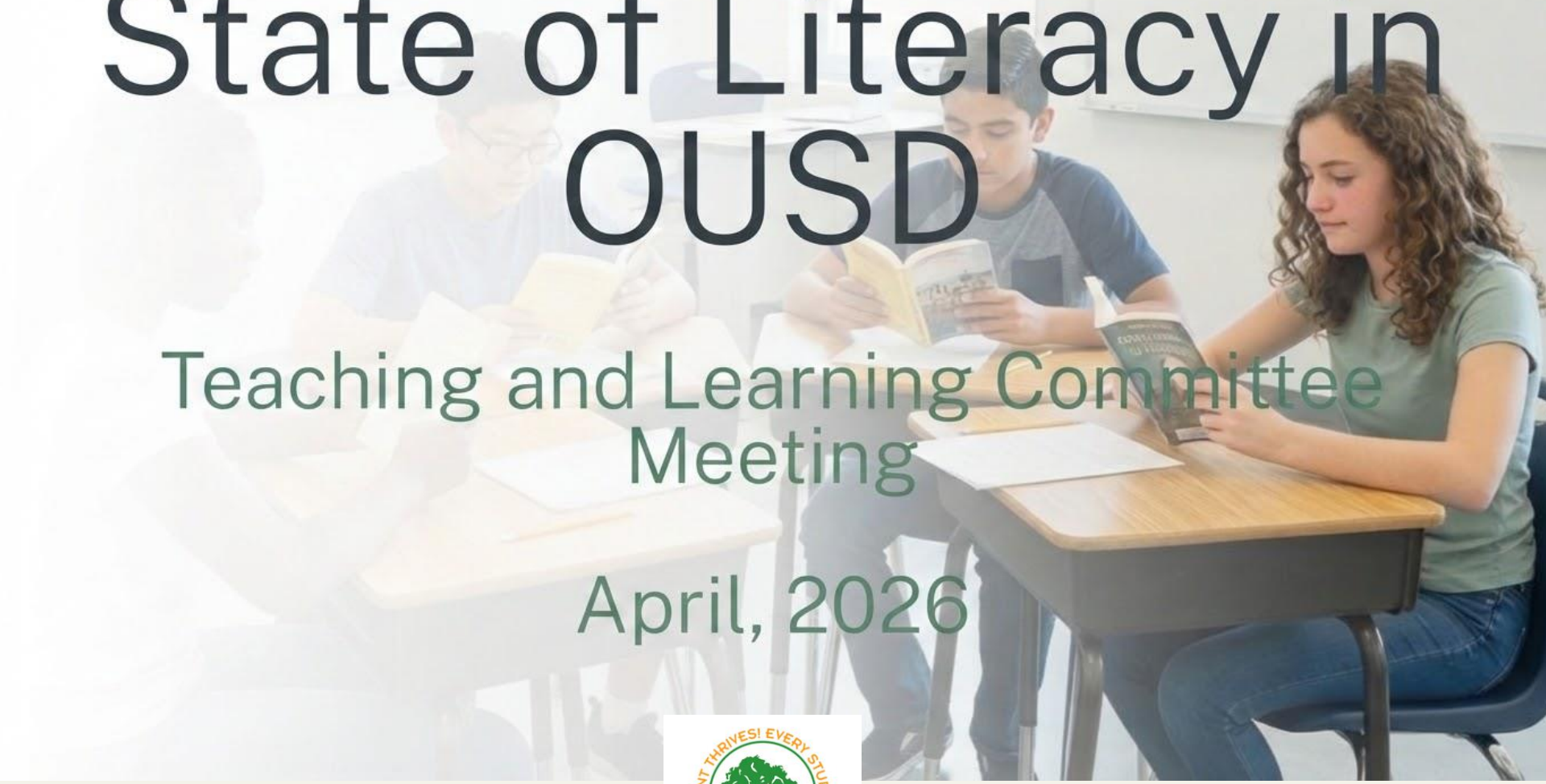
- Supports differentiated instruction by allowing student to work on prerequisite and grade-level skills at their own pace (elementary)

Board Member Questions & Discussion

State of Literacy in OUSD

Teaching and Learning Committee Meeting

April, 2026



Agenda

Introduction and framing

K-5 Literacy overview

6-12 Literacy overview

Progress for Language Learners

Progress for Students with IEPs

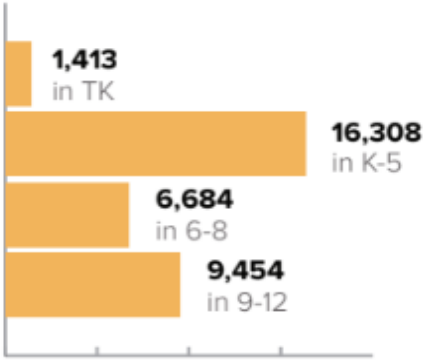
Questions and Discussion

Students we serve

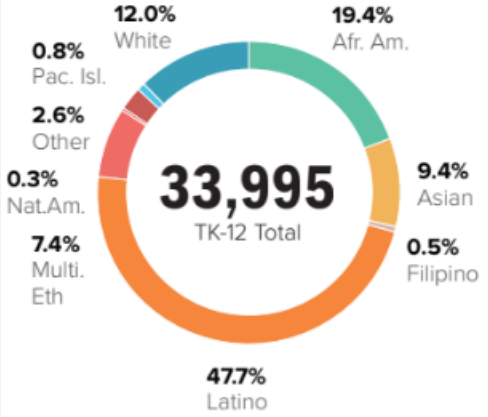
STUDENTS[1]

33,995 students are currently enrolled in OUSD District-Run Schools & Programs. Unless noted, data is for 2025-26.

Below: Students by Grade Group



STUDENTS BY ETHNICITY[1]



LUNCH PROGRAM

81.3%

Percent of students eligible for Free or Reduced-Priced Lunch.

Students we serve

SPECIAL EDUCATION[7]

18.0% **of students with disabilities receive special ed. services.**

6,118 students total, **1,845** students enrolled in SDC classes, **363** special ed. teachers, and **6,265** students served by OUSD Special Education Local Plan (SELPA).

ELLS & NEWCOMERS

30.3%

Percent of English Language Learners.[8]

10,307 ELLs students total. **58.3%** of **4,480** grade 6-12 ELLs are Long Term ELLs.

2,702 **newcomers students.**

15 schools with secondary Newcomer Programs, **17** schools with Elementary Newcomer Teacher Leaders (ENTLs).

176 refugee students, **233** asylee students, **563** unaccompanied immigrant youth.

ATTENDANCE[4]

90.62%

The average daily attendance (ADA) in 2024-25.

91.92% Elementary ADA, **90.86%** Middle ADA, and **89.29%** High ADA.

29.0% of students were chronically absent in 2024-25.

EARLY CHILDHOOD EDUCATION

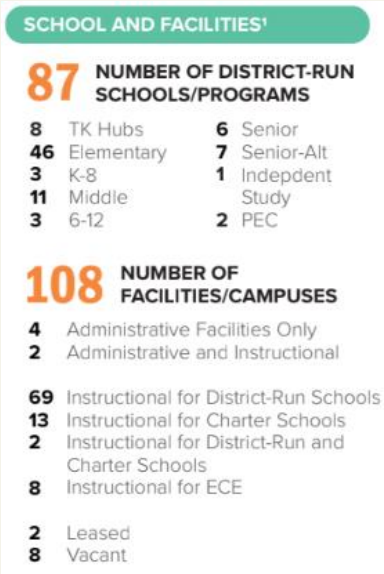
976 **Pre-K general Ed., inclusion students.**

162 SPED students, **49** School-Age students.

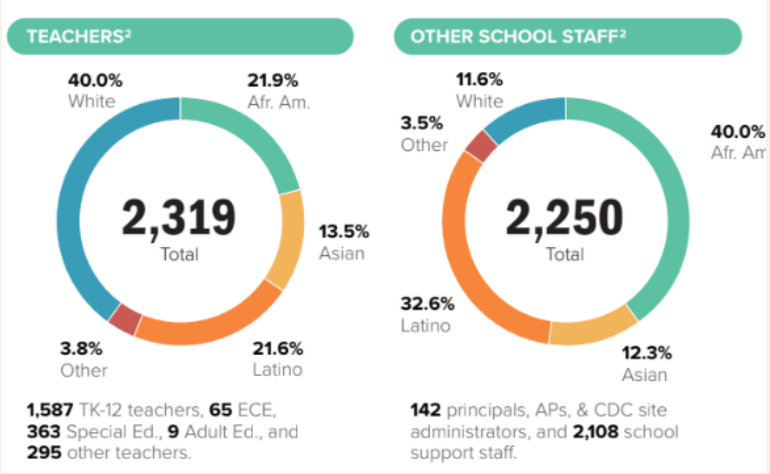
29 ECE sites, **102** ECE teachers including general ed. and SPED teachers.

Who we are

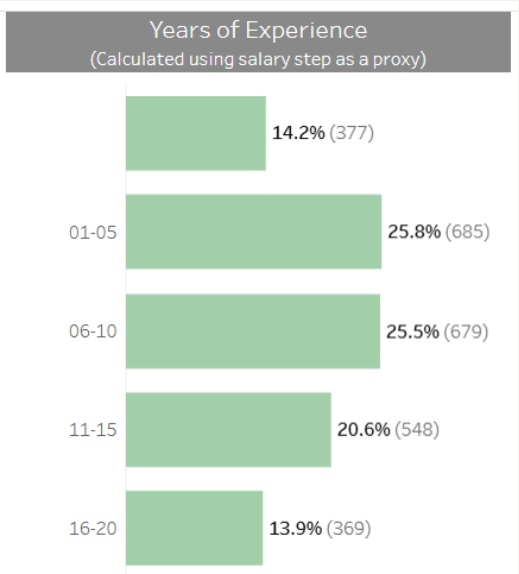
Schools



Staff Ethnicity



Teacher Experience



Mid-Year iReady: English & Spanish

SBAC TESTING IN 2024-25

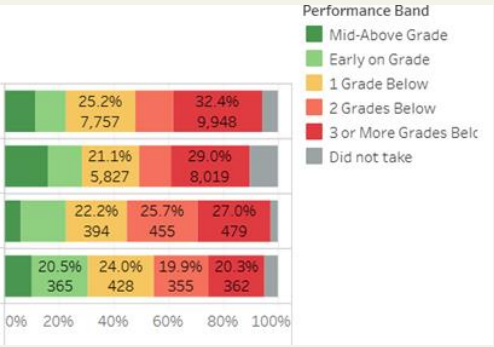
- **33.7%** Met/Exceeded ELA standards.
- **27.0%** Met/Exceeded Math standards.
- **21.7%** Met/Exceeded CAST standards.

28.3%
Mid/Above/Early

21.1%
1 Grade Below

40%
2& 3 Grades Below

Test title short	Academic Year	Admin name	Select Network	Select School	Select Course, CourseType, Pathway	Select Period	Select Teacher	Select Grade	Select Group	Select Attendance Group	Item name	Total
i-Ready Reading	2025-26	Fall	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	30,738
		Midyear	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	27,636
i-Ready Spanish Reading	2025-26	Fall	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	1,771
		Midyear	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	1,782



31%
Mid/Above/Early

24%
1 Grade Below

40%
2&3 Grades Below

What literacy strategies best attend to the students we serve?

87 Schools

Diverse Learners

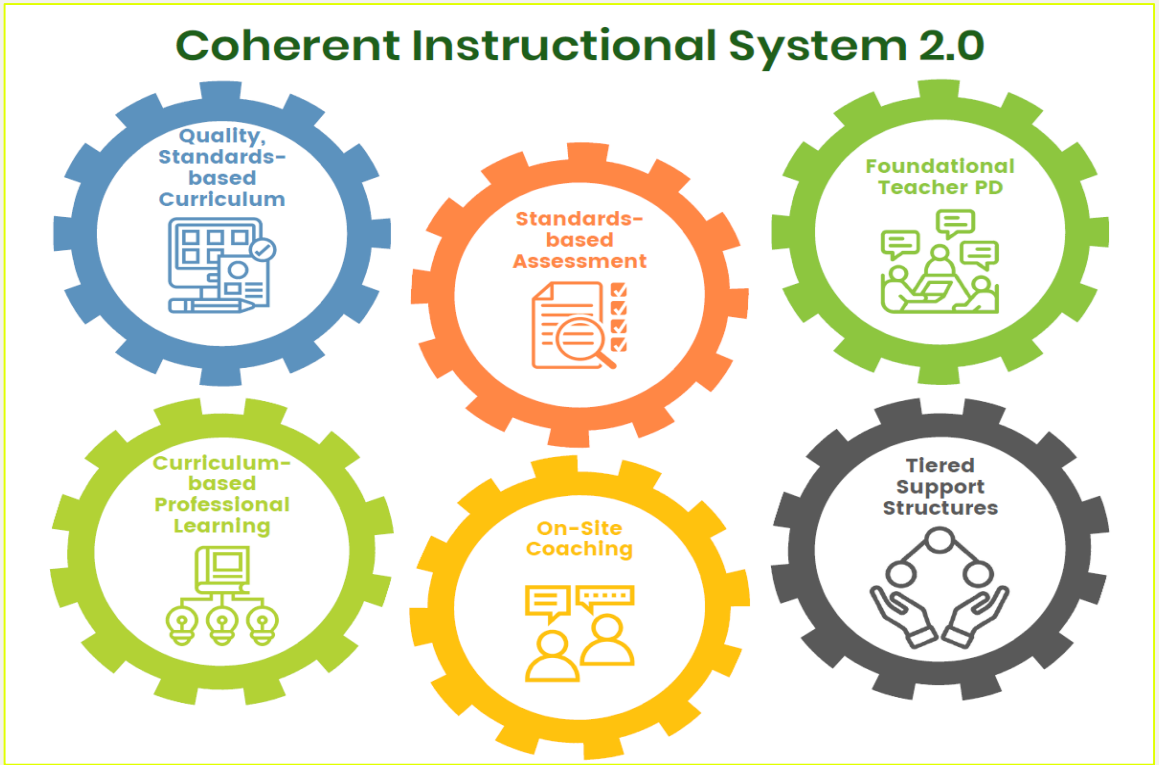
Majority of students did not attend Pre-K

What do our teachers need to implement effective literacy instruction?

