

# ***DRAFT***

## **Oakland Unified School District 2021-2024 Local Control and Accountability Plan**

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# I. PLAN SUMMARY

## General Information

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

### *About Oakland Unified School District*

The Oakland Unified School District (OUSD) serves the children of Oakland, California, a diverse city of over 430,000 that sits on the east side of the San Francisco Bay. Our student enrollment of 35,137 students is 44 percent Latino, 22 percent African American, 12 percent Asian, 11 percent white, 6 percent multi-ethnic, 1 percent Pacific Islander, and 1 percent Filipino. Nearly three out of four (73.4 percent) qualify for free or reduced-price school meals. About 15 percent of students in our district-run K-12 schools and programs are students with disabilities who receive special education services.

Over half of our students speak one of 57 world languages at home, and nearly one in three students are English language learners. Among these are over 3,000 newcomer students—youth who have been in the United States for less than three years. Most of our newest arrivals fall into the status of refugee, asylee, asylum seeker, and/or unaccompanied minor and may be fleeing violence, human trafficking, or persecution in their home countries. 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.

Given the demographic diversity of OUSD, equity is central to our work. For us, equity means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future. Even ahead of the pandemic, our work sat at the intersection of some of the most complex equity challenges of our era. The COVID-19 crisis has magnified racial and socioeconomic inequalities in Oakland and beyond, and has made addressing these inequities—in both the short and long term—more critical than ever before.

OUSD is a Full Service Community School District, focused on high academic achievement while serving the whole child, eliminating inequity, and providing culturally responsive teachers. 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.

### *About Our Schools*

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

### *Our Mission*

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

### *Our Vision*

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

### *Our Graduate Profile*

Our students will be:

- Resilient Learners
- Collaborative Teammates
- Community Leaders
- Critical Thinkers
- Creative Problem Solvers

### *Our Values*

- **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.
- **Equity:** We provide everyone access to what they need to be successful.
- **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.
- **Integrity:** We are honest, trustworthy and accountable.

- **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.
- **Joy:** We seek and celebrate moments of laughter and wonder.

### *Our Strategic Direction*

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

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

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

## Reflections: Successes

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

### *Area of Success: College/Career Readiness*

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

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

### **Effective Strategies to Improve College/Career Readiness**

#### *Building Linked Learning Pathways*

One key approach to increasing graduation rates and college and career readiness for our focal student groups identified as Red on the Graduation indicator (English Learners, Students with Disabilities, Foster Youth, Latino Students, and Unhoused Students)—many of whom will be the first generation in their families to go to college—is through Linked Learning. Linked Learning offers engaging, industry-themed high school pathways in fields as diverse as Architecture, Health and Bio-science, Engineering, Environmental Science, Fashion, Culinary, Entrepreneurship, Multimedia, Sustainable Urban Design, and Computer Science, to name a few. Almost every high school, including most alternative education schools, has at least one Linked Learning Pathway, and includes work-based learning as well as Career Technical Education courses that frequently carry dual high school and community college credits. We believe that Linked Learning is a major factor contributing to increases in the percentage of students who meet the criteria for “Prepared” through completing a combination of A-G course requirements, Career Technical Education, and Dual Enrollment course(s).

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

majority of seniors will graduate with a full three-year Linked Learning Pathway experience, including meaningful internships and Career Technical Education courses.

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

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

Our early years Linked Learning data showed that 12th grade students in Linked Learning Pathways were more likely to graduate than their non-Pathway peers (90.8% Pathway 12th grade graduation rate, 64.2% non-Pathway 12th grade graduation rate in 2016), so the continued expansion and deepening of Linked Learning and the large increase in grade 10 enrollment is expected to continue contributing to rising graduation rates.

### *Strengthening A-G Course Offerings*

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

- Sustained funding for additional high school teachers for expanded “G” electives;
- Systematically streamlined high school master schedules and course offerings to eliminate credit-bearing courses that do not fulfill A-G requirements;
- Expanded Computer Science classes for all students in grades 6-9 and increased the rigor of these classes to begin earlier preparation for a wider range of Linked Learning pathways, college majors, and 21st century careers, especially for underrepresented low-income and female students, and students of color;
- Expanded culturally relevant A-G course offerings through the University of California-approved Khepera courses fulfilling History/Social Studies (“A”), English (“B”), and College Preparatory Electives (“G”) college eligibility requirements;
- Increased student goal-setting for college and career starting in middle school through Promise Centers;
- Increased parent engagement in academic activities to understand graduation and college eligibility requirements, financial aid.

These investments and approaches are having an impact at some schools as more graduates successfully complete the A-G requirements. OUSD had 1,133 A-G graduates in 2020 (53.8% of graduating students), up from 902 A-G graduates in 2018 (44.3% of graduating students). Over half of OUSD 12th grade graduates completed the A-G courses with a grade of “C” or better, meeting eligibility requirements for the University of California/California State University systems.

### **Reducing Disproportionality in College/Career Readiness for Students with Disabilities, Pacific Islander Students, and Other Focal Student Groups**

Although College/Career Readiness is overall an area of success for the District, we continue to work on strategies to close performance gaps for students with disabilities and Pacific Islander students, along with African-American students, foster youth, unhoused students, and Latino students.

#### *Improving Pathway Participation for Focal Student Groups*

Over the past four years, we have paid special attention to increasing pathway participation for our previously underrepresented groups, including Pacific Islander students, African American students, foster youth, and students with disabilities. Tenth grade participation for African American students has largely caught up with the All Students average and was at 87.1% in 2020-21. However, although participation rates for foster youth and students with disabilities have steadily increased, they continue to be significantly below the average for all students, with 74.2% of grade 10 foster youth and 76.7% of grade 10 students with disabilities participating in pathways in 2020-21.

#### *Improving A-G Completion Rates for Focal Student Groups*

One challenge as we work to increase A-G completion rates is the dramatic increase in older newcomer students, including hundreds of unaccompanied immigrant youth who are entering our high schools each year. In 2019-20, 527 newcomer students entered district high schools for the first time, bringing the total for newcomer high school students to 1,405 students in grades 9-12. These students are learning English, may have experienced trauma and interrupted schooling, generally take longer than four years to complete high school graduation requirements, and may not pass all A-G courses with a grade of “C” or better. This points to a need for targeted Newcomer and English Language Learner services and supports so that more of these students can stay in school and complete their A-G course requirements.

A-G completion rates for several student subgroups also continue to lag significantly behind the average rate 53.8% for all students:

- 24.1% of students with disabilities completed A-G requirements in 2019-20
- 26.7% of foster youth completed A-G requirements in 2019-20

- 37.5% of African American students completed A-G requirements in 2019-20
- 38.5% of Pacific Islander students completed A-G requirements in 2019-20
- 38.8% of unhoused students completed A-G requirements in 2019-20

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

### *Area of Success: Reducing Suspension Rates*

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

### **Effective Strategies to Reduce Suspensions**

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

#### *Restorative Justice*

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

#### *Culturally Responsive Positive Behavior Interventions and Supports (PBIS)*

PBIS provides a culturally responsive framework for increasing equity in student outcomes. Research shows that schools implementing PBIS with fidelity have greater equity in school discipline, specifically for African American students. School PBIS teams build Tier 1 systems honoring students' cultural strengths by including student voices meaningfully in classroom systems and building positive student-teacher relationships. School teams develop and teach school-wide and classroom norms and rituals reflecting the cultural values of their students,



families, and communities. PBIS reflects one pillar of the OUSD's district-wide multi tiered system of support that includes tiered academic and behavioral support for all students.

### *Targeted Initiatives*

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

### *Staff Training*

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

### *Social Emotional Learning Hub Schools*

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

### *Data Dashboards for Progress Monitoring and Early Warning for Intervention*

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

### **Monitoring Our Progress**

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

whose district-wide suspension rates are nearly cut in half over six years from 14.1% in 2011-12 to 7.8% in 2018-19.

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

### **Reducing Disproportionality in Suspensions for African-American Students**

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

### **Building on Our Success**

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

- Culturally Responsive Restorative Justice and Positive Behavior Interventions and Supports, and continued training of student Peer RJ facilitators in All City Council and secondary schools, with reduced site-based staffing due to budget reductions (See Goal 5)
- Integrated Academic and Behavioral Multi-Tiered System of Supports (MTSS), with emphasis on culturally responsive Tier 1 best first instruction and universal school culture/climate and conditions for learning (See Goals 1 and 3)
- Foundational professional development for teachers that integrates academic and social emotional learning and includes culturally responsive classroom management and lesson design, and trauma-informed practices (See Goal 2)
- Student leadership councils for African American male and female students, Latino students, and Asian Pacific Islander students (See Goal 2)
- Office of Equity programs (including African American Male Achievement, Latinx Student Achievement, and Asian Pacific Islander Student Achievement, Family Engagement, and All City Council (See Goal 3)

## Reflections: Identified Need

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

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

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

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

- Chronic Absence
- Graduation Rate

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

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

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

### *Area of Need: Academic Performance*

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

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

### **Relevant Data on Academic Performance**

Smarter Balanced Assessment (SBAC): Our students have made modest overall gains in meeting or exceeding grade-level standard on the state's Smarter Balanced Assessment (SBAC) in English Language Arts and Mathematics over each of the past four years, and we are awaiting 2019 SBAC results as well as baseline results on the California Science Test/CAST, the state's new test aligned to Next Generation Science Standard.

