Oakland Unified School District

2024-2027 Local Control and Accountability Plan, Year 1 (2024-25)

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2024-2027 Local Control and Accountability Plan

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Plan Summary for 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 34,273 students is 48% Latino, 20% African American, 11% white, 10% Asian, 7% multi-ethnic, 1% Pacific Islander, and under 0.5% Filipino and 0.2% Native American. More than four out of five (82%) qualify for free or reduced-price school meals. Approximately 18% of students in our District-run K-12 schools and programs are students with disabilities who receive special education services.

Half of our students speak one of over 69 world languages at home, and one in three students are English language learners. Among these are over 3,500 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.

Our Schools

In the 2024-25 school year, Oakland Unified will operate 79 schools: 51 elementary schools (including three TK-8 schools and two Transitional Kindergarten programs at Kaiser Early Childhood Center and Hintil Early Childhood Center), 11 middle schools, 11 high schools (including three 6-12 schools), and six Alternative Education programs (including a partnership with Laney College to operate the Gateway to College program and a partnership with the Street Academy Foundation to operate Street Academy). We will have nearly 1,500 children enrolled in our pre-kindergarten programs at 29 early childhood education sites. Additionally, we implement a Young Adult Program that serves our 18-to-22-year-old transition-age

youth with Individualized Education Programs and a Home and Hospital Program that serves students with a temporary illness or injury that makes school attendance impossible or inadvisable. There are currently 39 charter schools located within the District boundaries, 28 of which are authorized by OUSD.

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

We are committed to more than quality academic education—we take pride in providing enriching activities, school-based health centers, nutritious locally-sourced meals, and social emotional learning 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 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 2024-2028 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 focuses on four key initiatives, each representing a thread of the larger work of the LCAP:

Ensuring Strong Readers by Third Grade

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

Supporting Powerful Graduates

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

Creating Joyful Schools

We believe all students must feel safe and connected to learn. This is especially true for students from historically marginalized and underserved groups, who often experience 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.

Growing a Diverse and Stable Staff

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

About the OUSD LCAP

The OUSD LCAP captures key actions and investments beyond the District's base program that support our goals to improve outcomes for Oakland students. 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 also provides a detailed breakdown of positions and services organized by action sub-area and funding source so that partners can more easily see how each area of work is supported. This document includes 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 each summer.

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 dollars.

Reflections: Annual Performance

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

Reflections: Technical Assistance

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

Oakland Unified School District receives technical assistance from the California Collaborative for Excellence in Education (CCEE) and from the Alameda County Office of Education (ACOE). 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 "very low" (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 partners, 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. Currently, OUSD has completed 21 actions, or 43%. There are 28 actions that are "in progress" or 57% and 0 actions that have yet to be addressed. As we continue to 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. Narrowing from the LCAP, the OUSD Instructional Focus supports us to communicate the building blocks of a cohesive instructional program to our educators districtwide.

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

Support for Identified Schools

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

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

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

District-Level Stakeholder Engagement

Several district-level committees, including the Parent and Student Advisory Committee (PSAC) and the District English Language Learner Subcommittee

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

School Needs Assessment & Stakeholder Engagement

As part of the school site planning process, every school undertakes a comprehensive needs assessment 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 2023-24 worked with the school community in the spring of 2023 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. Because the 2023-24 CSI designations were the first since before the pandemic and student outcomes have changed markedly at some schools in the intervening years, many schools identified in 2023-24 are new to the CSI grant and needed additional support to understand the funding and the planning process.

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 funded the following actions during the 2023-24 school year, and continues to explore longer term solutions:

- Since the 2021-22 school year, the District has allocated additional student support staffing to high need schools based on the Unduplicated Pupil Percentage (UPP).
- The District funded reduced class sizes at schools with UPPs above 90%.
- The District funded 8.2 FTE in additional teachers to help meet the needs of late-arriving newcomers who arrive after Census Day.

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

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

- **School Day Credit Recovery:** CAR's small Algebra 1a class taught for targeted students in Grades 9 and 10 who received a D or F in Spring 2022. CAR continues to provide a variety of credit recovery options across three school sites that happen during the school day. Courses offered include Algebra, English, Geometry, History, and Spanish.
- **Summer Healing & Academics 4 Kids (HAcK) Program for Students in Grades 9 and 10:** During summer academic credit recovery, students participate in project based and hands-on learning with engaging field trips, activities and internships relevant to their credit recovery courses in which they were enrolled. Summer HAcK '22 had 90+ students and 93% of participants earned the credit pursued. Summer HAcK '23 aims to engage 150-160 10th grade students.
- **Site-Specific Credit Recovery Models:** In addition to centrally delivered credit recovery, individual schools piloted re-imagined, credit recovery options that are school site specific, with support from our HSLLO Central Academic Recovery team. The goal of this strategy is to encourage sites to develop comprehensive, quality and/or innovative site-based approaches to preventing student credit loss and offering credit recovery. This recognizes that schools are the most expert in the needs and learning of their students, central recovery efforts and a one size fits all model does not work for all school communities. Targeted schools submitted proposals with data elements, program outcomes, and costs for credit

recovery and loss prevention programs that were reviewed and approved by HSLLO leadership. The target will be students at sites who have a demonstrated need for remediation or recovery, including but not limited to students who are close to passing but did not pass by term's end, students needing additional support during a class in order to pass, students recovering a D grade for A-G eligibility, as well as students who failed a class and need to recover a course, students needing classes not offered in central credit recovery. If we build site capacity, then sites will develop systems for monitoring students data, implementing site and course embedded prevention/credit recovery opportunities, which will lead to an increase of students on track.

- **Online Credit Recovery Classes:** CAR piloted two online credit recovery classes (American Government and Algebra 1). In spring 2023, the courses had 25 students enrolled from various CSI schools.
- **Intensive Case Management for students in Alternative Education:** The Alternative Education Schools have a dedicated Case Manager that provides additional support with students in danger of failing by working in conjunction with the teacher of record. Providing guidance through 1:1 meetings, home visits, and tracking progress in order for students and families to stay up to date on the graduation status of students on their caseload.

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

Monitoring and Evaluating Effectiveness

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

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

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

Stakeholder Partnerships to Monitor CSI Plans

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

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

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

Central Staff Resources for CSI Schools

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

Engaging Educational Partners

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

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

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

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

EDUCATIONAL PARTNER(S)	PROCESS FOR ENGAGEMENT
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

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

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Goal 1 encompasses our academic approach to Tier 1 instruction as we work to provide a comprehensive, quality instructional program to all students. We believe that all students, regardless of current skill or circumstance, can develop the academic, creative, and life skills to become college, career, and community ready. Our approach in high school is Linked Learning, which has already demonstrated effectiveness through higher graduation rates and more student engagement in learning. Key strategies within Linked Learning include: Project-Based Learning (PBL), Career Technical Education (CTE), Work-Based Learning (WBL), and comprehensive student support.

The rigorous, relevant, and supported learning experiences that are a hallmark of our Linked Learning career pathways are also reflected in all TK-12 instruction. In all classrooms, students are engaged in daily tasks that require them to practice essential skills articulated in the standards and in line with our graduate profile. Woven into all of these daily tasks across subject areas are opportunities for students to practice language and literacy by

reading complex texts, having academic discussions, and writing with evidence. Instruction that focuses on the language demands of tasks and texts deepens students' content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience.

To ensure that students have a strong foundation, we focus strongly on third grade literacy, which is the most important predictor of high school graduation. At the end of third grade, students are shifting from learning to read to reading to learn so that they can gain the knowledge, skills, and dispositions they will need for college, career, and community success.

To understand and assess the learning of our TK-12 students, we ask them to complete a variety of performance tasks, such as career-aligned projects, exhibitions, internships, and pathway capstone projects. These tasks are both demonstrations of learning as well as learning experiences in and of themselves where students develop literacy skills, academic proficiency, and growth towards the graduate profile outcomes. Our TK-12 teachers are supported in their efforts to provide a high quality learning experience for all students, which means both using a high-quality, standards-based curriculum and developing relevant, engaging, and community-facing projects and activities.

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.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy, as measured by the average distance from standard (points above or below standard) without participation penalty.	-52.7	*not yet available*	*not yet available*	-27.8	24.9
1.1.2	Increase the percentage of kindergarteners reading at or above grade level on the spring administration of the i-Ready reading assessment.	33.8%	*not yet available*	*not yet available*	39.8%	6.0%
1.1.3	Increase the percentage of first graders reading at or above grade level on the spring administration of the i-Ready reading assessment.	32.0%	*not yet available*	*not yet available*	38.0%	6.0%
1.1.4	Increase the percentage of second graders reading at or above grade level on the spring administration of the i-Ready reading assessment.	30.5%	*not yet available*	*not yet available*	36.5%	6.0%
1.1.5	Increase the percentage of third graders reading at or above grade level on the spring administration of the i-Ready reading assessment.	28.6%	*not yet available*	*not yet available*	34.6%	6.0%
1.2.1	Improve performance on the SBAC state assessment in Mathematics, as measured by the average distance from standard (points above or below standard) without participation penalty.	-83.0	*not yet available*	*not yet available*	-59.6	23.4
1.2.2	Improve performance on the California Science Test (CAST), as measured by the average distance from standard (points above or below standard) without participation penalty.	21.0%	*not yet available*	*not yet available*	26%	5.0%
1.3.1	Increase the percentage of areas in the Self-Reflection Tool for Priority 2: Implementation of State Standards that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability).	26.1%	*not yet available*	*not yet available*	52.2%	26.1%
1.3.2	Increase the percentage of students in Grades 6–12 who are required to take English Language Development who are also enrolled in an elective class.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.4.1	Increase the number of Visual and Performing Arts (VAPA) positions districtwide.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
1.6.1	Increase the number of students attaining biliteracy pathway awards in dual language schools.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
1.6.2	Increase the number of students completing the seal of biliteracy annually.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
1.7.1	Increase the percentage of students who pass an Advanced Placement exam with a score of 3 or higher.	12.9%	*not yet available*	*not yet available*	15.5%	2.6%
1.7.2	Increase the combined four- and five-year graduation rate as reported on the California School Dashboard.	75.0%	*not yet available*	*not yet available*	81%	6.0%
1.7.3	Reduce the high school cohort dropout rate.	13.9%	*not yet available*	*not yet available*	10.9%	-3.0%
1.7.4	Increase the percentage of Grade 12 graduates completing A-G requirements with a grade of "C" or better.	53.7%	*not yet available*	*not yet available*	59.7%	6.0%
1.7.5	Increase the FAFSA completion rate.	69.0%	*not yet available*	*not yet available*	78.0%	9.0%
1.7.6	Increase the percentage of Grade 12 graduates completing courses that satisfy the requirements for career technical education sequences.	81.3%	*not yet available*	*not yet available*	87.3%	6.0%
1.7.7	Increase the percentage of Grade 12 graduates completing both A-G requirements with a grade of "C" or better and career technical education sequences.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
1.7.8	Increase student career pathway participation rate for Grades 10-12.	88.0%	*not yet available*	*not yet available*	94.0%	6.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.7.9	Increase the percentage of students who graduate prepared for college and career, as measured by the California College/Career Indicator.	37.9%	*not yet available*	*not yet available*	45.5%	7.6%
1.9.1	Maintain the percentage of data tools on www.ousddata.org that provide disaggregation options for all focal student groups to identify achievement gaps and support targeted invention.	100.0%	*not yet available*	*not yet available*	100.0%	0.0%
1.9.2	Increase the percentage of schools with 95 percent or more of eligible students participating in the state Smarter Balanced (SBAC) assessment.		*not yet available*	*not yet available*		0.0%
1.9.3	Increase the percentage of schools with 95 percent or more of eligible students participating in the California Alternate Assessments (CAAs).		*not yet available*	*not yet available*		0.0%
1.10.1	Increase the percentage of students multiple years below grade level in reading who grow a year and a half or more annually as measured by the i-Ready reading assessment.		*not yet available*	*not yet available*		0.0%
1.10.2	Increase the percentage of students multiple years below grade level in mathematics who grow a year and a half or more annually as measured by the i-Ready and other local assessments.		*not yet available*	*not yet available*		0.0%
1.10.3	Decrease the percentage of grade 6-11 students reading multiple years below grade level on the spring administration of the iReady reading assessment.		*not yet available*	*not yet available*	-9%	-9.0%
1.11.1	Increase the percentage of principals who respond "agree" or "strongly agree" to the question "My direct supervisor is able to effectively help me solve problems on my campus" on the annual Quality Service to Schools Survey.	66.0%	*not yet available*	*not yet available*	80.0%	14.0%

