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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Lisa Grant-Dawson, Chief Business Officer
Diana Sherman, LCAP Coordinator

Meeting Date June 25, 2025

Subject 2025-26 Local Control and Accountability Plan (LCAP) — Adoption

Ask of the Board Review and adopt the 2025-26 Oakland Unified School District Local Control and Accountability Plan (LCAP).

Background The Oakland Unified School District’s 2025-26 Local Control and Accountability Plan (LCAP) will be presented at a public hearing on June 11, 2025. The LCAP is a three-year District-level plan required under California Education Code that sets and describes how the District intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified. The 2025-26 LCAP covers the second year in the three-year planning cycle.

Discussion The 2025-2026 LCAP includes the following:

- **LCAP Budget Overview for Parents**
- **Plan Summary for 2025-26**
 - General Information
 - Reflections: Annual Performance
 - Reflections: Technical Assistance
 - Comprehensive Support and Improvement
- **Engaging Educational Partners:** Summary of engagements with staff, students, and the community and how the feedback from these engagements was integrated into the plan
- **Goals and Actions, including Goal Analysis for 2024-25:**
 - **Goal 1:** All students graduate college, career, and community ready.
 - **Goal 2:** Within three years, focal student groups demonstrate accelerated growth to close our achievement gap.
 - **Goal 3:** Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.

- **Goal 4:** Our staff are high quality, stable, and reflective of Oakland's rich diversity.
- **Goal 5 (Equity Multiplier Goal):** Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, Prescott Elementary School, Brookfield Elementary School, Burckhalter Elementary School, Sankofa United Elementary School, Frick United Academy of Languages, and Westlake Middle School.
- **Goal 6 (Equity Multiplier Goal):** Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.
- **Goal 7 (Equity Multiplier Goal):** Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.
- **Goal 8 (Equity Multiplier Goal):** Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.
- **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students:** Additional detail on the services that we are providing to our English learners, foster youth, and low-income students

Based on the June 11, 2025 Public Hearing, additional feedback from stakeholders, and guidance from the Alameda County Office of Education, staff have made the following changes to the final 2025-26 LCAP:

- Restored 11-month teacher positions at Castlemont, Fremont, and McClymonds high schools using one-time LCFF Supplemental & Concentration carryover funds, in keeping with recent labor agreements.
- Restored twelfth month of Community School Manager position districtwide using one-time LCFF Supplemental & Concentration carryover funds, in keeping with recent labor agreements.
- Restored teachers for late-arriving Continuation students using one-time LCFF Supplemental & Concentration carryover funds.
- Added additional detail and links to funding formulas and school allocations throughout the document.
- Updated the suspensions data in the LCAP narrative to ensure that the LCAP accurately reflects the student groups with the highest need.

Staff have also provided more detailed responses to many of the suggested changes to policies, practices, and programs in the written response to the recommendations from the LCAP PSAC and its subcommittees. Many of these changes do not require funding, but instead require commitment of existing staff

resources. The District's response is also available at <https://www.ousd.org/lcap> and will be updated as more information on implementation is available.

The District is required to submit the adopted budget and LCAP to the Alameda County Office of Education within five days of Board adoption, and no later than July 1.

Fiscal Impact

\$356,911,561: Total amount included in the LCAP
\$120,393,941: Projected LCFF Supplemental & Concentration Allocation
See Budget Overview for Parents and LCAP Action Tables for additional information.

Attachment(s)

- 2025-2026 Local Control and Accountability Plan (LCAP), including the 2025-26 Budget Overview for Parents; Action Tables for the 2025-26 LCAP; and Instructions for the 2025-26 LCAP
- 2025-26 OUSD LCAP Investments Appendix
- Superintendent's Response to Feedback on the 2025-26 LCAP from the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees
- Presentation (June 11, 2025 Public Hearing)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Unified School District

CDS Code: 01 61259 0000000

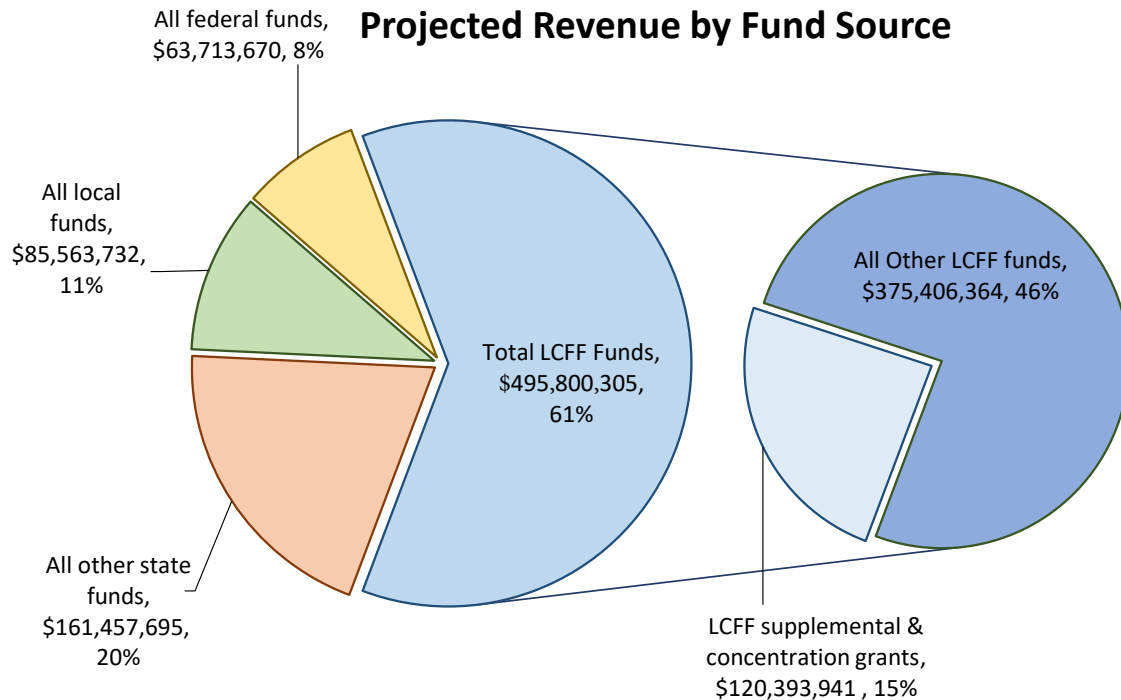
School Year: 2025-26

LEA contact information: Sondra Aguilera, Chief Academic Officer, sondra.aguilera@ousd.org, 510-879-4289

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding—called "Supplemental and Concentration" grants—to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

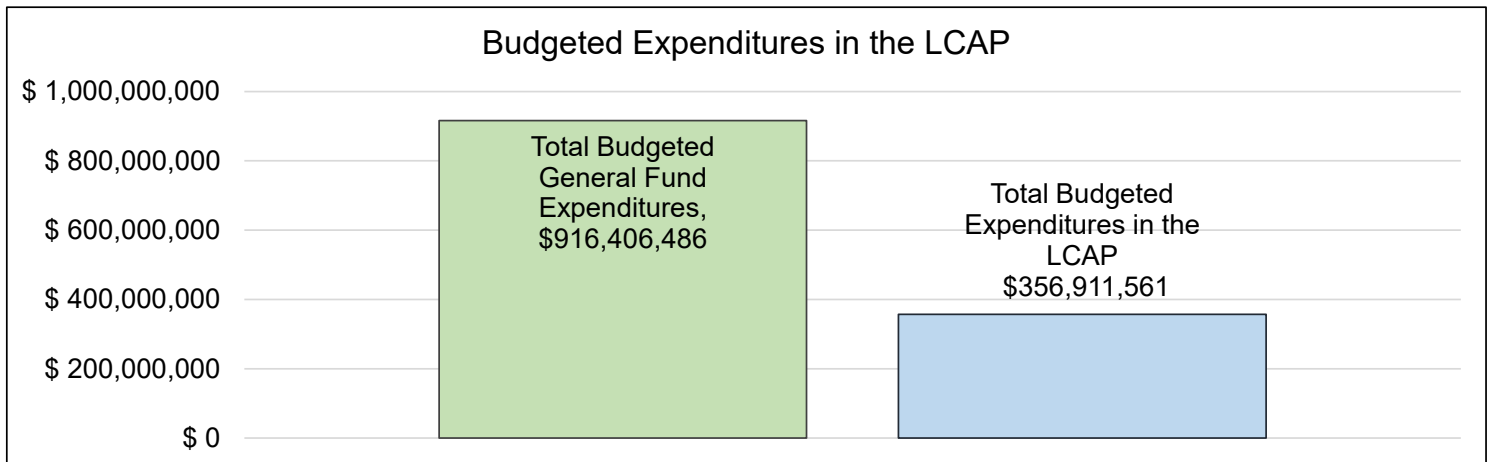


This chart shows the total general purpose revenue Oakland Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Unified School District is \$806,535,403, of which \$495,800,305 is Local Control Funding Formula (LCFF), \$161,457,695 is other state funds, \$85,563,732 is local funds, and \$63,713,670 is federal funds. Of the \$495,800,305 in LCFF Funds, \$120,393,941 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Oakland Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Unified School District plans to spend \$916,406,486 for the 2025-26 school year. Of that amount, \$356,911,561 is tied to actions/services in the LCAP and \$559,494,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

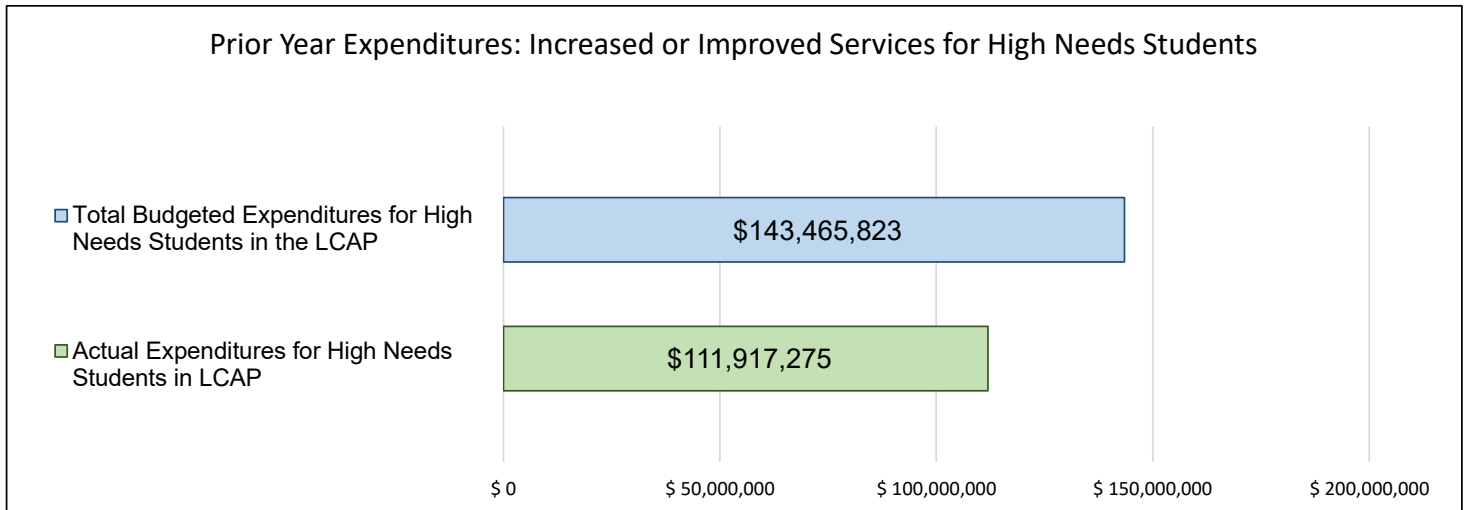
The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching and clerical support staff for school sites, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic operational functions.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oakland Unified School District is projecting it will receive \$120,393,941 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Unified School District plans to spend \$151,686,869 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Oakland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Oakland Unified School District's LCAP budgeted \$143,465,823 for planned actions to increase or improve services for high needs students. Oakland Unified School District actually spent \$111,917,275 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$31,548,548 had the following impact on Oakland Unified School District's ability to increase or improve services for high needs students:

During the 2024-25 school year, Oakland Unified had a district-wide hiring freeze in place for all but essential positions that affected many positions in the LCAP if they were initially vacant or if staff left midyear. Even when positions were exempt from the freeze, the District continued to struggle with staffing vacancies. Many positions went unfilled or were filled later than anticipated, so some LCFF Supplemental and Concentration funds were not fully expended. In some cases, investments initially planned for these funds moved into newly awarded grants or into the District's remaining one-time COVID relief funds. Finally, the District's LCFF Supplemental and Concentration grants both increased after LCAP adoption based on final ADA numbers. The District also anticipated new labor contracts with several of its labor partners in the 2024-25 school year that were likely to include retroactive costs for positions already funded in the LCAP, so funds were held in reserve pending more certainty on costs. Some of these contracts had not been settled by the close of the 2024-25 fiscal year, so many of the reserved funds for these costs will carry forward to 2025-26 to be paid then. All unexpended LCFF Supplemental and Concentration funds will carry over into the 2025-26 school year and will remain available to fund staff and programmatic supports for high-need students in the new school year.

Oakland Unified School District

2024-2027 Local Control and Accountability Plan, Year 2 (2025-26)

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2024-2027 Local Control and Accountability Plan

LOCAL EDUCATIONAL AGENCY (LEA) NAME	CONTACT NAME AND TITLE	EMAIL AND PHONE
Oakland Unified School District	Sondra Aguilera, Chief Academic Officer	sondra.aguilera@ousd.org 510-879-4289

Plan Summary for 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

About Oakland Unified School District

The Oakland Unified School District (OUSD) serves the children of Oakland, California, a diverse city of over 435,000 that sits on the east side of the San Francisco Bay. Our current student enrollment of 33,970 students is 48.2% Latino, 19.4% African American, 11.7% White, 9.5% Asian, 7.0% multi-ethnic (two or more races), 0.8% Pacific Islander, 0.5% Filipino, and 0.3% Native American. More than four out of five (81.4%) qualify for free or reduced-price school meals, and 6.8% (2,298 students) are unhoused. Foster youth comprise 0.4% of our enrollment (134 students).

Approximately 18% of students in our District-run TK–12 schools and programs are students with disabilities who receive special education services. OUSD is a single-district SELPA (Special Education Local Plan Area) responsible for providing services to infants with low incidence disabilities and to students from early childhood through young adult through IEPs (Individualized Education Programs) in a variety of settings, including public schools, homes, hospitals, and specialized placements. In addition to students who receive IEP services, we also serve just under 1100 students who have Section 504 plans. Students receiving special education services are disproportionately African American (31.7% of students with IEPs and 32.5% of students with 504 plans, compared to 19.4% of the overall student population).

Half of our students speak one of over 69 world languages other than English at home, and one in three students are English learners. Among these are over 4,000 newcomer students—youth who have been in the United States for fewer than three years. In addition, nearly 3,000 students are former newcomers. Most of our newest arrivals fall into the status of refugee, asylee, asylum seeker, and/or unaccompanied minor and may be fleeing violence, human trafficking, or persecution in their home countries.

Given the demographic diversity of OUSD and data that reflects our student outcomes on State and local assessments, our plan aims to lift up the achievement of all students by focusing on our students that struggle academically. We cherish the cultural richness in our district and make no

exceptions when it comes to including learners with a wide variety of backgrounds and needs. For us, a strong District plan means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future.

Our Schools

In the 2025-26 school year, Oakland Unified will operate 84 schools: 51 elementary schools (including seven Transitional Kindergarten (TK) programs based at early childhood centers and three TK-8 schools), 11 middle schools, 11 high schools (including three 6-12 schools), and six Alternative Education programs (including a partnership with Laney College to operate the Gateway to College program and a partnership with the Street Academy Foundation to operate Street Academy). We will have nearly 1,500 children enrolled in our pre-kindergarten programs at 24 early childhood education sites. Additionally, we implement a Young Adult Program that serves our 18-to-22-year-old transition-age youth with Individualized Education Programs and a Home and Hospital Program that serves students with a temporary illness or injury that makes school attendance impossible or inadvisable. We anticipate that in 2025-26 there will be 34 charter schools located within the District boundaries, 24 of which will be authorized by OUSD. In 2025-26, 15 District-run schools will receive Equity Multiplier funds and implement corresponding services and actions in accordance with the legislation. The schools are: Brookfield Elementary School, Burckhalter Elementary School, Markham Elementary School, and Sankofa Elementary School; Frick United Academy of Languages and Westlake Middle School; and Castlemont High School, Dewey Academy, Gateway to College, McClymonds High School, Oakland International High School, Bunche Academy, Rudsdale Continuation High School, Sojourner Truth Independent Study, and Street Academy.

Our Vision

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

Our Mission

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

We are committed to more than quality academic education—we take pride in providing enriching activities, school-based health centers, nutritious locally-sourced meals, and social emotional learning. 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 are proud of our enrichment programs including music, arts, athletics, and dual language Spanish-English immersion programs.

Our Graduate Profile

Our students will be:

- Resilient Learners;

- Collaborative Teammates;
- Community Leaders;
- Critical Thinkers; and
- 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 2021-26 OUSD Strategic Plan dovetails with the 2024-27 LCAP to focus on a narrow set of strategic actions. It is an opportunity to reimagine our work and to craft an Oakland school system that represents our highest hopes and dreams for generations to come. The 2021-2026 Strategic Plan focuses on four key initiatives, each representing a thread of the larger work of the LCAP:

Ensuring Strong Readers by Third Grade

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

Supporting Powerful Graduates

We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready. To make this vision a reality, every lesson must be purposeful and students must engage in daily tasks that require them to practice essential skills embodied in the standards (Common Core, NGSS, History frameworks, CA Arts, etc.) and in line with our vision of an OUSD graduate. Critical learning experiences include projects, exhibitions, and career internships. Our teachers will be supported in their efforts to use high- quality

curriculum, backwards-planning from standards to design assessment and instruction aligned to long-term outcomes. Our students will be given multiple opportunities to perform a standard, with timely, focused feedback along their path to proficiency.

Creating Joyful Schools

We believe all students must feel safe and connected to learn. This is especially true for students from historically marginalized and underserved groups, who often experience low expectations in school. To interrupt the impact of historically underserved groups, OUSD educators implement 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 engage students through diverse programming that aims to uplift struggling student groups, including sports, visual and performing arts, technology, leadership, and career exploration.

Growing a Diverse and Stable Staff

Oakland's vision is that our students' diverse and rich backgrounds are reflected by the educators that interact with them. We envision building and maintaining accessible pathways into teaching and leading Oakland schools grounded in the core belief that the future educators of Oakland Unified are the children and young adults in our communities. Our investments encourage sustainable growth and development for teachers and remove barriers to living and working in Oakland. We focus on the intersection of educator stages of development and four critical areas: partnerships, pathways, support structures, and conditions for educator learning and growth. We 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.

About the OUSD LCAP

The OUSD LCAP captures key actions and investments beyond the District's base program that support our goals to improve outcomes for Oakland students. The base program is defined as staff and services mandated by state education code or federal law that are funded through the LCFF Base Grant, state special education funding, and similar resources allocated to provide specific basic services (e.g., state Home-to-School Transportation funds). Positions and programs funded by these resources are not included in the LCAP, which focuses on staff and services provided beyond the base. In OUSD, these "over and above" investments may be funded not only by state LCFF Supplemental and Concentration dollars, but also by federal title dollars, local tax measures, and public and private grants.

Although the LCAP expenditures table rolls these investments up to a relatively high level by LCAP action, OUSD also provides as an appendix, a detailed breakdown of positions and services organized by action area and funding source so that partners can more easily see how each area of work is supported. This document includes a description of how school sites will invest their LCFF Supplemental and Concentration dollars and other

site-directed resources based on their adopted School Plans for Student Achievement (SPSAs). For details on how a specific school is investing resources, including Title I and local tax measure funds, please see the SPSA budget for that school. SPSAs are posted on the OUSD website each fall following Board review and approval of the plans each summer.

In addition to the programs and services described in the LCAP, OUSD also makes decisions around the use of LCFF Base dollars and other “base” resources such as state and federal funding for required special education services. While these expenditures are not reflected in the LCAP, the District provides a summary of base-funded school investments in the School Site Funding Profile to provide a more comprehensive picture of the services provided to students. In some cases where funding for a position that supports focal student groups is split between a base resource and a resource included in the LCAP, the position description reflects the full FTE, while the expenditures table reflects only the portion paid by the LCAP resource. The portion paid by LCFF Supplemental or Concentration funds is designated as “contributing.”

Reflections: Annual Performance

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

Based on our review of annual performance data on the California School Dashboard (Dashboard) and our own local data dashboards, we have identified the following new and ongoing areas of need to focus on during the next three-year LCAP cycle. We have also noted data trends for student outcomes in other areas.

- Academic Performance in English Language Arts/Literacy and Mathematics
- Graduation Rates
- College/Career Readiness
- Suspension Rates
- Chronic Absenteeism
- Teacher Retention

English Language Arts/Literacy

Based on the state Dashboard, performance on CAASP in English Language Arts increased by 8.7 points from 2023 to 2024, rising to 54.8 points below standard or performance level Yellow. This increase demonstrates growth for our students tested, however, the overall performance levels remain low. There are three student groups in Red: English learners, long-term English learners, and Latino students; six student groups in Orange: African American students, foster youth, unhoused students, Pacific Islander students, low-income students, and students with disabilities; and four student groups in Green: Asian students, Filipino students, multi-ethnic students, and White students. Focal students for English Language Arts are student groups in Red and Orange.

Mathematics

CAASPP Math performance on the Dashboard was 85 points below standard and increased from the previous year by 8.7 points, now at performance level Yellow. This increase demonstrates growth for our students tested, however, the overall performance levels remain low. There are two student groups in Red: English learners and long-term English learners; seven student groups in Orange: African American students, foster youth, Latino students, unhoused students, Pacific Islander students, low-income students, and students with disabilities; one student group in Yellow: Filipino students; and three student groups in Green: Asian students, multi-ethnic students, and White students. Focal students for Mathematics are student groups in Red and Orange.

English Learner Progress

Districtwide, status on the English Learner Progress Indicator (ELPI) declined by 5.1%. However, outcomes at individual schools varied, with some schools seeing significant gains and others declining markedly. The overall performance level is Orange and only 39.1% of the 7,290 students progressed in their English levels.

Graduation Rates

The District's overall combined four- and five-year graduation rate increased to 80.6%, an increase of 5.6 percentage points from 75.0% in 2023. Overall, there are two student groups in the Red performance level for graduation: foster youth and unhoused students; one student group in Orange: White students; four student groups in Yellow: English learners, long-term English learners, Latino students, and students with disabilities; and four student groups in Green: African American students, Asian students, multi-ethnic students, and low-income students.

The four-year cohort graduation rates for several targeted student groups increased significantly:

- The graduation rate for Latino students increased from 67.1% to 75.8%.
- The graduation rate for African American students increased from 76.0% to 79.8%.
- The graduation rate for Newcomer students increased from 52.8% to 61.6%.
- The graduation rate for unhoused students increased from 56.6% to 65.9%.

Additionally, the rate of students in the four-year cohort who graduated and met the A-G requirements increased by 6.5 percentage points from 42.2% in 2023 to 48.7% in 2024.

College/Career Readiness

The College/Career Indicator (CCI) includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school. Based on the 2024 Dashboard, 43.4% of students are prepared for college and career, reflecting a significant increase from the previous year by 5.4% and an overall performance level of Green. While this increase demonstrates growth for our students, there remains concern for student groups that remain at the Orange and Yellow performance levels on the Dashboard. There are two student groups in Orange: foster youth and long-term English learners; four student groups in Yellow: African American students, English learners, unhoused students, and students with disabilities; and five student groups in Green: Asian students, Latino students, multi-ethnic students, low-income students, and White students. Focal students for College/Career Readiness are student groups in Orange and Yellow. A key area of focus to increase college and career readiness is the strengthening of our Linked Learning approach, among other key investments described in our LCAP.

Building Linked Learning Pathways

One key approach to increasing graduation rates and college and career readiness for our focal student groups identified as Orange and Yellow on the Graduation indicator (foster youth, English learners and long-term English learners, African American students, unhoused students, and students with

disabilities)—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, among others. Almost every high school, including 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 will be a major factor contributing to increases in the percentage of students who meet the criteria for “prepared” by completing a combination of A-G course requirements, Career Technical Education, and Dual Enrollment courses.

OUSD has stayed the course with a long-term investment and approach to developing Linked Learning Pathways citywide. With support from Measure N (reauthorized for 14 years starting in 2023-24 as Measure H), all OUSD high schools have further developed and expanded Linked Learning Pathways, and we continue to see a significant increase in pathway participation for students in Grades 10-12, from 44.9% in 2015-16 to 89.1% in 2024-25.

Our early years Linked Learning data showed that twelfth grade students in Linked Learning Pathways were more likely to graduate than their non-Pathway peers (90.7% Pathway twelfth grade graduation rate, 64.2% non-Pathway twelfth grade graduation rate in 2016), so the continued expansion and deepening of Linked Learning is a promising strategy for increasing graduation rates.

Strengthening A-G Course Offerings

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

- Streamlined high school master schedules and course offerings to eliminate credit-bearing courses that do not fulfill A-G requirements;
- Continued expansion of 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 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; and
- Increased parent engagement in academic activities to understand graduation and college eligibility requirements, including financial aid.

Reducing Disproportionality in College/Career Readiness for Foster Youth and Long Term English Learners, 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 foster youth and long term English learners, along with African-American students, unhoused students, and students with disabilities.

Improving Pathway Participation for Focal Student Groups

Over the past five 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 had caught up with the overall participation in recent years and increased to 82% in 2024-25 yet still below the 88.4% participation rate for all students. Participation rates for students with disabilities, while growing, remain well below the District average, with 81.3% of Grade 10 students with disabilities participating in pathways in 2024-25. In contrast, participation rates for foster youth are below the district average, with 72.9% of Grade 10 foster youth participating in pathways. (Notably, the small number of foster youth means that this rate can change significantly year to year.)

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 2024-25, 344 newcomer students entered District high schools for the first time, bringing the total for newcomer high school students to 1,206 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 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 many student subgroups also continue to lag significantly behind the average rate of 48.7% for all twelfth grade students in the 2023-24 cohort:

- 38.7% of African American students completed A-G requirements in 2023-24
- 43.2% of Latino students completed A-G requirements in 2023-24
- 40.9% of Pacific Islander students completed A-G requirements in 2023-24
- 28.6% of foster youth completed A-G requirements in 2023-24
- 31.3% of English learners completed A-G requirements in 2023-24
- 28.7% of students with disabilities completed A-G requirements in 2023-24
- 29.3% of unhoused students completed A-G requirements in 2023-24

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

Suspension

Across the district, out-of-school suspensions have decreased this year as compared to 2023-24. The total number of incidents decreased from 2,155 incidents last year down to 1,903 in 2024-25. While there is great progress, suspension rates for foster youth, foster youth with disabilities, African

American students, and African American students with disabilities remain higher than rates for any other student groups. In 2024-25, the overall suspension rate across the District was 3.5%. However, the suspension rate for foster youth was 18.3%, and for foster youth with disabilities, 31.4%. African American students were suspended at a rate of 8.8% overall, while 12.4% of African American students with disabilities were suspended, although these students comprised only 19% of the total District enrollment.

Chronic Absenteeism

Chronic absenteeism rates decreased from 31.9% in 2023-24 to 26.9% in May 2025 a significant decrease of 5%. We continue to see high rates of chronic absenteeism in specific student groups: Pacific Islander (54.2%); Latino (29.6%); African American students (38.9%); and English learners (29.2%) while White (12.6%) and Asian (11.2%) students are significantly less chronically absent. For schools that are performing at Yellow in Chronic Absenteeism and are significantly above the District Average in chronic absenteeism, case managers are being assigned as an emerging District strategy and an emphasis on building the capacity of case managers to improve attendance is the focus of this strategy.

Performance of Specific Student Groups and Schools

At the school level, the following schools and student groups have also been identified for improvement based on the 2023 Dashboard, which serves as the baseline year for metrics and actions in the 2024-27 LCAP.

Schools and Student Groups Identified for Low Performance

Student groups that received the lowest performance level at the District level on one or more indicators on the 2023 Dashboard included:

- Long-term English learners (ELA, Math, EL Progress, Suspension)
- Black/African-American students (ELA, Math, Suspension, Chronic Absenteeism)
- English learners (ELA, Math, EL Progress, Suspension)
- Foster youth (ELA, Math, Graduation, Suspension, College/Career)
- Latino students (ELA, Math, Suspension)
- Low-income students (ELA, Math, Suspension)
- Native American students (Chronic Absenteeism)
- Pacific Islander students (ELA, Math, Chronic Absenteeism)
- Students with disabilities (ELA, Math, Chronic Absenteeism)

Student outcomes for many of these groups improved in some or all of these areas based on the 2024 Dashboard, as reflected in the table that follows. Significantly, outcomes for Native American students, Pacific Islander students, low-income students, and students with disabilities all improved enough that there were no red indicators at all for these groups in 2024.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Yellow	Green	Yellow	Yellow	Green
English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Yellow
Long-Term English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Orange
Foster Youth	N/A	Yellow	Red	Red	Orange	Orange	Orange
Homeless	N/A	Yellow	Green	Red	Orange	Orange	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Orange	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Orange	Orange	Yellow
African American	N/A	Yellow	Red	Green	Orange	Orange	Yellow
American Indian or Alaska Native	N/A	Orange	Yellow	--	--	--	--
Asian	N/A	Yellow	Green	Green	Green	Green	Green
Filipino	N/A	Yellow	Orange	--	Green	Yellow	--
Hispanic	N/A	Yellow	Orange	Yellow	Red	Orange	Green
Native Hawaiian or Pacific Islander	N/A	Yellow	Yellow	--	Orange	Orange	--
White	N/A	Yellow	Green	Orange	Green	Green	Green
Two or More Races	N/A	Yellow	Yellow	Green	Green	Green	Green

N/A: Not Applicable

Schools Identified for Low Performance

In addition to the student groups identified at the district level for low performance, multiple schools received the lowest performance level for all students on one or more indicators on the 2023 Dashboard. These schools included:

- ACORN Woodland Elementary School (Chronic Absenteeism)
- Allendale Elementary School (Chronic Absenteeism)
- Bella Vista Elementary School (Chronic Absenteeism)
- Bret Harte Middle School (ELA, Math, Chronic Absenteeism)

- Bridges Academy at Melrose (ELA, Chronic Absenteeism)
- Brookfield Elementary School (ELA, Math, Chronic Absenteeism)
- Burckhalter Elementary School (Chronic Absenteeism)
- Castlemont High School (Math, Graduation, Suspension)
- Chabot Elementary School (Chronic Absenteeism)
- Claremont Middle School (Chronic Absenteeism)
- Cleveland Elementary School (Chronic Absenteeism)
- Coliseum College Prep Academy (Chronic Absenteeism)
- Crocker Highlands Elementary School (Chronic Absenteeism)
- Dewey Academy (College/Career Indicator, Graduation, Suspension)
- East Oakland Pride Elementary School (ELA, Math, Chronic Absenteeism)
- Edna Brewer Middle School (Chronic Absenteeism)
- Elmhurst United Middle School (ELA, Math, Suspension, Chronic Absenteeism)
- Emerson Elementary School (ELA, Math, Chronic Absenteeism)
- EnCompass Academy (ELA, Chronic Absenteeism)
- Esperanza Elementary School (ELA, Chronic Absenteeism)
- Franklin Elementary School (Chronic Absenteeism)
- Fred T. Korematsu Discovery Academy (Chronic Absenteeism)
- Fremont High School (ELA, Math)
- Frick United Academy of Language (ELA, Math, Chronic Absenteeism)
- Fruitvale Elementary School (ELA, Math, Suspension, Chronic Absenteeism)
- Garfield Elementary School (ELA, Math, Suspension, Chronic Absenteeism)
- Glenview Elementary School (Chronic Absenteeism)
- Global Family School (ELA, Math, Chronic Absenteeism)
- Grass Valley Elementary School (ELA, Math, Chronic Absenteeism)
- Greenleaf Elementary School (ELA, Chronic Absenteeism)

- Highland Community School (ELA, Math, Chronic Absenteeism)
- Hillcrest School (Chronic Absenteeism)
- Hoover Elementary School (ELA, Math, Chronic Absenteeism)
- Horace Mann Elementary School (Chronic Absenteeism)
- Sojourner Truth Independent Study (Math, College/Career Indicator, Graduation, Chronic Absenteeism)
- International Community School (ELA, Chronic Absenteeism)
- Joaquin Miller Elementary School (Chronic Absenteeism)
- La Escuelita Elementary School (Chronic Absenteeism)
- Laurel Elementary School (ELA, Chronic Absenteeism)
- LIFE Academy (Chronic Absenteeism)
- Lockwood STEAM Academy (ELA, Chronic Absenteeism)
- Madison Park Academy Upper (ELA, Math, Chronic Absenteeism)
- Madison Park Academy Primary (Chronic Absenteeism)
- Manzanita Community School (ELA, Math, Chronic Absenteeism)
- Manzanita SEED Elementary School (Chronic Absenteeism)
- Markham Elementary School (ELA, Chronic Absenteeism)
- Martin Luther King, Jr. Elementary School (ELA, Chronic Absenteeism)
- Melrose Leadership Academy (Chronic Absenteeism)
- Montclair Elementary School (Chronic Absenteeism)
- Montera Middle School (Suspension, Chronic Absenteeism)
- Oakland Academy of Knowledge (Chronic Absenteeism)
- Oakland High School (ELA, Math)
- Oakland International High School (Graduation)
- Oakland Technical High School (ELA)
- Peralta Elementary School (Chronic Absenteeism)
- Piedmont Avenue Elementary School (Chronic Absenteeism)

- Prescott Elementary School (Chronic Absenteeism)
- Ralph J. Bunche Academy (College/Career Indicator)
- Reach Academy Elementary School (ELA, Chronic Absenteeism)
- Redwood Heights Elementary School (Chronic Absenteeism)
- Roosevelt Middle School (Chronic Absenteeism)
- Rudsdale Continuation High School (ELA, Math, College/Career Indicator, Graduation)
- Sankofa United Elementary School (Math, Chronic Absenteeism)
- Sequoia Elementary School (Chronic Absenteeism)
- Skyline High School (ELA, Math)
- Street Academy (Suspension)
- Think College Now Elementary School (ELA, Chronic Absenteeism)
- Thornhill Elementary School (Suspension, Chronic Absenteeism)
- United for Success Academy (ELA, Math, Chronic Absenteeism)
- Urban Promise Academy (ELA, Math, Chronic Absenteeism)
- West Oakland Middle School (ELA, Math, Suspension, Chronic Absenteeism)
- Westlake Middle School (ELA, Math, Suspension, Chronic Absenteeism)

In addition to the districtwide and schoolwide challenges identified above, 74 schools had specific student groups identified within the school that received the lowest performance level on one or more indicators on the 2023 Dashboard. Due to the seven-day teacher strike in May 2023 and the resultant student absences, almost all District schools received a performance level of red, or very low, for chronic absenteeism. However, at 61 schools, at least one student group was identified for low performance on a Dashboard indicator other than chronic absenteeism. The complete list of schools and the student groups identified is available in the Required Actions Appendix.

Teacher Retention

Teacher retention continues to be a critical need for Oakland Unified because high rates of teacher turnover have a negative impact on the effectiveness of our professional development, new teacher support, teacher collaboration, and coaching resources. Teacher retention 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 learners, and foster youth. The majority of students in these groups also identify as Black, Latino, or Black Indigenous.

Overall Teacher Retention: Over the past 10 years, OUSD has had on average 2,398 teachers each year. The yearly retention rate has averaged 83% returning in any position and 81% returning as teachers each year. On average, 75.5% of our teachers return to the same school the following year, however, when you examine the three-year retention rate a significant issue emerges: the rate of returning teachers drops to 49.2%. These retention rates mean that we replace hundreds of teachers every year districtwide, 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)*

Staff Retention Survey: OUSD recently completed our annual Staff Engagement and Retention Survey in the Spring of 2025 and those results will be available in the Fall 2025. In Spring 2024, the survey included 258 teachers, 199 support staff, 75 Central Office staff and 20 certificated school leaders. At the time of the survey, about 74% of teacher respondents reported planning to stay in their current position, a decrease of 10% from last year. Approximately 8% of teachers who took the survey indicated they were planning to leave their position voluntarily.

Learning Recovery Emergency Block Grant (LREBG)

The district has unexpended LREBG funds for the 2025-26 school year which can be found in Goal 1, Action 1.1 (Strong Readers: Early Literacy & Secondary Literacy); Goal 1, Action 1.2 (Excellence in Science, Technology, Engineering, and Mathematics); Goal 2, Action 2.6 (Unhoused Student Achievement); Goal 2, Action 2.7 (Foster Youth Achievement); and Goal 3, Action 3.7 (Community Schools).

Our LREBG Needs Assessment revealed significant needs in the following areas:

- **English Language Arts (ELA):** Fifty-eight schools had Low or Very Low status levels for ELA based on the 2024 Dashboard. In response, Action 1.1 funds Literacy Teachers on Special Assignment at all schools with Dashboard statuses of Low or Very Low for ELA and Secondary Literacy Tutors at middle and high schools with Dashboard statuses of Low or Very Low for ELA. FTE is based on school enrollment. The action aligns with allowable fund uses in Area B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff or by providing professional development and coaching on the ELA/ELD Framework for California Public Schools.
- **Mathematics:** Fifty-nine schools had Low or Very Low status levels for Mathematics based on the 2024 Dashboard. In response, Action 1.2 funds Math Tutors at schools with Dashboard statuses of Very Low for Mathematics. FTE is based on school enrollment. The action aligns with allowable fund uses in Area B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- **Chronic Absenteeism:** Sixty-two elementary and middle schools had high or very high rates of chronic absenteeism based on the 2024 Dashboard. Because the Dashboard does not include an indicator for high school chronic absenteeism, high school status was assessed using state data available through DataQuest. An additional 13 schools had high rates of chronic absenteeism based on this data. In response, Action 3.7 funds additional Community School Managers (CSMs) at schools with Dashboard statuses of high or very high for Chronic Absenteeism. FTE

is based on school enrollment. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

- **Supports for Unhoused Students:** Districtwide, unhoused students have a Very Low status level for ELA, a Low status level for Mathematics, and a Very High status for Chronic Absenteeism, the three areas considered by the LREBG Needs Assessment. In response, Action 2.6 funds a centrally-based case manager for unhoused students to reduce case loads and provide added support. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- **Supports for Foster Youth:** Districtwide, foster youth have a Very Low status level for ELA, a Low status level for Mathematics, and a Very High status for Chronic Absenteeism, the three areas considered by the LREBG Needs Assessment. In response, Action 2.7 funds a centrally-based case manager for foster youth to reduce caseloads and provide added support. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Reflections: Technical Assistance

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

Oakland Unified currently receives technical assistance from the Alameda County Office of Education (ACOE). Our District met the criteria for differentiated assistance established as part of California's System of Support for local education agencies based on performance in each Local Control Funding Formula (LCFF) state priority area.

Under the LCFF statutes, districts are eligible for differentiated assistance based on:

- Student group performance in two or more LCFF state priority areas,
- Performance on local indicators in two or more priority areas, or
- A combination of student group performance in one state priority area and local indicator performance in one different priority area.

In 2023, OUSD had eight student groups identified for Differentiated Assistance given that they were at the lowest performance level: English Learners, low-income students, students with disabilities, African American students, Native American students, Latino students, and Pacific Islander students. As a result of improved outcomes on the 2024 Dashboard, seven student groups are no longer identified for Differentiated Assistance support, while foster youth remain a focal student group. We saw the following student outcome improvements on the 2024 Dashboard:

- +15.2 point increase in Distance from Standard in English Language Arts for students with disabilities
- +17.4 point increase in Distance from Standard in Math for students with disabilities
- +20.2 point increase in Distance from Standard in English Language Arts for African American students
- +17.4 point increase in Distance from Standard in Math for African American students
- 29.4 percentage point decrease in Chronic Absenteeism for English Learners
- 32.7 percentage point decrease in Chronic Absenteeism for Latino students
- 8.1 percentage point increase in Graduation rate for English Learners

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The federal Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Targeted and Additional Targeted Support and Improvement (TSI/ATSI) based on the criteria in California’s ESSA State Plan. The CDE uses the California School Dashboard (Dashboard) to determine school eligibility for CSI and TSI/ATSI.

Schools were designated for CSI based on low graduation rate if the combined four-and five-year graduation rate on the 2023 Dashboard was less than 68% when averaged over three years. Schools were also designated for CSI based on low performance if the school received Title I funds and, based on the 2023 Dashboard, had all red indicators; all red indicators except for one indicator of another performance color; or five or more indicators where the majority are red on a schoolwide basis. The following indicators were considered: English Language Arts/Literacy Indicator, Mathematics Indicator, English Learner Progress Indicator, Graduation Rate Indicator, Suspension Rate Indicator, Chronic Absenteeism Indicator, and College/Career Indicator

Beginning this LCAP cycle, the CDE will designate schools for CSI once every three years. Schools may exit CSI in Year 2 or Year 3 if they no longer meet the criteria, but no new schools will be designated.

The following schools remain identified for comprehensive support and improvement for the 2024-25 school year: Castlemont High School, Dewey Academy, Elmhurst United Middle School, Frick United Academy of Language, Sojourner Truth Independent Study, Martin Luther King, Jr. Elementary School, Oakland International High School, Ruidsdale Continuation School, and West Oakland Middle School.

The following schools initially identified in 2023 exited CSI based on their performance on the 2024 Dashboard: Bret Harte Middle School, Brookfield Elementary School, East Oakland Pride Elementary School, Emerson Elementary School, EnCompass Academy, Fremont High School, Fruitvale Elementary School, Garfield Elementary School, Global Family Elementary School, Grass Valley Elementary School, Highland Community School, Hoover Elementary School, Madison Park Academy Upper, Manzanita Community Elementary School, Markham Elementary School, Skyline High School, Street Academy, United for Success Academy, Urban Promise Academy, and Westlake Middle School.

Both Title I-funded and non-Title I-funded schools are eligible for TSI/ATSI if they were not designated for CSI and have one or more student groups that, for two consecutive years, meet the criteria described above for low performance. Schools will be designated for ATSI once every three years.

Support for Identified Schools

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

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

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

District-Level Stakeholder Engagement

Several district-level committees, including the Parent and Student Advisory Committee (PSAC) and the District English Language Learners Subcommittee (DELLS), review summaries of planned school investments in SPSAs across the district each year to understand trends and to study implementation and impact over time. These partners also provide input on needed district-level investments such as student social emotional and behavioral health staff and academic content experts funded 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 as they develop their annual School Plan for Student Achievement (SPSA) to examine student performance data, progress towards goals, implementation and effectiveness of current strategies, and needed adjustments to strategies. The SPSA also serves as the School Improvement Plan for CSI. Schools designated for CSI are coached by their network superintendents and by Central content area specialists to complete the 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 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 2024-25 worked with the school community in the spring of 2024 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. Due to the seven-day teachers' strike in May 2023 that pushed chronic absenteeism rates across the district to the lowest performance level, a record 29 schools were designated for CSI for the 2024-25 school year. Many of these schools are new to the CSI grant and needed additional support to understand the funding and the planning process. We also anticipate that some of these schools will exit CSI as their chronic absenteeism rates return to more typical numbers.

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 with large concentrations of low-income students, English learners, and unhoused youth 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 schools who serve concentrations of low-income students 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 (referred to as “late-arriving newcomers”) after the Census Day budget adjustments, meaning that these students do not bring additional funding with them to the school, but still require staff and service resources.

To begin to address these inequities, Oakland Unified funded the following actions during the 2024-25 school year, and continues to explore longer term solutions:

- The District allocated additional student support staffing to high-need schools based on the Unduplicated Pupil Percentage (UPP).
- The District funded reduced class sizes at schools with UPPs above 90%.
- The District funded 17.6 FTE in additional teachers to help meet the needs of late-arriving newcomers who arrive after Census Day.

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

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

- **School Day Credit Recovery:** CAR School Day Credit Recovery options began with one Algebra class for students in Grades 9 and 10. School Day Academic Recovery (AR) has expanded to engage students in Grades 9-12 and provides access to all History classes, Spanish 1 & 2, English 1-4, Algebra 1 and Geometry. School Day AR happens at two of OUSD's comprehensive high schools and enrolls some of Oakland's most vulnerable youth. School Day AR options are accessible to students because the courses are embedded into the school's master schedule during the instructional day. Students are able to cycle through courses at an accelerated pace and demonstrate mastery of core concepts as part of their regular school schedule.
- **Summer Healing & Academics 4 Kids (HACK) Program for Students in Grades 9 and 10:** During summer academic credit recovery, students participate in project-based and hands-on learning with engaging field trips, activities and internships relevant to their credit recovery courses in which they were enrolled. Summer HACK '24 enrolled over 105 students and averaged a 95% pass rate. Summer HACK 25 will host up to 150 ninth and tenth grade students at Life Academy this year. We will offer credit recovery options for: Algebra 1; Biology; English 1 & 2; Geometry; PE, and World History.
- **CAR Online Academic Recovery (COAR):** In addition to centrally-delivered credit recovery at school sites, the CAR team offers credit recovery online via zoom. Courses are offered for a period of ten weeks in Fall and Spring semesters. All OUSD high school students in Grades 10-12 can access the online classes, 80 students from eight high schools earned a C or higher in the following courses: Algebra 1; Geometry, English 1-3, World History, American Government, Economics, U.S. History, and Spanish 1 & 2.
- **Intensive Case Management for students in Alternative Education:** The Alternative Education Schools have a dedicated Case Manager that provides additional support with students in danger of failing by working in conjunction with the teacher of record. Providing guidance through 1:1 meetings, home visits, and tracking progress in order for students and families to stay up to date on the graduation status of students on their caseload.

The High School Network will continue to build out the credit recovery strategy for the 2025-26 school year to provide centrally managed credit recovery teachers and case managers to better support credit recovery needs at CSI-identified sites. CSI funds will be braided with Central Title funding to expand program eligibility to students at ATSI-designated high schools as well.

Monitoring and Evaluating Effectiveness

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

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

All schools in Oakland monitor the 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. Many of these metrics also appear in the School Plan for Student Achievement (SPSA). In addition, individual CSI schools are encouraged to identify additional metrics based on their specific need assessments and improvement strategies to track both implementation and effectiveness of their CSI plan actions. These vary widely given the diversity of needs in OUSD schools, but can include metrics such as teacher retention, percentage of teachers with full credentials, or percentage of families engaged with the school.

Ongoing Data Inquiry & Planning

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

Stakeholder Partnerships to Monitor CSI Plans

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

At the district level, the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees—the District English Language Learners Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC)—review and provide input on districtwide investments and strategies for improvement. Throughout the year, each group chooses areas of interest for “deep dives”

and invites District staff to present on districtwide and school-specific approaches to improving student outcomes and resulting outcomes in the focal area.

Central Staff Resources for CSI Schools

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

Engaging Educational Partners

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

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

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

Overall Engagement Approach

The district advisory committees of the Oakland Unified School District serve as the foundation of the LCAP engagement process. The general process described in this section applies to the LCAP Parent and Student Advisory Committee (PSAC), the District English Language Learners Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC). Committee members steer their own public processes in collaboration with staff. They fully embrace their role as representatives of families, students, and other OUSD stakeholders. This is reflected in their democratic election and decision-making structures, their messaging to community members, their monthly reporting segments at School Board meetings, and the open structure and process of their public meetings and activities. These committee members understand that they provide an essential forum for families, students, and other community members to shape the goals, metrics, actions, and investments that will be included in the LCAP, as well as to ensure their implementation and positive impact.

Committee members gather direct feedback from other families, students, and other stakeholders at public meetings or through other tools like surveys and fora. This feedback and ongoing collective reflection about their experiences as school leaders inform the annual priorities of committee members. Members identify those priorities at a retreat that takes place at the start of each school year.

Specific priorities are drawn from discussing the impact of past recommendations for the LCAP and from what was learned during the previous school year. The members then make sure that their adopted priorities remain in focus. They address those priorities within their Fall semester agendas that review the implementation of the LCAP and budget. Committee members also schedule separate meetings and study sessions with LCAP implementers to drill down on actions. Findings from the Fall and Winter allow members to set a direction for the Spring. Those findings also shape their comprehensive review of actions and investments for the new LCAP and budget. Members enter each Spring with a shared perspective of how successful (or unsuccessful) they have been in advancing their identified priorities.

The district committees of OUSD are deeply committed to ongoing reflection about their efficacy and impact. This commitment translates into numerous planning, check-in, and working group meetings that help to shape and strengthen what they discuss during public meetings. As public servants of the member-led process of committees, district staff attend these planning and working group meetings to provide members with timely information and support.

To inform and engage School Board directors, other district leaders, and the wider OUSD community, members of each advisory committee present monthly reports at ten regular meetings of the School Board, in addition to their presentation at the June public hearing for the LCAP. Outreach for the meetings and activities of the committees is ritualized and consistent. The OUSD community learns about these meetings and activities through a bi-weekly newsletter, mass text message reminders, email messaging, the main calendar of the OUSD website, postings on the LCAP page of the OUSD website, and through targeted outreach.

The public agendas, meeting documents, and recordings for all advisory committee meetings are available at ousd.org/LCAP.

EDUCATIONAL PARTNER(S)	PROCESS FOR ENGAGEMENT
LCAP Parent and Student Advisory Committee (PSAC)	<p>The LCAP Parent and Student Advisory Committee (PSAC) is the committee that most integrates the voices and perspectives of parent, student, staff, and community leaders across the Oakland Unified School District. PSAC gathers the work of school and district advisory committees, and connects to other engagement initiatives, to promote a unified process of study and advocacy.</p> <p><i>About PSAC</i></p> <p>PSAC is composed of up to 28 parent members, four from schools in each of the seven electoral districts of Oakland. Parent members are elected for two-year terms each fall by other parent leaders from school site committees. Up to nine student members of PSAC are elected by the student leaders of All City Council (ACC), the student government of OUSD. Two students serve as at-large members and seven represent an electoral district. Thirteen parent members elected to designated English Learner (EL) seats on PSAC also serve on DELLS.</p> <p>PSAC meets on the third Wednesday of each month from August to May with additional special meetings. After their August 2024 Goal-Setting Retreat, PSAC members conducted a total of 10 public meetings in 2024-25. They held 40 additional member meetings dedicated to planning, study, and reflection. They also participated in a November 2024 joint meeting with members of the other advisory committees.</p> <p>PSAC engages directly with the student LCAP directors from ACC, DELLS, the CAC, the FYAC, and the Latino Parent Advisory Group (LPAG) through a formal reporting segment at the monthly PSAC meetings and through PSAC members who act as liaisons to other advisory committees. Additionally, up to nine members from ACC can be elected by other ACC student leaders to serve as voting members of PSAC, two at-large and one from each of the seven electoral districts of Oakland. Thanks to these reports and to formal connections across several of the governance bodies, the members of PSAC were able to reflect the work of other committees within their recommendations for the LCAP.</p>

2024-25 PSAC Engagement Process and Priorities

Initially, at the start of the 2024-25 school year, PSAC identified the following committee priorities:

- 1) Continue to advocate for full implementation of the June 2022 recommendations for shared decision-making with committee members at the school and district levels.
- 2) Ensure that a parent member from the School Site Council (SSC) or Site English Language Learner Subcommittee (SELLS) of each school attends PSAC meetings.
- 3) Secure the participation of network superintendents in PSAC meetings so that they can engage with the members and with families from all schools.
- 4) Update PSAC's bylaws to increase the ways in which parents can become members.