40% of teachers < 5yrs teaching & do not mirror student ethnicities

Uneven literacy results

Demonstrable progress in literacy outcomes



Best Practices

- ★ Curriculum
- ★ Assessment
- ★ Foundational PD
- ★ Curriculum-based PL
- ★ On-site Coaching
- ★ Tiered Support

Overview of K-12 Language and Literacy programs

K-2 Foundational Skills

K-2 Foundational Skills:

- Print Awareness and Letter Knowledge
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary

K-12 Core Literacy

- Literacy program aligned to Common Core State Standards
- Building deep knowledge on STEM and humanities topics enhances reading comprehension, vocabulary development and critical thinking.
- Includes Integrated ELD for ELLs

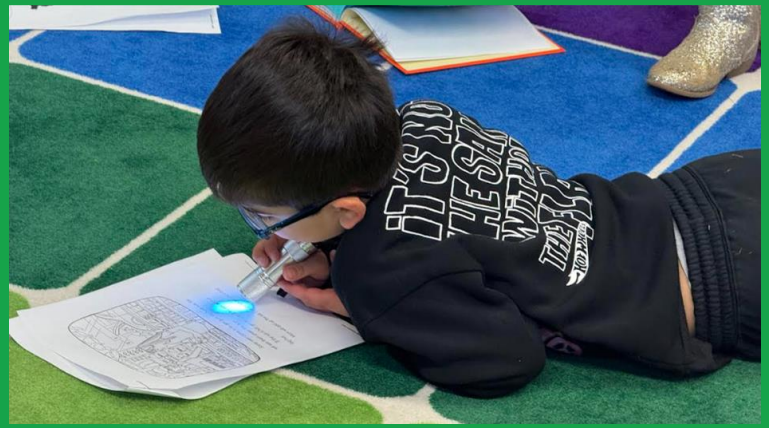
K-8 Biliteracy Instruction

- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and constrastive analysis

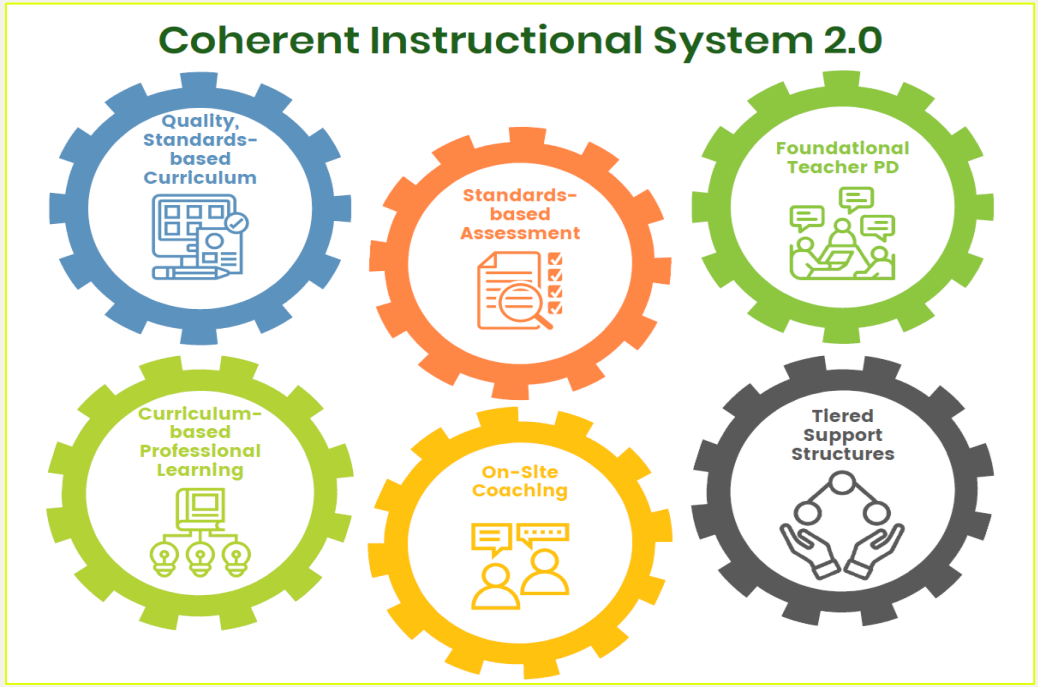
K-12 Special Education

- Standards-aligned full curriculum focused on Core Content Connectors
- Personalized for students with disabilities
- Aligns with requirements for Alternative Diploma completion

Elementary Literacy Program



Together, we've built stronger conditions



Moving Towards Alignment (2020-2026)

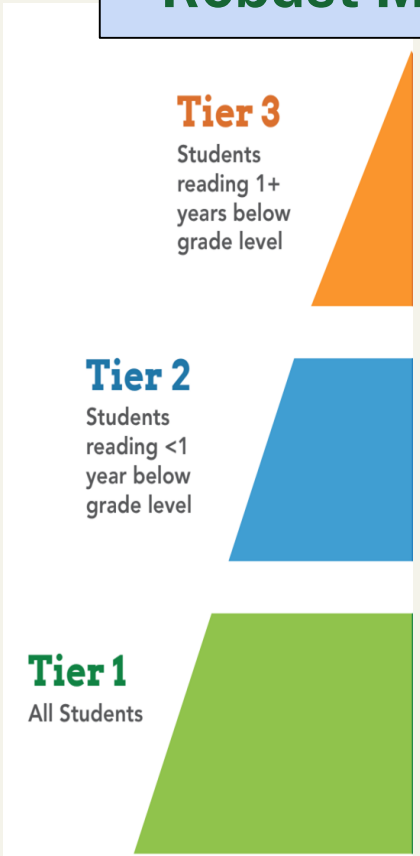
-Curriculum
-Assessment
-Foundational PD
-Curriculum-based PL
-On-site Coaching
-Tiered Support

Vision & Mission

We will ensure that our youngest students develop the literacy skills they need to become lifelong readers, writers, critical thinkers and empowered community members.

To fulfill this vision, we will dramatically increase the number of 3rd graders reading at grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families and community.

Robust Multi-Tiered System of Supports (MTSS)



- 1:1 or smaller group support and intervention
- More frequent progress monitoring

5-10% of students-Intensive supports

- Additional dosage in small groups, such as:
  - Foundational skills
- Additional progress monitoring

10-15% of students-Strategic Supports

- Every OUSD classroom offers rich, challenging, grade-level texts so all students grow to be proficient readers.
- We use evidence-based high quality instructional materials to engage students with grade-level texts, and tasks.
- Integrated and Designated ELD

75-80% of students-Universal Supports

Professional Learning: Alignment to California AB 1454

Foundational Teacher PD

- Core Curricula
- Designated ELD
- Assessment and Data Analysis
- New Teacher Center Series

Curriculum Based Professional Learning

- Monthly TSA Coaching Collaborative
- Principal Professional Learning
- Data analysis aligned to Tier 1 instruction
- Cross department professional learning

On-Site Coaching

- Focal School Support
- EL Education Hub/Lab School Strategy
- Side-by-side learning

Multi-Tiered Systems of Support

- Tier 1: Universal Instruction
- Tier 2: Targeted Small Group
- Tier 3: 1:1 High Dosage tutoring

Standards Based Assessments

- i-Ready
- DIBELS
- Curriculum Embedded Assessments (CEAs)

Tier 1 Educator Mindset: Johns Hopkins University Study

Program Wins: Leaders survey revealed teachers are using UFLI with integrity and the data shows nearly universal buy-in for UFLI within Tier I (Universal) instruction.

Summary Table: Top Performance Indicators (Combined Agreement)

Indicator	Combined Agreement (%)
Teachers use program for intended days each week	98.0%
Clear district vision and strategy for implementation	94.0%
High quality of instructional materials	92.3%
Students appear engaged during instruction	92.0%
Ongoing PD has built leadership capacity	92.2%
Would recommend UFLI to other schools	92.0%

i-Ready Reading Midyear: Key Takeaways

English Only Courses Only Grades 1 and 2; English Only & Dual Langauge Grades 3-5 • 3-Year Change in % of Students by Performance Group (23-24 → 25-26)

	■ On Grade			■ 1 Grade Below			■ 2+ Grades Below			
Grade Span	**23-24**	**25-26**	**Δ**	**23-24**	**25-26**	**Δ**	**23-24**	**25-26**	**Δ**	**n (25-26)**
Grade 1	33.6%	**32.9%**	**-0.7**	53.6%	**58.1%**	**+4.5**	10.9%	**7.2%**	**-3.7**	2,009
Grade 2	38%	**43%**	**+5**	32.2%	**29%**	**-3.2**	28.3%	**25.4%**	**-2.9**	2,023
Grades 1–5	36.5%	**38.8%**	**+2.3**	30.2%	**32.1%**	**+1.9**	31.3%	**27.4%**	**-3.9**	10,469
Grades 3–5*	34.1%	**35.1%**	**+1**	21.3%	**24.6%**	**+3.3**	42.4%	**38.8%**	**-3.6**	8,111

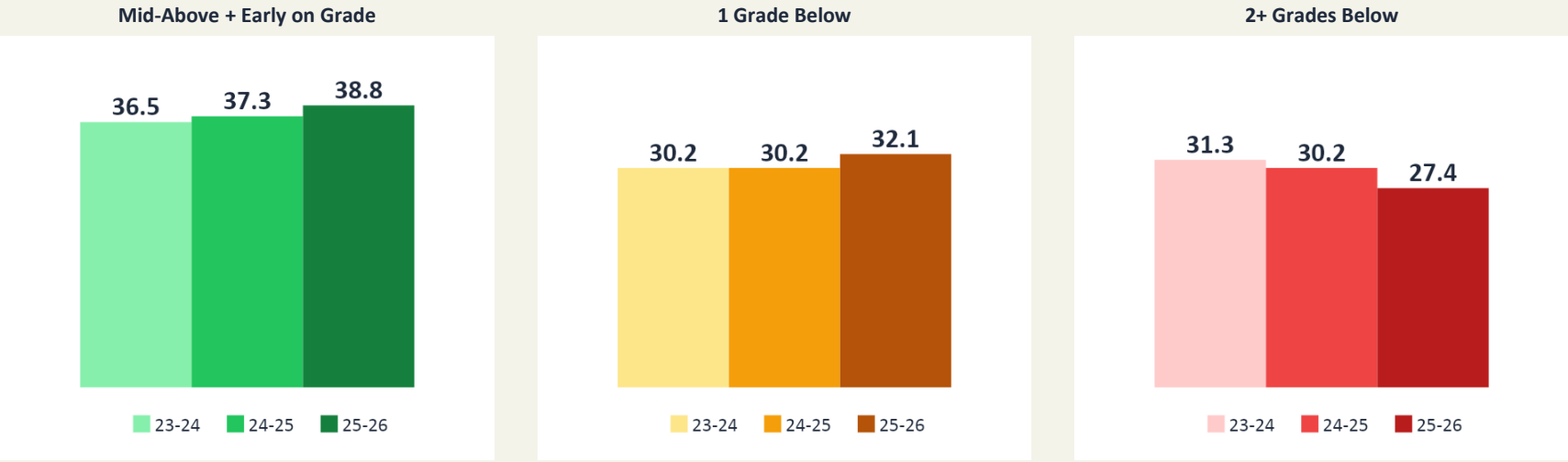
Key Patterns:

- Grade 2 shows the strongest On Grade gains (+5.0 pp), with both below-grade groups declining
- Across all grade spans, 2+ Grades Below is declining — students are moving up in the distribution
- The rise in 1 Grade Below likely reflects upward movement from 2+ Below

i-Ready Reading Midyear 3-Year Trend: Grades 1–5

English Only Courses Only Grades 1 and 2; English Only & Dual Langauge Grades 3-5

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below)



2023-24: n = 11,134 | 2024-25: n = 10,662 | 2025-26: n = 10,469

Key Takeaway: On Grade up +2.3 pp, with 2+ Grades Below dropping nearly 4 pp. The slight increase in 1 Grade Below (+1.9 pp) likely reflects students moving up out of 2+ Below — a positive shift across the distribution.

Reading Campaign: Oakland Is a Reading Town

Power · Justice · Joy · Belonging

OUSD · Oakland Literacy Coalition · Oakland Public Library · ELP · Mayor's Office · OPL

📖 In Oakland, every student is a reader.

Reading just 20 minutes a day exposes children to 1.8 million words a year!