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

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

### **Strategies to Improve Academic Performance**

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

The Instructional Focus Plan centers on four Building Blocks:

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

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

### **Monitoring Our Progress**

The system-wide implementation and progress monitoring of these practices will continue to be led and monitored by cross-organizational teams that include staff from a variety of departments and school networks in the Academics and Instructional Innovation division as well as from the Offices of Equity and Continuous School Improvement.

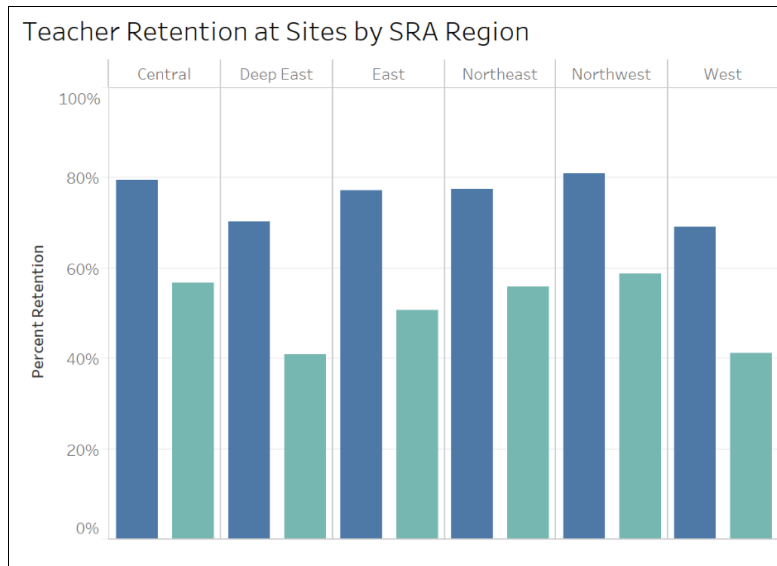
### *Area of Need: Teacher Retention*

Teacher retention continues to be a critical need for Oakland Unified because our high rate of teacher turnover has a negative impact on the effectiveness of our professional development, new teacher supports, teacher collaboration, and coaching resources. It therefore affects the quality of classroom instruction and student learning, and directly impacts student academic performance and social-emotional well-being. The need to hold onto and develop our teachers is greatest in our schools with the highest concentrations of low-income students, English Language Learners, and foster youth. The majority of students in these groups also identify as Black, Latino, or BIPOC.

### **Relevant Data on Teacher Retention**

**Overall Teacher Retention:** On average, 75.9% of our teachers return to the same school the following year, while 80.9% return as teachers in the district, if not at the same school. However, our most recent data show that an average of only 50.8% of teachers who were at a school in Fall 2017 returned to the same school three years later in 2020. While these trends indicate gradual improvements in our teacher retention, there is a need for continued investment in order to maintain this growth. These average retention rates mean that we replace hundreds of teachers every year district-wide, and the turnover and vacancy rates are even higher at some schools in our communities with the most need, and in some content areas such as Special Education, secondary math and science, and bilingual education. (Data Source: Human Capital Analytics, Staff Retention and Teacher Data Dashboards, [ousddata.org](https://ousddata.org))

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



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

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

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

**Staff Retention Survey:** OUSD recently completed our 4th annual Staff Engagement and Retention Survey in the Spring of 2021. The survey included 1,145 teachers, 452 support staff, 215 central office staff and 77 certificated school leaders. At the time of the survey, about 81% of teacher respondents reported planning to stay in their current position, which reflects our retention data. Eleven percent of teachers who took the survey indicated they were planning to leave their position voluntarily.

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

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

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

### **Strategies to Improve Teacher Retention**

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

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

**City Partnership:** In addition to salary increases, we also continue to explore how to establish systems that support our teachers with housing in Oakland. We have developed a partnership with the City of Oakland, Teachers Rooted in Oakland (TriO) that seeks to support teacher residents with subsidized housing during their residency year and guaranteed income to support housing costs for four subsequent years in the teaching profession. In 2021-22, we will



be able to offer 18 units to teacher residents, and continue to work to secure funding to support future years.

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

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

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

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

A recent evaluation of retention rates for pipeline participants who have become teachers showed that these participants had retention rates of 81% or higher as of 2019-20. After School-to-Teacher participants had a retention rate of 89%, Newcomer Residency participants had a retention rate of 88%, and Maestr@s participants had a retention rate of 81%.

We are continuing to monitor the implementation of these pipelines, including the Classified-to-Teacher program and the Oakland Teacher Residency, which have started to

graduate participants in 2020-21 and 2021-22, and evaluating these programs based on the retention and success of the teachers produced.

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

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

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

- Special Education Teacher Residency
  - In partnership with Alder Graduate School of Education and CSU-East Bay, the Oakland Teacher Residency for Special Education focuses on developing a high quality immersive practicum year with intensive mentorship, coursework, and apprenticeship as guiding principals of pre-service teacher development. In addition to housing for our residents, we continue to raise additional funds to offset the costs of high quality teacher preparation.
- STEM Teacher Residency
  - In Partnership with Trellis Education, CSU East Bay, and UC Berkeley, the STEM teacher residency focuses on high impact strategies and skills of STEM teaching and mentoring.

- Salesforce Middle School Career Lattice Development
  - The Salesforce Foundation makes it possible to support OUSD middle school employees financially at four key intersections of development: from high school to Bachelor's Degree, from Bachelor's Degree to teaching credential, from credential to Master's, and from tier one to tier two administrative credentials.
- After School-to-Teacher Pipeline
- Classified-to-Teacher Pipeline
- Local Solutions for Special Education
- Rainin Early Literacy Tutors

**Foundational Professional Development and Training:** In 2021-22, we will continue implementing foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. Our three- and four-day Standards and Equity Institute in June is planned for up to 600 teachers, with all participating teachers receiving an hourly stipend with benefits. Other summer offerings include sessions on Academic Language and Literacy Acceleration for Secondary, Building a Caring School Community/Social Emotional Learning Institute, Exploring Computer Science, Foundations and Curriculum Planning for Secondary Newcomers, Special Education Paraprofessional Foundations and Teacher Foundations, Student Internship Support Training, and much more. More offerings will take place in August before the opening of school, including a three-day New Teacher Institute and a two-day New Teacher Center Coaches Institute.

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

**New Teacher Support & Development:** Up to 35% of OUSD's teaching staff is still working to become fully credentialed in the state of California. The highest concentrations of novice teachers are in schools with the highest concentrations of low-income students, English Language Learners, and Foster Youth. With retention data showing the impact of those early years on a teacher's decision to stay or leave, we have made significant district-wide investments in new teacher mentoring and credentialing support programs. Through a multi-year, grant-funded partnership with the New Teacher Center, we have established a strong, high-quality mentoring model that we are now positioned to sustain independently over time. Through these programs, we provide approximately 600 new and early career teachers

each year with individualized, job-embedded mentorship and support from a highly trained mentor. This mentoring support is coordinated in collaboration with teams in Talent, Academics, and Special Education to ensure new teacher mentoring and content-specific coaching is aligned and streamlined for each new teacher.

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

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

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

**New Teacher Institute:** New Teacher Institute seeks to ensure all new teacher hires are welcomed and supported by the broader OUSD community and connected to our vision and mission, know where they can go for what, and have the resources they need to start the year strong with students. All new teacher hires can access our Welcome to OUSD Playlist beginning

in June with asynchronous modules designed for flexible and individualized learning. They can connect with one another and district leadership via our Welcome sessions, and teachers entering years one and two of teaching can attend our three-day institute geared towards culture, mission, and vision, planning and feedback, and considerations for the return to in-person or hybrid learning.

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

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

### **Monitoring Our Progress**

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

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

- Educator wellbeing through a multidisciplinary task force of OUSD leaders.

### *Area of Need: Chronic Absenteeism*

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

### **Relevant Data**

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

### **Strategies to Improve Chronic Absence Rates**

To address our high chronic absence rates, the District has invested in creating five full time "Network Attendance Liaison" positions. Each Network Attendance Liaison supports the schools in their network to build up the capacity of their Attendance Team. We believe that to reduce chronic absenteeism, every school site must have a functional Attendance Team that creates and implements an Attendance MTSS plan.

The Attendance & Discipline Office also created a districtwide attendance campaign. The 2020-21 school year is the first year of implementing a targeted districtwide Tier 1 approach to school attendance.

Finally, we are revising and improving the Student Attendance Review Team (SART) and School Attendance Review Board (SARB) processes to ensure that these processes serve as intervention and support, rather than as compliance and punitive measures. We have eliminated the one

page “compliance” SART contract and have implemented a more in-depth collaborative engagement with school and family to identify the barrier and provide strategic intervention or support to help overcome that barrier. Here is a link to the [new SART contract](#).

### **Monitoring Our Progress**

We will continue to track chronic absence rates by student group and by school to understand where our strategies are most effective and where we need to make adjustments to the supports we are providing to improve attendance and reduce the number of students who are chronically absent or at risk of becoming chronically absent.