Despite early efforts to promote their identified priorities, the members of PSAC were quickly pulled into a fast-moving districtwide conversation about possible school closures/mergers that coincided with the Fall 2024 elections season. PSAC's involvement in the conversation about school closures/mergers began in August within an Ad Hoc Committee to propose metrics that could guide any plan for the closure or merger of schools in OUSD under AB 1912 and CA Education Code, Section 41329. Barely coming out of their 8/17 goal-setting retreat, PSAC members were asked to send representatives to Ad Hoc Committee in-person meetings on 8/21, 8/26, and 9/4. These three meetings did not allow sufficient time for participants to develop unified recommendations to the School Board and other district leaders.

At the heels of their own September process to elect new members to vacancies in the committee, PSAC gathered district leaders into their October planning and public meetings so that they could, again, highlight their priorities, and so that they could clarify OUSD's budget challenges. Yet, by the first week of November, PSAC was placed in the impossible position to respond to a proposal for school/closures and mergers even as they prepared to review a proposal for specific budget adjustments for the 2025-26 LCAP/ budget—all within the same month. Those closures/mergers were listed within the proposal for budget adjustments as a source of savings that would reduce OUSD's deficit and that would allow for greater investments in the actions of the LCAP.

Recognizing the magnitude of these converging conversations and decisions, PSAC members joined a cross-committee emergency meeting on November 12th that was spearheaded by members of the Community Advisory Committee for Special Education. At that emergency meeting, committee members developed the following joint statement for the November 13th School Board Meeting: tinyurl.com/mwz7esc7.

These were the main messages of the joint statement developed in collaboration by members from three advisory committees: the CAC, DELLS, and PSAC.

2024-25 PSAC Statements

PSAC Statement: The Recommendation for School Mergers and the Related Equity Impact Analysis

“The equity impact analysis in the proposal to merge 10 schools is incomplete and insufficient. OUSD is not in the position to prevent great harm for specific groups of students. The analysis does not include qualitative evaluations of how schools serve specific populations of students” and “determinations of how the planned actions will maintain or exacerbate the segregation or isolation of particular demographic groups.” Additional data points [as listed] must be included in the analysis to better reflect the demographic make-up of each school, analyze how that demographic make-up arose, and understand the impact of actions on particular groups of students.

OUSD must define school stability and belonging for all students in collaboration with families. This includes identifying related metrics and committing to using them. Any proposals must begin with the assumption that each and all students can remain with their peers. OUSD schools must be designed to serve all OUSD students.

We must work together to clarify what size of school population is most protective to high need students, even as we seek to increase the sustainable use of resources across schools. No matter their location, a few schools function as places of refuge and of last resort for these students.

OUSD must draw lessons from its history of school design, re-design, mergers, and closures in developing this analysis. Any attempt to complete the analysis must be made in consultation and collective dialogue with the families at the impacted schools and in partnership with the advisory committees that represent them.”

PSAC Statement: The Proposed Budget Adjustments and Related Context

“We need full dialogue with the staff and other leaders who developed the proposals for budget adjustments and who will oversee their implementation. We must all clarify how the named reductions and adjustments will impact schools and students. That requires a stated commitment from Board directors and administrators to engage in public two-way dialogue with us as collectives.

We aim to protect the students who have been most neglected and who will be most harmed by the loss of programs and resources. In doing so, we ask that you focus on disabled students with Moderate and Extensive Support Needs, especially those who are members of other focal student groups. Our experience this Fall of 2024 was not a dialogue. Timelines for decision-making must be explained well in advance, must make sense to everyone, and must include clear information and time to weigh in.

OUSD must face and express the historical implications of decisions about charters, open enrollment, the design and

marketing of particular district schools, and of the practices that have diminished our capacity to act as a unified school district for all students, even now.

Many of us are favorable to more centralized budgeting. We do not approve the lease of properties to charter schools. We do support using vacant properties to develop low income and below market rate housing for teachers and families. We also support housing for transitional age youth and a hub for services geared to them.”

The proposal for closures/mergers was not taken up by the School Board at its December 11th meeting. At the same Board meeting, a list of budget adjustments known as Attachment C were adopted.

PSAC members then pivoted quickly to helping families, students, and other stakeholders make sense of the recently adopted adjustments. They reviewed and discussed them at their December 18th meeting.

In January of 2025, PSAC lead delegates met to reflect on the Fall 2024 experiences of the committee and to develop a proposal for what would be the committee’s focus in Spring 2025. PSAC took up the following questions to guide their work in Spring 2025 and to determine the focus of each public meeting:

- **January:** What budget proposals did the Board just adopt in December? Which are the easiest to understand? Which are the most unclear or complicated? Which proposals will bring about the most significant changes? [Participants choose proposals to discuss in greater depth in February]
- **February:** What will change for schools after May 2025? How will the budget reductions and adjustments look and feel at schools? [School case studies to illustrate changes]
- **March:** Which services will go from budgeted at the school level to being budgeted centrally for the school year 2025-26? How will those services be managed? What are some suggestions for doing so? [Conversation with principals based on a survey sent to principals]
- **April:** How did our Local Control and Accountability Plan change as a result of the budget reductions and changes that were adopted this Winter?
- **May:** What are possible revisions for the 2025-26 Local Control and Accountability Plan? [Choice of specific focus areas for study based on survey of PSAC members]

PSAC’s June 2025 recommendations reflected their findings from the study of these questions. Their recommendations placed a strong emphasis on clarifying criteria for the allocation of funding and positions, on clarifying the role of specific staff, on accounting for specific types of revenues and expenditures within the LCAP, and on evidence of which students are gaining access to particular types of support.

	<p>Nine of PSAC’s recommendations relate to all or multiple actions within the LCAP. Five relate to specific actions. These are the specific LCAP actions that PSAC studied in greatest detail:</p> <ul style="list-style-type: none"> ● 1.1 Strong Readers: Early Literacy and Secondary Literacy ● 1.2 Excellence in Science, Technology, Engineering, Mathematics ● 1.7 College and Career for All ● 1.9 Data-Driven Decision-Making ● 2.4 Support for Students with Disabilities ● 2.8 English Learner Achievement ● 2.11 Alternative Education ● 3.1 Safe and Welcoming Schools ● 3.6 Youth Engagement and Leadership ● 3.8 Quality Learning Environments <p>To review the full text of PSAC’s recommendations for the 2025-26 LCAP as adopted at their 5/15/23 public meeting, follow this link: tinyurl.com/ycycb5ds For the full text of the recommendations that PSAC made in June 2024 for the 2024-25 LCAP: tinyurl.com/42bsjd2z For PSAC’s recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting: tinyurl.com/y2pjtrfa (slide 9).</p> <p>The Superintendent’s responses to the Recommendations of the District Advisory Committees can be found here:</p> <p>PSAC and its advisory committees have asked that the responses and information requested within each of the recommendations be incorporated into the LCAP in the appropriate sections. They stated that, when it is not possible to do so, a document containing the information be attached to the LCAP as an appendix. They also requested that each document attached as an appendix be clearly referenced and linked within the appropriate section(s) of the LCAP.</p>
<p>District English Language Learners’ Subcommittee (DELLS)</p>	<p>The District English Language Learners Subcommittee (DELLS) is currently made up of 15 parents/caregivers from 13 OUSD schools speaking five different languages—Spanish, Arabic, Cantonese, Mam, and English. All DELLS members also serve on Site English Language Learner Subcommittees (SELLS) at their schools or as EL representatives on School Site Councils.</p> <p>Up to 13 members of DELLS can serve on PSAC and are elected during the September PSAC elections by other parents of English learners serving on School Site Councils (SSCs) or SELLS. In addition to this, one EL parent representative from each OUSD school can become a member of DELLS but does not serve on PSAC. DELLS meets regularly on the fourth Thursday of each month from August to May, excepting holidays.</p>

	<p>DELLS members participated in the August 2024 Goal-Setting Retreat, conducted seven public meetings in 2024-25, participated in a November joint meeting with members from other advisory committees, and held a Language Access Fair in August 2025 to launch their new year of committee study and advocacy by directly advancing one of their priorities.</p> <p>This was the published purpose of the DELLS Language Access Fair: "... to celebrate our linguistic diversity, learn about language access rights, and appreciate the work of OUSD's interpreters and translators. The event also features an exhibit hall where community partners who prioritize language access can share their exceptional multilingual services with OUSD families."</p> <p>DELLS also held 13 additional member meetings dedicated to planning, study, and reflection and hosted one separate working group that met monthly from August until May. The working group brought together committee members, district-level Family Engagement staff, and staff from the Office of Strategic Resource Planning (in charge of compliance with laws and regulations related to English Learner programs). The working group sought to promote the DELLS goal for schools to establish freestanding ELL committees with authentic voice and decision-making for families of English Learners.</p> <p>During the 2024-25 school year, DELLS maintained the same priorities as in 2023-24. The committee sought the following:</p> <ul style="list-style-type: none"> • Proof that ALL English Language Learners are getting Designated English Language Development (ELD) at their level including all disabled English Language Learners and newcomers. • Strong Site English Language Learner Subcommittees (SELLS) with authentic voice and leadership from families of English Learners. Stopping the practice of School Site Councils absorbing SELLS and weakening their role. • Finding out if OUSD is meeting the language access needs of all English Language Learner families. Getting additional interpretation and translation to support the needs that we already know exist. <p>Their monthly meetings reflected their priorities for 2024-25. Here is a snapshot of what they discussed and undertook:</p> <ul style="list-style-type: none"> • September: discussed basic start of year data about English Learners, rights to interpretation & translation, requirements for Site ELL Subcommittees, and content of annual Parent Notification Letters • October: Discussed requirements for reclassification of English Learners as proficient in English; launched Needs Assessment Survey for Families; first Meeting of DELLS Working Group on Site ELL Subcommittees • November: Reviewed Board and staff proposals to reduce OUSD's deficit; developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact • January: Increased membership in the committee; discussed language programs in OUSD along with our rights to request them and to advise on their development
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- **February:** Discussed results of our Needs Assessment Survey for Families; launched new segment for reports from school representatives; learned about: protections for immigrant and refugee students, budget development process and impact on support for English Learner students
- **March:** Learned about summer programs and how to enroll; discussed progress on administering the ELPAC to students; learned about requirements to teach English Learners (the EL Authorization)
- **April:** Discussed outcomes on LCAP indicators for English Learners and related actions; discussed our June 2024 recommendations for the LCAP and developed follow-up recommendations

Committee members have become more specific in the questions and requests that will support their ongoing priorities as OUSD enters the second year of the 2024-27 LCAP. These are the recommendations as presented to the School Board on 6/11/2025:

- 1) Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners. This must become a required practice across roles and levels whenever data is used, including within the LCAP. Basic disaggregated data for English Learners: by disability/Special Education status, by home language, by program.
- 2) Identify an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to [ahead of] reclassification. Explain how it will be used and monitored, how often, and by whom.
- 3) Describe in the 2025-26 LCAP current strategies and related investments to increase and improve access to language translation and interpretation. We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need. Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP.
- 4) We celebrate progress on one of our priorities: Establishment of freestanding Site English Language Learner Subcommittees (SELLS) at schools. We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to this priority.
- 5) Identify a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level. This includes all English Learners with IEPs and all newcomer students. We do not have data that demonstrates access to daily designated English Language Development (ELD) for students enrolled in Special Day Classrooms. We also need data to demonstrate that all elementary ELL students are receiving daily designated ELD.

	<p>To review the full text of DELLS recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendation can be found after the ones made by the LCAP Parent and Student Advisory Committee. The full text of their June 2024 recommendations can be found on page 31 of this linked document: tinyurl.com/42bsjd2z</p> <p>The DELLS recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 35).</p>
Foster Youth Advisory Committee (FYAC)	<p>The Foster Youth Advisory Committee (FYAC) is currently composed of 13 members: three parents/caregivers, three representatives of community organizations or agencies that provide direct services to foster youth, the four staff of OUSD Foster Youth Services, and three other OUSD staff. FYAC meets regularly on the last Tuesday of each month from August to May, excepting holidays.</p> <p>FYAC members conducted a total of nine public meetings in 2024-25. They held eight additional member meetings dedicated to planning, study, and reflection. Along with representatives of the other district advisory committees, FYAC members offered monthly reports at School Board and PSAC meetings. They also presented formal recommendations at the LCAP public hearing.</p> <p>FYAC chose to focus its 2024-25 work on decreasing suspensions for foster youth, particularly disabled foster youth with IEPs. By the end of the 2024-25 school year, the percentage of foster youth without IEPs that were suspended stood at 11.8% and the percentage of suspended foster youth with IEPs stood at 31.4%. The combined percentage for both groups is 18.3% as of June 4, 2025. These rates have been steadily increasing since the return to in-person instruction after the Covid pandemic.</p> <p>The committee collaborated with staff from Attendance and Discipline, Community Schools and Student Services, Foster Youth Services, and Special Education to develop actions that could reduce suspensions. Jointly, they developed policies to protect foster youth that were presented to the School Board as their recommendations for the LCAP.</p> <p>Those policies were adopted by the School Board on June 11, 2025, a much anticipated success for the committee. Here is the link to the policy recommendations as adopted: https://ousd.legistar.com/gateway.aspx?M=F&ID=116664.pdf</p> <p>FYAC requests that, after adoption, the following take place:</p> <ul style="list-style-type: none"> ● Reflect that the policy was adopted within the descriptions of the following LCAP actions, among others: <ul style="list-style-type: none"> ○ 3.1 Safe and Welcoming Schools ○ 3.2 Multi-Tiered Systems of Support, Social Emotional Learning and Restorative Practices

	<ul style="list-style-type: none"> ○ 2.7 Foster Youth Achievement ● Identify and describe within the LCAP any initial actions and strategies to implement the policy. ● Amend the text related to suspensions within the introduction to the LCAP to reflect that foster youth have the highest suspension rates within OUSD, with foster youth IEP having much higher suspension rates than their foster youth without IEPs. <p>To review the full text of FYAC's recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendations can be found after the ones made by the Community Advisory Committee for Special Education. The full text of their June 2024 recommendations can be found on page 36 of this linked document: tinyurl.com/42bsjd2z. The FYAC's recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 85).</p>
Community Advisory Committee for Special Education (CAC)	<p>The Community Advisory Committee for Special Education (CAC) is composed of up to 25 members, the majority of whom must be parents or guardians of disabled students with IEPs. CAC members are elected by their peers to advise on both the Local Plan for Special Education and the Local Control and Accountability Plan. They undertake detailed study of both plans and seek their integration. The CAC has one member who also serves as a liaison to the PSAC, one who serves DELLS, and one on the FYAC.</p> <p>The CAC meets regularly on the second Monday of each month from August to May, excepting holidays. CAC members. Along with representatives of the other district advisory committees, they offer monthly reports at School Board and PSAC meetings. They formally presented their recommendations for the LCAP to the School Board at the LCAP public hearing and made separate recommendations for the Special Education Local Plan (SELPA).</p> <p>CAC members participated in the August 2024 Goal-Setting Retreat, conducted 10 public meetings in 2024-25, hosted a School Board Candidates Forum in October of 2024, and spearheaded a November joint meeting with members from other advisory committees. They held 13 additional member meetings dedicated to planning, study, and reflection and hosted two separate working groups that met monthly from August until May. One working group of CAC members collaborated with the Middle School Network to implement actions to reduce suspensions for disabled Black students in middle school and to monitor the impact of those actions. The second working group of CAC members collaborated with leaders from the Talent Division to improve the hiring and retention of Special Education staff. In 2024-25, they focused on Special Education support staff. Together, they crafted content for study at two CAC meetings. The group also hosted two listening circles for paraeducators to connect to the direct lived experience of staff and to gather their perspectives.</p> <p>CAC members also attended meetings of the Measure N/H commission regularly to advocate for Linked Learning funding for</p>

students in the Young Adult Program (YAP) and to promote equal access to Linked Learning funding/programming for all disabled students, including those attending Special Education classrooms and those with extensive support needs.

While this advocacy yielded funding for YAP in 2025-26 and some retroactive funding from 2023-24 and 2024-25 (a great success for the CAC), this happened after a decade of no Measure N/H funding for YAP students. The CAC also helped to identify grave gaps in access for high school students with IEPs that they will continue to address in 2025-26.

The CAC seeks a more inclusive LCAP to promote a more inclusive OUSD. Their first four recommendations ask that the Superintendent, the School Board, and other district leaders explain how the 2025-26 LCAP will help to:

- 1) a) Increase and/or improve disability-related services for students: This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.
b) Promote equitable access to disability-related services and support for disabled students who are also Low Income, English Learners, Foster Youth, etc.
- 2) Ensure access for disabled students to the supplementary/targeted services that they are eligible to receive based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.
- 3) Support greater disability accessibility (universal design) across programs and services: Disabled students are entitled to participate in all the educational and social experiences that their non-disabled peers enjoy. Those experiences must be made accessible by design.

The members of the CAC requested that specific actions, strategies, and investments be identified within each of the explanations.

Five 2024-25 initiatives of the Community Advisory Committee for Special Education relate to distinct areas of the LCAP. The recommendations of the CAC for the 2025-26 LCAP were developed to support their current initiatives. Those initiatives are:

- 1) Ensure access for disabled students to a community schools experience (with related services and experiences), and to overall school belonging, by stopping the practice of removing disabled students from their schools in the middle of a grade-span to close or re-purpose their classrooms.
- 2) Improve access for disabled students to academic and socioemotional supports outside of Special Education that their non-disabled peers enjoy (focus: afterschool programs, athletics, visual and performing arts, linked learning). This initiative connects to a Board Resolution that was adopted in June of 2021.
- 3) Continued implementation of the plan to reduce the highly disproportionate suspensions of disabled Black students in middle school (collaboration with the Middle School Network).

	<p>4) Sufficient special education staffing for disabled students with IEPs: Recruitment and Retention of special education teachers, paraprofessionals, and Instructional Support Specialists (in collaboration with the Talent Division).</p> <p>5) Improve access for Young Adult Program students and other disabled students with IEPs to all Linked Learning programs and resources; especially to career-exploration, work-based learning, Career-Technical Education, and internships.</p> <p>The members of the CAC also requested that the Superintendent clarify responses to their June 2024 recommendations and that they follow up on specific commitments made to the committee at that time. Their requests for clarification and follow-up related to the following LCAP actions:</p> <ul style="list-style-type: none"> • 1.1: Strong Readers: Early Literacy and Secondary Literacy • 1.4: Visual and Performing Arts • 1.7: College and Career for All • 1.9: Data-Driven Decision-Making • 2.4: Support for Students with Disabilities • 3.1: Safe and Welcoming Schools • 3.6 Youth Engagement and Leadership (Athletics) • 4.1: Diverse and Stable Staff <p>To review the full text of CAC’s recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendations can be found after the ones made by the District English Language Learners Subcommittee. The full text of their June 2024 recommendations can be found on page 23 of this linked document: tinyurl.com/42bsjd2z The CAC’s recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 46).</p>
<p>All City Council (ACC)</p>	<p>Student members of the All City Council (ACC) also met throughout the year to engage middle and high school students in the District about ways to improve school conditions. In 2024-25, the ACC held four general high school meetings with students from 11 high schools and four general middle school meetings with students from seven middle schools.</p> <p>ACC student feedback included the following:</p> <p>Student & Staff Relationships</p> <ul style="list-style-type: none"> • Hold more events/opportunities for students to connect with staff/teachers to build community and space for more

joy to improve student connection to school and achieve better academically.

- Consider introducing “chilling days”—days for community building with staff/teachers. Students want a connection to their teachers and want to know their teachers care about them and their success.

Culture & Climate

- Foster more school spirit. Students at smaller schools want to see more events like pep rallies and sport teams.
- Better implement restorative justice (RJ) at all schools. RJ is not consistent at schools across the district.
- Incorporate more physical movement into classes, with community building activities like icebreakers and games.
- Encourage teachers to show up for school events and participate and show support.

Academic Rigor

- Classes at some schools seem too easy, without enough effort required.
- Dual enrollment is a great opportunity to prepare for college and can help motivate students.
- There is a need for more classes that are academically rigorous.

College & Career

- Provide more pathway choices, especially in areas such as engineering, sports, hospitality, architecture, business, and culinary.
- Offer events targeted towards careers, including career days, field trips to a variety of offices and job sites, guest speakers from different professions, and shadow days to shadow professionals with jobs students are interested in.
- Offer college tours of different colleges, rather than the same schools every year.

Safety

- Address issues like gambling on school grounds.
- Vaping/smoking on campus is a concern.
- Some schools have school fights that must be addressed.

Facilities

- Bathrooms are dirty and used for vaping, so students are “holding it” all day at some schools.
- School maintenance is needed: focus on cleanliness and updates to facilities.
- The District should better stock classrooms so that there is less burden on teachers to provide school supplies.

	<p>Teacher Retention</p> <ul style="list-style-type: none"> • Teacher turnover/instability remains a huge problem. • Students can't build relationships with teachers because they don't stay long enough.
School and Central Office Staff	<p>The District also offered engagements for principals, teachers, classified staff, and Central Office leaders in a series of four listening sessions to gather input on needed adjustments to investments moving into the second year 2024-27 LCAP. Typically these engagements are held in April. However, in 2024-25 there were ongoing labor negotiations throughout the spring culminating in a planned teachers' strike in early May that created a challenging environment for hosting listening sessions. The engagements were consequently postponed until after the District reached an agreement with the Oakland Education Association. This meant that the listening sessions landed in the final weeks of the 2024-25 school year, so they were not well attended in comparison to prior years, with little feedback provided.</p> <p>However, some of the input provided in spring 2024 highlighted persistent needs that remain relevant for 2025-26:</p> <ul style="list-style-type: none"> • There is a continued need for additional interpreters to support Spanish-speaking families. There are many fewer schools required to translate into Mam, Arabic, or Cantonese, leading to imbalanced work loads for staff. • Interpreters need proper training to ensure that parents can have a meaningful conversation. They often serve as a key connection to educational services for their students so must be supported to be able to engage all parents effectively, especially in IEP meetings. • The District must do a better job understanding whether our investments are actually improving student outcomes, particularly for work that is contracted out to the same vendors year over year. • There should be more robust staff and family engagement in the programmatic elements of the budget to ensure that the District gets the investments right. This is especially high stakes as OUSD comes out of state receivership. • There is a need for resources to support more in-person District and site level family and staff engagement.
Labor Partners	<p>Representatives of the District's labor partners worked with District staff throughout the 2024-25 school year to identify priority areas for labor negotiations, some of which are reflected in approved bargaining agreements. Among the priority areas identified in these agreements are:</p> <ul style="list-style-type: none"> • Preservation of STIP Subs: Labor partners asked that the district fund-a minimum of 65.0 FTE STIP (Substitute Teacher Incentive Program) Teacher positions for the 2025-26 school year and prioritize the assignment of these staff to high needs schools as site-based positions. • 11-Month Teachers at Hard-to-Staff High Schools: Teachers at Castlemont, Fremont and McClymonds High Schools

	<p>will continue to have 11-month assignments through the end of the 2025-26 school year using supplemental and/or concentration carryover funds.</p> <ul style="list-style-type: none"> ● Nurses: Nurse positions eliminated due to lack of funding should be restored if funding becomes available. <p>Feedback provided by labor partners in the the spring of 2024 at the start of this three-year LCAP cycle also included the following areas of ongoing focus and improvement:</p> <ul style="list-style-type: none"> ● Labor partners need time to spend with the draft LCAP and budget well in advance of the feedback session to authentically provide input. They also need to understand the full universe of funding available to the district in order to be able to prioritize investments. ● Many schools do not effectively engage staff and SSCs in development of their SPSA needs assessments and budgets. ● It is not always clear whether investments are effective; this should be part of the conversation as the District determines what to continue or discontinue. ● It would be helpful to have the full LCAP budget in dashboard format. ● It often seems like SSCs rubber stamp school budgets and do not actually have a voice in decisions. ● The District needs to be transparent about how each funding resource can be used and how decisions are made about how to allocate Centrally-funded dollars and positions.
Educational Partners at Equity Multiplier Schools	<p>Site leaders at schools that District staff expected would be designated to receive Equity Multiplier funds were notified in January 2025 that they might receive and should plan for these funds. Awards were confirmed in late February 2025 following the official notice from the California Department of Education. School leaders were asked to notify their school communities and to use their late winter SSC and staff meetings to engage staff, families, and students about potential uses of the funds to address identified student needs. To document this engagement, schools were required to submit evidence that they had agendized the Equity Multiplier at an SSC meeting. They were also asked to provide notes outlining the discussion with educational partners before the funds could be allocated. Central staff held consultation sessions with school leaders to ensure that proposed uses of the funds were evidence-based strategies to improve student outcomes and that schools were not supplanting existing spending. Central staff also provided school leaders with a slide deck to use to educate their school communities about the Equity Multiplier grant, its uses, and its requirements. Once they had collected ideas and input from SSC members and meeting attendees on how funds should be used to address identified needs, they were asked to share the final decisions on what to fund before asking the SSC to vote to recommend the School Plan for Student Achievement (SPSA) for Board approval.</p>

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

In response to the recommendations from educational partners throughout the LCAP update process, the District has articulated steps to begin to implement many of the policy suggestions from both staff and from the PSAC and its subcommittees. Among these changes are the following:

- Restored 11-month teacher positions at Castlemont, Fremont, and McClymonds high schools using one-time LCFF Supplemental & Concentration carryover funds.
- Restored twelfth month of Community School Manager position districtwide using one-time LCFF Supplemental & Concentration carryover funds.
- Restored teachers for late-arriving Continuation students using one-time LCFF Supplemental & Concentration carryover funds.
- Added additional detail and links to funding formulas and school allocations throughout the document.
- Updated the suspensions data in the LCAP narrative to ensure that the LCAP accurately reflects the student groups with the highest need.

Details on which staff members hold this work and what implementation steps are planned for the 2025-26 school year can be found in the full response to the recommendations at <https://www.ousd.org/lcap>.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning):** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities
- Priority 2: State Standards (Conditions of Learning):** Implementing California’s state academic standards, including the California Content Standards in English language arts and math, Next Generation Science Standards, English language development, and other content area standards.
- Priority 4: Pupil Achievement (Pupil Outcomes):** Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness
- Priority 7: Course Access (Conditions of Learning):** Ensuring that all students have access to a broad course of study that prepares them for college and career in all required subject areas, including mathematics, history and social studies, ethnic studies, science, visual and performing arts, health, physical education, career technical education, and other areas.
- Priority 8: Other Pupil Outcomes (Pupil Outcomes):** Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 1 encompasses our academic approach to Tier 1 instruction as we work to provide a comprehensive, quality instructional program to all students. We believe that all students, regardless of current skill or circumstance, can develop the academic, creative, and life skills to become college, career, and community ready. In all classrooms, students are engaged in daily tasks that require them to practice essential skills articulated in the standards and in line with our graduate profile. Woven into all of these daily tasks across subject areas are opportunities for students to practice language and literacy by reading complex texts, having academic discussions, and writing with evidence. Instruction that focuses on the language demands of tasks and texts deepens students’ content understanding and develops their ability to read, write and speak in ways appropriate to the discipline, task, and audience.

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

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

We monitor our progress by implementing a Multi-Tiered System of Support (MTSS) within our schools. MTSS is not a new concept to our District. However, practices currently vary widely from school to school, so deepening our MTSS work is a major focal point for this upcoming cycle of our LCAP. Our approach in high school is Linked Learning, which has already demonstrated effectiveness through higher graduation rates and more student engagement in learning. Key strategies within Linked Learning include: Project-Based Learning (PBL), Career Technical Education (CTE), Work-Based Learning (WBL), and comprehensive student support. The rigorous, relevant, and supported learning experiences that are a hallmark of our Linked Learning career pathways are also reflected in all TK-12 instruction.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy, as measured by the average distance from standard (points above or below standard) without participation penalty.	-52.7	-54.5	--	-31.7	-1.8
1.1.2	Increase the percentage of kindergarteners reading mid or above grade level on the spring administration of the i-Ready reading assessment.	33.8%	38.5%	--	39.8%	+4.7%
1.1.3	Increase the percentage of first graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	32.0%	33.1%	--	38.0%	+1.1%
1.1.4	Increase the percentage of second graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	30.5%	31.1%	--	36.5%	+0.6%
1.1.5	Increase the percentage of third graders reading mid or above grade level on the spring administration of the i-Ready reading assessment.	28.6%	29.2%	--	34.6%	+0.6%
1.1.6	Increase the percentage of students in Grades 3-5 reading three or more years below grade level who meet their annual stretch growth goal, as measured by the i-Ready reading assessment.	15.8%	19.9%	--	25.8%	+4.1%
1.1.7	Decrease the percentage of students in Grades 6-8 reading three or more years below grade level on the spring administration of the iReady reading assessment.	36.7%	39.4%	--	30.7%	+2.7%
1.1.8	Decrease the percentage of students in Grades 9-11 reading three or more years below grade level on the spring administration of the iReady reading assessment.	70.0% [‡]	70.0%	--	66.0%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.2.1	Improve performance on the SBAC state assessment in Mathematics, as measured by the average distance from standard (points above or below standard) without participation penalty.	-83.0	-83.9	--	-68.0	-0.9
1.2.2	Improve performance on the California Science Test (CAST), as measured by the average distance from standard (points above or below standard) without participation penalty.	-20.6	-21.5	--	-11.6	-0.9
1.3.1	Increase the percentage of areas in the Self-Reflection Tool for Priority 2: Implementation of State Standards that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability).	26.1%	17.4%	--	52.2%	-8.7%
1.3.2	Increase the percentage of English learners in Grades 6–12 who are required to take English Language Development who are also enrolled in an elective class.	43.9%	<i>Not yet available</i>	--	100.0%	<i>Not yet available</i>
1.4.1	Increase the number of elementary visual and performing arts (VAPA) positions districtwide.	38.11	45.15	59.10	55.00	7.04
1.5.1	Increase the number of three- and four-year-old children who are enrolled in District-run early childhood and transitional kindergarten programs.	1724	1987	--	2300	+263
1.6.1	Increase the number of students attaining biliteracy pathway awards in dual language schools.	665	537	--	700	-128
1.6.2	Increase the number of students completing the seal of biliteracy annually.	181	243	--	275	+62
1.7.1	Increase the combined four- and five-year graduation rate as reported on the California School Dashboard.	75.0%	80.6%	--	81.0%	+5.6%
1.7.2	Reduce the high school cohort dropout rate.	13.9%	10.0%	--	10.9%	-3.9%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.7.3	Increase the percentage of students who graduate prepared for college and career, as measured by the California College/Career Indicator.	37.9%	43.4%	--	43.9%	+5.5%
1.7.4	Increase student career pathway participation rate for Grades 10-12.	88.0%	90.8%	--	94.0%	+2.8%
1.8.1	Increase the percentage of Grade 12 graduates completing courses that satisfy the requirements for career technical education sequences, as reported through the California School Dashboard.	23.4%	30.7%	--	29.4%	+7.3%
1.8.2	Increase the percentage of Grade 12 graduates completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	41.1%	46.5%	--	47.1%	+5.4%
1.8.3	Increase the percentage of Grade 12 graduates completing both A-G requirements with a grade of C or better and career technical education sequences, as reported through the California School Dashboard.	18.4%	16.5%	--	24.4%	-1.9%
1.8.4	Increase the percentage of Grade 12 students who have passed an Advanced Placement exam with a score of 3 or higher.	13.1%	15.1%	--	19.1%	+2.0%
1.8.5	Increase the completion rate for the FAFSA (Free Application for Federal Student Aid).	69.0%	60.1%	--	78.0%	-8.9%
1.9.1	Increase the percentage of schools with 95% or more of eligible students participating in the state Smarter Balanced (SBAC) assessment in English Language Arts/Literacy.	57.7%	72.7%	--	100.0%	+15.0%
1.9.2	Increase the percentage of schools with 95% or more of eligible students participating in the state Smarter Balanced (SBAC) assessment in Mathematics.	52.6%	74.0%	--	100.0%	+21.4%
1.9.3	Increase the percentage of schools with 95% or more of eligible students participating in the California Science Test (CAST).	56.4%	68.8%	--	100.0%	+12.4%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
1.9.4	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in English Language Arts/Literacy.	30.0%	58.8%	--	100.0%	+28.8%
1.9.5	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in Mathematics.	27.5%	55.9%	--	100.0%	+28.4%
1.9.6	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in Science.	14.1%	50.0%	--	100.0%	+35.9%
1.9.7	Increase the percentage of schools where at least 70% of eligible students complete the California Healthy Kids Survey (CHKS).	51.9%	60.3%	--	60.0%	+8.3%
1.9.8	Increase the percentage of schools where at least 40% of parents and guardians complete the California Healthy Kids Survey (CHKS).	21.9%	21.2%	--	30.0%	-0.8%
1.10.1	Increase the one-year retention rate for principals.	87.0%	79.5%	--	92.0%	-7.5%
1.10.2	Increase the percentage of principals who respond “agree” or “strongly agree” to the question “My direct supervisor is able to effectively help me solve problems on my campus” on the annual Quality Service to Schools Survey.	66.0%	59.8%	--	80.0%	-6.2%

**2021-22 data **2022-23 data †Baseline established using 2023-24 data. ‡Baseline data updated from 2024-25 LCAP.*

Goal Analysis for 2024-25

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

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

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

OVERALL IMPLEMENTATION

- **Quality Curriculum:** Implementation of Tier 1 Literacy curriculum: EL Education (K-5 SEI), Benchmark (K-5 dual language programs), SIPPS in Grades K-8, and Fishtank in high school.
- **Foundational Professional Learning:** Our August 2024 Standards and Equity Institute included language and literacy instruction and baseline training for new teachers in Grades K-12. We also offered a New Teacher PD Series with content strands (e.g., EL Education core instruction, D-ELD, etc.). Our baseline assessment training included DIBELS/Lectura (mCLASS) training for new teachers in August/September 2024 in addition to Secondary Second Wednesday PDs offered monthly and our August Institute for Early Literacy Tutors/Literacy Liberators in Grades K-12 to support initial training.
- **Ongoing Professional Learning:** Site-based coaches received learning in cohorts around curriculum-agnostic evidence based literacy instruction, curriculum specific observation/feedback and coaching practices. We held Topic Sessions during Full PD Days (e.g., SIPPS Diving Deeper, Curriculum Embedded Assessment [CEA] analysis). During Principal Professional Learning (PPL), principals periodically did deep content sessions to hone instructional lens for supporting language and literacy instruction in grades K-12.
- **Ongoing Coaching:** Site-based coaches were supported with tools and opportunities to analyze instruction and provide feedback to teachers in Grades K-12. Monthly Coaching Collaboratives were held for all Language and Literacy TSAs in Grades 6-12. At Focal Schools, Central literacy leaders collaborated with principal supervisors (Network Superintendents) to determine sites for whom provide tailored, additional coaching.
- **Assessment:** We implemented a systematic assessment calendar with a focus on universal screening (i-Ready in Grades K-12) and progress monitoring with CEAs and DIBELS/Lectura (in Grades K-2).
- **Tiered Supports:** We implemented our home-grown OUSD Literacy Liberator model in Grades K-8 to support small group foundational skill instruction with SIPPS (SEI sites) and Bookshop Fonetica (Dual Language sites). Our OUSD Early Literacy Tutors/Literacy Liberators are classified staff, mostly hired from the local community. There are over 120 tutor allocations across our K-8 sites. We also expanded our Tier 3 1:1 High Dosage Literacy Tutoring Pilot from 18 schools to 33 schools.

Implementation Challenges:

- Supporting continuity during site leadership transitions.
- Foundational Skill Data (SIPPS MT) isn't improving as significantly as we would want in K-2 despite the school level efforts.
- Grades 6-8 literacy tutoring was not fully implemented until midyear due to issues around schedules, supports, and resources.
- We are developing a robust plan for Tier 2 literacy needs in middle school that supports students reading multiple years below grade level in their core ELA class

Implementation Successes:

- Launch of New Teacher Professional Learning Series across strands as a collaboration across departments was met with positive teacher feedback and strong attendance.
- Increase in the % of students at/above grade-level in SIPPS in kindergarten and first grade as of January 2025.
- Over 90% fill rate for elementary Early Literacy Tutor positions.
- 100% of Coaches reported agree or strongly agree that Coaching Collaborative is effective in supporting coaches.
- Conducted a pilot for Tier 1 Foundational Skill curriculum for K-2 at four school sites and recommended a curriculum.
- Growth in SIPPS levels at sites with Secondary Literacy Tutors being coached.
- In Grades 6-8, students reading three or more years below decreased by 4% and students who are proficient increased by 4%.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

OVERALL IMPLEMENTATION

- **Quality Curriculum:** We developed Oakland-specific scopes and sequences for: FOSS Science in Grades TK-5 and Grades 6-8, Eureka Math² in Grades K-5, and Illustrative Mathematics in Grades 6-12. We also adopted and began implementing a high school biology curriculum.
- **Standards-Based Assessments:** We aligned assessment calendar including diagnostic assessments in Grades K-12 using i-Ready Reading and in Grades K-5 using i-Ready Math. We also aligned assessments to support curriculum-embedded assessments two times a year for Mathematics in Grades 6-12, two times a year for FOSS science in Grades 6-8, and one time a year for Biology.
- **Foundational Teacher Professional Learning:** We facilitated high quality, curriculum-aligned professional development during the summer Standards and Equity Institute. New teachers in Grades 6-12 also received professional development during second Wednesday Professional Learning series and during our Professional Learning days in September and January. New teachers in Grades K-5 received content-based professional learning in three-week cycles throughout the academic year.
- **Curriculum-Based Professional Learning:** We supported the development and implementation of high quality Professional Learning

Communities to be held at all schools sites through our Coaching Collaborative for Math in Grades 6-8 and Teacher Leader Collaborative for Math in Grades 9-12 and Science in Grades 6-12.

- **On-Site Coaching:** We supported on site coaching through Coaching Collaborative for Math in Grades 6-8 and Teacher Leader Collaborative for Math in Grades 9-12 and Science in Grades 6-12. We supported learning walks at all sites at least two times a year and 1:1 with administrators. TSAs in Grades K-5 participated in monthly content based professional learning sessions.
- **Tiered Support Structures:** We developed and supported Tier 2 and 3 supports for Math in Grades 6-12 through the use of i-Ready Math diagnostic and My Path as well as Blueprint Fellows. We also implemented Tier 2 and 3 Math systems using i-Ready Personalized instruction lessons for small groups and classroom instructional support with Eureka Math².

Implementation Challenges:

- It is difficult to support new teachers in internalizing the curriculum to implement with integrity when many have not gone through teacher credential programs. This is connected to a challenge around retaining teachers in Math and Science.
- We have supported the capacity and skills of site leaders to facilitate high quality Professional Learning Communities and use data effectively to improve outcomes. We have made progress with some leaders, but don't have access to all of them if they don't participate in Math Coaching Collaborative or Teacher Leader Collaborative.
- We currently have strong Tier 2 support for students below grade level if the school site partners with Blueprint Fellows but currently do not have the program at all schools. There are not enough resources to provide strong Tier 2 instruction for math at all sites.
- We only have three Math coaches and no Science coaches in Grades 6-8, which makes it difficult to fully support site leaders to provide consistent observation and feedback.
- Limited applicants for our math vacancies resulting in multiple vacancies at our elementary sites.
- The Network 3 STEM Coordinator position was vacant at the start of the school year, making it difficult to provide direct math and science support to school sites in Network 3. A candidate was hired and onboarded in November 2024.

Implementation Successes:

- The performance of sixth graders on the Math interim 1 increased 10% in the number of students proficient from last year.
- The performance of seventh graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance of eighth graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance on the Algebra 1 interim 1 increased 4% in the number of students proficient from last year.
- The performance on the Geometry interim 1 increased 5% in the number of students proficient from last year.
- The performance on the Algebra 2 interim 1 increased 8% in the number of students proficient from last year.

Action 1.3: Equitable Access to a Broad Course of Study

OVERALL IMPLEMENTATION: DISTRICTWIDE

We developed an Oakland-specific scope and sequences for additional content areas in Grades K-5 (Physical Education, History/Social Studies and Foundational Skills).

OVERALL IMPLEMENTATION: CTE IN HIGH SCHOOL

- For CTE teachers, regular professional development including standards-based instruction and deepening practice on “student-to-student talk” as a shared instructional strategy across secondary. Professional development has included Universal Design to meet the needs of students with special needs.
- CTE classrooms are often resource-intensive, requiring industry-standard equipment and infrastructure. CTE teachers have been provided materials to support CTE standards-aligned instruction.
- Coaching support for interdisciplinary teams at Oakland Tech and Oakland High to integrate curriculum in support of student engagement and mastery of core and CTE content.

Implementation Challenges:

- For CTE teachers, especially in Engineering, Game Design, and Construction, we faced qualified teacher shortages. CTE teachers often have significant experience in a specific sector other than education and teaching. When teachers move on, coaches must “start over” with support, which often requires basic support for day-to-day instruction.

Implementation Successes:

- We had greater collaboration with New Teacher Support, which has led to improved alignment of support to new teachers, including CTE teachers.

Action 1.4: Visual & Performing Arts

OVERALL IMPLEMENTATION

- Expanded Central support services for OUSD Visual and Performing Arts (VAPA) Increased Elementary Support by 0.4 FTE. The Elementary VAPA team now includes a 0.6 FTE Visual Art Teacher on Special Assignment (TSA), a 0.8 FTE Dance TSA, and a 0.4 FTE Music TSA.
- Expanded Central support services for secondary VAPA by 1.0 FTE. The Secondary VAPA team now consists of a 1.0 FTE Performing Arts Coordinator, 1.0, a 0.4 FTE Music TSA, and a 1.0 FTE Visual Art TSA.
- With the addition of positions funded by Arts & Music in Schools (Proposition 28) and the expansion of the elementary VAPA program additional support for professional development and coaching was required.

- Elementary TSAs provided weekly professional development sessions, as well as districtwide PD days three times per year. They also provided PD sessions at the new teacher institute.
- The secondary VAPA team provided new teacher coaching, monthly content PD sessions, two district PD days, and foundational PD at the Standards and Equity Institute. They also organize districtwide events, two art shows and three districtwide music festivals.
- Expanded and migrated the elementary VAPA to site based positions to ensure every elementary student has at least one VAPA class per week.

Implementation Challenges:

- Consistent attendance at weekly/monthly Professional Learning sessions makes longitudinal planning difficult. There are competing priorities with site based Professional Learning and central content Professional Learning.

Implementation Successes:

- Functioning networks of teachers at all levels. Elementary: Dance, Music and Visual Art. Secondary: Music, Dance/Drama, Visual art and CTE-Arts Media and Entertainment.
- We have successfully migrated the centrally based elementary teaching positions to school sites to ensure every elementary student has a VAPA class at least once per week.
- Developed a framework and processes to further expand VAPA offerings through Prop 28 funding.

Action 1.5: Early Childhood Learning

OVERALL IMPLEMENTATION

We have been utilizing Family Navigators to increase enrollment at our existing PK classes. Additionally, we have been collaborating with the Enrollment Office and the Department of Kindergarten Readiness to ensure continuity between our PK classes and enrollment into TK and K. We have increased our outreach and community presence. We are offering more tours and enrollment events. Additionally, we are moving forward with establishing new learning spaces for our youngest students.

Implementation Challenges:

The enrollment process for CSPP PK programs is extremely laborious and time consuming for families. We do not currently have sufficient early learning spaces to accommodate all of the demand for PK and TK in certain neighborhoods while in other areas we do not have enough students to fill all the seats. State licensing is taking up to a year to license new classrooms.

Implementation Successes:

- As of March, 2025, we have filled 97% of our PK seats; we currently have 1,086 students enrolled in PK versus 1,025 last year. Additionally, we opened five new TK classes and have grown our TK enrollment from 1,025 to 1,241.

Action 1.6: Multilingual Programs

OVERALL IMPLEMENTATION

The planned goals and actions in the area of multilingual programs included:

- Quality implementation of the new version of Benchmark Advance and Adelante, the Dual Language Arts (DLA) curriculum.
- Converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs
- Launch of partnership with SEAL to strengthen dual language pedagogy in three of our dual language schools.
- Holistic analysis of writing to strengthen instruction that fosters cross-linguistic transfer

Implementation Challenges:

Spanish literary assessments have been in beta form for years now, and subpar compared to the English I-Ready. Each year, the performance level cut scores have shifted making year-over-year comparisons difficult. Starting next year, I-Ready has committed to pushing out their final product which will be adaptive opposed to the fixed assessment we currently have.

Implementation Successes:

- We are seeing an increase of integration in our three focal dual language schools who have participated in the DLI state grant.
- Strong increase in the number of seniors attaining the Seal of biliteracy from 181 to 243. For the 2024-25 school year, we have 231 students eligible for the SEAL to date, while we continue to assess students to qualify for the WL criteria using the AVANT assessment. We hope to reach at least 250 this year.
- Strong engagement and positive participant feedback in monthly Dual Language coaching collaborative across all dual language sites.
- Improved participation in Spanish literacy assessments.

Action 1.7: College & Career for All

OVERALL IMPLEMENTATION

Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards. Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community. Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards.

- Consistent and strategic professional learning for pathway coaches and principals has increased collective understanding of the “unit” of the pathway team in driving student improvement. Pathway coaches and principals each have communities of practice and convene twice per

month with a focus on improvement.

- Pathway lead teachers in 2024-25 have participated in a monthly community of practice. Roughly $\frac{1}{3}$ of pathway lead teachers have participated in the after-hours session once per month. Pathway lead teachers report greater role clarity and skill to lead teams of adults in the transformation work of linked learning pathways.
- CTE teachers receive support for credentialing, professional development focused on standards-based instruction, student-to-student talk, and authentic collaboration with industry partners, and project-based learning.
- Attention to data systems to improve CTE completer and work-based learning (to inform the CCI)
- Work-based learning staff convene twice monthly for a community of practice focused on improved data systems, expanded opportunities, and improved preparation for students furthest from opportunity for work-based learning, including internships. This team developed and has launched a work-based learning manual that is industry-facing and student and family-facing.
- College and Career Readiness Specialists and Career Transition Specialists receive central support (coaching, community of practice), with a focus on community college enrollment and transition to workforce training.
- OUSD Alumni Highway to Work has served multiple cohorts of graduates, leading in 2024 to 86% completion of training and paid internships at UCSF or Alameda Health System and 74% of students enrolling in a postsecondary program, industry-aligned employment, or further training the health sector.
- Dual enrollment systems for student access and success
- Capstone support shifted to a release day model, with three offerings designed to ground teachers in shared expectations for high quality Capstone projects: orientation for teachers new to capstone, research paper rubric calibration sessions, and spring presentation planning support. The Central team continues to provide targeted coaching, a facilitated space for reflection and future planning in May, and a bank of curated resources to support implementation.

Implementation Successes:

We provided support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community.

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, APs, pathway lead teachers, and work-based learning staff.
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role.
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement.
- Development and launch of a new role: Internship Program Manager. They worked with central team members to develop work-based learning

manuals, one that is student and family facing and another that is industry-partner-facing.

- Work-based learning has increased family engagement by offering multiple information sessions for summer ECCCO 2025.
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

OVERALL IMPLEMENTATION: COUNSELING

- Collected baseline data to ensure individual school counselor contacts with students. Universal goal as follows: one contact for every student in Grade 5 with a school counselor; one contact for every student in Grade 8; one contact for students in Grades 9-11; and two contacts for every student in Grade 12.
 - Mid-year data from sites who have reported: Grade 5: 100%; Grade 8: 55.46%; Grade 9: 71.53%; Grade 10: 40.4%; Grade 11: 53.42%; Grade 12 (two contacts): 58.48%
- Professional development time for goal development and annual plans/calendar
- Family A-G presentation in collaboration with the Office of Equity.
- Pilot centralized communication for spring to families of A-G eligible or close to A-G eligible students to increase awareness and college planning using UC Compass eligibility data.
- School Counselor use of time study March 2025 to collect baseline data on counselor use of time to set goals around prioritizing delivery of services (direct and indirect services to students).

Implementation Challenges:

- An effective tool for tracking school counselor contacts with students, Aeries is not the most efficient system for entry or pulling data in an efficient manner.
- Ample time for staff professional development.
- School leader buy-in and preparation around the school counselor role.
- Declining enrollment resulted in increased multi-site assignments and increased caseloads for counselors at high need sites.

Implementation Successes:

- More than half of school counseling programs have submitted data-driven program goals and annual plans of interventions and programming.

OVERALL IMPLEMENTATION: MASTER SCHEDULING

- Continue to improve our master scheduling supports and create clear protocols for schools to adopt new courses.

- Continue to work with high school principals and pathway coaches to solidify the program of study and course sequencing for CTE academies/pathways to clearly state their academy's introductory, concentrator and capstone courses.
- Continue to run reports to identify non A-G courses and A-G courses in OUSD.
- Working on creating a standardized Aeries report that will inform us of school's section counts so that we can work with schools to maximize student enrollment to maximize the use of limited funding and decrease in FTE allocation.
- Creating a report to inform us of students' enrollment in pathways/academies per Linked Learning expectations; students in Grades 10 and 11 have at least three core and one CTE course and twelfth graders are enrolled in at least ELA, Government, Economics and one CTE course.
- Creating master scheduling resources to help principals and master scheduling teams build an equitable master schedule, such as Section Planning Tool and Students' Program of Study by grade level and academy/pathway.

Implementation Challenges:

- **Technology:** Using Aeries to maximize its capability to generate reports for us to inform principals and HSN the status of their master schedules: student enrollment in course sections are at OEA maximum and students are enrolled in at least three cores and one CTE course in tenth and eleventh grades or ELA, American Government and Econ and one CTE for twelfth graders.
- Principals' and master scheduling team's reluctance to use master scheduling resources because they already have their own tool. However, we aim to standardize our practices and templates across all high schools.

Implementation Successes:

- The High School Network Equity in Master Scheduling team does not work in a silo and collaborates across OUSD departments.
- Working with Technology team to identify our CTE courses (introductory, concentrator and capstone) and tag them in Aeries so that we are informed of what we offer in our schools' pathways and academies.
- Running reports from UC CMP, Aeries (with support from RAD) and CCGI to identify course mismatches or non A-G approved courses to clean the mismatches and get A-G approval from UC of non A-G approved courses. This includes inactivating our courses that are non A-G approved and creating new course codes for A-G approved courses.
- Identifying and naming the High School Network's top three priorities for school leaders to create a more equitable master schedule for our students:
 - Ensuring ELs, Newcomers and SpEd are integrated into CTE program of study.
 - Reviewing student's IEPs to best support and implement a program that will support them to ensure success.
 - Identifying and finalizing schools' CTE program of study to ensure that students are enrolled in the proper courses to meet A-G and CTE program of study.