K–5

- Protected independent reading time every day
- Targeted differentiated instruction
- Tracking reading minutes
- Inviting and engaging classroom libraries with culturally affirming books

At Home Too

Families are reading, singing, telling stories and engaging with students with reading and writing at home.

LitFest Launch — April 23, 2026

OUSD ELEMENTARY

LIT FEST 2026

A CELEBRATION OF STUDENT LEARNING

April 23rd
4–6pm

La Escuelita
Great Room

Experience student reading and writing from schools across OUSD

Celebrate with dinner, books, and literacy gifts for all!

EAT. LEARN. PLAY.

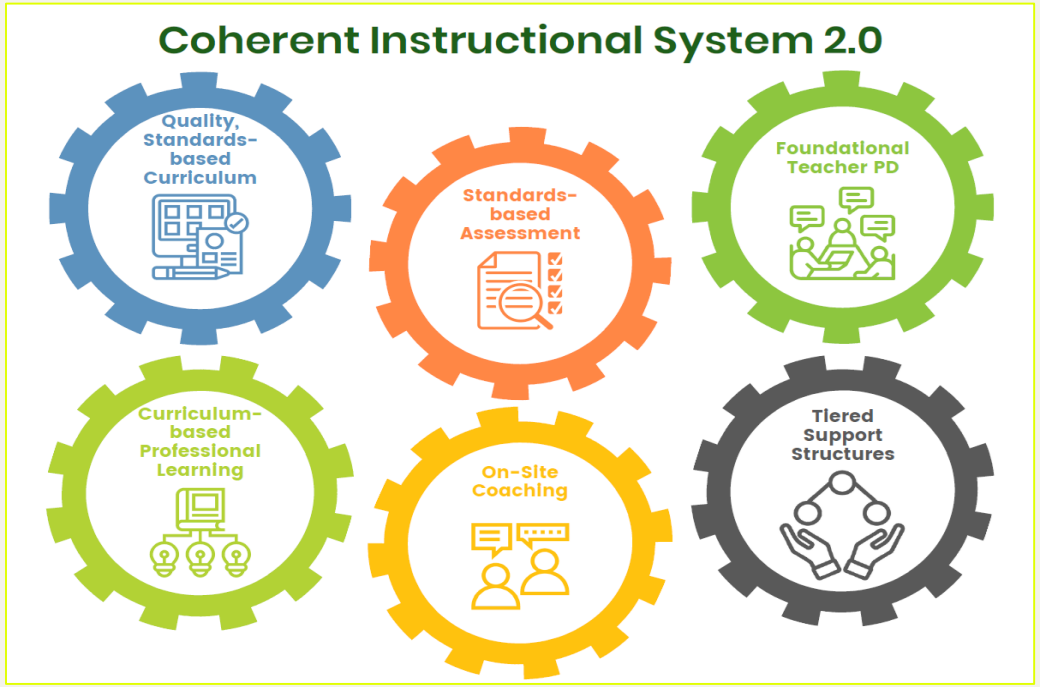
GOLDEN STATE COMMUNITY FOUNDATION

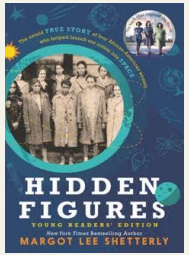
OAKLAND LITERACY COALITION

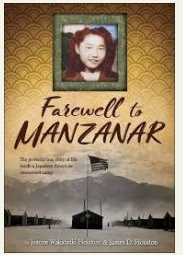
CHAPTER 510

Secondary Literacy Program

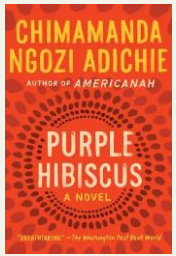
Together, we've built stronger conditions

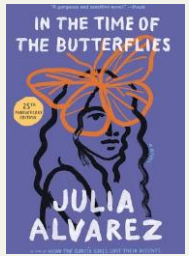






The work of ensuring literacy for all continues in 6-12th grade and aligns strongly with many of the key strategies in elementary.





Secondary Literacy Model

Foundational Teacher PD

- Standards & Equity Institute
  - 6-8th, EL Education
  - 6-8 Aligned D-ELD
  - 9-12th grade, Fishtank Plus
- ALLAS
- New Teacher series

Curriculum Based Professional Learning

- Monthly TSA Coaching Collaborative
- Monthly professional developments facilitated by central staff
- PD Days
- Site-based PLCs

On-Site Coaching

Language and Literacy Teachers on Special Assignment for every middle and high school

Multi-Tiered Systems of Support

Different Levels of Support:

- Tier 1: Universal Instruction with adopted curriculum, including D-ELD
- Tier 2: Reading support classes
- Tier 3: Foundational Skills support using SIPPS

Standards Based Assessments

- i-Ready
- Curriculum Embedded Assessments (CEAs)

6-12 Language and Literacy MTSS

Tier 3

Additional support for students with Foundational Skills gaps

Instruction/Strategies:
- Reading Acceleration at least 3x/week, 30 min/class
- SIPPS or Lexia instruction
- i-Ready MyPath (45+ minutes/week) (MS)

Progress Monitoring:
- SIPPS/Lexia embedded assessments
- i-Ready 3x/year

Processes:
- COST referral + SST if student not progressing with regular SIPPS/Lexia
- Communication with families on reading progress

Tier 2

Additional support for students 3+ grade levels below

Instruction/Strategies
- Reading Acceleration at least 3x/week, 30 min/class
- Fluency, vocabulary, and text sets
- D-ELD materials as literacy support for non-ELLs (MS)
- i-Ready MyPath MS)

Progress Monitoring:
- i-Ready 3x/year
  - SIPPS / Lexia placement for students below GL in phonics

Processes:
- COST referral + SST if student is not progressing with consistent T2 Support
- Communication with families on reading progress

Tier 1

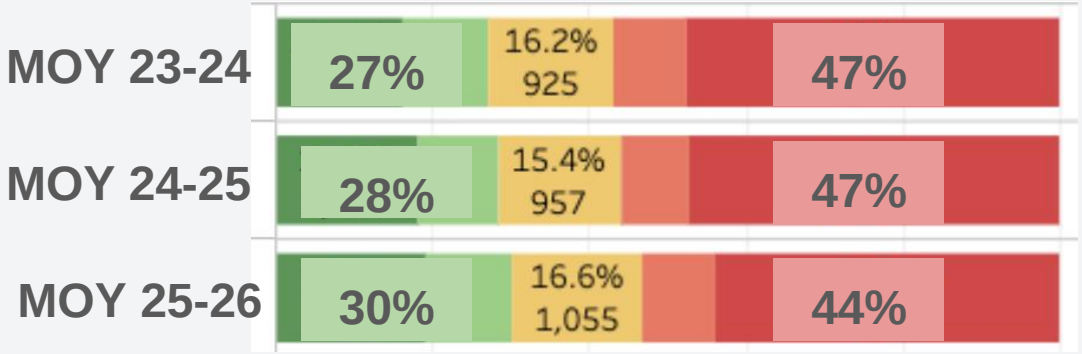
All Students

Instruction/Strategies
- Daily Standards-based tasks from core curriculum (EL Ed 2nd edition; Fishtank)
- Integrated ELD in all content areas
- Designated ELD for All ELLs

Progress Monitoring:
- Universal Screener and Progress Monitoring (i-Ready) 3x/year
- Assessment of standards (CEA, interims x2)
- ELPAC annually

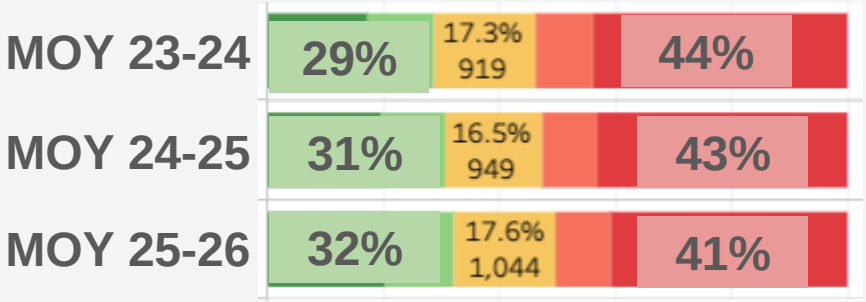
Processes:
- All teachers receive coaching on curriculum implementation
- Communication with families on progress toward grade level standards and reading proficiency.

OUSD 6-8 i-Ready Placement: Mid-Year 23-24, 24-25, 25-26

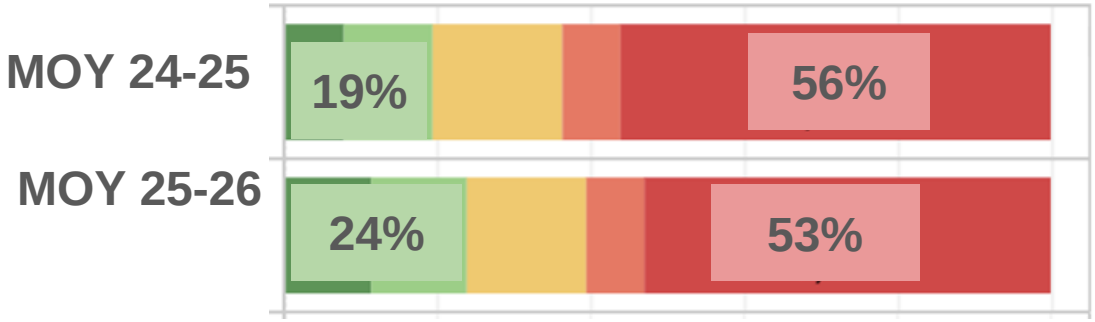


GOAL: increase % of students reading on grade level by 5pp, Spring to Spring

Non-Newcomer Students



OUSD 9-12 i-Ready Placement: Mid-Year 24-25, 25-26



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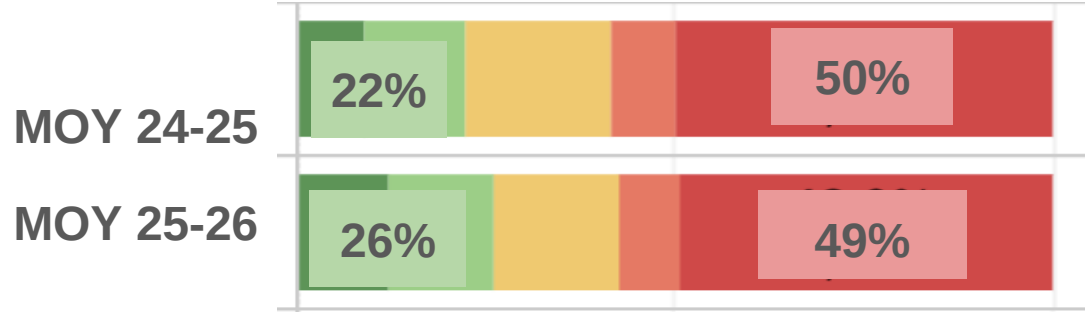


OUSD 9-12 Reading Assessment Participation

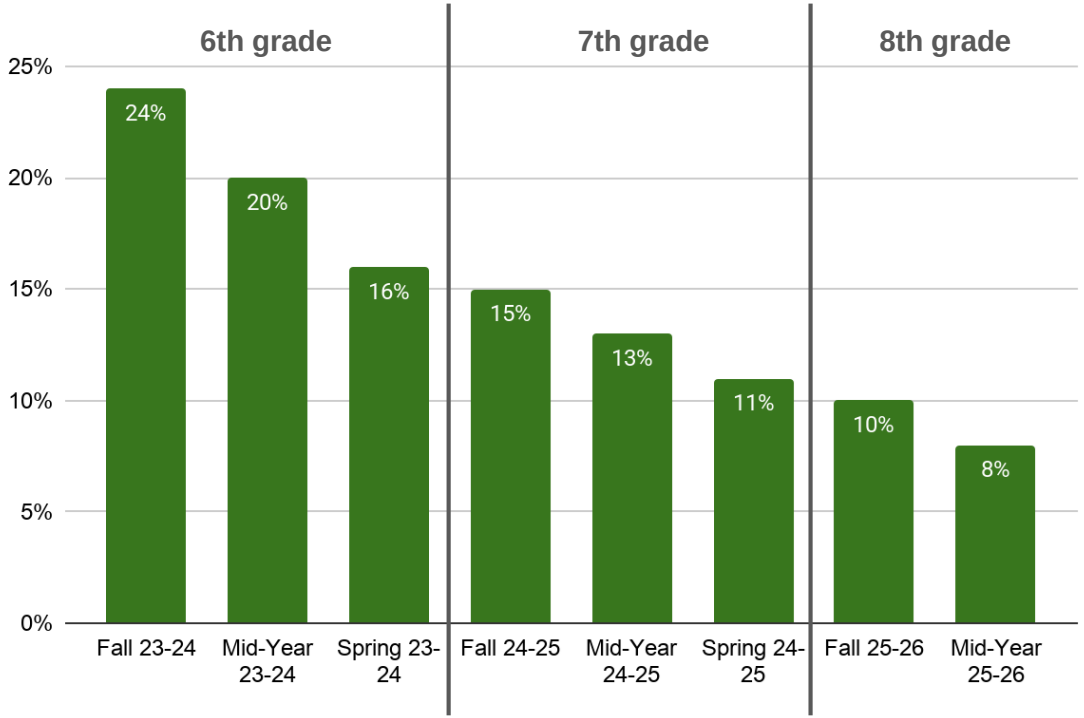
Fall 23-24	Reading Inventory	69%
Spring 23-24	Reading Inventory	55%
Fall 24-25	i-Ready	85%
Spring 24-25	i-Ready	73%
Fall 25-26	i-Ready	87%

Tier 3: Phonics Needs across 6-8 (non-Newcomers)

	Fall 23-24	Fall 24-25	Fall 25-26
All 6-8	18%	17%	16%
6th grade	24%	24%	21%
7th grade	16%	15%	17%
8th grade	13%	11%	10%

	Mid-Year 23-24	Mid-Year 24-25	Mid-Year 25-26
All 6-8	15%	14%	13%
6th grade	20%	19%	17%
7th grade	14%	13%	14%
8th grade	10%	11%	8%

% of current 8th grade cohort scoring below grade level on i-Ready phonics section



Standards Alignment across 6-12 ELA

Average Standards Alignment in ELA Observations

	Materials present AND used as indicated to support instruction	No
Middle School Standards Alignment	2.60	1.50
High School Standards Alignment	2.63	2.25

During a learning walk standards alignment scored out of 4 points
4= Fully Meets 1= Does Not Meet

Best Practices and Investments that make a difference

- **Consistent use of adopted curriculum** supported by teacher leaders and the site administration.
- **Participation in foundational professional development** and effective **Professional Learning Communities**.
- **Language and Literacy Teachers on Special Assignment** working together in Coaching Collaborative to build skill and capacity to lead the work at sites.
- **Early Literacy Tutors supported by a professional learning system** to provide phonics interventions for 6-12 students with decoding needs.
- **Observation and calibration** with teachers and leaders to align on our vision for quality standards aligned instruction.