Goal Analysis for 2023-24

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

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
1.1	**Strong Readers: Early Literacy & Secondary Literacy**	*Offer a comprehensive and cohesive instructional program in English Language Arts to ensure that all students continuously grow towards meeting or exceeding academic standards. Invest in early literacy supports to ensure that all students are strong readers by third grade. Additionally, lift the success of the early literacy support into the secondary context to develop a comprehensive strategy for improving the literacy rate for students at the secondary level.* **Building Early Literacy** Our focus on early literacy ensures that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, we will dramatically increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families, and community members. Centralized supports include: ● implementation of high-quality curriculum, including a daily foundational skills block; ● coordination of a comprehensive system of literacy assessments including a universal screener, tiered assessments, dyslexia screening and progress monitoring ● foundational training in standards, curriculum and the science of reading ● ongoing professional learning for teachers and coaches/teacher leaders ● learning walks to assess practices and target coaching and support for schools; ● training and coordination of early literacy tutors grounded in core curriculum and assessment ● family literacy workshops and guidance for schools **Supporting Secondary Literacy** The work developed over the past 3 year cycle of the LCAP and District Strategic Plan in early literacy has allowed us to better examine the literacy needs for our	$22,716,072	Yes

		secondary students reading multiple years below grade-level. The funding provided by the COVID relief funds has allowed for the investment in building the secondary literacy strategy. The successes of the early literacy focus are being scaled-up to the secondary level with an eye on implementing strategies appropriate for the secondary school context. These investments include an emphasis on providing a reading teacher to our secondary schools, reading tutors, and associated professional learning to broaden the capacity of people hired into these roles. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Early Literacy (1.0 FTE) ● District Librarian (1.0 FTE) ● Elementary Literacy Coordinator, Network 2 (1.0 FTE) ● Elementary Literacy Coordinator, Network 3 (1.0 FTE) ● Elementary Literacy Coordinator, Network 4 (1.0 FTE) ● Secondary Literacy Coordinators (2.0 FTE) ● Teacher Librarians to support high-need high school students (4.0 FTE) ● Library support positions: Library Techs and Teacher Librarians (52.7 FTE) ● Early Literacy Tutors (83.2 FTE) ● Literacy Tutors (16.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area		
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.* The Academics and Instruction team supports standards-based instruction across the district, fostering conditions for learning partnerships, multi-tiered systems of support, instructional planning and delivery, systems of assessment, and continuous professional growth. The department works to build coherent instructional systems grounded in 1) high-quality curriculum, 2) standards-based assessment, 3) foundational professional development, 4) curriculum-based	$6,805,450	Yes

		professional learning, 5) on-site coaching and support, and 6) structures for tiered support. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Elementary Instruction (1.0 FTE) ● Director of Secondary Instruction (1.0 FTE) ● Elementary STEM Coordinator, Network 2 (1.0 FTE) ● Elementary STEM Coordinator, Network 3 (1.0 FTE) ● Elementary STEM Coordinator, Network 4 (1.0 FTE) ● Coordinator, High School Math (1.0 FTE) ● Coordinator, High School Science (1.0 FTE) ● Coordinator, Middle School Math (1.0 FTE) ● Coordinator, Middle School Science (1.0 FTE) ● Math Tutors (17.6 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area		
1.3	**Equitable Access to a Broad Course of Study**	*Provide a comprehensive and cohesive instructional program in other core content areas to ensure that all students continuously grow towards meeting or exceeding academic standards. Adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.* *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator, History/Social Studies (1.0 FTE) ● Teacher on Special Assignment, Ethnic Studies (1.9 FTE) ● Teachers, Elementary Prep (33.2 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional teachers to support electives for ELD students (32.2 FTE) ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area	$7,180,084	Yes

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.* Our Visual and Performing Arts Department's goal is to advance teaching and learning in the arts as core, sustained, integral components of a comprehensive, robust education. Through our VAPA Strategic Arts Blueprint, the department seeks to engage the collaborative energies and expertise of students, teachers, schools, district leaders and community partners to bridge the gaps, advance equity, and foster cross-disciplinary rigor and excellence in learning through the visual, performing and digital arts. Aiming for outcomes that inspire and deepen understanding, motivate life-long learning and effectively prepare students to enter the colleges and careers of their choice, we offer inquiry-based approaches and integrative frameworks that engage student, school, and district priorities. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Visual & Performing Arts (1.0 FTE) ● Coordinator, Elementary Visual & Performing Arts (1.0 FTE) ● Program Manager, Visual & Performing Arts Grants (0.8 FTE) ● Teacher on Special Assignment, Music (1.0 FTE) ● Teacher on Special Assignment, Secondary Music (0.4 FTE) ● Teacher on Special Assignment, Visual Art (1.0 FTE) ● Teacher on Special Assignment, Elementary Dance (0.4 FTE) ● Teacher on Special Assignment, Elementary Visual & Performing Arts (0.4 FTE) ● Teachers, Elementary Visual & Performing Arts (37.1 FTE) ● Visual & Performing Arts investments for Early Childhood Education campuses ● Professional development for Visual & Performing Arts teachers ● Arts Incentive Grant awards *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional Centrally-funded professional development costs for this action area	$16,119,633	Yes

1.5	**Early Childhood Learning**	*Offer opportunities for pre-kindergarten programs at locations across the district.* Our OUSD Early Learning Department works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. The Early Learning program focuses on instilling a joy for learning and creating a foundation for students to learn how to build strong and long-lasting relationships with their peers, adults, and their community. Additionally, Early Learning programs and schools work together to promote elementary school readiness, engage families as children make transition to Transitional Kindergarten and Kindergarten, and build partnerships with families to support children's development and learning. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Early Childhood Education (1.0 FTE) ● Behavior Specialists (3.0 FTE) ● 11-Month Teacher on Special Assignment, Early Childhood Education (1.0 FTE) ● Early Childhood Education Family Navigators (6.8 FTE) ● Pre-Kindergarten Teachers on Special Assignment/Early Learning Coaches (3.0 FTE) ● Transitional Kindergarten Teacher on Special Assignment/Early Learning Coach (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Curriculum and software licensing costs for this action area	$2,550,497	Yes
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.* Our multilingual programs expand opportunities for students to participate in quality 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 immersion, early exit bilingual, and heritage and world language enrichment from PK-12th grade. Investments support program design/refinement, instructional materials, and professional development and coaching for teachers and leaders. New work	$518,732	Yes

		includes aligning multilingual instruction between PK and TK-5 programs, converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs and exploring, designing and/ or launching language enrichment programs in PK-5 in multiple languages including Spanish, Arabic, Chinese, and Mam. *Ongoing and grant-funded Central investments that support this work include:* ● Early Childhood Multilingual Specialist (1.0 FTE) ● Elementary Language Specialist (1.0 FTE) ● Spanish Literacy Specialist (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Curriculum and software licensing costs for this action area		
1.7	**College and 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.* Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates standards-aligned rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track. The College & Career Pathways sub-action area, new for 2023-24, holds positions and investments that support Linked Learning overall. These positions are continuing investments but in past years have been bundled with other Linked Learning sub-action areas. Linked Learning support services beyond the base high school program include additional academic and social emotional counseling, tutoring, parent engagement, mentoring, targeted interventions and monitoring, career assessment and exploration, and bridge programs to post-secondary education. These services are fundamental to the pathway experience and critical for ensuring students succeed in their challenging academic and technical coursework to improve graduation rates for high-need students. Students are supported in	$19,526,711	Yes

		setting and achieving goals and mapping a path to college and career success. These services support the development of productive dispositions and behaviors that students will need to succeed in post-secondary education, in careers, and in civic life. Services also include Dual Enrollment with Peralta Colleges. Dual Enrollment offers students an opportunity to complete college-level coursework, including Career Technical Education courses, to earn college credits with equivalent high school credits and GPA boost while they are pursuing a high school diploma. *Ongoing and grant-funded Central investments that support this work include:* ● Bilingual Administrative Assistant (1.0 FTE) ● College & Career Readiness Specialist (2.0 FTE) ● Coordinator of Post-Secondary Readiness (1.0 FTE) ● Coordinator, Career Technical Education (1.0 FTE) ● Coordinator, College Access (1.0 FTE) ● Coordinator, Computer Science (1.0 FTE) ● Coordinator, CTE Skilled Trades & Apprenticeships (1.0 FTE) ● Coordinator, Measure N and Action Research (1.0 FTE) ● Coordinator, Work-Based Learning (1.0 FTE) ● CTE Coach for Arts, Media & Entertainment Pathways (1.0 FTE) ● CTE Coach, Computer Science & Engineering Pathways (1.0 FTE) ● CTE Coach, Social Justice & Public Service Pathways (1.0 FTE) ● Director of Linked Learning (1.0 FTE) ● Literacy Coordinator, Career Technical Education (1.0 FTE) ● Manager of Master Scheduling & Comprehensive Student Supports (1.0 FTE) ● Manager, Dual Enrollment (1.0 FTE) ● Pathway Coaches (4.5 FTE) ● Program Manager, Career Technical Education (3.8 FTE) ● Program Manager, Measure H (1.0 FTE) ● Site Liaisons, Work-Based Learning (1.6 FTE) ● Specialists, Career Pathway Transitions (5.5 FTE) ● Specialist, College & Career Readiness (0.5 FTE) ● Specialist, Dual Enrollment (1.0 FTE) ● Teacher on Special Assignment, Dual Enrollment (2.0 FTE) ● Teacher on Special Assignment, Equitable Grading Practices (1.0 FTE)		

		● Assistant Principal, Central Academic Recovery (1.0 FTE) ● Case Manager, Central Academic Recovery (1.0 FTE) ● Teacher on Special Assignment, Central Academic Recovery (3.0 FTE) ● Central Academic Recovery (CAR) programs *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional Teachers to Support A-G Completion (14.5 FTE) ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area		
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.* The High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team coordinates school counseling services in grades 6-12. School counselors play a critical role in supporting students in the academic development, social/emotional development, and college and career planning domains. Counselors support students with graduation planning, decision-making, A-G readiness, post secondary planning, high school enrollment (for eighth graders), and coping with school life. The HSLLO CSS Team provides monthly professional development and/or training opportunities for school counselors, new counselor coaching, consultation, and intern recruitment and placement. School counselors meet 1:1 with students and families, provide class and/or small group curriculum on topics of graduation requirements, A-G completion, personal and academic development, stress and anxiety, and college and career planning. HSLLO supports school counselors to provide deep transcript and graduation reviews to ensure students are on track, are aware of their options, and parents are involved in their child's progress towards high school readiness, high school graduation, career, and college eligibility. HSLLO CSS also supports school counselors to use data to inform their interventions and practice. School counselors support their school's master scheduling team with course selection, course development, and reviewing course offerings to ensure courses	$6,637,937	Yes

		are A-G approved and are reflected in UC CMP. The HSLLO CSS team provides bi-weekly master scheduling each spring for middle schools and high schools and supports school master scheduling teams to: ● Identify the school's priorities for their master schedules; ● Cohort students in specific academies and pathways; ● Create sections in the master schedule for student supports, intervention and credit recovery; ● Review the school's academic course offerings to make sure they are a-g approved and reflected in the UC CMP; ● Be strategic in ensuring that teachers have opportunities to plan and collaborate; ● Ensure that all students have access to all a-g courses and students are correctly enrolled in their required core academic classes, ELD classes and/or Special Education; ● Check for cohort purity in academies and pathways; ● Confirm that teacher credentials and certificates are up to date for their courses; and ● Embed time in the school day to allow students to work with their teachers on specific assignments so they may demonstrate mastery in content areas, recover learning loss, and earn grades of C or higher in A-G courses. *Ongoing and grant-funded Central investments that support this work include:* ● Counselor (39.6 FTE) ● Counselor, Central Academic Recovery (1.0 FTE) ● Secondary Master Schedule Support Specialist (1.0 FTE) ● School-Based Student Support Position: Counselor (0.4 FTE) ● Bilingual Administrative Assistant (1.0 FTE)		
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.* The OUSD Research, Assessment, and Data (RAD) team collaborates with schools and Central Office teams to explore, plan, implement, and optimize data processes for progress monitoring, problem-solving and decision-making. The RAD team	$1,958,424	Yes

		produces comprehensive online, interactive dashboards to track student learning, linked learning participation, A-G readiness, attendance and discipline, student social and emotional well-being, home access to computers and internet, and other key indicators included in our LCAP and the Strategic Plan. All the data dashboards allow users to examine results by student groups, e.g. ELLs, students of different ethnicities, students with disabilities, unhoused students, foster students, etc, to help with early intervention and targeted support. The research and analytics unit within RAD, including the statistician and analytics specialist for GIS Mapping, conducts in-depth data analytics and geo-special analysis as well as generating customized maps to support high-stake district initiatives such as the Blueprint for Quality Schools and Enrollment Equity work. **Assessments** OUSD uses data and assessment to drive continuous improvement efforts throughout our system. State and local summative assessments are administered at the end of the year to assess student learning of grade-level standards (e.g., SBAC, CAST, iReady), communicate to students and families about student learning progress, and reflect on the impact of practices implemented that year. To measure progress during the year, students at all schools take 2-3 interim assessments in ELA/Reading and Math that are aligned to end-of-year, summative assessments. Data Summits are held across school networks and at school sites to analyze data, assess the impact of focal practices, and develop plans for the next inquiry cycle. In Reading, all students take a universal screener at the beginning and end of the year (certain grades take a mid-year assessment). This screening process supports schools in identifying students for deeper diagnostic assessment 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. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Research, Assessment & Data (1.0 FTE; 0.6 FTE contributing) ● Analytics Specialist, GIS Mapping (1.0; 0.6 FTE contributing) ● Business Intelligence Data Architect (1.0 FTE)		