- Engaging principals and their master scheduling teams during HSN PPL for master schedule planning and support.
- Continuing to provide support for principals and master scheduling teams two Thursdays each month and twice a day; supports such as technical building of their master schedules, being a thought partner to think through some of their challenges and reminding teams of our HSN priorities in building an equitable master schedule.

OVERALL IMPLEMENTATION: POST-SECONDARY READINESS

- Cash for College events continue at various sites.
- Financial aid data integration with the postsecondary trackers has helped sites focus on completion for students by postsecondary plan, postsecondary provider, and academy.
- Resources (including guides and messaging) have been created, updated, and released (see OUSD Toolkit and Postsecondary Website).
- We are continuing to support scholars to submit financial aid by the extended Cal Grant A and B priority deadline of April 2. As of March 3, we are at 46% completion. This is roughly commensurate with where we were last year, but still behind where we want to be to reach our goal.

Implementation Challenges:

- Both FAFSA and CADAA were not fully accessible until December 31st (similar to last year, but three full months behind the usual app open date of October 1).
- While many issues have been fixed from the new FAFSA roll-out in 2023-24, some technical problems persist. The website for FAFSA has gone down during at least one Cash for College event, and we continue to see errors/lag time in our data as students complete the applications.
- The new federal administration has also led to fear and uncertainty, particularly for mixed immigration status families who are concerned about sharing sensitive information with the federal government.

Implementation Successes:

- In order to address the concerns of mixed status families, OUSD collaborated with partners and staff to create messaging, slides (English/Spanish/Staff Facing), and host family nights via Zoom to encourage financial aid completion (FAFSA or CADAA).

Action 1.9: Data-Driven Decision Making

OVERALL IMPLEMENTATION

Historical data and real-time data have been incorporated in the same dashboards to help understand patterns over time and reflect on current status. Our data tools always allow for disaggregation by race/ethnicity, English fluency and fluency subgroups, home language, special education status, foster youth, homeless status, Free and Reduced Price Meal (FRPM) status, grade level, and more. Data dashboards have been utilized to monitor assessment participation, facilitating early identification and intervention. Consequently, our participation rates have been steadily increasing:

- For local assessments, secondary schools have reached record-high participation rates in iReady.
- For state assessments, we achieved our 95% participation goal for the first time in the 2024 summative ELPAC. Initial ELPAC has an on-time rate of over 96%. Additionally, CAASPP participation has increased across all test subjects, contributing to an overall rise in DFS used as Academic Indicators in California School Dashboard.

Action 1.10: Network-Based School Supports

OVERALL IMPLEMENTATION

- *Principal Supervision:* observation/feedback cycle; coaching; differentiated, one on one.
- *LGDS:* We implemented leadership development using the LGDS framework and held weekly site visits, ongoing professional learning, learning walks, and support to develop operational efficiencies.
- *Leadership Development:* Mentoring, supervising and guiding school principals to enhance their leadership skills, ensuring effective school management and improved student outcomes.
- *Instructional/Academic Support:* Supporting school leaders with adoption, implementation and monitoring of curriculum/ instructional strategies that align with district goals, aiming to elevate the quality of education across assigned network schools.
- *Operational Oversight:* Assisting schools in managing day-to-day operations, addressing challenges, and ensuring compliance with district policies and state regulations, Overseeing school site budgeting and providing HR support to principals.
- *Community Engagement:* Serving as a liaison between schools and the broader community, fostering partnerships, and ensuring that schools are responsive to the needs of students and families, responding to parent and community concerns.
- *Training:* All networks trained principals twice monthly on how to support staff at their sites. The High School Network also trained assistant principals to support staff.

Implementation Challenges:

- Many principals are new to the job and may not have experience at a well-run school, so their vision for a successful school may be underdeveloped.
- Scope and scale of leadership development can be a challenge.
- School staff turnover is too high, resulting in many staff needing support because they are new.

Implementation Successes:

- All school sites are implementing cycles of inquiry to improve instruction and school culture at their school sites and are implementing mechanisms to track progress including the Inquiry and Planning Tool that school site leadership teams utilize to track strategies and progress.

Action 1.11: School Improvement

OVERALL IMPLEMENTATION

The school improvement framework and rubric developed in 2024-25 have not yet been approved by the Board of Education for implementation. However, these tools have been used by staff to inform budgeting processes, by identifying the staffing needs for a quality community school. In addition, a Design Team has been launched at Brookfield, which was identified by the Board of Education as the first site for a whole school redesign. The team has been meeting regularly since January to develop mission, vision, graduate profile, and core values; and to explore potential instructional program models.

Implementation Challenges:

- The Board of Education has been focused on other priorities and hasn't yet approved this framework and rubric for widespread use. Recent change in Board membership will require educating new Board members about this work.

Implementation Successes:

- Using the data collected during Spring 2024 pilot use of the school improvement rubric to inform the Brookfield Design Team.
- Ongoing support of additional schools that are engaged in improvement efforts, including Grass Valley, East Oakland PRIDE, Markham, and Alt Ed schools.

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

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

Teacher extended contracts for Professional Learning were slightly above the budgeted amount for the beginning of the year for DIBELS PD. There was additional expenditure in Grades K-5 for EL Education Hub school coaches to support focal schools in each network (funded through philanthropy). We had a handful of Early Literacy Tutor Vacancies in Grades K-5. Our Network 3 Literacy Coordinator position is still vacant (as of Feb 2025) due to the transition of the coordinator into our Literacy Director role. The Collaborative Classroom contract for supporting the coaching of our Early Literacy Tutors in Grades 6-12 has been very expensive. We are looking for alternatives for this support that are less costly for 2025-26.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

We hired a High School Math Coordinator in October of 2023. The position was vacant for about one year because we could not find a qualified candidate. We have six elementary math tutor vacancies due to a limited candidate pool. Some professional development initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward.

Action 1.3: Equitable Access to a Broad Course of Study

We hired a High School Math Coordinator in October of 2023. The position was vacant for about one year because we could not find a qualified candidate. Elementary Network 3 had one vacancy for a STEM coordinator for the start of the 2024-25 school year. We started the 2024-25 school year with a vacancy for the Director of Early Literacy position. Once a candidate was hired, that created a Network 3 Literacy Coordinator position. We currently have a vacancy for the Network 3 Literacy Coordinator position. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward.

Action 1.4: Visual & Performing Arts

All central positions were filled successfully, by the start of school. All non-labor costs were close to the planned activities.

Action 1.5: Early Childhood Learning

We had planned on using \$2.4 million dollars from Measure AA to remodel and reopen Washington CDC. However, when we dug deeper into this project, we realized that the building was not able to be renovated and we would have to start from the ground up which would greatly increase the cost estimate. We are planning to use the \$2.4 million to do all the pre-work, including architectural drawings, demolition, and prep, and will work with Measure AA to secure funding to complete the project next year, adding six new classes for three- and four-year-olds in a high demand location.

Action 1.6: Multilingual Programs

There are no material differences to report. However, professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward.

Action 1.7: College & Career for All

Vacancies in Work Based Learning (WBL) Assistant and CTE Program Manager impacted progress with work-based learning goals and OUSD Alumni Highway to Work. The latter is a program focused on graduates, and we have no related metrics for this area. For WBL, the WBL assistant was meant to be at Oakland High School. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward.

Action 1.8: Counseling & Equitable Master Scheduling

High School Network School Counseling Services has to seek out and provide additional support at these schools with substitute school counselors, who are mainly retired school counselors, so that we can serve our students and schools. School counseling vacancies or partial FTE allocations have had an impact on our ability to deliver consistent school counseling services at some of our schools.

Action 1.9: Data-Driven Decision Making

The Data Architect position remained vacant for the first two months of the school year. Additionally, one Data Analyst position has been vacant since

November after the previous employee transitioned to the Data Architect role, and a hiring freeze has been in place since the end of November. The third State & Local Assessment Specialist position has remained vacant and will be eliminated starting in the 2025-26 school year. The cost to administer the initial and summative ELPAC is lower due to a decrease in newcomer students and the waiver of TK students from testing starting this year.

Action 1.10: Network-Based School Supports

We closed the field supervisor for the high school network and a deputy superintendent position was opened and filled. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while others were ultimately funded with non-LCAP resources.

Action 1.11: School Improvement

There were no material differences. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while others were ultimately funded with non-LCAP resources.

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

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

- Coaching Collaborative is supporting our site-based coaches in K-12 with facilitation of literacy-focused Professional Learning Communities (PLCs). We saw an increase in the percentage of Literacy Coaches facilitating PLCs analyzing CEAs.
- Initial analyses from tutoring pilot shows students who received High Dosage tutoring (and met the minimum bar for attendance) improved in their i-Ready growth compared to like students who did not receive tutoring.
- Pilot of Foundational Skill curriculum was successful in resulting in a curriculum to recommend to the board for full adoption in 2025-26.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

- The most effective strategy for improving the quality of site PLCs and teacher practice aligned to improving student outcomes has been the work of facilitating Math Coaching Collaborative and Teacher Leader Collaborative. These collaboratives support leaders in effective strategies for facilitating PLCs and are providing 1:1 coaching to the leader.
- An ineffective strategy has been the use of i-Ready Math and MyPath for intervention for Grades 6-8. Our data from the i-Ready Math diagnostic can steer teachers away from curriculum aligned to standards and the MyPath personalized learning platform is missing the key instructional components that need to be delivered by a teacher. We are considering increasing the Blueprint Fellowship as a better strategy for Tier 2 intervention for Math.

- It has been ineffective to have limited coaching and professional learning for elementary math tutors who provide Tier 2 and Tier 3 math interventions.

Action 1.3: Equitable Access to a Broad Course of Study

- Attendance at central PDs has been consistently high for many CTE teachers. Due to the investment in relationship building and a focus on improvement, nearly all Arts, Media and Entertainment CTE teachers have updated their course outlines to reflect the CDE's updated standards, for example.
- Attendance for elementary new teacher professional learning series has varied, with high attendance in the fall and decreasing attendance in the spring.
- The Blueprint Fellow program at select middle and high schools has been an effective strategy for supporting students in Tier 2 to accelerate their proficiency towards standards.

Action 1.4: Visual & Performing Arts

Professional development networks: the elementary VAPA teachers attendance at PD sessions continues to be consistent and feedback is good. The secondary networks are growing but attendance is inconsistent. With music there are competing priorities from schools, the dance/drama network is new and forming, the visual arts network has been established for several years and has more consistent attendance. Separating the networks has created job alike groups but the teachers comment that they miss the opportunity to connect across grade levels.

Action 1.5: Early Childhood Learning

Our strategies have been successful and our enrollment for PK and TK is growing.

Action 1.6: Multilingual Programs

Effective strategies included:

- Strong start to our partnership with SEAL. We secured a grant to fund an instructional coach who serves as a bridge between SEAL and the three implementing schools. With these supports, we have had significant success with implementation of the SEAL strategies As a result, we are seeing some evidence of increased student engagement and language use across both Spanish and English.
- We have created more differentiated space for Dual Language (DL) principals, coaches, and teachers in our PD offerings so their unique needs as dual language educators and leaders are better met. This has also supported a more cohesive community of dual language schools
- The purchase of the mCLASS platform has supported biliteracy data analysis to inform instruction.
- The increased use of AVANT in our high schools has allowed us to award more students the Seal of Biliteracy.

Challenges to effective implementation of these programs included:

- We are over-assessing in our DL schools, particularly in the 50-50 models.
- The focus on English foundational skills is coming at the expense of Spanish foundational skills in some of our schools. We have more support and attention on English than Spanish. We are in the process of refining our guidance to clarify expectations and best practice.

Action 1.7: College & Career for All

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, AP's, pathway lead teachers, work-based learning staff.
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role.
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement.
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling

- School counselors are now being asked to track their 1:1 school counseling session with students to perform tasks such as transcript audits, check in with students on their academic progress or social emotional health to name a few. A checklist of items to cover during their 1:1 counseling sessions for all levels, elementary, middle and high school will be developed.
- Currently, we do not have a standard data collection template for counselors to track their 1:1 sessions with students. It is a work in progress to ensure that all students have at least one check-in with our school counselors; or at least two for our eleventh and twelfth graders and at least once for our ninth and tenth graders.

Equitable Master Scheduling

- Shifts in the master scheduling team leads meant counselors could assist with creating the master schedule but were not involved in the actual building of the master schedule in Aeries as in the past. Most high schools transitioned to having an assistant principal as the lead builder of our master schedule with support from school counselors. If they were willing to support, they received a stipend.
- The High School Network created an improved protocol and process for approving new courses for our high schools to maintain our course catalog and to ensure that our courses are meeting A-G as approved by UC in the CMP.
- We have been auditing our course offerings and course catalog to identify courses that are not A-G approved and work to get these courses A-G approved. This year, we identified 32 courses that we will work to get A-G approval.

Action 1.9: Data-Driven Decision Making

We have increased cross-training efforts to mitigate the potential impact of future staff retirements. This has helped create a more agile and prepared

team. However, with anticipated higher turnover due to retirements, cross-training has become even more essential and necessary.

Action 1.10: Network-Based School Supports

The number of school site leaders leaving the principalship remains low at eight out of 84, or 9%.

Action 1.11: School Improvement

The draft school improvement framework and rubric have been a valuable tool for clarifying the overall process of redesign and the necessary resources and staffing for a quality community school.

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

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

In 2025-26, we will be implementing a new Foundational Skill Curriculum in K-2, after undergoing a multi-year review process and conducting two pilots and will be using mCLASS (DIBELS/Lectura) as our K-2 Reading Risk Screener. We will implement additional Foundational PL for our Reading Risk Screener and Foundational Skill curriculum adoption in K-2 and will scale our Tier 3 High Dosage Literacy Tutoring program to all elementary schools.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics

Changes for 2025-26:

- Grades 6-12: Increase Blueprint Fellows as our key Tier 2 strategy for supporting students below grade level in Math.
- Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.
- Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.
- Grades K-5: Partner with Blueprint to provide ongoing coaching for math tutors.

Action 1.3: Equitable Access to a Broad Course of Study

Changes for secondary Math and Science:

- Increase Blueprint Fellows as our key Tier 2 strategy for supporting students below grade level in Math.
- Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.
- Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.
- Prioritize content sessions for new elementary teacher PD and focus on newly adopted curricula.

Action 1.4: Visual & Performing Arts

The VAPA department is phasing out the AIG mini-grant program providing arts experiences to students through community based partnerships. With the addition of Prop 28 funding and the requirement that 80% be spent on labor we are shifting our programs to primarily teacher based.

Action 1.5: Early Childhood Learning

For next year, we are using Measure A funds to hire a third staff for high demand TK classes in order to allow for enrollment up to 24 in some TK classes while still maintaining the newly mandated 1:10 ratio. We also plan on completing the new Washington CDC (6 new classrooms for PK and TK).

Action 1.6: Multilingual Programs

We are revisiting the metrics for English and Spanish foundational skills to ensure that the expected outcomes are aligned to research of biliteracy trajectories. A couple of our 50-50 schools that currently have simultaneous literacy instruction (English and Spanish both taught in equal amounts) will be transitioning to a 50-50 sequential model in which Spanish will be taught first before English phonics is fully introduced. We are exploring the inclusion of more dual language schools into the SEAL model, pending additional grant funding.

Action 1.7: College & Career for All

No changes are planned.

Action 1.8: Counseling & Equitable Master Scheduling

No changes are planned.

Action 1.9: Data-Driven Decision Making

No changes are planned.

Action 1.10: Network-Based School Supports

No changes are planned.

Action 1.11: School Improvement

The framework and rubric have not yet been formally adopted by the Board of Education for widespread use. This is a goal for the upcoming school year.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
1.1	Strong Readers: Early Literacy & Secondary Literacy	<p><i>Offer a comprehensive and cohesive instructional program in English Language Arts to ensure that all students continuously grow towards meeting or exceeding academic standards. Invest in early literacy supports to ensure that all students are strong readers by third grade and lift the success of the early literacy support into the secondary context to develop a comprehensive strategy for improving the literacy rate for students at the secondary level Provide targeted intervention to close achievement gaps in literacy and mathematics, with a focus on schools and student groups that received the lowest performance level for English Language Arts/Literacy on the California School Dashboard.</i></p> <p>Building Early Literacy Our focus on early literacy ensures that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, we will dramatically increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families, and community members.</p> <p>Centralized supports include:</p> <ul style="list-style-type: none"> ● implementation of high-quality curriculum, including a daily foundational skills block; ● coordination of a comprehensive system of literacy assessments including a universal screener, tiered assessments, dyslexia screening and progress monitoring ● foundational training in standards, curriculum and the science of reading ● ongoing professional learning for teachers and coaches/teacher leaders ● learning walks to assess practices and target coaching and support for schools; ● training and coordination of early literacy tutors grounded in core curriculum and assessment ● family literacy workshops and guidance for schools 	\$40,416,167	Yes

		<p><i>Supporting Secondary Literacy</i></p> <p>The work developed over the previous three-year cycle of the LCAP and District Strategic Plan in early literacy allowed us to better examine the literacy needs for our secondary students reading multiple years below grade-level. The funding provided by the COVID relief funds has allowed for the investment in building the secondary literacy strategy. The successes of the early literacy focus are being scaled-up to the secondary level with an eye on implementing strategies appropriate for the secondary school context. These investments include an emphasis on providing a reading teacher to our secondary schools, reading tutors, and associated professional learning to broaden the capacity of people hired into these roles.</p> <p>The District’s adopted curricula for English Language Arts are Creative Curriculum in TK, EL Education in Grades K-8, Benchmark Advance/Adelante in K-5 Dual Language Program), and Fishtank Plus in Grades 9-12. UFLI (University of Florida Literacy Institute), SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty, mCLASS, and Learning Without Tears are also used to support literacy intervention.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of PreK-12 Instruction (1.0 FTE) • Elementary Literacy Coordinator, Network 2 (1.0 FTE) • Elementary Literacy Coordinator, Network 3 (1.0 FTE) • Elementary Literacy Coordinator, Network 4 (0.8 FTE) • Site-Based Literacy Teachers on Special Assignment (48.8 FTE) • Secondary Literacy Coordinators (2.0 FTE) • Site-Based Secondary Literacy Tutors (12.8 FTE) • Early Literacy Coordinator (1.0 FTE) • Early Literacy Coaches (3.0 FTE) • Teacher on Special Assignment, Early Literacy, Network 4 (1.0 FTE) • Site-Based Early Literacy Tutors (68.4 FTE) • District Teacher Librarian (1.0 FTE) • Site-Based Teacher Librarians to support high-need high school students (4.0 FTE) 		
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		<ul style="list-style-type: none"> • Site-Based Library Support Positions: Library Techs and Teacher Librarians (54.1 FTE) • Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library (1.1 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Early Literacy (0.6 FTE) • Site-Based Literacy Intervention Teacher (0.2 FTE) • Site-Based Literacy Teachers on Special Assignment (14.8 FTE) • Site-Based Secondary Literacy Tutors (3.2 FTE) • Additional secondary literacy supports <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Literacy Teachers on Special Assignment (25.25 FTE) • EEIP Teachers: Literacy/Library (4.85 FTE) • Secondary English/ELD Teachers (10.55 FTE) • Secondary Reading Intervention Teachers (1.4 FTE) • Librarian (0.5 FTE) • Library Technicians (1.5 FTE) • Early Literacy Tutors (17.5 FTE) <p>Learning Recovery Emergency Block Grant (LREBG) Investment</p> <p><i>LREBG Investment:</i> The District will support students with Literacy Teachers on Special Assignment (TSAs) and Secondary Literacy Tutors for schools at Low or Very Low performance levels on the English Language Arts indicator on the 2024 California School Dashboard. Research shows that high-impact, high-dosage tutoring is highly effective at increasing and accelerating student learning, which is why these funds are being invested in literacy tutors and Literacy TSAs doing intervention work and coaching.</p>		
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		<p><i>Schools receiving LREBG-funded Literacy Teachers on Special Assignment in 2025-26:</i> Allendale Elementary, Bella Vista Elementary, Brookfield Elementary, Burckhalter Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Emerson Elementary, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Laurel Elementary, Horace Mann Elementary, Markham Elementary, Piedmont Avenue Elementary, Madison Park Primary, Thornhill Elementary, Lockwood STEAM, ACORN Woodland Elementary, Carl B. Munck Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Manzanita SEED Elementary, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, Sankofa United Elementary, West Oakland Middle, Bret Harte Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, Melrose Leadership, UPA, Castlemont High, Fremont High, McClymonds High, Oakland High, Oakland Technical High, Skyline High, Young Adult Program, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation High, and Oakland International High</p> <p><i>Schools receiving LREBG-funded Secondary Literacy Tutors in 2025-26:</i> West Oakland Middle, Bret Harte Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, UPA, and Life</p> <p><i>Metrics Used to Monitor Investment:</i> Metrics 1.1.6, 1.1.7, and 1.1.8</p> <p><i>Total LREBG Funds Supporting Action:</i> \$8,240,330</p>		
1.2	Excellence in Science, Technology, Engineering, and Mathematics	<p><i>Offer a comprehensive and cohesive instructional program in Science, Technology, and Mathematics to ensure that all students continuously grow towards meeting or exceeding academic standards. Provide targeted intervention to close achievement gaps in literacy and mathematics, with a focus on schools and student groups that received the lowest performance level for Mathematics on the California School Dashboard.</i></p> <p>The Academics and Instruction team supports standards-based instruction across the district, fostering conditions for learning partnerships, multi-tiered systems of</p>	\$6,135,935	Yes

		<p>support, instructional planning and delivery, systems of assessment, and continuous professional growth. The department works to build coherent instructional systems grounded in 1) high-quality curriculum, 2) standards-based assessment, 3) foundational professional development, 4) curriculum-based professional learning, 5) on-site coaching and support, and 6) structures for tiered support.</p> <p>The District’s adopted curricula for Mathematics are Creative Curriculum in TK, Eureka Math² in Grades K-5, and Illustrative Mathematics in Grades 6-12.</p> <p>The District’s adopted curricula for Science are Creative Curriculum in TK, FOSS Science in Grades K-8, and Science and Global Issues: Biology (LabAids) for high school biology. Adoptions for high school chemistry and physics are currently underway.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● High School Math Coordinator (1.0 FTE) ● High School Science Coordinator (1.0 FTE) ● Middle School Math Coordinator (1.0 FTE) ● Middle School Science Coordinator (1.0 FTE) ● Elementary STEM Coordinator, Network 2 (1.0 FTE) ● Elementary STEM Coordinator, Network 3 (1.0 FTE) ● Elementary STEM Coordinator, Network 4 (1.0 FTE) ● Site-Based Elementary Math Tutors (16.8 FTE) ● Instructional Technology Coordinator (1.0 FTE) ● Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Science/Mathematics (6.0 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> ● Site-Based Elementary Math Tutors (5.6 FTE) 		
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		<p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Mathematics Teachers on Special Assignment (3.45 FTE) ● Secondary Mathematics Teachers (7.0 FTE) ● Secondary Science Teachers (4.55 FTE) ● EEIP Teachers: STEM (3.0 FTE) ● Elementary Math Tutor (0.8 FTE) <p>Learning Recovery Emergency Block Grant (LREBG) Investment</p> <p><i>LREBG Investment:</i> The District will support students with Math Tutors for schools at Low or Very Low performance levels on the Mathematics indicator on the 2024 California School Dashboard. Research shows that high-impact, high-dosage tutoring is highly effective at increasing and accelerating student learning, which is why these funds are being invested in math tutors.</p> <p><i>Schools receiving LREBG-funded Math Tutors in 2025-26:</i> Brookfield Elementary, East Oakland PRIDE Elementary, Fruitvale Elementary, Highland Community, Horace Mann Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Korematsu Discovery Academy, Bridges, Manzanita Community, MLK Elementary, Prescott, International Community, and Think College Now Elementary</p> <p><i>Metric Used to Monitor Investment:</i> Metric 1.2.1</p> <p><i>Total LREBG Funds Supporting Action:</i> \$984,768</p>		
1.3	Equitable Access to a Broad Course of Study	<p><i>Provide a comprehensive and cohesive instructional program in other core content areas to ensure that all students continuously grow towards meeting or exceeding academic standards.</i></p> <p>We will adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training. The impact is that teachers will have access to high quality curriculum and have a curriculum that assists them with teaching CA State Standards.</p> <p>The District's adopted curricula for Social Studies are Creative Curriculum (Grade TK), Reflections (Grades K-3), NewsELA (Grades 4-5), myWorld Interactive (Grades</p>	\$19,785,391	Yes

		<p>6-8), and Teachers' Curriculum Institute (TCI) History Alive! (Grades 9-12).</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Executive Director of Elementary Instruction (1.0 FTE) • Executive Director of Secondary Instruction (1.0 FTE) • History/Social Studies Coordinator (1.0 FTE) • Grants Manager (0.8 FTE; 1.0 FTE total) • Ethnic Studies Teacher on Special Assignment (1.8 FTE) • Physical Education Teacher on Special Assignment (1.0 FTE) • Site-Based Secondary Elective Teachers (101.95 FTE) • Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education (17.3 FTE) • Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Elective Areas (2.0 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Social Studies Teacher on Special Assignment (0.8 FTE) • EEIP Teachers: Physical Education (4.6 FTE) • EEIP Teachers: Other Enrichment Areas (2.2 FTE) • Secondary Elective Teacher (4.975 FTE) • Secondary History/Social Science Teacher (1.7 FTE) • Secondary Physical Education Teacher (1.7 FTE) • Secondary Ethnic Studies Teacher (0.5 FTE) • Secondary World Language Teacher (0.2 FTE) 		
1.4	Visual & Performing Arts	<p><i>Ensure that all students experience schools that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.</i></p> <p>Our Visual and Performing Arts Department's goal is to advance teaching and learning in the arts as core, sustained, integral components of a comprehensive, robust education. Through our VAPA Strategic Arts Blueprint, the department seeks to engage the collaborative energies and expertise of students, teachers,</p>	\$15,995,803	Yes

		<p>schools, district leaders and community partners to bridge the gaps, advance equity, and foster cross-disciplinary rigor and excellence in learning through the visual, performing and digital arts. Aiming for outcomes that inspire and deepen understanding, motivate life-long learning and effectively prepare students to enter the colleges and careers of their choice, we offer inquiry-based approaches and integrative frameworks that engage student, school, and district priorities.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Visual & Performing Arts (1.0 FTE) • Coordinator, Elementary Visual & Performing Arts (1.0 FTE) • Grants Manager, Arts & Music in Schools (0.8 FTE) • Elementary Art Teacher on Special Assignment (0.4 FTE) • Elementary Dance Teacher on Special Assignment (0.8 FTE) • Elementary Music Teacher on Special Assignment (0.6 FTE) • Secondary Music Teacher on Special Assignment (0.4 FTE) • Secondary Visual Arts Teacher on Special Assignment (1.0 FTE) • Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts (46.8 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Teacher on Special Assignment, Visual & Performing Arts (1.0 FTE) • EEIP Teachers: Visual & Performing Arts (26.95 FTE) • Secondary Visual & Performing Arts Teacher (28.0 FTE) • Para Educator, Visual & Performing Arts (1.6 FTE) 		
1.5	Early Childhood Learning	<p><i>Offer opportunities for pre-kindergarten programs at locations across the district.</i></p> <p>Our OUSD Early Learning Department works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. The Early Learning program focuses on instilling a joy for learning and creating a foundation for students to learn how to build strong and long-lasting relationships with their peers, adults, and their community. Additionally, Early</p>	\$8,980,186	Yes

		<p>Learning programs and schools work together to promote elementary school readiness, engage families as children make transition to Transitional Kindergarten and Kindergarten, and build partnerships with families to support children’s development and learning. The enrollment functions for Early Childhood Education (ECE) and the TK-12 systems have been aligned under a single department and single system, with staff cross-trained on both systems, and able to support families in navigating each system and the transition across each.</p> <p>The District’s adopted curriculum for ECE and TK is Creative Curriculum.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Early Childhood Education (1.0 FTE) • Director of Kindergarten Readiness (1.0 FTE) • Coordinator, Early Childhood Education (1.0 FTE) • Kindergarten Readiness Program Manager (1.0 FTE) • Behavior Specialists (4.8 FTE) • Early Childhood Education Family Navigators (10.0 FTE) • Central Office Talent Partner, Early Childhood Education (0.25 FTE) • Bilingual Administrative Assistant, Early Childhood Education (1.0 FTE) • Multi-Tiered Systems of Support (MTSS) Partner, Early Childhood Education (1.0 FTE) • Occupational Therapists (2.0 FTE) • Research Associate, Early Childhood (1.0 FTE) • Teachers on Special Assignment & Early Learning Coaches (7.0 FTE) • TK/PK Tutors (36.8 FTE) • STIP (Substitute Teacher Incentive Program) Teachers to support vacancies (12.0 FTE) • Para educators to support vacancies in TK classrooms (4.0 FTE) <p><i>While expanding early childhood education opportunities remains a key priority for the District, expanded state funding for preschool is now available to help meet this need, so LCAP investments in this area have been reduced. In particular, the long-time Title I subsidy for these programs has ended.</i></p>		
1.6	Multilingual Programs	<p><i>Provide quality multilingual programs that offer students across language backgrounds the opportunity to become bilingual and biliterate and eventually</i></p>	\$471,640	No

		<p><i>earn the Seal of Biliteracy.</i></p> <p>Our multilingual programs expand opportunities for students to participate in quality programs that aim to develop bilingualism and biliteracy for all students across language backgrounds, with a focus on serving English learners and low-income English-Only students. Programs include Spanish-English dual language immersion, early exit bilingual, and heritage and world language enrichment from Grades PK-12. Dual language programs that are not officially designated as “two-way” programs enroll students following the same criteria as all other schools until second grade. In two-way programs, students come from language backgrounds in both English and Spanish, with no less than 33% from one of the two languages. Two enrollment pools are established: one for Spanish proficient students and one for non-Spanish proficient students. Determination of Spanish proficiency is made by a district Spanish assessment administered by staff.</p> <p>Investments support program design/refinement, instructional materials, and professional development and coaching for teachers and leaders. New work includes aligning multilingual instruction between PK and TK-5 programs, converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs and improving instructional practices aligned to evidence-based dual language pedagogy in partnership with SEAL, a non-profit professional development organization with expertise in dual language.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Multilingual Programs Coordinator (0.6 FTE) • Spanish Literacy Specialists (2.0 FTE) 		
1.7	College & Career for All	<p><i>Provide college, career, and community-readiness pathways in all high schools that align with the Linked Learning and College and Career for All Quality Standards. Provide support via professional learning, communities of practice, and coaching to ensure high-quality college and career pathways that prepare students for college, career, and community.</i></p> <p>Linked Learning is a successful approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. The Linked Learning approach integrates standards-aligned rigorous academics that meet college-ready standards with sequenced, high-quality career-technical</p>	\$15,075,795	Yes

		<p>education, work-based learning, and supports to help students stay on track.</p> <p>Linked Learning support services beyond the base high school program include additional academic and social emotional counseling, tutoring, parent engagement, mentoring, targeted interventions and monitoring, career assessment and exploration, and bridge programs to post-secondary education. These services are fundamental to the pathway experience and critical for ensuring students succeed in their challenging academic and technical coursework to improve graduation rates for student groups performing below the District average. Students are supported in setting and achieving goals and mapping a path to college and career success. These services support the development of productive dispositions and behaviors that students will need to succeed in post-secondary education, in careers, and in civic life. Services also include Dual Enrollment with Peralta Colleges. Dual Enrollment offers students an opportunity to complete college-level coursework, including Career Technical Education courses, to earn college credits with equivalent high school credits and GPA boost while they are pursuing a high school diploma.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Linked Learning (1.0 FTE) • Coordinator of Career Technical Education (1.0 FTE) • Coordinator of Computer Science (1.0 FTE) • Career Technical Education Program Manager (1.0 FTE) • Literacy Coordinator, Career Technical Education (1.0 FTE) • College & Career Readiness Specialist (1.0 FTE) • CTE Coach for Arts, Media & Entertainment Pathways (1.0 FTE) • CTE Coach for Computer Science & Engineering Pathways (1.0 FTE) • CTE Coach for Social Justice & Public Service Pathways (1.0 FTE) • Teacher on Special Assignment, Equitable Grading Practices (1.0 FTE) • Site-Based Pathway Coaches at 12 schools (4.6 FTE) • Bilingual Administrative Assistant, Linked Learning (0.5 FTE) • Dual Enrollment Manager (1.0 FTE) • Teacher on Special Assignment, Dual Enrollment (1.0 FTE) • Coordinator of Work-Based Learning (1.0 FTE) • Coordinator of CTE Skilled Trades & Apprenticeships (1.0 FTE) • Internship Program Manager (1.0 FTE) 		
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		<ul style="list-style-type: none"> • Work-Based Learning Site Liaison (1.0 FTE) • Coordinator of Measure N/H & Action Research (1.0 FTE) • Measure N/H Program Manager (1.0 FTE) • Measures N & H Administrative Assistant (1.0 FTE) • Assistant Principal, Central Academic Recovery (0.7 FTE) • Case Manager, Credit Recovery (1.0 FTE) • Teacher on Special Assignment, Central Academic Recovery (2.7 FTE) • Academic Counselor, Central Academic Recovery (1.0 FTE) • Central Academic Recovery (CAR) programs <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Assistant Principals, High (2.0 FTE) • Work-Based Learning Coordinator (0.9 FTE) • Work-Based Learning Site Liaisons (5.1 FTE) • Teachers on Special Assignment, College & Career (2.0 FTE) • Teachers on Special Assignment, Dual Enrollment (1.3 FTE) • Teacher on Special Assignment, Career Transition (0.8 FTE) • Site-Based Pathway Coaches at six schools (3.0 FTE) • Curriculum Coach (0.2 FTE) • Academic Counselor (0.2 FTE) • College & Career Readiness Specialists (8.2 FTE) • Career Pathway Transitions Specialists (2.1 FTE) • Secondary Elective Teachers (5.3 FTE) • Secondary Career Technical Education Teachers (3.8 FTE) • Secondary Dual Enrollment Teacher (1.0 FTE) • Secondary English/ELD Teacher (0.2 FTE) • Secondary World Language Teacher (0.5 FTE) • Newcomer Learning Lab Assistant (0.5 FTE) • Program Assistant (0.4 FTE) 		
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<p>1.8</p>	<p>Counseling & Equitable Master Scheduling</p>	<p><i>Provide expanded secondary counseling to ensure that students reach graduation and are prepared for college and career opportunities.</i></p> <p>High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team provides support to secondary schools to create equitable master schedules. An equitable master schedule aims to:</p> <ul style="list-style-type: none"> • Ensure that all students have access to a well-rounded curriculum (cohorting in pathways/academies) and the courses they need for graduation and post secondary success • Provide teachers with collaboration time to create lesson plans with colleagues, discuss tiered intervention plans for struggling students, etc. • Remove barriers to provide opportunities for students to have access to rigorous coursework, such as Dual Enrollment (DE) and Advanced Placement (AP) courses <p>The High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team coordinates school counseling services in Grades 6-12. School counselors play a critical role in supporting students in the academic development, social/emotional development, and college and career planning domains. Counselors support students with graduation planning, decision-making, A-G readiness, post secondary planning, high school enrollment (for eighth graders), and coping with school life.</p> <p>The HSLLO CSS Team provides monthly professional development and/or training opportunities for school counselors, new counselor coaching, consultation, and intern recruitment and placement. School counselors meet 1:1 with students and families, provide class and/or small group curriculum on topics of graduation requirements, A-G completion, personal and academic development, stress and anxiety, and college and career planning. HSLLO supports school counselors to provide deep transcript and graduation reviews to ensure students are on track, are aware of their options, and parents are involved in their child's progress towards high school readiness, high school graduation, career, and college eligibility. HSLLO CSS also supports school counselors to use data to inform their interventions and practice.</p> <p>School counselors support their school's master scheduling team with course</p>	<p>\$7,576,082</p>	<p>Yes</p>
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		<p>selection, course development, and reviewing course offerings to ensure courses are A-G approved and are reflected in the University of California A-G Course Management Portal.</p> <p>The HSLLO CSS team provides bi-weekly master scheduling each spring for middle schools and high schools and supports school master scheduling teams to:</p> <ul style="list-style-type: none"> ● Identify the school’s priorities for their master schedules; ● Cohort students in specific academies and pathways; ● Create sections in the master schedule for student supports, intervention and credit recovery; ● Review the school’s academic course offerings to make sure they are A-G approved and reflected in the UC CMP; ● Be strategic in ensuring that teachers have opportunities to plan and collaborate; ● Ensure that all students have access to all A-G courses and students are correctly enrolled in their required core academic classes, ELD classes and/or special education; ● Check for cohort purity in academies and pathways; ● Confirm that teacher credentials and certificates are up to date for their courses; and ● Embed time in the school day to allow students to work with their teachers on specific assignments so they may demonstrate mastery in content areas, recover learning loss, and earn grades of C or higher in A-G courses. <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Coordinator of Post-Secondary Readiness (1.0 FTE) ● Coordinator of College Access (1.0 FTE) ● Master Scheduling & Comprehensive Student Supports Manager (1.0 FTE) ● Secondary Master Schedule Support Specialist (1.0 FTE) ● Site-Based Academic Counselors (37.0 FTE) ● Bilingual Administrative Assistant, Counseling (1.0 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools</p>		
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		<p>receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Academic Counselors (8.8 FTE) 		
1.9	Data-Driven Decision Making	<p><i>Use data to allocate resources equitably, support effective implementation of core academic instruction, celebrate growth, and learn from best practices. Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.</i></p> <p>The OUSD Research, Assessment, and Data (RAD) team collaborates with schools and Central Office teams to explore, plan, implement, and optimize data processes for progress monitoring, problem-solving and decision-making. The RAD team produces comprehensive online, interactive dashboards to track student learning, linked learning participation, A-G readiness, attendance and discipline, student social and emotional well-being, home access to computers and internet, and other key indicators included in our LCAP and the Strategic Plan. All the data dashboards allow users to examine results by student groups (e.g., English learners, students of different ethnicities, students with disabilities, unhoused students, foster students, etc.) to help with early intervention and targeted support. The research and analytics unit within RAD conducts in-depth data analytics and geo-special analysis as well as generating customized maps to support high-stake district initiatives such as the Quality Schools and Enrollment Equity work.</p> <p>Assessments</p> <p>OUSD uses data and assessment to drive continuous improvement efforts throughout our system. State and local summative assessments are administered at the end of the year to assess student learning of grade-level standards (e.g., SBAC, CAST, iReady), communicate to students and families about student learning progress, and reflect on the impact of practices implemented that year. To measure progress during the year, students at all schools take 2-3 interim assessments in ELA/Reading and Math that are aligned to end-of-year, summative assessments. Data Summits are held across school networks and at school sites to analyze data, assess the impact of focal practices, and develop plans for the next inquiry cycle. In Reading, all students take a universal screener at the beginning</p>	\$6,935,116	Yes

		<p>and end of the year (certain grades take a mid-year assessment). This screening process supports schools in identifying students for deeper diagnostic assessment and developing targeted plans to accelerate learning. Teachers conduct formative, curriculum-embedded assessments through the year and use student work and other data to inform planning. Assessment data also helps teachers communicate with families about their child’s progress through report card conferences and online communication.</p> <p>Teacher Collaboration Time</p> <p>OUSD provides an additional 30 minutes per week for teacher collaboration, planning, and professional development. Teacher collaboration is key to improving classroom instruction and to continuous school improvement, and particularly benefits new teachers. This dedicated time is particularly relevant for our schools that serve students who are farthest from opportunity, since it provides time for teachers to work with focal student data and better understand student performance. 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.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director of Research, Assessment & Data (1.0 FTE; 0.6 FTE contributing) ● Business Intelligence Data Architect (1.0 FTE) ● Data Analyst for Attendance, External Data Requests & Civil Rights Data Collection (1.0 FTE; 0.6 FTE contributing) ● Data Analyst for Community Schools, Student Services & Outdoor Experience Project (1.0 FTE; 0.85 FTE contributing) ● Data Analyst for English Learners & Newcomers (1.0 FTE; 0.8 FTE contributing) ● Data Analyst for High School & Pathways (1.0 FTE; 0.6 FTE contributing) ● Data Analyst for Special Education (1.0 FTE) ● Research Associate, Early Literacy (1.0 FTE) 		
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		<ul style="list-style-type: none"> • Statistician (1.0 FTE; 0.6 FTE) • Thirty minutes per week of teacher collaboration time for teachers districtwide to review student data and build evidence-based practices <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Teacher on Special Assignment, Data-Driven Decisionmaking (0.5 FTE) 		
1.10	Network-Based School Supports	<p><i>Provide network-based school supports to ensure that school leaders and staff are supported.</i></p> <p>Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support schools in analyzing data to understand student needs and plan interventions.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Network Superintendent, High School Network (1.0 FTE; 0.8 FTE contributing) • Deputy Network Superintendent, High School Network (1.0 FTE) • Network Partner, High School Network (1.0 FTE) • Network Superintendent, Middle School Network (1.0 FTE) • Network Partner, Middle School Network (1.0 FTE) • Middle School Program Manager (0.5 FTE; 1.0 contributing) • Network Superintendent, Elementary Network 2 (1.0 FTE) • Network Partner, Elementary Network 2 (1.0 FTE) • Deputy Network Superintendent, Elementary Network 3 (1.0 FTE) • Network Partner, Elementary Network 3 (1.0 FTE) • Network Superintendent, Elementary Network 4 (1.0 FTE) • Network Partner, Elementary Network 4 (1.0 FTE) 	\$3,744,075	Yes
1.11	School Improvement	<p><i>Develop and implement a continuous school improvement framework to improve school quality and student outcomes.</i></p> <p>The School Improvement team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which</p>	\$3,923,605	Yes

		<p>provides a definition of quality for K-12 schools, as well as accompanying rubrics and guidance documents for implementing improvement strategies. This also includes managing the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations.</p> <p>The framework details steps for grounding in community voice, convening a community design team, developing a strategic plan, implementing that plan and monitoring progress towards school-wide goals. The process follows an analysis, reflection, and planning cycle of inquiry that school-based community design teams engage in with facilitation support from the School Improvement team. It also includes regular communication and collaboration with the larger school community to monitor towards a shared vision for student success.</p> <p>In addition to framework development, the School Improvement team, alongside the Network Superintendents, directly supports identified school sites to implement an improvement plan created by the school site to address the areas identified after a school quality review. The office meets with members of the school site to progress monitor the implementation of the improvement efforts.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Deputy Chief of Continuous School Improvement (1.0 FTE) ● Teacher on Special Assignment focused on school improvement at the CSI-designated elementary school (1.0 FTE at one school) ● Additional counselors to improve graduation rates at CSI-designated secondary schools (1.4 FTE total at four schools) ● Specialist, Comprehensive Support & Improvement (0.5 FTE) <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> ● Funding for eleventh month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Elementary Intervention Teacher (1.0 FTE) 		
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Goal 2

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

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes):** Improving achievement and outcomes for all students, as measured in multiple ways, including state academic assessments, English proficiency, and college and career readiness
- Priority 5: Pupil Engagement (Engagement):** Providing students with engaging academic programs and extracurricular opportunities that keep them in school, as measured in part by attendance rates, chronic absenteeism rates, dropout rates, graduation rates, and student connectedness to school.
- Priority 8: Other Pupil Outcomes (Pupil Outcomes):** Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 2 focuses on strategies to improve outcomes for specific student groups that are not yet reaching grade-level standards. We believe that identifying and interrupting practices that perpetuate achievement 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. We are focused and have created specific programming to benefit our African American students, Latino students, Pacific Islander students, Arab American students, English learners, newcomers, special education students, low-income students, and unhoused students because there is a demonstrable achievement gap between these students and our White and Asian students.

At OUSD, we provide all students with the academic, social, and emotional support they need to prepare for college, career, or community success in the future. We recognize that every student brings a valuable and unique perspective to school. Our District dedicates resources to expanding programs that successfully improve outcomes for groups of students and our daily actions from hiring and budgeting to aligning instructional approaches to ensure rigorous standards are met exemplify how we aim to decrease performance gaps. We analyze student outcomes, develop professional learning experiences, and review financial allocations to ensure that students further from success access the academic and social emotional services they need.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.1.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-92.9	-90.3	--	-71.9	+2.6
2.1.2	Improve performance on the SBAC state assessment in Mathematics for African American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-128.3	-125.5	--	-113.3	+2.8
2.1.3	Increase the combined four- and five-year graduation rate for African American students as reported on the California School Dashboard.	76.3%	80.9%	--	82.3%	+4.6%
2.1.4	Increase the percentage of African American Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	34.8%	36.9%	--	40.8%	+2.1%
2.1.5	Increase the percentage of African American students who graduate prepared for college and career, as measured by the state College/Career Indicator.	29.1%	31.8%	--	35.1%	+2.7%
2.1.6	Reduce the chronic absenteeism rate for African American students.	70.5%	43.7%	--	39.7%	-26.8%
2.1.7	Reduce the number of student expulsions for African American students.	13	16	--	7	+3
2.1.8	Reduce the out-of-school suspension rate for African American students.	8.5%	9.0%	--	5.5%	+0.5%
2.1.9	Reduce the out-of-school suspension rate for African American male students.	9.4%	9.7%	--	6.4%	+0.3%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.2.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-79.3	-83.7	--	-58.3	-4.4
2.2.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-76.0	-48.5	--	-55.0	+27.5
2.2.3	Improve performance on the SBAC state assessment in Mathematics for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-112.5	-115.9	--	-97.5	-3.4
2.2.4	Improve performance on the SBAC state assessment in Mathematics for Native American students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-138.4	-110.1	--	-123.4	+28.3
2.2.5	Increase the combined four- and five-year graduation rate for Latino students as reported on the California School Dashboard.	68.8%	77.3%	--	74.8%	+8.5%
2.2.6	Increase the percentage of Latino Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	32.8%	40.7%	--	38.8%	+7.9%
2.2.7	Increase the percentage of Latino students who graduate prepared for college and career, as measured by the state College/Career Indicator.	30.9%	38.8%	--	36.9%	+7.9%
2.2.8	Reduce the number of student expulsions for Latino students.	13	11	--	6	-2
2.2.9	Reduce the rate of chronic absenteeism for Latino students.	67.2%	34.9%	--	31.0%	-32.3%
2.2.10	Reduce the rate of chronic absenteeism for Native American students.	72.7%	43.5%	--	39.4%	-29.2%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.3.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-95.0	-96.6	--	-74.0	-1.6
2.3.2	Improve performance on the SBAC state assessment in Mathematics for Pacific Islander Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-114.3	-112.1	--	-99.3	+2.2
2.3.3	Increase the combined four- and five-year graduation rate for Pacific Islander Students as reported on the California School Dashboard.	80.0%	72.7%	--	86.0%	-7.3%
2.3.4	Increase the percentage of Pacific Islander Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	28.0%	40.9%	--	34.0%	+12.9%
2.3.5	Increase the percentage of Pacific Islander students who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.4%	18.2%	--	23.4%	+0.8%
2.3.6	Reduce the chronic absenteeism rate for Pacific Islander Students.	85.3%	60.8%	--	56.8%	-24.5%
2.3.7	Reduce the out-of-school suspension rate for Pacific Islander students.	7.1%	4.1%	--	2.1%	-3.0%
2.4.1	Increase the percentage of on-time annual IEPs (Individualized Education Programs).	92.8%	64.8%	--	95.0%	-28.0%
2.4.2	Increase the percentage of on-time triennial IEPs (Individualized Education Programs).	86.1%	73.6%	--	90.0%	-12.5%
2.4.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-119.8	-120.0	--	-98.8	-0.2

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.4	Improve performance on the SBAC state assessment in Mathematics for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-146.8	-143.8	--	-131.8	+3.0
2.4.5	Improve performance on the California Alternate Assessments (CAA) in English Language Arts/Literacy for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-1.0	-1.7	--	8.0	-0.7
2.4.6	Improve performance on the California Alternate Assessments (CAA) in Mathematics for students with disabilities, as measured by the average distance from standard (points above or below standard) without participation penalty.	-4.8	-7.9	--	4.2	-3.1
2.4.7	Increase the combined four- and five-year graduation rate for students with disabilities as reported on the California School Dashboard.	68.2%	75.5%	--	74.2%	+7.3%
2.4.8	Increase the percentage of Grade 12 students with disabilities completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	19.4%	27.2%	--	25.4%	+7.8%
2.4.9	Increase the percentage of students with disabilities who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.7%	24.2%	--	23.7%	+6.5%
2.4.10	Increase the number of former Young Adult Program students who are participating in an appropriate independent living, adult day program, or group home arrangement within two years of completing the program.	0.0% [‡]	0.0%	--	20.0%	0.0%
2.4.11	Increase the number of former students who received Special Education services who indicate that they are employed or enrolled in continuing education one year after graduation.	40.8% [‡]	40.8%	--	90.0%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.4.12	Decrease the percentage of students receiving Special Education services who participate in the general education environment for less than 40% of their school day.	26.4%	17.0%	--	16.5%	-9.4%
2.4.13	Increase the percentage of students receiving Special Education services who participate in the general education environment for at least 80% of their school day.	61.9%	65.6%	--	65.0%	+3.7%
2.4.14	Increase the reclassification rate for students receiving Special Education services who are English learners.	6.1%	3.4%	--	8.1%	-2.7%
2.4.15	Reduce the chronic absenteeism rate for students with disabilities.	69.2%	41.2%	--	37.0%	-28.0%
2.4.16	Reduce the out-of-school suspension rate for students with disabilities.	6.7%	6.4%	--	3.7%	-0.3%
2.4.17	Reduce the out-of-school suspension rate for African American students with disabilities.	13.2%	12.0%	--	10.2%	-1.2%
2.5.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-78.3	-79.1	--	-57.3	-0.8
2.5.2	Improve performance on the SBAC state assessment in Mathematics for low-income students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-108.5	-109.4	--	-93.5	-0.9
2.5.3	Increase the combined four- and five-year graduation rate for low-income students as reported on the California School Dashboard.	74.1%	80.0%	--	80.1%	+5.9%
2.5.4	Increase the percentage of low-income students who graduate prepared for college and career, as measured by the state College/Career Indicator.	35.0%	40.0%	--	41.0%	+5.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.5.5	Increase the percentage of low-income Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard, as reported through the California School Dashboard.	37.7%	43.3%	--	43.7%	+5.6%
2.5.6	Reduce the chronic absenteeism rate for low-income students.	64.9%	36.9%	--	32.9%	-28.0%
2.5.7	Reduce the out-of-school suspension rate for low-income students.	4.2%	4.4%	--	3.0%	+0.2%
2.5.8	Increase the percentage of low-income students participating in after-school programs.	75.8%	81.9%	--	80.0%	+6.1%
2.6.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-134.6	-121.5	--	-113.6	+13.1
2.6.2	Improve performance on the SBAC state assessment in Mathematics for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty.	-163.5	-148.0	--	-148.5	+15.5
2.6.3	Increase the combined four- and five-year graduation rate for Unhoused Students as reported on the California School Dashboard.	59.2%	67.5%	--	65.2%	+8.3%
2.6.4	Increase the percentage of unhoused students who graduate prepared for college and career, as measured by the state College/Career Indicator.	10.8%	24.5%	--	16.8%	+13.7%
2.6.5	Increase the percentage of unhoused Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	18.4%	28.1%	--	24.4%	+9.7%
2.6.6	Reduce the chronic absenteeism rate for Unhoused Students.	72.8%	46.5%	--	42.5%	-26.3%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.7.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-122.0	-101.7	--	-101.0	+20.3
2.7.2	Improve performance on the SBAC state assessment in Mathematics for Foster Youth, as measured by the average distance from standard (points above or below standard) without participation penalty.	-160.9	-133.8	--	-145.9	+27.1
2.7.3	Increase the combined four- and five-year graduation rate for Foster Youth as reported on the California School Dashboard.	63.6%	55.2%	--	69.6%	-8.4%
2.7.4	Increase the percentage of foster youth who graduate prepared for college and career, as measured by the state College/Career Indicator.	25.8%	27.6%	--	31.8%	+1.8%
2.7.5	Increase the percentage of Grade 12 students who are foster youth completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	24.2%	27.6%	--	30.2%	+3.4%
2.7.6	Reduce the chronic absenteeism rate for Foster Youth.	68.7%	54.6%	--	50.7%	-14.1%
2.7.7	Reduce the out-of-school suspension rate for foster youth.	10.4%	13.8%	--	7.4%	+3.4%
2.7.8	Increase the percentage of foster youth participating in after-school programs.	0.5%	0.6%	--	5.0%	+0.1%
2.8.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-125.3 [†]	-134.8	--	-104.3	-9.5
2.8.2	Improve performance on the SBAC state assessment in Mathematics for English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-142.3	-148.9	--	-127.3	-6.6

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.8.3	Increase the combined four- and five-year graduation rate for English learners as reported on the California School Dashboard.	62.0%	70.1%	--	68.0%	+8.1%
2.8.4	Increase the percentage of English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.	18.8%	23.9%	--	24.8%	+5.1%
2.8.5	Increase the percentage of English learner Grade 12 students completing A-G requirements with a grade of C or better, as reported through the California School Dashboard.	23.8%	29.9%	--	29.8%	+6.1%
2.8.6	Increase the reclassification rate for English learners.	11.4%	7.4%	--	15.4%	-4.0%
2.8.7	Increase the percentage of English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	44.2%	39.1%	--	50.0%	-5.1%
2.8.8	Increase the number of current or former English learners completing the seal of biliteracy annually.	130	75	--	150	-55
2.8.9	Increase the percentage of English learners in Grades 6–12 who are required to take English Language Development and are enrolled in an ELD class.	65.7%	65.5%	--	100.0%	-0.2%
2.8.10	Increase the percentage of schools with 100% of English learners participating in the English Language Proficiency Assessments for California (ELPAC).	20.3% [†]	21.5%	--	100.0%	+1.3%
2.8.11	Increase the percentage of English learners participating in after-school programs.	28.3%	29.4%	--	35.0%	+1.1%
2.8.12	Reduce the chronic absenteeism rate for English learners.	66.1%	35.8%	--	30.9%	-30.3%
2.8.13	Decrease the percentage of classes with English learners taught by teachers that are misassigned. [§]	30.3%*	36.4%**	--	25.0%	+6.1%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.9.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-142.3 [‡]	-142.3	--	-128.3	0.0
2.9.2	Improve performance on the SBAC state assessment in Mathematics for long-term English learners, as measured by the average distance from standard (points above or below standard) without participation penalty.	-185.5 [‡]	-185.5	--	-175.5	0.0
2.9.3	Increase the combined four- and five-year graduation rate for long-term English learners as reported on the California School Dashboard.	76.1% [‡]	76.1%	--	80.1%	0.0%
2.9.4	Increase the percentage of long-term English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.	17.4%	27.9%	--	23.4%	+10.5%
2.9.5	Increase the reclassification rate for long-term English learners.	17.0%	11.1%	--	20.0%	-5.9%
2.9.6	Increase the percentage of long-term English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	47.4%	39.0%	--	55.0%	-8.4%
2.9.7	Reduce the chronic absenteeism rate for long-term English learners.	67.9%	42.1%	--	36.4%	-25.8%
2.10.1	Increase the percentage of Year 3 newcomer students in Grades TK-5 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).	57.3% [†]	57.4%	--	14.0%	+0.1%
2.10.2	Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer ELPAC targets on the Summative ELPAC (English Language Proficiency Assessment of California).	34.8% [†]	22.0%	--	20.0%	-12.8%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
2.10.3	Increase the percentage of Year 3 newcomer students in Grades TK–5 who meet District newcomer reading targets on the spring administration of the i-Ready reading assessment.	36.9%	22.3%	--	20.0%	-14.6%
2.10.4	Increase the percentage of Year 3 newcomer students in Grades 6–12 who meet District newcomer reading targets on the spring administration of the i-Ready reading assessment.	34.8%	31.4%	--	33.0%	-3.4%
2.11.1	Increase the one-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	53.0%	67.2%	--	68.0%	+14.2%
2.12.1	Increase the percentage of parents and caregivers who feel that the after-school program at their child's school provides opportunities for their child that they would not otherwise have access to, as measured by the California Healthy Kids Survey (CHKS).	66.7%	70.2%	--	80.0%	+3.5%
2.12.2	Increase the percentage of students receiving Special Education services in self-contained programs who participate in after-school programs.	2.3%	2.0%	--	5.0%	-0.3%

*2021-22 data **2022-23 data †Baseline established using 2023-24 data. †Baseline data updated from 2024-25 LCAP. Target updated from 2024-25 LCAP.