Support for Language Learners

Literacy for ELLs and MLs: A Data Overview

NOTE: English Learners are typically below grade level because 1) many are newly acquiring English and 2) once they are at or above grade level, they have usually reclassified as Fuent English Proficient (RFEP). Instead, we focus on **growth** on the I-Ready and other measures.

I-READY GROWTH:

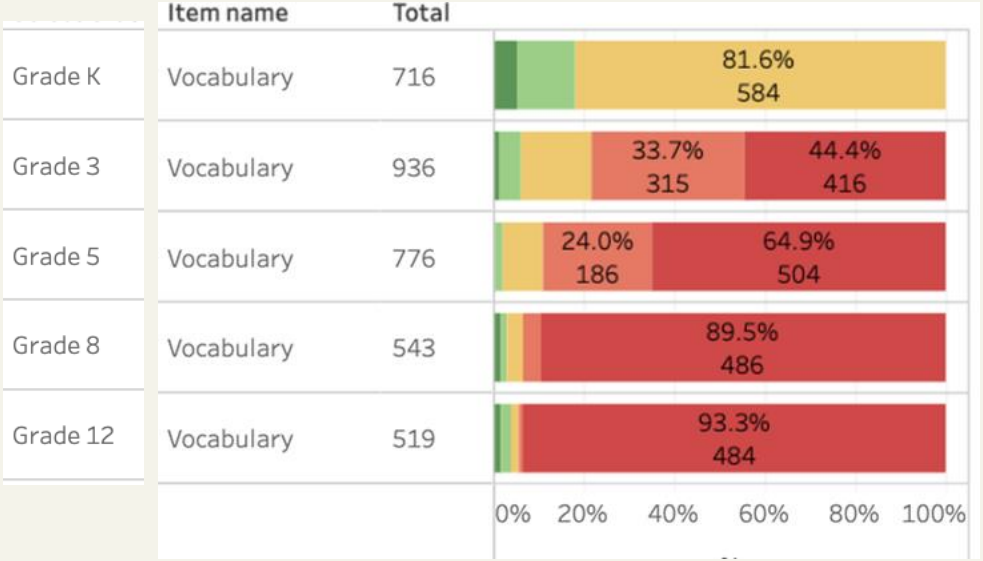
Nearly 58% of OUSD English Learners met their individual iReady growth targets — above the ~50% national baseline.

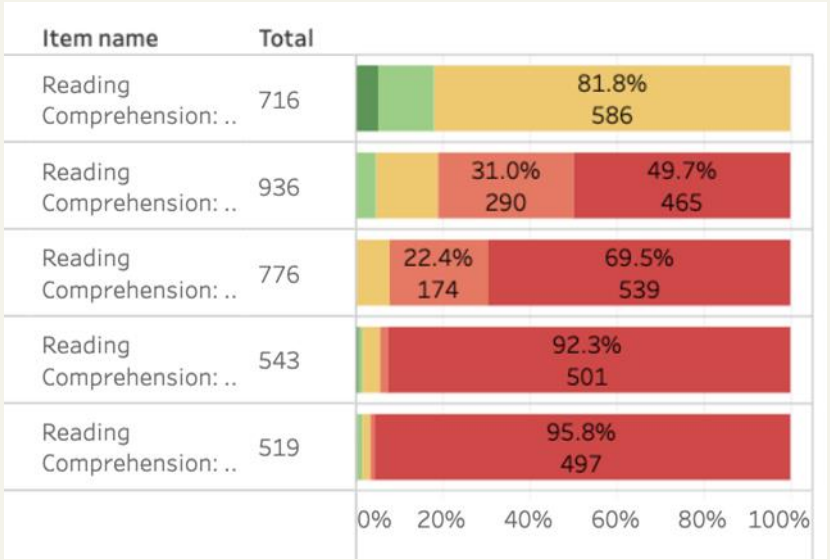
However our lowest growth is among our Long-term English Learners, suggesting a persistent need for us to better attend to the needs of this group of students.

Select Group	Met 40% Midyear or 100% Spring	Total		
0-3	59.5%	2,407	31.9% 767	30.5% 733
4-6	60.3%	2,565	37.2% 955	30.9% 792
7+	53.4%	2,183	39.9% 871	42.1% 919
Not EL	57.1%	16,963	39.6% 6,713	36.9% 6,258
Overall EL	57.9%	7,156	36.3% 2,595	34.2% 2,445

The Role of Language in Literacy Instruction

- Vocabulary and comprehension increasingly becomes a barrier as ELL progress throughout the grades at similar rates.
- **Language is central to literacy learning** for all students, and especially ELLs





Biliteracy Outcomes in Dual Language Programs

Lectura (Spanish foundational skills):

Students in OUSD DL programs increased 9% points from BoY to MoY (from 53-62% at or above)

compared to national average of 4% growth (from 58-62%)

Population	Measure	Levels		Students	
National All grades	Composite Score	BOY	31% 11% 37% 21%	227009	4% ⬆
		MOY	27% 11% 37% 25%	216654	
Oakland Unified School District	Composite Score	BOY	37% 10% 36% 17%	1533	9% ⬆
		MOY	26% 12% 39% 23%	1507	

Biliteracy Outcomes in Dual Language Programs

Dibels (English):

- Students in OUSD DL increased 8% (from 27-35%)
- compared to national average 3% (from 52-55%)
- and 6% in non-DL OUSD programs (from from 41-47%)

Population	Measure	Levels		Students	
National All grades	Composite Score	BOY	31% 17% 28% 24%	4455721	3% ⬆
		MOY	30% 15% 28% 27%	4261892	
Population selected	Composite Score	BOY	59% 14% 18% 9%	1316	8% ⬆
		MOY	49% 16% 23% 12%	1220	

Note: In many DL classrooms, students are receiving primarily Spanish literacy instruction in the early grades. We expect English results to be lower in the early grades and improve in later grades as the time in English instruction increases

Quality language and literacy program for ELLs

Integrated ELD: Language instruction within the ELA curriculum
Designated ELD: A separate time to focus on How English Works

- Language Dives, conversation cues, and other language teaching strategies baked INTO the El Education ELA curriculum.
- Designated ELD that is connected to ELA content in K-8.
- New ELD curriculum (Lift) for secondary newcomer students.
- Elementary newcomer ELD supported by Elementary Newcomer Teacher Leaders (ENTLs)

Differentiated Foundational Literacy Instruction

- Attention to comprehension and vocabulary as well as phonemic awareness and phonics
- Build on what students' know in their home language
- Foundational literacy for newcomers supported by ENTLs in 3-5

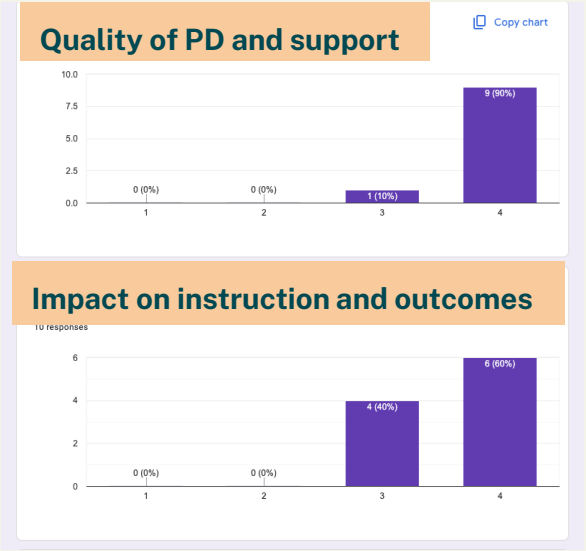
Foundational Biliteracy Instruction

- All of the above and...
- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer

SEAL (Sobrato Early Academic Language) in Dual Language

SEAL is a comprehensive approach to dual language instruction, integrating literacy, language, and content towards biliteacy and academic achievment.

Principal and TSA/Teacher leader responses to SEAL



Scores were all 4s for schools in year 2, with 3's with schools in 1st year of implementation

"SEAL PD has been fantastic - I feel like we are truly coming to a vision of what we want our DL schools to look like as a both a school team and as a district. It is very exciting!" (teacher leader)

"The impact on student engagement is profound. Our students are not just learning two languages; they are doing so through fun, interactive, and supportive methods that honor their identities. The thematic units and oral language strategies make rigorous academic content accessible and exciting, fostering a true love for biliteracy." (principal)

"I appreciate that SEAL is pushing our team to plan for students' language production, both oral and written. In the process, teachers are thinking more strategically about which resources they use and how to use them." (coach)

OUSD Innovates for Secondary Newcomer Literacy

- Two years ago OUSD received a state grant to partner with The SIFE Equity Project to develop open-source materials that address the gap of standards-aligned curriculum for secondary students with limited or interrupted formal education (SLIFE/SIFE)

- Due to enthusiastic reception across country, we recently received a $1.2M grant to complete a full years worth of curriculum! (Coming to 4/22 Board agenda)

- The materials include developmentally and culturally relevant content to support English language acquisition and foundational literacy skills.

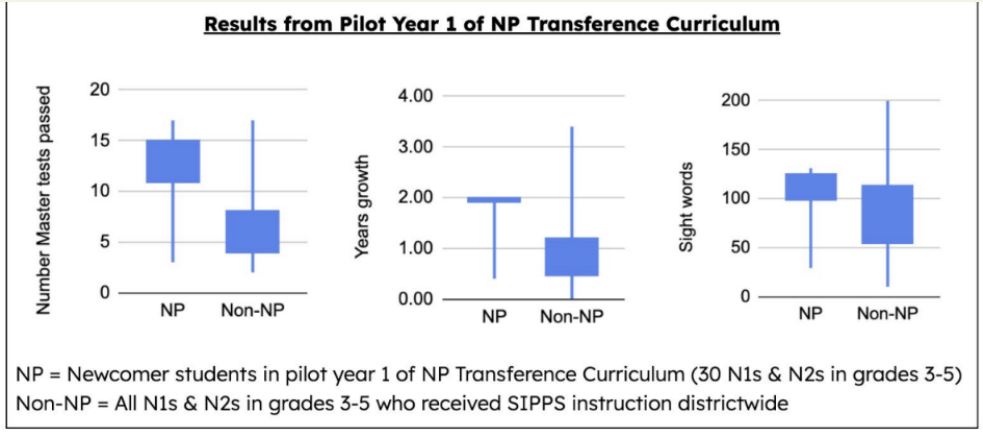
Download the Curriculum

Read about it in EdSource

Listen to the Podcast

OUSD Innovates for Elementary Newcomer Literacy

Two of our amazing Elementary Newcomer Teacher Leaders (ENTLS) noticed that newcomers with Spanish literacy were stuck in reading intervention groups that did not consider their Spanish literacy skills. They created and piloted a literacy curriculum, modifying existing instructional materials, designed to support the transference of Spanish language literacy into their English literacy development.



Newcomer Spanish-English Transference Curriculum

Growth Areas and Next Steps

Build on what is showing results:

- Continue to support quality implementation of comprehensive ELD using ELA and ELD connected materials. Use El Educational lab schools to develop demonstration sites for ELL language and literacy success.
- Expand use of OUSD-grown SIPPS transference materials AND pilot in dual language 2nd grade classrooms.
- Build out the SIFE Equity curriculum.
- Expand reach of SEAL to all dual language schools

Address gaps:

- Support quality implementation of El Education's Unlock ELD and the Integrated ELD supports in the ELA modules to address language, vocabulary, and comprehension.
- Adjust and clarify foundational skills progress in dual Language programs to maximize instructional time and leverage students' home language literacy

Support for Students with IEPs

Initiatives & Curricula

SPIRE

- Multisensory reading intervention for K-5 Mild/Mod SCP and TK-5 RSP
- Consistent 10-step lesson format
- Recommended 30 minutes/day dosage

SPIRE Tutors

- 8 tutors provide instruction at 12 elementary schools
- Support 3rd-5th graders with resource and speech IEPs
- Schools/students selected via demographic & iReady data
- Aligned with Gen Ed Tier 3 tutoring

Lexia PowerUp!