		• Data Analyst, Attendance, Assessments, External Data Requests & Civil Rights Data Collection (1.0 FTE; 0.6 FTE contributing) • Data Analyst, Community Schools, Student Services & Outdoor Experience Project (1.0 FTE; 0.5 FTE contributing) • Data Analyst, English Learners & Newcomers (1.0 FTE; 0.8 FTE contributing) • Data Analyst, High School & Pathways (1.0 FTE; 0.6 FTE contributing) • Research Associate, Early Literacy (1.0 FTE) • Statistician (1.0 FTE; 0.6 FTE contributing) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Software licensing costs for this action area		
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.* [text here] **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 and grant-funded Central investments that support this work include:* • 10-Month Teacher on Special Assignment, Academic Acceleration (34.0 FTE)	$18,116,419	Yes

		● 11-Month Teacher, Academic Acceleration (1.0 FTE) ● 11-Month Teacher on Special Assignment (0.8 FTE) ● School-Based Student Support Position: STIP (Substitute Teacher Incentive Program) Teacher (1.0 FTE) ● School-Based Student Support Position: Teacher on Special Assignment (0.8 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Funding for 11th month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools ● Curriculum and software licensing costs for this action area		
1.11	**Network-Based School Supports**	*Provide network-based school supports to ensure that school leaders and staff are supported.* Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support schools in analyzing data to understand student needs and plan interventions. *Ongoing and grant-funded Central investments that support this work include:* ● Network Superintendent, High School Network (1.0 FTE; 0.8 FTE contribution) ● Network Partner, High School Network (1.0 FTE) ● Field Supervisor, High School Network (1.0 FTE) ● Network Superintendent, Middle School Network (1.0 FTE) ● Network Partner, Middle School Network (1.0 FTE) ● Middle School Program Manager (0.5 FTE) ● Network Superintendent, Elementary Network 2 (1.0 FTE) ● Network Partner, Elementary Network 2 (1.0 FTE) ● Deputy Network Superintendent, Elementary Network 3 (1.0 FTE) ● Network Partner, Elementary Network 3 (1.0 FTE) ● Network Superintendent, Elementary Network 4 (1.0 FTE) ● Network Partner, Elementary Network 4 (1.0 FTE)	$3,368,671	Yes

		● Executive Office Assistant, Elementary Network 4 (0.5 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area		
1.12	**Continuous School Improvement**	*Develop and implement a continuous school improvement framework to improve school quality and student outcomes.* The Continuous School Improvement (CSI) team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which provides a definition of quality for K-12 schools, as well as accompanying rubrics and guidance documents for implementing improvement strategies. This also includes managing the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations. In addition to framework development, the CSI team, alongside the Network Superintendents, directly supports identified school sites to implement an improvement plan created by the school site to address the areas identified after a school quality review. The office meets with members of the school site to progress monitor the implementation of the improvement efforts. *Ongoing and grant-funded Central investments that support this work include:* ● Deputy Chief of Continuous School Improvement (1.0 FTE) ● 10-Month Teacher on Special Assignment, School Improvement (10.0 FTE) ● 11-Month Teacher on Special Assignment, School Improvement (1.775 FTE) ● Additional counselors to improve graduation rates at CSI-designated high schools (1.0 FTE total) ● Teacher on Special Assignment, Comprehensive Support & Improvement (0.5 FTE) ● Extended time for staff for school improvement planning *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area	$5,731,590	Yes

Goal 2

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

Goal 2 centers on 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.

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 #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-92.9	*not yet available*	*not yet available*	-66.2	26.7
2.1.2	Improve performance on the SBAC state assessment in Mathematics for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-128.3	*not yet available*	*not yet available*	-104.2	24.1
2.1.3	Increase the combined four- and five-year graduation rate for African American students.	76.3%	*not yet available*	*not yet available*	82.3%	6.0%
2.1.4	Increase the percentage of African American Grade 12 students completing A-G requirements with a grade of "C" or better.	45.0%	*not yet available*	*not yet available*	51%	6.0%
2.1.5	Increase the percentage of African American male Grade 12 students completing A-G requirements with a grade of "C" or better.	41.3%	*not yet available*	*not yet available*	47.3%	6.0%
2.1.6	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for African American students.	29.1%	*not yet available*	*not yet available*	35.1%	6.0%
2.1.7	Reduce chronic absenteeism rates for African American students.	70.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.1.8	Reduce the number of student expulsions for African American students by two per year.	13	*not yet available*	*not yet available*	7	-6
2.1.9	Reduce the suspension rate for African American students.	9.4%	*not yet available*	*not yet available*	6.4%	-3.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.2.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-79.3	*not yet available*	*not yet available*	-50.4	28.9
2.2.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.2.3	Improve performance on the SBAC state assessment in Mathematics for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-112.5	*not yet available*	*not yet available*	-85.7	26.8
2.2.4	Improve performance on the SBAC state assessment in Mathematics for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.2.5	Increase the combined four- and five-year graduation rate for Latino students.	68.8%	*not yet available*	*not yet available*	74.8%	0.06
2.2.6	Increase the percentage of Latino Grade 12 students completing A-G requirements with a grade of "C" or better.	46.2%	*not yet available*	*not yet available*	52.2%	6.0%
2.2.7	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for Latino students.	30.9%	*not yet available*	*not yet available*	36.9%	6.0%
2.2.8	Reduce the number of student expulsions for Latino students.	13	*not yet available*	*not yet available*	6	-7
2.2.9	Reduce the rate of chronic absenteeism for Latino students.	67.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.2.10	Reduce the rate of chronic absenteeism for Native American students.	72.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.3.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-95.0	*not yet available*	*not yet available*	-61.2	33.8
2.3.2	Improve performance on the SBAC state assessment in Mathematics for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-114.3	*not yet available*	*not yet available*	-90.8	23.5
2.3.3	Increase the combined four- and five-year graduation rate for Pacific Islander Students.	80.0%	*not yet available*	*not yet available*	86%	0.06
2.3.4	Increase the percentage of Pacific Islander Grade 12 students completing A-G requirements with a grade of "C" or better.	33.3%	*not yet available*	*not yet available*	39.3%	6.0%
2.3.5	Reduce chronic absenteeism rates for Pacific Islander Students.	85.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.3.6	Reduce the suspension rate for Pacific Islander Students.	8.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.1	Decrease the number of overdue annual IEPs (Individualized Education Programs).	7.2%	*not yet available*	*not yet available*	4.6%	-0.026
2.4.2	Decrease the number of overdue triennial IEPs (Individualized Education Programs).	13.9%	*not yet available*	*not yet available*	30.4%	#N/A
2.4.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.		*not yet available*	*not yet available*	-107.9	-107.9

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.4	Improve performance on the SBAC state assessment in Mathematics for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-146.8	*not yet available*	*not yet available*	-139.8	7.0
2.4.5	Increase the combined four- and five-year graduation rate for students with disabilities.	68.2%	*not yet available*	*not yet available*	74.2%	6.0%
2.4.6	Increase the number of former students who received Special Education services who are participating in an appropriate independent living, adult day program, or group home arrangement within two years of completing the Young Adult Program.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.7	Increase the number of former students who received Special Education services who indicate that they are employed or enrolled in continuing education one year after graduation.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.8	Increase the number of students receiving Special Education services who participate in the general education environment for at least 40 percent of their school day.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.9	Increase the number of students receiving Special Education services who participate in the general education environment for at least 80 percent of their school day.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.10	Increase the percentage of Grade 12 students with disabilities completing A-G requirements with a grade of "C" or better.	27.0%	*not yet available*	*not yet available*	33%	6.0%
2.2.11	Increase the percentage of students who graduate prepared for college and career, as measured by the state College/Career Indicator for Native American students.	17.7%	*not yet available*	*not yet available*	23.7%	6.0%
2.3.1	Increase the percentage of students who graduate prepared for college and career, as measured by the state College/Career Indicator for Pacific Islander students.	17.7%	*not yet available*	*not yet available*	23.7%	6.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.1	Increase the percentage of students who graduate prepared for college and career, as measured by the state College/Career Indicator for students with disabilities.	17.7%	*not yet available*	*not yet available*	23.7%	6.0%
2.4.2	Increase the percentage of students receiving Special Education services in self-contained programs who participate in afterschool programs.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.3	Increase the percentage of students receiving Special Education services in self-contained programs who participate in District-run sports.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.4	Increase the reclassification rate for students receiving Special Education services who are English Learners.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.5	Reduce chronic absenteeism rates for students with disabilities.	69.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.4.6	Reduce the suspension rate for students with disabilities.	7.0%	*not yet available*	*not yet available*	4%	-3.0%
2.4.7	Reduce the suspension rate for African American students with disabilities.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.5.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for socioeconomically disadvantaged students, as measured by the average distance from standard (points above or below standard) without participation penalty.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.5.2	Improve performance on the SBAC state assessment in Mathematics for socioeconomically disadvantaged students, as measured by the average distance from standard (points above or below standard) without participation penalty.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.5.3	Increase the combined four- and five-year graduation rate for Socioeconomically Disadvantaged Students.	74.1%	*not yet available*	*not yet available*		-0.741

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.5.4	Increase the percentage of students who graduate prepared for college and career, as measured by the state College/Career Indicator for socioeconomically disadvantaged students.	17.7%	*not yet available*	*not yet available*	23.7%	6.0%
2.5.5	Increase the percentage of low-income students participating in afterschool programs.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.6.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-134.6	*not yet available*	*not yet available*	-121.6	-121.6
2.6.2	Improve performance on the SBAC state assessment in Mathematics for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-163.5	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.6.3	Increase the combined four- and five-year graduation rate for Unhoused Students.	59.2%	*not yet available*	*not yet available*	65.2%	6.0%
2.6.4	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for Unhoused Students.	10.8%	*not yet available*	*not yet available*	16.8%	6.0%
2.6.5	Increase the percentage of unhoused Grade 12 students completing A-G requirements with a grade of "C" or better.	30.8%	*not yet available*	*not yet available*	36.8%	6.0%
2.6.6	Reduce chronic absenteeism rates for Unhoused Students.	72.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.7.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-122.0	*not yet available*	*not yet available*	-100.0	22.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.7.2	Improve performance on the SBAC state assessment in Mathematics for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-160.9	*not yet available*	*not yet available*	-141.5	19.4
2.7.3	Increase the combined four- and five-year graduation rate for Foster Youth.	63.6%	*not yet available*	*not yet available*	69.6%	6.0%
2.7.4	Increase the percentage of foster youth participating in afterschool programs.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.7.5	Increase the percentage of Grade 12 students who are foster youth completing A-G requirements with a grade of "C" or better.	53.8%	*not yet available*	*not yet available*	59.8%	6.0%
2.7.6	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for Foster Youth.	25.8%	*not yet available*	*not yet available*	31.8%	6.0%
2.7.7	Reduce chronic absenteeism rates for Foster Youth.	68.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.7.8	Reduce the suspension rate for Foster Youth.	11.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.1	Decrease the number of misassignments of teachers of English Learners.	429	*not yet available*	*not yet available*	399	-30
2.8.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English Learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-125.3	*not yet available*	*not yet available*	-100.1	25.2
2.8.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Long-Term English Learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	n/a	*not yet available*	*not yet available*	*target to be set in the 2025-26 LCAP*	n/a