§Metric 2.8.13 changed from “Decrease the number of misassignments of teachers of English learners” to “Decrease the percentage of classes with English learners taught by teachers that are misassigned” to align to the state metric on the Local Educational Agency Accountability Report Card. Data for the baseline year has also been adjusted to reflect this change.

Goal Analysis for 2024-25

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

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

Action 2.1 African American Student Achievement

OVERALL IMPLEMENTATION

- Coaching of Facilitators in both our classes for African American Male Achievement and African American Female Achievement has been implemented. There has been an increase in programming throughout the District.

Implementation Challenges:

- There was a new fiscal protocol to create new position control numbers (PCNs) for hiring which caused a 3-4 month delay with hiring two new facilitators. Central office staff covered site based classroom vacancies in addition to regular job duties.

Implementation Successes:

In African American Male Achievement classes:

- There is a higher sense of belonging and well being reflected in the midyear SEL screener, Sown to Grow, implemented in all secondary courses. Students report a higher sense of belonging at their school, with an average of 3.8 (on the STG five-point scale)
- There is increased student access to courses reaching an estimated 712 students, 20% of our African American male students districtwide, PK-12, including nearly 300 students in our high school dual enrollment courses. This is a 37% increase in our reach, since the 2023-24 school year.
- I-Ready literacy and math growth: At midyear, students participating in these courses who reached grade level reading increased from 14.7% in the fall I-Ready, to 19.7% at midyear. Similarly, the number of students participating reaching grade level in math increased from 3.8% in the fall to 6.7% in the spring.

In African American Female Achievement classes:

- Increased positive attendance: at midyear, 41.2% of our AAFE students have positive attendance compared to 34.3% non-enrolled AAFE students.
- Increased grade level reading: at midyear, 18.6% of our AAFE girls are at or above grade level on I-Ready, compared to 17.9% of non-enrolled female African-American students.
- Increased student access: At midyear, AAFE facilitators and partner teachers are reaching an estimated 450 students, 7% of our African American

female students. This is a 29% increase in our reach, since the 2023-24 school year.

The Middle School Network collaboration with Office of Equity and Community Advisory Committee for Special Education (CAC)'s Working Group to Support Black Students with Disabilities in Middle School led to the following successes:

- Decrease in overall suspensions, Grades 6-8, at midyear, 263 students suspended (4.8%), compared to 328 students (4.8%) last year (2023-24 midyear)
- Decreased incidents of suspension, reduction of 112 incidents at midyear (401 total incidents), compared to last year (514 incidents at 2023-24 midyear)
- At midyear, 53% of our middle schools (9 of 17 sites) have fewer suspensions of Black students with disabilities, compared to last year.

Action 2.2 Latino & Native American Student Achievement

OVERALL IMPLEMENTATION

- Coaching of Facilitators in Latino Student Achievement has been implemented. There has been an increase in programming throughout the District.

Implementation Challenges:

- New fiscal protocol to create new position control numbers (PCNs) for hiring, caused a 3-4 month delay with hiring five new LSA teachers to cover eight sites. Central OoE LSA staff covered site based classroom vacancies in addition to regular job duties.

Implementation Successes:

- Increased student access: At midyear, LSA facilitators and partner teachers are reaching an estimated 500 students, or 3% of our Latino students, districtwide, K-12. This is a 0.5% increase in our reach, since the 2023-24 school year.
- Increase in positive attendance: At midyear, 49.2% of our LSA students have positive attendance compared to 39.1% non-enrolled LSA students.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

OVERALL IMPLEMENTATION

- Coaching of Facilitators in Arab and Asian Pacific Islander classrooms has been implemented.

Implementation Challenges:

- Fiscal delay with accessing central supplemental allocation for our Arab American and Pacific Islander literacy mentoring programs caused a two-month delay with hiring, training, and deploying mentors to sites to begin programming.

Implementation Successes:

- Increased student access: At midyear, AAPISA mentors and partner teachers are reaching an estimated 500 students, or 15.4% of our Arab American students, districtwide, K-12, and 59.4% of our Pacific Islander students districtwide. These are increases of 9% and 26.4% respectively, since the 2023-24 school year.
- Increase in positive attendance: At midyear, 46.7% of Arab American (AAPISA) enrolled students have positive attendance compared to 44% non-enrolled home language Arabic students. And, all students engaged in PI programs including non-PI identified students, all have positive attendance since this is a requirement for participation this year, resulting in 107.9% positive attendance compared to 18.5% non-enrolled PI students.
- Increased grade level reading: By midyear, 20.1% of our Arab Am (AAPISA) enrolled students were reading at or above grade level, compared to from 8.7% in the fall.

Action 2.4 Students with Disabilities Achievement

OVERALL IMPLEMENTATION

We have implemented all strategies as planned.

Implementation Challenges:

- The Special Education Department completed a data analysis of past-due annual IEPs and reevaluations to determine the primary root causes of IEPs not being completed on or before the due date. The top two reasons provided by Special Education Case Managers were 1) lack of access to an interpreter and 2) parent/rights holder did not respond to attempts to schedule the IEP or did not attend the IEP. This has impacted our staff.
- To respond to this challenge, Department personnel collaborated with other departments' staff to revise protocols for interpretation requests and provided communication and retraining for Special Education personnel. Additionally, we re-issued clear guidance on procedures for parents/right holders who are not engaged in a multimodal format.
- Absence rates for students with disabilities remains disproportionately high despite targeted attendance interventions, and recent data show that our trends are moving toward greater daily absences rather than fewer.

Implementation Successes:

- We have surpassed our target for graduation and A-G graduation for students with disabilities for the 2023-24 cohort.
- We have reduced overall suspension for students with disabilities and have a successful partnership with families, network leaders, and principals at the middle school level that is driving specific reductions in Grades 6-8.
- The percentage of Special Educators who participated in a department-offered IEP development support session (such as an IEP training 'camp' or just-in-time office hours) increased by 24.8% between December, 2023 and December, 2024.
- Our IEP quality efforts are beginning to show impact. Department personnel complete comprehensive quality audits of a randomized sample set

of completed IEPs each month, and we are tracking growth in core IEP quality indicators resulting from Special Educator coaching and training efforts. For example:

- The percentage of audited IEPs with adequate data in the present levels from multiple sources grew by just over 13% from September, 2024 to January, 2025.
- The percentage of audited IEPs with goals that had complete, aligned baselines increased by 9% from September, 2024 to January, 2025.
- iReady data show that students with disabilities in Grades K-8 are making accelerated growth, in part due to our training and support for educators using the Spire multisensory literacy intervention. This will prepare students for more robust performance on the SBAC.
- Total % of students with IEPs at or above grade level increased +3.2% pts, from 28.9% in 2023-24 to 32.1% midyear 2023-24 to midyear 2024-25. This is compared with .6% growth for students without IEPs during that period.
- Total % of students with IEPs 3+ grades below decreased -2.6% pts, from 30.2% to 27.6% midyear 2023-24 to midyear 2024-25. This is compared with a -.6% change for students without IEPs.
- We are making movement toward our goal of a more inclusive district by design, with fewer students spending most of their day in a segregated Special Education classroom.
- Our Disability Access Resolution initiatives have begun to produce results, including four high schools reporting more participation of students in self-contained programs being a part of after-school programming and sports, the launch of inclusive play groups and integrated Saturday sports, training PE teachers in partnership with Special Olympics, and starting our first Best Buddies chapter at Bridges.

Action 2.5 Low-Income Student Achievement

OVERALL IMPLEMENTATION

- 74 Schools are implementing Sown to Grow.
- 17,412 students are using Sown to Grow regularly for the weekly check-in.
- 1,012 alerts have been flagged, triggering a response from the COST to assess the level of student need/support.

Implementation Challenges:

- The Board did not approve the Sown to Grow contract in June. The contract was then delayed and did not get approved until the end of September. This delayed the implementation start date till October.
- The late start made it much harder to implement and gain traction in the tool in service of students.

Implementation Successes:

- Low-income students achieved green in graduation rate and college/career readiness. Students also decreased in chronic absenteeism.

Action 2.6 Unhoused Student Achievement

OVERALL IMPLEMENTATION

Our team successfully stationed Case Managers at our partner site schools to provide direct support to McKinney-Vento (MKV) students. We actively participated in COST meetings on a weekly basis, advocating for MKV students and ensuring their enrollment in after-school programs. Additionally, our Academic Counselor conducted a thorough review of over 100 high school transcripts, supporting students in staying on track for graduation. Case Managers also played a critical role in attendance meetings, providing wraparound services to students and families while advocating for the importance of regular school attendance. The activities implemented were:

- Case Managers were present at partner schools to offer direct support and participate in weekly COST meetings to advocate for MKV students.
- Successful advocacy for student enrollment in after-school programs.
- The Academic Counselor reviewed over 100 high school transcripts and guided students toward graduation.
- Case Managers attended attendance meetings to provide comprehensive support to families.

Implementation Challenges:

- *Limited Resources:* Staff capacity remains a challenge, as the demand for services exceeds our current capacity. Case Managers are stretched thin across multiple sites, making it difficult to provide in-depth, individualized support at all times.
- *Systemic Barriers:* Navigating school bureaucracy and securing placements in after-school programs for MKV students required persistent advocacy, as spots were often limited.
- *Attendance Issues:* Encouraging consistent school attendance among MKV students remains a challenge due to external factors such as housing instability and transportation barriers.

Implementation Successes:

- *Impactful Student Support:* The direct engagement of Case Managers at partner schools created stronger relationships with students and provided much-needed consistency in their academic journey.
- *Academic Progress:* The Academic Counselor's review of over 100 transcripts ensured that high school students remained on track for graduation, which is a significant milestone for our program.
- *Increased Access to Services:* Through our advocacy efforts, more MKV students were successfully enrolled in after-school programs, providing them with additional academic and social-emotional support.
- *Collaboration & Advocacy:* Our participation in attendance meetings allowed us to support families holistically and emphasize the critical role of school attendance in student success.

Action 2.7 Foster Youth Achievement

OVERALL IMPLEMENTATION

- Providing all entitlements in accordance with AB 490 and ensure all academic records are obtained for each youth
- Improved collaboration with Special Education staff to ensure foster youth with disabilities are supported and served
- Participation in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care
- Evaluation of graduation status and continued work with High School Counselors
- Referrals to site-based Coordination of Services Teams for triage and mental health supports
- Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such
- Not implemented: Foster Youth Mentorship program. Due to changes in staff and attrition at the planned partner agency, we did not implement the mentoring program as planned. A discovery as we talked about this with youth, was that youth struggle more with feeling misunderstood by staff.

Implementation Challenges:

- In order to help serve foster youth and their respective schools, an effort is made to keep the list of youth in care and their adult teams up-to-date; however youth are faced with frequent changes in placement and in members of their adult teams, often with little or no notification made to anyone.
- Foster youth are in the middle of multiple agencies, with those that work outside the school district as the ones making decisions. This sometimes results in a delay of aligning youth in care with the proper resources/support.

Implementation Successes:

- Three case managers provide direct services to over 90 foster youth in OUSD. This has increased the partnership with school site staff and FYS to support youth in care, communicate needs, and align them with services.
- As a result of the board resolution that prioritizes school preference for foster youth, every foster youth that applied for a school received their top school of choice.
- There has been a significant increase in schools being in compliance with AB 740 (notification of suspension).

Action 2.8 English Learner Achievement

OVERALL IMPLEMENTATION

- Centrally provided PD on designated ELD during Language and Literacy institute and new teacher series

- Centrally provided integrated PD at January PD Day, PK-12 monthly inquiry cohort through Lead by Learning and Saturday PLCs on GLAD practices.
- ELLMA supported site-based PD provided on integrated and designated ELD at over 20 sites.
- Continued content development of ELD lessons grounded in the ELA curriculum.
- Capacity building of literacy TSAs to support integrated and designated ELD through elementary, middle school and high school coaching collaboratives.

Implementation Challenges:

- Despite our efforts, we see low results in the areas of reclassification, ELPAC growth, and ELPAC, and distance from standard in both ELA and math. We had a low percentage of students who attained an ELPAC score of 4 compared to previous years at 8.6% which is one of the state-required criteria for reclassification. Subsequently, our reclassification rates are also lower than previous years.
- While we have seen an increase of ELs enrolled in ELD in Grades 6-12 this year to 73.3%, more students need to enroll in these courses.

Implementation Successes:

- We have exceeded our goal of graduation of ELs, mostly due to a significant increase in newcomers' graduation rate.
- We have also already met our 2025-26 goal for ELs' A-G completion.
- We are approximating the 2025-26 goal of college and career readiness.
- We have significantly decreased chronic absence rates.

Action 2.9 Long-Term English Learner Achievement

OVERALL IMPLEMENTATION

- Content development of ELD lessons for LTELs grounded in the middle school ELA program.
- Development of integrated support for LTELs to support access to the newly adopted Fishtank ELA curriculum.
- Ongoing centrally and site-based PD on both integrated and designated ELD

Implementation Challenges:

- 32% of our long-term ELs also have an IEP, or are dual-identified as needing both EL and Special education services.
- The data on reclassification, ELPAC growth (ELPI) and SBAC results suggest we are undeserving our long-term ELs. They are one of the few subgroups who are not only demonstrating an opportunity gap but further slipping in growth. We have an urgent need to sharpen our focus on this group of students.

Implementation Successes:

- Long-term ELs have made significant strides in graduation rates and college and career readiness.
- We are seeing an improvement in chronic absence rates.

Action 2.10 Newcomer Achievement

OVERALL IMPLEMENTATION

- Social worker staffing to all high count newcomer secondary schools.
- PD and support for newcomer social workers to better meet the wellness needs of newcomer students.
- A social work internship program designed to build a pipeline of bilingual bicultural social workers and add capacity at sites.
- ENTL (elementary newcomer teacher leader) staffing at all high count newcomer elementary schools to provide supplemental direct instructional support to newcomers as well as capacity building for the whole school. This role is supported by a central specialist who provides high quality professional learning and coaching support.
- Lakeview newcomer services team provides a linguistically responsive intake process and initial screening for urgent needs and referrals to school-based and community resource providers

Implementation Challenges:

- The current political climate is challenging our newcomer students and their families to feel safe and a sense of belonging in our schools and communities.
- We still see students out of school to work on a regular basis and attendance rates suffer

Implementation Successes:

- Our newcomer graduation rate has gone up 20% in the past two years.
- We have decreased our chronic absentee rates and increased our newcomer attendance rates.

Action 2.11 Alternative Education

OVERALL IMPLEMENTATION

- Using CSI funds we were able to hire a Credit Recovery Case Manager to conduct home visits with students at CSI-designated schools and set them up for in-person tutoring.
- Sites offered additional coursework in order for students to recover credits that would lead to graduating at an earlier date than their personalized plans suggested.

- Sites also offered flexible schedules to meet the needs of students that were chronically absent in previous semesters.

Implementation Challenges:

- Students continue to prioritize working, caring for family members, and finding housing instead of their education. This leads to a longer commitment in order to graduate.

Implementation Successes:

- There has been some success in improving attendance, however, students in alternative education are still attending at lower rates than their peers.

Action 2.12 Expanded Learning Opportunities

OVERALL IMPLEMENTATION

The total Expanded Learning (After School) enrollment was 19,075 students this year:

- Special Education students: 2,878 (15%)
- ELs: 5,393 (28%)
- Low-income (Free/Reduced Lunch) students: 15,259 (80%)

The Saturday Free YES! Sports Program in Fall/Winter 2024 served 1,038 students:

- Special Education students: 151 (15%)
- ELs: 274 (26%)
- Low-income (Free/Reduced Lunch) students: 770 (74%)

OUSD's Expanded Learning Office successfully implemented comprehensive after-school programming across all elementary, middle, and high schools, including Kaiser, Hintil, and Burbank TK sites. This includes the expansion of the Arts initiative, which incorporated over 20 art organizations into OUSD's after-school programs. ExLO continues to expose elementary school students to YES! Sports: students have access to free sports offerings on Saturdays.

Our total Summer Learning enrollment was 8,305 students:

- Special Education students: 1,992 (24%)
- ELs: 2,831 (34%)
- Low-income (Free/Reduced Lunch) students: 7,379 (90%)
- Credit recovery participants: 2,535 (30%)

Implementation Challenges:

After School: Staffing the demand for after-school programs in elementary and middle school continues to be challenging across the district. This year, we saw a 30% in staff transitions. Competition for high-quality staff continues to be challenging, with individuals prioritizing full-time positions with benefits over part-time roles. Due to the significant staff turnover, ensuring schools have trained veteran individuals with a long history at schools has been an ongoing challenge for many programs.

Summer Learning: Our average daily attendance rate for summer programs was lower than expected. Secondary students surveyed stated they wanted activities that connected them more to their community.

Implementation Successes:

Summer Learning: We expanded our offerings of full day programming to extensive needs sped students. We also implemented small group phonics instruction in all elementary summer programs. During the program, 82% of elementary students met their reading growth goals. During the summer session, 48 students earned their high school diploma. We saw a 72% increase in unhoused youth participating (349 to 599 students). There was a 42% increase in Newcomers participating (796 to 1,132 students) and a 49% increase in Transitional Kindergarten students participating (171 to 255 students).

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

Action 2.1 African American Student Achievement

Three total full time FTEs were vacant for 3-4 months due to delays with creating new PCNs for these positions, there may be a significant difference in actual salary expenditures for these three positions.

Action 2.2 Latino & Native American Student Achievement

Five total full-time positions were vacant for 3-4 months due to delays with creating new PCNs for these positions, so there may be a significant difference in actual salary expenditures for these positions.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

There were no significant material differences in expenditures for this area.

Action 2.4 Students with Disabilities Achievement

There were no material differences between planned and actual expenses. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held

moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.5 Low-Income Student Achievement

There were no material differences between planned and actual expenses.

Action 2.6 Unhoused Student Achievement

There were no significant vacancies in our staff positions that impacted our planned services. However, due to capacity limitations at Community Education Partnerships (CEP), we faced challenges in referring new students to their program as originally planned.

Action 2.7 Foster Youth Achievement

There were no significant material differences in expenditures for this area.

Action 2.8 English Learner Achievement

There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.9 Long-Term English Learner Achievement

There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.10 Newcomer Achievement

One of our contractual newcomer social workers at Roosevelt resigned midyear and there was a multi-month gap before we were able to hire and onboard a replacement. One of our grant funded newcomer wellness staff members was out on family leave for much of the school year. Our unaccompanied minor re-engagement specialist left the district and there was a multi-month gap before we were able to hire and onboard a replacement. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.11 Alternative Education

There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held

moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.12 Expanded Learning Opportunities

There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

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

Action 2.1 African American Student Achievement

Improved outcomes for Black students, as demonstrated by data listed above, involved:

- Intentional recruitment and retention of Black educators, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central specialists.
- Implementation of African American Studies content and ethnic studies pedagogy via the Mastering African American Identity (AAMA and AAFE), G-elective, survey courses.
- Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership.
- Implementation of SEL screener in all classrooms.
- Collaboration with network superintendent teams to align focus and support on instructional priorities in each network: attendance, literacy, A-G completion.

Middle School Network successful strategies decreasing suspensions of Black students included:

- *Principal Professional Learning data analysis*: Principals engage in data analysis and set goals related to school culture and climate. They showcase best practices, present initiatives that are having a positive impact, and discuss successful Tier 2 and Tier 3 strategies. A presenting principal shares an issue or question, and all principals engage in collaborative problem solving to resolve the issue or answer the question.
- *Special Education Middle School Behavior Analysts (BCBA)*: BCBA's facilitated professional development in Principal Professional Learning to discuss Tier 1, 2, and 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans.
- *Middle School Network Team*: attends school site culture/climate team meetings, sets goals with each site, monitors site suspension data, discusses ongoing data, shares effective strategies in Principal Professional Learning, and celebrates positive outcomes.

Action 2.2 Latino & Native American Student Achievement

Improved outcomes for Latino students, as demonstrated by data listed above, involved:

- Intentional recruitment and retention of homegrown Latino educators, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central LSA specialists.
- Implementation of culturally responsive content and ethnic studies pedagogy via the Chicano/Latino Studies (LSA), g-elective, survey courses.
- Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

Improved outcomes for Arab American and Pacific Islander students, as demonstrated by data listed above, involved:

- Intentional recruitment and retention of Arab American and Pacific Islander literacy mentors, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central AAPISA specialists.
- Implementation of culturally responsive approaches to mentoring, including family communication and engagement.
- Implementation of care management for all students.
- Requirement of school day attendance for participation in AAPISA programs and activities.

Action 2.4 Students with Disabilities Achievement

Special Education supports for Students with Disabilities:

- While we are not yet seeing the movement we expect in on-time IEPs, we are starting to see improvements in IEP quality through our coaching and professional development efforts.
 - As shown above, IEP audit data show improvements in data-driven, aligned IEP present levels and goals.
 - The Department has provided PD content to Special Education teachers with over 2100 participants from August, 2024-February, 2025. The average participant response to our content was a 4.29/5 YTD, with participants endorsing that the content was clear and easy to understand (4.37/5) and that the presenter was engaging and provided opportunities for participation (4.21/5).
- Our foundational literacy strategy and Department-led educator supports are demonstrating efficacy.
 - As of the end of trimester one in 2024-25, 36% more students with IEPs received dedicated Spire reading intervention as compared with trimester one of 2023-24.
 - We achieved a 2.8% reduction in the students with IEPs in Grades K-5 who are below grade level in phonics.

- Our procedures and training for Alternative Diploma, credit analysis support, person-centered planning, and ITP deep dives with educators has contributed to more students with IEPs graduating with a diploma ready for college, career, and community.
- One ineffective strategy has been to attempt to provide credit recovery services in a parallel system through the Special Education Department. Because of personnel limitations, the number of students we were able to serve has been small, and students benefit more from an approach that is integrated at their school of attendance rather than separate. We plan to discontinue this and shift to a focus of stronger credit analyses and D/F engagement at sites, coupled with Special Education support during summer Academic Recovery.

Action 2.5 Low-Income Student Achievement

Effective strategies include:

- The Sown to Grow mental health screener is a crucial tool in meeting our goals regarding tiered supports for our low-income students.
- The Sown to Grow tool ensures a regular check point on the well-being of our most vulnerable students. This checkpoint helps staff connect students in need of more support (mental health, academic support, SEL support) with the appropriate service.
 - Due to delayed implementation (late contract approval) we did not see the same usage numbers for 2024-25, as we saw in 2023-24.
 - We believe this had a negative impact on our students, and the ability of staff to roll out the tool in a consistent manner. (October implementation of anything is disruptive and challenging).

Action 2.6 Unhoused Student Achievement

Effective strategies included:

- The presence of our Case Managers in schools has been highly effective in supporting MKV students. By being integrated into the school culture and daily operations, Case Managers have played a crucial role in providing preventative behavioral support, advocating for students' attendance, and ensuring their access to essential services. They have successfully enrolled students in after-school programs, behavioral health support, counseling, and IEP evaluations, addressing multiple barriers to academic success.
- Despite these successes, the most significant challenge remains the lack of access to stable housing and emergency resources such as hotel vouchers. Families experiencing housing instability often have to move frequently or reside in unsuitable living conditions, which directly impacts students' ability to attend school consistently and on time. While our team continues to advocate for these families, the absence of immediate housing solutions remains a critical gap that affects student attendance and overall wellbeing.
- While the strategy of embedding Case Managers in schools has proven successful in providing comprehensive student support, addressing attendance barriers, and advocating for student needs, the broader issue of housing instability remains unresolved. Without access to stable housing solutions, students continue to face challenges in maintaining consistent school attendance, limiting the full impact of our interventions.

Action 2.7 Foster Youth Achievement

Effective strategies include:

- Continuous outreach and communication with the youth's interagency team to keep bringing education to the table.
- Consistent interaction with school staff to maintain awareness of who the foster youth are at their school.
- More coordination and training with Special Education has resulted in FYS being more knowledgeable about IEPs, as well as developing practices with Special Education to support foster youth with IEPs.

Ineffective practices included:

- Providing training to District-wide groups where the audience is already receiving a large amount of other information. Direct communication and smaller group trainings allow for their more specific questions to be answered

Action 2.8 English Learner Achievement

Effective strategies include:

- Our collaboration with the HS linked learning office and our school sites to provide ELs graduation supports and to implement AB 2121 appropriately.
- We have worked with the master schedule team and counselors to increase designated ELD enrollment which has yielded some progress, even as we work towards more progress.
- We have seen an increase in designated ELD implementation at the elementary level as evidenced by the Stages of ELD self-assessment, instructional schedule submission, and learning walks.
- Collaborating with content teams to provide integrated ELD. We are seeing a more successful increase of educator take-up of equitable student talk structures, explicit language instruction that address the language demands and opportunities across content areas.
- Schools with Elementary Newcomer Teacher Leaders are showing comparatively strong growth on the I-Ready with their newcomers.
- Collaboration with the special education team has enabled us to revise our individualized reclassification criteria and reclassify over 38 dually-identified students during the winter cycle through the revamped process.

Ineffective strategies include:

- We will no longer fulfill requests for sites to support one-off PDs on ELD as we know from our own data as well as from research that these experiences are not effective.
- Due to the lift to improve quality instruction of designated ELD, we have spent less time supporting integrated ELD at the site-level. We will work to rebalance our support to ensure we are providing schools with support around comprehensive ELD strategies so that they understand the

leverage the connection between integrated and designated ELD.

Action 2.9 Long-Term English Learner Achievement

Effective strategies include:

- OUSD developed ELD lessons grounded in the ELA instructional materials showing promising results for long-term ELs compared to results seen in schools using other programs.
- Site- based PD on designated and integrated ELD and leadership coaching support in middle school has shown results year-over-year for LTELs, yielding the highest reclassification rates in the district. Even as rates fell in the middle school network compared to the previous two years, it was still at a strong 18%.

Ineffective strategies include:

- Support for LTELs has been less effective in high school than middle school. Centrally supported PLCS for LTEL ELD has not had strong high school attendance and the curriculum is unconnected to core content as it is in middle school.

Action 2.10 Newcomer Achievement

Effective strategies Include:

- Partnering with the county and Bananas has let us re-enroll many of our pregnant and parenting teens in school either with us or at the new county program.
- Collaborating with special education and behavioral health departments to include more of their social workers in our PD and streamline social work PD structures across departments.
- Using CDSS grants for both social emotional AND academic support. The new SIFE curriculum is an academic intervention that we see supporting newcomer SEL. We seek to do more of this.
- The professional learning support for Elementary Newcomer Teacher Leaders has resulted in a significant increase in small group ELD and foundational skills instruction for newcomers. We are seeing promising results in I-Ready growth for students receiving consistent supplemental instruction via the ENTL role.

Action 2.11 Alternative Education

Effective strategies include:

- The district strategy of improving attendance while providing more targeted credit recovery has been successful on a limited basis. More work needs to be done to get students to school in order to take advantage of the opportunities of accelerated credit recovery.

Action 2.12 Expanded Learning Opportunities

Effective strategies include:

- OUSD's Expanded Learning Programs increased services to our highest needs community and created systems to ensure unduplicated and inclusive programming was taking place in our schools. For summer learning, this includes creating a targeted enrollment tool that invites high priority students and includes a waitlist system that allows us to quickly fill any open spots.

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

Action 2.1 African American Student Achievement

We aim to continue our partnership with the family and staff leaders on the CAC to focus our efforts on supporting Black students with disabilities to reduce suspensions at the high school level, learning from our partnership in 2023-24 and 2024-25 with the Middle School Network to decrease suspensions for Black students and Black disabled students in both 2023-24 and 2024-25.

Action 2.2 Latino & Native American Student Achievement

Based on classroom observations and student data this year, we are noticing improved outcomes with attendance and literacy in survey courses taught by credentialed teachers in comparison to courses and spaces held by our community provider. We are considering moving community provided programming to after school and instead recruiting candidates who are already credentialed to staff the course at sites where this transition is feasible for 2025-26.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

Due to reductions in the non-labor budget projected for 2025-26, and the reduced availability of central concentration funds for this work, contracts with community based providers for targeted literacy programs will be reduced, and less students and school sites will be served.

Action 2.4 Students with Disabilities Achievement

We will be revising our section slightly to remove high school credit recovery services offered directly by the Special Education Department, as we no longer have the personnel to sustain that initiative. Additionally, this strategy has not been shown to be effective. All other investments, goals, and services are recommended for continuation.

Action 2.5 Low-Income Student Achievement

We did not adjust the plans or metrics. The chronic absenteeism data was improving at the beginning of the year then dropped off towards the middle of the year. We believe this is due to new legislation from the president, targeting students and families that are undocumented. These executive orders

have created some fear around coming to school, and recently there have been accounts in California of ICE and connected officials coming to schools in search of immigrant children (building on this culture of fear). There may be a need to shift the strategy around family engagement and attendance for 2025-26 in light of this changing landscape. The team will be strategizing about these changes over the summer.

Action 2.6 Unhoused Student Achievement

Based on reflections from prior practices and an assessment of the effectiveness of current strategies, several key changes will be implemented for the coming year to improve the support and outcomes for McKinney-Vento (MKV) students and families. These changes are aimed at enhancing identification efforts, attendance interventions, academic and behavioral support, and family engagement.

1. McKinney-Vento Identification Support:

- *Change:* Strengthen outreach and training efforts for school staff to improve early identification of MKV students.
 - *Rationale:* In the 2025-26 school year, OUSD MKV program saw an increase of McKinney-Vento qualified students and families. More proactive engagement with school staff and direct outreach to families can increase enrollment.
 - *Action:* Implement additional training sessions for school staff and create more multilingual outreach materials.

2. Attendance Monitoring & Intervention:

- *Change:* Increase the frequency of attendance monitoring from bi-weekly to weekly for students flagged as chronically absent.
 - *Rationale:* A 10% decrease in absences over three months is the goal, but more frequent monitoring and intervention may yield better results.
 - *Action:* Introduce a tiered intervention approach, prioritizing high-need students for immediate intervention and leveraging school-based support teams.

3. Academic & Behavioral Support

- *Change:* Establish mentorship or tutoring partnerships to further support students academically.
 - *Rationale:* A 10% increase in academic performance and graduation rates is targeted, but additional structured academic support is needed.
 - *Action:* Partner with community organizations and universities to bring in volunteer tutors or peer mentors.
- *Change:* Strengthen behavior intervention plans by incorporating trauma-informed practices.
 - *Rationale:* Decreasing suspensions by 10% requires a more structured support system for behavioral interventions.
 - *Action:* Train school staff in restorative justice practices and increase access to school-based mental health resources.

4. Family Engagement & Outreach

- *Change:* Increase the frequency of family check-ins from bi-weekly to weekly for families with urgent needs.
 - *Rationale:* Ensuring that 100% of MKV families are informed and connected to resources requires more consistent engagement.
 - *Action:* Implement structured check-in schedules and expand partnerships with community resource providers to streamline referrals.
- *Change:* Expand community awareness efforts beyond four outreach events per year.
 - *Rationale:* Increasing visibility and understanding of the MKV program within the community will help reach more eligible families.
 - *Action:* Utilize social media, school newsletters, and local events to provide ongoing information about MKV rights and resources.

The coming year will focus on enhancing identification efforts, intensifying attendance interventions, expanding academic and behavioral support, and deepening family engagement. These strategic changes are expected to improve overall outcomes for MKV students and ensure that they receive the full support they need to thrive in school and beyond.

Action 2.7 Foster Youth Achievement

The effort toward a peer mentoring group will be re-directed this year to provide more training to staff in partnership with Behavioral Health. The feedback we have received from youth in care that they feel separates their situation from non-foster peers is their overall feeling that adults do not understand their unique needs. We will increase our efforts in not only ensuring AB 740 is implemented properly, but extending this practice/policy to include more restorative practices as an alternative to education.

Action 2.8 English Learner Achievement

We continue to dig into multiple data points, both quantitative and qualitative, to get to root causes for why we are not seeing more improvement. We are trying some new strategies out this year with ELPAC testing conditions. We plan to offer less isolated EL-focused PD in favor of more PD led on integrated ELD supports in the content areas in partnership with the academics team. There will also be a stronger focus on EL progress monitoring including incorporating a language lens in curriculum-embedded and other formative assessments.

In secondary, through collaboration between ELLMA and Academics, we have engaged ILTs across schools to collectively identify a common instructional focus for all middle and high schools to address the lack of adequate progress for ELs: student talk and scaffolding for rigor. Finally we plan to roll-out new guidance and support implementation for how to address the instructional needs of ELs who require both foundational literacy skill development and ELD.

Action 2.9 Long-Term English Learner Achievement

Due to concern about our results for LTELs, the academics and ELLMA teams engaged in a data dive and determined an instructional focus for the 2025-26 school year for all middle and high schools: student talk and scaffolding for rigor. All content area coordinators and specialists will hold this

focus through professional learning, coaching collaboratives, learning walks, and site support. We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work.

Action 2.10 Newcomer Achievement

We will give one more year to our newcomer social work internship program to see if those interns end up filling newcomer social work vacancies the following year. If not, we will likely discontinue the program. While having social work interns in our schools is wonderful, if they don't end up taking jobs with us, the supervision and support of that program might not be worth the effort and cost.

Action 2.11 Alternative Education

No changes are anticipated in the coming year.

Action 2.12 Expanded Learning Opportunities

OUSD's after-school programs will implement an online enrollment system that parallels the OUSD enrollment process so families can access a single platform. This will expedite communication with families and ensure that OUSD prioritizes our highest needs communities.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.1	African American Student Achievement	<p><i>Implement student achievement strategies to address the specific and unique needs of Black/African American students, with a focus on areas in which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts, and Mathematics. Partner with principals and their teams to advance literacy, attendance, and A-G completion rates for African American students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers.</i></p> <p>The Office of Equity’s signature programs supporting African American Achievement within OUSD are African American Female Excellence (AAFE) and African American Male Achievement (AAMA). Both programs partner with organizations such as the African American Education Task Force to provide culturally relevant programming and academic social emotional learning support for 870 African American students across 28 sites in Grades TK-12.</p> <p>In addition to targeted support provided to African American students within schools, AAFE and AAMA produce the Annual African American Honor Roll, honoring and encouraging the academic achievements of students and families districtwide. The honor roll has demonstrated results, increasing the number of African American Grade 6–12 students with GPAs of 3.0 or better from 804 in 2021-22 to 1,559 in 2023-24. To improve the literacy and A-G completion rates for African American students, AAFE and AAMA partner closely with our Network Superintendents, academic departments, and early childhood programs to center resources to create additional literacy programming supporting African American students. AAFE and AAMA also partner with organizations such as the Warriors Community Foundation to support increased opportunities for STEM-based learning experiences. To expand our reach, we provide guidance for schools that serve 20% or more African American students to have an AAMA and AAFE class as an offering in secondary. At elementary sites, we recommend that AAMA and</p>	\$3,984,133	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>AAFE classes or circles be added to the after-school program offerings.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.5 FTE; 1.0 FTE total) ● African American Female Excellence (AAFE) Program Manager (1.0 FTE) ● Targeted Student Intervention Specialists, African American Male Achievement (2.0 FTE) ● Targeted Student Intervention Specialist, African American Female Excellence (1.0 FTE) ● Site-Based African American Male Achievement (AAMA) Manhood Development Facilitators (9.25 FTE) ● Site-Based African American Female Excellence (AAFE) Facilitators (3.0 FTE) ● Site-Based Teachers on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan (5.0 FTE) ● Annual contracts to support targeted strategies work ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● African American Male Achievement (AAMA) Manhood Development Facilitators (2.5 FTE) ● Elementary African American Achievement Teacher (1.0 FTE) ● Secondary Intervention Teacher focused on African American students (0.4 FTE) 		
2.2	Latino & Native American Student Achievement	<i>Implement student achievement strategies to address the specific and unique needs of Native American and Latino students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California</i>	\$1,394,397	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p><i>School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics.</i></p> <p>Partner with principals and their teams to advance literacy, attendance, graduation, and A-G completion rates for Latino and Native American students. Coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers.</p> <p><i>Latino Students</i></p> <p>Our Office of Equity Latino Student Achievement (LSA) Initiative partners with The Unity Council to address high school readiness of middle school Latino boys, and college readiness of Latino boys and Latina girls, collaborating to implement the Latino Men and Boys and Latina mentoring programs, providing targeted academic and culturally responsive social and emotional support, and family partnership across eight sites. LSA partners with Bay Area Community Resources (BACR) to address safety for the highest risk Central American newcomer indigenous youth across four high schools, providing targeted academic and culturally responsive social and emotional support and mentoring, through the LSA Young Hawks program. LSA Specialists provide direct instruction on Latino history and culture via our LSA boys and girls circles at three secondary sites. Specialists also provide direct support to Latino student leadership clubs to celebrate Latino Heritage Month, facilitates Latino family engagement in the LCAP PSAC process through the Latino Parent Advisory Group, and facilitates the Maestr@s Latino teacher retention and recruitment program, in addition to working with the LSA Task Force to plan the annual Latino Student Honor Roll celebrating over 3,000 Latino middle and high school students with cumulative GPAs of 3.0 and above. LSA will continue to partner with Early Childhood to support Kindergarten readiness of Latino students and families, and with the Academic team to incorporate Latino history and culture within Social Science and History content in Grades TK-8 and via dual enrollment Chicano/Latino Studies courses at the high school level.</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p><i>Native American Students</i></p> <p>Oakland Unified's Native American Education Program is structured under CSSS After School via a contract with American Indian Child Resource Center (AIRC). Our Native American Education Program Coordinator's work is integrated with our targeted initiatives to promote culture of belonging for our Native American students engaged with AIRC programs. The Office of Equity provides direct support and coaching for the program. The District hosts the annual AIRC Pow Wow and the annual Native American Graduation and Recognition of Excellence celebration and family dinner. We are also working together on integrating Native American Studies into our overall Ethnic Studies implementation planning with the Academics Team. We anticipate implementation in the 2025-26 school year.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.25 FTE; 1.0 FTE total) ● Targeted Student Intervention Specialists, Latino Student Achievement (2.0 FTE) ● Latino Student Achievement Facilitators (5.5 FTE) ● Annual contracts to support targeted strategies work for Latino and Native American students ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Latino Student Achievement Facilitator (0.5 FTE) 		
2.3	Arab, Asian & Pacific Islander Student Achievement	<p><i>Implement student achievement strategies to address the specific and unique needs of Arab American and Pacific Islander students, with a focus on areas in which these student groups received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.</i></p> <p>To support these focal student groups, we partner with principals and their teams to advance literacy, attendance, and A-G completion rates for Arab, Asian, and</p>	\$878,936	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>Pacific Islander students. We also coordinate across Central Office Departments to ensure that departments are building strategies that aim to interrupt systemic inequities, and rebuild our support system to target students that historically are furthest from academic opportunity and than their peers. The Arab, Asian, and Pacific Islander Student Achievement (AAPISA) programs lift up the diverse AAPI populations with the largest equity gaps in Oakland for every student to thrive, achieve and succeed in OUSD.</p> <p>The AAPISA Network:</p> <ul style="list-style-type: none"> ● Builds a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all AAPI students to achieve and thrive. ● Ensures that OUSD's systems, infrastructure, and school content are serving and reflecting the diversity of our over 45 Asian and Pacific Islander populations to better serve them. ● Lifts up AAPI voices and histories to inform and create safe, supportive, and inclusive community schools where all students experience belonging and empowerment to achieve. <p><i>Pacific Islander Students</i></p> <p>Our Office of Equity Asian Pacific Islander Student Achievement program partners with the Oakland Oceania Collaborative and IKUNA to address low rates of college enrollment amongst Pacific Islander students through hosting Pacific Islander College Nights, Pacific Islander College Retreats and campus visits, and to conduct Wayfinder workshops for middle and high school students throughout the school year to support students to develop their sense of belonging, identity, culture, and purpose and pathways using culturally relevant frameworks and values. Our partners provide one-on-one sessions with Pacific Islander high school students to review OnTrack profiles, A-G completion status, and the college application process, and work with us to organize the annual Pacific Islander Honor Roll and Spring Celebration. We are also beginning the work early through targeted early literacy programs and intervention tutoring and mentoring with K-5 Pacific Islander students in five pilot schools, bolstered by direct family engagement with</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>parents and guardians as well as community events to elevate literacy, storytelling and the value of education through a cultural lens within the Oakland Pacific Islander community.</p> <p><i>Arab American Students</i> The Office of Equity partners with the Arab American Student Excellence Committee, to plan the annual Arab American Student Honor Roll, facilitate workshops for staff and community on Arab American culture and history, and to organize site based celebrations of Arab American Heritage month, and cultural awareness days such as Hijab Day and support in forming cultural affinity clubs at the secondary level. We partner with the Academic literacy department and the American Association of Yemeni Students and Professionals (AAYSP) to provide targeted Arab American literacy mentoring/tutoring, cultural arts and family engagement across five elementary sites.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.25 FTE; 1.0 FTE total) ● Targeted Student Intervention Specialist, Arab American Achievement (1.0 FTE) ● Targeted Student Intervention Specialist, Asian Pacific Islander Student Achievement (1.0 FTE) ● Annual contracts to support targeted strategies work ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work 		
2.4	Students with Disabilities Achievement	<p><i>Implement Specialized Academic Instruction (SAI) and provide related service support and resources to students with Individualized Education Programs (IEPs) participating in our special education Program, with a focus on areas for which students with disabilities received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics. Implement strong Child Find practices to identify students who may require special education services. Ensure consistent progress monitoring practices to ensure eligible students are provided with a free, appropriate public education</i></p>	\$4,583,575	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p><i>(FAPE) in the Least Restrictive Environment possible.</i></p> <p>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.</p> <p>Services are provided in accordance with the Least Restrictive Environment (LRE) for each child, maximizing the time students spend in the general education setting with their peers. Special education services are coordinated by a central team of administrators and Special Educators, with a focus on the elements identified by the California Department of Education as a part of our Improvement Monitoring plan.</p> <p>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.</p> <p>To address our students' literacy and math skills, we provide allocation of, training in, and monitoring of implementation for evidence-based, multisensory phonemic awareness and phonics instruction, numeracy intervention curricula for Grades 3-8, and modified curricula for ELA and mathematics for our extensive support needs classes. Finally, the Special Education Department provides job-alike professional development and individual coaching and mentoring support for special education service providers through monthly professional learning communities, group sessions on specific topics, drop-in sessions, and IEP development coaching.</p> <p>To support the social-emotional and behavioral health of our students with</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>disabilities, including direct support encouraging consistent attendance at school, the Department has provided evidence-based social skills curriculum and has invested in a Board Certified Behavior Analyst (BCBA) for each network of schools across our continuum. Our BCBAs provide direct teacher and staff behavior coaching, complete Functional Behavior Analysis assessments (FBA), provide behavior emergency response services, and offer professional development for faculty. Finally, the Department has offered training in verbal deescalation, the principles of student behavior, and behavior emergency response to several hundred service providers.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director, Elementary Special Education (1.0 FTE) • Director, High Schools & Alternative Education, Special Education (1.0 FTE) • Director, Middle School & Legal Support, Special Education (1.0 FTE) • Compliance Coordinator (1.0 FTE) • Early Childhood Special Education Coordinator (1.0 FTE) • Disability Access Coordinator (1.0 FTE) • Special Education Engagement Specialist (1.0 FTE) • Special Education TK-12 Instructional Coach (1.0 FTE) • Early Childhood Special Education Specialist (1.0 FTE) • TK-12 Special Education Instructional Coaches (11.0 FTE total; 5.0 FTE contributing) • Early Childhood Special Education Program Specialists & Early Learning Coaches (3.0 FTE) <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Young Adult Program Instructional Coach (0.5 FTE) <p><i>Note: Most special education services and associated positions are necessary to implement IEPs and are funded through LCFF Base and state Special Education resources as part of the District's base program. They are therefore not included in the LCAP, which describes only those investments considered to be beyond the base program. A full list of funded special education positions will be provided to the community through the Special Education</i></p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<i>Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually.</i>		
2.5	Low-Income Student Achievement	<p><i>Center the needs of low-income students to ensure that they have access to tiered academic and social emotional support.</i></p> <p>While many of our actions benefit our low-income students, investments in this action are principally for the benefit of these students.</p> <p>For additional teaching positions, we prioritize smaller class sizes at the following schools with concentrations of unduplicated students above 90%: Allendale Elementary, Brookfield Elementary, Burckhalter Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Horace Mann Elementary, Markham Elementary, Madison Park Primary, Lockwood STEAM, ACORN Woodland Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, West Oakland Middle, Bret Harte Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, UPA, Castlemont High, Fremont High, McClymonds High, Oakland High, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation, and Oakland International High</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Additional teachers to support class size reduction at schools with an Unduplicated Pupil Percentage (UPP) of 90% or greater <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Secondary Intervention Teachers focused on low-income students (2.0 FTE) 	\$3,208,283	Yes
2.6	Unhoused Student Achievement	<i>Provide services to address the unique needs of unhoused students and their families, with a focus on areas for which this student group received the lowest</i>	\$2,061,266	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p><i>performance level on the 2023 California School Dashboard: Chronic Absenteeism and Graduation Rate.</i></p> <p>Oakland Unified uses centralized enrollment as a point of access for students and families entering or returning to the district. Once students are identified as unhoused, immediate enrollment is provided and families receive entitlements and support from the McKinney-Vento Program Specialist and the unhoused youth case management team.</p> <p>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.</p> <p>Additionally, the following services are targeted to serve students and families participating within the transitional student and family support program.</p> <ul style="list-style-type: none"> • All housing insecure students will be referred to site based coordination of services teams (COST) for ongoing academic and mental health support. Community School Managers will support ongoing connections to services for overall wellness and basic needs at individual school sites. • Golden Opportunity Tickets for After-School Program Enrollment is provided to unhoused families free of charge. Academic interventions for elementary and middle will be coordinated via continued partnerships with daytime and after-school staff to provide small group interventions. • Case Managers will work with school counselors to support increasing the number of students on track to graduation and work to remove school site barriers to education. • The McKinney-Vento Team will continue to work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees and evaluation of transcripts for students eligible for AB1806 partial credit and credit reduction entitlements. • Tutoring will be provided free of charge, on-site for those students currently living in shelter and transitional housing and students in need of tutoring are matched with a tutor via a partnership with Community 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>Education Partners (CEP) to address any below grade level academics throughout the school year.</p> <ul style="list-style-type: none"> • All parents will be prioritized for participation in all parent engagement activities. <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Program Manager, McKinney-Vento Program (1.0 FTE) • Academic Counselor, Unhoused Youth (1.0 FTE) • Unhoused Youth Case Managers (3.0 FTE) • Transit passes for unhoused students and families <p>Learning Recovery Emergency Block Grant (LREBG) Investment <i>LREBG Investment:</i> The District will support students with an Unhoused Student Case Manager. Research shows that unhoused students are at high risk of chronic absenteeism, which requires social work case management to help ensure that these youth attend school on a consistent basis.</p> <p><i>Metric Used to Monitor Investment:</i> Metric 2.6.6</p> <p><i>Total LREBG Funds Supporting Action:</i> \$117,646</p>		
2.7	Foster Youth Achievement	<p><i>Provide services to address the unique needs of foster youth, with a focus on areas for which this student group received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.</i></p> <p>OUSD Foster Youth Services (FYS) addresses the unique educational needs of foster youth and works to eliminate barriers to education in accordance with AB 490 and other foster youth education laws and entitlements. Foster Youth Services works to provide equitable access to education for foster youth on both programmatic and direct services levels. FYS focuses on improving academic outcomes for youth in care through providing social emotional support, advocacy, while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers. Targeted support is increasingly imperative with the added impact of COVID-19, which has further exacerbated</p>	\$640,138	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>the struggles foster youth face in education, putting them at an even greater risk of falling behind and widening the achievement gap. Three case managers provide direct support to foster youth at 12 high schools, with the goal of improving academic outcomes as before. These case managers work with youth and adults to advocate on the youth's behalf, attend applicable meetings, and set short and long term goals. Case managers are based out of the Central Office's Foster Youth Services with the understanding that foster youth have frequent school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult.</p> <p>FYS ensures staff and the education system overall are in compliance with existing policies that protect foster youth's rights to education. FYS will provide targeted supports including:</p> <ul style="list-style-type: none"> ● Providing immediate enrollment in accordance with AB 490 and ensure all academic records are obtained for each youth ● Improving collaboration with special education staff to ensure foster youth with disabilities are supported and served ● Participating in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care ● Evaluating transcripts for students eligible for partial credit and credit reduction entitlements. Continued work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees ● Referring foster youth to site-based Coordination of Services Teams for triage and mental health supports ● Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Foster Youth Program Manager (1.0 FTE) ● Foster Youth Case Managers (3.0 FTE) ● Tutoring supports for foster youth 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>Learning Recovery Emergency Block Grant (LREBG) Investment <i>LREBG Investment:</i> The District will support students with a Foster Youth Case Manager. Research shows that foster youth are at high risk of chronic absenteeism, which requires social work case management to help ensure that these youth attend school on a consistent basis.</p> <p><i>Metric Used to Monitor Investment:</i> Metric 2.7.6</p> <p><i>Total LREBG Funds Supporting Action:</i> \$137,693</p>		
2.8	English Learner Achievement	<p><i>Implement quality integrated and designated English Language Development (ELD) to improve progress and reclassification rates for English learners, with a focus on schools that received the lowest performance level for English Learner Progress on the 2023 California School Dashboard.</i></p> <p>A comprehensive ELD program that includes both integrated and designated ELD is critical to the language learning and academic success of our ELs. 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, coaches, and leaders, and content development of quality ELD materials aligned to the California English Language Arts (ELA)/ELD framework. With the development of OUSD-created designated ELD lessons that are connected and aligned to the ELA curriculum in Grades K-8 now reaching completion, we have a unique opportunity to implement an integrated learning model to accelerate language and literacy outcomes of our ELs. The comprehensive ELD improvement work is supported across central office teams, but is led by the English Language Learner and Multilingual Achievement (ELLMA) office that collaborates with all OUSD central office departments and schools to foster collective responsibility for our ELs to ensure language equity and access.</p> <p>The ELLMA team will support quality integrated and designated English Language</p>	\$1,917,412	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>Development (ELD) by:</p> <ul style="list-style-type: none"> 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 ELs including self-assessment of the implementation of comprehensive ELD, and use of EL-focused observation protocols such as EL Review and EL Shadowing. <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> Executive Director, English Language Learner & Multilingual Achievement (1.0 FTE) Elementary Language Specialists (2.0 FTE) Literacy Curriculum Coordinator/ELD Specialist (1.0 FTE) Title III Specialist (0.5 FTE) <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> Teacher on Special Assignment, English Learner Supports (0.1 FTE) Secondary English/ELD Teacher (0.9 FTE) Bilingual Instructional Aide (0.8 FTE) 		
2.9	Long-Term English Learner Achievement	<p><i>Ensure that Designated and Integrated English Language Development for long-term English learners (LTELs) is specific to their unique academic, language, and social-emotional needs.</i></p> <p>Support for Long-term ELs (LTELs) amplifies the work for all ELs with a focus on ensuring all content area teachers are equipped to meet the unique needs of this group of students. Progress towards the goal of LTEL achievement requires expert teaching practices that address the language demands of the curriculum as well as</p>	\$491,724	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>practices that ensure active engagement and student agency in student learning . Our foundational PD—Academic Language and Literacy for Acceleration in Secondary (or ALLAS)—is a five-day summer institute that provides teachers a deep understanding of language equity issues for LTELs and expands their toolkit of strategies to teach language within the context of each teacher’s discipline. Ongoing professional learning is incorporated throughout the year to support teachers in implementing the ALLAS strategies. Some PD spaces are invitational inquiry-based learning and others are provided through content-specific PD during contractual time.</p> <p>Additionally, new work has begun to address the needs of our Long-term ELs with IEPs. Currently 36% of our LTELs have IEPs and so the need to invest more resources and time in this area is urgent. This work includes collaboration between SPED and ELLMA teams to provide professional development to SPED educators on linguistically appropriate goals and to ensure dual-indentured students are receiving quality designated ELD.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Secondary Language Specialist, High School Network (1.0 FTE) • Secondary Language Specialist, Middle School Network (1.0 FTE) • Middle School Language Specialist (0.2 FTE) • Extended contracts for teachers for professional learning to support LTELs <p><i>Many of the supports for LTELs are captured in the investments for Action 2.8, which serves all English learners. Only investments specific to LTELs are included here.</i></p>		
2.10	Newcomer Achievement	<p><i>Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.</i></p> <p>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</p>	\$7,834,454	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>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 Action 2.8 above).</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Newcomer Programs (1.0 FTE) • Program Manager, Newcomer & Refugee/Asylee Support (1.0 FTE) • Elementary Newcomer Specialist, Refugee/Asylee Program (1.0 FTE) • Newcomer Refugee Program Specialist (1.0 FTE) • Unaccompanied Immigrant Youth Specialist (1.0 FTE) • Elementary Newcomer Specialist (1.0 FTE) • Academic Counselor, Newcomer Focus (1.0 FTE) • Site-Based Elementary Newcomer Teacher Leaders (11.0 FTE) • Site-Based Newcomer Social Workers (8.5 FTE) • Additional site-based teachers to support late-arriving newcomer students (17.6 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Learning Lab Co-Director, Oakland International (0.75 FTE) • Unaccompanied Immigrant Child Program Specialist (0.4 FTE) • Newcomer Social Worker (0.5 FTE) • Elementary Newcomer Teacher Leaders (1.1 FTE) • Secondary Newcomer Teacher (0.3 FTE) • Newcomer Learning Lab Assistants (8.3 FTE) 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
2.11	Alternative Education	<p><i>Offer a diverse range of alternative education options at all grade levels, but especially at the high school level, to ensure that students who have not been successful in traditional school settings have opportunities to excel and to reach graduation.</i></p> <p>Our Alternative Education schools serve some of our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. The schools are designed to provide wraparound support, including Social Emotional Learning, career and academic mentorship, and credit recovery to accelerate learning and ensure students graduate and are college and career readiness.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Home & Hospital Program Manager (1.0 FTE) ● Alternative Education Enrollment Counselor (1.0 FTE) ● Reduced class sizes at continuation schools <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> ● Additional teachers to support late-arriving continuation students (4.4 FTE) 	\$1,171,045	Yes
2.12	Expanded Learning Opportunities	<p>Provide expanded learning opportunities, including afterschool programs, summer learning programs, and Saturday enrichment programs, to students furthest from success in academic recovery and literacy acceleration.</p> <p>Summer Learning Programs</p> <p>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 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.</p>	\$55,870,440	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>After-School Programs</p> <p>Oakland Unified School District supports 80 after-school programs. These after-school programs are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. Expanded Learning Opportunities Programs (ELO-P) funding increased access to after-school programs to all unduplicated students (TK-6) and expanded programming to eight additional schools. These resources will provide additional literacy supports, after-school care to TK-K students, and professional development to staff to better support students with special needs.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Coordinator, After School Programs (1.0 FTE) • Coordinator, Summer Programs (1.0 FTE) • Administrative Assistant, After School Programs (1.0 FTE) • Custodial Services Coordinator, Expanded Learning Support (1.0; 0.4 FTE contributing) • Data Analyst, Community Schools, Student Services & Outdoor Experience Project (0.51 FTE; 1.0 total) • Data & Systems Management Specialist, Expanded Learning Programs (0.5 FTE) • Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE) • Head Custodians, Expanded Learning Programs (2.0 FTE) • Custodial Field Supervisors, Expanded Learning Programs (2.0 FTE) • Custodians, Expanded Learning Programs (9.0 FTE) • Manager, Community Partnerships (1.0 FTE) • Program Manager, Expanded Learning Programs (5.5 FTE) • Program Assistants, Expanded Learning Programs (5.0 FTE) 		