- First Year of Implementation
- Targeting Secondary SWDs with foundational reading gaps
- Structured Literacy: online online & direct teacher instruction

TeachTown

- Personalized, measurable blended curriculum for students with disabilities
- Used in K-YA Moderate and ESN SCPs
- Standards-aligned; enables access to Alternative Diploma completion.

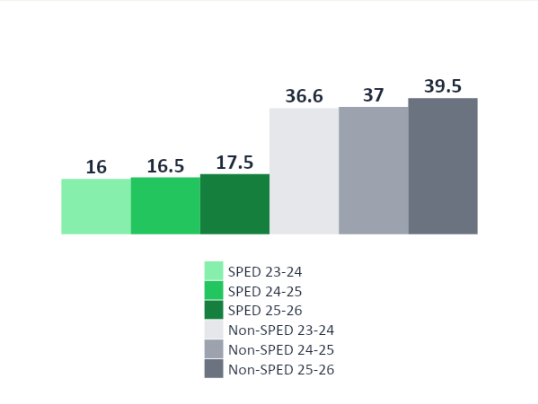
Grounding Data

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students w/IEPs

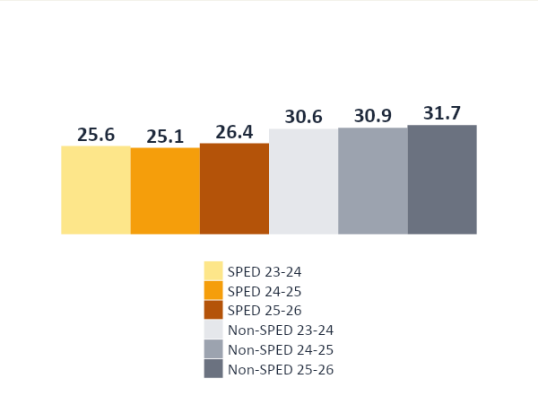
Special Education vs. Non-Special Education Students

On Grade (Mid-Above + Early on Grade) | 1 Grade Below | 2+ Grades Below (2 Below + 3+ Below) **Color bars = SPED** Gray bars = Non-SPED

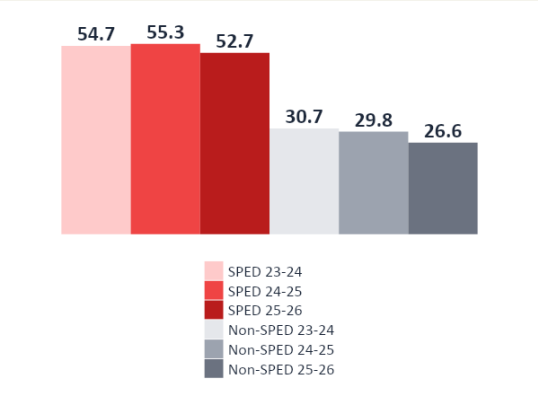
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 2,301 | 2024-25: n = 2,341 | 2025-26: n = 2,283

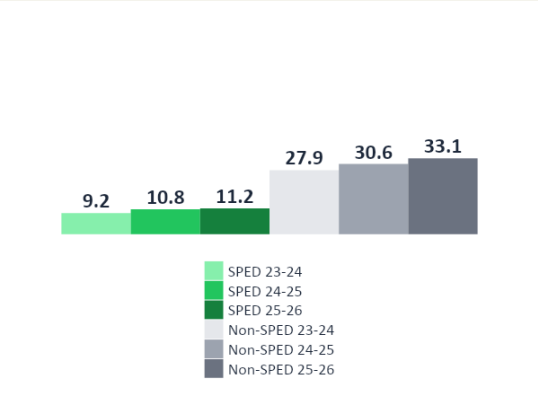
Key Takeaway: On Grade edging up (+1.5 pp) with 2+ Below declining 2.0 pp. Over half of SPED students in Grades 1–5 remain 2+ grades below level, but the direction is positive. 1 Grade Below is stable, suggesting the movement is from the lowest tier.

i-Ready Reading Midyear 3-Year Trend: Grades 6–8 Students w/IEPs

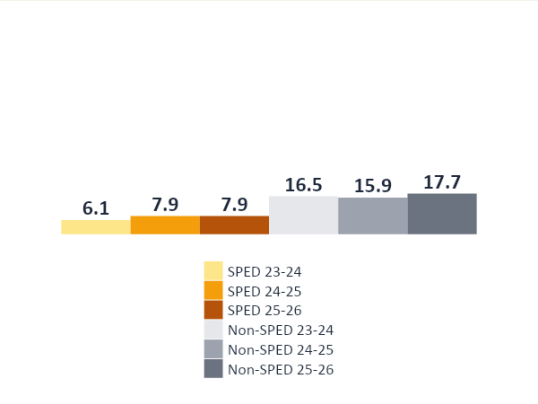
Special Education vs. Non-Special Education Students

On Grade (Mid-Above + Early on Grade) | 1 Grade Below | 2+ Grades Below (2 Below + 3+ Below) | **Color bars = SPED** | Gray bars = Non-SPED

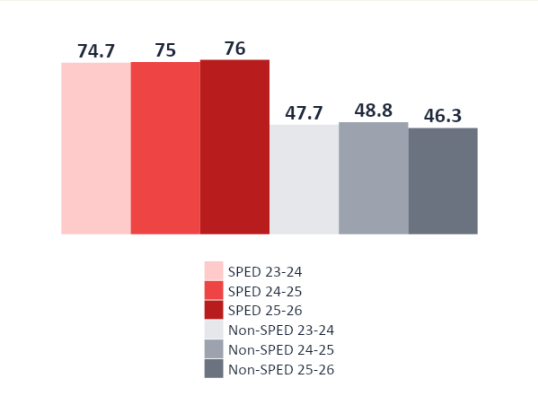
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 1,004 | 2024-25: n = 1,082 | 2025-26: n = 1,103

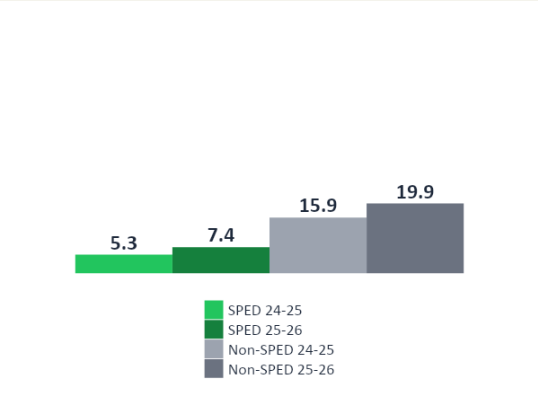
Key Takeaway: On Grade growing modestly (+2.0 pp) and 1 Grade Below up +1.8 pp, but 2+ Below remains stubbornly high at 76% — essentially flat over 3 years.

i-Ready Reading Midyear 3-Year Trend: Grades 9–12 Students w/IEPs

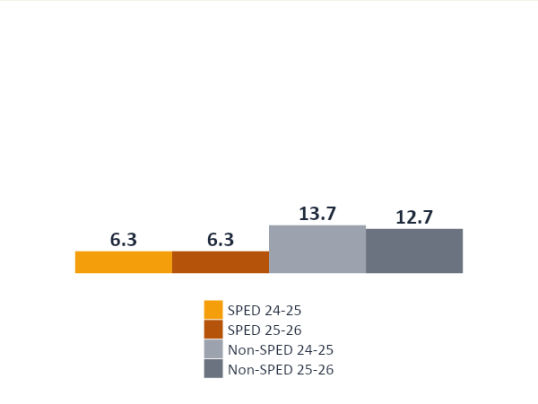
Special Education vs. Non-Special Education Students

On Grade (Mid-Above + Early on Grade) | 1 Grade Below | 2+ Grades Below (2 Below + 3+ Below) | **Color bars = SPED** | Gray bars = Non-SPED

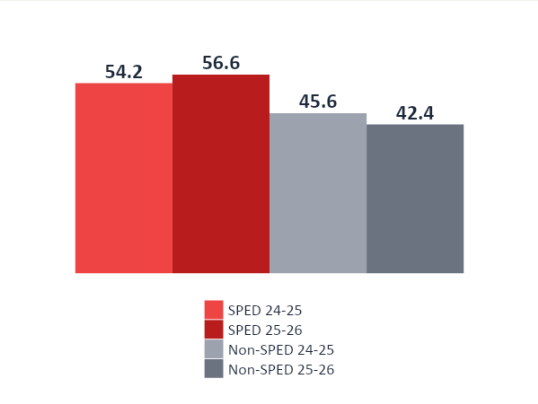
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2024-25: n = 1,381 | 2025-26: n = 1,449

Key Takeaway: On Grade improved from 5.3% to 7.4% (+2.1 pp), while 2+ Below remains high at ~55-57%. Only about 14% of SPED high school students are within one grade level of proficiency.

2023-24 excluded due to much smaller tested population (n=219).

Grounding Data- Usage

Spire Usage Data

- 1,816 active student licenses on SPIRE Star
- 1,167 lessons assigned on SPIRE Star

Schools with high usage:

- Allendale, Burckhalter, Carl Munck, EOP, Glenview, Greenleaf, Hoover, International Community, Joaquin Miller, Korematsu, Laurel, Manzanita Community, MLK, Peralta, Piedmont Piedmont Ave

TeachTown Usage Data

- 8,073 lessons have been mastered at 80% or higher
- 21,767 skills mastered
- 124% improvement score from pretest to post test across benchmarks, unit assessments, and student-led lessons
- 9-12: achieved the highest posttest score (75.94) and the highest overall improvement (148%).
- 6-8: Math improvement (145%) was higher than ELA (92%).

Lexia Usage Data

- Average 300 students utilizing Lexia weekly
- 42,000 units completed by students this year so far

Program Wins

SPIRE

68% of students moved ≥1 level (Aug-Dec)

35% of students moved ≥2 levels (Aug-Dec)

Active students logging **1,000+ minutes**

Teachtown-related display at Franklin Elementary

TeachTown

124%

improvement from pre- to post-test across benchmarks

All program groups (K-5, 6-8, 9-12) **doubled scores**

Lexia PowerUp!

Sustained student & staff engagement/usage

Growth in **Reading Comprehension** (50% of units completed)

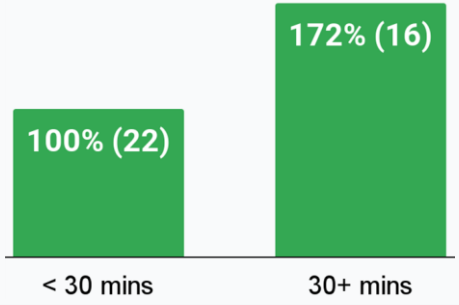
SJT, Skyline, Frick highlights

SpEd Partnership with REACH Parent District

- OUSD SpEd conducted outreach via ParentSquare to solicit families to participate in literacy program
- Amira Reading Assistant: an AI-powered reading fluency program that provides 1:1 coaching to students
- REACH Parent District (RPD) providing family success coaches and Amira licenses
- 54 elementary students with IEPs initially participated; after some attrition, RPD was supporting 38 students with IEPs as of mid February

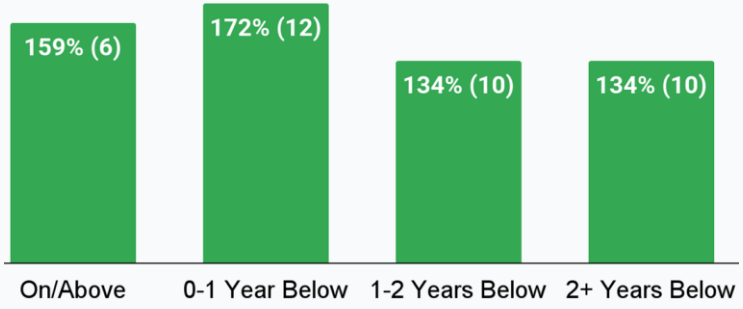
ENGAGEMENT

Higher dosage was associated with stronger acceleration.



STARTING LEVEL

Starting level is not a barrier to growth.



Benchmark assessment growth from BOY to MOY

Lexia Student Growth

Sites with the highest rates of proficiency band growth in Lexia, October 2025-present

Roosevelt

Phonics Growth

West Oakland Middle

Phonics Growth

Comprehension Growth

Fremont

Phonics Growth

Grammar Growth

Skyline

Phonics Growth

Comprehension Growth

Bret Harte

Comprehension Growth

Grammar Growth

Note: Students are expected to move through the program at a rate of roughly one proficiency band every 30-40 weeks, so these students are moving more quickly than expected.

Growth Areas

SPIRE

- New data collection system this year had low fidelity with teachers
- Only used by SpEd teachers = less on-site support and accountability
- Consistency is key - when not used daily, progress is slower

Lexia PowerUp!