### ***Area of Need: Graduation Rate***

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

### **Relevant Data on Graduation Rates**

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

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

### **Strategies to Improve Graduation Rates**

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

- Linked Learning Pathways with continued targeted support for Foster and Unhoused students;

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

### **Monitoring Our Progress**

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



## *LCAP Highlights*

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

This year's LCAP emphasizes themes of district-wide alignment of academic priorities, actions, and services and systems for monitoring implementation and progress—from central leadership to schools. A key goal over the next three years is to ensure that our multiple District planning initiatives are aligned around a shared vision that elevates our equity framework. The LCAP is intended to serve as the guiding academic plan to improve student outcomes on state and local priorities, while our District Strategic Plan focuses on a narrow set of strategic actions centered on quality community schools, fiscal vitality, and organizational wellness. Our Instructional Focus Plan provides an organizational framework for our instructional practices at the school level.

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

## **LCAP Goals and Key Features**

For the 2021-2024 LCAP, we have developed four broad goals that encompass and expand on the work of our previous LCAP goals. Key features of each goal follow.

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

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

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

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

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

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

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

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

## Comprehensive Support and Improvement

The federal Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) based on the criteria in California's ESSA State Plan. The CDE uses the [California School Dashboard](#) to determine school eligibility for CSI. The first cohort of schools was identified in January 2019 based on the Fall 2018 Dashboard release.

Schools may become eligible for CSI in one of two ways:

- High schools with a graduation rate less than 68 percent averaged over two years
  - All high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status (Alternative Education) are eligible.
- Lowest-performing Title I schools, defined as:
  - Schools with all red indicators;
  - Schools with all red but one indicator of another color;
  - Schools with five or more indicators where the majority are red; or
  - Schools with all red and orange indicators.

The following Dashboard state indicators are used to determine school eligibility for CSI:

- Academic Indicator: English Language Arts/Literacy
- Academic Indicator: Mathematics
- Graduation Rate Indicator
- Suspension Rate Indicator
- Chronic Absenteeism Indicator
- College/Career Readiness Indicator
- English Learner Progress Indicator

### *Schools Identified*

The following schools are identified for comprehensive support and improvement for the 2021-22 school year:

- Bret Harte Middle School
- Castlemont High School
- Dewey Academy
- Elmhurst United Middle School
- Emerson Elementary School
- Fremont High School
- Frick United Academy of Languages
- Gateway to College at Laney College
- Global Family School
- Greenleaf Elementary School
- Sojourner Truth Independent Study
- Manzanita Community School
- Markham Elementary School
- Martin Luther King, Jr. Elementary School
- Ralph J. Bunche High School
- Rudsdale Continuation School
- Sankofa United Elementary School
- Street Academy
- United for Success Academy
- Westlake Middle School

### *Support for Identified Schools*

Oakland Unified has a strong and long standing theory of action around school-based decision making, particularly around funding. With the CSI grant, as with many other funding grants, the bulk of funding is awarded directly to schools for individual School Site Councils to work in collaboration with broader school communities to study needs and propose evidence-based solutions. At the District level, staff develop a planning framework for the School Plan for Student Achievement (SPSA) to guide schools through the process of understanding needs and evaluating potential intervention strategies. Both network superintendents and Central academic leaders review school improvement plans and provide guidance on focal areas and strategies. With 20 schools identified for CSI in 2021-22, student needs and appropriate solutions vary widely.

### **District-Level Stakeholder Engagement**

Several District-level committees, including the Parent and Student Advisory Committee (PSAC) and the District English Language Learner Subcommittee (DELLS), review summaries of planned school investments in SPSAs across the district each year to understand trends and to study implementation and impact over time. These stakeholders also provide input on needed District-level investments such as student social-emotional and behavioral health staff and academic content experts funded through other grants and targeted resources who provide essential supports to schools designated for CSI.

## **School Needs Assessment & Stakeholder Engagement**

As part of the school site planning process, every school undertakes a comprehensive needs assessment to examine recent student performance data, progress towards prior year goals, implementation and effectiveness of current strategies, and needed adjustments to strategies. Schools designated for CSI are coached by their network superintendents and by Central content area specialists to complete their needs assessment with a focused lens on the areas that triggered their designation for CSI. The OUSD Research, Assessment and Data (RAD) team also assists CSI schools in better understanding their focal student group data, data on overlapping focal student groups (e.g., newcomer English Language Learners who are also unhoused), and evaluating performance trends over time.

### *Identification of Evidence-Based School Improvement Practices*

Based on this needs assessment, each school designated for CSI in 2021-22 worked with the school community in the spring of 2021 to identify high-leverage, evidence-based actions to fund with CSI resources. These proposed actions were then reviewed by network superintendents and Central Office academic leaders. If needed, schools received feedback to rethink or provide more information on proposed actions to ensure that CSI funding would be leveraged to effect change.

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

### *Resource Inequities*

Oakland Unified has long lifted up equity in its lens on allocating site funding in a city where there can be sharp socioeconomic contrasts between schools and neighborhoods just a few miles apart. While many state and federal funding streams must be allocated by formula, some local funding resources provide opportunities to offset some of the inequities inherent in this socioeconomic divide. As part of the development of school plans, every school is asked to identify and reflect on resource inequities. While it is especially important for schools designated for CSI to name these inequities, OUSD has found that asking SSCs at high-performing non-Title I schools to consider inequities within the district is crucial as well. Schools designated for CSI identified inequities in these key areas, among others:

- Schools with predominantly low-income student bodies have far less ability to fundraise through their family communities, as schools in wealthier areas of the city have done to offset the impact of recent budget cuts.
- Schools that serve very high-need student populations tend to disproportionately employ novice teachers, which requires schools to expend additional resources to provide coaching and support services to teachers and their students. Many high-need schools also struggle to retain teachers, and sometimes begin the year with vacancies that are not filled until the second month of school or beyond.
- At the high school level, schools identified for CSI are less likely to offer Advanced Placement courses, world language courses, and other college readiness courses, and often have more emergency-credentialed teachers than other District high schools.
- Some schools identified for CSI are disproportionately more likely to receive newly-arriving immigrant students (or “late-arriving newcomers”) after the Census Day budget adjustments, meaning that these students do not bring additional funding with them to the school, but still require staff and service resources.

To begin to address these inequities, Oakland Unified introduced the following actions during the 2020-21 school year, and continues to explore longer term solutions:

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

## *Monitoring and Evaluating Effectiveness*

### **Monitoring CSI Plan Implementation and Effectiveness**

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 6-to-8-week cycles of inquiry. Through these cycles, principals work with their teachers to better understand whether the planned strategies are being implemented with fidelity; what types of short-term student outcomes are expected and whether these outcomes are being achieved; and what long-term effectiveness will look like for each strategy. At the district level, student outcomes are monitored regularly throughout the year to better understand data trends and to surface best practices that are leading to growth.

All schools in Oakland monitor the OUSD LCAP metrics for student outcomes at the site level to understand how their students are performing compared to other students across the district and across the state. In addition, individual CSI schools are encouraged to identify additional metrics based on their specific need assessments and improvement strategies to track both implementation and effectiveness of their CSI plan actions. These vary widely given the diversity of needs in OUSD schools, but can include metrics such as teacher retention, percentage of teachers with full credentials, or percentage of families engaged with the school.

### **Ongoing Data Inquiry & Planning**

CSI schools will focus their data inquiry and planning work on the specific high-leverage strategies they have identified to improve student outcomes as part of their CSI plans during regular meetings with their network teams. This data work has continued virtually during the COVID-19 pandemic. Network superintendents and partners, who coach school leaders in this work, will monitor completion of the inquiry and planning tool to document these inquiry cycles and will provide guidance on how each school can most effectively monitor the CSI plan. RAD continues to provide focused support to these schools to help leaders set and monitor targets to improve student outcomes and exit CSI, and to evaluate the implementation and impact of their planned actions. School Site Councils, school instructional leadership teams, and other key stakeholders also review and evaluate key data points to determine how effective strategies are and whether schools should continue to implement these improvement efforts or adjust their plans.

### **Stakeholder Partnerships to Monitor CSI Plans**

At the school level, CSI plans are monitored first and foremost by School Site Councils (SSCs). Oakland Unified has a strong culture of school governance that empowers SSCs—committees comprised of parents, students, teachers, school staff, and principals—to participate actively in planning and budgeting for school improvement. The SSC tracks progress towards school goals

and implementation of strategies in the CSI plan, and works with the principal and staff to amend the plan as needed throughout the year as conditions change.

At the district level, five advisory bodies review and provide input on districtwide investments and strategies for improvement:

- LCAP Parent and Student Advisory Committee (PSAC)
- District English Language Learners' Sub-Committee (DELLS)
- Committee to Empower Excellence in Black Student Education (CEEBS)
- Community Advisory Committee for Special Education (CAC)
- Foster Youth Advisory Committee (FYAC)

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.

### **Support & 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 school 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, which includes both development and monitoring of the CSI-specific sections of the SPSA and ongoing review of CSI investments in the District's financial accounting system to ensure that CSI 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.

### **Credit Recovery & Intensive Case Management for CSI Schools**

In the 2021-22 school year, the High School Network will pilot a centrally-supported credit recovery and intensive case management structure for 11th and 12th grade students at CSI-eligible comprehensive high schools who need to recover credits in gatekeeper courses in Math and ELA, and a credit recovery program for students in CSI-eligible Alternative Education programs that includes 1:1 support and home visits targeted at students who struggle with attendance and/or who have received a F, D, or grade of NM in order to help them recover



credits towards graduation. Additionally, if higher-needs students at CSI High Schools are supported and provided academic mentorship and case management services, they will be more likely to engage with and successfully complete their credit recovery courses and/or independent study contracts.