Goal 3

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Goal 3 reflects Oakland Unified’s long, rich culture of robust student and family engagement. Active involvement by our students and families in our school communities is core to our theory of action to improve student academic outcomes and supporting social emotional development by creating Full Service Community Schools. To ensure student success, we implement a culturally responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior support alongside our tiered academic focus outlined in Goals 1 and 2. We serve our diverse groups of students using a coordinated, targeted approach of collaboration between Special Education, English Language Learner and Multilingual Achievement (ELLMA), Community Schools and Student Services (CSSS), Academics, and our Office of Equity. These departments play an integral role in guiding the wrap around support students need in order to access curriculum and instruction.

We believe all students must feel safe and connected to learn. Our data reflect that specific student groups have historically struggled to achieve academic and social emotional goals. This historical examination of local and national data reveals student needs and educator capacity dilemmas that have persisted for over a century. This is especially true for students from historically marginalized and underserved groups, who often experience low expectations and subsequent bias in school. 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 engage students through diverse programming, including sports, visual and performing arts, technology, leadership, and career exploration.

We believe that student outcomes are stronger and better when our families are meaningfully engaged in their children's educational experiences. Our School Governance Policy highlights the importance and value of family engagement in our schools. We seek to provide multiple entry points for parents and families to be active in our school communities and in district governance at large. Families also participate in many community engagement opportunities and celebrations and share their unique perspectives and experiences at their children's schools through the annual California Healthy Kids School Parent Survey. At the school level, we emphasize parent and family engagement in activities related to academics, including connecting with their children's classroom teachers.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.1.1	Increase the percentage of students who feel safe at school, as measured by the California Healthy Kids Survey (CHKS).	47.6%	39.1%	--	60.0%	-8.5%
3.1.2	Reduce the out-of-school suspension rate for all students.	3.5%	3.8%	--	2.0%	+0.3%
3.1.3	Reduce the number of expulsions for all students.	32	29	--	23	-3
3.1.4	Decrease the number of UCP (Uniform Complaint Procedures) complaints.	216	235	--	186	19
3.1.5	Increase the percentage of parents and caregivers who agree or strongly agree that their child is safe on school grounds, as measured by the California Healthy Kids Survey (CHKS).	77.0%	85.3%	--	90.0%	+8.3%
3.1.6	Increase the percentage of schools engaged in anti-racist learning.	72.5%	100.0%	--	90.0%	+27.5%
3.1.7	Increase the percentage of students who agree or strongly agree that adults at their school intervene when someone is being bullied, as measured by the California Healthy Kids Survey (CHKS).	34.1%	39.9%	--	50.0%	+5.8%
3.2.1	Increase the percentage of schools where at least 70% of students feel connected to their school, as measured by the California Healthy Kids Survey (CHKS).	23.1%	53.0%	--	50.0%	+29.9%
3.2.2	Increase the percentage of students who agree or strongly agree that there is a teacher or other adult from their school who checks on how they are feeling, as measured by the California Healthy Kids Survey (CHKS).	40.5% [‡]	40.5%	--	50.0%	0.0%
3.4.1	Increase the percentage of schools with the ability to provide centrally-funded direct student mental health services.	0.0% [‡]	0.0%	--	30.0%	0.0%
3.5.1	Increase the percentage of schools with average daily attendance rates of 96% or higher.	1.3%	2.4%	--	60.0%	+1.1%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.5.2	Reduce the chronic absenteeism rate (missing 10% or more of school days) for all students.	61.4%	31.9%	--	27.8%	-29.5%
3.6.1	Increase the percentage of students who report that they participate in Student Leadership or extracurricular activities four or more times each year, as measured by the California Healthy Kids Survey (CHKS).	14.8%	16.8%	--	20%	+2.0%
3.6.2	Increase the percentage of students receiving Special Education services in self-contained programs who participate in District-run sports.	1.4%	1.6%	--	5.0%	+0.2%
3.6.3	Increase the percentage of low-income students who participate in District-run sports.	7.6% [†]	8.9%	--	15.0%	+1.3%
3.6.4	Reduce the number of Grade 7 and 8 middle school dropouts.	64	43	--	58	-21
3.6.5	Increase the number of secondary schools represented on All City Council.	10	12	--	12	+2
3.8.1	Maintain the percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100.0%	100.0%	--	100.0%	0.0%
3.8.2	Maintain the percentage of students in Grades 4 to 12 with 1:1 access to technology devices.	100.0%	100.0%	--	100.0%	0.0%
3.8.3	Maintain the percentage of low-income students in Grades 4 to 12 with 1:1 access to technology devices.	100.0%	100.0%	--	100.0%	0.0%
3.8.4	Maintain the percentage of foster youth in Grades 4 to 12 with 1:1 access to technology devices.	100.0%	100.0%	--	100.0%	0.0%
3.8.5	Increase the percentage of school facilities in good or exemplary condition. ^{‡‡}	97.4% [†]	91.1%	--	100.0%	-6.3%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.9.1	Increase the percentage of schools where at least 70% of parents and caregivers feel connected to their child's school, as measured by the California Healthy Kids Survey (CHKS).	56.0%	91.0%	--	70.0%	+35.0%
3.9.2	Increase the percentage of sites with ongoing structures for meaningful family partnership with targeted populations, as measured by the OUSD Family Engagement Data Collection tool.	71.8%	76.3%	--	80.0%	+4.5%
3.9.3	Increase the percentage of sites engaged in shared decision making, defined as those schools scoring “2: Developing” or better for School Governance Standard #2: Meaningful Student, Family, and Community Engagement on the annual School Site Council Self Assessment.	57.7%	48.1%	--	70.0%	-9.6%
3.9.4	Increase the percentage of School Site Councils with at least one member who is a parent or caregiver of a child with a disability.	54.5% [‡]	54.5%	--	60.0%	0.0%
3.9.5	Increase the percentage of Title I schools expending at least 90% of their Title I, Part A Parent & Family Engagement funding allocations.	17.9%	26.9%	--	80.0%	+9.0%
3.9.6	Maintain the percentage of schools without freestanding Site English Language Learner Subcommittees (SELLS) where at least one School Site Council member is a parent or caregiver of an English learner.	100.0% [‡]	100.0%	--	100.0%	0.0%
3.9.7	Increase the percentage of schools with 21 or more English learners who establish freestanding Site English Language Learner Subcommittees (SELLS).	9.4%	5.7%	--	12.5%	-3.7%
3.10.1	Increase the percentage of low-income students currently enrolled in District-run schools in transition grades who submit on-time enrollment applications for the following school year.	60.5%	62.2%	--	68.0%	+1.7%
3.11.1	Increase the percentage of schools where 90% or more of students have at least one registered parent or caregiver contact in ParentSquare.	43.8%	45.2%	--	70.0%	+1.4%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
3.11.2	Increase the percentage of schools with UPPs of 90% or greater where 90% or more of students have at least one registered parent or caregiver contact in ParentSquare.	18.4%	23.5%	--	50.0%	+5.1%

**2021-22 data **2022-23 data ‡Baseline established using 2023-24 data. †Baseline data updated from 2024-25 LCAP. Target updated from 2024-25 LCAP.*

Goal Analysis for 2024-25

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

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

Action 3.1 Safe & Welcoming Schools

OVERALL IMPLEMENTATION: SAFETY

- Implementation of emergency resources, including emergency radios (five elementary schools, 10 middle schools, and 20 high schools), along with a visitor management system (VMS) for all school sites. The School Violence Prevention Grant (SVVP) funded the support and installation of school site evacuation maps.
- Radios for emergency use were ordered and delivered to all school sites.
- Visitor Management System delivered to 59 school sites with 24 complete, 17 in progress and 16 expired due to lack of use.
- Development, finalization, and installation of school site evacuation maps.

Implementation Challenges:

- **VMS:** Further implementation of the VMS at school sites was paused until the installation and setup of the 19 systems in progress were completed. The main challenge has been ensuring front office staff actively use the system and allocate time for proper training.
- **Evacuation Maps:** Thirty-one school sites have yet to respond to the final review of their assembly areas, delaying the completion of all evacuation maps.

Implementation Successes:

- Radios were delivered to all school sites.
- Positive feedback from sites using the VMS system, with many new sites interested in the system.

OVERALL IMPLEMENTATION: CASE MANAGEMENT

We hired a dedicated Case Manager for students who have been expelled or on a suspended expulsion. Responsible for:

- Transition into County School;
- Meeting with County staff to ensure students are on path to be readmitted;
- Helping with reentry and reintegration back into comprehensive school;
- Connecting with the sending and receiving school for students placed on a suspended expulsion to support Welcome Circle and necessary

support; and

- Serving as personal liaison between family and school site.

Implementation Challenges:

- Coordination with expectations and process between OUSD and Alameda County Office of Education for expelled students.

Implementation Successes:

- Helping to ensure that the affected student gets enrolled in and starts a new school in a timely fashion.
- Coordinating welcome meeting with receiving school.
- Coordinating services for the student through the school site and/or community agencies.
- Serving as liaison between the school and the family.
- Monitoring and intervening if a student is not on track to be readmitted.

OVERALL IMPLEMENTATION: GEORGE FLOYD RESOLUTION (GFR)

The GFR is OUSD's approach for a holistic Safety plan. One of the main components was the elimination of our internal police department. We created policies and positions to support the work of safety without the need for law enforcement. This includes:

- *Policies:* Admin Guide for Police Free Schools; Threat Assessment; Discipline & Intervention Matrix.
- *Staffing:* Central Culture & Climate Ambassadors; Culture Keepers; Mental Health Staff; Restorative Justice Staff; Community School Managers; Community Partners (i.e., Department of Violence Prevention, Delinquency Prevention Network).

Implementation Challenges:

We have partnered with more community organizations than prior years to provide services to students and families instead of relying on law enforcement. However, with this new approach, city and county organizations are also struggling to provide adequate response and access, due to staffing or hours of operation. For example, we now first partner with Alameda County Mobile Crisis for student mental health assessment. However, if they don't have enough staff or are open when we need the service, we are directed to instead call law enforcement to conduct the assessment.

Implementation Successes:

- Prior to the GFR resolution, we were averaging about 2,000 calls per year for our internal Police Department. For the last three years we are averaging about 250 calls to local law enforcement for service.
- We partnered with community, city and county organizations to provide holistic approaches to safety needs. The Department of Violence Prevention through the City of Oakland provided full time Violence Intervention Prevention teams for seven of our high schools. These teams

consisted of a Life Coach, Gender Based Violence Specialist and a Violence Interrupter.

- We trained at least one or two OUSD staff on each site to conduct a mental health screening if needed.
- We partnered with Alameda County Mental Health to be the first attempt in conducting a mental health assessment instead of law enforcement being the primary outreach.
- We partnered with the City of Oakland's MACRO unit to respond to mental health/unhoused individuals around our campus perimeter instead of first calling law enforcement.

OVERALL IMPLEMENTATION: CULTURE & CLIMATE

- OUSD employs about 64 Culture Keepers, eight School Site Culture & Climate Ambassadors, and six Central Culture & Climate Ambassadors. The role of Culture Keepers and Ambassadors is to provide safety on school sites. Their approach is based on relationship building and then using the de-escalation skills in times of escalated incidents.
- *Training:* We offered trainings in trauma-informed de-escalation prevention; Arab Families Cultural Awareness; CPI De-Escalation; CPR; Workplace Violence; and Threat Assessment.

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

OVERALL IMPLEMENTATION

A large part of the implementation of Social Emotional Learning (SEL) includes supporting the Caring School Community curriculum at the Elementary Level, and implementing our SEL Screener (Sown to Grow) across our K-12 schools. The team of five MTSS Partners supports SEL implementation across all OUSD schools. We must be strategic about the approach and focus of our support because there are varied needs among our schools. We've leaned heavily on our partnership with Lead by Learning to implement Professional Learning using an inquiry strategy to strengthen SEL instruction at the elementary level. The partnership with Sown to Grow and their on the ground support of teachers and leaders helped to scale up the implementation of this screener quickly with over 80% of schools launching in the past two years.

Implementation Challenges:

- Our presence was necessary to ensure that teams met, followed agendas, and created next steps. Site ownership of work is still an area of growth.
- Addressing a lack of leader vulnerability, we found that if a leader doesn't feel confident in an area (or can't delegate the duty—e.g., SEL curriculum or Sown to Grow protocols), they are less likely to push for the work to be done with fidelity at sites.
- There is a lack of shared vision at some levels of leadership.
- Moving to a monthly screener was a way to get more buy-in from staff.

- Sites continue to need resources to do SEL work, or at least someone to walk them through the resources already available.

Implementation Successes:

- We described, modeled, and reminded teams of the need for relational trust amongst team members.
- We improved teams' ability to be available at sites provided time, space, leading, attending, and support for Culture team, Attendance Team, and COST. (sometimes in the absence of site leaders).

Action 3.3 Student Health & Wellness

OVERALL IMPLEMENTATION

- *LGBTQ Programming:* Implemented Gay Straight Alliance (GSA) clubs at middle and high schools and offered training at schools as requested on policies and practices to create safe learning environments for LGBTQ students. Hosted GSA Day at Mills College in March to bring together students from across high schools and middle schools for learning and relationship-building. The day included community-building circles, workshops, and a health fair.
- *Alcohol, Tobacco, and Other Drug Intervention:* Implemented 10 hours of Tobacco Use Prevention Education coaching at seven high priority sites: Fremont, Skyline, Oakland High, Oakland Tech, McClymonds, Castlemont, and Dewey.
- *Health Education:* Developed elementary and middle school health education lessons. Implemented lessons in roughly half of elementary schools and classrooms and all middle schools through Science classes.
- *Human Trafficking Prevention:* Hired new Human Trafficking Prevention grant manager who has consulted with sites when they have identified students who are at-risk for trafficking, as well as begun to train school site staff.

Implementation Challenges:

- The need for substance abuse support services surpasses the current staffing and funding available through grants.
- The LGBTQ Programming Specialist resigned and the position will not be rehired. There was a three-month gap in staffing for the Human Trafficking Prevention Grant Manager, which delayed the roll-out of training and health education lessons.
- There is limited time for health education lessons and professional development for teachers.

Implementation Successes:

- We launched a Student Health Advisory Committee. 20 high school students meet monthly to inform health and wellness programming, so that we ensure that programs are meeting the identified needs and reaching students.
- We launched new elementary and middle school specific health education lessons in areas requested by students, teachers, and school sites.

Action 3.4 Behavioral & Mental Health

OVERALL IMPLEMENTATION

We implemented supplemental clinical support at 20 schools. Clinicians provide one to one services, group support, and school consultation. We also hired two additional Program Managers in Behavioral Health to align support by network, consult during crises, offer training to clinical staff across sites, and provide clinical supervision as required by labor contracts. We also participated in the Department of Health Care Services behavioral health expanded billing program under the Children and Youth Behavioral Health Initiative. In addition, we developed the Wellness Coach model as part of the Department of Health Care Services expanded behavioral health programs. Behavior Specialists support a tiered model of support, with an emphasis on coaching teachers to build strong Tier 1 behavioral strategies (at the elementary level). We have one Behavior Specialist dedicated to training site-level and district staff on Crisis Prevention Institute (CPI) to equip individuals with skills to prevent and de-escalate crisis situations.

Implementation Challenges:

- Department of Health Care Services implementation has taken longer than anticipated. OUSD continues to work on developing internal processes.
- Crisis response, including suicide risk screening, threat assessment, and support following the death of a school community member, continues to exceed the capacity of site and central clinical staff.

Implementation Successes:

- We are seeing success with our work with Peer Wellness, Mental Health Interns, and Clinicians.
- We updated protocols to support schools with behavioral health assessments
- We expanded Behavioral Health Program Managers by 2.0 FTE to increase consultation available for school sites (hired in December 2024).

Action 3.5 Attendance Supports

OVERALL IMPLEMENTATION

We made significant progress towards this goal as indicated by the improvement in both daily attendance and chronic absenteeism. The MTSS Team had a full-team in 2024-25 with a dedicated partner for each network with a clear focus on supporting attendance teams to reach their attendance goals. This was also a year without interruptions in the form of a strike or a COVID outbreak, the first such year since 2017. The aligned focus on attendance across the district was supported across multiple departments, and successes were communicated to school leaders regularly.

Implementation Challenges:

- We intended to hire a position to support High School with leading a Professional Learning Community (PLC) for Case Managers. The goal of this position will be to help Case Managers more strategically support students with high rates of absences and improve their attendance. We were

not able to hire for this position, and decided to change the job classification for 2025-26.

- After having steady improvements in attendance metrics for the first half of 2024-25, we began seeing a significant decline in both daily attendance and an increase in chronic absenteeism in January. We attribute some of this decline to the executive orders put forward by the Trump Administration targeting the immigrant community, threatening deportation of undocumented children and families, as well as eliminating birthright citizenship. In the span of a month we saw a significant decline in the gains we'd made towards reaching our attendance goals. These declines seemed to be highly concentrated in East Oakland, and are also impacting the Latino community disproportionately.
- We implemented a focus on following the SARB procedure with due diligence. The focus was using a new SART/SARB Tracker which tracks all the items needed for a successful SARB Referral. If a SARB was held and families were still not attending school then we could refer them to the Alameda County PACT team. The focus was directed at the district's Community School Managers and leaders of Attendance Teams.
- Some challenges were getting some schools to follow the SART/SARB procedures in a timely manner which would give us more time to implement attendance interventions.

Implementation Successes:

- SARB Increased the number of SARBs in the 2024-25 school year by 64%. Seven schools that did not have SARB referrals in the 2023-24 school year turned them in for the 2024-25 school year.
- We met both the daily attendance goal and chronic absenteeism goal in 2023-24, and there was a lot of positive momentum around building this strategy out across the District.
- Collaboration between RAD, Community Schools, MTSS, Administrative School Staff team and the Communications team supported to implement an aligned approach, highlighting the importance of this goal.

Action 3.6 Youth Engagement & Leadership

OVERALL IMPLEMENTATION: STUDENT LEADERSHIP

All City Council Student Leadership was implemented as planned. We accomplished the activities set forth in our work plan to engage youth and support them to lead their peers across the District. The major strategy implemented was lifting student voice to ensure that teachers, leaders and District central staff understood the student experience in our schools.

Implementation Challenges: Student Leadership

- Staff transition in October, caused social-emotional hardship for the elected students of the All City Council. However, this did not have an impact on operation and implementation of planned activities.
- Engaging students from Sojourner Truth has been challenging, and site based staff have not supported their participation.
- More site support is needed at high school sites for student participation.

Implementation Successes: Student Leadership

- Student representation from the majority of middle schools (14 out of 17) and high schools (12 out of 17) have been present at quarterly ACC middle and high school meetings through March 2025.

OVERALL IMPLEMENTATION: OAKLAND ATHLETIC LEAGUE (OAL)

All actions and services were implemented as planned. Implementation aligned closely to the original plan, and focused on clear communication with site Athletic Directors and consistent meetings with coaches at the start and end of each season of sports. We conducted training sessions for Athletic Directors to ensure readiness at the start of the school year and began a pilot program for Special Education students at Bret Harte Middle and Castlemont High.

Implementation Challenges: OAL

- Variability of administrator engagement and responsiveness caused a disconnect with program implementation.
- Special Education staff shortage required realignment of responsibilities.
- Event staff coverage for increased number of middle and high school events.

Implementation Successes: OAL

- A major initiative to increase participation was completed with overall 4% growth in high school and middle school.
- We have maintained progress in closing the gap in girls' participation. However, we are projected to end the year with a gap in male participation.

Action 3.7 Community Schools

OVERALL IMPLEMENTATION

We convened community partners for Resource Fairs so schools know what is available to their sites which led to an increased number of partnerships. 34 providers participated in 2024-25, up from 20 in 2023-24. We included partner highlights in the Community School Manager (CSM) professional learning community. We also facilitated meetings with Mental Health Providers to review program quality and identify areas for improvement.

Collaboration with enrichment and afterschool programs was also successful. During monthly PLCs, select partners, including Family Paths and the Alameda County PACT program, presented their resources and services to provide CSMs with a deeper understanding of their organizational programming. During the September CSM PLC, internal OUSD departments—including ELLMA, MTSS, McKinney-Vento, Special Education, and the Attendance Office—delivered presentations to all CSMs to enhance awareness and foster more meaningful partnerships.

Implementation Challenges:

- Some of our Community Based Organizations (CBOs) have experienced staffing shortages or logistical difficulties.

Implementation Successes:

- In our feedback survey from our Resource Fair, ALL partners shared that the Resource Fair was very organized and felt that attending was a good use of their time.
- Through fostering deeper connections to our internal partners, CSMs have now built their relationships with internal Department Leads as opposed to relying on the CSM Leadership Team to broker the partnership. This is true for seasoned and new CSMs.

Action 3.8 Quality Learning Environments

OVERALL IMPLEMENTATION

Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.

Implementation Successes:

- We continue to sustain 1:1 Chromebooks in OUSD classrooms to support learning, along with a high-speed, reliable, and secure network in every classroom.
- We continue to provide appropriate devices to teachers and other OUSD staff to support instruction and other work
- We continue to provide students and teachers access to high quality instructional materials. In coordination with the OUSD's book room staff and curriculum providers, we are able to ensure delivery of materials at the start of the school year. This has ensured that our school sites pass the Williams Instructional materials audit.

Implementation Challenges:

- The additional E-Rate program to support home hotspots for students with a need may be scaled back or eliminated at the federal level, making it unlikely that OUSD will be able to sustain the program for large cohorts of students
- When instructional materials are out of stock at the vendor level, it can cause a delay to delivery.

Action 3.9 Family Partnerships & Language Access

OVERALL IMPLEMENTATION

- All actions and services were implemented as planned in elementary networks. Due to staff injury and extended leave, support for family partnership in secondary schools was significantly reduced.

Implementation Challenges:

- Injuries on the family engagement team led to two FTEs taking extended leave throughout the fall semester and part of the spring semester, have reduced capacity to provide hands-on support to school sites in comparison to 2023-24 school year, resulting in only 56% of secondary

schools at midyear, reporting establishment of foundational structures for meaningful partnership with families of targeted populations.

- Due to interpreters' extended medical leave for the majority of the school year (impacting 1.0 FTE), and an out of state move (impacting 1.0 FTE) in-house capacity for Spanish and Arabic (in-person) interpretation was severely impacted, causing heavier reliance on overtime pay for current Spanish language interpreters to fill the need for both Spanish and Arabic interpretation.

Implementation Successes:

- 82% of elementary schools have established two of three foundational structures for meaningful family partnership with targeted populations.
- Supported sites to establish free standing SELLS committees, resulting in an increase from four sites (5.7% of schools) in 2023-24 to 41 sites in 2024-25 (53.9% of schools).
- Supported sites to establish SSC with a family parent of a student with disability, at midyear, 15 sites have SSC with a SPED parent member.
- In spite of staffing shortages for interpretation and translation, at midyear, the team was on track to meeting 95.5% of all requests (with 2,306 total requests filled by January 15, 2025).

Action 3.10 Enrollment Supports

OVERALL IMPLEMENTATION

- This was the second year of using the Enrollwise tool as our enrollment platform. A primary benefit of this tool in supporting low-income families is that it is mobile optimized, and we have learned from past engagements that low-income families are extremely likely to access the internet primarily through their mobile devices.
- We further sought to expand access by opening four satellite office locations to supplement the primary Enrollment office location at 746 Grand Avenue. These four satellite offices—located at WOMS, UPA, CCPA, and Elmhurst—are designed to be closer to the population centers most in need of in-person support and the charter populations that tend to rejoin the district after fifth and/or eighth grade.
- We utilized Enrollment Stabilization funds pursuant to BP 5115 to promote the on-time enrollment window through print and digital advertising, billboards, and radio.

Implementation Challenges:

- Although we work to provide extensive training to all stakeholders who engage in enrollment work at the school sites, the decentralized nature of OUSD staffing structures makes it challenging to identify job-alike enrollment “point people” at each site, and consistently reach those staff through similar communication or professional development channels.
- Although school-choice policies have been in place in Oakland for more than 20 years, there are still larger portions of the population who operate on a conventional wisdom model around timelines and practices, assuming that enrollment functions on a neighborhood- or automatic-assignment model, or a decentralized, school-based enrollment model. There is a continuing and constant need to provide

information about the district's practices.

Implementation Successes:

- We realized an increase in the percentage of low-income families submitting on-time applications, increasing 1.7 percentage points over the baseline year.
- Perhaps as a result, we also realized an overall increase in the number of on-time applications relative to the prior year.

Action 3.11 District Communication

OVERALL IMPLEMENTATION

We continue to use ParentSquare to reach families, students and staff via email, text, and use of the smartphone-based app. We also continue to use Finalsight to host our District website and the majority of our school websites, and use social media to increase reach in our community (Facebook, Instagram, LinkedIn).

Implementation Challenges:

- While our contactability rates are excellent, we continue to strategize ways to increase our open and click rates across all platforms.
- Communicating effectively across diverse constituencies on social media is increasingly complex, especially with platform fragmentation. The exodus from X (formerly Twitter) presented a challenge, requiring organizations to use emerging spaces like Bluesky and Threads, each demanding tailored content and engagement strategies.

Implementation Successes:

- Through ParentSquare, we have surpassed a 99% contactability rate for our students, meaning that we have at least one family contact for each student in the District. Additionally, 100% of our schools have surpassed the target of a 90% contactability rate (the lowest rate at any of our schools is 96%). Because of the integration of ParentSquare with Aeries (our student records system), our ability to contact families in their preferred language has increased exponentially.
- Like ParentSquare, Finalsight automatically translates messaging into the language of the user's choice, allowing us to seamlessly deliver information in home languages via the web. The District website is hosted on Finalsight. Currently 87% of school websites are also hosted on Finalsight, with an additional five school websites in the process of being transferred to Finalsight.
- Across all of our social media channels, we have demonstrated strong engagement with Facebook leading in views and reach, with over 392,000 views and 105,800+ reach followed by Instagram's 288,000 views, and 71,400+ reach. While LinkedIn's impressions are lower at 59,706 it maintains active engagement with 1296 reactions.

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

Action 3.1 Safe & Welcoming Schools

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.3 Student Health & Wellness

The LGBTQ specialist separated from the District in November; the position was not filled. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.4 Behavioral & Mental Health

The Director of Behavioral Health position remained vacant. We will eliminate this position and replace it with a Coordinator of Behavioral Health (onboarding in March 2025). We also hired a social worker to develop a Peer Wellness Program (January 2025). Six social worker positions remained vacant (initially posted in late fall 2024) but we hope to interview and hire these positions for an August 2025 start. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.5 Attendance Supports

We intended to hire a position to support High School with leading learning for Case Managers. The goal of this position will be to help Case Managers more strategically support students with high rates of absences and improve their attendance. We were not able to hire for this position, and decided to change the job classification. This was a cost of about \$150,000. We spent approximately \$81,000 on Attendance Incentives for Middle School and High School. This was \$60,000 over the \$20,000 budget, due to increased dollars from the Community Schools grant. We had an increase in the number of SARB referrals for the 2024-25 school year. As a result of working with the Community Schools Managers Department. We also formed a partnership with the Alameda County Education Department Positive Attendance Care Team (PACT). PACT handles case management for students who did not fulfill

their SARB Contracts. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.6 Youth Engagement & Leadership

Differences primarily resulted from adjustments to evolving needs to increase events scheduled based on teams submitted for Middle School and High School. We experienced an increase in the number of teams for high school and middle school and had increased expenditures for added coach positions due to increased teams participating. We also had increased overtime expenditures due to the increased number of events for Middle School.

Action 3.7 Community Schools

There were no material differences in this action area.

Action 3.8 Quality Learning Environments

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.9 Family Partnerships & Language Access

There has been an increase in the cost of translation services due to needing to provide services that District staff would be providing, but are on leave. Some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.10 Enrollment Supports

There were no material differences in this action area.

Action 3.11 District Communication

There was a material difference between the Budgeted and Estimated Actual Expenditures. We had four positions on our books that were unplanned, which came suddenly at the end of FY23-24 for FY24-25, although two of them were unfilled, and one was mostly unfilled. Additionally, when the two positions were moved to our department, there were two more of the same positions created unprompted, but those two remained vacant all year.

Action 3.1 Safe & Welcoming Schools

All schools have received radios/walkie-talkies for use in an emergency. Currently working on sites implementing and installing a visitor management system (VMS) to ensure accountability for visitors. Further VMS implementation is pending labor negotiation. Both radios/walkie-talkies and VMS are new safety resources for school sites so there is no data on effectiveness available at this time. Currently, all sites and ECE have radios/walkie-talkies. This year, 26 school sites completed VMS implementation and installation, and 18 are in the queue to be set up. We selected 27 high-risk school sites through the School Violence Prevention Program (SVPP) grant. Radios are a one-time purchase. However, VMS will include yearly subscriptions.

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

The increase of students that feel connected to their school is encouraging. However, we believe we still need more technical training for teachers to implement the SEL Curriculum, and offer SEL instruction in a holistic way (which is embedded in our core curricula). We also believe there is a connected link to Adult SEL. We plan to address this in our 2025 MTSS Institute for Elementary Leadership Teams.

Action 3.3 Student Health & Wellness

Pre-post surveys for puberty and sexual health education show increase in knowledge and skills around consent, as well as pregnancy and STI prevention. Pre-post surveys also show positive attitude change regarding willingness to seek supportive services and knowledge of where to access resources like school-based health centers. Longitudinal Youth Risk Behavior Survey data shows more students are delaying sexual onset, have fewer sexual partners, and fewer students are reporting experiencing physical dating violence and forced sex. At the same time, national trends are moving in the opposite direction.

For students who participate in their school's GSA and attended GSA Day, 67.7% of survey respondents said they agree or strongly agree that their school feels safe for LGBTQ Students. This is compared to only 31% of Lesbian and Gay high school students and roughly 36% of middle school students district-wide who reported feeling safe at their school. This indicates that GSAs are a protective factor for LGBTQ students and increase a sense of safety.

As more students and staff are trained to identify red flags and risk for human trafficking prevention, we are seeing an increase in students referred to support services.

TUPE coaches provided one on one and small group interventions for students. As a result of their work:

- 91% reduced, quit, or tried to quit.
- 85% are attending school more regularly.
- 81% feel more connected to the school.

Action 3.4 Behavioral & Mental Health

Additional staffing has been helpful at schools with limited clinical support. We had 178 calls to the intake line for the incident type “Mental Health/5150,” 28 calls for the incident type “escalated student,” and 78 calls for the incident type “Report (Police, Missing Persons, CPS).” Behavioral Health specifically responded to 198 calls to the intake line through March 20, 2025.

Action 3.5 Attendance Supports

Successes included:

- Every network made their goal
- Attendance teams meeting regularly
- Consistent use of district attendance team agenda and protocols
- Making data-based decisions
- School based Tier 1 practices
- Greater central office support
- Technical training and assistance

Growth Areas include:

- Tightening meeting protocols
- Continue training and use of all sections of the attendance team agenda
- Create an year long attendance plan and enact the plan beginning at registration
- Switch from reactive to proactive
- Greater fidelity to distributive leadership
- Greater clarity on each member's role on the team

Action 3.6 Youth Engagement & Leadership

Student Leadership

Effective strategies for student leadership included:

- Student-led regular outreach to school sites
- Rotating the location of meetings to increase accessibility for students located in different parts of the city

- Site based staff supporting student participation with transportation and securing permission slips

Having weekly ACC Governing Board meetings on Thursday instead of Wednesday gave students less time to plan, and was less effective.

OAL

Effective strategies for OAL included:

- Targeted training for coaches and Athletic Directors
- Expanded sports opportunities for middle and high school
- Use of data to track student engagement in comparison to non-student athletes

We also continued using the OAL Dashboard to track participation based on school, gender, sport, and Special Education Program. We assigned specific school sites to OAL staff for increased communication and connectedness to OAL programming and problem solving.

Action 3.7 Community Schools

Through a focus on community schools and partnerships our site based staff increased their awareness of existing and potential partners with county, mental health, and expanded learning partnerships. We sustained most of the metrics from our baseline.

Action 3.8 Quality Learning Environments

Action 3.9 Family Partnerships & Language Access

Effective strategies included:

- Quarterly elementary sync up meetings with Network Superintendents and network partners, to set trimester goals based on data for family partnership linked to student learning.
- District family engagement specialists embedded within network specific structures and being in close proximity with principals during principal meetings.

Action 3.10 Enrollment Supports

The strategies were very successful. The second year of the Enrollwise tool saw far fewer bugs, more successful take-up from all stakeholder groups, with individuals able to use the tool independent of staff support. We successfully launched our satellite sites, and saw significant parent engagement at those locations, particularly CCPA, Elmhurst, and UPA. Our advertising improved in quality and we targeted it more effectively, as we learned from last year where we saw impact, and responded appropriately.

Action 3.11 District Communication

As you can see in our numbers and successes listed above, our strategy has been successful not only in getting nearly all of our families onto our communications platforms including Parentsquare, social media, and our website, but also in effectively getting our communications to our community in a timely fashion. Having the ability to connect with almost all our families and staff at once ensures that the important information that the District needs to share with the community is received quickly. The biggest challenge that remains is ensuring that families and staff are consuming the information that we send to them.

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

Action 3.1 Safe & Welcoming Schools

No changes planned.

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

No changes planned.

Action 3.3 Student Health & Wellness

We will shift from the practice of providing stipends to Human Trafficking Prevention leads, because site staff have limited capacity to take on this work. We also plan to expand Tobacco Use Prevention Education coaching for middle schools through the use of LEA Medi-Cal billing revenue. Next year we are planning to implement middle school health education lessons in Advisory classes instead of Science. We will also develop complementary caregiver lessons and materials to share information with families on health and wellness topics.

Action 3.4 Behavioral & Mental Health

No changes planned.

Action 3.5 Attendance Supports

We will need to determine how Trump's Executive Orders (targeting the immigrant community) may continue to impact the positive attendance of students, and especially our immigrant students given the sentiment of fear that is growing due to the administration's recent legislation. We are still determining how we may need to adjust this strategy, based on the quickly evolving political climate. Any potential labor action would also impact attendance goals and metrics. It's not yet clear if we have a role in planning to circumvent this.

Action 3.6 Youth Engagement & Leadership

For student leadership, we plan to revise the metric for All City Council to more clearly define goals for middle and high school engagement, and add a metric for increasing student voice in decision making at their school sites. For OAL, we plan to review and revise data collected to track academic/engagement data for student athletes and will continue striving for 50% of students at each school site participating in at least one sport.

Action 3.7 Community Schools

We are continuing to gather feedback and data and will focus on school connectedness and resource sharing in the years to come.

Action 3.8 Quality Learning Environments

No changes planned.

Action 3.9 Family Partnerships & Language Access

We plan to set separate 2025-26 internal goals and outcomes for family partnership in secondary networks, in partnership with network superintendents.

Action 3.10 Enrollment Supports

We plan to maintain satellite offices. This kind of strategy needs to be consistent and reliable. Consider expanding the number of days satellite offices are open from one to two days per week. We will also pursue Mam language enrollment materials. This is a community we need to find ways to reach. Finally, we will further examine data to determine which outreach strategies yielded the best results and prioritize spending appropriately.