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.8.4	Improve performance on the SBAC state assessment in Mathematics for English Learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-142.3	*not yet available*	*not yet available*	-117.7	24.6
2.8.5	Improve performance on the SBAC state assessment in Mathematics for Long-Term English Learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	n/a	*not yet available*	*not yet available*	*target to be set in the 2025-26 LCAP*	n/a
2.8.6	Increase the combined four- and five-year graduation rate for English Learners.	62.0%		*not yet available*	68.0%	6.0%
2.8.7	Increase the combined four- and five-year graduation rate for Long-Term English Learners.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.8	Increase the number of graduating English Learners completing the seal of biliteracy annually.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.9	Increase the percentage of English Learner Grade 12 students completing A-G requirements with a grade of C or better.	33.5%	*not yet available*	*not yet available*	39.5%	6.0%
2.8.10	Increase the percentage of English learners participating in afterschool programs.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.11	Increase the percentage of English Learners required to take English Language Development who are enrolled in an ELD class on Census Day.	*coming soon*	*not yet available*	*not yet available*	100.0%	100.0%
2.8.12	Increase the percentage of English Learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	44.2%	*not yet available*	*not yet available*	54.8%	10.6%
2.8.13	Increase the percentage of Long-Term English Learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	n/a	*not yet available*	*not yet available*	*target to be set in the 2025-26 LCAP*	n/a

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.8.14	Increase the percentage of schools with 100% or more of English learners participating in the English Language Proficiency Assessments for California (ELPAC).	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.15	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for English Learners.	18.8%	*not yet available*	*not yet available*	24.8%	6.0%
2.8.16	Increase the percentage of students who graduate prepared for college and career, as measured by the State College/Career Indicator for Long-Term English Learners.	17.4%	*not yet available*	*not yet available*	23.4%	6.0%
2.8.17	Increase the reclassification rate for English Learners.	11.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.18	Reduce chronic absenteeism rates for English Learners.	66.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.8.19	Reduce chronic absenteeism rates for Long-Term English Learners.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
2.9.1	Increase the reclassification rate for Long-Term English Learners.	17.0%	*not yet available*	*not yet available*	32.0%	15.0%
2.10.1	Increase the percentage of grade 12 students who are newcomers completing A-G requirements with a grade of "C" or better.	37.0%	*not yet available*	*not yet available*	43.0%	6.0%
2.12.1	Increase the percentage of schools meeting afterschool attendance requirements.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*

Goal Analysis for 2023-24

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

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.1	African American Student Achievement	*Implement student achievement strategies to address the specific and unique needs of Black/African American students, with a focus on areas in which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts, and Mathematics. Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for African American students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers.* 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 Kingmakers of Oakland (KOO) to provide culturally relevant programming and academic social emotional learning support for African American students across 28 sites in Grades TK-12. 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 districtwide. 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 our Network Superintendents, Academic departments and Early Childhood, to center resources to create additional literacy programming supporting African American students. AAFE & AAMA are also partnering with organizations such as the Warriors Community Foundation to support increased opportunities for STEM based learning experiences, increase STEM career awareness and STEM career pathways for students. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Equity (1.0; 0.8 FTE contributing)	$3,924,343	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Targeted Strategies Director (1.0 FTE) • Program Director, African American Female Excellence (AAFE) (1.0 FTE) • African American Achievement Program Manager, Early Childhood Education (1.0 FTE) • Program Assistant & African American Female Excellence (1.0 FTE) • Targeted Student Intervention Specialist, African American Male Achievement (2.0 FTE) • Targeted Student Intervention Specialist, West Oakland Corridor/African American Male Achievement (1.0 FTE) • Manhood Development Facilitator, African American Male Achievement (AAMA) (6.0 FTE) • Facilitator, African American Female Excellence (AAFE) (1.0 FTE) • Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan (5.0 FTE) • Annual contracts to support targeted strategies work • Targeted strategies celebrations and honor rolls • Professional development to support targeted strategies work		
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.* Partner with principals and their teams to advance literacy, attendance, graduation, and A-G completion rates for Latino students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers. **Latino Students** Our Office of Equity Latino Student Achievement (LSA) Initiative partners with The Unity Council to address high school readiness of middle school Latino boys, and college readiness of Latino boys and Latina girls, collaborating to implement the	$1,104,384	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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 partners with Bay Area Community Resources (BACR) to address safety for the highest risk Central American newcomer indigenous youth across 4 high schools, providing targeted academic and culturally responsive social and emotional support and mentoring, through the LSA Young Hawks program. LSA Specialists provide direct instruction on Latino history and culture via our LSA boys and girls circles at 3 secondary sites. Specialists also provide 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. LSA will continue to partner with Early Childhood to support Kindergarten readiness of Latino students and families, and with the Academic team to incorporate Latino history and culture within Social Science and History content in K-8 and via dual enrollment Chicano/Latino Studies courses at the high school level. **Native American Students** Oakland Unified's Native American Education Program is structured under CSSS After School via a contract with American Indian Child Resource Center (AIRC). Our Native American Education Program Coordinator's work is integrated with our targeted initiatives to promote culture of belonging for our Native American students engaged with AIRC programs. The Office of Equity provides direct support and coaching for the program. The District hosts the annual AIRC Pow Wow and the annual Native American Graduation and Recognition of Excellence celebration and family dinner. We are also working together on integrating Native American Studies into our overall Ethnic Studies implementation planning with the Academics Team. We anticipate implementation in the 2025-26 school year. *Ongoing and grant-funded Central investments that support this work include:* ● Manhood Development Facilitator, Latino Men & Boys Program (3.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Targeted Student Intervention Specialist, Latino Student Achievement (2.0 FTE) • Annual contracts to support targeted strategies work • Targeted strategies celebrations and honor rolls • Professional development to support targeted strategies work		
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.* Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for Arab, Asian, and Pacific Islander 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. The Arab, Asian, and Pacific Islander Student Achievement (AAPISA) programs lift up the diverse AAPI populations with the largest equity gaps in Oakland for every student to thrive, achieve and succeed in OUSD. The AAPISA Network: • Builds a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all AAPI students to achieve and thrive. • Ensures that OUSD's systems, infrastructure, and school content are serving and reflecting the diversity of our over 45 Asian and Pacific Islander populations to better serve them. • Lifts up AAPI voices and histories to inform and create safe, supportive, and inclusive community schools where all students experience belonging and empowerment to achieve. **Pacific Islander Students**	$577,762	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Our Office of Equity Asian Pacific Islander Student Achievement program partners with the Oakland Oceania Collaborative and IKUNA to address low rates of college enrollment amongst Pacific Islander students through hosting Pacific Islander College Nights, Pacific Islander College Retreats and campus visits, and to conduct Wayfinder workshops for middle and high school students throughout the school year to support students to develop their sense of belonging, identity, culture, and purpose and pathways using culturally relevant frameworks and values. Our partners provide one-on-one sessions with Pacific Islander high school students to review OnTrack profiles, A-G completion status, and the college application process, and work with us to organize the annual Pacific Islander Honor Roll and Spring Celebration. We are also beginning the work early through targeted early literacy programs and intervention tutoring and mentoring with K-5 Pacific Islander students in five pilot schools, bolstered by direct family engagement with parents and guardians as well as community events to elevate literacy, storytelling and the value of education through a cultural lens within the Oakland Pacific Islander community. **Arab American Students** The Office of Equity partners with the Arab American Student Excellence Committee, to plan the annual Arab American Student Honor Roll, facilitate workshops for staff and community on Arab American culture and history, and to organize site based celebrations of Arab American Heritage month, and cultural awareness days such as Hijab Day and support in forming cultural affinity clubs at the secondary level. We partner with the Academic literacy department and the American Association of Yemeni Students and Professionals (AAYSP) to provide targeted Arab American literacy mentoring/tutoring, cultural arts and family engagement across five elementary sites. *Ongoing and grant-funded Central investments that support this work include:* ● Targeted Student Intervention Specialist, Asian Pacific Islander Student Achievement (1.0 FTE) ● Targeted Student Intervention Specialist, Arab American Achievement (1.0 FTE) ● Annual contracts to support targeted strategies work		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Targeted strategies celebrations and honor rolls • Professional development to support targeted strategies work		
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.* 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 Special Educators, with a focus on the elements identified by the California Department of Education as a part of our Improvement Monitoring plan. To support the ongoing improvement in graduation rates for students with IEPs, the Special Education Department provides credit recovery services beginning in grade nine, as well as providing additional support staff for comprehensive high schools to support inclusion of students in the general education pathways courses. Additionally, the Department provides specialized transition services to students aged 16-22 through a case management approach that aligns student strengths and interests to college and career opportunities. To address our students' literacy and math skills, we provide allocation of, training in, and monitoring of implementation for	$7,179,631	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		evidence-based, multisensory phonemic awareness and phonics instruction, numeracy intervention curricula for Grades 3-8, and modified curricula for ELA and mathematics for our extensive support needs classes. Finally, the Special Education Department provides job-alike professional development and individual coaching and mentoring support for Special Education service providers through monthly professional learning communities, group sessions on specific topics, drop-in sessions, and IEP development coaching. To support the social-emotional and behavioral health of our students with disabilities, including direct support encouraging consistent attendance at school, the Department has provided evidence-based social skills curriculum and has invested in a Board Certified Behavior Analyst (BCBA) for each network of schools across our continuum. Our BCBAs provide direct teacher and staff behavior coaching, complete Functional Behavior Analysis assessments (FBA), provide behavior emergency response services, and offer professional development for faculty. Finally, the Department has offered training in verbal deescalation, the principles of student behavior, and behavior emergency response to several hundred service providers. *Ongoing and grant-funded Central investments that support this work include:* ● One ● Two ● Three *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* **Most Special Education services and associated positions are funded through LCFF Base resources and therefore not included in the LCAP, which includes only those investments considered to be beyond the base program for all students. A full list of funded Special Education positions will be provided to the community through the Special Education Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually prior to June 1. Additionally, the list of funded positions*		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		for the upcoming school year will be available each fall so that a complete picture of the Special Education program is provided.		
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.* [text] *Ongoing and grant-funded Central investments that support this work include:* ● Additional teachers to support class size reduction at schools with an Unduplicated Pupil Percentage (UPP) over 90 percent *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional Assistant Principals at high-need schools ● One-time programmatic staffing supports for targeted high-need schools	$4,028,033	Yes
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.* Oakland Unified uses centralized enrollment as a point of access for students and families entering or returning to the district. Once students are identified as unhoused, immediate enrollment is provided and families receive entitlements and support from the McKinney-Vento Program Specialist and the unhoused youth case management team. In an effort to support attendance and reduce chronic absenteeism, transportation entitlements will be provided to these students especially those traveling more than one mile to school. Elementary School parents traveling with their students to and from school also receive transportation assistance. Additionally, the following services are targeted to serve students and families participating within the transitional student and family support program.	$831,891	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• All housing insecure students will be referred to site based coordination of services teams (COST) for ongoing academic and mental health support. Community School Managers will support ongoing connections to services for overall wellness and basic needs at individual school sites. • Golden Opportunity Tickets for After-School Program Enrollment is provided to unhoused families free of charge. Academic interventions for elementary and middle will be coordinated via continued partnerships with daytime and after-school staff to provide small group interventions. • Case Managers will work with school counselors to support increasing the number of students on track to graduation and work to remove school site barriers to education. • The McKinney-Vento Team will continue to work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees and evaluation of transcripts for students eligible for AB1806 partial credit and credit reduction entitlements. • Tutoring will be provided free of charge,on-site for those students currently living in shelter and transitional housing and students in need of tutoring are matched with a tutor via a partnership with Community Education Partners (CEP) to address any below grade level academics throughout the school year. • All parents will be prioritized for participation in all parent engagement activities. *Ongoing and grant-funded Central investments that support this work include:* • Program Manager, McKinney-Vento Program (1.0 FTE) • Counselor, Unhoused Youth (1.0 FTE) • Unhoused Youth Case Managers (3.0 FTE) • Bart & Bus Passes for Unhoused Students		
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*	$639,570	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Language Arts, and Mathematics. OUSD Foster Youth Services (FYS) addresses the unique educational needs of foster youth and works to eliminate barriers to education in accordance with AB 490 and other foster youth education laws and entitlements. Foster Youth Services works to provide equitable access to education for foster youth on both programmatic and direct services levels. FYS focuses on improving academic outcomes for youth in care through providing social emotional support, advocacy, while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers. Targeted support is increasingly imperative with the added impact of COVID-19, which has further exacerbated the struggles foster youth face in education, putting them at an even greater risk of falling behind and widening the achievement gap. Three case managers provide direct support to foster youth at 12 high schools, with the goal of improving academic outcomes as before. These case managers work with youth and adults to advocate on the youth's behalf, attend applicable meetings, and set short and long term goals. Case managers are based out of the Central Office's Foster Youth Services with the understanding that foster youth have frequent school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult. FYS ensures staff and the education system overall are in compliance with existing policies that protect foster youth's rights to education. FYS will provide targeted supports including: ● Providing immediate enrollment in accordance with AB 490 and ensure all academic records are obtained for each youth ● Improving collaboration with Special Education staff to ensure foster youth with disabilities are supported and served ● Participating in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care ● Evaluating transcripts for students eligible for partial credit and credit reduction entitlements. Continued work with High School Counselors to		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		ensure enrollment in A-G courses and inclusion in pathways for late enrollees ● Referring foster youth to site-based Coordination of Services Teams for triage and mental health supports ● Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such *Ongoing and grant-funded Central investments that support this work include:* ● Program Manager, Foster Youth (1.0 FTE) ● Foster Youth Case Managers (3.0 FTE)		
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.* 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. The ELLMA team will support quality integrated and designated English Language	$7,880,404	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Development (ELD) by: ● Improving quality Designated ELD content and implementation by aligning designated ELD to the ELA content and curriculum (e.g., EL Education) through supported content development and teacher collaboration. ● Providing foundational and sustaining professional development to support integrated and designated ELD with particular focus on supporting all teachers, including secondary content teachers, to include language scaffolding and language-responsive instruction such as comprehensible input, student talk and productive engagement with complex text. ● Developing continuous improvement tools and processes for leaders to improve services and instruction for ELLs including self-assessment of the implementation of comprehensive ELD, and use of ELL-focused observation protocols such as ELL Review and ELL Shadowing. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Elementary Special Education (1.0 FTE) ● Director, High Schools and Alternative Education, Special Education (1.0 FTE) ● Director, Middle School and Legal Support, Special Education (1.0 FTE) ● Coordinator, Compliance (1.0 FTE) ● Coordinator, Elementary Special Education (1.0 FTE) ● Coordinator, Secondary Special Education (1.0 FTE) ● Data Analyst, Special Education (1.0 FTE) ● Specialist, Special Education Engagement (1.0 FTE) ● Specialist, SELPA Data Systems Management (1.0 FTE) ● K-12 Special Education Instructional Coaches (XX.0 FTE; 11.0 FTE contributing) ● Young Adult Program Instructional Coach (1.0 FTE; 0.5 FTE contributing) ● Early Childhood Instructional Coach (2.0 FTE; 1.0 FTE contributing) ● Itinerant Teacher on Special Assignment (1.0 FTE) ● Program Manager, Special Education (1.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include: ● Continued implementation of the Disability Access Resolution ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area		
2.9	Long-Term English Learner Achievement	*Ensure that English Language Development for Long-Term English Learners (LTELs) is specific to their unique academic, language, and social-emotional needs.* [text here] *Ongoing and grant-funded Central investments that support this work include:* ● Secondary Language Specialist, High School Network (1.0 FTE) ● Secondary Language Specialist, Middle School Network (1.0 FTE) ● Middle School Language Specialist (0.2 FTE contribution) ● Extended contracts for teachers for professional learning to support LTELs *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area *Many of the supports for LTELs are captured in the investments for Action 2.8, which serves all English Learners. Only investments specific to LTELs are included here.*	$650,500	Yes
2.10	Supports for Newcomers	*Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.* 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	$7,595,139	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		screening for urgent needs and referrals to school-based and community resource providers. Centrally-funded teachers on special assignment also support instructional quality and provide ongoing professional development to teachers of newcomers (see Action 2.8 above). *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator, Multilingual Programs (0.6 ● Director, Newcomer Programs (1.0 FTE) ● Secondary Language Specialist, Newcomer Focus (0.5 FTE) ● Elementary Newcomer Specialist, Refugee/Asylee Program (1.0 FTE) ● Newcomer Refugee Program Specialist (1.0 FTE) ● Unaccompanied Immigrant Youth Specialist (1.0 FTE) ● Elementary Newcomer Specialist (1.0 FTE) ● Teachers on Special Assignment, Elementary Newcomer Teacher Leader (9.5 FTE) ● Newcomer Social Workers (5.0 FTE) ● Newcomer Counselor (1.0 FTE) ● Newcomer Assistants (5.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional Teachers to Support Late-Arriving Newcomer Students (17.7 FTE) ● Curriculum and software licensing costs for this action area		
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.* Our Alternative Education schools serve some of our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. The schools are designed to provide wraparound support, including Social Emotional Learning, career and academic mentorship, and credit recovery to accelerate learning and ensure students graduate and are college and	$1,432,022	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		career readiness. *Ongoing and grant-funded Central investments that support this work include:* ● Home & Hospital Program Manager (1.0 FTE) ● Alternative Education Program Assistant (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Executive Director, Alternative Education (1.0 FTE) ● Additional Teachers to Support Late-Arriving Continuation Students (6.6 FTE) ● Centrally-funded professional development costs for this action area		
2.12	Expanded Learning Opportunities	Provide expanded learning opportunities, including afterschool programs, summer learning programs, and Saturday enrichment programs, to students furthest from success in academic recovery and literacy acceleration. **Summer Learning Programs** The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English 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. **After-School Programs** Oakland Unified School District supports 80 after-school programs. These after-school programs are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. Expanded Learning Opportunities Programs (ELO-P) funding increased access to after-school programs to all unduplicated students (TK-6) and expanded programming to eight	$53,182,495	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		additional schools. These resources will provide additional literacy supports, after-school care to TK-K students, and professional development to staff to better support students with special needs. *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator, After School Programs (1.0 FTE) ● Coordinator, Expanded Learning Programs (1.0; 0.5 FTE) ● Administrative Assistant, After School Programs (2.0 FTE) ● Coordinator, Custodial Services (Expanded Learning Support) (1.0; 0.4 FTE contributing) ● Data Analyst, Community Schools, Student Services & Outdoor Experience Project (1.0; 0.5 FTE contributing) ● Specialist, Data & Systems Management, Expanded Learning Programs (1.0 FTE) ● Head Custodians, Expanded Learning Programs (2.0 FTE) ● Custodial Field Supervisors, Expanded Learning Programs (2.0 FTE) ● Custodians, Expanded Learning Programs (9.0 FTE) ● Manager, Community Partnerships (1.0 FTE) ● Program Manager, Expanded Learning Programs (7.0 FTE) ● Program Assistants, Expanded Learning Programs (4.0 FTE) ● Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE)		