## II. STAKEHOLDER ENGAGEMENT

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

[This section was still under development as of 5/18/21 and will be added once the PSAC concludes its review and feedback process for the LCAP on June 1, 2021.]

### **III. GOALS AND ACTIONS**

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

An explanation of why the LEA has developed this goal.

Goal 1 encompasses our academic approach to Tier 1 instruction as we work to provide a comprehensive, quality instructional program to all students. We believe that all students, regardless of current skill or circumstance, can develop the academic, creative, and life skills to become college, career, and community ready. To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the standards and in line with our vision of an OUSD graduate. Critical learning experiences include projects, exhibitions, and career internships. Our teachers will be supported in their efforts to use high-quality curriculum, backwards-planning from standards to design assessment and instruction aligned to long-term outcomes. Our students will be given multiple opportunities to perform a standard, with timely, focused feedback along their path to proficiency.

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

Finally, we believe that early learning and early literacy provide the foundation for academic success. Third grade literacy is the most important predictor of high school graduation. The ability to read by third grade is critical to a student's ability to access content that is necessary for K-16 success. At the end of third grade, students are shifting from learning to read to reading to learn so that they can gain the knowledge, skills, and dispositions they will need for college, career, and community success.

***Action 1.1 Comprehensive and Cohesive Instructional Program: Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.***

### **Early Learning**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning.

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

- Program Manager, Kindergarten Readiness (1.0 FTE)
- Early Childhood Literacy Coach (1.0 FTE)
- Teacher on Special Assignment (TSA), Early Learning (1.0 FTE)
- Research Associate, Early Childhood (1.0 FTE)
- Child Development Center and State Pre-Kindergarten Teachers (32.0 FTE)

### **Academics and Instructional Innovation**

The Academics and Instructional Innovation team supports standards-based instruction across the district, fostering conditions for learning partnerships, multi-tiered systems of support, instructional planning and delivery, systems of assessment, and continuous professional growth. Staff support instruction in English Language Arts; Science, Technology, Engineering & Mathematics (STEM); and History, Social Studies & Ethnic Studies, among other areas.

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

- Executive Director of Academics and Instructional Innovation (1.0 FTE total; 0.6 FTE Supplemental)
- Director of Elementary Instruction (1.0 FTE)
- Director of Secondary Instruction (1.0 FTE total; 0.8 FTE Supplemental)
- Coordinator, Secondary Literacy (1.0 FTE)
- Coordinators, Elementary Literacy (3.0 FTE)
- Coordinator, Secondary Math (1.0 FTE)
- Coordinator, Secondary Science (1.0 FTE)
- Coordinators, Elementary Science, Technology, Engineering and Mathematics (STEM) (3.0 FTE)
- Coordinator, History/Social Studies (1.0 FTE)
- Specialist, History (0.5 FTE)

## **Early Literacy Program**

**Ensuring Strong Third Graders Readers:** We will ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, critical thinkers. To fulfill this vision, we will dramatically increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the earlier years. We will enhance our collective impact by partnering with educators, families and community.

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

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

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

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## **Visual and Performing Arts**

The Visual and Performing Arts Department's goal is to advance teaching and learning in the arts as core, sustained, integral components of a comprehensive, robust education ecosystem. Through our VAPA Strategic Arts Blueprint, we seek to engage the collaborative energies and expertise of students, teachers, schools, district leaders and community stakeholders to bridge the gaps, advance equity, and foster cross-disciplinary rigor and excellence in learning through the visual, performing and digital arts. Aiming for outcomes that inspire and deepen understanding, motivate life-long learning and effectively prepare students to enter the colleges and careers of their choice, we offer inquiry-based approaches and integrative frameworks that engage student, school, and district priorities.

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

- Director of Visual and Performing Arts
- Teacher on Special Assignment, Music (.5 FTE)
- Music Teachers (22.0 FTE)

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***Action 1.2 Quality Standards-Aligned Curricula: Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.***

### **Curriculum Adoption**

A quality instructional program ensures that the curriculum follows state and district standards, with clear learning targets, effective sequencing of content to ensure all students reach proficiency, and regular, standards-aligned benchmark assessments to track student progress. This upcoming year, we will begin the selection processes for high school history, English Language Arts (ELA), and science curricula. We will also select curricula for elementary mathematics and grade K-3 social studies.

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

- Non-labor
- Curriculum Materials

### **Curriculum Implementation**

The curriculum implementation team ensures that schools and teachers have the materials and training needed to implement adopted curricula.

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

- Coordinator, K-12 Literacy Curriculum (1.0 FTE)
- Instructional Materials Specialists (2.0 FTE)
- Stock Clerk (1.0 FTE)

### **Instructional Technology**

The instructional technology team provides ongoing support for schools as they select and implement technology to support standards-based instruction. During the COVID-19 pandemic, this team held substantially expanded responsibilities as schools invested in new devices and innovative approaches to online instruction during distance learning.

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

- Instructional Technology Coordinator (0.7 FTE)
- Senior Computer Technician (1.0 FTE)

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

- Instructional Technology Coordinator (0.3 FTE)

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***Action 1.3 Equitable Access to High Quality Programs: Create equitable access to high quality programs for all students.***

**Alternative Education**

Our Alternative Education schools serve some of our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. The schools are designed to provide wraparound supports, including Social Emotional Learning, career and academic mentorship, to accelerate learning and ensure college and career readiness.

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

- Alternative Education Enrollment Specialist (1.0 FTE)
- Pathway Coach, Alternative Education (0.5 FTE)
- Home & Hospital Program Manager (1.0 FTE total, 0.6 FTE Supplemental)
- Staffing for Alternative Education schools and programs

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

**Linked Learning: Comprehensive Student Supports**

Support Services include academic, social-emotional counseling, tutoring, parent engagement, mentoring, career assessment and exploration, and bridge programs to post-secondary education. These services are fundamental to the pathway experience and critical for ensuring students succeed in their challenging academic and technical coursework. Students are supported in setting and achieving goals and mapping a successful path to college and career success. More importantly, these services support the development of productive dispositions and behaviors that students will need to succeed in post-secondary education, in careers, and in civic life. Services also include Dual Enrollment with Peralta Colleges. Dual Enrollment offers students an opportunity to complete college level coursework to earn college credits while they are pursuing a high school diploma.

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

- Executive Director of College and Career Readiness
- Manager, Master Scheduling and Comprehensive Student Supports
- Secondary Master Schedule Specialist
- Coordinator of Measure N and Action Research
- Program Manager, Measure N
- Coordinator, Post-Secondary Readiness
- Coordinator, College Access

- Manager, Early College Credit
- Dual Enrollment Specialist
- **College & Career Readiness Specialists (8 Site-Based)**
- Credit recovery programs

### **Linked Learning: Rigorous Academics**

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

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

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

### **Linked Learning: Work-Based Learning**

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

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

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

### **Linked Learning: Career Technical Education (CTE)**

Career Technical Education (CTE) exposes students to California's major industries, giving them a better understanding of the types of career paths and jobs available. CTE includes a technical component of three or more courses, taught in a sequence, that help students progressively



gain the knowledge and skills that can give them the head start on a successful career and transition to post-secondary education.

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

- Program Manager, Career & Technical Education
- CTE Coach, Arts Pathways
- CTE Coach, Computer Science and Engineering Pathways
- CTE Coach, Public Service & Social Justice Pathways
- Linked Learning Pathway Coaches (8 site-based)
- Teacher on Special Assignment, Digital Media (0.25 FTE)

### **Continuous School Improvement**

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

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

- Deputy Chief of Continuous School Improvement (1.0 FTE)
- Innovation Program Coordinator (2.0 FTE, 1.6 FTE Supplemental)
- Innovation Program Manager (2.0 FTE)
- Planning and design time for teachers and leaders at Blueprint schools
- Comprehensive Support and Improvement (CSI) grants to schools

### **Network-Based School Supports**

Every OUSD school is part of a school support network led by a network superintendent with the support of a network team. Network teams conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support schools in analyzing data to understand student needs and plan interventions.

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

- Elementary Network Partners (3.0 FTE)
- Middle School Network Partner (1.0 FTE)
- Middle School Program Manager (0.5 FTE)
- Executive Director of High School Instruction (1.0 FTE)

### **Multilingual Programs**

OUSD's multilingual programs expand opportunities for students to participate in quality multilingual programs that aim to develop bilingualism and biliteracy for all students, with a focus on serving English Language Learners and low-income English-Only students. Programs include Spanish-English dual language, early exit bilingual, and heritage and world language

enrichment in elementary through high school. Investments supports program design and refinement, instructional materials, and professional development for teachers and leaders.

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

- Spanish Language Specialists (2.0 FTE)
- Early Learning Language Specialist (1.0 FTE)
- Dual Language curriculum adoption
- Investments in professional development, including stipends for participating teachers, extra contract for teacher leaders and conference costs
- AVANT assessments to measure performance and progress in languages other than English

### **Building OUSD Middle Schools**

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

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

- Coordinator, Middle School Computer Science (1.0 FTE)
- Computer Science Teachers (8.0 FTE Centrally-paid; 5.0 site-paid)
- Middle School Math Coaches (4.0 FTE)
- **Site Measure G1 investments**

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***Action 1.4 System of Assessment: Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards.***

[description of approach to assessments]

The RAD Assessments Office supports this work by providing a reliable and equitable assessment system that prepares our students for college, career and community opportunities following graduation from an OUSD school.