Action 3.11 District Communication

Now that we have our reach into the community nearly where we want it to be, we want to close the gap even further. We want to get to 100% of schools having at least 90% of students with one or more parents contactable, and we want to raise the 90% of students being contactable to 95%. This will take a concerted effort from our office, enrollment, and school sites, all informing families that the best way for them to receive important district and school info is through Parentsquare, so they should sign up as soon as they can. One more thing that we plan to do next year is find ways to ensure that more people are consuming the information that we send them. This will involve finding new ways to communicate, and ways to make the information we send out more appealing and interesting, especially when the information is truly needed by the community.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
3.1	Safe & Welcoming Schools	<p><i>Provide services and support to create conditions for safe schools and ensure that every school has a safety plan focused on building and implementing systems and structures to ensure a physically safe campus. Provide support for justice-involved youth and their families. Implement human trafficking prevention and education programs at targeted schools. Implement programs to reduce suspensions, with a focus on schools and specific student groups that received the lowest performance level for suspensions on the 2023 California School Dashboard.</i></p> <p>Focal Schools for Suspension Reduction: Castlemont High, Dewey, Elmhurst United Middle, Fruitvale Elementary, Garfield Elementary, Montera Middle, Street, Thornhill Elementary, West Oakland Middle, and Westlake Middle</p> <p>School Safety Teams In alignment with our resolution to eliminate school police, our school safety teams (Village Response Teams) consist of school site staff (i.e Culture Keepers, community partners, students, parents, 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.</p> <p>Reducing Suspensions OUSD will provide training for administrative teams at each focal site using our Board-approved Discipline Matrix prior to the start of the 2024-25 school year. We will continue to review and monitor their suspensions to determine if there are any that are not aligned with the guidance from our Discipline & Intervention Matrix and will provide coaching throughout the year as needed.</p> <p>Human Trafficking Prevention & Education Oakland Unified will deliver human trafficking prevention education training for educators and other school staff and students. Additionally, all students in seventh and ninth grade at the target schools—more than 2,000 students in all—will receive human trafficking prevention education as a component of health education. With high risk students, we will also implement the survivor informed</p>	\$29,964,277	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>“Let’s Talk About It” curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking.</p> <p>Supports for Justice-Involved Youth & Their Families</p> <p>In addition to site-based safety work, the Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school. The Juvenile Justice Center partners with Alameda County to serve as a resource and referral center providing warm hand-offs in partnership with other county agencies, and offers services to youth and their caregivers. The JJC ensures that students are connected and placed safely at schools, and that sites are able to support their successful re-entry into school.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Student Support & Safety (1.0 FTE) • Coordinator of Juvenile Justice (1.0 FTE) • Coordinator of School Safety (1.0 FTE) • Site-Based Assistant Principals, High (23.0 FTE) • Site-Based Assistant Principals, Middle (13.0 FTE) • Site-Based Assistant Principals, Elementary (3.0 FTE) • Teacher on Special Assignment, School Culture (1.0 FTE) • Program Manager, Violence Prevention (1.0 FTE) • Security & Safety Dispatcher (1.0 FTE) • Site-Based Culture & Climate Ambassadors (14.0 FTE) • Site-Based Culture Keepers (72.0 FTE) • Additional Site-Based Noon Supervisors at high-need schools (1.7 FTE at eight schools) • Increased violence prevention investments at secondary school sites to expand the violence prevention programs in high school and develop a middle school program. • School safety work in partnership with the City of Oakland <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> • Site-Based Assistant Principals to support secondary schools not large enough to earn these positions by formula (6.0 FTE) • Additional school safety work in partnership with the City of Oakland <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Assistant Principals, High (2.0 FTE) • Assistant Principals, Middle (3.0 FTE) • Assistant Principal, Elementary (0.82 FTE) • Teachers on Special Assignment, Culture & Climate (4.7 FTE) • Culture Keeper (0.7 FTE) • Noon Supervisors (13.65 FTE) • Recess Coaches (1.4 FTE) 		
3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	<p><i>Cultivate a joyful environment and caring relationships through an equitable, culturally relevant and responsive approach that respects diversity, integrates trauma-informed and Restorative Practices, and utilizes Transformative Social Emotional Learning (SEL) practices.</i></p> <p>Multi-Tiered Systems of Support</p> <p>A major strategy in cultivating joyful and supportive school environments is the implementation of Multi-Tiered Systems of Support (MTSS). MTSS includes a focused plan for Response to Intervention² (RtI²) and Positive Behavioral Intervention Support (PBIS). RtI² is the identification of solid Tier 2 and 3 strategies to implement when Tier 1 instruction is not supporting a student to be successful. PBIS focuses on the emotional and behavioral learning of students to increase engagement in the academic and social activities of the school program.</p> <p>Coordination of Service Team (COST) is a major focal point within the MTSS strategy. The COST implements progress monitoring practices to detect when a student is struggling academically and socially and emotionally at an early stage</p>	\$7,095,165	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>so that the student and family can access support and resources to address the root cause for why a student may be struggling. These teams are composed of key individuals on a school campus that work together to coordinate services. The COST may include an Attendance Specialist, a community relations type position, a teacher, a resource specialist program teacher, a school psychologist, a counselor, an assistant principal and the principal. These teams are important in the identification of services and key to connecting students and families to resources, within and outside of the school. The COST focuses on both the academic and social and emotional needs of students so it is important to ensure that individuals that work on the campus are included to represent the best practices in the areas of supporting students academically and socially and emotionally.</p> <p>Social Emotional Learning (SEL) Integration of SEL is key to teaching the Common Core, and is an integral element of engaged instruction. We have invested in building community schools that serve the multiple needs of our students; social emotional learning is a key part of this model. We have developed our own standards for social and emotional learning for use with students and adults and will invest in a curriculum to support social emotional learning across our schools.</p> <p>The District's adopted curricula for SEL are Teaching Pyramid in TK and Caring School Community in Grades K-5.</p> <p>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</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>people upon whose land we reside and of our diverse communities within Oakland, enabling us to transform our dependence on law enforcement and punitive exclusionary discipline practices into healing centered community led practices which promote anti-racism and acknowledge for the historic trauma and racial inequities underlying many of our current crises.</p> <p>Peer Restorative Justice Students in elementary, middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and with targeted groups, participate in leading Harm Circles following a fight or other peer-peer conflict, and serve as mentors to younger students and students re-entering school following a transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.).</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Director of Multi-Tiered Systems of Support (1.0 FTE) ● Multi-Tiered Systems of Support Partners (6.0 FTE) ● Coordinator of Restorative Justice (1.0 FTE) ● Lead Facilitator, Peer Restorative Justice (1.0 FTE) ● Case Manager, SARB/DHP (1.0 FTE) ● Network-Based Counselors to support COST teams, MTSS, chronic absenteeism, and crisis response (4.4 FTE) <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Teacher on Special Assignment, Restorative Practices & Social Emotional Learning (1.0 FTE) ● Restorative Justice Facilitators (19.1 FTE) ● Social Workers (3.25 FTE) 		
3.3	Student Health & Wellness	<p><i>Implement student health and wellness programs, including Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) programs; alcohol, tobacco and drug intervention; health services; and health education.</i></p> <p>Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs</p>	\$4,771,527	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>The Community Schools and Student Service Department provides comprehensive educational and community building programming to provide a safe and supportive learning environment for our LGBTQ students, including site-based clubs and district sponsored events, and professional development for school staff.</p> <p>Health Services The Health Services unit supports student health through Nursing Services, IEPs, 504, Health Assessments & Mandated Vision/Hearing Screenings, Case management and direct nursing services for students with health conditions.</p> <p>School Wellness & Health Education The Health and Wellness unit expands access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, Nutrition and Garden Education, Wellness Champion Program, and Staff Wellness.</p> <p>Alcohol, Tobacco & Drug Intervention The TUPE (Tobacco Use Prevention Education) program provides prevention and education to students in middle and high school as well as intervention for students whose substance use is interfering with social, emotional or academic learning. The TUPE program offers prevention through classroom-based health education and youth development and intervention through 1:1 coaching and support groups for students in Grades 6-12.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Director of Health & Wellness (1.0 FTE) • Director of Programs at The Center (1.0 FTE) • Education Coordinator of Environmental & Climate Change Literacy at the Center (1.0 FTE) • Teacher on Special Assignment, Elementary Health Education (1.0 FTE) • Teacher on Special Assignment, The Center (1.0 FTE) • Coordinator of Health Education (1.0 FTE) 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> • Coordinator of Oakland Goes Outdoors (1.0 FTE) • Administrative Assistant, Oakland Goes Outdoors (1.0 FTE) • Health Access Program Manager (1.0 FTE) • Human Trafficking Prevention Program Manager (1.0 FTE) • Medi-Cal Program Manager (1.0 FTE) • School Gardens Program Manager (1.0 FTE) • Tobacco-Use Prevention Education (TUPE) Grant Manager (1.0 FTE) • Wellness Specialist (2.0 FTE) 		
3.4	Behavioral & Mental Health	<p><i>Provide targeted behavioral and mental health services through a Multi-Tiered System of Support Plan that identifies students who are struggling and why they are struggling.</i></p> <p>The OUSD Behavioral Health Unit provides a continuum of universal, targeted and intensive services and supports to promote mental health and wellness for students, staff, and families. The Behavioral Health team's goals are to:</p> <ul style="list-style-type: none"> • Create classroom conditions that are safe, inclusive, and equitable; • Provide tiered supports that are accessible to all students based upon individual needs; • Provide culturally-responsive and healing-centered mental health services to address social, emotional and institutional barriers to learning; • Facilitate connections to supportive adults for all students. • Foster relationships that build supportive peer communities within our schools; • Respond to crises with immediate and individualized support; • Offer alternatives to suspension through trauma informed and restorative practices; and • Facilitate connectedness and student empowerment through peer leadership and mentoring. <p><i>Trauma-Informed Positive Behavioral Support</i></p>	\$9,109,298	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>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.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Coordinator of Behavioral Health (1.0 FTE) • Behavioral Health Program Manager (5.0 FTE) • Behavior Specialists (3.0 FTE) • Clinical Supervisor, Mental Health Intern Program (0.5 FTE) • Social Worker, Peer Wellness (1.0 FTE) • Social Workers (13.4 FTE) • Behavioral health plan programmatic investments <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Behavior Specialist (0.9 FTE) 		
3.5	Attendance Supports	<p><i>Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance level for chronic absenteeism on the 2023 California School Dashboard.</i></p> <p>Focal Schools: All</p> <p>Increasing student attendance is one of the primary focus areas for the Attendance and Discipline Support Services team. Staff provide guidance and coaching to site Attendance Teams in implementing their Attendance Multi-Tiered System of Support plans. This office also runs the School Attendance Review Board process and provides social work support to students and families struggling to improve their attendance at school everyday.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Program Manager, Attendance & Discipline (2.0 FTE) • School Attendance Review Board (SARB) Facilitator (1.0 FTE) • Administrative Assistant, Attendance & Discipline Support Services (1.0 FTE) 	\$10,859,852	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> • Site-Based Case Managers at high-need schools with high chronic absenteeism (39.2 FTE) • Additional attendance staffing at high-need schools (12.8 FTE) <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> • Administrator on Special Assignment, Attendance (1.0 FTE) <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> • Case Managers (24.4 FTE) • Attendance Specialists (6.2 FTE) • Bilingual Attendance Specialists (6.05 FTE) 		
3.6	Youth Engagement & Leadership	<p><i>Offer a well-rounded set of student activities, including athletics, extracurriculars, and enrichment opportunities. Authentically engage and involve youth as leaders in their educational experiences to ensure that student voice is included in decision making.</i></p> <p>Student Athletics The Oakland Athletic League (OAL) serves middle and high school students across the district, helping to increase student engagement, which in turn has resulted in higher academic performance levels, lower suspension rates, and lower chronic absenteeism rates for our student athletes.</p> <p>Enrichment Programs Investments in enrichment programs and staffing at schools across the district help to engage students, improve attendance rates, and excite students about learning in a range of areas.</p> <p>Youth Leadership Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships in decision-making spaces to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council Student Union (ACC), a diverse group of elected student leaders seeking to create positive</p>	\$658,105	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>change in OUSD schools. The group amplifies student voice by serving as a bridge between adult decision-makers and the student body while creating opportunities for middle and high school students to build their leadership capacities at a site and district level.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Student Engagement Specialist (1.0 FTE) <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> • Administrator on Special Assignment, Student Athletics (1.0 FTE) • Student Engagement Specialist (1.0 FTE) 		
3.7	Community Schools	<p><i>Support use of the community schools model to build meaningful partnerships with community-based organizations that support and honor youth, connect families to services, and expand access to family supports, enrichment, and health services.</i></p> <p>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.</p> <p>Community School Manager (CSM) positions are prioritized at schools that serve high concentrations of low-income students, English learners, foster youth, and other priority populations and that have higher than average rates of chronic absenteeism, Coordination for Service (COST) referrals, and suspensions. 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.</p>	\$18,065,175	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director of Community Schools & Student Services (1.0 FTE) ● Community School Leadership Coordinator (1.0 FTE) ● Community Partnerships Manager (1.0 FTE) ● Grants Manager, Community Schools (1.0 FTE) ● Community Schools Leadership Program Managers (3.0 FTE) ● Site-Based Community School Managers at high-need schools (46.25 FTE) <p>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.</p> <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> ● Site-Based Community School Managers at schools that do not qualify for Concentration- or LREBG-funded CSM positions (9.3 FTE) ● Cost to maintain twelfth month of CSM positions districtwide <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Community School Managers (20.38 FTE) ● Social Workers (1.55 FTE) ● Recess Coach (0.7 FTE) <p>Learning Recovery Emergency Block Grant (LREBG) Investment <i>LREBG Investment:</i> The District will support students at schools with high chronic absenteeism with Community School Managers (CSMs). Research shows that chronic absenteeism is significantly lower in school districts with community schools initiatives.</p> <p><i>Schools receiving LREBG-funded CSMs in 2025-26:</i> ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges, Brookfield Elementary, Burckhalter Elementary, Carl B. Munck Elementary, Castlemont High, Chabot Elementary, Claremont Middle, Cleveland Elementary, Dewey, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United</p>		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Frick United, Fruitvale Elementary, Garfield Elementary, Glenview Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hillcrest, Hoover Elementary, Horace Mann Elementary, International Community, Joaquin Miller Elementary, La Escuelita Elementary, Laurel Elementary, Life, Lockwood STEAM, Madison Park Primary, Madison Park Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, MLK Elementary, McClymonds High, Melrose Leadership, MetWest High, Montclair Elementary, Montera Middle, Oakland Academy of Knowledge, Oakland International High, Piedmont Avenue Elementary, Prescott, Bunche, Reach, Redwood Heights Elementary, Roosevelt Middle, Rudsdale Continuation High, Sankofa United Elementary, Sequoia Elementary, Sojourner Truth, Think College Now Elementary, Thornhill Elementary, United For Success, UPA, West Oakland Middle, Westlake Middle, and the Young Adult Program</p> <p><i>Metric Used to Monitor Investment:</i> Metric 3.4.2</p> <p><i>Total LREBG Funds Supporting Action:</i> \$4,985,916</p>		
3.8	Quality Learning Environments	<p><i>Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.</i></p> <p>Through our investments in technology and quality classroom environments, we ensure that all students, including our low-income students in schools with high concentrations of unduplicated students, have equitable access to supplemental learning materials and supplies. At many of our high need schools, these investments fill gaps that are funded by parent donations and PTA fundraising at our low-UPP schools. Many sites also invest in Substitute Teacher Incentive Program (STIP) teachers to provide stability to students at schools with higher teacher absenteeism, more vacant positions, or a need to release classroom teachers for instructional coaching and other professional development needs.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Director of Program Improvement (1.0 FTE) 	\$12,430,672	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> ● Instructional Materials Specialist (1.0 FTE) ● Science Instructional Materials Specialist (1.0 FTE) ● School Technology Specialists (11.0 FTE) ● Stock Clerk to support curriculum implementation to ensure high needs students have access to culturally relevant books and supplemental curriculum materials (1.0 FTE) ● Curriculum and instructional materials <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> ● Additional curriculum and software licensing costs 		
3.9	Family Partnerships & Language Access	<p><i>Build authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown families so that they are empowered to be active partners site- and district-level decision making about student learning and school improvement.</i></p> <p>The family partnerships and school/district governance team builds capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and social emotional learning achievement for targeted populations and subgroups, at site and district level. This team also provides support and training for School Site Councils (SSCs) and for the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees: the District English Language Learner Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC).</p> <p>Language Access for Families</p> <p>Our translation and interpretation team facilitates monolingual family access to site and district communication structures, including implementation of Board policy on translation/interpretation. These staff ensure that both site-level and district-level meetings are accessible to all families.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) 	\$4,977,273	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> ● LCAP Engagement Program Manager (1.0 FTE) ● District Family Engagement Specialists (4.0 FTE) ● Family & Community Engagement Specialist (1.0 FTE) ● Arabic Translator/Interpreter (1.0 FTE; Base-funded) ● Chinese Translators/Interpreters (2.0 FTE) ● Mam Translator/Interpreter (1.0 FTE) ● Spanish Translators/Interpreters (4.0 FTE total; 3.0 FTE contributing) ● Interpretation & Translation Program Assistant (1.0 FTE) ● Addition family engagement and translation/interpretation support <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> ● Bilingual Community Relations Assistants (6.0 FTE) ● Bilingual Community Assistant (1.0 FTE) ● Community Assistant (1.0 FTE) ● Bilingual Family/Parent Liaisons (1.9 FTE) ● Family/Parent Liaisons (3.8 FTE) ● Program Assistant (1.0 FTE) ● Bilingual Administrative Assistants (1.9 FTE) ● Bilingual Clerk (0.5 FTE) 		
3.10	Enrollment Supports	<p><i>Provide equitable access to the enrollment process for all families, with a focus on families who speak languages other than English.</i></p> <p>The Student Welcome Center serves an important role in assisting families to learn about OUSD schools and to enroll their children. Enrollment Specialists in OUSD’s Student Welcome Office provides intake services throughout the year, providing school assignments for both the current year and the next year. Importantly, languages offered to support families include: Spanish, Cantonese, Mandarin, Vietnamese, Arabic, and Khmer.</p> <p>In addition, the Enrollment Stabilization team works to coordinate with schools and families to support engagement and recruitment efforts through wide-scale traditional and digital marketing, as well as on-the-ground events like in-person application support or school fairs. This team also works closely with the communication team to highlight programmatic offerings and events, and</p>	\$1,310,400	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<p>maintains student- and family-facing communication through the district website and social media.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Director of Student Assignment (1.0 FTE) ● Student Welcome Center Director (1.0 FTE) ● Student Assignment Counselors (4.4 FTE) ● Student Welcome Counselors (3.0 FTE; 0.6 FTE contributing) ● Student Welcome Counselor, Newcomer Support (1.0 FTE) 		
3.11	District Communication	<p><i>Use timely and effective communication practices with staff, students and families to convey important messages through newsletters, websites, and other media.</i></p> <p>OUSD Communications is responsible for all district level internal and external communications, maintenance of the district website and support for school websites, and management of district social media accounts. The district website and associated calendar are continuously updated with current events, announcements, and photos as needed, often daily. Social media posts are scheduled on Facebook, Instagram and Twitter daily. External newsletters and communications are sent to the broader Oakland community on a regular basis to ensure that community members are kept informed about District activities. Similarly, the communications team works with district leadership to provide timely all staff messages as needed, and a weekly newsletter for school leaders.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Director of Communications (1.0 FTE; 0.6 FTE contributing) ● Manager, Internal & Web Communications (1.0 FTE; 0.6 FTE contributing) ● Manager, Publications (0.5 FTE; 0.4 FTE contributing) ● KDOL Producer (1.0 FTE; 0.5 FTE contributing) 	\$420,147	Yes

Goal 4

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
4.1.1	Decrease the percentage of teacher misassignments and teachers without credentials.	27.98%	31.66%	--	24.92%	+3.68%
4.1.2	Increase the percentage of schools where at least 90% of staff complete the California Healthy Kids Survey (CHKS).	67.1%	36.8%	--	80.0%	-30.3%
4.1.3	Increase the percentage of schools where at least 70% of school-based staff feel connected to their school, as measured by the California Healthy Kids Survey.	61.5%	66.2%	--	75.0%	+4.7%
4.1.4	Increase the average one-year teacher retention rate for all teachers.	75.5%	75.0%	--	85.0%	-0.5%
4.1.5	Increase the average one-year teacher retention rate for teachers at schools with UPPs of 90% or greater.	72.6%	73.3%	--	80.0%	+0.7%
4.1.6	Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	54.0%	n/a [§]	--	51%	n/a [§]
4.1.7	Decrease the number of vacant teacher positions districtwide on Census Day.	25	29	--	20	+4
4.1.8	Decrease the number of vacant teacher positions at schools with UPPs of 90% or greater on Census Day.	17	29	--	14	+12
4.2.1	Increase the percentage of teachers satisfied with the total professional learning they have received from Oakland Unified.	41.0%	39.2%	--	47%	-1.9%
4.2.2	Increase the percentage of non-teaching staff who are satisfied with the content of the professional learning they have received from Oakland Unified.	49.3%	46.9%	--	60.0%	-2.4%
4.2.3	Increase the percentage of non-teaching staff who are satisfied with the frequency of the professional learning they have received from Oakland Unified.	47.9%	44.9%	--	60.0%	-3.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
4.2.4	Increase the percentage of all staff who have participated in foundational professional learning.	12.2% [‡]	12.2%	--	20.0%	+2.0%
4.3.1	Increase the percentage of new teachers districtwide who plan to continue teaching in OUSD.	89.0%	91.0%	--	94.0%	+2.0%
4.3.2	Increase the percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD.	<i>Not yet available</i>	<i>Not yet available</i>	--	<i>Not yet available</i>	<i>Not yet available</i>
4.3.3	Increase the percentage of new teachers who feel adequately supported by OUSD with their credentialing needs.	69.0%	69.0%	--	74.0%	0.0%

*2021-22 data **2022-23 data [‡]Baseline established using 2023-24 data.

[§]The District's annual staff retention survey had an extremely low response rate in 2024 due to labor issues at the time. Consequently, the 2023-24 data for this metric is not included, as it is not considered statistically valid.

^{||}This metric is still in development due to reduced staffing capacity in the District's Talent and Research, Assessment, and Data (RAD) divisions. We hope to begin providing this data in the 2026-27 LCAP.

Goal Analysis for 2024-25

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

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

Action 4.1 Diverse & Stable Staff

OVERALL IMPLEMENTATION

This year, we successfully maintained an active presence in the community and recruitment outreach efforts, collaborating with local Community-Based Organizations (CBOs) such as Lao Family Community Development, Alameda County, Oakland PIC, and Oakland Housing Authority to engage potential candidates. We expanded teacher pathway programs for both current employees and external candidates who reflect the student population, with notable progress in key programs: Classified-to-Teacher (95%), Salesforce Middle School Career Lattice Development (65%), and the Oakland Teacher Residency (88%). We also expanded our partnership with Teachers Rooted in Oakland (TRiO Plus) to provide housing stipends for Classified-to-Teacher program participants, helping to address financial barriers for aspiring educators. Additionally, we planned to support 50 Intern teachers with stipends through anonymous donor funding.

To enhance accessibility to job opportunities, we implemented bi-monthly application, resume, and cover letter support sessions, including on-site support at recruitment events and local libraries to reach community members. Furthermore, we expanded Early Childhood Education (ECE) Apprenticeships at Skyline, Oakland High, and Madison Park Academy, with plans to add Coliseum Prep Academy and Castlemont next year. The launch of the Early Education Youth Apprenticeship Program supported six staff members in obtaining a Master Teacher permit, with participants representing Black/African American and Latino educators (67%). The Early Educator Teacher Development Grant Program, in partnership with the Alameda County Office of Education, provided funding for 65 applicants, with 40 currently enrolled in classes to advance their education and credentials.

Implementation Challenges:

- **Barriers in Educator Licensure:** High-stakes licensure exams continue to disproportionately impact educators of color, making it difficult to retain and develop Black and Brown teachers.
- **Staffing and Case Management Support:** The growing number of participants in our pathway programs has increased the need for high-touch case management, but staffing limitations have made it difficult to provide consistent support.
- **Leadership Transitions:** The departure of the Director of Recruitment and Retention in May 2024, combined with an upcoming retirement in June 2025 (with the position not being refilled), has presented challenges, particularly as pathway programs continue to expand.
- **Social Media Presence:** Staffing shifts affected our ability to maintain a strong social media presence, limiting the reach of recruitment efforts.

Implementation Successes:

- Majority representation of educators who reflect our student population in our pathway programs.
- Strategic community partnerships that have provided housing stipends, stipends for intern teachers, and recruitment pipeline support.
- Intentional outreach efforts through in-person and virtual recruitment events, library-based support sessions, and collaborations with local organizations.
- Continued expansion of high school and early educator apprenticeships, creating long-term pathways into the teaching profession.
- Successful launch of the Early Education Youth Apprenticeship Program, providing opportunities for future educators to obtain a Master Teacher permit.
- Despite staffing and licensure challenges, our expanding pathway programs, strengthened partnerships, and targeted recruitment strategies have led to sustained educator retention and recruitment success. Moving forward, we will refine our strategies to address these challenges while maintaining and scaling our most impactful initiatives.

Action 4.2 Staff Growth & Development

OVERALL IMPLEMENTATION

We offered foundational professional learning to approximately 225 teachers at Secondary Professional Development Day in January 2025. We also saw higher attendance at second Wednesday PD sessions for secondary teachers. In addition, 150 teachers attended the secondary Standards and Equity Institute in summer 2024.

Implementation Challenges:

- Contract pay shift for extended contract hours and the implementation of the agreements around attending foundational professional development for every teacher eroded
- Summer opt in PD limits impact

Implementation Successes:

- Consistent and coherent secondary professional development has attracted more consistent attendance
- The jump start of second Wednesday PD in high school after several years of no options for consistent central professional development

Action 4.3 New Teacher Support & Development

OVERALL IMPLEMENTATION

All actions and services were implemented as planned. We have continued to develop and implement a strong system of support for new teachers that

includes weekly coaching, differentiated professional development, and credentialing support. For coaching, we paired approximately 625 teachers who are working on emergency permits, intern credentials, and preliminary credentials with a coach who provides weekly, individualized support. In 2024-25, we launched a coherent, districtwide approach to new teacher professional development that focuses on common areas of need: creating strong classroom culture, learning their content and curriculum, and making progress toward a clear credential. This professional development was offered throughout the year during contractual time. Approximately 300 new teachers participated, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice.

To improve credentialing, we have focused our efforts on supporting and monitoring the progress of emergency permit teachers as they work toward a credential. We developed clear guidance documents, offered beginning of year orientation sessions, and embedded professional development on credentialing into the new teacher PD scope & sequence. Lastly, we developed a data dashboard that reflects teacher-reported updates on their progress so that new teachers, coaches, school leaders, and our Talent Division can all access that information in one place.

Implementation Challenges:

- **New Teacher PD:** In this first year, the audience for new teacher PD included anyone who does not yet have a clear credential, which typically includes teachers who are in their first five years in the classroom. Additionally, engagement in the new teacher PD was not required. Rather, decisions and expectations about participation were made at principals' discretion. As a result, expectations for participation were somewhat unclear to both teachers and principals, which led to inconsistent attendance on the part of participants.
- **Credentialing:** Teachers continue to name lack of time and sense of overwhelm as the biggest barriers to earning a credential while teaching full time.

Implementation Successes:

- **Coaching:** New teachers continue to name their coach as the most helpful aspect of their overall support system.
- **New Teacher PD:** Approximately 300 new teachers participated in this PD, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice. As a result of this success, we are shifting in the 2025-26 school year to make new teacher PD required for all first-year teachers.
- **Credentialing:** We now have a strong system for monitoring emergency permit teacher's progress toward a credential. This system allows us to capture both aggregate and individual data. It ensures we can target our support and provides hiring managers with critical information to inform their staffing decisions.

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

Action 4.1 Diverse & Stable Staff

There were no material differences in this action area.

Action 4.2 Staff Growth & Development

There were no material differences in this action area.

Action 4.3 New Teacher Support & Development

There were no material differences in this action area.

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

Action 4.1 Diverse & Stable Staff

Active community partnerships, targeted grant funding, OUSD Pathway Programs, the expansion of our pathway programs, and community-focused recruitment strategies have contributed to the overall increase in educator recruitment and retention. These strategies, along with increased one-on-one support for candidates and staff, have proven successful in both attracting and retaining educators. Given that we have met our specific metrics for recruitment and retention, our strategies have demonstrated success in positively impacting educator retention and ensuring continued recruitment efforts to keep our classrooms fully staffed. At the start of the year, we had 27 teacher vacancies and achieved a 90% classified staff fill rate, highlighting the effectiveness of our approach. The combination of financial support, professional development pathways, individualized support, and a focus on local talent has created a sustainable pipeline of educators who are more likely to stay within the district. Moving forward, we will continue to refine and expand these initiatives to build on this success and address any remaining challenges.

Action 4.2 Staff Growth & Development

We will focus on:

- Higher levels of training in core curriculum for secondary teachers
- Increased rates on the IPG during bi-annual learning walks in standard based instruction and student to student talk
- Growth in i-Ready (secondary reading) scores

Action 4.3 New Teacher Support & Development

- **Coaching:** This strategy continues to be successful because the coaching provides teachers with individualized support that is tailored to their

specific needs and because we invest in the efficacy of our coaches through effective coach professional development and peer coaching.

- **New Teacher PD:** This strategy was largely successful because we worked in close alignment and partnership with multiple central office teams, maintained strong communication and coordination with school leaders, and focused the PD on topics new teachers have named as an area of need.
- **Credentialing:** This strategy is effective because prior to developing this system, information about teacher credential progress was mostly shared through various email exchanges.

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

Action 4.1 Diverse & Stable Staff

Next year, we plan to enhance and expand our recruitment and retention strategies based on reflections from prior practice. Key changes include increasing partnerships with agencies that help staff obtain bachelor's degrees, such as EdVance and Reach University, while also providing support sessions to assist staff in applying to institutions that best meet their needs. We will launch a teacher apprenticeship program to create a structured pathway for entry-level educators to become credentialed teachers, further strengthening our educator pipeline.

Additionally, we are expanding high school apprenticeships from one school to three, providing more students with early exposure to careers in education. Our partnerships with institutions of higher education (IHEs) for the Oakland Teacher Residency will grow, allowing us to offer a wider range of credential programs for teacher candidates.

To strengthen recruitment, we will host both in-person and virtual events, while continuing to attend job fairs and mock interview sessions to engage with potential candidates. We will also increase our partnership with Oakland TRiO as a key recruitment strategy to bring in a more diverse pool of aspiring educators. Internally, we have refined our educator screening process by strategically utilizing administrative staff to more effectively identify and connect diverse, credentialed candidates with site leaders. In addition to teacher recruitment and development, we are investing in leadership growth through a partnership with UC Berkeley.

Action 4.2 Staff Growth & Development

We will build on the continued investment in ILT week for secondary sites to improve the capacity and growth of secondary leaders.

Action 4.3 New Teacher Support & Development

- **New Teacher PD:** In the 2025-26 school year, new teacher PD will be required for all first-year teachers.
- **Credentialing:** We will be able to use our new data management system from the beginning of the school year, which will ensure we can target

support for teachers throughout the year to help them stay on track with their credential requirements.

- **Target Outcomes and metrics:** We now have new baseline data on new teacher retention and credentialing progress, which may allow us to shift our metrics to focus on growth in these areas (as opposed to survey data that tells us how likely they are to return or how satisfied they are with the supports provided).

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
4.1	Diverse & Stable Staff	<p><i>Attract and retain staff reflective of Oakland's rich diversity through staff recruitment and retention programs and additional teacher compensation, with a focus on:</i></p> <ul style="list-style-type: none"> <i>Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color;</i> <i>Strengthening pathways: Creating clear pathways for our students to become educators, activating the desire to teach for local citizens, and providing opportunities for Black and Brown community members; and</i> <i>Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD.</i> <p>Staff Recruitment & Retention</p> <p>OUSD's Talent division leads comprehensive recruitment and retention programs to recruit and hire teachers, administrators, classified staff, and other District employees. The 21-24 OUSD Strategic Plan focuses on the development of Black and Brown staff reflective of Oakland's rich diversity. In order to increase the quality, representation and retention of our educators, we are focused on providing comprehensive support and pathway facilitation at multiple stages of educator development: 1) students in high school and college aspiring to education related careers; 2) aspiring educators with a BA; 3) early career educators; and 4) experienced educators. In each stage of development, our goal is to provide wrap-around support, including counseling, support with navigating education and credential processes, and assistance with navigating career choices.</p> <p>Key recruitment and retention initiatives include:</p> <ul style="list-style-type: none"> Partnership with Skyline to pilot strategies for HS to teacher pathway Partnership with Peralta Colleges to support staff needing to satisfy Basic Skills Requirement and working to develop apprenticeship options for Early Childhood staffing Host monthly recruitment events, pathway and information sessions for current and aspiring educators looking to grow in OUSD 	\$18,299,183	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> ● Targeted recruitment and individualized support of Black and Brown educators ● Targeted outreach to IHEs and student groups who serve Black and Brown students ● Awarded grant funding to develop a teacher pathway for Black, male educators in partnership with CalStateTEACH and the Urban Ed Academy through the Oakland Teacher Residency program ● Awarded grant funding to provide an additional \$10,000 per resident in the Oakland Teacher Residency for Black educators ● Applying for funding to continue the Classified-to-Teacher pathway program for an additional five years, expanding current program to include Multiple Subjects and Single Subjects candidates, as well as candidates from extended learning programs and Early Childhood educators <p>Teacher Compensation to Improve Retention</p> <p>As outlined in the areas of need section, Oakland’s challenge to recruit and retain is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates. Investing in our salaries is a means to invest in retaining our teachers because teacher turnover has a negative impact on our investment in professional development, new teacher supports, teacher collaboration at school sites, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. To bring Oakland’s salary schedule up to the County average and ensure that we can be competitive in recruiting and retaining teachers, we have designated a portion of LCFF Supplemental funds for increasing teacher compensation.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> ● Coordinator, Diversity & Inclusion (2.0 FTE) ● Coordinator of Retention & Employee Development (1.0 FTE) ● Program Manager, Strategic Projects (1.0 FTE) ● Retention Manager (1.0 FTE) 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> Human Capital Reporting Specialist (1.0 FTE; 0.6 FTE contributing) Talent Development Associate, Elementary Schools (1.0 FTE) Talent Development Associate, High School Network (1.0 FTE) Credentials Associate, Equity Multiplier Schools (1.0 FTE) Recruitment Assistant (1.0 FTE) Contributions to teacher salaries to bring compensation closer to county average to improve teacher retention (6.5% of teacher salary costs) <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> Teacher on Special Assignment, Teacher Retention (0.2 FTE) 		
4.2	Staff Growth & Development	<p><i>Support the professional growth and development of staff, including foundational and asset-based professional development; teacher collaboration time; staff well-being programs; and school and district governance learning for leaders. Ensure that teachers have the coaching and professional development they need to grow their practice and learning from our teachers as they implement curriculum and research-based practices</i></p> <p>Foundational & Asset-Based Professional Development</p> <p>We will implement foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. As part of this work, the District engages department and site leaders in designing and implementing system-wide equity learning and equity policy. We foster an equity/social emotional learning mindset and practices to establish ongoing foundational and integrated professional learning on asset-based practices.</p> <p>In OUSD, we have defined foundational professional learning as the following:</p> <ul style="list-style-type: none"> Anti-Racist Learning; Standards & Equity Institute; Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts; Guided Language and Acquisition Design (GLAD); ALLAS; 	\$18,238,444	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> • Multi-Tiered System of Supports (MTSS); • Multi-Sensory Instruction; • Universal Design for Learning (UDL); • Positive Behavior Incentive System (PBIS); • Restorative Justice (RJ); • Oakland Educator Teacher Framework (OETF); and • Leadership Development. <p><i>School & District Governance Learning for Leaders</i></p> <p>The Strategic Resource Planning (SRP) department provides planning and fiscal support, guidance, and legislative oversight to principals and other school site and Central Office leaders as they align funding to academic goals in order to use resources effectively to improve student outcomes. SRP specialists support schools in developing and implementing the School Plan for Student Achievement (SPSA); establishing their School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS); managing site Title I and IV grants; and completing related federal, state, and district planning and family engagement requirements. The LCAP Coordinator and Financial Operations Analyst work closely with staff and community members to develop, implement, and monitor the LCAP.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> • Coordinator, PreK-12 Systems & Operations & LCFF (1.0 FTE; 0.6 FTE contributing) • Coordinator of Local Control & Accountability Plan (1.0 FTE; 0.8 FTE contributing) • Financial Operations Analyst, Strategic Resource Planning (1.0 FTE; 0.2 FTE contributing) • Central Office Partner (1.0 FTE; 0.4 FTE contributing) • School Partners (3.0 FTE) • Peer Assistance and Review (PAR) Coaches (2.0 FTE) • Specialist, Educator Effectiveness (1.0 FTE) • Specialist, School Site Support (1.0 FTE; 0.2 FTE contributing) 		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		<ul style="list-style-type: none"> Centrally-funded professional development for teachers, principals, and classified staff <p><i>One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:</i></p> <ul style="list-style-type: none"> Professional development for Board directors provided by a contract with the Council of Great City Schools Additional centrally-funded professional development costs <p><i>Site-funded positions that support this work include:</i></p> <ul style="list-style-type: none"> Teacher on Special Assignment, Instructional Leadership (7.15 FTE) 		
4.3	New Teacher Support & Development	<p><i>Provide mentoring, coaching, and additional services to develop and retain new teachers.</i></p> <p>OUSD offers a comprehensive system of support for new teachers that includes differentiated professional learning, weekly coaching, credentialing support, and wellness gatherings for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials. To maximize our impact, we also offer ongoing professional learning and support for coaches of new teachers and support school leaders with developing and strengthening site-based systems and practices designed specifically to meet the needs of their newest teachers.</p> <p><i>Ongoing and grant-funded Central investments that support this work include:</i></p> <ul style="list-style-type: none"> Director of New Teacher Support & Development (1.0 FTE) Managers, New Teacher Support & Development (2.0 FTE) Lead Mentor Teacher on Special Assignment, New Teacher Support & Development (8.0 FTE) 	\$2,137,350	Yes

Goal 5

GOAL #	DESCRIPTION	TYPE OF GOAL
5	Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, Prescott Elementary School, Brookfield Elementary School, Burckhalter Elementary School, Sankofa United Elementary School, Frick United Academy of Languages, and Westlake Middle School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

In consultation with their school communities, all of the elementary and middle schools that received Equity Multiplier funds for the 2025-26 school year identified instructional improvement and academic intervention as their highest priorities. Each school noted that state and district assessments in literacy and math highlight the need for improvement. Several of the schools also have high teacher turnover rates, with a need to support new teachers who are not familiar with OUSD’s adopted curricula and who may need additional support in the classroom. Schools have proposed investments in instructional coaching, peer observation, data analysis, and other teacher supports. In addition, many of the schools plan one-on-one or small group intervention for identified students to improve academic outcomes and social emotional supports to improve attendance.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.1.1	Improve performance on the SBAC state assessment in Mathematics for low-income students at Korematsu Discovery Academy, as measured by the average distance from standard (points above or below standard).	-107.6	-109.6	--	-85.0	-2.0
5.1.2	Reduce the chronic absenteeism rate for African American students at Korematsu Discovery Academy.	88.9%	51.4%	--	25.0%	-37.5%
5.1.3	Reduce the chronic absenteeism rate for English learners at Korematsu Discovery Academy.	85.7%	41.0%	--	37.0%	-44.7%
5.1.4	Reduce the chronic absenteeism rate for Latino students at Korematsu Discovery Academy.	85.6%	41.0%	--	37.0%	-44.6%
5.1.5	Reduce the chronic absenteeism rate for low-income students at Korematsu Discovery Academy.	84.9%	43.9%	--	39.9%	-41.0%
5.1.6	Reduce the chronic absenteeism rate for students with disabilities at Korematsu Discovery Academy.	94.5%	57.7%	--	53.7%	-36.8%
5.1.7	Increase the one-year teacher retention rate at Korematsu Discovery Academy.	75.0%	83.3%	--	85.0%	+8.3%
5.1.8	Increase the percentage of teachers who are fully (preliminary or clear) credentialed and properly assigned at Korematsu Discovery Academy.	45.5%*	34.8%**	--	60.0%	-10.7%
5.2.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-147.6	-165.5	--	-126.6	-17.9
5.2.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-134.1	-154.8	--	-113.1	-20.7

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.2.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-138.9	-145.3	--	-117.9	-6.4
5.2.4	Increase the percentage of English learners at Markham Elementary who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	33.1%	44.6%	--	50.6%	+11.5%
5.2.5	Reduce the chronic absenteeism rate for African American students at Markham Elementary.	84.6%	56.3%	--	52.3%	-28.3%
5.2.6	Reduce the chronic absenteeism rate for English learners at Markham Elementary.	80.8%	35.1%	--	31.9%	-45.7%
5.2.7	Reduce the chronic absenteeism rate for Latino students at Markham Elementary.	81.9%	38.5%	--	34.5%	-43.4%
5.2.8	Reduce the chronic absenteeism rate for low-income students at Markham Elementary.	81.5%	43.8%	--	39.8%	-37.7%
5.2.9	Reduce the chronic absenteeism rate for students with disabilities at Markham Elementary.	84.8%	56.1%	--	52.1%	-28.7%
5.2.10	Increase the one-year teacher retention rate at Markham Elementary.	52.6%	64.7%	--	90.0%	+12.1%
5.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Markham Elementary.	72.5%*	47.1%**	--	80.0%	-25.4%
5.2.12	Improve performance on the SBAC state assessment in Mathematics for African American students at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-151.9 [‡]	-151.9	--	-141.9	0.0
5.2.13	Improve performance on the SBAC state assessment in Mathematics for English learners at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-144.4 [‡]	-144.4	--	-134.4	0.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.2.14	Improve performance on the SBAC state assessment in Mathematics for low-income students at Markham Elementary, as measured by the average distance from standard (points above or below standard).	-140.1 [‡]	-140.1	--	-130.1	0.0
5.2.15	Reduce the out-of-school suspension rate for African American students at Markham Elementary.	6.6% [‡]	6.6%	--	4.6%	0.0%
5.3.1	Reduce the chronic absenteeism rate for African American students at Prescott Elementary.	66.7%	57.9%	--	25.0%	-8.8%
5.3.2	Reduce the chronic absenteeism rate for Latino students at Prescott Elementary.	67.6%	48.8%	--	44.8%	-18.8%
5.3.3	Reduce the chronic absenteeism rate for low-income students at Prescott Elementary.	71.0%	56.2%	--	52.2%	-14.8%
5.3.4	Reduce the out-of-school suspension rate for African American students at Prescott Elementary.	7.8%	2.1%	--	2.8%	-5.7%
5.3.5	Increase the one-year teacher retention rate at Prescott Elementary.	62.5%	50.0%	--	80.0%	-12.5%
5.3.6	Increase the percentage of teachers who are fully credentialed and properly assigned at Prescott Elementary.	100.0%*	70.0%**	--	100.0%	-30.0%
5.4.1	Increase the percentage of English learners at Brookfield Elementary who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	32.5% [‡]	32.5%	--	38.5%	0.0%
5.5.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students at Sankofa United Elementary, as measured by the average distance from standard (points above or below standard).	-131.3 [‡]	-131.3	--	-117.3	0.0
5.5.2	Reduce the out-of-school suspension rate for African American students at Sankofa United Elementary.	6.4% [‡]	6.4%	--	4.4%	0.0%
5.5.3	Reduce the out-of-school suspension rate for low-income students at Sankofa United Elementary.	5.1% [‡]	5.1%	--	3.1%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.6.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students at Frick United, as measured by the average distance from standard (points above or below standard).	-161.5 [‡]	-161.5	--	-147.5	0.0
5.6.2	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Frick United, as measured by the average distance from standard (points above or below standard).	-170.7 [‡]	-170.7	--	-156.7	0.0
5.6.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students at Frick United, as measured by the average distance from standard (points above or below standard).	-159.7 [‡]	-159.7	--	-145.7	0.0
5.6.4	Improve performance on the SBAC state assessment in English Language Arts/Literacy for long-term English learners at Frick United, as measured by the average distance from standard (points above or below standard).	-166.5 [‡]	-166.5	--	-152.5	0.0
5.6.5	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Frick United, as measured by the average distance from standard (points above or below standard).	-160.4 [‡]	-160.4	--	-146.4	0.0
5.6.6	Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities at Frick United, as measured by the average distance from standard (points above or below standard).	-195.6 [‡]	-195.6	--	-181.6	0.0
5.6.7	Improve performance on the SBAC state assessment in Mathematics for African American students at Frick United, as measured by the average distance from standard (points above or below standard).	-209.9 [‡]	-209.9	--	-199.9	0.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.6.8	Improve performance on the SBAC state assessment in Mathematics for English learners at Frick United, as measured by the average distance from standard (points above or below standard).	-214.3 [‡]	-214.3	--	-204.3	0.0
5.6.9	Improve performance on the SBAC state assessment in Mathematics for Latino students at Frick United, as measured by the average distance from standard (points above or below standard).	-210.4 [‡]	-210.4	--	-200.4	0.0
5.6.10	Improve performance on the SBAC state assessment in Mathematics for unhoused students at Frick United, as measured by the average distance from standard (points above or below standard).	-228.3 [‡]	-228.3	--	-218.3	0.0
5.6.11	Improve performance on the SBAC state assessment in Mathematics for long-term English learners at Frick United, as measured by the average distance from standard (points above or below standard).	-211.0 [‡]	-211.0	--	-201.0	0.0
5.6.12	Improve performance on the SBAC state assessment in Mathematics for low-income students at Frick United, as measured by the average distance from standard (points above or below standard).	-208.1 [‡]	-208.1	--	-198.1	0.0
5.6.13	Improve performance on the SBAC state assessment in Mathematics for students with disabilities at Frick United, as measured by the average distance from standard (points above or below standard).	-244.7 [‡]	-244.7	--	-234.7	0.0
5.6.14	Increase the percentage of English learners at Frick United who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	24.6% [‡]	24.6%	--	30.6%	0.0%
5.6.15	Increase the percentage of long-term English learners at Frick United who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	29.1% [‡]	29.1%	--	35.1%	0.0%
5.6.16	Reduce the out-of-school suspension rate for African American students at Frick United.	30.9% [‡]	30.9%	--	28.9%	0.0%
5.6.17	Reduce the out-of-school suspension rate for low-income students at Frick United.	13.1% [‡]	13.1%	--	11.1%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.6.18	Reduce the out-of-school suspension rate for students with disabilities at Frick United.	17.8% [‡]	17.8%	--	15.8%	0.0%
5.7.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students at Westlake Middle, as measured by the average distance from standard (points above or below standard).	-130.6 [‡]	-130.6	--	-116.6	0.0
5.7.2	Improve performance on the SBAC state assessment in Mathematics for Latino students at Westlake Middle, as measured by the average distance from standard (points above or below standard).	-188.9 [‡]	-188.9	--	-178.9	0.0
5.7.3	Increase the percentage of English learners at Westlake Middle who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	39.0% [‡]	39.0%	--	45.0%	0.0%

*2021-22 data **2022-23 data [‡]Baseline established using 2023-24 data. Target updated from 2024-25 LCAP.

Goal Analysis for 2024-25

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

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

Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy

KDA was unable to fill one tutor and one 0.45 FTE TSA position. The school opted to fund a 1.0 FTE TSA and 1.0 FTE prep teacher with the funds that were not needed for the originally planned positions.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Markham was unable to fill one tutor position and the one TSA position. Two of the tutor positions were filled, but one position became vacant during the school year. The school opted to fund a 1.0 FTE STIP sub position with funds that were not spent, but the position became vacant during the school year.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

Prescott fully implemented their plan by filling one TSA position focused on instructional coaching.

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

Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy

Due to vacancies and late hires, KDA did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Due to vacancies and late hires, Markham did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

There were no material differences.

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

Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy

KDA plans to continue investing in their literacy tutor and will add mental health services in 2025-26. However, they are not designated as an Equity Multiplier school for the 2025-26 school year so have only limited carryover funds to spend.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Markham plans to continue investing in a TSA position focused on literacy to support professional development of teachers and provide direct services to students, and literacy tutors to improve academic outcomes for students for the 2025-26 school year. In addition, Markham plans a new investment to fund a family liaison position, for the 2025-26 school year, to do home visits and engage with families to improve chronic absenteeism, provide family literacy workshops, and help to keep students in school.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

Prescott is not designated as an Equity Multiplier school for the 2025-26 school year and fully expended their funds in 2024-25, so will not have continuing investments under this LCAP action.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	<p>At Korematsu Discovery Academy, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Fund mental health services to support student wellbeing; and ● Fund a literacy tutor to improve academic outcomes for students. <p><i>Note: Korematsu Discovery Academy is not designated as an Equity Multiplier School for the 2025-26 school year, but will continue to implement improvement activities using carryover funds from this grant and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i></p>	\$50,967	No
5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	<p>At Markham Elementary School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund a literacy tutor to improve academic outcomes for students; ● Fund a family liaison to do home visits and engage with families to improve chronic absenteeism, provide family literacy workshops, and help to keep students in school; ● Provide supplement literacy supports for students in Grades TK-2; and ● Promote positive school culture and climate by celebrating students and staff. 	\$461,300	No
5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	<p><i>Note: Prescott Elementary is not designated as an Equity Multiplier school for the 2025-26 school year, but may continue to implement some improvement activities using other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i></p>	\$0	No

5.4	Academic Acceleration & Instructional Improvement at Brookfield Elementary	<p>At Brookfield Elementary School, invest in academic acceleration and instructional improvement in the following way:</p> <ul style="list-style-type: none"> ● Fund a teacher on special assignment to do literacy intervention work with the school's highest need students who are struggling academically and to support professional development of teachers. 	\$121,594	No
5.5	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	<p>At Burckhalter Elementary School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Fund a teacher on special assignment focused on mathematics to support professional development of teachers and provide direct services to students; ● Fund extended time for teachers to support instructional leadership and growth; and ● Fund a prep teacher to release classroom teachers for professional development and coaching. 	\$218,869	No
5.6	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	<p>At Sankofa United Elementary School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund an academic mentor to provide targeted academic support and intervention for struggling students; and ● Fund a literacy tutor to improve academic outcomes for students. 	\$234,503	No

5.7	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	<p>At Frick United Academy of Languages, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Hire a half-time Latino Student Achievement Facilitator to provide culturally responsive teaching for Latino students; ● Hire full-time African American Male Achievement Manhood Development Facilitator to provide culturally responsive teaching for African American students as well as hold an advisory class; ● Fund a case manager to support severely chronically absent students and students with significant behavior challenges; ● Fund extended contracts for teachers who facilitate tutoring or enrichment opportunities after school; and ● Fund a teacher on special assignment to provide professional development for all staff and teachers and coach ELA and humanities teachers and support them in backwards planning, internalization of lessons, and classroom management. 	\$388,232	No
5.8	Academic Acceleration & Instructional Improvement at Westlake Middle	<p>At Westlake Middle School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Fund a teacher on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund additional teachers to reduce class size; ● Fund a case manager to provide additional on-site case management services for students; ● Fund a Family Liaison to improve family relationships in order to support improved academic outcomes for students; and ● Fund extended contracts to provide additional math intervention for low-performing students and social emotional support for struggling students. 	\$330,910	No

Goal 6

GOAL #	DESCRIPTION	TYPE OF GOAL
6	Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.1	Improve performance on the SBAC state assessment in Mathematics for African American students at Castlemont High, as measured by the average distance from standard (points above or below standard).	-244.4	-154.5	--	-144.5	+89.9
6.1.2	Improve performance on the SBAC state assessment in Mathematics for Latino students at Castlemont High, as measured by the average distance from standard (points above or below standard).	-229.4	-169.4	--	-159.4	+60.0
6.1.3	Improve performance on the SBAC state assessment in Mathematics for low-income students at Castlemont High, as measured by the average distance from standard (points above or below standard).	-232.0	-162.6	--	-152.6	+69.4
6.1.4	Increase the combined four- and five-year graduation rate for English learners at Castlemont High as reported on the California School Dashboard.	50.4%	59.6%	--	61.6%	+9.2%
6.1.5	Increase the combined four- and five-year graduation rate for Latino students at Castlemont High as reported on the California School Dashboard.	56.6%	62.2%	--	64.2%	+5.6%
6.1.6	Increase the combined four- and five-year graduation rate for low-income students at Castlemont High as reported on the California School Dashboard.	64.4%	70.5%	--	72.5%	+6.1%
6.1.7	Increase the combined four- and five-year graduation rate for unhoused students at Castlemont High as reported on the California School Dashboard.	61.5%	76.0%	--	78.0%	+14.5%
6.1.8	Increase the percentage of African American students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	7.7%	10.0%	--	12.0%	+2.3%
6.1.9	Increase the percentage of English learners at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.6%	12.5%	--	14.5%	+5.9%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.10	Increase the percentage of English learners at Castlemont High who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	11.8%	25.9%	--	27.9%	+14.1%
6.1.11	Increase the one-year teacher retention rate at Castlemont High.	76.0%	86.3%	--	88.3%	+10.3%
6.1.12	Increase the percentage of teachers who are fully credentialed and properly assigned at Castlemont High.	35.5%*	38.0%**	--	50.0%	+2.5%
6.1.13	Increase the percentage of unhoused students at Castlemont High who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.9%	8.30%	--	10.3%	+6.4%
6.2.1	Reduce the out-of-school suspension rate for African American students at Castlemont High.	24.8%	20.8%	--	19.4%	-4.0%
6.2.2	Reduce the out-of-school suspension rate for low-income students at Castlemont High.	12.2%	8.6%	--	6.1%	-3.6%
6.2.3	Reduce the out-of-school suspension rate for students with disabilities at Castlemont High.	23.4%	19.9%	--	12.0%	-3.5%
6.3.1	Increase the one-year teacher retention rate at McClymonds High.	63.3%	60.0%	--	70.0%	-3.3%
6.3.2	Increase the percentage of teachers who are fully credentialed and properly assigned at McClymonds High.	66.1%*	61.0%**	--	75.0%	-5.1%
6.3.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-147.2 [‡]	-147.2	--	-133.2	0.0
6.3.4	Improve performance on the SBAC state assessment in Mathematics for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-241.9 [‡]	-241.9	--	-231.9	0.0
6.4.1	Reduce the out-of-school suspension rate for African American students at McClymonds High.	21.4% [‡]	21.4%	--	19.4%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.4.2	Reduce the out-of-school suspension rate for low-income students at McClymonds High	17.2% [‡]	17.2%	--	15.2%	0.0%
6.4.3	Reduce the out-of-school suspension rate for students with disabilities at McClymonds High	19.7% [‡]	19.7%	--	17.7%	0.0%
6.5.1	Increase the combined four- and five-year graduation rate for English learners at Oakland International High as reported on the California School Dashboard.	65.6%	62.9%	--	71.6%	-2.7%
6.5.2	Increase the combined four- and five-year graduation rate for Latino students at Oakland International High as reported on the California School Dashboard.	59.4%	56.5%	--	65.4%	-2.9%
6.5.3	Increase the combined four- and five-year graduation rate for low-income students at Oakland International High as reported on the California School Dashboard.	67.0%	63.2%	--	73.0%	-3.8%
6.5.4	Increase the combined four- and five-year graduation rate for unhoused students at Oakland International High, as reported by the California School Dashboard as reported on the California School Dashboard.	58.3%	57.9%	--	64.3%	-0.4%
6.5.5	Increase the one-year teacher retention rate at Oakland International High.	71.0%	79.7%	--	85.0%	+8.7%
6.5.6	Increase the percentage of teachers who are fully credentialed and properly assigned at Oakland International High.	44.9%*	58.1%**	--	40.0%	+13.3%
6.5.7	Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Oakland International High, as measured by the average distance from standard (points above or below standard).	-259.2 [‡]	-259.2	--	-245.2	0.0
6.5.8	Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students at Oakland International High, as measured by the average distance from standard (points above or below standard).	-265.7 [‡]	-265.7	--	-251.7	0.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.5.9	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Oakland International High, as measured by the average distance from standard (points above or below standard).	-260.2 [‡]	-260.2	--	-246.2	0.0
6.5.10	Increase the percentage of English learners at Oakland International High who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	14.2% [‡]	14.2%	--	20.2%	0.0%

*2021-22 data **2022-23 data [‡]Baseline established using 2023-24 data. Target updated from 2024-25 LCAP.

Goal Analysis for 2024-25

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

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

<p><i>Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High</i></p> <p>Castlemont fully implemented their plan by filling two TSA positions—one focused on instructional coaching and the other on reading intervention—and two STIP positions.</p> <p><i>Action 6.2 Social Emotional Supports at Castlemont High</i></p> <p>Castlemont was able to fill the Newcomer Learning Lab Assistant position and the Restorative Justice Facilitator position, but was unable to fill the Social Worker position.</p> <p><i>Action 6.3 Social Emotional Supports at McClymonds High</i></p> <p>McClymonds fully implemented their plan by filling both the Behavior Specialist position and the Case Manager position.</p> <p><i>Action 6.4 Family Engagement at McClymonds High</i></p> <p>McClymonds was unable to fill the Bilingual Family Liaison position.</p> <p><i>Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High</i></p> <p>Oakland International fully implemented their plan by filling the TSA position.</p> <p><i>Action 6.6 Social Emotional Supports at Oakland International High</i></p> <p>Oakland International fully implemented their plan by filling the Academic Counselor position, the Case Manager position, and the Social Worker position.</p>

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

<p><i>Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High</i></p> <p>There were no material differences.</p>
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Action 6.2 Social Emotional Supports at Castlemont High

Due to the vacancy, Castlemont did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 6.3 Social Emotional Supports at McClymonds High

There were no material differences.