Goal 3

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Goal 3 reflects Oakland Unified's long, rich culture of robust student and family engagement. Active involvement 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 support alongside our tiered academic focus outlined in Goals 1 and 2. We serve our diverse groups of students using a coordinated, targeted approach of collaboration between Special Education, English Language 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 #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.1.2	Increase the percentage of students who feel safe at school, as measured by the California Healthy Kids Survey.	69.4%	*not yet available*	*not yet available*	75.4%	6.0%
3.1.3	Reduce the suspension rate for all students.	4.0%	*not yet available*	*not yet available*	2.5%	-1.5%
3.1.4	Reduce the number of student expulsions for all students by three per year.	32	*not yet available*	*not yet available*	23	-9
3.1.5	Decrease the number of UCP complaints.	216	*not yet available*	*not yet available*	186	-30
3.1.6	Increase the percentage of students who complete the California Healthy Kids Survey.		*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.1.7	Increase the percentage of schools engaged in anti-racist learning.	72.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.2.8	Increase the percentage of schools where at least 70 percent of students feel connected to their school, as measured by the California Healthy Kids Survey (CHKS).	23.1%	*not yet available*	*not yet available*	623.1%	600.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.4.1	Increase the percentage of schools with the ability to provide direct student mental health services.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.5.1	Increase the percentage of schools with average daily attendance rates of 96 percent or higher.	1.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.5.2	Reduce chronic absenteeism rates (missing 10 percent or more of school days) for all students.	61.4%	*not yet available*	*not yet available*	25.0%	-36.4%
3.6.1	Reduce the number of Grade 7 and 8 middle school dropouts.	64	*not yet available*	*not yet available*	47	-17
3.6.2	Increase the percentage of schools implementing Human Trafficking School Safety Protocol (HTSSP).	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.7.1	Increase the number of secondary schools represented on All City Council.	10	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.8.1	Maintain the percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100.0%	*not yet available*	*not yet available*	100.0%	0.0%
3.8.2	Increase the percentage of students in grades 4 to 12 with 1:1 access to technology devices.	*coming soon*	*not yet available*	*not yet available*	100.0%	100.0%
3.8.3	Maintain the percentage of school facilities in good or exemplary condition at 90% or higher.	100.0%	*not yet available*	*not yet available*	90.0%	-10.0%
3.9.1	Increase the percentage of schools where at least 70 percent of parents feel connected to their child's school, as measured by the California Healthy Kids Survey (CHKS).	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.2	Increase the percentage of sites with ongoing structures for meaningful family partnership with targeted populations	71.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.3	Increase the percentage of sites engaged with shared decision making	57.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.9.4	Increase the percentage of parents and guardians who complete the California Healthy Kids Survey.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.5	Increase the percentage of School Site Councils with at least one member who is a parent or caregiver of a student with a disability.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.6	Increase the percentage of Title I schools expending at least 90 percent of their Title I, Part A Parent & Family Engagement funding allocations.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.7	Increase the percentage of School Site Councils with at least one member who is a parent or caregiver of an English learner.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
3.9.8	Increase the percentage of schools with 21 or more English learners who establish freestanding Site English Language Learner Subcommittees (SELLS).	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*