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

- Support for school-based Instructional Leadership Teams (ILTs)

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

An explanation of why the LEA has developed this goal.

Goal 2 centers 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. The OUSD Office of Equity helps the district better initiate and align efforts to educate African American, Latino, English Language Learner, Newcomers, LGBTQ and Special Education students.

At OUSD, equity means providing all students with the academic, social, and emotional supports 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.

The equity framework 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.

The Office of Equity is charged with helping ALL students graduate ready for college, career, and community success with programs designed 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.

***Action 2.1 Targeted Initiatives for Focal Student Groups: Implement student achievement strategies to address the specific and unique needs of focal racial and ethnic groups.***

### **Targeted Initiatives**

Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for African American, Latino, Middle Eastern, and Pacific Islander students.

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

- Executive Director of Equity (1.0 FTE)
- Director of Targeted Strategies (1.0 FTE)
- Targeted Student Intervention Specialists: African American Male Achievement (4.0 FTE)
- Targeted Student Intervention Specialist: Latino Student Achievement (1.0 FTE)
- Targeted Student Intervention Specialist: Asian Pacific Islander Student Achievement (1.0 FTE)
- Site Based Teachers/Facilitators
- Research Associate, Equity & Disproportionality (1.0 FTE)
- Program costs for honor roll events for focal student groups

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***Action 2.2 Special Education Program: Implement Specialized Academic Instruction (SAI) and related service supports and resources to students with Individualized Education Programs (IEP) participating in our Special Education Program.***

### **Special Education Program**

Oakland Unified School District provides a comprehensive range of Special Education and related services for students from birth through age 22, including Specialized Academic Instruction, speech-language services, mental health therapeutic services, occupational and physical therapy, assistive and augmentative technology, adaptive physical education, and low incidence services. Services are provided in accordance with the Least Restrictive Environment (LRE) for each child, maximizing the time students spend in the general education setting with their peers. Special Education services are coordinated by a central team of administrators and veteran Special Educators, with a focus on the elements identified by the California Department of Education as a part of our Special Education Plan (SEP).

To support the ongoing improvement in graduation rates for students with IEPs, the Special Education Department provides credit recovery services beginning in grade nine, as well as providing additional support staff for comprehensive high schools to support inclusion of students in the general education pathways courses. Additionally, the Department provides specialized transition services to students aged 16-22 through a case management approach that aligns student strengths and interests to college and career opportunities. To address our students' literacy and math skills, we provide allocation of, training in, and monitoring of implementation for evidence-based phonics instruction and modified curricula for ELA and mathematics for our extensive support needs classes. Finally, the Special Education Department provides job-alike professional development and individual coaching and mentoring support for

Special Education service providers through monthly professional learning communities, group sessions on specific topics, drop-in sessions, and IEP development coaching.

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

- Special Education Coordinator, Elementary Networks 2 & 3
- Special Education Coordinator, Network 4 and Middle School
- Special Education Coordinator, High School and Alternative Education
- Special Education Coordinator, Related Services
- Special Education Coordinator, Psychological Services/Mental Health
- Special Education Coordinator, Young Adult Program and Career/Transition Services
- Special Education Coordinator, ADR and SELPA
- Special Education Instructional Coaches
- Young Adult Program Instructional Coach
- Teachers on Special Assignment, Special Education Credit Recovery Program
- CTS Case Managers
- Case Managers, NPS Team
- Engagement Liaison
- Itinerant Teacher

***The majority of site-based Special Education positions are funded through base resources and therefore not included in the LCAP as strategic investments beyond the base; however, a full list of funded Special Education positions will be provided to the community each fall.***

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

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***Action 2.3 Transitional Student & Family Supports: Provide services to transitional students and families to address the unique needs of unhoused students, foster youth, and justice-involved youth.***

### **Transitional Student & Family Supports**

OUSD uses centralized enrollment as a point of access for students and families entering or returning to the district. Upon identification of any foster, unhoused, or justice-involved youth, immediate enrollment is provided and families receive entitlements and supports from the Homeless Program Specialist, Foster Youth Manager and the Juvenile Justice Coordinator and their teams.

In an effort to support attendance and reduce chronic absenteeism, transportation entitlements will be provided to these students especially those traveling more than one mile to school. Elementary School parents traveling with their students to and from school also receive transportation assistance.

- Evaluation of transcripts for students eligible for partial credit and credit reduction entitlements. Continued work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees.
- Academic Interventions for elementary and middle will be coordinated via continued partnerships with daytime and afterschool staff to provide small group interventions.
- Tutoring will be provided for those students who fall 2-3 grade levels below standard.
- Students will be referred to site based coordination of services teams for ongoing mental health supports and Community School Managers and Equity Family Navigators will support ongoing connections to services for overall wellness and basic needs at individual school sites.
- All parents will be prioritized for participation in all parent engagement activities.
- The Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school.

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

- Homeless Specialist (1.0 FTE)
- Program Assistant, McKinney-Vento (1.0 FTE)
- Case Manager, Unhoused Students and Families (2.0 FTE)
- Foster Youth Program Manager (1.0 FTE)
- Foster Youth Case Manager (1.0 FTE)
- Juvenile Justice Coordinator (1.0 FTE)
- Bus passes for unhoused students
- Tutoring contract for foster youth

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

- Foster Youth Case Manager (1.0 FTE)

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***Action 2.4 English Language Development: Implement quality integrated and designated English Language Development (ELD) to improve English Language Learner progress and reclassification.***

**English Language Development**

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 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 Development (ELD) by:

- Improving quality Designated ELD content and implementation by aligning designated ELD to the ELA content and curriculum (e.g., EL Education) through supported content development and teacher collaboration.
- Providing foundational and sustaining professional development to support integrated and designated ELD with particular focus on supporting all teachers, including secondary content teachers, to include language scaffolding and language-responsive instruction such as comprehensible input, student talk and productive engagement with complex text.
- Developing continuous improvement tools and processes for leaders to improve services and instruction for ELLs including self-assessment of comprehensive ELD, use of ELL-focused observation protocols such as ELL Review and ELL Shadowing.

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

- Executive Director of English Language Learner and Multilingual Achievement (ELLMA)
- Elementary Language Specialists (2.0 FTE)
- Secondary Language Specialist, Middle School Network (1.0 FTE)



- Secondary Language Specialist, High School Network (1.0 FTE)
  - Secondary Language Specialist, Newcomer Focus (1.0 FTE)
  - Stipends for districtwide Teacher Leaders to support designated ELD content development for districtwide use.
  - Stipends for foundational and sustaining PD that requires time beyond the contract hours
  - Stipends for ELL Ambassadors, a site-based role that holds the reclassification process and champions the needs of ELLs in site-level decision-making
  - Additional staffing to ensure an elective period for secondary ELD students (32.3 FTE)
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***Action 2.5 Newcomer Supports: Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.***

### **Newcomer Supports**

To support our newcomer students, we provide social worker staffing to all secondary newcomer program sites to attend to wellness, basic needs and socio-emotional development needs of recent immigrant students. We staff all elementary schools with significant newcomer enrollment with teachers on special assignment to provide supplemental direct instructional support to newcomers as well as capacity building. The District also maintains a central enrollment center to provide a linguistically responsive intake process and initial screening for urgent needs and referrals to school-based and community resource providers. Centrally-funded teachers on special assignment also support instructional quality and provide ongoing professional development to teachers of newcomers (see 2.4 above).

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

- Director of Newcomer and ELL Programs
- Program Manager, Refugee/Asylee Support
- Unaccompanied Immigrant Youth Specialist
- Program Manager, Newcomer Wellness Initiative
- Specialist, Refugee/Asylee Program
- Site-Based Bilingual Newcomer Clinical Social Workers (10.5 FTE)
- Elementary Newcomer Teacher Leaders (8.5 FTE)
- Supplemental secondary teachers to support late-arriving newcomers (13.0 FTE)
- Contracts to support newcomer safety

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***Action 2.6 Expanded Learning Opportunities: Provide expanded learning opportunities to students furthest from success in academic recovery and literacy acceleration.***

### **Summer and Saturday Learning Programs**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. For the next two years, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students. The District's new Saturday School program will offer additional instructional time to our highest need students.

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

- Coordinator, Summer Learning Programs (1.0 FTE)

*One-Time positions and investments that support this work include:*

- Summer learning teachers and other program supports
- Saturday School teachers and other program supports

### **After School Programs**

Oakland Unified School District supports 74 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.

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

- After School Coordinator (1.0 FTE)
- After School Program Managers (3.0 FTE)
- Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE)
- [school site contracts]

**Action 2.7 Research & Data Analysis:** *Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.*

### **Research and Data Analysis**

The OUSD Research, Assessment, and Data (RAD) team collaborates with schools and Central Office teams to explore, plan, implement, and optimize data processes for progress monitoring, problem-solving and decision-making. Our staff produce comprehensive online, interactive dashboards to measure student learning. They also produce other reports and data tools to examine graduation and dropout rates, suspensions, attendance and chronic absenteeism, and other indicators included in our LCAP, and track and publish data usage of foundational data reports. Our Analytics Specialist for GIS Mapping provides geo-special data analysis and maps for the District initiatives such as our enrollment equity work.