Action 6.4 Family Engagement at McClymonds High

Due to the vacancy, McClymonds did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

There were no material differences.

Action 6.6 Social Emotional Supports at Oakland International High

There were no material differences.

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

Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 6.2 Social Emotional Supports at Castlemont High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 6.3 Social Emotional Supports at McClymonds High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 6.4 Family Engagement at McClymonds High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 6.6 Social Emotional Supports at Oakland International High

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High

Castlemont plans to continue investing in a TSA position focused on instructional coaching and professional development for the 2025-26 school year. Instead of hiring STIP subs, Castlemont will instead invest in a College and Career Specialist for the 2025-26 school year, to ensure all students are A-G eligible, and prepared to enter college or the workforce.

Action 6.2 Social Emotional Supports at Castlemont High

Castlemont plans to continue investing in the Newcomer Learning Lab Assistant position, the Restorative Justice Facilitator position, and the Social Worker position for the 2025-26 school year.

Action 6.3 Social Emotional Supports at McClymonds High

McClymonds plans to continue investing in a Behavior Specialist position and one Case Manager position for the 2025-26 school year. In addition to these, McClymonds plans on investing in a Restorative Justice Facilitator position for the 2025-26 school year.

Action 6.4 Family Engagement at McClymonds High

McClymonds plans to continue investing in an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center for the 2025-26 school year.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Oakland International plans to continue investing in a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention for the 2025-26 school year.

Action 6.6 Social Emotional Supports at Oakland International High

Oakland International plans to continue investing in a Social Worker position and a Counselor position for the 2025-26 school year. In addition to this, Oakland International plans on investing in two new Unaccompanied Immigrant Child Specialists positions for the 2025-26 school year.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
6.1	Academic Acceleration & Instructional Improvement at Castlemont High	<p>At Castlemont High School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Provide teacher release time and extended contracts to plan curriculum, align in departmental or pathway teams, attend professional development to improve instruction, and develop standards-based assignments; ● Hire two teachers on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Hire a College and Career Specialist to ensure all students are A-G eligible, and prepared to enter college or the workforce, through individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates. 	\$571,821	No
6.2	Social Emotional Supports at Castlemont High	<p>At Castlemont High School, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> ● Hire a Restorative Justice Facilitator to support classroom management, build positive school culture, increase attendance, and decrease out-of-school suspensions and Universal Referral Forms (URFs); ● Hire a Refugee/Asylee Program Specialist to support international students with social-emotional care and navigating immigration policies and support the attendance and COST teams; and ● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes. 	\$321,410	No
6.3	Social Emotional Supports at McClymonds High	<p>At McClymonds High School, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> ● Hire a Behavior Specialist to engage students who are disconnected from school; ● Hire a Case Manager to coordinate, plan, and organize case management 	\$217,489	No

		<p>activities and related functions in service of identified at-risk or high-risk students; and</p> <ul style="list-style-type: none"> • Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm. 		
6.4	Family Engagement at McClymonds High	<p>At McClymonds High School, hire an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center, attend site-based and district professional learning communities, and work closely with the school principal, community school manager, teacher leaders, and community partners to align and implement family engagement strategies linked to student learning.</p>	\$64,783	No
6.5	Academic Acceleration & Instructional Improvement at Oakland International High	<p>At Oakland International High School, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> • Hire a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention; and • Fund extended contracts for teachers to provide additional teacher prep time to develop content to support SLIFE student acceleration. 	\$133,015	No
6.6	Social Emotional Supports at Oakland International High	<p>At Oakland International High School, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> • Hire a social worker psychologist to expand mental health services and clinical case management to build connectedness with focal English learner students and families and address non-academic needs that prevent full participation in schooling; and • Hire two Unaccompanied Immigrant Child Specialists to build connectedness and address chronic absence for newcomer students through a number of strategies, including sustaining affinity groups, connecting families with support accessing resources in the community including food, government benefits, and legal consultation to remove barriers to school attendance. 	\$347,402	No

Goal 7

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School are part of the District’s alternative education spectrum and serve eleventh and twelfth grade students who have not been successful in traditional high schools. Students served by alternative education programs tend to have inherently unstable enrollment, often moving between schools mid-year. The District anticipates that these schools are likely to continue to qualify to receive Equity Multiplier funds for the duration of this funding program.

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

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

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

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.1.1	Increase the combined four- and five-year graduation rate for Latino students at Dewey Academy as reported on the California School Dashboard.	50.0%	57.9%	--	59.9%	+7.9%
7.1.2	Increase the combined four- and five-year graduation rate for low-income students at Dewey Academy as reported on the California School Dashboard.	48.3%	61.7%	--	63.7%	+13.4%
7.1.3	Increase the percentage of African American students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	0.0%
7.1.4	Increase the percentage of Latino students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	0.0%
7.1.5	Increase the percentage of low-income students at Dewey Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	0.0%	--	3.0%	0.0%
7.1.6	Reduce the out-of-school suspension rate for African American students at Dewey Academy.	15.0%	8.2%	--	5.0%	-6.8%
7.1.7	Reduce the out-of-school suspension rate for low-income students at Dewey Academy.	9.6%	5.7%	--	3.7%	-3.9%
7.1.8	Increase the one-year teacher retention rate at Dewey Academy.	69.2%	70.0%	--	90.0%	+0.8%
7.1.9	Increase the percentage of teachers who are fully credentialed and properly assigned at Dewey Academy.	35.7%*	33.3%**	--	50.0%	-2.4%
7.1.10	Increase the combined four- and five-year graduation rate for African American students at Dewey Academy as reported on the California School Dashboard.	65.0%‡	65.0%	--	69.0%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.1.11	Increase the combined four- and five-year graduation rate for English learners at Dewey Academy as reported on the California School Dashboard.	51.5% [‡]	51.5%	--	55.5%	0.0%
7.2.1	Increase the percentage of Latino students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	3.3%	0.0%	--	6.3%	-3.3%
7.2.2	Increase the percentage of low-income students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.5%	0.0%	--	4.5%	-1.5%
7.2.3	Increase the one-year teacher retention rate at Ralph J. Bunche Academy.	40.0%	62.1%	--	75.0%	+22.1%
7.2.4	Increase the percentage of teachers who are fully credentialed and properly assigned at Ralph J. Bunche Academy.	37.6%*	56.5%**	--	60.5%	+18.9%
7.2.5	Increase the combined four- and five-year graduation rate for African American students at Ralph J. Bunche Academy as reported on the California School Dashboard.	65.6% [‡]	65.6%	--	69.6%	0.0%
7.2.6	Increase the combined four- and five-year graduation rate for Latino students at Ralph J. Bunche Academy as reported on the California School Dashboard.	58.1% [‡]	58.1%	--	62.1%	0.0%
7.2.7	Increase the combined four- and five-year graduation rate for low-income students at Ralph J. Bunche Academy as reported on the California School Dashboard.	63.5% [‡]	63.5%	--	67.5%	0.0%
7.2.8	Reduce the out-of-school suspension rate for African American students at Ralph J. Bunche Academy.	10.2% [‡]	10.2%	--	8.2%	0.0%
7.3.1	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard).	-326.1 [‡]	-326.1	--	-312.1	0.0

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.3.2	Improve performance on the SBAC state assessment in Mathematics for Latino students at Rudsdale Continuation, as measured by the average distance from standard (points above or below standard).	-344.1 [‡]	-344.1	--	-334.1	0.0
7.3.3	Improve performance on the SBAC state assessment in Mathematics for low-income students at Rudsdale Continuation, as measured by the average distance from standard (points above or below standard).	-344.2 [‡]	-344.2	--	-334.2	0.0
7.4.1	Increase the combined four- and five-year graduation rate for English learners at Rudsdale Continuation as reported on the California School Dashboard.	53.5%	71.5%	--	75.5%	+18.0%
7.4.2	Increase the combined four- and five-year graduation rate for Latino students at Rudsdale Continuation as reported on the California School Dashboard.	51.9%	72.9%	--	57.9%	+21.0%
7.4.3	Increase the combined four- and five-year graduation rate for low-income students at Rudsdale Continuation as reported on the California School Dashboard.	50.2%	74.1%	--	56.2%	+23.9%
7.4.4	Increase the combined four- and five-year graduation rate for unhoused students at Rudsdale Continuation as reported on the California School Dashboard.	54.3%	63.5%	--	60.3%	+9.2%
7.4.5	Increase the one-year teacher retention rate at Rudsdale Continuation.	72.2%	93.3%	--	75.0%	+21.1%
7.4.6	Increase the percentage of English learners at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.5% [‡]	2.5%	--	6.5%	0.0%
7.4.7	Increase the percentage of English learners at Rudsdale Continuation who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	4.5% [‡]	4.5%	--	5.6%	0.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
7.4.8	Increase the percentage of Latino students at Ruidsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.8% [‡]	2.8%	--	6.8%	0.0%
7.4.9	Increase the percentage of low-income students at Ruidsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	2.2%	--	6.2%	+2.2%
7.4.10	Increase the percentage of teachers who are fully credentialed and properly assigned at Ruidsdale Continuation.	61.0%*	67.5%**	--	70.0%	+6.5%
7.4.11	Increase the percentage of unhoused students at Ruidsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator.	1.8% [‡]	1.8%	--	5.8%	0.0%

*2021-22 data **2022-23 data [‡]Baseline established using 2023-24 data. Target updated from 2024-25 LCAP.

Goal Analysis for 2024-25

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

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

Action 7.1 Social Emotional Supports at Dewey Academy

Dewey filled the Restorative Justice Facilitator positions, but was unable to fill the Case Manager position.

Action 7.2 Social Emotional Supports at Bunche Academy

Bunche fully implemented their plan by filling the Case Manager position

Action 7.3 Academic Acceleration at Rudsdale Continuation

Rudsdale was able to fill both STIP positions, but one position became vacant at the beginning of the school year.

Action 7.4 College & Career Supports at Rudsdale Continuation

Rudsdale was able to fill the Career Pathway Transitions Specialist position, but the position became vacant during the middle of the school

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Rudsdale was unable to fill the Social Worker position.

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

Action 7.1 Social Emotional Supports at Dewey Academy

Due to the vacancy, Dewey did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 7.2 Social Emotional Supports at Bunche Academy

There were no material differences.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Due to the vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 7.4 College & Career Supports at Rudsdale Continuation

Due to the mid-year vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Due to the vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

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

Action 7.1 Social Emotional Supports at Dewey Academy

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 7.2 Social Emotional Supports at Bunche Academy

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 7.4 College & Career Supports at Rudsdale Continuation

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

Action 7.1 Social Emotional Supports at Dewey Academy

Dewey plans to continue investing in a Restorative Justice Coordinator and a Case Manager for the 2025-26 school year. In addition to these Dewey also plans to invest in a TSA focused on instructional coaching and teacher professional development for the 2025-26 school year.

Action 7.2 Social Emotional Supports at Bunche Academy

Bunche plans on continuing to invest in the Case Manager position for the 2025-26 school year.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Rudsdale will invest in a Newcomer Assistant position and a Counselor position for the 2025-26 school year (instead of investing in the STIP positions). These new positions are aimed at closing the equity gap for Newcomer students and non-Newcomer students by supporting students with college awareness, graduation requirements, applications and financial aid, career exploration, and employability & job readiness skills.

Action 7.4 College & Career Supports at Rudsdale Continuation

Rudsdale plans on continuing to invest in a Career Pathway Transitions Specialist position for the 2025-26 school year.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Rudsdale plans on continuing to invest in a Social Worker position for the 2025-26 school year.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
7.1	Social Emotional Supports at Dewey Academy	<p>At Dewey Academy, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> • Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm; and • Hire a case manager to support students with executive functioning and dealing with life challenges. 	\$110,166	No
7.2	Social Emotional Supports at Bunche Academy	<p>At Ralph J. Bunche Academy, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> • Hire a case manager to provide support to students in need of additional services in order to graduate; and • Hire a Community School Manager to help increase daily attendance and decrease chronic absences and support culture and climate through student and family engagement. 	\$81,931	No
7.3	Academic Acceleration at Ruidsdale Continuation	At Ruidsdale Continuation School, hire an academic counselor to provide additional counseling support for continuation school and newcomer students who need individualized graduation plans and monitoring.	\$137,325	No
7.4	College & Career Supports at Ruidsdale Continuation	At Ruidsdale Continuation School, hire a Career Pathway Transitions Specialist to help focus on college awareness, graduation requirements, applications and financial aid, career exploration, and employability and job readiness skills.	\$137,033	No
7.5	Social Emotional Supports at Ruidsdale Continuation	<p>At Ruidsdale Continuation School, provide the following social emotional supports to students:</p> <ul style="list-style-type: none"> • Hire a social worker to identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling; consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations to develop and implement 	\$169,461	No

		<p>appropriate plans for students; and assist students and families in obtaining and utilizing necessary services; and</p> <ul style="list-style-type: none"> ● Hire a Newcomer Learning Lab Assistant to support newcomer and SIFE students in class to improve language development and content mastery and outside the classroom through activities such as accessing the food bank, Medi-Cal signups, and communicating with parents. 		
7.6	Academic Acceleration & Instructional Improvement at Dewey Academy	<p>At Dewey Academy, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Hire a teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Encourage students to explore college and trade through the California College Guidance Initiative (CCGI) and field trips. 	\$137,037	No
7.7	Academic Acceleration & Instructional Improvement at Bunche Academy	<p>At Ralph J. Bunche Academy, invest in academic acceleration and instructional improvement in the following ways:</p> <ul style="list-style-type: none"> ● Hire a teacher on special assignment focused on instructional leadership and English learners to help facilitate and plan Instructional Leadership Team, coach teachers year-round, support observation walks, and develop reading and math intervention plans with a focus on EL students; and ● Provide extended contracts for teachers to support leadership opportunities. 	\$71,665	No

Goal 8

GOAL #	DESCRIPTION	TYPE OF GOAL
8	Over three years, student academic outcomes will improve at Gateway to College, Sojourner Truth Independent Study, and Street Academy.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Sojourner Truth Independent Study, Street Academy, and Gateway to College at Laney College each fill a unique niche in the District’s alternative education offerings. Oakland Emiliano Zapata Street Academy (OEZSA) was founded in the early 1970s in the midst of Oakland’s historic struggle for civil rights and racial justice. Since 1973, the school has offered an alternative high school program to students in Grades 9–12 with a focus on community and personal growth and empowerment. Gateway to College, one of the last remaining Gateway programs in California, offers an opportunity for eleventh and twelfth grade credit-deficient students to pursue their high school diplomas and transition into college through concurrent enrollment in OUSD and Laney College. All of these programs serve students who need targeted academic and social-emotional supports to be successful. Students served by these alternative education programs of choice often move into these schools mid-year. As with our continuation schools, the District anticipates that these schools are likely to continue to qualify to receive Equity Multiplier funds for the duration of this funding program.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.1.1	Maintain the percentage of teachers who are fully credentialed and properly assigned at Home and Hospital.	100.0%*	100.0%**	--	100.0%	0.0%
8.2.1	Improve performance on the SBAC state assessment in Mathematics for African American students at Sojourner Truth Independent Study, as measured by the average distance from standard (points above or below standard).	-103.6	-144.0	--	-82.6	-40.4
8.2.2	Improve performance on the SBAC state assessment in Mathematics for English learners at Sojourner Truth Independent Study, as measured by the average distance from standard (points above or below standard).	-142.4	-125.9	--	-121.4	+16.5
8.2.3	Increase the combined four- and five-year graduation rate for African American students at Sojourner Truth Independent Study as reported on the California School Dashboard.	40.6%	52.2%	--	46.6%	+11.6%
8.2.4	Increase the combined four- and five-year graduation rate for Latino students at Sojourner Truth Independent Study as reported on the California School Dashboard.	35.1%	56.8%	--	41.1%	+21.7%
8.2.5	Increase the combined four- and five-year graduation rate for low-income students at Sojourner Truth Independent Study as reported on the California School Dashboard.	46.3%	60.2%	--	52.3%	+13.9%
8.2.6	Increase the one-year teacher retention rate at Sojourner Truth Independent Study.	58.2%	83.1%	--	63.2%	+24.9%
8.2.7	Increase the percentage of African American students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	0.0%	4.5%	--	3.0%	+4.5%
8.2.8	Increase the percentage of English learners at Sojourner Truth Independent Study who make progress toward English proficiency as measured by the state English Learner Progress Indicator.	6.8%	21.8%	--	11.8%	+15.0%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
8.2.9	Increase the percentage of Latino students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	2.9%	9.8%	--	3.0%	+6.9%
8.2.10	Increase the percentage of low-income students at Sojourner Truth Independent Study who graduate prepared for college and career, as measured by the California College/Career Indicator.	6.7%	10.3%	--	3.0%	+3.6%
8.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Sojourner Truth Independent Study.	52.0%*	50.1%**	--	60.0%	-1.9%
8.3.1	Reduce the chronic absenteeism rate for African American students in grades TK–8 at Sojourner Truth Independent Study. [§]	94.7%	81.9%	--	64.7%	-12.8%
8.3.2	Reduce the chronic absenteeism rate for English learners in grades TK–8 at Sojourner Truth Independent Study. [§]	94.7%	66.7%	--	64.7%	-28.0%
8.3.3	Reduce the chronic absenteeism rate for multi-ethnic students in grades TK–8 at Sojourner Truth Independent Study. [§]	95.0% [‡]	95.0%	--	75.0%	0.0%
8.4.1	Increase the percentage of teachers who are fully credentialed and properly assigned at Street Academy.	12.5%*	11.6%**	--	20.0%	-1.0%
8.4.2	Reduce the out-of-school suspension rate for African American students at Street Academy.	13.0%	18.9%	--	10.0%	+5.9%
8.4.3	Reduce the out-of-school suspension rate for low-income students at Street Academy.	13.1%	15.2%	--	11.6%	+2.1%
8.5.1	Increase the combined four- and five-year graduation rate for all students at Gateway to College as reported on the California School Dashboard.	58.1%	45.5%	--	64.1%	-12.6%

*2021-22 data **2022-23 data [‡]Baseline established using 2023-24 data.

[§]OUSD does not currently track chronic absenteeism for alternative education schools, and state dashboard data only includes students in Grades TK-8. Consequently, this metric tracks only students in Grades TK-8.

Goal Analysis for 2024-25

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

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

Action 8.1 Academic Acceleration at Home & Hospital Program

The Home & Hospital Program fully implemented their plan by filling one STIP position.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study

Sojourner Truth was able to fill the tutor position and the three TSA positions. However, one of the TSA positions became vacant during the school year.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

Sojourner Truth fully implemented their program by filling both Case Manager positions.

Action 8.4 Academic Acceleration at Street Academy

Street Academy implemented their plan by hiring a Family Liaison.

Action 8.5 Academic Acceleration at Gateway to College

Due to a leadership transition, Gateway to College has yet to formulate a plan for their Equity Multiplier funding.

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

Action 8.1 Academic Acceleration at Home & Hospital Program

There were no material differences.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study

Due to a vacancy, Sojourner Truth did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

There were no material differences.

Action 8.4 Academic Acceleration at Street Academy

There were no material differences.

Action 8.5 Academic Acceleration at Gateway to College

Due to leadership transitions at Gateway to College, the school did not successfully develop and implement a spending plan for the 2024-25 Equity Multiplier funds. Gateway is working on a plan to use these carryover funds in 2025-26.

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

Action 8.1 Academic Acceleration at Home & Hospital Program

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 8.4 Academic Acceleration at Street Academy

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

Action 8.5 Academic Acceleration at Gateway to College

Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

Action 8.1 Academic Acceleration at Home & Hospital Program

Home & Hospital is not designated as an Equity Multiplier school for the 2025-26 school year, and will only have a limited amount of carryover funds to spend during the 2025-26 school year.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study

Sojourner Truth plans to continue investing in a literacy tutor three TSAs in the 2025-26 school year.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

Sojourner Truth plans to continue investing in two Case Managers for the 2025-26 school year.

Action 8.4 Academic Acceleration at Street Academy

Street Academy will continue to develop strategies to improve student academic outcomes and graduation rates.

Action 8.5 Academic Acceleration at Gateway to College

Gateway to College will continue to develop strategies to improve student academic outcomes and graduation rates.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
8.1	Academic Acceleration at Home & Hospital Program	At the Home and Hospital Program, provide direct instructional support to students to improve academic outcomes. <i>Note: The Home & Hospital Program is not designated as an Equity Multiplier school for the 2025-26 school year, but may continue to implement some improvement activities using carryover funds from this grant and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i>	\$13,284	No
8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	At Sojourner Truth Independent Study, invest in academic acceleration and instructional improvement in the following ways: <ul style="list-style-type: none"> • Hire four teachers on special assignment to support with content-specific instructional coaching, planning, and data analysis to improve instruction; • Continue to fund Literacy Tutors to support reading needs with SIPPS and small group instruction; and • Fund up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. 	\$794,010	No
8.3	Social Emotional Supports at Sojourner Truth Independent Study	At Sojourner Truth Independent Study, hire two case managers to build student connectedness and address chronic absenteeism.	\$177,309	No
8.4	Academic Acceleration at Street Academy	At Street Academy, fund a Family Liaison and technology to support parent involvement and education to improve student academic outcomes.	\$95,538	No
8.5	Academic Acceleration at Gateway to College	At Gateway to College, develop strategies to improve student academic outcomes and graduation rates.	\$112,041	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

TOTAL PROJECTED LCFF SUPPLEMENTAL AND/OR CONCENTRATION GRANTS	PROJECTED ADDITIONAL 15% LCFF CONCENTRATION GRANT
\$120,393,941	\$14,430,420

Required Percentage to Increase or Improve Services for the LCAP Year

PROJECTED PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR	LCFF CARRYOVER — PERCENTAGE	LCFF CARRYOVER — DOLLAR	TOTAL PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR
33.98%	8.62%	\$29,865,823	42.60%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.1	<p>Actions: Strong Readers: Early Literacy & Secondary Literacy</p> <p>Need: While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below:</p> <p><i>Average DFS on SBAC ELA (2024 Dashboard):</i></p> <ul style="list-style-type: none">● All Students: -52.7● English Learners: -125.3● Foster Youth: -122.0● Low-Income Students: -78.3 <p>Scope: LEA-wide</p>	<p>Strengthening our academic program districtwide—particularly in our middle and high schools, where students are disproportionately likely to be from low-income families—is one of the most significant investments we make to support our low-income students. While high quality schools benefit all students, targeted investments in our historically under-resourced schools that begin to address deep socioeconomic divides among our schools principally benefits our low-income students.</p> <p>Our ELs 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 ELs, as well as Tier 2 and Tier 3 interventions, particularly in the area of foundational literacy.</p> <p>We also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials to ensure that all students have the scaffolding they need in literacy.</p>	<ul style="list-style-type: none">● Average DFS on SBAC ELA for All Students (Metric 1.1.1)● i-Ready for All Students (Metrics 1.1.2–1.1.8)● Average DFS on SBAC ELA for Unduplicated Student Groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.2	<p>Actions: Excellence in Science, Technology, Engineering & Mathematics</p> <p>Need: While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below:</p> <p><i>Average DFS on SBAC Math (2024 Dashboard):</i></p> <ul style="list-style-type: none"> ● All Students: -83.0 ● English Learners: -142.3 ● Foster Youth: -160.9 ● Low-Income Students: -108.5 <p>Scope: LEA-wide</p>	<p>As with our literacy investments, our investments in mathematics and science beyond our base program are focused on our highest need students.</p> <p>We also continue to invest in our secondary computer science program. Early exposure to computer science enables students to enter rigorous college preparatory computer science Linked Learning pathways in high school with the prerequisite math and computer science knowledge and skills. Our grant-funded computer science work is specifically designed to increase the number of students from underrepresented groups—and especially our low-income students—who successfully complete advanced Computer Science pathways to college and career.</p> <p>As in Action 1.1, we also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials.</p> <p>At the school site level, many schools invest in academic mentors, who provide pullout support for students who are struggling academically and extra compensation for teachers to provide intervention in mathematics or to participate in professional development to improve instruction in STEM. Some schools also fund elementary prep teachers with a science focus to provide science enrichment to students.</p>	<ul style="list-style-type: none"> ● Average DFS on SBAC Math for All Students (Metric 1.2.1) ● Average DFS on CAST for All Students (Metric 1.2.2) ● Average DFS on SBAC Math for Unduplicated Student Groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Actions 1.3 and 1.4	<p>Actions: Equitable Access to a Broad Course of Study; Visual & Performing Arts</p> <p>Need: While these actions also serve all students, they are principally directed towards our low-income students, who are more likely to be in schools with limited resources to supplement the core curriculum and ensure a wide array of elective and enrichment classes.</p> <p>These investments benefit our English learners by ensuring that students required to take ELD also have access to elective classes for a well-rounded school experience. In 2022-23, only 43.9% of English Learners were also enrolled in an elective class.</p> <p>Scope: LEA-wide</p>	<p>We provide additional staffing beyond our base staffing for our highest-need students, including our low-income students, to create robust program offerings at all OUSD schools, particularly in areas where there is an identified performance gap.</p> <p>Additional teachers beyond the base are granted in the following areas: to provide expanded access to A-G courses at high schools; to support late-arriving newcomer students; and to offer additional electives to ensure that English learners can take an elective in addition to ELD.</p> <p>Centrally, we fund content-specific professional development in this action to ensure that students have access to highly qualified teachers.</p> <p>School sites also opt to use their Site Supplemental dollars for a range of investments that expand course offerings beyond the base. Examples include additional support staff for physical education, lifeguards to offer swimming to more students, elementary prep teachers who offer special classes such as arts or mindfulness, and contracts with outside organizations providing enrichment or supplemental programs in areas like the arts, yoga, sports, languages, or other activities.</p>	<ul style="list-style-type: none"> ● English learner enrollment in electives (Metric 1.3.2) ● Elementary VAPA positions (Metric 1.4.1) ● A-G Completion for All Students (Metric 1.8.2) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● Percentage of English learners who are enrolled in an elective class (Metric 1.3.2).

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.5	<p>Action: Early Childhood Learning</p> <p>Need: There is an equity gap between our students from low-income families and their peers from families that are not low-income as students start school. In 2022-23, the most recent year for which data is available, 19.4% of low-income students entered transitional kindergarten or kindergarten with no preschool experience according to the District’s Preschool Experience Study. An additional 21.4% had spent early childhood years with a family member, friend, or neighbor. In contrast, only 3.1% of students who were not low income entered kindergarten with no preschool experience and 5.8% had spent those years with a family member, friend, or neighbor.</p> <p>Scope: LEA-wide</p>	<p>Oakland Unified’s early childhood programs are open to all students, but principally serve low-income students, who receive free or subsidized tuition and prioritized enrollment, and students with disabilities, who qualify for placement in tuition-free special education preschool programs. These programs are intended to build early literacy, numeracy, and social emotional skills through a curriculum that is developmentally, culturally, and linguistically appropriate. These programs help to ensure that students are able to transition smoothly to transitional kindergarten and kindergarten programs and have successful school experiences.</p> <p>In this action area, we also fund supplemental early childhood curriculum pilots and professional development to strengthen instruction for these programs, which lay the groundwork for academic success in elementary school and beyond.</p>	<ul style="list-style-type: none"> ● i-Ready for All Kindergarten Students (Metric 1.1.2) ● Enrollment in District preschool and TK programs (Metric 1.5.1)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.6	<p>Action: Multilingual Programs</p> <p>Need: Our English learners perform best when we build on their home language and cultural assets; therefore, there is a continued need to invest in multilingual programming, such as dual language programs, and culturally sustaining pedagogy.</p> <p>There is a <u>robust research base</u> demonstrating the benefits of dual language instruction for all students, and in particular for English Learners. In OUSD we have seen that our English Learners in dual language programming generally perform better on literacy measures, ELPAC growth and reclassification than their peers in SEI programming, despite a larger concentration of newcomer students. For example:</p> <ul style="list-style-type: none"> ● Seven out of the eight dual language schools exceeded the district average in ELPAC growth in 2023-24 and five out of eight exceeded the average on preliminary results for 2024-25 ● The three schools that participated in Year 1 of the SEAL partnership (ICS, Greenleaf, and Esperanza) were amongst the top six schools in ELPAC growth, at more than 54% <p>Scope: Schoolwide</p>	<p>Oakland’s multilingual programs provide opportunities for English-speaking students to become fluent in another language, but they also offer critical opportunities to English learners to learn content in their home languages alongside English-speaking peers as they gain English proficiency. The District’s dual immersion programs are located in low-income areas of the city, and most prioritize students who live nearby in the enrollment process.</p> <p>In this action area, we also fund both foundational professional development for our dual language teachers who support ELs and software licenses to support expansion of our seal of biliteracy program.</p>	<ul style="list-style-type: none"> ● Students completing the seal of biliteracy and biliteracy pathway awards in dual language schools (Metrics 1.6.1 and 1.6.2) ● Graduation Rate for English Learners and Long-Term English Learners (Metrics 2.8.3 and 2.9.3) ● i-Ready for All Students (Metrics 1.1.2–1.1.8)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.7	<p>Action: College & Career for All</p> <p>Need: We continue to see a gap in graduation outcomes between all students and our unhoused students (who are categorically low-income), foster youth, and English learners. While the graduation rate for all students increased to 80.6% based on the 2024 Dashboard, only 67.5% of unhoused students and 70.1% of English learners graduated. The graduation rate for foster youth fell to 55.2%.</p> <p>We see similar gaps in college/career readiness and A-G completion:</p> <p><i>College/Career Readiness (2024 Dashboard):</i></p> <ul style="list-style-type: none"> ● All Students: 43.4% ● Long-Term English Learners: 27.9% ● English Learners: 23.9% ● Foster Youth: 27.6% ● Unhoused Students: 24.4% <p><i>A-G Completion Rates (2024 Dashboard):</i></p> <ul style="list-style-type: none"> ● All Students: 46.5% ● Long-Term English Learners: 30.1% ● English Learners: 29.9% ● Foster Youth: 27.6% ● Unhoused Students: 28.1% <p>Scope: LEA-wide</p>	<p>One key approach to increasing graduation rates and college and career readiness for our low-income students (many of whom will be the first generation to go to college) is through Linked Learning pathways in our high schools. As our pathway programs expand and diversify in industry themes, we are investing in staff to ensure that every pathway sustains robust work-based learning and that relevant pathways provide access to trades and apprenticeships. We are also investing in coordination of local business connections and projects with schools, and in some KDOL staff time to support internships, video production, and other work-based learning with the Media pathway and other high schools. We also continue to invest in health pathways at several high schools; health careers remain a popular choice for our low-income students of color as reported in the annual Senior Survey.</p> <p>We also fund additional teachers to support A-G completion for smaller schools to ensure that they can offer sections of all A-G classes. While schools build their master schedules around grade level cohorts, students may need to retake a class or take a class out of sequence. Large high schools can accommodate this, but smaller schools often struggle to fill classes if students do not all need the same courses. Because our staffing formula presumes full sections, this added staffing provides needed flexibility for A-G sections.</p> <p>Finally, many schools use Site Supplemental for college and career supports, including graduation celebrations, professional development for teachers, college fairs, credit recovery licenses, and fee waivers to allow low-income students to take the SAT.</p>	<ul style="list-style-type: none"> ● Graduation Rate for All Students (Metric 1.7.1) ● Graduation Rate for Unduplicated Students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.8	<p>Action: Counseling & Equitable Master Scheduling</p> <p>Need: College counseling and academic advising is particularly important for our low-income, English learner, and foster students, since many 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, how to navigate the complex application and admissions processes, financial aid and scholarship resources, and other challenges.</p> <p>As with graduation rates, there is a gap between college/career readiness for all students and for our unduplicated student groups. As measured by the 2024 state College/Career Indicator, 43.4% of all students graduated prepared for college and career, but only 27.6% of foster youth, 27.9% of long-term English learners, 23.9% of English learners, and 24.5% of unhoused youth graduated prepared for college and career.</p> <p>Scope: LEA-wide</p>	<p>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 learners.</p> <p>As in Action 1.7, many schools also use Site Supplemental funds to provide additional supports to students to ensure that they reach graduation and are successful in the post-secondary paths they choose. Details on the investments funded by Measure H, Oakland's local tax measure committed to college and career preparedness, can be found in each school's approved Measure H plan.</p>	<ul style="list-style-type: none"> ● A-G Completion for All Students (Metric 1.8.2) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4) ● FAFSA Completion Rate (Metric 1.8.5)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.9	<p>Action: Data-Driven Decision Making</p> <p>Need: The District’s robust data collection and data dashboards provide key tools to ensure that teachers and leaders can identify and address achievement gaps and examine student-level data to ensure equitable outcomes for the lowest performing students, including low-income students, African American students, Latino students, English learners, and other student groups.</p> <p>We also continue to work to increase test participation at all schools, especially in light of the participation penalties applied to scores. The following percentages reflect schools with 95% or higher participation:</p> <ul style="list-style-type: none"> ● SBAC ELA: 57.7% ● SBAC Math: 52.6% ● CAST: 56.4% ● CAA ELA: 30.0% ● CAA Math: 27.5% ● CAA Science: 14.1% <p>We are also working to improve CHKS student, parent, and staff participation rates.</p> <p>Scope: LEA-wide</p>	<p>Our data dashboards support schools and Central Office departments in monitoring the progress of all students and of our focal student groups to help them determine additional or adjusted supports and services that may be required. Our data tools allow for disaggregation by race/ethnicity, English fluency and fluency subgroups, home language, special education status, foster youth, homeless status, Free and Reduced Price Meal (FRPM) status, grade level, and more. We also generate data profile reports at the central office level that are specific to our focal student groups. A key aspect will be monitoring progress on closing performance gaps for identified student groups, such as the data on disproportionate suspensions of our African American students and Students with Disabilities.</p> <p>We set targets for improvement annually and monitor progress, reflect, and adjust our plans accordingly throughout the year. Research and data staff provide access to quality data, analysis, reports, and tools to support central and school leaders and staff in monitoring student progress. This work also supports the evaluation of implementation and impact of key actions and services in our LCAP. While our investment in a robust data system serves the district overall, it principally benefits our low-income and other focal student groups, allowing us to better meet their needs and improve outcomes.</p> <p>To support this work, we fund an additional 30 minutes per week of time for classroom teachers to review student data, collaborate, and plan. At our three highest UPP and lowest performing comprehensive high schools—Castlemont, Fremont, and McClymonds—we also fund an eleventh month of work for classroom teachers. This summer month is spent reviewing data and planning instruction for the new year.</p>	<ul style="list-style-type: none"> ● Participation Rates for SBAC, CAA, CAST, CHKS, and ELPAC (Metrics 1.9.1, 1.9.2, 1.9.3, 1.9.4, 1.9.5, 1.9.6, 1.97, 1.98, and 2.8.10)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.10	<p>Action: Network-Based School Supports</p> <p>Need: Our schools are organized into five networks: three for elementary schools, one for middle schools, and one for high schools. Network teams provide critical support for principals, helping to strengthen leadership and increase principal retention.</p> <p>Schools that serve specific groups of students also require support to create improvement plans and feedback on how to implement school site plans. This work can be measured by the number of schools that complete their school site plans on time and implement actions to improve services and student outcomes.</p> <p>The principal retention rate hit a recent high in 2022-23, when there were 20 new principals at 77 schools. This dropped briefly in 2023-24, with only 10 principals leaving, but rose again in 2024-25, when there were 17 new principals. Coaching supports are critical to sustaining leaders, especially at our highest UPP schools.</p> <p>Scope: LEA-wide</p>	<p>Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school site plan, and support schools in analyzing data to understand student needs and plan interventions. This service is provided to support schools to continuously implement improvements.</p> <p>Each network is led by either a network superintendent. Larger networks or networks that support larger schools also have deputy network superintendents to ensure that each school is able to receive the support needed. Network partners help to support principals on day-to-day operation and resolving challenges, while network superintendents provide focus on how principals are supporting instruction and their teachers.</p> <p>While this action area serves all schools, it is principally focused on improving leadership conditions at our schools serving large concentrations of low-income students, foster youth, and English learners to ensure that they begin to experience the longevity of leadership that many of our low UPP schools already see.</p>	<ul style="list-style-type: none"> ● One-year principal retention rate (Metric 1.10.1) ● Principal responses on Quality Service to Schools Survey (Metric 1.10.2)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.11	<p>Action: School Improvement</p> <p>Need: These investments target the District’s highest need schools and students to improve program offerings and ensure that students across the city have equitable access to high-quality schools.</p> <p>In 2024-25, the focal schools selected for this work were Brookfield Elementary, Markham Elementary, and East Oakland PRIDE Elementary. Work at these schools will continue in 2025-26.</p> <p>Additional schools may be added in future years and the LCAP update will reflect this.</p> <p>Scope: Schoolwide</p>	<p>The School Improvement team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which provides a definition of quality for K-12 schools, as well as accompanying rubrics and guidance documents for implementing improvement strategies. This also includes managing the school improvement design process, community engagement, and collaboration and coordination for academic and operational support for schools undergoing school improvement transformations.</p> <p>Key investments in this action area include:</p> <ul style="list-style-type: none"> • Classified overtime and extended contracts for teachers and principals to compensate staff for after-hours participation in the redesign process to improve their schools • Materials and meeting refreshments for staff and parent participants at meetings held throughout the redesign year 	<ul style="list-style-type: none"> • Average DFS on SBAC ELA for unduplicated student groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1) at identified focal schools • Average DFS on SBAC Math for unduplicated student groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2) at identified focal schools • Graduation rate for unduplicated students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) at identified focal schools

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Goal 2, Actions 2.1, 2.2, and 2.3	<p>Actions: African American Student Achievement; Latino and Native American Student Achievement; Arab, Asian, and Pacific Islander Student Achievement</p> <p>Need: Our data show that a significant proportion of students in our focal student groups are low-income:</p> <ul style="list-style-type: none"> ● 91.7% of African American students are low-income. ● 92.8% of Latino and 92.7% of Native American students are low-income. ● 95.5% of Pacific Islander students are low-income. ● 98.1% of students who speak Arabic at home are low-income. <p>Each of these student groups perform below all students on most academic metrics.</p> <p>Scope: LEA-wide</p>	<p>Given the overlap among low-income students and our focal racial and ethnic student groups, our targeted investments in supports for our focal student groups help to improve outcomes for our low-income students overall.</p> <p>The targeted strategies work is led by the Targeted Strategies Director, who oversees all of the programs within Actions 2.1, 2.2, and 2.3. Each program also has a program manager. In addition to the staff who implement this work, we fund needed curricular materials (e.g., the Khepera Curricula, which focuses on reducing the impact of the cultural biases and low expectations of teachers in the classroom, while increasing the self-efficacy, esteem, and motivation of African American students), associated trainings for staff, and supplies for the program, which are delivered to each participating site.</p> <p>While some of our targeted strategies work is implemented through site-based staff, other programs (e.g., our Native American and Asian Pacific Islander programs) are contract-based. We partner with several Oakland community-based organizations with expertise in supporting our focal student groups. One example is our work with the IKUNA Group, which leads the OUSD FANANGA Literacy Project to combat literacy challenges for Pacific Islander students.</p>	<ul style="list-style-type: none"> ● Average DFS on SBAC ELA for focal student groups (Metrics 2.1.1, 2.2.1, 2.2.2, and 2.3.1) ● Average DFS on SBAC Math for focal student groups (Metrics 2.1.2, 2.2.3, 2.2.4, and 2.3.2) ● Chronic absenteeism for focal student groups (Metrics 2.1.6, 2.2.9, 2.2.10, and 2.3.6) ● Suspension rates for focal student groups (Metrics 2.1.8, 2.2.9, 2.2.10, and 2.3.7)

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Goal 2, Action 2.4	<p>Action: Supports for Students with Disabilities</p> <p>Need: Students receiving special education services are disproportionately low-income, at 88.3%. One third of students with disabilities are English learners, in keeping with the districtwide percentage. Students with disabilities perform below all students academically as measured by the state SBAC assessments in English Language Arts/Literacy and Mathematics:</p> <ul style="list-style-type: none"> ● In ELA, all students are -54.8 points below standard, while students with disabilities who take the SBAC are -130.5 points below standard. ● In mathematics, all students are -85.0, while students with disabilities who take the SBAC are -155.2 points below standard. <p>Scope: LEA-wide</p>	<p>Continued investment in our special education programs benefits our dual-identified (SpEd-EL) 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.</p> <p>We also continue to fund the Disability Access Resolution, a resolution adopted by the OUSD Board of Education to address barriers for students with disabilities who want to participate in after-school programs, sports, and other extracurriculars.</p> <p>At the school site level, many schools invest their Site Supplemental dollars in added supports for students with disabilities to provide intervention, access to school activities and programs outside school hours, graduation celebrations for students with disabilities and their families, and others.</p>	<ul style="list-style-type: none"> ● IEP Timeliness (Metrics 2.4.1 and 2.4.2) ● Average DFS on SBAC ELA and Math for students with disabilities (Metrics 2.4.3 and 2.4.4) ● Average DFS on CAA ELA and Math for students with disabilities (Metrics 2.4.5 and 2.4.6) ● Graduation rate for students with disabilities (Metric 2.4.7) ● College/career readiness for students with disabilities (Metric 2.4.9)

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Goal 2, Action 2.11	<p>Action: Alternative Education</p> <p>Need: Our Alternative Education program provides school placements and individualized learning programs for our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. For foster youth who may have moved between multiple schools over their school careers, alternative education programs can provide critical support to support students to graduate.</p> <p>Students in our continuation schools are overwhelmingly low-income, with low-income student percentages ranging from 96% to 100%. In 2023-24, our six Alternative Education programs had an average UPP of 97.7%. In contrast, our comprehensive high schools serve students from a wide range of incomes, and our districtwide UPP in 2023-24 was 82.3%.</p> <p>Scope: LEA-wide</p>	<p>The primary goal of Alternative Education is to maintain a high graduation rate amongst those students that voluntarily enroll in alternative education schools. The majority of students enroll credit deficient so the focus is providing an environment in which students can excel in making up credits in order to graduate. At the same time offering access to Linked Learning Pathways is essential. Linked Learning Pathways provide internships that lead to post secondary opportunities, including job training, trade certificates, and work based learning opportunities and exploration.</p> <p>Two key investments in this action include:</p> <ul style="list-style-type: none"> • Additional Teachers to Support Late-Arriving Continuation Students: These are students who move into an Alternative Education school after Census Day. Because our school staffing and funding are driven by enrollment counts on the 20th day of school (staffing) and Census Day (funding), schools that receive significant numbers of new students after Census Day are often insufficiently resourced to address the needs of these students once they arrive. Our enrollment team projects the expected number of new continuation students based on historic patterns and we provide S&C-funded staffing so that schools can have stable staff hired at the start of the school year. • Reduced Class Sizes at Continuation Schools: We also use S&C resources to fund smaller class sizes at our continuation schools, with ratios of 1:22 (Dewey and Bunche) or 1:29 (Rudsdale, due to its larger size). These small classes ensure that students who have not been successful in large comprehensive high schools have instruction in a small group setting. 	<ul style="list-style-type: none"> • One-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School (Metric 2.11.1)

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Goal 2, Action 2.12	<p>Action: Expanded Learning Opportunities</p> <p>Need: Many of our low-income students, English learners, and foster youth disproportionately experience unfinished learning and credit deficiency, indicating a need for credit recovery. Our after-school, summer school, and Saturday school programs target these students and take into account their unique needs, including language development.</p> <p>Scope: LEA-wide</p>	<p>The District prioritizes foster youth for participation in summer, Saturday, and after-school programs to ensure that they have access to the academic and social supports provided by these programs. The District will continue to work to identify and remove barriers to foster youth participation in these programs, including coordinating with the Foster Youth Advisory Committee to better understand obstacles to enrollment.</p> <p>Low-income students are also prioritized for enrollment in our expanded learning programs to ensure that they have access to the academic and social supports needed to succeed. The District's Summer Learning is primarily designed for low-income youth and English learners to provide access to a longer school year to ensure students who are behind academically have opportunities to catch up. The program targets sites with the greatest percentage of youth who are low-income, English learners, and/or foster youth. Our summer learning programs focus on academics and social emotional support, including enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate high school.</p> <p>Expanded learning investments include both dedicated program staffing through FTE and contracts and extended time for existing classified and certificated staff to work additional hours.</p>	<ul style="list-style-type: none"> ● Participation of foster youth, English learners, and low-income students in after-school programs (Metrics 2.5.6, 2.7.8, and 2.8.10)

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Goal 3, Action 3.1	<p>Action: Safe & Welcoming Schools</p> <p>Need: Since the pandemic, the percentage of students reporting that they feel safe at school on the annual California Healthy Kids Survey (CHKS) has dropped, reaching a low of 47.6% in 2022-23. Students at our middle and high schools feel disproportionately less safe, with 45.5% and 42.5%, respectively, reporting that they felt safe or very safe at school. Because CHKS is administered anonymously, we do not have income data for the students taking it. However, we can see that fewer students report that they feel safe at our large high UPP schools.</p> <p>Similarly, after nearly a decade of declining suspension rates, we have begun to see these rates rise post-pandemic. While the out-of-school suspension rate was 3.5% for all students in 2024-25, it was much higher for foster youth (10.4%) and somewhat higher for low-income students (4.2%). Preliminary 2023-24 suspension data shows that these rates have risen further.</p> <p>Scope: LEA-wide</p>	<p>OUSD schools need access to services that support conditions for safe schools and ensure that every school has a safety plan focused on building and implementing systems and structures to ensure a physically safe campus.</p> <p>Among the investments in this action are a continued partnership with the City of Oakland to implement violence prevention strategies at target high schools: Fremont, Castlemont, McClymonds, Oakland High, Bunche, Dewey and Rudsdale. This work focuses on the implementation of violence prevention teams called the Village Response teams that collaborate to respond to incidents within the school community and identify possible conflicts that can be addressed in order to prevent an incident. These teams are composed of a Violence Interrupter, a Life Coach, and a Gender-Based Violence Specialist. The City of Oakland collaborates with OUSD to work with community-based organizations to staff the positions that form the Village Response Teams. Additionally, there is professional learning that is provided to the teams to ensure that teams are implementing best practices.</p>	<ul style="list-style-type: none"> ● Percentage of students who feel safe at school (Metric 3.1.1) ● Out-of-school suspension rate for all students (Metric 3.1.2) ● Out-of-school suspension rate for low-income students and foster youth (Metrics 2.5.7 and 2.7.7) ● Percentage of parents and caregivers who feel that their child is safe at school (Metric 3.1.4)

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Goal 3, Action 3.2	<p>Action: Social Emotional Learning & Restorative Practices</p> <p>Need: Supporting the needs of students with social emotional learning is a key part of Oakland’s Community Schools model. As outlined above, we continue to see high rates of students feeling that they are not safe or connected to their schools. Fewer than half of students (49.7%) reported on CHKS that they felt connected to their schools. Only 52.6% felt close to people at their school and 48.9% felt happy to be at school. This means that half of all students do not have necessary social emotional supports at school. We know that as students disengage from school, they are more likely to be suspended and, ultimately, to leave school. Students at lower UPP schools and at smaller schools typically felt more connected to their schools.</p> <p>Similarly, after nearly a decade of declining suspension rates, we have begun to see these rates rise post-pandemic. While the out-of-school suspension rate was 3.5% for all students in 2022-23, it was much higher for foster youth (10.4%) and somewhat higher for low-income students (4.2%). Preliminary 2023-24 suspension data shows that these rates have risen further.</p> <p>Scope: LEA-wide</p>	<p>OUSD is a member of CASEL (Collaborative for Academic, Social, and Emotional Learning) and a leader in this field across the nation. The District has developed its own standards for social and emotional learning for use with students and adults and is investing in a curriculum to support social and emotional learning across our schools, with a focus on our high UPP schools with high suspension rates and low student connectedness rates.</p> <p>Student support staffing is awarded based on the grade span, enrollment, and UPP of each school. Schools with a UPP of 95% or greater receive increased staffing. It is at the discretion of the school to determine exactly which student support position to fund, whether it is a case manager, Restorative Justice facilitator, counselor, or other role.</p> <p>Another district initiative to support the social emotional health of our students is the focus on Restorative Justice programs. Restorative Justice has been shown to reduce out of school suspensions and to support students to peacefully resolve conflicts. In addition, we have expanded the use of Schoolwide Positive Behavior Intervention Support (PBIS) as a way to support students in making healthy choices in school and staying engaged. PBIS also includes a family involvement component and has also been proven to reduce suspension rates. OUSD is beginning to see the positive result of these initiatives and will continue to invest deeply in them as research-based best practices that support the needs of the whole child.</p>	<ul style="list-style-type: none"> ● Student connectedness to school (Metric 3.2.1) ● Percentage of students who feel that there is an adult at school who checks on how they are feeling (Metric 3.2.2) ● Out-of-school suspension rate for all students (Metric 3.1.2) ● Out-of-school suspension rate for foster youth (Metric 2.7.7)

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Goal 3, Actions 3.3 and 3.4	<p>Action: Student Health & Wellness; Behavioral & Mental Health</p> <p>Need: Our school-based health services provide critical health care opportunities for our low-income students, with a focus on those who qualify for Medi-Cal. These centers are located on the campuses of high UPP schools in low-income neighborhoods.</p> <p>In the aftermath of the pandemic, disproportionate long-term health and financial hardships in the immigrant community also create a need to ensure wrap-around support and services considering the unique needs of our immigrant, refugee, and asylee families.</p> <p>We are currently developing a plan and an associated metric to measure access to mental health services at school sites and to fund expansion of these services. See the Goal Analysis for Action 3.4 for additional information.</p> <p>Scope: LEA-wide</p>	<p>Our Health and Wellness programs focus on expanding access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, and Nutrition and Garden Education.</p> <p>In partnership with Alameda County, we operate 16 School-Based Health Clinics at the following high UPP sites: Bret Harte, Castlemont, Coliseum College Prep (also serving Lockwood STEAM), Elmhurst United (also serving Highland Community), Fremont, Frick United (also serving Bridges, EOP, and Greenleaf), La Escuelita (also serving Dewey and MetWest), Madison Park Academy (also serving Brookfield, Esperanza, and KDA), McClymonds, Oakland High, Oakland Tech (also serving Street Academy and Oakland International), Roosevelt (also serving Garfield), Skyline, United for Success Academy/Life Academy, UPA, and West Oakland Middle (also serving MLK).</p> <p>The OUSD Behavioral & Mental Health plan provides a continuum of universal, targeted and intensive services and supports to promote mental health and wellness for students, staff, and families. These services are implemented to provide targeted behavioral and mental health support through a Multi-Tiered System of Support Plan that identifies students who are struggling and why they are struggling.</p>	<ul style="list-style-type: none"> • Number of schools with Centrally-funded direct student mental health services (Metric 3.4.1)