Goal Analysis for 2023-24

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

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
3.1	**Safe & Welcoming Schools**	*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 **School Safety Teams** In alignment with our resolution to eliminate school police, our school safety teams consist of school site staff called Culture Keepers 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. **Supports for Justice-Involved Youth & Their Families** In addition to site-based safety work, the Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school. The Juvenile Justice Center partners with Alameda County to serve as a resource and referral center providing warm hand-offs in partnership with other county agencies, and offers services to youth and their caregivers. The JJC ensures that students are connected and placed safely at schools, and that sites are able to support their successful re-entry into school. **Reducing Suspensions** **Human Trafficking Prevention & Education** Oakland Unified will deliver human trafficking prevention education training for educators and other school staff and students. All students in seventh and ninth	$11,869,684	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		grade at the target schools—more than 2000 students in all—will receive human trafficking prevention education as a component of health education.With high risk students we will also implement the survivor informed "Let's Talk About It" curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Student Support & Safety (1.0 FTE) ● Coordinator, Juvenile Justice (1.0 FTE) ● Coordinator, School Safety (1.0 FTE) ● Dispatcher, Security and Safety (1.0 FTE) ● Culture & Climate Ambassadors (14.0 FTE) ● Culture Keepers (66.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area ● School safety work in partnership with the City of Oakland		
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.* **Social Emotional Learning (SEL)** Integration of SEL is key to teaching the Common Core, and is an integral element of engaged instruction. We have invested in building community schools that serve the multiple needs of our students; social emotional learning is a key part of this model. We have developed our own standards for social and emotional learning for use with students and adults and will invest in a curriculum to support social emotional learning across our schools. **Restorative Practices** Restorative Justice (RJ) was adopted by the Oakland School Board in 2009 as a strategy to transform our approach to community building, reparation, and	$9,398,329	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. **Peer Restorative Justice** Students in elementary, middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and with targeted groups, participate in leading Harm Circles following a fight or other peer-peer conflict, and serve as mentors to younger students and students re-entering school following a transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.). *Ongoing and grant-funded Central investments that support this work include:* ● Director, Multi-Tiered Systems of Support (1.0 FTE) ● Partners, Multi-Tiered Systems of Support (6.0 FTE) ● Coordinator, Restorative Justice (1.0 FTE) ● Lead Facilitator, Peer Restorative Justice (1.0 FTE) ● Case Manager, SARB/DHP (1.0 FTE) ● Restorative Justice Facilitators (2.0 FTE) ● Student Support Position: Case Managers (8.2 FTE) ● Student Support Position: Restorative Justice Facilitators (4.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area ● Curriculum and software licensing costs for this action area		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
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.* **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, including site-based clubs and district sponsored events, and professional development for school staff. **Health Services** The Health Services unit supports student health through Nursing Services, IEPs, 504, Health Assessments & Mandated Vision/Hearing Screenings, Case management and direct nursing services for students with health conditions. **School Wellness & Health Education** The Health and Wellness unit expands access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, Nutrition and Garden Education, Wellness Champion Program, and Staff Wellness. **Alcohol, Tobacco & Drug Intervention** The TUPE (Tobacco Use Prevention Education) program provides prevention and education to students in middle and high school as well as intervention for students whose substance use is interfering with social, emotional or academic learning. The TUPE program offers prevention through classroom-based health education and youth development and intervention through 1:1 coaching and support groups for students in Grades 6-12. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Health and Wellness (1.0 FTE) ● Director of Programs, The Center (1.0 FTE)	$3,784,824	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Education Coordinator at the Center, Environmental & Climate Change Literacy (1.0 FTE) • Teacher on Special Assignment, Environment, Food & Garden (1.0 FTE) • Teacher on Special Assignment, Health Education in Community Schools (0.5 FTE) • Coordinator, Health Education (1.0 FTE) • Coordinator, Oakland Goes Outdoors (1.0 FTE) • Administrative Assistant, Oakland Goes Outdoors (1.0 FTE) • Program Manager, Health Access (1.0 FTE) • Program Manager, Human Trafficking Prevention (1.0 FTE) • Program Manager, School Gardens (1.0 FTE) • Program Manager, Medi-Cal (1.0 FTE) • Nurse (29.8 FTE; 4.35 FTE contributing) • Tobacco-Use Prevention Education (TUPE) Grant Manager (1.0 FTE) • Wellness Specialist (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Centrally-funded professional development costs for this action area • Curriculum costs for this action area		
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.* The OUSD Behavioral Health Unit provides a continuum of universal, targeted and intensive services and supports to promote mental health and wellness for students, staff, and families. The Behavioral Health team's goals are to: • Create classroom conditions that are safe, inclusive, and equitable; • Provide tiered supports that are accessible to all students based upon individual needs; • Provide culturally-responsive and healing-centered mental health services to address social, emotional and institutional barriers to learning; • Facilitate connections to supportive adults for all students.	$16,719,897	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Foster relationships that build supportive peer communities within our schools; • Respond to crises with immediate and individualized support; • Offer alternatives to suspension through trauma informed and restorative practices; and • Facilitate connectedness and student empowerment through peer leadership and mentoring. **Trauma-Informed Positive Behavioral Support** The District provides professional development, coaching and direct support to teachers and school culture and climate teams to implement trauma informed practices and create school-wide positive norms and rituals that make learning safe and supportive. *Ongoing and grant-funded Central investments that support this work include:* • Director, Behavioral Health (1.0 FTE) • Coordinator, Behavioral Health (1.0 FTE) • Program Manager, Behavioral Health (5.0 FTE) • Behavior Specialists (5.0 FTE) • Clinical Supervisor, Mental Health Intern Program (1.0 FTE) • Social Worker, Peer Wellness (1.0 FTE) • Student Support Position: Social Worker (0.4 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Centrally-funded professional development costs for this action area • Curriculum and software licensing costs for this action area		
3.5	**Attendance Supports**	*Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance level for chronic absenteeism on the 2023 California School Dashboard.* ***Focal Schools:*** All Increasing student attendance is one of the primary focus areas for the Attendance and Discipline Support Services team. Staff provide guidance and coaching to site Attendance Teams in implementing their Attendance Multi-Tiered	$1,732,399	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		System of Support plans. This office also runs the School Attendance Review Board process and provides social work support to students and families struggling to improve their attendance at school everyday. *Ongoing and grant-funded Central investments that support this work include:* ● Program Manager, Attendance & Discipline (2.0 FTE) ● School Attendance Review Board (SARB) Facilitator (1.0 FTE) ● Administrative Assistant, Attendance and Discipline Support Services (1.0 FTE) ● Student Support Position: Attendance Specialists (1.5 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Centrally-funded professional development costs for this action area		
3.6	**Youth Engagement & Leadership**	*Offer a well-rounded set of student activities, including athletics, extracurriculars, and enrichment opportunities. Authentically engage and involve youth as leaders in their educational experiences to ensure that student voice is included in decision making.* **Student Athletics** The Oakland Athletic League (OAL) serves middle and high school students across the district, helping to increase student engagement, which in turn has resulted in higher academic performance levels, lower suspension rates, and lower chronic absenteeism rates for our student athletes. **Enrichment Programs** Investments in enrichment programs and staffing at schools across the district help to engage students, improve attendance rates, and excite students about learning in a range of areas. **Youth Leadership** Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships in decision-making spaces to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council Student Union	$4,087,209	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		(ACC), a diverse group of elected student leaders seeking to create positive change in OUSD schools. The group amplifies student voice by serving as a bridge between adult decision-makers and the student body while creating opportunities for middle and high school students to build their leadership capacities at a site and district level. *Ongoing and grant-funded Central investments that support this work include:* ● Commissioner, Oakland Athletic League (1.0 FTE) ● Athletics Assistant Commissioner (1.0 FTE) ● Administrator on Special Assignment, Student Athletics (1.0 FTE) ● Manager, Athletics & Activities (1.0 FTE) ● Student Engagement Specialist (2.0 FTE) ● Administrative Assistant, Oakland Athletic League (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Item 2		
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.* Community Schools leverage community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our district, and can better break down barriers to student achievement. A major strategy in creating Community Schools is through the implementation of Multi-Tiered Systems of Support (MTSS). MTSS includes a focused plan for Response to Intervention^2 (RtI^2) and Positive Behavioral Intervention Support (PBIS). RtI^2 is the identification of solid Tier 2 and 3 strategies to implement when Tier 1 instruction is not supporting a student to be successful. PBIS focuses on the	$31,615,751	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		emotional and behavioral learning of students to increase engagement in the academic and social activities of the school program. Coordination of Service Team (COST) is a major focal point within the MTSS strategy. The COST implements progress monitoring practices to detect when a student is struggling academically and socially and emotionally at an early stage so that the student and family can access support and resources to address the root cause for why a student may be struggling. These teams are composed of key individuals on a school campus that work together to coordinate services. The COST may include an Attendance Specialist, a community relations type position, a teacher, a resource specialist program teacher, a school psychologist, a counselor, an assistant principal and the principal. These teams are important in the identification of services and key to connecting students and families to resources, within and outside of the school. The COST focuses on both the academic and social and emotional needs of students so it is important to ensure that individuals that work on the campus are included to represent the best practices in the areas of supporting students academically and socially and emotionally. 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 absenteeism 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 and grant-funded Central investments that support this work include:* ● Community School Leadership Coordinator (1.0 FTE) ● Executive Director, Community Schools & Student Services (1.0 FTE) ● Community Partnerships Managers (3.0 FTE) ● Grants Manager (1.0 FTE) ● Community School Managers, Early Childhood Education (3.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Student Support Position: Community School Managers (31.9 FTE) • Community School Managers at non-CCSPP schools (13.0 FTE)		
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.* [text] *Ongoing and grant-funded Central investments that support this work include:* • Director, Program Improvement (1.0 FTE) • Specialist, Instructional Materials (1.0 FTE) • Specialist, Science Instructional Materials (1.0 FTE) • Specialists, School Technology (10.0 FTE) • Senior Computer Technician (1.0 FTE) • Teacher on Special Assignment, Instructional Technology (1.0 FTE) • Stock Clerk to support curriculum implementation to ensure high needs students have access to culturally relevant books and supplemental curriculum materials (1.0 FTE) *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Centrally-funded professional development costs for this action area • Curriculum and software licensing costs for this action area	$7,334,846	Yes
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.* The family partnerships and school/district governance team builds capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and social emotional learning achievement for targeted populations and subgroups, at site and district level. This team also provides support and training for School Site Councils (SSCs) and for the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees: the District English Language Learner Subcommittee (DELLS), the Community	$3,001,753	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC). **Language Access for Families** Our translation and interpretation team facilitates monolingual family access to site and district communication structures, including implementation of Board policy on translation/interpretation. These staff ensure that both site-level and district-level meetings are accessible to all families. *Ongoing and grant-funded Central investments that support this work include:* ● LCAP Engagement Program Manager (1.0 FTE) ● District Family Engagement Specialists (4.0 FTE) ● Family & Community Engagement Specialist (1.0 FTE) ● Chinese Translators/Interpreters (2.0 FTE) ● Mam Translator/Interpreter (1.0 FTE) ● Spanish Translators/Interpreters (3.0 FTE) ● Student Support Position: Bilingual Community Relations Assistant (1.0 FTE) ● Student Support Position: Outreach Consultant (1.0 FTE) ● Addition family engagement and translation/interpretation support *One-time investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Software licensing costs for this action area		
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.* The Student Welcome Center serves an important role in assisting families to learn about OUSD schools and to enroll their children. Enrollment Specialists in OUSD's Student Welcome Office provides intake services throughout the year, providing school assignments for both the current year and the next year. Importantly, languages offered to support families include: Spanish, Cantonese, Mandarin, Vietnamese, Arabic, and Khmer.	$1,258,954	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		In addition, the Enrollment Stabilization team works to coordinate with schools and families to support engagement and recruitment efforts, including wide-scale traditional and digital marketing, as well as on-the-ground events like in-person application support or school fairs. This team works closely with the communication department to highlight programmatic offerings and events, and maintains student and family facing communication through website and social media. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Student Assignment (1.0 FTE) ● Director, Student Welcome Center (1.0 FTE) ● Student Assignment Counselors (4.9 FTE) ● Student Welcome Counselor, Newcomer Support (1.0 FTE)		
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.* OUSD Communications is responsible for all district level internal and external communications, maintenance of the district website and support for school websites, and management of district social media accounts. The district website and associated calendar are continuously updated with current events, announcements, and photos as needed, often daily. Social media posts are scheduled on Facebook, Instagram and Twitter daily. External newsletters and communications are sent to the broader Oakland community on a regular basis to ensure that community members are kept informed about District activities. Similarly, the communications team works with district leadership to provide timely all staff messages as needed, and a weekly newsletter for school leaders. *Ongoing and grant-funded Central investments that support this work include:* ● Communications Director (1.0 FTE; 0.6 FTE contributing) ● Manager, Internal and Web Communications (1.0 FTE; 0.6 FTE contributing) ● Manager, Publications (0.5 FTE; 0.4 FTE contributing) ● Producer, KDOL/Media Class (1.0 FTE; 0.5 FTE contributing)	$402,047	Yes

Goal 4

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
4.1.1	Decrease the percentage of teacher misassignments and teachers without credentials.	27.92%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
4.1.2	Increase the percentage of schools where at least 70 percent of school-based staff feel connected to their school, as measured by the California Healthy Kids Survey.	61.5%	*not yet available*	*not yet available*	75.0%	13.5%
4.1.3	Increase the one-year teacher retention rate for all teachers.	75.5%	*not yet available*	*not yet available*	85.5%	2.0%
4.1.4	Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	54.9%	*not yet available*	*not yet available*	51.0%	-3.0%
4.1.5	Decrease the number of vacant teacher positions on Census Day.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
4.2.1	Increase the percentage of teachers satisfied with the total professional learning they've received from Oakland Unified.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
4.2.2	Increase the percentage of non-teaching staff who are satisfied with the total professional learning (content and frequency) they've received from Oakland Unified.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
4.2.3	Increase the percentage of all staff (certificated, classified, and confidential) who have participated in foundational professional learning.	*coming soon*	*not yet available*	*not yet available*	90.0%	*coming soon*
4.2.4	Increase staff satisfaction on professional learning as measured by questions on staff surveys.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*
4.3.1	Increase the one-year teacher retention rate for first-year teachers.	*coming soon*	*not yet available*	*not yet available*	*coming soon*	*coming soon*

Goal Analysis for 2023-24

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

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Not applicable; see 2023-24 LCAP Annual Update. [moved to Annual Update document]

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
4.1	**Diverse & Stable Staff**	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. **Staff Recruitment & Retention** OUSD's Talent division leads comprehensive recruitment and retention programs to recruit and hire teachers, administrators, classified staff, and other District employees. The 21-24 OUSD Strategic Plan focuses on the development of Black and Brown staff reflective of Oakland's rich diversity. In order to increase the quality, representation and retention of our educators, we are focused on providing comprehensive support and pathway facilitation at multiple stages of educator development: 1) students in high school and college aspiring to education related careers; 2) aspiring educators with a BA; 3) early career educators; and 4) experienced educators. In each stage of development, our goal is to provide wrap-around support, including counseling, support with navigating education and credential processes, and assistance with navigating career choices. Key recruitment and retention initiatives include: ● Partnership with Skyline to pilot strategies for HS to teacher pathway ● Partnership with Peralta Colleges to support staff needing to satisfy Basic Skills Requirement and working to develop apprenticeship options for Early Childhood staffing ● Host monthly recruitment events, pathway and information sessions for current and aspiring educators looking to grow in OUSD	$16,801,256	Yes

