Oakland Unified School District
2024-2027 Local Control & Accountability Plan (LCAP)
Draft Goals & Actions

Last revised May 2024

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

Action #	Proposed Action Title	Proposed Action Description
1.1	**Strong Readers: Early Literacy & Secondary Literacy**	Offer a comprehensive and cohesive instructional program in English Language Arts to ensure that all students continuously grow towards meeting or exceeding academic standards. Adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training. Invest in early literacy supports to ensure that all students are strong readers by third grade.
1.2	**Excellence in Science, Technology, Engineering, and Mathematics**	Offer a comprehensive and cohesive instructional program in Science, Technology, and Mathematics to ensure that all students continuously grow towards meeting or exceeding academic standards. Adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.
1.3	**Equitable Access to a Broad Course of Study**	Offer a comprehensive and cohesive instructional program in all content areas to ensure that all students continuously grow towards meeting or exceeding academic standards. Adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.
1.4	**Visual & Performing Arts**	Ensure that all students experience schools that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression through visual and performing arts opportunities.

1.5	**Early Childhood Learning**	Offer opportunities for pre-kindergarten programs at locations across the district.
1.6	**Multilingual Programs**	Provide quality multilingual programs that offer students across language backgrounds the opportunity to become bilingual and biliterate and eventually earn the Seal of Biliteracy.
1.7	**College & Career for All**	Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards. Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community. ● College & Career Pathways ● Comprehensive Student Supports ● Rigorous Academics ● Work-Based Learning ● Career Technical Education (CTE)
1.8	**Counseling & Equitable Master Scheduling**	Provide expanded secondary counseling to ensure that students reach graduation and are prepared for college and career opportunities. Provide support to secondary schools to create equitable master schedules that ensure that all students have access to a well-rounded curriculum and the courses they need to succeed.
1.9	**Data-Driven Decision Making**	Use data to allocate resources equitably, support effective implementation of core academic instruction, celebrate growth, and learn from best practices. Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.
1.10	**Academic Acceleration Supports**	Provide targeted intervention to close achievement gaps in literacy and mathematics, with a focus on schools and student groups that received the lowest performance level for English Language Arts or Mathematics on the 2023 California School Dashboard.

1.11	**Network-Based School Supports**	Provide network-based school supports to ensure that school leaders and staff are supported
1.12	**Continuous School Improvement**	Develop and implement a continuous school improvement framework to improve school quality and student outcomes.

Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.

Action #	Proposed Action Title	Proposed Action Description
2.1	**African American Student Achievement**	Implement student achievement strategies to address the specific and unique needs of Black/African American students, with a focus on areas in which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts, and Mathematics.
2.2	**Latino Student Achievement**	Implement student achievement strategies to address the specific and unique needs of Native American and Latino students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics.
2.3	**Arab, Asian, and Pacific Islander Student Achievement**	Implement student achievement strategies to address the specific and unique needs of Arab American and Pacific Islander students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.
2.4	**Supports for Students with Disabilities**	Implement Specialized Academic Instruction (SAI) and provide related service support and resources to students with Individualized Education Programs (IEPs) participating in our Special Education Program, with a focus on areas for which Students with Disabilities received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics. Implement strong Child Find practices to identify students who may require Special Education services. Ensure consistent progress monitoring practices to ensure eligible students are provided with a free, appropriate public education (FAPE) in the Least Restrictive Environment possible.
2.5	**Supports for Low-Income Students**	Center the needs of low-income students to ensure that they have access to tiered academic and social emotional supports.

2.6	**Supports for Unhoused Student & Families**	Provide services to address the unique needs of unhoused students and their families, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism and Graduation Rate.
2.7	**Supports for Foster Youth**	Provide services to address the unique needs of foster youth, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.
2.8	**English Learner Achievement**	Implement quality integrated and designated English Language Development (ELD) to improve progress and reclassification rates for English Learners, with a focus on schools that received the lowest performance level for English Learner Progress on the 2023 California School Dashboard.
2.9	**Long-Term English Learner Achievement**	Ensure that ELD for Long-Term English Learners is specific to their unique academic, language, and social-emotional needs.
2.10	**Supports for Newcomers**	Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.
2.11	**Alternative Education**	Offer a diverse range of alternative education options at all grade levels, but especially at the high school level, to ensure that students who have not been successful in traditional school settings have opportunities to excel and to reach graduation.
2.12	**Expanded Learning Opportunities**	Provide expanded learning opportunities, including afterschool programs, summer learning programs, and Saturday enrichment programs, to students furthest from success in academic recovery and literacy acceleration.

Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.

Action #	Proposed Action Title	Proposed Action Description
3.1	**Safe & Welcoming Schools**	Provide services and support to create conditions for safe schools and ensure that every school has a safety plan focused on building and implementing systems and structures to ensure a physically safe campus. Provide support for justice-involved youth and their families. Implement human trafficking prevention and education programs at targeted schools. Implement programs to reduce suspensions, with a focus on schools and specific student groups that received the lowest performance level for suspensions on the 2023 California School Dashboard. *Focal Schools:* Castlemont High, Dewey Academy, Elmhurst United Middle, Fruitvale Elementary, Garfield Elementary, Montera Middle, Street, Thornhill Elementary, West Oakland Middle, Westlake Middle
3.2	**Social Emotional Learning & Restorative Practices**	Cultivate a joyful environment and caring relationships through an equitable, culturally relevant and responsive approach that respects diversity, integrates trauma-informed and Restorative Practices, and utilizes Transformative Social Emotional Learning (SEL) practices.
3.3	**Student & Staff Health & Wellness**	Implement student health and wellness programs, including Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) programs; alcohol, tobacco and drug intervention; health services; and health education.
3.4	**Behavioral & Mental Health**	Provide targeted behavioral and mental health supports through a Multi Tiered System of Support Plan that identifies students who are struggling and why they are struggling.
3.5	**Attendance Supports**	Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance level for chronic absenteeism on the 2023 California School Dashboard. *Focal Schools:* All

3.6	**Youth Engagement & Leadership**	Offer a well-rounded set of student activities, including athletics, extracurriculars, and enrichment opportunities. Authentically engage and involve youth as leaders in their educational experiences to ensure that student voice is included in decision making.
3.7	**Community Schools**	Support use of the community schools model to build meaningful partnerships with community-based organizations that support and honor youth, connect families to services, and expand access to family supports, enrichment, and health services.
3.8	**Quality Learning Environments**	Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.
3.9	**Family Partnerships & Language Access**	Build authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown families so that they are empowered to be active partners site- and district-level decision making about student learning and school improvement.
3.10	**Enrollment Supports**	Provide equitable access to the enrollment process for all families, with a focus on families who speak languages other than English.
3.11	**District Communication**	Use timely and effective communication practices with staff, students and families to convey important messages through newsletters, websites, and other media.

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

Action #	Proposed Action Title	Proposed Action Description
4.1	**Diverse & Stable Staff**	Attract and retain staff reflective of Oakland's rich diversity through staff recruitment and retention programs and additional teacher compensation, with a focus on: ● Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color; ● Strengthening pathways: Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members; and ● Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD.
4.2	**Staff Growth & Development**	Support the professional growth and development of staff, including foundational and asset-based professional development; teacher collaboration time; staff well-being programs; and school and district governance learning for leaders. Strengthen conditions for educator learning and continued growth by creating conditions in schools that serve educators, students, and families and removing inequitable barriers for Black and Brown folks in Oakland to become and stay educators. Ensure that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices Content-specific professional development is included in the investments for the associated actions.
4.3	**New Teacher Support & Development**	Provide mentoring, coaching, and other supports to develop and retain new teachers.

Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.

Action #	Proposed Action Title	Proposed Action Description
5.1	**Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy**	At Korematsu Discovery Academy, invest in academic acceleration and instructional improvement in the following ways: ● Fund math and literacy tutors to support additional literacy acceleration groups and small group Designated English Language Development for newcomers and to provide small group math acceleration for identified students; ● Fund a teacher on special assignment to support with coaching, planning, and data analysis to improve instruction; and ● Fund a STIP sub to provide coverage for teachers to participate in additional data analysis and planning with the teacher on special assignment and principal, and to allow for peer observation and coaching.
5.2	**Academic Acceleration & Instructional Improvement at Markham Elementary**	At Markham Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund a teacher on special assignment focused on literacy to support professional development of teachers and provide direct services to students; and ● Fund math and literacy tutors to improve academic outcomes for students.
5.3	**Academic Acceleration & Instructional Improvement at Prescott Elementary**	At Prescott Elementary School, fund a teacher on special assignment to support teachers with English Language Arts, literacy, and math curriculum and coaching.

Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.

Action #	Proposed Action Title	Proposed Action Description
6.1	**Academic Acceleration & Instructional Improvement at Castlemont High**	At Castlemont High School, invest in academic acceleration and instructional improvement in the following ways: ● Provide teacher release time and extended contracts to plan curriculum, align in departmental or pathway teams, attend professional development to improve instruction, and develop standards-based assignments; ● Hire a 12-month teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Hire two STIP substitutes to provide reading intervention group and a Teacher on Special Assignment focused on reading intervention to implement the reading intervention plan by providing direct services to students and coaching teachers and teams around literacy practices.
6.2	**Social Emotional Supports at Castlemont High**	At Castlemont High School, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator position to support classroom management, build positive school culture, increase attendance, and decrease out-of-school suspensions and Universal Referral Forms (URFs). ● Hire a full time social worker position to support our COST and Care Manager Teams and support with direct student support and connection to services and provide additional mentors for ninth grade students and African American girls; and ● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes.

6.3	**Social Emotional Supports at McClymonds High**	At McClymonds High School, provide the following social emotional supports to students: ● Hire a Behavior Specialist to engage students who are disconnected from school; and ● Hire a Case Manager to coordinate, plan, and organize case management activities and related functions in service of identified at-risk or high-risk students.
6.4	**Family Engagement at McClymonds High**	At McClymonds High School, hire an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center, attend site-based and district professional learning communities, and work closely with the school principal, community school manager, teacher leaders, and community partners to align and implement family engagement strategies linked to student learning.
6.5	**Academic Acceleration & Instructional Improvement at Oakland International High**	At Oakland International High School, hire a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention.
6.6	**Social Emotional Supports at Oakland International High**	At Oakland International High School, provide the following social emotional supports to students: ● Hire a social worker to expand mental health services and clinical case management to build connectedness with focal English Language Learner students and families and address non-academic needs that prevent full participation in schooling; ● Hire a counselor to allow the school to provide more individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates; and ● Hire a case manager to build connectedness and address chronic absence through a number of strategies, including sustaining affinity groups, connecting families with support accessing resources in the community including food, government benefits, and legal consultation to remove barriers to school attendance.

Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.

Action #	Proposed Action Title	Proposed Action Description
7.1	**Social Emotional Supports at Dewey Academy**	At Dewey Academy, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm; and ● Hire a Case Manager to support students with executive functioning and dealing with life challenges.
7.2	**Social Emotional Supports at Bunche Academy**	At Ralph J. Bunche Academy, hire a Case Manager to provide support to students in need of additional services in order to graduate.
7.3	**Academic Acceleration at Rudsdale Continuation**	At Rudsdale Continuation School, hire two STIP substitutes to provide English Learners and African American students with targeted support, including one-on-one literacy support.
7.4	**College & Career Supports at Rudsdale Continuation**	At Rudsdale Continuation School, hire a Career Transition Specialist to help focus on college awareness, graduation requirements, applications and financial aid, career exploration, and employability and job readiness skills.
7.5	**Social Emotional Supports at Rudsdale Continuation**	At Rudsdale Continuation School, hire a Social Worker to identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling; consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations in developing and implementing an appropriate plan for students; and assist students and their families in obtaining necessary services, monitor progress toward successful utilization and completion of services.

Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.

Action #	Proposed Action Title	Proposed Action Description
8.1	**Academic Acceleration at Home & Hospital Program**	At the Home and Hospital Program, hire a STIP substitute to provide direct instructional support to students to improve academic outcomes.
8.2	**Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study**	At Sojourner Truth Independent Study, invest in academic acceleration and instructional improvement in the following ways: ● Hire three teachers on special assignment to support with content-specific instructional coaching, planning, and data analysis to improve instruction; and ● Hire an academic tutor to support targeted intervention to improve academic outcomes.
8.3	**Social Emotional Supports at Sojourner Truth Independent Study**	At Sojourner Truth Independent Study, hire two case managers to build student connectedness and address chronic absence.
8.4	**Placeholder for Street**	TBD: Street actions
8.5	**Placeholder for Gateway**	TBD: Gateway actions