- Need to create conditions for increased student use across all schools- currently, weekly use is uneven across campuses, with higher use in middle schools
- Less growth in grammar strand than phonics and comprehension

TeachTown

- Teacher completion of curriculum-embedded benchmark assessments remains far below expectations.
    - 24% in K–2
    - 75% in 3–5
    - 19% in 6–8
    - 12% in 9–12.
- The goal is 95% completion. Benchmark 3 window just opened.

Changes for 26-27

Elementary RS and Mild/Mod SCP

- **Move to UFLI!**
- Special Education and General Education Academics Department leadership collaborating to ensure **smooth transition**
- Initial UFLI training for SpEd Teachers held March 25, 2026 (~70 teachers in attendance!)
- This movement allows site leaders to better support Special Educators in ensuring quality literacy intervention. Fewer products can bring more consistent intervention.
- UFLI is developed with the same evidence-based methodology as SPIRE. Our data suggest that the growth we see is not unique to SPIRE but rather attributed to high-dose intervention with a trained, consistent provider

Secondary

- Continued and deeper focus on master scheduling as a way to ensure students are receiving appropriate interventions and that schedules allow for Lexia PowerUpl Implementation when needed.
- Continued implementation of communication campaign to principals and teachers focusing on implementation of Lexia PowerUp!
- Scheduling trainings, retrainings of PowerUp!

3/25/26 UFLI Training for Elementary RS and Mild/Mod SCP Teachers; a collaboration between SpEd and Early Lit team. ~70 teachers attended.

Investment & Policy Connections

Access and LRE

Per federal statute and local board policy, students with IEPs have a right to be served in the least restrictive environment possible.

Using consistent curricula and prioritizing general education access with content specialists can help ensure more meaningful inclusion.

Lexia PowerUp!

This is the first year OUSD has had a literacy intervention program built for teenaged students. Year one data shows promise, but more consistent educator implementation is needed next year.

Teachtown

Provides students in Moderate and Extensive Support Needs program access to core standards, and allows an alternative pathway to diploma for some students (rather than a certificate of completion)

Priorities for 2026-27 & Beyond

Literacy Priorities

Key Priority		Program Recommendations	Investments
01	Foundational Literacy	Grade-Level Reading for All: K–2 students throught succesful Foundational Skills Curriculum Implementation	• Early literacy TSAs • Professional Development (PD) • Early literacy tutors
02	Inclusive Core Literacy	• Success for ELLs through language inclusive practices and scaffolding for rigor. • Meaningful inclusion through specialized training and crossover curricular materials to reduce reliance on separate Special Education settings	• Language & Literacy TSAs • PD • Core Curriculum • El Education Lab Schools contract
03	Biliteracy in Dual Language	• Bring SEAL biliteracy pedagogy to all DL schools • Alignment of biliteracy skills progrsesion across schools	• SEAL contract • PD • DL-specific curricuum

Board Member Questions & Discussion

Appendix

FAST FACTS - 2025-26

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students!

SUPERINTENDENT
Dr. Denise Saddler (Interim)

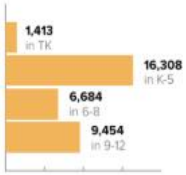
BOARD OF DIRECTORS
DISTRICT 1: Rachel Latta
DISTRICT 2: Jennifer Brouhard (President)
DISTRICT 3: VanCedric Williams
DISTRICT 4: Mike Hutchinson
DISTRICT 5: Patrice Berry
DISTRICT 6: Valarie Bachelor (Vice President)
DISTRICT 7: Clifford Thompson
STUDENT: Marianna Smith
STUDENT: Maximus Simmons

CONTACT
1011 Union Street
Oakland, CA 94607
(510) 879-8000
www.ousd.org

STUDENTS[1]

33,995 students are currently enrolled in OUSD District-Run Schools & Programs. Unless noted, data is for 2025-26.

Below: Students by Grade Group



SCHOOL AND FACILITIES[1]

87 NUMBER OF DISTRICT-RUN SCHOOLS/PROGRAMS

- 8 TK Hubs
- 46 Elementary
- 3 K-8
- 11 Middle
- 3 6-12
- 6 Senior
- 7 Senior-Alt
- 1 Independent Study
- 2 PEC

108 NUMBER OF FACILITIES/CAMPUSES

- 4 Administrative Facilities Only
- 2 Administrative and Instructional
- 69 Instructional for District-Run Schools
- 13 Instructional for Charter Schools
- 2 Instructional for District-Run and Charter Schools
- 8 Instructional for ECE
- 2 Leased
- 8 Vacant

DISTANCE TRAVELLED[1]

2.2 Miles

AVERAGE DISTANCE TRAVELLED TO A DISTRICT-RUN GENERAL EDUCATION SCHOOL

45.4% attend a neighborhood.

STUDENTS BY ETHNICITY[1]

EARLY CHILDHOOD EDUCATION

976 Pre-K general Ed., inclusion students.

162 SPED students, **49** School-Age students.

29 ECE sites, **102** ECE teachers including general ed. and SPED teachers.

ADULT EDUCATION[1]

2,383 received adult ed. services in 2024-25.

13 programs at OUSD sites, **4** at Laney & Merritt, and **9** at community based organizations.

14 adult ed programs total.

FOSTER & HOMELESS

204 foster students in 2025-26.

1,811 homeless students in 2025-26.

LUNCH PROGRAM

81.3%

Percent of students eligible for Free or Reduced-Priced Lunch.

TEACHERS[2]

1,587 TK-12 teachers, **65** ECE, **363** Special Ed., **9** Adult Ed., and **295** other teachers.

ATTENDANCE[4]

90.62%

The average daily attendance (ADA) in 2024-25.

91.92% Elementary ADA, **90.86%** Middle ADA, and **89.29%** High ADA.

29.0% of students were chronically absent in 2024-25.

SBAC TESTING IN 2024-25

33.7% Met/Exceeded ELA standards.

27.0% Met/Exceeded Math standards.

21.7% Met/Exceeded CAST standards.

SPECIAL EDUCATION[7]

18.0% of students with disabilities receive special ed. services.

6,118 students total, **1,845** students enrolled in SDC classes, **363** special ed. teachers, and **6,265** students served by OUSD Special Education Local Plan (SELPA).

OTHER SCHOOL STAFF[2]

142 principals, APs, & CDC site administrators, and **2,108** school support staff.

SUSPENSIONS

3.5%

Percent of students with 1 or more out-of-school suspensions in 2024-25.

10.4% for African American males.

COMMUNITY SCHOOLS & STUDENT SERVICES

84 After-School Programs.

17,693 students served, **12** After-School community-based organizations, **79** free elementary sporting events across **15** Saturdays.

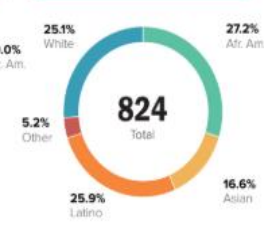
8,426 students enrolled in PreK-Adult Ed. Summer Programs.

59 Summer Learning Programs, **39** schools, and **20** partner organizations ran programs sponsored by OUSD.

16 school-based health centers in 2024-25.

With **9,689** clients served and **40,422** visits in 2024-25.

CENTRAL OFFICE STAFF[2]



5,393 OUSD employees total.

HOME LANGUAGES

48.3%

Percent of students that speak a language other than English at home.

32.2% speak Spanish, **5.4%** Mam, **2.6%** Cantonese, **2.3%** Arabic, and **1.5%** speak Vietnamese. At least **74** non-English languages are spoken at home.

ELLS & NEWCOMERS

30.3%

Percent of English Language Learners.[8]

10,307 ELLs students total. **58.3%** of **4,480** grade 6-12 ELLs are Long Term ELLs.

2,702 newcomers students.

15 schools with secondary Newcomer Programs, **17** schools with Elementary Newcomer Teacher Leaders (ENTLs).

176 refugee students, **233** asylee students, **563** unaccompanied immigrant youth.

BUDGET & SALARIES

Qualified
Certification of Financial Condition.[5]

$19.0 Million Unrestricted General Fund Balance, **$456.5 Million** Unrestricted Fund Expenditure

$62,696
Beginning Salary for a TK-12 Teacher.[2]

	Minimum	Maximum
TK-12 Teacher	$62,696	$109,878
All Teachers	$43,798	$131,854
School Support	$24,554	$170,977
School Leader	$105,025	$200,029
Central Office	$29,474	$357,054

POST SECONDARY READINESS

74.0%
4-Year cohort graduation rate in 2024-25.[9]

16.9% 4-year cohort dropout rate, **1.4%** special ed. certificate, **7.0%** still enrolled, and **0.4%** transfer.

46.0% of cohort graduates met A-G (UC/CSU) requirements in 2024-25.

90.6% of grade 10-12 students enrolled in a Pathway in 2024-25.[6]

58.7% of 2023-24 graduates attended college within 1 year (1,312 out of 2,234).

24.5% attended a 2-year college & **34.2%** attended a 4-year college.

Produced by the Department of RESEARCH, ASSESSMENT & DATA

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Fast Facys 2025-2026 Available at

https://drive.google.com/file/d/1hYu0zpSmANMAg5R64RhaS8o3rvmOJPQt/view?usp=sharing

Ecosystem Literacy Alignment: Tutoring Provider Certification Status

		Domains of Certification		
Tutoring Partner	**Timing of Services**	**Foundational Skills**	**Language Comprehension**	**Disposition (Reading for enjoyment-not teaching reading skills)**
Words in the Wild	Core Day & ASP	**certified**	*Not yet*	**certified**
Tutored Live	Core Day & ASP	**certified**	**certified**	n/a
3Ls	ASP	**certified**	n/a	**certified**
Tutors of Franklin	ASP	**certified**	n/a	n/a
Springboard	ASP	**certified**	**certified**	**certified**
BOOST Oakland	ASP	*Not yet*	*Not yet*	**certified**
Community Reading Buddies (ASPIRE)	ASP	n/a	n/a	**certified**
Reading Partners	Core Day & ASP	n/a	**certified**	**certified**
Children Rising	Core Day	**certified**	n/a	n/a

Quality language and literacy program K-12

Foundational SKills

- K-2 Foundational Skill:
  - Print Awareness and Letter Knowledge
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary

Core Knowledge for Literacy

- Content based literacy program aligned to Common Core State Standards
- Building deep knowledge on STEM and humanities topics enhances reading comprehension, vocabulary development and critical thinking.
- Includes Integrated ELD for ELLs

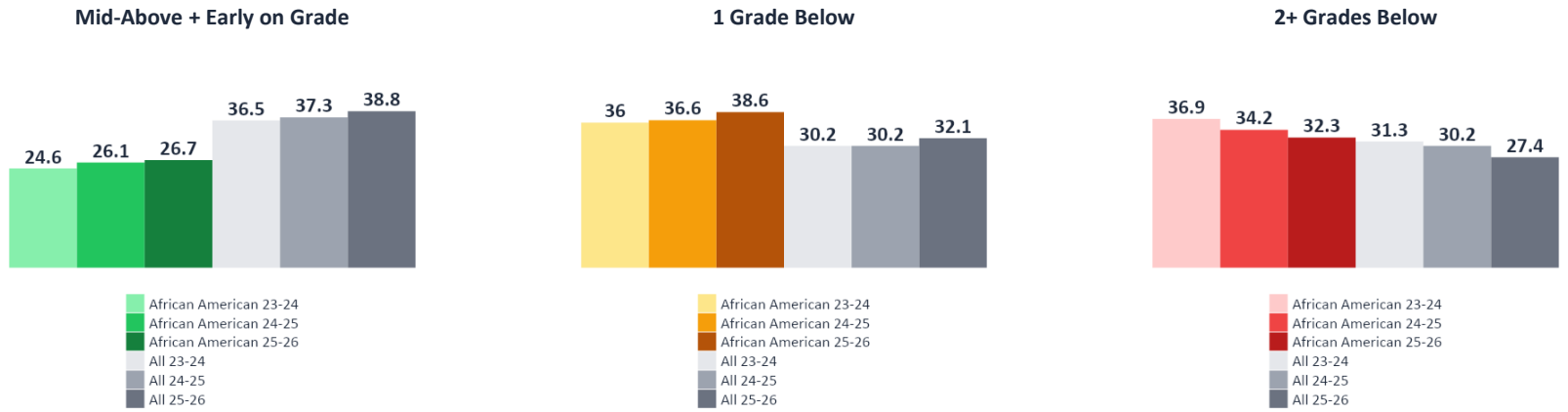
Foundational Biliteracy Instruction

- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and constrastive analysis

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 African American

African American vs. All Students • SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below) **Color bars = African American** Gray bars = All Students



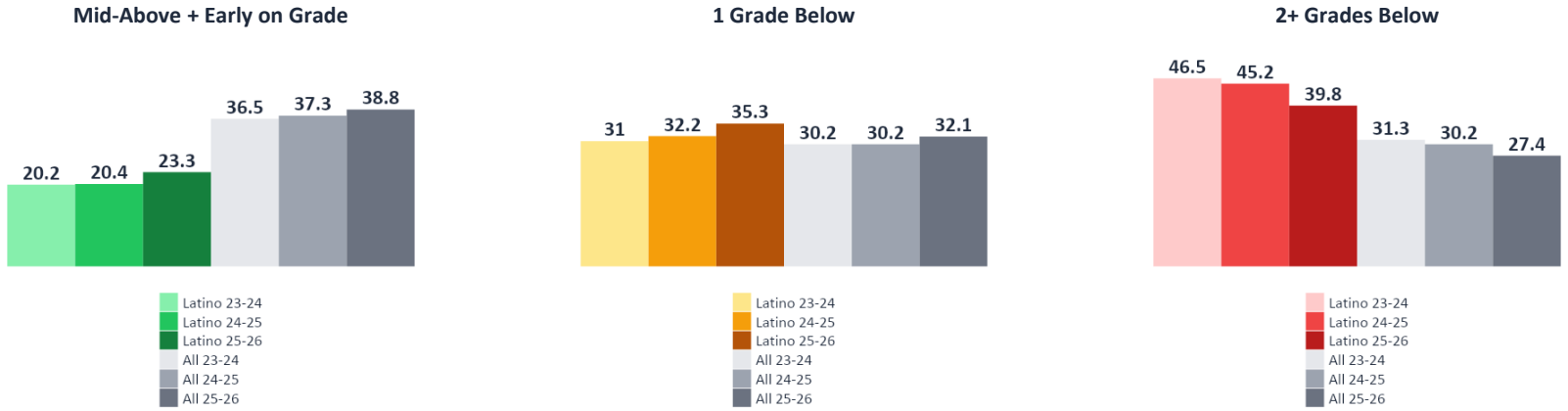
2023-24: n = 2,282 | 2024-25: n = 2,151 | 2025-26: n = 2,131

Key Takeaway: On Grade up +2.1 pp (25→27%) with 2+ Below dropping 4.6 pp. The gap to All Students narrowed slightly (from 12 pp to 12.1 pp On Grade).