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

- Executive Director, Research, Assessment & Data
- Analytics Specialist, GIS Mapping
- Data Analyst II (Attendance, Assessments, External Data Requests, Civil Rights Data Collection)
- Data Analyst II (ELLs, Newcomers)
- Data Analyst II (High School, Pathways)
- Data Analyst II (Community Schools & Student Services, Outdoor Experience Project)
- Data Analyst II (Data Dashboard Infrastructure)
- Statistician
- Business Intelligence Data Architect

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

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

An explanation of why the LEA has developed this goal.

Goal 3 reflects Oakland Unified's long, rich culture of robust student and family engagement. Active involvement of our students and families in our school communities is core to our theory of action around improving student academic outcomes and supporting social emotional development. To ensure student success, we implement a culturally responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior alongside our tiered academic focus outlined in Goals 1 and 2. We serve our diverse groups of students using a

coordinated, targeted approach through Special Education, our Office of English Language Learners and Multilingual Achievement (ELLMA), our Office of Community Schools and Student Services (CSSS), and our Office of Equity. These offices play an integral role in guiding curriculum and instruction for all schools and students.

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 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.

***Action 3.1 Multi-Tiered System of Support (MTSS): Implement a multi-tiered system of support to coordinate strategies to accelerate student learning, foster positive school culture and ensure student safety.***

### **Community Schools**

Community Schools leverage community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this 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.

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

family engagement activities, develop partnerships, support school climate, school enrollment efforts and initiatives to increase student's access to health services. These coordinated community school efforts are aimed at supporting teachers, school staff, families and communities in removing barriers and increasing conditions for learning.

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

- Executive Director of Community Schools Student Services
- Community School Leadership Coordinator
- Community School Managers (42)
- Manager of Community Partnerships
- Teacher on Special Assignment (TSA), Multi-Tiered Systems of Support (MTSS)

### **Restorative Practices**

Restorative Justice (RJ) was adopted by the Oakland School Board in 2009 as a strategy to transform our approach to community building, reparation, and discipline. After more than a decade, Oakland is a national leader in RJ, having trained thousands of teachers and staff in community building restorative practices. Today RJ is practiced in classrooms across the district as a model for morning meetings, to respond with healing following a loss or crisis, as an approach to foster youth leadership (Peer RJ Facilitators), and as a caring approach to building support and accountability in response to harm. Restorative justice is also a way that we honor and share the indigenous wisdom of the native people upon whose land we reside and of our diverse communities within Oakland, enabling us to transform our dependence on law enforcement and punitive exclusionary discipline practice into healing centered community led practices which promote anti-racism and acknowledge for the historic trauma and racial inequities underlying many of our current crises.

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

- Restorative Justice Coordinator
- Restorative Justice Program Manager
- Restorative Justice Facilitators (14)

### **Behavioral Health**

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

- Create classroom conditions for learning that are safe, supportive, and equitable
- Provide tiered supports that are accessible to all students based upon individual needs
- Provide culturally responsive and healing centered mental health services to address social, emotional and institutional barriers to learning

- Facilitate connections to supportive adults for all students.
- Build relationships that foster supportive communities within our schools Respond to crises with immediate and individualized support
- Offer alternatives to suspension through trauma informed and restorative practices.
- Build student connectedness and empowerment through peer leadership and mentoring

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

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

### **Human Trafficking Prevention and Education**

Oakland Unified will work with the community-based provider MISSEY (Motivating, Inspiring, Supporting & Serving Sexually Exploited Youth) to deliver human trafficking prevention education training for educators and other school staff and students. We will utilize the evidence-based “Let’s Talk About It” curriculum with students, engaging at least 410 high-risk students at nine OUSD high and middle schools over the grant period, prioritizing African American girls and newcomer students. In addition, all students across specific grade levels (9th or 7th) at the target schools, 2,060 students in all, will also receive human trafficking prevention education.

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

### **School Safety Teams**

In alignment with our resolution to eliminate school police our school safety teams consist of school site staff and leadership who have supportive relationships with students, reflect the diversity of our students, and have been trained to skillfully respond with care to conflict or crisis situations using trauma informed de-escalation practices.

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

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

### **Trauma-Informed Positive Behavioral Support**

The District provides professional development, coaching and direct support to teachers and school culture and climate teams to implement trauma informed practices and create school-wide positive norms and rituals that make learning safe and supportive.

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

- Positive Behavioral Intervention and Support (PBIS) Coaches (3.0 FTE)
- **Behavior Specialists**
- **Para Professionals**

### **Emergency Preparedness**

The Emergency Preparedness team ensures that staff across the district are prepared for emergencies with necessary training and supplies.

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

- Training and materials to support emergency preparedness

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***Action 3.2 Attendance Supports: Implement programs to improve attendance and reduce chronic absence.***

### **Attendance Supports**

Increasing student attendance is one of the primary focus areas for the Attendance and Discipline Support Services unit. Staff provides guidance and coaching to site Attendance Teams in implementing their Attendance MTSS plans. This office also runs the School Attendance Review Board process and provides social work support when need be.

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

- Attendance & Discipline Coordinator
- Attendance & Discipline Program Manager (1.0 FTE)
- Network Attendance Liaison (5.0 FTE)
- Social Worker (1.0 FTE)
- SARB (School Attendance Review Board) Facilitator (1.0FTE)

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***Action 3.3 Social Emotional Supports: Implement services that support students to reach high levels of academic and social emotional achievement.***

**Social Emotional Learning (SEL)**

Integration of SEL is key to teaching the Common Core, and is an integral element of engaged instruction. The District has 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-Emotional Learning for use with students and adults and will invest in a curriculum to support Social-Emotional learning across our schools.

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

- Coordinator, Social Emotional Learning
- Program Manager, Social Emotional Learning

**Counseling and Equitable Master Scheduling**

The OUSD counseling team supports students in progress toward A-G completion, graduation, and college and career planning

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

- Executive Director of College and Career Readiness
- Manager of Master Scheduling & Comprehensive Student Supports
- Secondary Master Schedule Specialist
- Counselors (44) (Central and Site funded)

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***Action 3.4 Student Health & Wellness: Implement student health and wellness programs.***

**Physical Education**

The District's Physical Education program helps students develop good health, fundamental motor skills, and self-confidence. Physical Education significantly contributes to students' well-being; therefore, it is an instructional priority for Oakland schools and an integral part of our students' educational experience.

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

- Physical Education Teacher on Special Assignment (1.0 FTE)



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

The Community Schools and Student Service Department provides comprehensive educational and community building programming to provide a safe and supportive learning environment for our LGBTQ students.

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

- Specialist, LGBTQ Programming

### **Health Services & School Wellness**

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

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

- Director of Health & Wellness (1.0 FTE)
- Medi-Cal Program Manager (1.0 FTE)
- Clinic Liaison (1.0 FTE)
- Health Services Coordinator (1.0 FTE)
- Licensed Vocational Nurses (LVNs) and Nurses (4.2 FTE)
- Wellness Specialist (1.0 FTE)
- HIV Program Manager (1.0 FTE)
- Teacher on Special Assignment (TSA), Sexual Health Education (1.0 FTE)
- Teacher on Special Assignment (TSA), Nutrition and Garden (1.0 FTE)
- Coordinator, Health Education (1.0 FTE)

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

- **Director of Programs at the Center**
- **Coordinator, Education Programs at the Center**
- **Teacher on Special Assignment (TSA) at the Center**

### **Alcohol, Tobacco & Drug Intervention**

The TUPE (Tobacco Use Prevention Education) program provides substance abuse education to students in middle and high school as well as intervention for students whose use of substances is interfering with social, emotional or academic learning. The TUPE program offers counseling, life skills coaching, mentoring and leadership development to students in grades 6-12.

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

- Health Education Specialist (1.0 FTE)
  - Contracts for TUPE Coaches
- 

***Action 3.5 Youth Engagement: Provide enrichment and leadership opportunities for students.***

### **Student Athletics**

The Oakland Athletic League (OAL) serves middle and high school students across the district, helping to increase student engagement, which in turn has resulted in higher academic performance levels, lower suspension rates, and lower chronic absence rates for our student athletes.

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

- Oakland Athletic League (OAL) Manager (1.0 FTE)

### **Youth Leadership**

Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council (ACC), a diverse group of student leaders seeking to create positive change in OUSD schools. The group amplifies student voice by serving as a bridge between adult decision-makers and the student body.

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

- Student Engagement Specialist (1.0 FTE)

### **Peer Restorative Justice**

Students in middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and school-wide, participate in leading Harm Circles following a fight or other peer-peer conflict, and serve as mentors to younger students and students re-entering school following an transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.).

*One-time positions and investments that support this work include:*

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***Action 3.6 Family Engagement: Engage families in learning partnerships and site and district level decisions about student learning and school improvement.***

### **Enrollment Supports**

The Student Welcome Center serves an important role in assisting families to learn about the District's schools and enroll their children. Student Assignment Counselors in OUSD's Student Welcome Office provided intake services throughout the year, providing school assignments for both the current year and the next year. Importantly, each Student Assignment Counselor is a fluent speaker of a language other than English; these languages include Spanish, Cantonese, Mandarin, Vietnamese, and Khmer.

