Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21	DESIRED 22-23 OUTCOME
Goal 1: All students graduate college, career, and community ready.			
1.01	Increase the 4-year cohort graduation rate.	72.4%	78.4%
1.02	Reduce cohort dropout rate.	12.5%	9.5%
1.03	Decrease the percentage of total teacher missasignments.	11.4%	10.5%
1.04	Decrease the number of vacant teacher positions.	20	14
1.05	Increase the A-G completion rate with a grade of C or better.	53.8%	59.8%
1.06	Increase student career pathway participation rate for Grades 10-12.	86.4%	92.4%
1.07	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator in the California School Dashboard.	39.5%*	45.5%
1.08	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy (without participation penalty).	-48.8*	-27.8
1.09	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in Mathematics (without participation penalty).	-74.6*	-59.6
1.10	Maintain 100% of students at Williams schools with access to their own copies of standards-aligned instructional materials for use at school and at home.	100%	100%
1.11	Reduce the number of Grade 7 and 8 middle school dropouts. [4]	53* (last certified)	47
1.12	Increase the FAFSA completion rate.	62%	71%
1.13	Increase the percentage of kindergarteners reading at grade level on the Spring literacy assessment i-Ready.	Baseline will be set next year	Target will be set next year
1.14	Increase the percentage of first graders reading at grade level on the Spring literacy assessment i-Ready.	Baseline will be set next year	Target will be set next year
1.15	Increase the percentage of second graders reading at grade level on the Spring literacy assessment i-Ready.	Baseline will be set next year	Target will be set next year
1.16	Increase the percentage of students at or above Standard Met on CAST.	17.0%*	26%
1.17	Increase the percentage of schools with 1:1 technology devices.	27.7%	100%
1.18	Maintain the annual percentage of school facilities in good repair at 90% or higher.	100%**	90%

Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21	DESIRED 22-23 OUTCOME
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.			
2.01	Increase the A-G completion rate with a grade of C or better for targeted subgroups.		
	Increase A-G completion rate with a grade of C or better for African American Students.	37.5%	43.5%
	Increase A-G completion rate with a grade of C or better for African American Males.	35.5%	41.5%
	Increase A-G completion rate with a grade of C or better for Latino Students.	51.5%	57.5%
	Increase A-G completion rate with a grade of C or better for English Learners.	42.9%	48.9%
	Increase A-G completion rate with a grade of C or better for Students with Disabilities.	24.1%	30.1%
	Increase A-G completion rate with a grade of C or better for Pacific Islander Students.	38.5%	44.5%
	Increase A-G completion rate with a grade of C or better for Foster Youth.	26.7%	32.7%
	Increase A-G completion rate with a grade of C or better for Unhoused Students.	38.8%	44.8%
	Increase A-G completion rate with a grade of C or better for Newcomers.	48.8%	54.8%
2.02	Increase average distance from standard (points above or below standard) on SBAC state assessments in <u>English Language Arts/Literacy</u> for targeted subgroups (without participation penalty).		
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for African American Students	-87.2*	-66.2
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for African American Males.	-99.6*	-78.6
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for Latino Students.	-71.4*	-50.4
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for English Learners.	-121.1*	-100.1
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for Students with Disabilities.	-128.9*	-107.9
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for Pacific Islander Students.	-82.2*	-61.2
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for Foster Youth.	-121.0*	-100
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in English Language Arts/Literacy for Unhoused Students.	-142.6*	-121.6

Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21		DESIRED 22-23 OUTCOME
2.03	Increase average distance from standard (points above or below standard) on SBAC state assessments in <u>Mathematics</u> for targeted subgroups (without participation penalty).			
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for African American Students	-119.2*		-104.2
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for African American Males.	-124.2*		-109.2
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for Latino Students.	-100.7*		-85.7
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for English Learners.	-132.7*		-117.7
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for Students with Disabilities.	-154.8*		-139.8
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for Pacific Islander Students.	-105.8*		-90.8
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for Foster Youth.	-156.5*		-141.5
	Increase the average distance from standard (DFS) on the smarter balanced/SBAC state assessment in Mathematics for Unhoused Students.	-179.5*		-164.5
2.04	Increase the 4-year <u>cohort graduation rate</u> for targeted subgroups.			
	Increase the 4-year cohort graduation rate for African American Students.	73.8%		79.8%
	Increase the 4-year cohort graduation rate for African American Male Students.	66.8%		72.8%
	Increase the 4-year cohort graduation rate for Latino Students.	64.7%		70.7%
	Increase the 4-year cohort graduation rate for English Learners.	56.8%		62.8%
	Increase the 4-year cohort graduation rate for Students with Disabilities.	63.6%		69.6%
	Increase the 4-year cohort graduation rate for Pacific Islander Students.	78.1%		84.1%
	Increase the 4-year cohort graduation rate for Foster Youth.	33.3%		39.3%
	Increase the 4-year cohort graduation rate for Unhoused Students.	42.7%		48.7%
2.05	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator on the California School Dashboard for targeted subgroups. [5]			

Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21	DESIRED 22-23 OUTCOME
	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator for African American Students.	27.8%*	33.8%
	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator for Latino Students.	32.9%*	38.9%
	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator for English Learners.	26.3%*	32.3%
	Increase the percentage of students graduating college and career ready as measured by the state college/career readiness indicator for Students with Disabilities.	13.6%*	19.6%
	Increase the percentage of students graduating college and career ready as measured by the state college/career readiness indicator for Pacific Islander Students.	30.6%*	36.6%
	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator for Foster Youth.	13.7%*	19.7%
	Increase the percent of students graduating college and career ready as measured by the State College/Career Readiness indicator for Unhoused Students.	16.6%*	22.6%
2.06	Decrease the number of misassignments of teachers of English Learners (ELs).	224	194
2.07	Decrease the number of overdue annual IEPs.	14.6%	4.6%
2.08	Decrease the number of overdue triennial IEPs.	66.4%	30.4%
2.09	Decrease the percentage of grade 6-11 students reading multiple years below grade level on Spring Reading Inventory.	41.1%*	32%
2.10	Increase the English Learner (EL) reclassification rate.	5.6%	14.6%
2.11	Increase the Long-Term English Learner (LTEL) reclassification rate.	5.9%	20.9%
2.12	Increase the percentage of English Learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	45.8%*	54.8%

Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21		DESIRED 22-23 OUTCOME
Goal 3: Students and families are welcomed, safe, healthy, and engaged.				
3.01	Increase the number of schools with 96% or higher average daily attendance.	12		18
3.02	Reduce chronic absenteeism rates (missing 10% or more of school days) for all students.	17.3%		15.8%
	Reduce chronic asbenteeism rates for African American Students.	27.3%		24.3%
	Reduce chronic asbenteeism rates for Latino Students.	18.5%		17%
	Reduce chronic asbenteeism rates for English Learners.	17.3%		15.8%
	Reduce chronic asbenteeism rates for Students with disabilities.	25.6%		24.1%
	Reduce chronic asbenteeism rates for Pacific Islander Students.	32.0%		29%
	Reduce chronic asbenteeism rates for Native American Students.	26.0%		23%
	Reduce chronic asbenteeism rates for Foster Youth.	32.2%		29.2%
	Reduce chronic asbenteeism rates for Unhoused Students.	39.7%		36.7%
3.03	Reduce the out-of-school suspension rate for all students.	2.9%		1.4%
	Reduce the out-of-school suspension rate for all African American students.	7.1%		4.1%
	Reduce the out-of-school suspension rate for African American male students.	7.7%		4.7%
	Reduce the out-of-school suspension rate for students with disabilities.	6.8%		3.8%
	Reduce the out-of-school suspension rate for African American students with disabilities.	12.4%		9.4%
3.04	Reduce the number of student expulsions for all students by three per year.	28		19
	Reduce the number of student expulsions for African American students by two per year.	18		12
	Reduce the number of student expulsions for Latino students.	9		6
3.06	Increase the percentage of students who feel safe at school.	60.0%		66%
3.07	Increase the number of schools with at least 70% of students who feel connected to their school.	32		38
3.08	Increase the number of schools with at least 70% of parents who feel connected to their child's school	66		72
3.09	Increase the number of sites with on-going structures for meaningful family partnership with targeted populations			
3.10	Increase the number of sites engaged with shared decision making			

Goal #	METRIC	BASELINE (19-20) *data for 18-19 **data for 20-21		DESIRED 22-23 OUTCOME
3.11	Decrease the number of UCP complaints.			
Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
4.01	Increase the number of schools with at least 70% of school-based staff who feel connected to their school.	61		67
4.02	Increase the one-year teacher retention rate.	84%		85.5%
4.03	Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	66%		63%
4.04	Increase the percentage of teachers satisfied with the total professional development they've received from OUSD.	32.0%		38%
4.05	Increase the percentage of non-teaching staff who are satisfied with the total professional development (content and frequency) they've received from OUSD.	35.3%		38.3%
4.06	Achieve 90% of all staff (certificated, classified, and confidential) who have participated in foundational professional learning.	Baseline will be set next year		Target TBD
4.07	Increase staff satisfaction on professional development as measured by questions on staff surveys.	33.7%		36.7%
4.08	Increase the number of sites engaged in equity/anti-racist learning.	Baseline will be set next year		