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Latino

Latino vs. All Students • SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below) **Color bars = Latino** Gray bars = All Students



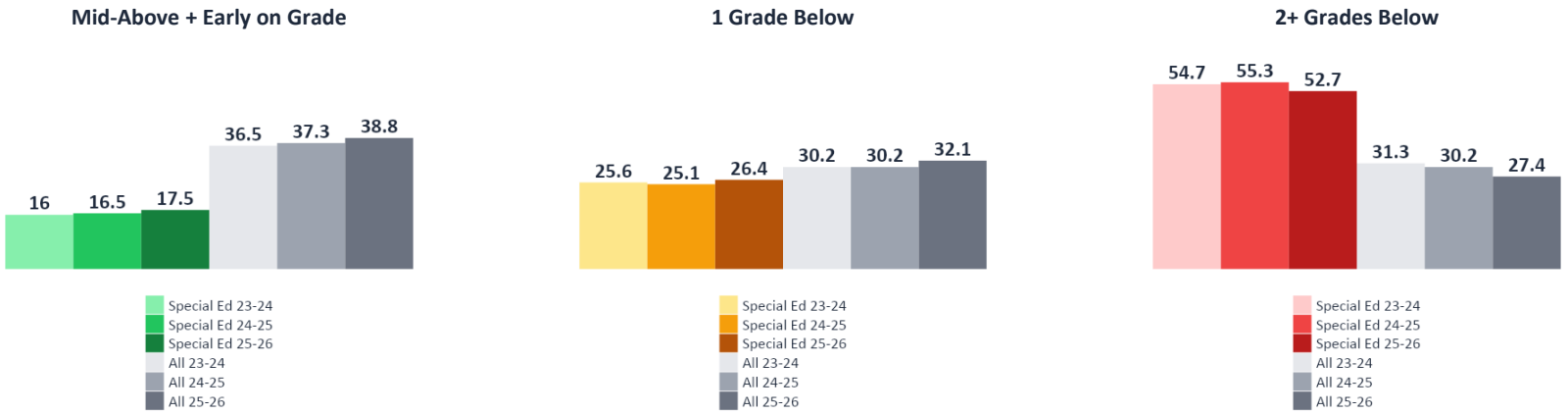
2023-24: n = 4,136 | 2024-25: n = 3,952 | 2025-26: n = 3,824

Key Takeaway: On Grade up +3.1 pp with a notable 6.7 pp drop in 2+ Below (47%→40%). The gap to All Students narrowed from 16.3 pp to 15.5 pp. The increase in 1 Grade Below (+4.3 pp) reflects strong upward movement from the lowest tier.

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students w/IEPs

Special Ed vs. All Students • SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below) **Color bars = Special Ed** Gray bars = All Students



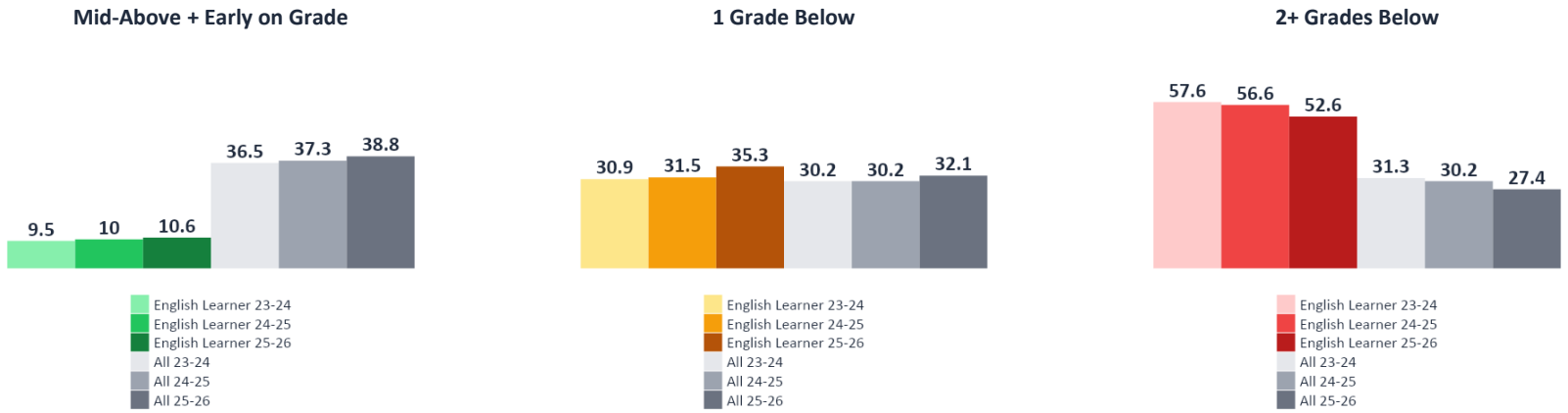
2023-24: n = 2,301 | 2024-25: n = 2,341 | 2025-26: n = 2,283

Key Takeaway: On Grade edging up (+1.5 pp) with 2+ Below declining 2.0 pp. Over half of SPED students remain 2+ grades below level. The gap to All Students is the widest of any subgroup at 21+ pp On Grade.

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 English Learner

English Learner vs. All Students • SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below) **Color bars = English Learner** Gray bars = All Students



2023-24: n = 3,337 | 2024-25: n = 3,155 | 2025-26: n = 2,875

Key Takeaway: On Grade grew modestly (+1.1 pp) from a very low base (~11%). The 5.0 pp drop in 2+ Below (58%→53%) and rise in 1 Grade Below (+4.4 pp) show upward movement, but the gap to All Students remains ~28 pp — the largest equity gap.

i-Ready Reading Midyear — Grade 2 Domain Heatmap

SEI Courses • % On Grade (Mid-Above + Early On Grade) • 3-Year Trend

Domain	23-24	24-25	25-26	3-Year Δ
High Frequency Words	61.6%	60.8%	62.7%	▲ +1.1
Phonics	41.6%	43.5%	45.7%	▲ +4.1
Reading Comp Overall	31.5%	33.9%	36.2%	▲ +4.7
Vocabulary	35.0%	37.5%	38.8%	▲ +3.8

% On Grade: ≥40% | 35-39% | 32-34% | 29-31% | 25-28% | <25%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 2 Growth

SEI Courses • % of students meeting ≥40% of growth target at Midyear • 3-Year Trend

Growth Measure	23-24	24-25	25-26	3-Year Δ
Typical Growth	63.7%	64.4%	64.7%	▲ +1
Stretch Growth	52.3%	53.1%	52.5%	— +0.2

2023-24: n = 2,150 | 2024-25: n = 1,988 | 2025-26: n = 1,971

% Meeting ≥40% Growth: ≥65% | 58-64% | 52-57% | 46-51% | 40-45% | <40%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 1 Domain Heatmap

SEI Courses • % On Grade (Mid-Above + Early On Grade) • 3-Year Trend

Domain	23-24	24-25	25-26	3-Year Δ
High Frequency Words	47.0%	44.0%	44.0%	▼ -3
Phonics	38.4%	39.5%	41.3%	▲ +2.9
Phonological Awareness	38.1%	38.3%	40.6%	▲ +2.5
Reading Comp Overall	30.5%	30.6%	30.5%	— 0
Vocabulary	31.4%	32.7%	31.6%	— +0.2

% On Grade: ≥40% | 35-39% | 32-34% | 29-31% | 25-28% | <25%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 1 Growth

SEI Courses • % of students meeting ≥40% of growth target at Midyear • 3-Year Trend

Growth Measure	23-24	24-25	25-26	3-Year Δ
Typical Growth	63.1%	58.5%	60.1%	▼ -3
Stretch Growth	50.2%	45.9%	45.3%	▼ -4.9

2023-24: n = 2,033 | 2024-25: n = 1,918 | 2025-26: n = 1,936

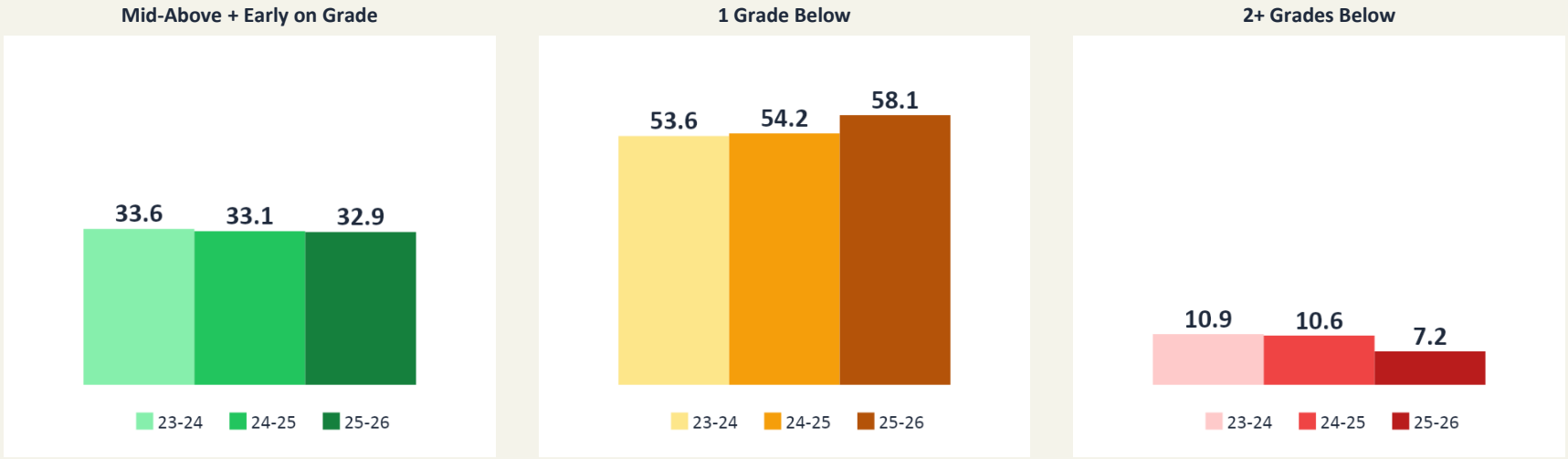
% Meeting ≥40% Growth: ≥65% | 58-64% | 52-57% | 46-51% | 40-45% | <40%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear 3-Year Trend: Grade 1

SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below)



2023-24: n = 2,168 | 2024-25: n = 2,060 | 2025-26: n = 2,009

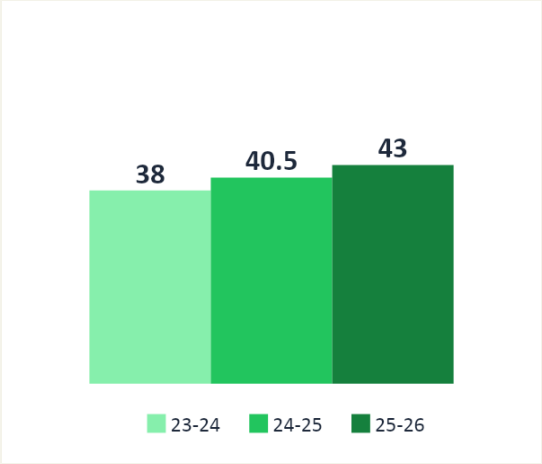
Key Takeaway: On Grade holding steady (~33%), while 2+ Grades Below dropped from 11% to 7% (−3.7 pp). The increase in 1 Grade Below (+4.5 pp) suggests students are moving up from the lowest tier into the next.

i-Ready Reading Midyear 3-Year Trend: Grade 2

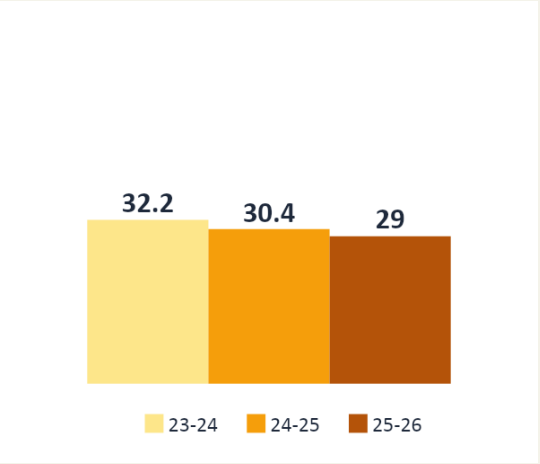
SEI Courses

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below)