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

- Student Assignment Counselors (7.6 FTE)

### **Family Partnerships**

The family partnerships and school/district governance team builds capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and SEL achievement for targeted populations and subgroups, at site and district level. This team also provides support and training for School Site Councils (SSCs) and for the LCAP Parent and Student Advisory Committee (PSAC) and its five subcommittees: the District English Language Learner Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), the Foster Youth Advisory Committee (FYAC), and the Committee to Empower Excellence in Black Students' Education (CEEBSSE).

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

- District Family Engagement Specialists (5.0 FTE)
- Family & Community Engagement Specialist (1.0 FTE)
- LCAP Engagement Program Manager (1.0 FTE)
- Regional and site-based parent academies

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

- Parent-Teacher Home Visit (PTHV) training and implementation
- School site support for developing and implementing family partnerships, strategies, activities linked to SPSA goals

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***Action 3.7 Communication to the Community: Communicate to the broader Oakland community regularly and in accessible formats and build community partnerships.***

### **Language Access for Families**

The District's translation and interpretation team facilitates monolingual family access to site and district communication structures, including implementation of Board policy on translation/interpretation. These staff ensure that both site-level and district-level meetings are accessible to all families.

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

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

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

- **Arabic Translator-Interpreter Specialist (1.0 FTE)**
- **Mam Translator-Interpreter Specialist (1.0 FTE)**

### **Districtwide Communication Supports**

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Goal 4, a new LCAP goal for OUSD, creates space to articulate and reflect on District 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 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. 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.

### ***Action 4.1 Staff Recruitment & Retention: Attract and retain staff reflective of Oakland's rich diversity.***

#### **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.

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

- Director of Talent Development, Recruitment & Retention
- Specialist, Teacher & Leader Growth & Development (1.0 FTE)
- Recruitment & Retention Specialist (1.0 FTE)
- Retention Manager (1.0 FTE)
- Talent Development Associate, Recruitment & Retention (4.0 FTE)
- School Partner (4.0 FTE)
- Human Capital Reporting Specialist (0.6 FTE)

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

- **Recruiter (1.0 FTE)**

- **Credentials Analyst (1.0 FTE)**
  - **Central Office Partner (1.0 FTE)**
  - **Staffing Assistant (1.0 FTE)**
- 

***Action 4.2 Staff Growth & Development: Support the professional growth and development of staff.***

**Professional Development**

In addition to recruitment and retention initiatives, the Talent team is also responsible for ensuring training and development of OUSD employees. As part of this work, the District engages department and site leaders in learning, designing and implementing system-wide equity learning (and equity policy administrative regulations). The District fosters an equity-social emotional learning mindset and practices by forming strong partnerships with departments across the system to establish ongoing foundational and integrated professional learning on equity and asset based practices.

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

- Specialist, Teacher & Leader Growth & Development (1.0 FTE)
- Peer Assistance and Review (PAR) Coaches (2.0 FTE)
- Foundational professional development, especially around racial equity and justice

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

- Specialist, Employee Engagement and Well-Being (2.0 FTE)
- Leave Coordinator (2.0 FTE)
- Central Office Partner (1.0 FTE)
- Staffing Assistant (1.0 FTE)

**Staff Well-Being**

Talent will collaborate with the Office of Equity to implement employee resource affinity spaces to support educators in addressing social emotional well being and issues of equity that arise.

**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 for teacher collaboration is particularly relevant for our schools that serve students who are furthest from opportunity. This strategy is supported by research on professional learning in high-performing systems. Studies find that the most effective professional development consists

of regular cycles of inquiry, led by and for teachers, and focused on the progress and needs of individual students. Through these inquiry cycles, teachers look at student data and student work, and make adjustments to their curriculum, instruction, and ways of assessing student learning in order to better reach and teach all students, and to accelerate learning for those who are performing below grade level standards in literacy, mathematics, science, and other content areas.

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

- Weekly collaboration time for all base-funded teachers

### **School and District Governance Support for Leaders**

The Strategic Resource Planning (SRP) division provides planning and fiscal support, guidance, and legislative oversight to principals and other school site and Central Office leaders as they align funding to academic goals in order to use resources effectively to improve student outcomes. SRP specialists support schools in developing and implementing the School Plan for Student Achievement (SPSA); establishing their School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS); managing site Title I and IV grants; and completing related federal, state, and District planning and family engagement requirements. The LCAP Coordinator and Financial Operations Analyst work closely with staff and community members to develop, implement, and monitor the Local Control and Accountability Plan (LCAP).

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

- Coordinator, Local Control & Accountability Plan (1.0 FTE)
- Coordinator, School Site Support (1.0 FTE)
- Financial Operations Analyst (1.0 FTE)
- Teacher-on-Special Assignment, Comprehensive Support & Improvement (0.45 FTE)
- Strategic Resource Planning Specialists, Network Support (5.0 FTE)
- Strategic Resource Planning Specialist, Data & Reporting (0.8 FTE)
- Strategic Resource Planning Specialist, Title III Education Policy & School Plan Support (1.0 FTE)

***Action 4.3 New Teacher Support & Development: Provide mentoring, coaching, and other supports to develop and retain new teachers.***

### **New Teacher Support**

OUSD's Talent Division offers support and mentorship for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials.

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

- Director, Educator Effectiveness

- Manager, New Teacher Support & Development
- Residency Coordinator
- [add non-labor Talent investments]

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

- Specialist, Employee Engagement and Well-Being (2.0 FTE)
- Recruiter (1.0 FTE)
- Credentials Analyst (1.0 FTE)



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

An explanation of why the LEA has developed this goal.

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

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

[Actions for this goal will be completed pending final decisions on the use of one-time COVID relief funds.]

*5.1 Implement a coordinated District response to the COVID-19 pandemic and maintain District operations and continuity of services and staffing where possible to provide students with stability during the pandemic.*

### **Nutrition Services**

[description]

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

*5.2 Provide additional educational technology and technical support to ensure that students, families, teachers, and staff can participate in distance or hybrid learning.*

### **Devices and Educational Technology Platforms**

[description]

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

**Technical Support Staff**

[description]

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

*5.3 Address health and safety concerns related to COVID-19 to provide safe environments for students, families, and staff.*

**Expanded Custodial Supports**

[description]

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

## IV. INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.2%	\$76,000,000

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

### *Required Descriptions*

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

### Services for Foster Youth

#### *Assessing Need*

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

- **Foster Youth Case Managers:** Foster youth have to interact with several agencies including school districts, child welfare, dependency court, often doing so alone at young ages. Case managers assist in helping youth navigate these systems and advocate for them within these spheres. Working with foster youth and their adult teams, case managers work to remove barriers to education, set goals and steps to achieve them, and participate in relevant meetings (both education and welfare involved) to support their experience. The existence of former foster youth case managers resulted in positive outcomes for foster youth including improved graduation rates, decreased discipline referrals, and higher rates of college enrollment.
- **Increased school stability for foster youth:** Every time a youth changes schools, they use 4-6 months of academic instruction. With foster youth changing schools multiple times in one school year on top of the COVID-19 pandemic, school stability helps to minimize learning loss and allows the youth to stay in the school they feel connected to.
- **Prioritized access to and dedicated academic programs and credit recovery opportunities:** Foster youth are among the lowest performing in academic achievement

rates than any other student population. Furthermore, the COVID-19 pandemic has disproportionately impacted youth in care who have experienced greater learning loss. Additionally, many youth disengaged in distance learning have secured jobs and are discouraged to lose this income stream. As a result, we may expect to see even lower achievement rates for foster youth, resulting in a widening achievement gap in comparison to their peers.

- **Equitable access to schools/programs:** Foster youth experience constant changes in placement (both home and school). As a result, they do not have access to schools or programs due to lack of space or “missed” deadlines. Students are often needing to travel across the city to attend school even though there are schools in their neighborhood.
- **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.

### *Actions Meeting Identified Foster Youth Needs*

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

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

#### *Action 1.3 Equitable Access to High Quality Programs*

- Alternative Education

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

#### *Action 2.3 Transitional Student & Family Supports*

- Transitional Student & Family Supports

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

#### *Action 2.6 Expanded Learning Opportunities*

- Summer and Saturday Learning Programs
- After School Programs

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

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

#### *Action 3.1 Multi-Tiered System of Support (MTSS)*

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

#### *Action 3.2 Attendance Supports*

- Attendance Supports

#### *Action 3.3 Social Emotional Supports*

- Social Emotional Learning (SEL)

#### *Action 3.5 Youth Engagement*

- Youth Leadership
- Peer Restorative Justice

#### *Action 3.6 Family Engagement*

- Enrollment Supports

#### *Measuring Effectiveness*

[still to be completed]

## Services for English Learners

### *Assessing Need*

A longitudinal look at OUSD's multilingual population reflects a significant demographic shift, elevating the need for increased focus on and investments for ELL students and families. The overall percent of ELLs in OUSD increased from 29% in 2015 to close to 33% in 2021 primarily due to new arrivals from Central America. Five years ago, newcomers made up 6% of all ELLs, now they make up approximately 25% of ELL students. The increase in newcomers has been particularly sharp in high school, where now 45% of ELLs are newcomers and one of every 8 students (including English-only students) is a newcomer. Our two fastest growing populations are Yemeni Arabic-speaking students and Guatemalan Mam-speaking students. Both groups typically come to us with severely interrupted schooling and high-levels of trauma.

In terms of student outcomes, we see the largest growth area for ELLs in elementary, where we have, in fact, provided more robust foundational professional development. Reclassification rates jumped in recent years (before 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 suggests a need for a stronger focus on these groups of students. Due to the interruption in ELPAC testing during the spring of 2020, we do not have the ELPAC growth measures to understand language development trends as fully as we would like.