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

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Manager, Retention (1.0 FTE) • Specialist, Human Capital Reporting (1.0 FTE; 0.6 FTE contributing) • Specialist, Retention, Employee Development & Wellness (1.0 FTE) • Talent Development Associate, Elementary Schools (1.0 FTE) • Talent Development Associate, High School Network (1.0 FTE) • Staffing Support Assistant (1.0 FTE) • Salary increase to bring compensation closer to county average to improve teacher retention		
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. 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* **Foundational & Asset-Based Professional Development** We will implement foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. As part of this work, the District engages department and site leaders in designing and implementing system-wide equity learning and equity policy. The District fosters an equity/social emotional learning mindset and practices to establish ongoing foundational and integrated professional learning on asset based practices. In OUSD, we have defined foundational professional learning as the following: • Anti-Racist Learning; • Standards & Equity Institute; • Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts; • Guided Language and Acquisition Design (GLAD); • ALLAS; • Multi-Tiered System of Supports (MTSS); • Multi-Sensory Instruction;	$5,922,442	Yes

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

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		**Beginning with the 2024-27 LCAP, 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.* OUSD's Talent Division offers a comprehensive system of support for new teachers that includes differentiated professional learning, weekly mentoring, credentialing support, and wellness gatherings for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials. To maximize our impact, we also offer ongoing professional learning and support for mentors of new teachers and support school leaders with developing and strengthening site-based systems and practices designed specifically to meet the needs of their newest teachers. *Ongoing and grant-funded Central investments that support this work include:* ● Director, New Teacher Support & Development (1.0 FTE) ● Managers, New Teacher Support & Development (2.0 FTE) ● Lead Mentors, New Teacher Support & Development (4.0 FTE) ● New Teacher Support Coaches (3.0 FTE)	$2,161,533	Yes

Goal 5

GOAL #	DESCRIPTION	TYPE OF GOAL
5	Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

In consultation with their school communities, all three elementary schools that received Equity Multiplier funds for the 2024-25 school year identified instructional improvement and academic intervention as their highest priorities. Each school noted that state and district assessments in literacy and math highlight the need for improvement. Markham and Prescott also have high teacher turnover rates, with a need to support new teachers who are not familiar with OUSD's adopted curricula and who may need additional support in the classroom. The three schools have proposed investments in instructional coaching, peer observation, data analysis, and other teacher supports. In addition, all three also plan one-on-one or small group intervention for identified students to improve academic outcomes.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.01	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for socioeconomically disadvantaged students at Korematsu Discovery Academy.	-102.3	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.02	Reduce chronic absenteeism rates for African American students at Korematsu Discovery Academy.	85.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.03	Reduce chronic absenteeism rates for English Learners at Korematsu Discovery Academy.	87.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.04	Reduce chronic absenteeism rates for Latino students at Korematsu Discovery Academy.	85.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.05	Reduce chronic absenteeism rates for socioeconomically disadvantaged students at Korematsu Discovery Academy.	86.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.06	Reduce chronic absenteeism rates for students with disabilities at Korematsu Discovery Academy.	93.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.07	Increase the one-year teacher retention rate at Korematsu Discovery Academy.	75.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.08	Increase the percentage of teachers who are fully (preliminary or clear) credentialed and properly assigned at Korematsu Discovery Academy.*	45.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.09	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts for English Learners at Markham Elementary.	-141.6	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.10	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts for Latino students at Markham Elementary.	-135.5	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.11	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts for socioeconomically disadvantaged students at Markham Elementary.	-138.2	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.12	Increase the percentage of English Learners at Markham Elementary who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	33.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.13	Reduce chronic absenteeism rates for African American students at Markham Elementary.	86.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.14	Reduce chronic absenteeism rates for English Learners at Markham Elementary.	80.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.15	Reduce chronic absenteeism rates for Latino students at Markham Elementary.	81.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.16	Reduce chronic absenteeism rates for socioeconomically disadvantaged students at Markham Elementary.	83.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.17	Reduce chronic absenteeism rates for students with disabilities at Markham Elementary.	86.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.18	Increase the one-year teacher retention rate at Markham Elementary.	52.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.19	Increase the percentage of teachers who are fully credentialed and properly assigned at Markham Elementary.*	72.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.20	Reduce chronic absenteeism rates for African American students at Prescott Elementary.	69.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.21	Reduce chronic absenteeism rates for Latino students at Prescott Elementary.	65.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.22	Reduce chronic absenteeism rates for socioeconomically disadvantaged students at Prescott Elementary.	70.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.23	Reduce the out-of-school suspension rate for African American students at Prescott Elementary.	7.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.24	Increase the one-year teacher retention rate at Prescott Elementary.	62.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
5.25	Maintain the percentage of teachers who are fully credentialed and properly assigned at Prescott Elementary.*	100.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

**2021-22 data*

Goal Analysis for 2023-24

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

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
5.1	**Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy**	At Korematsu Discovery Academy, invest in academic acceleration and instructional improvement in the following ways: ● Fund 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. ●	$253,300	No
5.2	**Academic Acceleration & Instructional Improvement at Markham Elementary**	At Markham Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund 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.	$291,221	No
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.	$134,755	No

Goal 6

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

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

- At Castlemont, there is a need for reading and math intervention and instructional coaching planning. In addition, the school needs added support to build positive school culture, increase attendance, and decrease suspensions. The school plans to add direct student supports to better connect students to services, and will focus on executing a school reading intervention plan by providing academic intervention and coaching teachers and teams around literacy practices. To improve academic outcomes, there will also be an added focus on supporting the inclusion of newcomer students in General Education classes.

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.01	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for African American students at Castlemont High.	-293.3	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.02	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Latino students at Castlemont High.	-279.5	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.03	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for socioeconomically disadvantaged students at Castlemont High.	-280.9	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.04	Increase the four-year cohort graduation rate for English Learners at Castlemont High.	50.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.05	Increase the four-year cohort graduation rate for Latino students at Castlemont High.	56.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.06	Increase the four-year cohort graduation rate for socioeconomically disadvantaged students at Castlemont High.	64.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.07	Increase the four-year cohort graduation rate for unhoused students at Castlemont High.	61.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.08	Increase the percentage of African American students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	7.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.09	Increase the percentage of English Learners at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.10	Increase the percentage of unhoused students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.11	Increase the percentage of English Learners at Castlemont High who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	11.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.12	Reduce the out-of-school suspension rate for African American students at Castlemont High.	24.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.13	Reduce the out-of-school suspension rate for socioeconomically disadvantaged students at Castlemont High.	11.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.14	Reduce the out-of-school suspension rate for students with disabilities at Castlemont High.	23.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.15	Increase the one-year teacher retention rate at Castlemont High.	76.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.16	Increase the percentage of teachers who are fully credentialed and properly assigned at Castlemont High.*	35.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.17	Increase the one-year teacher retention rate at McClymonds High.	63.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.18	Increase the percentage of teachers who are fully credentialed and properly assigned at McClymonds High.*	66.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.19	Increase the four-year cohort graduation rate for English Learners at Oakland International High.	65.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.20	Increase the four-year cohort graduation rate for Latino students at Oakland International High.	59.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.21	Increase the four-year cohort graduation rate for socioeconomically disadvantaged students at Oakland International High.	67.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.22	Increase the four-year cohort graduation rate for unhoused students at Oakland International High.	58.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.23	Increase the one-year teacher retention rate at Oakland International High.	71.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
6.24	Increase the percentage of teachers who are fully credentialed and properly assigned at Oakland International High.*	25.4%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

**2021-22 data*

Goal Analysis for 2023-24

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

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
6.1	**Academic Acceleration & Instructional Improvement at Castlemont High**	At Castlemont High School, invest in academic acceleration and instructional improvement in the following ways: ● Provide teacher release time and extended contracts to plan curriculum, align in departmental or pathway teams, attend professional development to improve instruction, and develop standards-based assignments; ● Hire a 12-month teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Hire 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.	$551,276	No
6.2	**Social Emotional Supports at Castlemont High**	At Castlemont High School, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator position to support classroom management, build positive school culture, increase attendance, and decrease out-of-school suspensions and Universal Referral Forms (URFs). ● Hire a full time social worker position to support our COST and Care Manager Teams and support with direct student support and connection to services and provide additional mentors for ninth grade students and African American girls; and ● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes.	$383,904	No

6.3	**Social Emotional Supports at McClymonds High**	At McClymonds High School, provide the following social emotional supports to students: ● Hire a Behavior Specialist to engage students who are disconnected from school; and ● Hire a Case Manager to coordinate, plan, and organize case management activities and related functions in service of identified at-risk or high-risk students.	$266,823	No
6.4	**Family Engagement at McClymonds High**	At McClymonds High School, hire an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center, attend site-based and district professional learning communities, and work closely with the school principal, community school manager, teacher leaders, and community partners to align and implement family engagement strategies linked to student learning.	$67,532	No
6.5	**Academic Acceleration & Instructional Improvement at Oakland International High**	At Oakland International High School, hire a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention.	$164,342	No
6.6	**Social Emotional Supports at Oakland International High**	At Oakland International High School, provide the following social emotional supports to students: ● Hire a social worker to expand mental health services and clinical case management to build connectedness with focal English Language Learner students and families and address non-academic needs that prevent full participation in schooling; ● Hire a counselor to allow the school to provide more individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates; and ● Hire 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.	$301,729	No

Goal 7

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School are part of the District's alternative education spectrum and serve 11th and 12th grade students who have not been successful in traditional high schools. Students served by alternative education programs tend to have inherently unstable enrollment, often moving between schools mid-year. The District anticipates that these schools are likely to continue to qualify to receive Equity Multiplier funds for the duration of this funding program. Students who move into continuation schools often need added support with executive functioning

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

teach staff how to intervene in a manner that does not cause additional harm.

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.01	Increase the four-year cohort graduation rate for Latino students at Dewey Academy.	50.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.02	Increase the four-year cohort graduation rate for socioeconomically disadvantaged students at Dewey Academy.	48.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.03	Increase the percentage of African American students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.04	Increase the percentage of Latino students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.05	Increase the percentage of socioeconomically disadvantaged students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.06	Reduce the out-of-school suspension rate for African American students at Dewey Academy.	16.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.07	Reduce the out-of-school suspension rate for socioeconomically disadvantaged students at Dewey Academy.	9.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.08	Increase the one-year teacher retention rate at Dewey Academy.	69.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.09	Increase the percentage of teachers who are fully credentialed and properly assigned at Dewey Academy.*	35.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.10	Increase the percentage of Latino students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	3.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.11	Increase the percentage of socioeconomically disadvantaged students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.12	Increase the one-year teacher retention rate at Ralph J. Bunche Academy.	40.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.13	Increase the percentage of teachers who are fully credentialed and properly assigned at Ralph J. Bunche Academy.*	37.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.14	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in English Language Arts for socioeconomically disadvantaged students at Rudsdale Continuation School.	-333.0	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.15	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for Latino students at Rudsdale Continuation School.	-348.0	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.16	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for socioeconomically disadvantaged students at Rudsdale Continuation School.	-348.0	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.17	Increase the four-year cohort graduation rate for English Learners at Rudsdale Continuation School.	53.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.18	Increase the four-year cohort graduation rate for Latino students at Rudsdale Continuation School.	51.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.19	Increase the four-year cohort graduation rate for socioeconomically disadvantaged students at Rudsdale Continuation School.	50.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.20	Increase the four-year cohort graduation rate for unhoused students at Rudsdale Continuation School.	54.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.21	Increase the percentage of English Learners at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.22	Increase the percentage of Latino students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.23	Increase the percentage of socioeconomically disadvantaged students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.24	Increase the percentage of unhoused students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.25	Increase the percentage of English Learners at Rudsdale Continuation School who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	0.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.26	Increase the one-year teacher retention rate at Rudsdale Continuation School.	72.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
7.27	Increase the percentage of teachers who are fully credentialed and properly assigned at Rudsdale Continuation School.	61.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

**2021-22 data*

Goal Analysis for 2023-24

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

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
7.1	**Social Emotional Supports at Dewey Academy**	At Dewey Academy, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm; and ● Hire a Case Manager to support students with executive functioning and dealing with life challenges.	$209,731	No
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.	$117,531	No
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.	$179,126	No
7.4	**College & Career Supports at Rudsdale Continuation**	At Rudsdale Continuation School, hire a Career Transition Specialist to help focus on college awareness, graduation requirements, applications and financial aid, career exploration, and employability and job readiness skills.	$162,539	No
7.5	**Social Emotional Supports at Rudsdale Continuation**	At Rudsdale Continuation School, hire a Social Worker to identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling; consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations 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.	$133,524	No