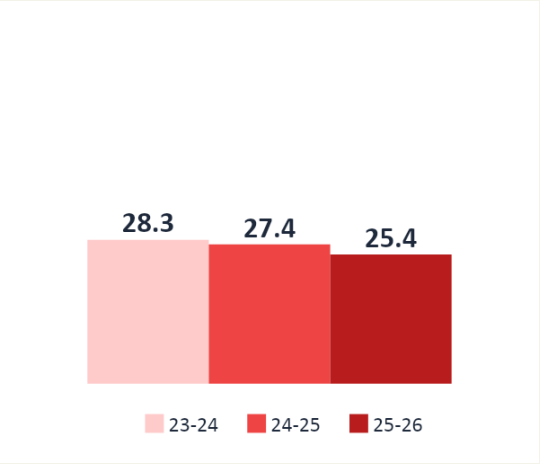
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 2,255 | 2024-25: n = 2,073 | 2025-26: n = 2,023

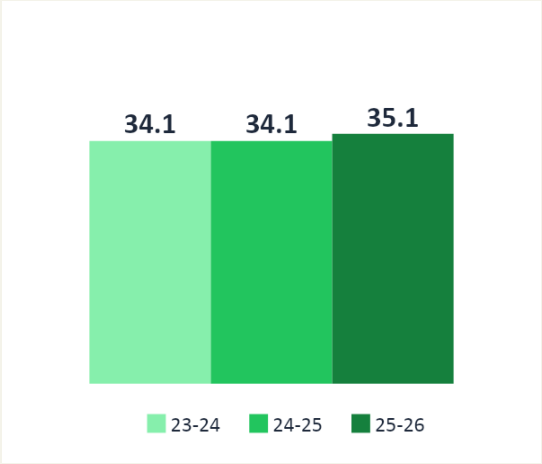
Key Takeaway: On Grade climbed from 38% to 43% (+5.0 pp) — the strongest gain across grade spans. Both below-grade groups declined steadily, with 1 Grade Below down 3.2 pp and 2+ Below down 2.9 pp.

i-Ready Reading Midyear 3-Year Trend: Grades 3–5

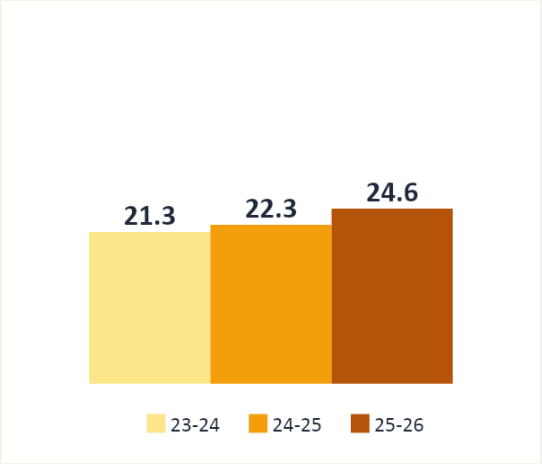
All Course Types (SEI + Dual Language)

On Grade (Mid-Above + Early on Grade) 1 Grade Below 2+ Grades Below (2 Below + 3+ Below)

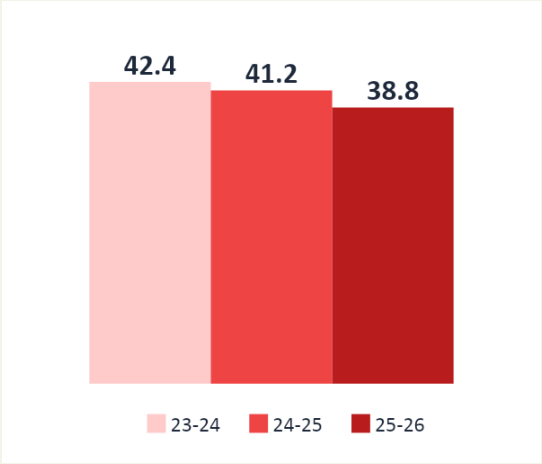
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 8,186 | 2024-25: n = 8,215 | 2025-26: n = 8,111

Key Takeaway: On Grade up +1.0 pp, with 2+ Grades Below dropping 3.6 pp. The increase in 1 Grade Below (+3.3 pp) likely reflects students moving up out of 2+ Below — a positive shift in the upper elementary grades.

Capacity Building and Alignment to California AB 1454

Professional Learning in Science of Reading

- Cohort 1: CORE Learning OLLA
- Cohort 2: Launching in Summer 2026
- Teacher Cohort launching in 26-27
- Core Leadership for Literacy

Classroom Instruction

The focus has been

- Observation walkthroughs using a common tool
- Lesson integrity with appropriate pacing
- Collecting formative data
- Systems of support through PLCs, PD, and coaching

Midyear Data Analysis Context:

Beginning in 2025-26, Dual Language schools are no longer administering the i-Ready English Diagnostic in Midyear in Grades 1 and 2.

For purposes of apples-to-apples comparison, we are including in the Grades 1 and 2 analysis only students in English-only instruction courses (about 78% of our Grade 1 and 2 students are in English-only instruction.)

As a reminder, Grade K does not test midyear.

Grades 3-5 Dual Language students continue to test midyear and our analysis of those grades includes both English Only and DL students.

DIBELS District Overview: Positive Progress

Blue/Green

41.0% → 46.6% ↑

+5.6 percentage points

Red (Intensive)

40.2% → 36.3% ↓

-3.9 percentage points

Based on 7,359 students with both Fall and Midyear scores

Student Group Equity Analysis
DIBELS Fall-Midyear 2025-26

Subgroup	Fall B/G	Mid B/G	+ B/G
Special Ed	24.2%	26.7%	2.6%
Not Special Ed	44.2%	50.5%	6.3%
English Learners	21.1%	26.9%	5.8%
Not ELL	51.6%	56.7%	5.1%
African American	37.8%	40.8%	8.1%
Latino	26.1%	32.9%	6.8%
Asian	66.8%	69.1%	2.3%
White	56.6%	65.1%	8.5%

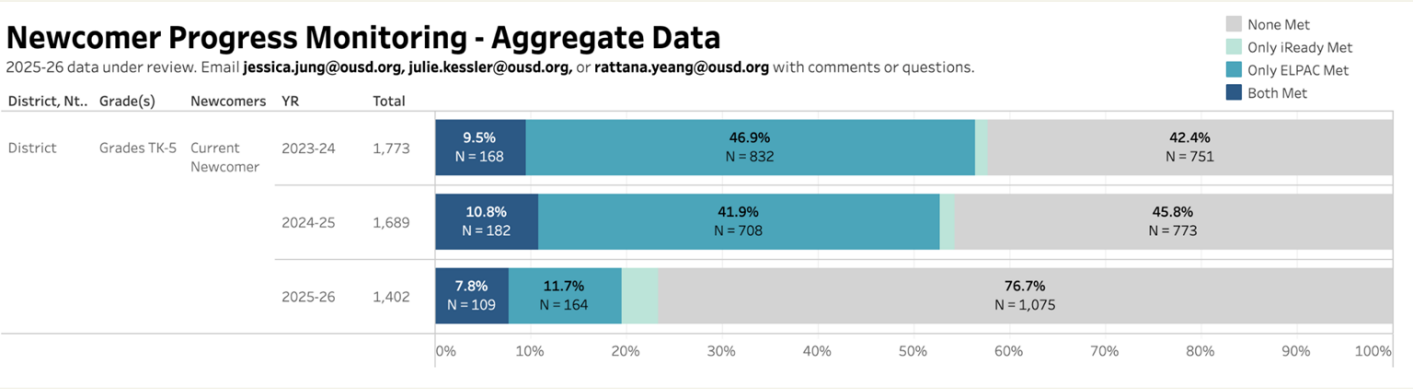
L

DIBELS Benchmark Trends

From BOY to MOY, over 90% of scholars at Benchmark, remained at Benchmark.

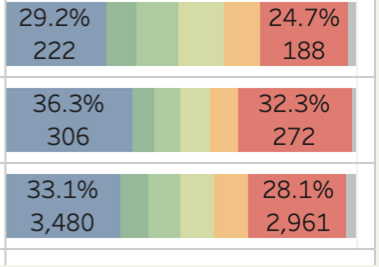
Population	Composite Score, 25–26 BOY	Composite Score, 25–26 MOY	Students
Population selected	Well below, 42%	78% 13% 8%	2866
	Below, 15%	22% 35% 35% 8%	1040
	At, 22%	14% 58% 24%	1513
	Above, 21%	15% 82%	1449

Literacy Outcomes for Newcomers (Elementary)



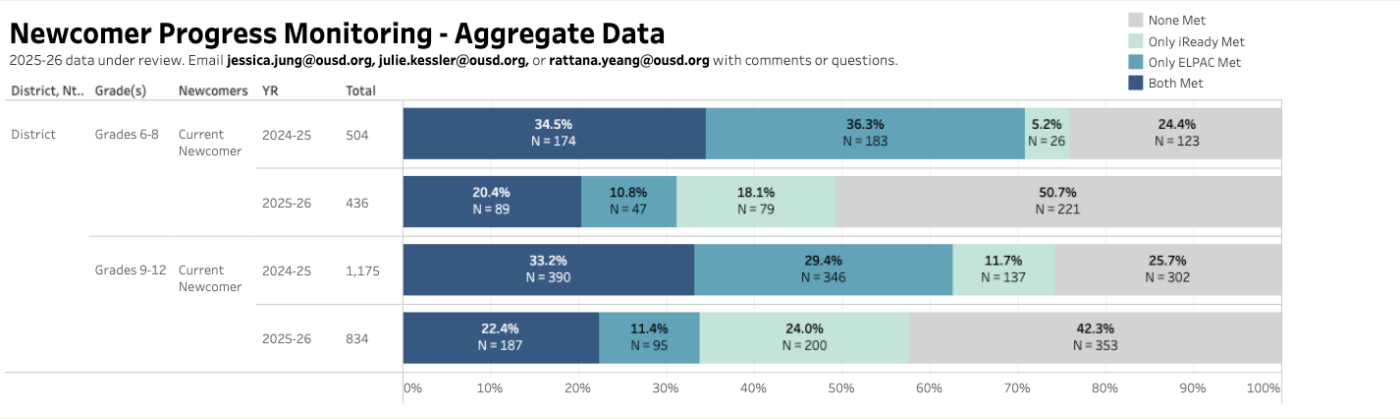
We have set ambitious goals that after 3 years, newcomers will approach or read at 3rd grade reading level and score a 2 on the ELPAC 2.

Item name	Select Group	Met 40% Midyear or 100% Spring	Total
i-Ready % Typical Growth	Current Newcomer	62.2%	760
	Former Newcomer	58.5%	843
	Not Newcomer	59.5%	10,528



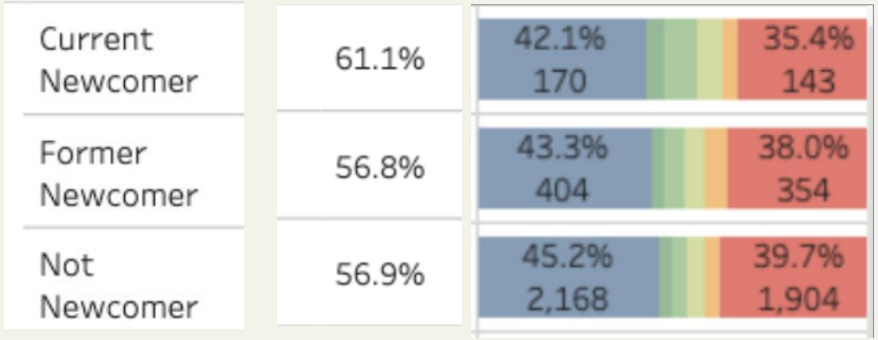
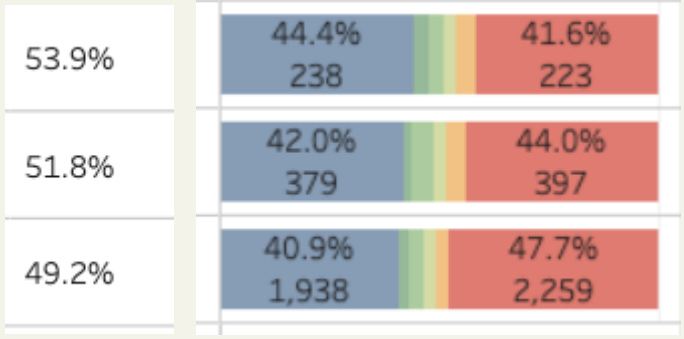
I-Ready growth is stronger among current newcomers than former and non-newcomers. This is good news since they need to make accelerated growth to reach 3rd grade reading in 3 years, and we want to see even more acceleration.

Literacy Outcomes for Newcomers (Secondary)



We see similar patterns in secondary, although performance decreases in high schools, where we have a concentration of students with interrupted education

6-8 grades



9-12 grades