Our main measure to assess progress for our Long-term ELLs is our LTEL reclassification rates. While we've seen very slight improvements in year over year rates (before testing interruptions), our LTELs demonstrate some of the most alarming rates of off-track to graduation, drop-out rates and stalled growth in reading. In 2020-21, only 42.0% of 9th grade LTELs are on track to graduate (compared to 58.5% overall), and by 12th grade that number falls to 28.9% on track to graduate, compared to 48.0% overall. Similarly, 9th grade reading scores indicate that while 32.5% of 9th graders were at or above grade level on the RI in Fall 2019-20 (the last administration without major pandemic interruptions), only 5.1% of LTELs were reading at or above grade level. These outcomes highlight the urgent need for OUSD to leverage resources to support the language and literacy development of LTELs in support of their college, career, and community readiness.

Recent enrollment of newcomers has included a large number of Students with Interrupted Formal Education (SIFE) resulting in large demands for foundational literacy development in secondary schools. In year over year ELPAC testing, only 31.7% of newcomer students showed growth on the ELPAC from 2018-19 to 2019-20, compared to 36.9% overall. Newcomer

students, particularly at the secondary level, would be expected to show more rapid growth on the ELPAC. Literacy growth, as measured by RI, also reflects concerning trends in newcomer achievement. 55.4% of third year newcomer students, with between 1 and a half to two years in US schools, show a flat or declining in reading level, compared to 38.4% for non-newcomer students, when comparing the Fall reading inventory from 2019-20 to 2020-21. Additionally, we have seen concerning rates of chronic absence, particularly among high school newcomers where we see a 22% absence rate compared to 11% for non-newcomers.

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

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

### *Actions Meeting Identified English Language Learner Needs*

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

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

### *Action 1.1 Comprehensive and Cohesive Instructional Program*

- Academics and Instructional Innovation

Our ELLs need language development opportunities and access throughout all content areas, therefore, the actions of Goal 1 will include attention to professional development and instructional materials that consider the language needs of ELLs, as well as Tier 2 and Tier 3 interventions, particularly in the area of foundational literacy.

### *Action 1.3 Equitable Access to High Quality Programs*

- Multilingual Programs

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

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

### *Action 2.2 Special Education Programs*

- Special Education Programs

Continued investment in our Special Education programs benefits our dual-identified (SPED-ELL) students, who are not consistently receiving access to both language development and required services as delineated by their IEP. This is an area of need for improvement through stronger coordination of services, attention to master schedules for these students and professional development of instructional services to ensure all of the needs of these students are met.

### *Action 2.4 English Language Development*

- English Language Development

### *Action 2.5 Newcomer Supports*

- Newcomer Supports

Our newcomers arrive throughout the school year and need to be placed in programming that is responsive to their language, academic, and social-emotional needs; therefore, we staff schools for the newcomers students they are projected to receive throughout the school year to ensure student placement in specialized programs. Our newcomers also come with a wide diversity and array of prior educational experiences, and so require a continuum of services in order to access quality programs, grade-level instruction, and enrichment opportunities. This includes support with newcomer program design, clear application of entry/exit criteria, and bridge support as students transition from specialized newcomer courses to a fully mainstreamed environment.

**Centralized Intake, Screening, and Referrals:** Supported intake process for newcomer youth, focused on linguistic and cultural responsiveness to demographic groups current represented among newcomers. This enrollment office works parallel to the general enrollment office, and also screens for legal and basic needs issues, making referrals to community agencies and passing information to appropriate support staff at schools where students are assigned. The staff in this office include multilingual Family Navigators who support access for students. Given the high needs of newcomer students for legal representation in various immigration proceedings, OUSD has prioritized partnerships with legal service providers. Due to philanthropic support, students/families are referred to providers on an ongoing basis and OUSD attempts to take responsibility for ensuring students are represented when at all possible.

**Newcomer Wellness Initiative:** The Newcomer Wellness Initiative provides social workers to all secondary newcomer programs to provide direct clinical support to high needs newcomer students as well as contribute to school wide work to improve the Tier 1 context for all



newcomer students and strengthen systems. Members of this team complete a comprehensive intake process for new students to uncover areas of need in order to organize support.

**Supports for SIFE Students:** The growth in OUSD’s Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of Students with Interrupted Formal Education (SIFE) in OUSD. To meet the needs of these students in high schools, OUSD has leveraged grant support to provide additional staffing in our high school ELD courses to provide direct foundational literacy instruction to these students. This additional service will enhance the actions at school sites to provide Tier 2 and 3 instructional supports to address gaps in foundational literacy.

**Elementary Newcomer Teacher Leaders:** For 2021-22 OUSD will resource 14 elementary sites with teachers on special assignment, known as Elementary Newcomer Teacher Leaders, to provide both direct supplemental ELD support to students as well as professional development and capacity building work for the site as a whole. These teacher leaders are assigned to sites that are projected to have at least 50 newcomers.

#### *Action 2.6 Expanded Learning Opportunities*

- Summer and Saturday Learning Programs
- After School Programs

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

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

#### *Action 3.1 Multi-Tiered System of Support (MTSS)*

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

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

#### *Action 3.2 Attendance Supports*

- Attendance Supports

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

*Action 3.3 Social Emotional Supports*

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

*Action 3.4 Student Health & Wellness*

- Health Services & School Wellness

*Action 3.5 Youth Engagement*

- Youth Leadership

*Action 3.6 Family Engagement*

- Enrollment Supports
- Family Partnerships

The pandemic has heightened the need for improving our engagement with families as partners in their students' education. There is a continued need for tools and resources to ensure language access and meaningful engagement.

*Action 3.7 Communication to the Community*

- Language Access for Families

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

*Action 4.1 Staff Recruitment & Retention*

- Staff Recruitment & Retention

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

*Action 4.2 Staff Growth & Development*

- Professional Development

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

## *Measuring Effectiveness*

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

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

## **Services for Low-Income Students**

### *Assessing Need*

In the 2020-21 school year, 72% of OUSD students qualified for free or reduced price meals, and in 2021-22, 70 of our 80 schools will qualify to receive federal Title I funds, indicating that more than one in three students at the school 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 seven focal student groups are also low-income:

- Unhoused students: 100% low-income [categorically eligible for free/reduced price lunch]
- Students with Disabilities:
- English Language Learners:
- Foster Youth: 100% low-income [categorically eligible for free/reduced price lunch]
- Pacific Islander students:
- Latino students:
- African American 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 also 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).

### *Actions Meeting Identified Needs of Low-Income Students*

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

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

### *Action 1.1 Comprehensive and Cohesive Instructional Program*

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

### *Action 1.3 Equitable Access to High Quality Programs*

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

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

*Action 2.1 Targeted Initiatives for Focal Student Groups: Implement student achievement strategies to address the specific and unique needs of focal racial and ethnic groups.*

- Targeted Initiatives

### *Action 2.3 Transitional Student & Family Supports*

- Transitional Student & Family Supports

**Unhoused Youth/McKinney-Vento Services:** Implementation of an awareness campaign to assist in the proper identification of and unhoused students in compliance with the McKinney Vento Act. Provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed.

Conducting needs assessments and developing individual educational intervention plans to determine what relevant supports are necessary; Working collaboratively with Community School Managers and Family Equity Navigators to ensure students and families are accessing all education, health, housing and community based resources to meet the family need.

**Academic Case Managers to Support Unhoused Students:** Provides academic support to the chronically absent, housing insecure, unaccompanied, junior and senior high school students. Support in getting them on track to graduation. Works closely with high school counselors toward credit recovery and partial credit requirements and implementation.

**Family/Housing Systems Navigator:** This person supports families with navigating all the community based and citywide resources for low-income families. Supports families in identifying available housing, employment opportunities and completing applications for organized searches.

*Action 2.4 English Language Development*

- English Language Development

*Action 2.5 Newcomer Supports*

- Newcomer Supports

*Action 2.6 Expanded Learning Opportunities*

- Summer and Saturday Learning Programs
- After School Programs

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

*Action 3.1 Multi-Tiered System of Support (MTSS)*

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

*Action 3.2 Attendance Supports*

- Attendance Supports

*Action 3.3 Social Emotional Supports*

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

College counseling and academic advising is particularly important for our low-income, English language learner, and foster students, since many of these students will be the first generation in their families to go to college. Most students report a desire and intention to go to college, but may not be familiar with the eligibility requirements, or how to navigate the complex application and admissions processes, financial aid and scholarship resources, and so on. We are investing in academic counselors and college and career specialists who develop and implement a comprehensive counseling program in our middle schools and high schools, support Credit Recovery during the school year and in the summer, counsel students on completing the A-G course sequence for college eligibility, support students in completing Financial Aid and college scholarship applications, and maintain the Future Centers at select middle schools and high schools with high proportions of low-income students and/or English language learners.

#### *Action 3.4 Student Health & Wellness*

- Health Services & School Wellness

#### *Action 3.5 Youth Engagement*

- Student Athletics
- Youth Leadership
- Peer Restorative Justice

#### *Action 3.6 Family Engagement*

- Enrollment Supports
- Family Partnerships

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

#### *Action 4.2 Staff Growth & Development*

- Professional Development

#### *Measuring Effectiveness*

[still to be completed]