Goal 8

GOAL #	DESCRIPTION	TYPE OF 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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.01	Increase the four-year cohort graduation rate for all students at Gateway to College.	58.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.02	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for African American students at Sojourner Truth Independent Study.	-278.6	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.03	Increase the average distance from standard (DFS) on the Smarter Balanced Summative Assessment (SBAC) in Mathematics for English Learners at Sojourner Truth Independent Study.	-252.5	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.04	Increase the four-year cohort graduation rate for African American students at Sojourner Truth Independent Study.	40.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.05	Increase the four-year cohort graduation rate for Latino students at Sojourner Truth Independent Study.	35.1%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.06	Increase the four-year cohort graduation rate for socioeconomically disadvantaged students at Sojourner Truth Independent Study.	46.3%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.07	Increase the percentage of African American students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.08	Increase the percentage of Latino students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.9%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.09	Increase the percentage of socioeconomically disadvantaged students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.10	Increase the percentage of English Learners at Sojourner Truth Independent Study who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	6.8%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.11	Reduce chronic absenteeism rates for African American students at Sojourner Truth Independent Study.	94.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.12	Reduce chronic absenteeism rates for English Learners at Sojourner Truth Independent Study.	94.7%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.13	Increase the one-year teacher retention rate at Sojourner Truth Independent Study.	58.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.14	Increase the percentage of teachers who are fully credentialed and properly assigned at Sojourner Truth Independent Study.	52.0%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.15	Reduce the out-of-school suspension rate for African American students at Street Academy.	18.2%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.16	Reduce the out-of-school suspension rate for socioeconomically disadvantaged students at Street Academy.	14.6%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.17	Increase the percentage of teachers who are fully credentialed and properly assigned at Street Academy.	12.5%	*not yet available*	*not yet available*	*coming soon*	*coming soon*
8.18	Maintain the percentage of teachers who are fully credentialed and properly assigned at Home and Hospital.	100.0%	*not yet available*	*not yet available*	100.0%	0.0%

**2021-22 data*

Goal Analysis for 2023-24

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

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Not applicable; this goal is new for the 2024–27 LCAP.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
8.1	**Academic Acceleration at Home & Hospital Program**	At the Home and Hospital Program, hire a STIP substitute to provide direct instructional support to students to improve academic outcomes.	$89,563	No
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.	$720,031	No
8.3	**Social Emotional Supports at Sojourner Truth Independent Study**	At Sojourner Truth Independent Study, hire two case managers to build student connectedness and address chronic absenteeism.	$246,559	No
8.4	**Placeholder for Street**	TBD: Street actions	$100,306	No
8.5	**Placeholder for Gateway**	TBD: Gateway actions	$85,108	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

TOTAL PROJECTED LCFF SUPPLEMENTAL AND/OR CONCENTRATION GRANTS	PROJECTED ADDITIONAL 15 PERCENT LCFF CONCENTRATION GRANT
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

PROJECTED PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR	LCFF CARRYOVER — PERCENTAGE	LCFF CARRYOVER — DOLLAR	TOTAL PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

GOAL AND ACTION #(S)	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) AND WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS

Supporting Foster Youth	As the 2024-2027 LCAP was developed, the foster youth services team and partners identified the following needs: ● **Foster Youth Case Managers;** ● **Increased school stability for foster youth;** ● **Prioritized access to academic programs and credit recovery opportunities;** ● **Equitable access to schools and programs; and** ● **Mentorship program.**	● **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.	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.

		● **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. *Not implemented*	

Supporting English Language Learners **(Actions 2.7 and 2.8)**	English Learner Progress was reported on the 2024 California State Dashboard for the first time since prior to the pandemic. Based on the 2023-24 school year data, 49.1% of OUSD English Learners made progress towards English proficiency. Although this was up from the 45.8% who made progress towards English Proficiency in the 2018-19 school year—the last year for which data are available—it nonetheless placed the district in the ”low” (previously orange) performance level. Support for English Learners continues to be a primary area of focus for this LCAP cycle. The attribution of a ”low” score is due to low participation rates. According to the CDE website, ”Districts and schools that do not meet the 95% participation rate on the Summative ELPAC will have an automatic ”Low” Status applied to the English Learner Progress Indicator (ELPI) on the 2022 California School Dashboard (Dashboard).” If participation had been stronger, at 49.1% progress, we would be placed in the ”medium” performance level. The need therefore lies in both improved instructional services for ELLs via integrated and designated ELD and in improved ELPAC testing protocols and support to reach 100% assessment completion. **Relevant Data on English Learner Progress**	To accelerate the language and literacy outcomes of our English Learners, we are leaning into a multi-pronged set of strategies including: ● High impact actions to implement designated ELD ○ Development and implementation of designated ELD lessons grounded in the texts and tasks of the ELA curriculum and aligned to the ELA/ELD framework ○ Cross-site and site-based professional learning on quality designated ELD instruction, including on the use of the OUSD-developed materials to support academic reading, writing, and speaking. ○ Assessment of language output in writing tasks ● High impact actions to implement integrated ELD ○ Summer foundational and inquiry-based, ongoing professional learning in GLAD (Guided Language Acquisition Design) for elementary educators ○ Summer foundational and inquiry-based, ongoing professional learning in ALLAS (Academic language and LIteracy Acceleration) for secondary educators ● Leadership development and continuous improvement processes to build site-based advocacy and capacity for language equity	We track both implementation and student outcome data. We track implementation of designated ELD services through transcript and master/bell schedule analysis. We track comprehensive ELD services (both integrated and designated ELD) through the “stages of ELD” self-assessment, and equity-centered observation protocols (ELL Reviews and ELL student shadowing). We monitor ELL student learning through the three reclassification windows each year, growth in the ELPAC and more frequent progress monitoring across all content areas, with a focus on reading (and more specifically the vocabulary domain). Next year, we will begin a districtwide focus on analyzing student work including a lens to language use in writing based in Part 2 of the ELD Standards.

	A longitudinal look at OUSD's multilingual population reflects a significant demographic shift in recent years, 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 2015-16 to close to 33% in 2022-23, primarily due to new arrivals from Central America. Six years ago, newcomers made up 6% of all ELLs, but as of 2023, they make up approximately 27% 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 44% of ELLs are newcomers. Our two fastest growing populations are Yemeni Arabic-speaking students, Guatemalan Mam-speaking students, followed by Honduran and Nicaraguan Spanish-speaking students. These groups typically come to us with severely interrupted schooling and high levels of trauma.	○ ELL Ambassadors at each school site to support the reclassification process and to serve as a champion for language equity and services. ○ "Leading for LTELs" series to build capacity of instructional leaders, both teacher leaders and administrators, to center the language needs of ELLs in school-wide efforts ○ Continuous improvement tools such as an ELL Review process, ELL Shadowing, and self-assessment and action-planning process on the "stages of ELD implementation"	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.

	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. We see stronger than district-average reclassification rates at our Spanish-language dual language schools, confirming the research that quality bilingual instruction accelerates ELL outcomes in English while also developing Spanish.		

	Our main measure to assess progress for our Long-Term English Language Learners (LTELs) is our LTEL reclassification rates. We saw a significant jump in outcomes from the baseline of 5.6% in 2019-20 and an all time low of 2.2% in 2020-21 (in great part due to interrupted ELPAC testing) to 17% in 2021-22, which exceeds rates prior to the pandemic. These rates were particularly strong in middle school grades, at 21%. This progress can be attributed to renewed strong ELPAC and other testing participation, as well as a deepened focus on integrated and designated ELD instruction. Despite the progress in reclassification, our high school LTELs continue to be more likely to be off track for graduation. In the spring of 2022, only 49.0% of ninth grade LTELs are on track to graduate (compared to 62% overall), however we did see a seven percentage point improvement from the 42% rate in 2021.		

GOAL AND ACTION #(S)	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) AND WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
	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 both elementary and secondary schools. In year-over-year ELPAC growth, only 35.8% of newcomer students showed growth on the ELPAC from 2020-21 to 2021-22, compared to 54.4% overall. This represents an increase in growth from previous years, but still highlights a need to provide instructional enrichment, intervention and acceleration. It is note-worthy that we have found it typically takes 3 years for a newcomer student to move from an ELPAC proficiency level 1 to a level 2, not just in OUSD but across the state, underscoring the need for a strong focus on language development and foundational literacy for newcomers across grade-levels. 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 strategies continue to be employed.		

Supporting Low-Income Students	In the 2023-24 school year, nearly 78% of OUSD students qualified for free or reduced price meals, and in 2022-23, 67 of our 78 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: 93.9% are low-income ● English Language Learners: 93.5% are low-income ● Pacific Islander students: 89.8% are low-income ● Latino students: 88.5% are low-income ● African American students: 85.4% are low-income	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).	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.

GOAL AND ACTION #(S)	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) AND WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
	• Students with Disabilities: 81.6% are low-income		
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Limited Actions

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

GOAL AND ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

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

Additional Concentration Grant Funding

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

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

- **Action 3.1 (Community Schools sub-action):** Additional community support positions at schools, including Community School Managers, Restorative Justice Facilitators, Counselors, Teachers on Special Assignment, Assistant Principals, and other student support roles. Oakland Unified uses a school staffing formula that awards additional student support positions to high need schools, defined as those schools with a three-year average unduplicated pupil percentage (UPP) at or above 55 percent. Specific type of allocation and amount of FTE are also based on school enrollment and the grade levels served. All schools above 55 percent UPP receive at least one additional position, although for very small schools it may be less than 1.0 FTE. Note that because our budget development process occurs in December and January each year, we use the prior three years' certified UPP, since CALPADS typically does not certify the UPP for the current year until February.

  For 2023-24, the following schools received these supports: ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges Academy, Brookfield Elementary, Bunche Academy, Burckhalter Elementary, Carl Munck Elementary, Castlemont High, Coliseum College Prep Academy, Dewey High, East Oakland PRIDE Elementary, Elmhurst United Middle,Emerson Elementary, EnCompass Academy, Esperanza Academy, Franklin Elementary, Fred T. Korematsu Discovery Academy, Frick United Academy of Language, Fremont High, Fruitvale Elementary, Garfield Elementary, Global Family School, Grass Valley Elementary, Greenleaf Elementary, Highland Community School, Hoover Elementary, Horace Mann Elementary, International Community School, La Escuelita Elementary, Laurel Elementary, LIFE Academy, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Primary, Madison Park Academy Upper, Manzanita Community School, Manzanita SEED Elementary, Markham Elementary, Martin Luther King Jr. Elementary, McClymonds High, MetWest High, Montera Middle, Oakland Academy of Knowledge, Oakland High, Oakland International High, Oakland Technical High, Piedmont Avenue Elementary, Prescott School, Reach Academy, Roosevelt Middle, Rudsdale Continuation School, Sankofa United Elementary, Skyline High, Sojourner Truth Independent Study, Think College Now Elementary, United For Success Academy, Urban Promise Academy, West Oakland Middle, Westlake Middle, and the Young Adult Program.

- **Action 1.1 (Academic Acceleration sub-action):** Additional teachers to support smaller class sizes at the following schools with high concentrations of low-income students, foster youth, and English learners, as measured by the Unduplicated Pupil Percentage (UPP): ACORN Woodland Elementary, Allendale Elementary, Bridges Academy, Brookfield Elementary, Castlemont High, Coliseum College Prep Academy, East Oakland Pride Elementary, Elmhurst United Middle, EnCompass Academy Elementary, Esperanza Elementary, Franklin Elementary, Fred T. Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, LIFE Academy, Lockwood STEAM, Madison Park Academy 6-12, Madison Park Academy Primary, Manzanita Community, Markham Elementary, Martin Luther King, Jr. Elementary, McClymonds High, MetWest High, Oakland International High, Prescott, Ralph J. Bunche High, Reach Academy, Roosevelt Middle, Think College Now, United for Success Academy, Urban Promise Academy, West Oakland Middle, and Westlake Middle.
- **Action 1.4 (Alternative Education sub-action):** Additional teachers to support smaller class sizes at the following Alternative Education schools: Dewey Academy, Ralph J. Bunche High, and Rudsdale Continuation.
- **Action 2.8:** Newcomer Teacher Leaders (at the elementary level) and Newcomer Social Workers (at the secondary level) at the following schools with high concentrations of newcomer students: Bridges Academy, Castlemont High, East Oakland Pride Elementary, Esperanza Elementary, Franklin Elementary, Fremont High, Garfield Elementary, Global Family, Highland Community, Lincoln Elementary, Lockwood STEAM, Manzanita Community, Markham Elementary, Oakland High, Oakland International High, Reach Academy, Rudsdale Continuation, and Skyline High.

STAFF-TO-STUDENT RATIOS BY TYPE OF SCHOOL AND CONCENTRATION OF UNDUPLICATED STUDENTS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF 55 PERCENT OR LESS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF GREATER THAN 55 PERCENT
STAFF-TO-STUDENT RATIO OF CLASSIFIED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	[Provide ratio here]	[Provide ratio here]
STAFF-TO-STUDENT RATIO OF CERTIFICATED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	[Provide ratio here]	[Provide ratio here]