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Goal 3, Action 3.5	<p>Action: Attendance Supports</p> <p>Need: Districtwide, our preliminary 2023-24 chronic absenteeism rate is 31.8%. However, it is higher for our unduplicated student groups:</p> <ul style="list-style-type: none"> ● Low-income students: 36.9% ● Unhoused students: 46.5% ● Foster youth: 54.7% ● English learners: 34.9% ● Long-term English learners: 40.4% <p>Our attendance team prioritizes these student groups—and schools with high concentrations of unduplicated students—to improve attendance.</p> <p>Scope: LEA-wide</p>	<p>Guidance and coaching is provided to site Attendance Teams in implementing their Attendance Multi-Tiered System of Support plans. The School Attendance Review Board process is implemented to support struggling students and families to improve their attendance by providing social work support to improve attendance at school everyday.</p> <p>Among the investments in this area are:</p> <ul style="list-style-type: none"> ● Attendance Specialists at school sites: Many schools braid LCFF Supplemental funds with their base Attendance Specialist awards to increase part-time positions to full-time. This added staff time allows for increased communication with families and more support to reduce absenteeism. ● Administrative Assistant, Attendance and Discipline Support Services: This position supports the Central Office attendance work, connecting with schools and families to provide key resources and ensuring that coaching and professional development sessions are scheduled. 	<ul style="list-style-type: none"> ● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11)

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Goal 3, Action 3.6	<p>Action: Youth Engagement & Leadership</p> <p>Need: A large majority of students who play on Oakland Athletic League (OAL) teams are low-income students, and for many, high school athletics provides a pathway to high school graduation and college.</p> <p>All City Council provides leadership opportunities for students from our middle and high schools, which all have high percentages of low-income students and English learners.</p> <p>Scope: LEA-wide</p>	<p>The Oakland Athletic League (OAL) upholds academic standards for scholar athletes, requiring that student athletes must maintain a 2.0 grade point average at every marking period and stays on track to graduate, and by promoting college eligibility requirements and scholarship information for students who seek athletic scholarships or want to play on a college athletic team. NCAA standards for participation in Division I college athletics mirrors the University of California/California State University A-G course requirements. This means that high school athletes who complete these requirements will be college ready, whether they are offered an athletic scholarship to play at a Division I college or not. Finally, education-based athletics provides authentic engagement between the student athlete, their families, the community and the school. This approach is supported by national research findings that high school athletes do better in school, and most want to go to college.</p> <p>All City Council creates an engagement space that elevates student voice for some of our highest need communities. We offer leadership classes at many of our high UPP secondary schools to encourage students to step into leadership spaces in and out of the classroom, providing key college and career skills to improve opportunities after graduation.</p>	<ul style="list-style-type: none"> ● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) ● Low-income student participation in District-run sports (Metric 3.6.3) ● Number of secondary schools represented on All City Council (Metric 3.6.5), with a focus on schools with UPPs above 95%

<p>Goal 3, Action 3.7</p>	<p>Action: Community Schools</p> <p>Need: Community School Managers (CSMs) work to reduce chronic absenteeism and improve student connections to school to ensure that students are supported, feel safe and welcomed at school, and ultimately reach graduation.</p> <p>Districtwide, our 2024-25 chronic absenteeism rate is 27.5%. However, it is higher for our unduplicated student groups:</p> <ul style="list-style-type: none"> ● Low-income students: 32.2% ● Unhoused students: 43.2% ● Foster youth: 44.0% ● English learners: 30.2% ● Long-term English learners: 35.5% <p>CSMs work with both students and families to improve attendance and foster school success for students.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>The following schools will have a Community School Manager funded in whole or in part with ongoing S&C funds in 2025-26:</p> <p>Allendale Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Garfield Elementary, Highland Community, Laurel Elementary, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Manzanita Seed Elementary, Esperanza Elementary, Bridges, Manzanita Community, Reach, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, Coliseum College Prep, Melrose Leadership, UPA, Castlemont High, Fremont High, Oakland High, Oakland Technical High, Skyline High, Sojourner Truth, Life, Rudsdale Continuation High, and Oakland International High</p> <p>The following schools will have a Community School Manager funded in whole or in part with one-time S&C carryover funds in 2025-26:</p> <p>Chabot Elementary, Cleveland Elementary, Crocker Highlands Elementary, Emerson Elementary, Glenview Elementary, Hillcrest, Lincoln Elementary, Joaquin Miller Elementary, Montclair Elementary, Peralta Elementary, Redwood Heights Elementary, Sequoia Elementary, Thornhill Elementary, Claremont Middle, West Oakland Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Westlake Middle, Melrose Leadership, and Dewey</p>	<ul style="list-style-type: none"> ● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) ● Student connectedness to school (Metric 3.2.1)
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	Action: Community Schools <i>(continued)</i>	<p>The following schools will have a Community School Manager funded in whole or in part with LREBG funds in 2025-26:</p> <p>Allendale Elementary, Bella Vista Elementary, Brookfield Elementary, Burckhalter Elementary, Chabot Elementary, East Oakland PRIDE Elementary, Cleveland Elementary, Greenleaf Elementary, Global Family, Emerson Elementary, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, Glenview Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Hillcrest, Laurel Elementary, Horace Mann Elementary, Markham Elementary, Joaquin Miller Elementary, Montclair Elementary, Piedmont Avenue Elementary, Redwood Heights Elementary, Sequoia Elementary, Madison Park Primary, Thornhill Elementary, Lockwood STEAM, ACORN Woodland Elementary, Carl B. Munck Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Manzanita SEED Elementary, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, Sankofa United Elementary, Claremont Middle, West Oakland Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, Melrose Leadership, UPA, Castlemont High, McClymonds High, Young Adult Program, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation High, and Oakland International High</p>	

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Goal 3, Action 3.8	<p>Action: Quality Learning Environments</p> <p>Need: In the 2022-23 school year, over half of foster youth in Grades 4-12 did not have access to a Chromebook at home. The District met 100% of that need by prioritizing these students for home Chromebooks.</p> <p>Of all students requesting District support with access to technology at home, 85% were low-income. The District also met 100% of this need.</p> <p>Scope: LEA-wide</p>	<p>While core funding for physical spaces and learning tools in our schools comes from LCFF Base funding, we invest LCFF Supplemental and Concentration dollars strategically to help level the playing field for our highest need students.</p> <p>Among the Central and school investments funded in this action to support unduplicated students are:</p> <ul style="list-style-type: none"> • Software licensing costs for classroom management tools to provide a more stable classroom environment, especially for students receiving instruction from newer teachers. • Materials and supplies at schools to enhance the learning environment. A common school use of these funds is to provide materials such as art supplies to low-income students; at low UPP schools, these supplies are typically provided by parents or by the PTA. • Our Senior Computer Technician and School Technology Specialist help to support home Chromebooks provided to low-income students and supplement the base-funded staff in these roles. School technology investments vary, but typically enhance instruction for low performing students. • Our Central Instructional Materials and Science Instructional Materials Specialists ensure that resource inequities across the district are addressed and that low-income schools have equitable access to supplemental learning materials. • Substitute Teacher Incentive Program (STIP) Teachers: STIPs are substitute teachers who are assigned full-time to a specific school. At schools with high teacher absenteeism or teacher vacancies, STIPs ensure that students receive instruction from a qualified teacher that they know. 	<ul style="list-style-type: none"> • Students in Grades 4 to 12 with 1:1 access to technology devices (Metric 3.8.2) • Unduplicated students in Grades 4 to 12 with 1:1 access to technology devices (Metrics 3.8.3 and 3.8.4)

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Goal 3, Action 3.9	<p>Action: Family Partnerships & Language Access</p> <p>Need: The pandemic and its aftermath 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.</p> <p>Schools where at least 35% of students are low-income receive dedicated Title I funds for family engagement. However, in 2022-23, only 12 of the District's 67 Title I schools (17.9%) spent 90% or more of their Title I family engagement funds. These staffing supports also help schools leverage this untapped resource.</p> <p>In 2022-23, only 9.4% of schools with 21 or more English learners established freestanding Site English Language Learner Subcommittees (SELLS). Increasing engagement of families of English learners through SELLS remains a priority.</p> <p>Scope: LEA-wide</p>	<p>This work aims to build authentic relationships with families with two-way communication in primary languages, centering the experiences and voices of Black and Brown families so that they are empowered to be active partners site- and district-level decision making about student learning and school improvement.</p> <p>Some of the Central and school investments in this area include:</p> <ul style="list-style-type: none"> • Classified and Clerical Overtime to provide interpretation at engagement meetings at school sites. • Software licensing for programs that translate home literacy messages to elementary families and provide a districtwide family communication tool for secondary schools to use to communicate student academic status and concerns to families. • Outreach Consultants at schools who engage directly with families of students who are chronically absent, need additional supports, or have other needs. • Postage to send mailings to low-income families who do not have access to reliable internet service at home. 	<ul style="list-style-type: none"> • Title I Parent & Family Engagement Spending (Metric 3.9.5) • SELLS Establishment (Metric 3.9.7)

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Goal 3, Action 3.10	<p>Action: Enrollment Supports</p> <p>Need: Low-income families and families who speak languages other than English at home are less likely to be aware of the enrollment process and deadlines, and therefore less likely to participate in the on-time enrollment process to access their schools of choice. Foster youth may move between homes mid-year, disrupting school enrollment.</p> <p>In 2022-23, only 60.5% of low-income students in transition grades (defined as Pre-Kindergarten, fifth grade, and eighth grade) who were already enrolled in OUSD schools submitted on-time applications to enroll for the following year. Because the enrollment process prioritizes on-time applicants and students in these grades must submit applications, these students were therefore less likely to be able to enroll in their school of choice.</p> <p>Scope: LEA-wide</p>	<p>Oakland Unified’s targeted enrollment supports provide increased access to the enrollment process for low-income families and families who speak languages other than English at home—two groups who historically have been less likely to participate in the on-time enrollment process to give them priority in school placements. The District also prioritizes foster youth for enrollment, ensuring that seats are made available to foster youth who enter the District or must transfer between schools mid-year.</p> <p>Enrollment Office staff also support the intake process for newcomer youth, focused on linguistic and cultural responsiveness to demographic groups currently 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.</p>	<ul style="list-style-type: none"> ● Low-Income Student Enrollment Applications (Metric 3.10.1)

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Goal 3, Action 3.11	<p>Action: District Communication</p> <p>Need: Half (50.0% in 2023-24) of our students speak a language other than English at home, and many speak a language that is not Spanish, Arabic, Cantonese, or Mam—languages we have interpreters to support. To support the families of our English learners, it is essential that we have a robust and flexible multilingual communication platform.</p> <p>Scope: LEA-wide</p>	<p>Oakland’s expanded districtwide communication investments ensure that communication from the District can be targeted to specific schools and student groups, and can be provided in multiple languages depending on a family’s home language. This is an essential tool to reach families of the half of our students who speak languages other than English at home.</p> <p>Our communications team, which includes Communications Director, Internal and Web Communications Manager, and our Publications Manager, strategizes on the best ways to connect with and engage hard-to-reach families through both traditional and non-traditional forums. This is especially critical to reach the families of students from low-income households. Our communications platform, ParentSquare, allows the team to tailor messages to specific schools, grade spans, language status, and neighborhoods and to prioritize messages to our targeted student groups. Our family engagement staff also reports that when timely notices go out via ParentSquare, participation in meetings increases dramatically. We are continuing to build capacity to allow for more refined communications.</p>	<ul style="list-style-type: none"> ● ParentSquare contacts at schools with UPPs above 55% (Metric 3.11.1)

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Goal 4, Action 4.1	<p>Action: Diverse & Stable Staff</p> <p>Need: Oakland’s challenge to recruit and retain teachers is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates.</p> <p>In 2022-23, we had 25 vacant teacher positions on Census Day. Of these, 14 were at schools with UPPs of 90% or higher, and an additional nine were at schools with UPPs between 70% and 90%.</p> <p>Our current average teacher retention rate districtwide is 75.5%. However, at schools with UPPs of 90% or greater, it is 72.6%. Districtwide, 32.7% of teachers were on steps 1-5 in 2022-23, meaning they were in their first five years teaching. At schools with UPPs of 90% or greater, though, this number was 36.5%.</p> <p>Scope: LEA-wide</p>	<p>Teacher retention is also a critical investment at a time when California is facing a statewide teacher shortage. Teachers who feel effective in the classroom stay longer at a school or in the profession, so our system for evaluating educator effectiveness is rooted in a supportive system of observation, feedback, and coaching. This includes frameworks identifying effective teaching and leadership practices that are used to evaluate the level of effectiveness of lessons and teaching. A strong emphasis on coaching of teachers and school leaders is a key component of these systems. Targeted funding includes stipends, new teacher training, and design for this work.</p> <p>OUSD has a high teacher turnover rate, leading to an unstable teaching faculty. Our data suggest we need to improve our retention rate not only of our teachers, but also of our principals, since high levels of staff turnover negatively affect student outcomes. Investments to increase base teacher pay to increase retention apply to all schools, but particularly benefit our highest need schools by increasing the pool of qualified teachers. Our S&C-funded Talent staff prioritize high UPP schools to reduce vacancies and increase the percentage of credentialed teachers.</p> <p>Investing in salaries is a means to reducing teacher turnover, which has a negative impact on our investment in professional development, new teacher supports, teacher collaboration at school sites, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. Additionally, our expanding multilingual programs require an intentional focus on recruitment and retention of bilingual teachers.</p>	<ul style="list-style-type: none"> ● One-year teacher retention rate for all schools (Metric 4.1.4) ● One-year teacher retention rate for schools with UPPs of 90% or greater (Metric 4.1.5) ● Teachers who want to leave OUSD because of salary (Metric 4.1.6) ● Teacher vacancies (Metric 4.1.7) ● Teacher vacancies at schools with UPPs of 90% or greater (Metric 4.1.8) ● One-year teacher retention rate for principals (1.10.1)

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Goal 4, Action 4.2	<p>Action: Staff Growth & Development</p> <p>Need: As described above, we experience a higher rate of teacher and staff turnover at our high UPP schools than we see for the district overall. Consequently, there is an ongoing need to invest in professional development at these sites for both incoming and continuing teachers. We are developing a system to provide foundational professional learning across the district and to track participation in these PD sessions so that we can prioritize teachers and staff at our high UPP schools.</p> <p>Given the large and growing population of ELs, and new immigrants in particular, all staff must also hold collective responsibility for the language, academic and social emotional needs of ELs. Therefore, foundational and baseline PD on our sanctuary policies and EL-responsive instruction is an ongoing priority.</p> <p>Scope: LEA-wide</p>	<p>We provide professional learning opportunities that are driven by our vision of quality teaching and learning, focusing on an integrated academic and behavioral Multi-Tiered System of Supports, with an emphasis on Tier I/Best First Instruction for all students. While this professional development and training improves the learning experience of all students, it principally benefits our low-income students. These opportunities provide professional learning that models effective practices and promotes teacher leadership, spurs independent and shared reflection, and supports teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.</p> <p>Among the S&C-funded investments are:</p> <ul style="list-style-type: none"> ● Central Office and School Partners, who support professional development and coach leaders at Central and school sites, respectively, with a focus on schools and departments that serve high numbers of unduplicated students. These staff supplement our base-funded Talent staff to allow for targeted focal school supports. ● A School Site Support Specialist who supports principals in developing their SPSAs, with a focus on ATSI schools. ● Travel, Conferences, and Other PD: At the school site level, many schools invest their Site Supplemental in professional development opportunities and trainings for teachers to improve instruction, particularly for English learners and newcomer students. 	<ul style="list-style-type: none"> ● Percentage of all staff who have participated in foundational professional learning

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Goal 4, Action 4.3	<p>Action: New Teacher Support & Development</p> <p>Need: As outlined above, our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students are where we also see the highest concentrations of new teachers and teachers with emergency credentials. Up to 35% of OUSD's teaching staff is still working to become fully credentialed in the state of California. With retention data showing the impact of those early years on a teacher's decision to stay or leave, we have made significant districtwide investments to develop a comprehensive system of support and professional learning that is effectively differentiated to meet the needs of new and early career teachers. For our new teachers, we want to ensure that everyone has access to the following pillars of support: weekly mentoring, differentiated new teacher professional learning, wellness and community building, and credentialing support and progress monitoring.</p> <p>Scope: LEA-wide</p>	<p>OUSD offers a comprehensive system of support for new teachers that includes differentiated professional learning, weekly mentoring, credentialing support, and wellness gatherings for early career teachers with Emergency Permits, Intern Credentials, and Preliminary Credentials. To maximize our impact, we also offer ongoing professional learning and support for mentors of new teachers and support school leaders with developing and strengthening site-based systems and practices designed specifically to meet the needs of their newest teachers.</p> <p>The New Teacher Support and Development team will coordinate mentor matches with the teachers, and the Recruitment and Retention team will continue to offer a tutoring program and online test prep for licensure exams, transcript reviews, and provide credentials counseling through monthly information sessions, presentations at the New Teacher Institute, through drop-in sessions and one-on-one appointments. We also hold an annual Credential Programs Fair where we invite our partnering credential programs so teachers with emergency permits and other employees in the District can meet with representatives and learn more about credentialing options. Teachers will be provided guidance on enrolling in a credentialing program and on the teacher licensure process, and are supported in identifying and applying to teacher pathway and financial support programs currently funded through the District.</p>	<ul style="list-style-type: none"> ● Percentage of new teachers districtwide who plan to continue teaching in OUSD (Metric 4.3.1) ● Percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD (Metric 4.3.2) ● Percentage of new teachers who feel adequately supported by OUSD with their credentialing needs (Metric 4.3.3)

Limited Actions

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

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.5	<p>Action: Supports for Low-Income Students</p> <p>Need: Our low-income students perform below all students on most state indicators, with the exception of College/Career Readiness and Graduation Rate. In addition, our English learners and newcomer students are disproportionately likely to be from low-income households. See related actions 2.8, 2.9, and 2.10 for more information on program supports for these students.</p> <p>We also provide LCFF Supplemental funds directly to our school sites to meet identified needs for low-income students outlined in each school's School Plan for Student Achievement (SPSA). All of our targeted initiatives for focal racial and ethnic students groups and for our English learners and newcomer students also directly increase and improve services for our low-income students.</p> <p>Scope: Limited</p>	<p>A primary use of our LCFF Concentration funds is to increase staffing at schools where 55% or more of students are low-income, English learners, or foster youth. We provide:</p> <ul style="list-style-type: none"> • Additional Assistant Principals at the following schools with an average UPP of 55% or greater based on the district funding formula: Castlemont, CCPA, Elmhurst, Fremont, Frick, Greenleaf, LIFE, Lockwood STEAM, MPA Upper, MetWest, Montera, Oakland High, Oakland International, Rudsdale, Skyline, UFSA, UPA, and Westlake • Additional teachers to reduce class sizes at schools with a UPP of 90% or greater: ACORN Woodland, Allendale, Bridges, Brookfield, Burckhalter, Castlemont, CCPA, EOP, Elmhurst, EnCompass, Esperanza, Franklin, Korematsu Discovery Academy, Fremont, Frick, Fruitvale, Garfield, Global Family, Grass Valley, Greenleaf, Highland Community, Hoover, Horace Mann, ICS, La Escuelita, LIFE, Lockwood STEAM, MPA Upper, MPA Primary, Manzanita Community, Markham, MLK, McClymonds, MetWest, OAK, Oakland International, Prescott, Reach, Roosevelt, TCN, UFSA, UPA, WOMS, and Westlake • One-time programmatic supports for targeted schools to stabilize programs and ensure that students at schools with declining enrollment, leadership transitions, or other challenges have equitable experiences. These investments are typically assistant principals or additional teachers. We plan to invest in the following schools in 2024-25: Bridges, Melrose Leadership, McClymonds, Westlake, and WOMS. 	<ul style="list-style-type: none"> • Average DFS on SBAC ELA and Math for Low-Income Students (Metrics 2.5.1 and 2.5.2) • Graduation rate for low-income students (Metric 2.5.3) • Chronic absenteeism for low-income students (Metric 2.5.6)

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Goal 2, Action 2.6	<p>Action: Supports for Unhoused Student & Families</p> <p>Need: Our unhoused students continue to have very high rates of chronic absenteeism and perform below all students academically across all metrics.</p> <p>Scope: Limited</p>	<p>To support our unhoused students, the District implements an awareness campaign to assist in the proper identification of and unhoused students in compliance with the McKinney-Vento Act. We then provide services and supports to identified students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed. We also conduct needs assessments and develop individual educational intervention plans to determine what relevant supports are necessary and work 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. The academic case manager for unhoused students provides academic support to chronically absent, housing insecure, unaccompanied, junior and senior high school students. The case manager provides support in getting students on track to graduation and works closely with high school counselors toward credit recovery and partial credit requirements and implementation. The Social Worker Family/Housing Systems Navigator supports families with navigating all the community-based and citywide resources for low-income families, including identifying available housing, employment opportunities, and completing applications for organized searches.</p>	<ul style="list-style-type: none"> ● Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.6.1 and 2.6.2) ● Graduation rate for unhoused students (Metric 2.6.3) ● Chronic absenteeism for unhoused students (Metric 2.6.6)

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Goal 2, Action 2.7	<p>Action: Supports for Foster Youth</p> <p>Need: As the 2024-2027 LCAP was developed, the foster youth services team and partners identified the following needs:</p> <ul style="list-style-type: none"> • Additional Foster Youth case managers; • Increased school stability for foster youth; • Prioritized access to academic programs and credit recovery opportunities; • Equitable access to schools and programs; and • Mentorship programs. <p>Scope: Limited</p>	<p>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. This has resulted in improved graduation rates, decreased discipline referrals, and higher rates of college enrollment.</p> <p>Prioritized access to academic programs and credit recovery opportunities: Foster youth experience constant changes in placement (both home and school). As a result, they often do not have access to schools or programs due to lack of space or missed deadlines. Students often need to travel across the city to attend school, even though there are schools in their neighborhoods. Foster youth are also among the lowest performing student groups academically. To help provide stability, we prioritize foster youth in our enrollment processes for school, after-school programs, and summer school.</p>	<ul style="list-style-type: none"> • Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.7.1 and 2.7.2) • Graduation rate for unhoused students (Metric 2.7.3) • College/career readiness for foster youth (Metric 2.7.4) • A-G completion for foster youth (Metric 2.7.5) • Chronic absenteeism for unhoused students (Metric 2.6.6) • Out-of-school suspension rate for foster youth (Metric 2.7.7)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.8	<p>Action: English Learner Achievement</p> <p>Need: Support for English learners continues to be a primary area of focus for this LCAP cycle. There are needs for both improved instructional services for ELs via integrated and designated ELD and in improved ELPAC testing protocols and support to reach 100% assessment completion given the penalties assessed for schools that do not meet the 95% participation rate for the Summative ELPAC and for SBAC.</p> <p>The overall percentage of ELs in OUSD increased from 29% in 2015-16 to over 33% in 2023-24, primarily due to new arrivals from Central America.</p> <p>Scope: Limited</p>	<p>To accelerate the language and literacy outcomes of our ELs, we implement a multi-pronged set of strategies, including:</p> <p>High impact actions to implement designated ELD:</p> <ul style="list-style-type: none"> ● Development and quality implementation of designated ELD lessons grounded in the texts and tasks of the ELA curriculum and aligned to the ELA/ELD framework ● Cross-site and site-based professional learning on quality designated ELD instruction, including on the use of the OUSD-developed materials to support academic reading, writing, and speaking. ● Assessment of language output in writing tasks <p>High impact actions to implement integrated ELD:</p> <ul style="list-style-type: none"> ● Summer foundational and inquiry-based, ongoing professional learning in GLAD (Guided Language Acquisition Design) for elementary educators ● Summer foundational and inquiry-based, ongoing professional learning in ALLAS (Academic language and Literacy Acceleration) for secondary educators ● Leadership development and continuous improvement processes to build site-based advocacy and capacity for language equity ● EL Ambassadors at each school site to support the reclassification process and to serve as a champion for language equity and services ● Continuous improvement tools such as an EL Review process, EL Shadowing, and self-assessment and action-planning process on the “stages of ELD implementation” 	<ul style="list-style-type: none"> ● Average DFS on SBAC ELA and Math for English learners (Metrics 2.8.1 and 2.8.2) ● Reclassification rate for English learners (Metric 2.8.6) ● Progress toward English proficiency for English learners (Metric 2.8.7) ● Graduation rate for English learners (Metric 2.8.3) ● College/career readiness for English learners (Metric 2.8.4) ● Chronic absenteeism for English learners (Metric 2.8.11)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.9	<p>Action: Long-Term English Learner Achievement</p> <p>Need: Approximately 20% of our English learners are long-term English learners (LTELs), meaning students have been enrolled in a U.S. School for six years or more and have not been reclassified as fluent English proficient.</p> <p>Our main measure to assess progress for our long-term English learners (LTELs) is our LTEL reclassification rates. We saw a significant jump in outcomes from an all time low of 2.2% in 2020-21 (in great part due to interrupted ELPAC testing) to 17.0% in 2022-23, which exceeds rates prior to the pandemic. These rates were particularly strong in middle school grades. This progress can be attributed to renewed strong ELPAC and other testing participation, as well as a deepened focus on integrated and designated ELD instruction. However, the rate dipped in 2024-25 to 13% due to a lower number of LTELs who scored a 4 on the ELPAC. There is a need to continue these targeted investments in our LTELs.</p> <p>Scope: Limited</p>	<p>Despite districtwide progress in reclassification, our high school LTELs continue to be more likely to be off track for graduation. In the spring of 2024, only 48.4% of ninth grade LTELs were on track to graduate (compared to 66.1% overall). By eleventh grade this gap was even more pronounced, with only 14.9% of LTELs on track to graduate, compared to 46.4% overall.</p> <p>In addition to the activities described in Action 2.8 that serve all English learners, we also invest in the following areas:</p> <ul style="list-style-type: none"> • “Leading for LTELs,” a three-session series to build the capacity of instructional leaders, both teacher leaders and administrators, to center the language needs of ELs in school-wide efforts. • Curriculum developed to meet the unique needs of LTELs to supplement the District’s curricula for all ELs. • A common instructional focus across all middle and high schools, scaffolding for rigor, with the goal of improving language, literacy, and academic outcomes for LTELs. 	<ul style="list-style-type: none"> • Average DFS on SBAC ELA and Math for English learners (Metrics 2.9.1 and 2.9.2) • Reclassification rate for English learners (Metric 2.9.5) • Progress toward English proficiency for English learners (Metric 2.9.6) • Graduation rate for English learners (Metric 2.9.3) • College/career readiness for English learners (Metric 2.9.4) • Chronic absenteeism for English learners (Metric 2.9.7)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.10	<p>Action: Supports for Newcomers</p> <p>Need: Newcomers currently make up approximately a third of our English learner students. The increase over the last decade has been particularly sharp in our high schools, where one of every seven students is a newcomer and nearly half of ELs are newcomers. Our two fastest growing populations are Yemeni Arabic-speaking students, Guatemalan Mam-speaking students, followed by Honduran and Nicaraguan Spanish-speaking students. These groups typically come to us with severely interrupted schooling and high levels of trauma. Our newcomers 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.</p> <p>Scope: Limited</p>	<p>Investments to support newcomer students include the following:</p> <ul style="list-style-type: none"> ● Late-Arriving Newcomer Staffing: 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. ● 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. The following secondary schools with more than 40 newcomer students receive social workers: Bret Harte Middle, Roosevelt Middle, Madison Park Upper, Frick United, United for Success, Elmhurst United, UPA, Castlemont High, Fremont High, Oakland High, Skyline High, Rudsdale Continuation, and Oakland International High. ● 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 	<ul style="list-style-type: none"> ● ELPAC level for newcomers (Metric 2.10.1) ● i-Ready scores for newcomers (Metrics 2.10.2 and 2.10.3)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.10 (cont.)		<p>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.</p> <ul style="list-style-type: none"> ● 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 2025-26, the District will resource 18 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 had at least 40 newcomers in January of the prior year. The following schools will receive these positions: Allendale Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Garfield Elementary, Highland Community, Laurel Elementary, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Manzanita SEED Elementary, Esperanza Elementary, Bridges, International Community, Reach, and Melrose Leadership. 	

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

Not applicable.

Additional Concentration Grant Funding

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

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

- **Action 3.7 (Community Schools) and related Goal 3 actions:** Additional community support positions at schools, including community school managers, case managers, attendance specialists, and other student support roles. Oakland Unified uses a school staffing formula that awards additional student support positions to high need schools, defined as those schools with an unduplicated pupil percentage (UPP) at or above 55%. Specific type of allocation and amount of FTE are also based on school enrollment and the grade levels served. All schools above 55% UPP receive at least one additional position, although for very small schools it may be less than 1.0 FTE.

For 2025-26, the following schools with a UPP at or above 55% will receive these supports: ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges Academy, Brookfield Elementary, Burckhalter Elementary, Carl B. Munck Elementary, Castlemont High, Claremont Middle, Coliseum College Prep, Dewey, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family School, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Laurel Elementary, Life, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Primary, Madison Park Academy Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, Martin Luther King Jr. Elementary, McClymonds High, Melrose Leadership Academy, MetWest High, Montera Middle, Oakland Academy of Knowledge, Oakland High, Oakland International High, Oakland Technical High, Piedmont Avenue Elementary, Prescott, Ralph J. Bunche Academy, Reach Academy, Roosevelt Middle, Rudsdale Continuation, Sankofa United Elementary, Skyline High, Sojourner Truth Independent Study, Think College Now Elementary, United For Success Academy, UPA, West Oakland Middle, Westlake Middle, and the Young Adult Program.

- **Action 2.5 (Low-Income Student Achievement):** Additional teachers will support smaller class sizes at the following schools with concentrations of low-income students, foster youth, and English learners above 90%, as measured by the Unduplicated Pupil Percentage (UPP): ACORN Woodland Elementary, Allendale Elementary, Bret Harte Middle, Bridges, Brookfield Elementary, Burckhalter Elementary, Castlemont High, CCPA, East

Oakland PRIDE Elementary, Elmhurst United Middle, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United, Fruitvale Elementary, Garfield Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Life, Lockwood STEAM, Madison Park Upper, Madison Park Primary, Manzanita Community, Markham Elementary, MLK Elementary, McClymonds High, MetWest High, Oakland Academy of Knowledge, Oakland High, Oakland International High, Prescott, Reach, Roosevelt Middle, Sojourner Truth, Think College Now Elementary, United for Success, UPA, West Oakland Middle, and Westlake Middle.

- **Action 2.10 (Newcomer Achievement):** Newcomer Teacher Leaders (at the elementary level) and Newcomer Social Workers (at the secondary level) will support newcomers at the following schools with high concentrations of newcomer students: Allendale Elementary, Bret Harte Middle, Bridges, Castlemont High, East Oakland PRIDE Elementary, Elmhurst United, Esperanza Elementary, Franklin Elementary, Fremont High, Frick United, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, International Community, Laurel Elementary, Lincoln Elementary, Lockwood STEAM, Madison Park Upper, Manzanita SEED Elementary, Markham Elementary, Melrose Leadership, Oakland International High, Oakland High, Reach, Roosevelt Middle, Rudsdale Continuation, Skyline High, United for Success, and UPA.
- **Action 2.11 (Alternative Education):** Additional teachers will continue to support smaller class sizes at the following Alternative Education schools: Dewey Academy, Bunche Academy, and Rudsdale Continuation.

STAFF-TO-STUDENT RATIOS BY TYPE OF SCHOOL AND CONCENTRATION OF UNDUPLICATED STUDENTS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF 55% OR LESS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF GREATER THAN 55%
STAFF-TO-STUDENT RATIO OF CLASSIFIED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:32	1:22
STAFF-TO-STUDENT RATIO OF CERTIFICATED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:17	1:14

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 354,332,527	\$ 120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	\$ 151,686,869	\$ 117,390,775	\$ 56,895,460	\$ 30,938,457	\$ 356,911,561	\$ 259,768,667	\$ 97,142,894

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strong Readers: Early Literacy & Secondary Literacy	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 39,746,716	\$ 669,451	\$ 13,107,966	\$ 12,092,361	\$ 7,978,613	\$ 7,237,227	\$ 40,416,167	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 5,998,795	\$ 137,140	\$ 2,128,428	\$ 1,307,034	\$ 1,487,906	\$ 1,212,567	\$ 6,135,935	0.000%
1	1.3	Equitable Access to a Broad Course of Study	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 18,664,222	\$ 1,121,169	\$ 14,220,368	\$ 1,119,999	\$ 3,485,700	\$ 959,324	\$ 19,785,391	0.000%
1	1.4	Visual & Performing Arts	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 13,817,494	\$ 2,178,309	\$ 17,500	\$ 6,943,781	\$ 8,952,744	\$ 81,778	\$ 15,995,803	0.000%
1	1.5	Early Childhood Learning	All	Yes	LEA-wide	All	Specific Grades: Preschool & TK	Ongoing	\$ 8,844,457	\$ 135,729	\$ 3,700	\$ -	\$ 8,976,486	\$ -	\$ 8,980,186	0.000%
1	1.6	Multilingual Programs	All	No	Schoolwide	All	Specific Schools: Dual Language	Ongoing	\$ 463,656	\$ 7,984	\$ -	\$ 133,833	\$ 171,582	\$ 166,225	\$ 471,640	0.000%
1	1.7	College & Career for All	All	Yes	LEA-wide	All	Specific Grades: Grades 9–12	Ongoing	\$ 11,311,028	\$ 3,764,767	\$ 797,926	\$ 6,947,666	\$ 5,811,008	\$ 1,519,195	\$ 15,075,795	0.000%
1	1.8	Counseling & Equitable Master Scheduling	All	Yes	LEA-wide	All	Specific Grades: Grades 6–12	Ongoing	\$ 7,476,858	\$ 99,224	\$ 5,586,797	\$ 1,287,534	\$ 493,455	\$ 208,296	\$ 7,576,082	0.000%
1	1.9	Data-Driven Decision Making	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 6,896,206	\$ 38,910	\$ 6,561,942	\$ 75,856	\$ 296,407	\$ 911	\$ 6,935,116	0.000%
1	1.10	Network-Based School Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 3,172,075	\$ 572,000	\$ 2,855,307	\$ -	\$ 677,984	\$ 210,784	\$ 3,744,075	0.000%
1	1.11	School Improvement	All	Yes	Schoolwide	All	Specific Schools: CSI & Redesign Schools	Ongoing	\$ 3,035,267	\$ 888,338	\$ 2,087,435	\$ 50,000	\$ 206,061	\$ 1,580,109	\$ 3,923,605	0.000%
2	2.1	African American Student Achievement	African American Students	Yes	LEA-wide	All	All Schools	Ongoing	\$ 3,592,928	\$ 391,205	\$ 2,155,154	\$ 860,779	\$ 811,657	\$ 156,543	\$ 3,984,133	0.000%
2	2.2	Latino & Native American Student Achievement	Latino and Native American Students	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,263,977	\$ 130,420	\$ 1,292,919	\$ 15,420	\$ -	\$ 86,058	\$ 1,394,397	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Arab, Asian, and Pacific Islander Students	Yes	LEA-wide	All	All Schools	Ongoing	\$ 504,944	\$ 373,992	\$ 809,685	\$ 19,251	\$ 50,000	\$ -	\$ 878,936	0.000%
2	2.4	Students with Disabilities Achievement	Students with Disabilities	Yes	LEA-wide	All	All Schools	Ongoing	\$ 3,166,585	\$ 1,416,990	\$ 3,654,918	\$ 90,090	\$ 838,567	\$ -	\$ 4,583,575	0.000%
2	2.5	Low-Income Student Achievement	Low-Income Students	Yes	Limited	Low-Income	All Schools	Ongoing	\$ 3,098,908	\$ 109,375	\$ 2,920,200	\$ 3,775	\$ -	\$ 284,308	\$ 3,208,283	0.000%
2	2.6	Unhoused Student Achievement	Unhoused Students	No	Limited	Low-Income	All Schools	Ongoing	\$ 735,670	\$ 1,325,596	\$ -	\$ 1,314,586	\$ -	\$ 746,680	\$ 2,061,266	0.000%
2	2.7	Foster Youth Achievement	Foster Youth	No	Limited	Foster Youth	All Schools	Ongoing	\$ 640,138	\$ -	\$ -	\$ 137,693	\$ -	\$ 502,445	\$ 640,138	0.000%
2	2.8	English Learner Achievement	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	\$ 1,413,126	\$ 504,286	\$ 468,412	\$ 394,227	\$ 334,394	\$ 720,379	\$ 1,917,412	0.000%
2	2.9	Long-Term English Learner Achievement	Long-Term English Learners	No	Limited	English Learners	All Schools	Ongoing	\$ 441,724	\$ 50,000	\$ -	\$ 52,000	\$ 44,475	\$ 395,249	\$ 491,724	0.000%
2	2.10	Newcomer Achievement	Newcomers	Yes	Limited	English Learners	All Schools	Ongoing	\$ 7,718,901	\$ 115,553	\$ 5,488,563	\$ 905,161	\$ 589,586	\$ 851,144	\$ 7,834,454	0.000%
2	2.11	Alternative Education	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,163,402	\$ 7,643	\$ 1,163,402	\$ -	\$ -	\$ 7,643	\$ 1,171,045	0.000%
2	2.12	Expanded Learning Opportunities	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 7,933,835	\$ 47,936,605	\$ 159,655	\$ 47,704,724	\$ 1,286,441	\$ 6,719,620	\$ 55,870,440	0.000%
3	3.1	Safe and Welcoming Schools	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 21,902,589	\$ 8,061,688	\$ 26,628,457	\$ 1,510,994	\$ 1,450,082	\$ 374,744	\$ 29,964,277	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 5,685,206	\$ 1,409,959	\$ 1,614,790	\$ 3,024,892	\$ 687,356	\$ 1,768,127	\$ 7,095,165	0.000%
3	3.3	Student Health & Wellness	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 3,009,973	\$ 1,761,554	\$ 251,566	\$ 871,264	\$ 3,648,697	\$ -	\$ 4,771,527	0.000%
3	3.4	Behavioral & Mental Health	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 4,887,890	\$ 4,221,408	\$ 6,209,318	\$ 1,330,488	\$ 750,581	\$ 818,911	\$ 9,109,298	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 354,332,527	\$ 120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	\$ 151,686,869	\$ 117,390,775	\$ 56,895,460	\$ 30,938,457	\$ 356,911,561	\$ 259,768,667	\$ 97,142,894

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Attendance Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 10,687,562	\$ 172,290	\$ 6,733,269	\$ 1,774,066	\$ 1,167,632	\$ 1,184,885	\$ 10,859,852	0.000%
3	3.6	Youth Engagement & Leadership	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 600,924	\$ 57,181	\$ 587,561	\$ 29,014	\$ 36,530	\$ 5,000	\$ 658,105	0.000%
3	3.7	Community Schools	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 16,329,928	\$ 1,735,247	\$ 6,759,226	\$ 10,776,086	\$ 442,875	\$ 86,988	\$ 18,065,175	0.000%
3	3.8	Quality Learning Environments	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,986,782	\$ 10,443,890	\$ 8,566,061	\$ 3,312,534	\$ 227,459	\$ 324,618	\$ 12,430,672	0.000%
3	3.9	Family Partnerships & Language Access	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 4,318,972	\$ 658,301	\$ 2,387,046	\$ 1,873,829	\$ 306,651	\$ 409,747	\$ 4,977,273	0.000%
	3.10	Enrollment Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 1,310,400	\$ -	\$ 1,069,715	\$ -	\$ 240,685	\$ -	\$ 1,310,400	0.000%
3	3.11	District Communication	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 420,147	\$ -	\$ 420,147	\$ -	\$ -	\$ -	\$ 420,147	0.000%
4	4.1	Diverse & Stable Staff	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 15,930,932	\$ 2,368,251	\$ 15,989,435	\$ 1,445,873	\$ 211,554	\$ 652,321	\$ 18,299,183	0.000%
4	4.2	Staff Growth & Development	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 14,647,887	\$ 3,590,557	\$ 8,299,462	\$ 4,314,113	\$ 4,143,975	\$ 1,480,894	\$ 18,238,444	0.000%
4	4.3	New Teacher Support & Development	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 2,137,350	\$ -	\$ 690,539	\$ 172,757	\$ 1,088,317	\$ 185,737	\$ 2,137,350	0.000%
5	5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	All	No	Schoolwide	All	Specific School: Korematsu Discovery	One year	\$ -	\$ 50,967	\$ -	\$ 50,967	\$ -	\$ -	\$ 50,967	0.000%
5	5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	All	No	Schoolwide	All	Specific School: Markham Elementary	One year	\$ 338,280	\$ 123,020	\$ -	\$ 461,300	\$ -	\$ -	\$ 461,300	0.000%
5	5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	All	No	Schoolwide	All	Specific School: Prescott	One year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
5	5.4	Academic Acceleration & Instructional Improvement at Brookfield Elementary	All	No	Schoolwide	All	Specific School: Castlemont High	One year	\$ 120,905	\$ 689	\$ -	\$ 121,594	\$ -	\$ -	\$ 121,594	0.000%
5	5.5	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	All	No	Schoolwide	All	Specific School: Castlemont High	One year	\$ 217,628	\$ 1,241	\$ -	\$ 218,869	\$ -	\$ -	\$ 218,869	0.000%
5	5.6	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	All	No	Schoolwide	All	Specific School: McClymonds High	One year	\$ 234,503	\$ -	\$ -	\$ 234,503	\$ -	\$ -	\$ 234,503	0.000%
5	5.7	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	All	No	Schoolwide	All	Specific School: Frick United Academy of Languages	One year	\$ 388,232	\$ -	\$ -	\$ 388,232	\$ -	\$ -	\$ 388,232	0.000%
5	5.8	Academic Acceleration & Instructional Improvement at Westlake Middle	All	No	Schoolwide	All	Specific School: Westlake Middle	One year	\$ 297,130	\$ 33,780	\$ -	\$ 330,910	\$ -	\$ -	\$ 330,910	0.000%
6	6.1	Academic Acceleration & Instructional Improvement at Castlemont High	All	No	Schoolwide	All	Specific School: Castlemont High	One year	\$ 571,821	\$ -	\$ -	\$ 571,821	\$ -	\$ -	\$ 571,821	0.000%
6	6.2	Social Emotional Supports at Castlemont High	All	No	Schoolwide	All	Specific School: Castlemont High	One year	\$ 321,410	\$ -	\$ -	\$ 321,410	\$ -	\$ -	\$ 321,410	0.000%
6	6.3	Social Emotional Supports at McClymonds High	All	No	Schoolwide	All	Specific School: McClymonds High	One year	\$ 202,810	\$ 14,679	\$ -	\$ 217,489	\$ -	\$ -	\$ 217,489	0.000%
6	6.4	Family Engagement at McClymonds High	All	No	Schoolwide	All	Specific School: McClymonds High	One year	\$ 64,783	\$ -	\$ -	\$ 64,783	\$ -	\$ -	\$ 64,783	0.000%
6	6.5	Academic Acceleration & Instructional Improvement at Oakland International High	All	No	Schoolwide	All	Specific School: Oakland International	One year	\$ 131,040	\$ 1,975	\$ -	\$ 133,015	\$ -	\$ -	\$ 133,015	0.000%
6	6.6	Social Emotional Supports at Oakland International High	All	No	Schoolwide	All	Specific School: Oakland International	One year	\$ 347,402	\$ -	\$ -	\$ 347,402	\$ -	\$ -	\$ 347,402	0.000%

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$354,332,527	\$120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	\$151,686,869	\$117,390,775	\$56,895,460	\$30,938,457	\$356,911,561	\$259,768,667	\$97,142,894

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.1	Social Emotional Supports at Dewey Academy	All	No	Schoolwide	All	Specific School: Dewey Academy	One year	\$110,166	\$-	\$-	\$110,166	\$-	\$-	\$110,166	0.000%
7	7.2	Social Emotional Supports at Bunche Academy	All	No	Schoolwide	All	Specific School: Bunche Academy	One year	\$81,931	\$-	\$-	\$81,931	\$-	\$-	\$81,931	0.000%
7	7.3	Academic Acceleration at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	\$137,325	\$-	\$-	\$137,325	\$-	\$-	\$137,325	0.000%
7	7.4	College and Career Supports at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	\$133,012	\$4,021	\$-	\$137,033	\$-	\$-	\$137,033	0.000%
7	7.5	Social Emotional Supports at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	\$169,461	\$-	\$-	\$169,461	\$-	\$-	\$169,461	0.000%
7	7.6	Academic Acceleration & Instructional Improvement at Dewey Academy	All	No	Schoolwide	All	Specific School: Dewey Academy	One year	\$77,763	\$59,274	\$-	\$137,037	\$-	\$-	\$137,037	0.000%
7	7.7	Academic Acceleration & Instructional Improvement at Bunche Academy	All	No	Schoolwide	All	Specific School: Bunche Academy	One year	\$69,027	\$2,638	\$-	\$71,665	\$-	\$-	\$71,665	0.000%
8	8.1	Academic Acceleration at Home & Hospital Program	All	No	Schoolwide	All	Specific School: Home & Hospital Program	One year	\$-	\$13,284	\$-	\$13,284	\$-	\$-	\$13,284	0.000%
8	8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	All	No	Schoolwide	All	Specific School: Sojourner Truth Independent Study	One year	\$619,275	\$174,735	\$-	\$794,010	\$-	\$-	\$794,010	0.000%
8	8.3	Social Emotional Supports at Sojourner Truth Independent Study	All	No	Schoolwide	All	Specific School: Sojourner Truth Independent Study	One year	\$177,309	\$-	\$-	\$177,309	\$-	\$-	\$177,309	0.000%
8	8.4	Academic Acceleration at Street Academy	All	No	Schoolwide	All	Specific School: Street Academy	One year	\$-	\$95,538	\$-	\$95,538	\$-	\$-	\$95,538	0.000%
8	8.5	Academic Acceleration at Gateway to College	All	No	Schoolwide	All	Specific School: Gateway to College	One year	\$-	\$112,041	\$-	\$112,041	\$-	\$-	\$112,041	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 354,332,527	\$ 120,393,941	33.978%	8.624%	42.602%	\$ 151,686,869	0.000%	42.809%	Total:	\$ 151,686,869
								LEA-wide Total:	\$ 140,722,259
								Limited Total:	\$ 8,877,175
								Schoolwide Total:	\$ 2,087,435

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Strong Readers: Early Literacy & Secondary Literacy	Yes	LEA-wide	All	All Schools	\$ 13,107,966	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	LEA-wide	All	All Schools	\$ 2,128,428	0.000%
1	1.3	Equitable Access to a Broad Course of Study	Yes	LEA-wide	All	All Schools	\$ 14,220,368	0.000%
1	1.4	Visual & Performing Arts	Yes	LEA-wide	All	All Schools	\$ 17,500	0.000%
1	1.5	Early Childhood Learning	Yes	LEA-wide	All	Specific Grades: Preschool & TK	\$ 3,700	0.000%
1	1.7	College & Career for All	Yes	LEA-wide	All	Specific Grades: Grades 9–12	\$ 797,926	0.000%
1	1.8	Counseling & Equitable Master Scheduling	Yes	LEA-wide	All	Specific Grades: Grades 6–12	\$ 5,586,797	0.000%
1	1.9	Data-Driven Decision Making	Yes	LEA-wide	All	All Schools	\$ 6,561,942	0.000%
1	1.10	Network-Based School Supports	Yes	LEA-wide	All	All Schools	\$ 2,855,307	0.000%
1	1.11	School Improvement	Yes	Schoolwide	All	Specific Schools: CSI & Redesign Schools	\$ 2,087,435	0.000%
2	2.1	African American Student Achievement	Yes	LEA-wide	All	All Schools	\$ 2,155,154	0.000%
2	2.2	Latino & Native American Student Achievement	Yes	LEA-wide	All	All Schools	\$ 1,292,919	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	LEA-wide	All	All Schools	\$ 809,685	0.000%
2	2.4	Students with Disabilities Achievement	Yes	LEA-wide	All	All Schools	\$ 3,654,918	0.000%
2	2.5	Low-Income Student Achievement	Yes	Limited	Low-Income	All Schools	\$ 2,920,200	0.000%
2	2.8	English Learner Achievement	Yes	Limited	English Learners	All Schools	\$ 468,412	0.000%
2	2.10	Newcomer Achievement	Yes	Limited	English Learners	All Schools	\$ 5,488,563	0.000%
2	2.11	Alternative Education	Yes	LEA-wide	All	All Schools	\$ 1,163,402	0.000%
2	2.12	Expanded Learning Opportunities	Yes	LEA-wide	All	All Schools	\$ 159,655	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 354,332,527	\$ 120,393,941	33.978%	8.624%	42.602%	\$ 151,686,869	0.000%	42.809%	Total:	\$ 151,686,869
								LEA-wide Total:	\$ 140,722,259
								Limited Total:	\$ 8,877,175
								Schoolwide Total:	\$ 2,087,435

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Safe and Welcoming Schools	Yes	LEA-wide	All	All Schools	\$ 26,628,457	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	LEA-wide	All	All Schools	\$ 1,614,790	0.000%
3	3.3	Student Health & Wellness	Yes	LEA-wide	All	All Schools	\$ 251,566	0.000%
3	3.4	Behavioral & Mental Health	Yes	LEA-wide	All	All Schools	\$ 6,209,318	0.000%
3	3.5	Attendance Supports	Yes	LEA-wide	All	All Schools	\$ 6,733,269	0.000%
3	3.6	Youth Engagement & Leadership	Yes	LEA-wide	All	All Schools	\$ 587,561	0.000%
3	3.7	Community Schools	Yes	LEA-wide	All	All Schools	\$ 6,759,226	0.000%
3	3.8	Quality Learning Environments	Yes	LEA-wide	All	All Schools	\$ 8,566,061	0.000%
3	3.9	Family Partnerships & Language Access	Yes	LEA-wide	All	All Schools	\$ 2,387,046	0.000%
	3.10	Enrollment Supports	Yes	LEA-wide	All	All Schools	\$ 1,069,715	0.000%
3	3.11	District Communication	Yes	LEA-wide	All	All Schools	\$ 420,147	0.000%
4	4.1	Diverse & Stable Staff	Yes	LEA-wide	All	All Schools	\$ 15,989,435	0.000%
4	4.2	Staff Growth & Development	Yes	LEA-wide	All	All Schools	\$ 8,299,462	0.000%
4	4.3	New Teacher Support & Development	Yes	LEA-wide	All	All Schools	\$ 690,539	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$325,348,371	\$290,178,722

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Strong Readers: Early Literacy & Secondary Literacy	Yes	\$ 28,875,072	\$ 24,371,923
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	\$ 8,064,960	\$ 6,155,486
1	1.3	Equitable Access to a Broad Course of Study	Yes	\$ 15,138,005	\$ 13,994,246
1	1.4	Visual and Performing Arts	Yes	\$ 17,677,830	\$ 13,332,969
1	1.5	Early Childhood Learning	Yes	\$ 2,467,896	\$ 2,165,306
1	1.6	Multilingual Programs	Yes	\$ 929,446	\$ 376,029
1	1.7	College & Career for All	Yes	\$ 17,772,892	\$ 18,808,045
1	1.8	Counseling & Equitable Master Scheduling	Yes	\$ 8,017,085	\$ 7,407,411
1	1.9	Data-Driven Decision Making	Yes	\$ 8,614,055	\$ 6,402,894
1	1.10	Network-Based School Supports	Yes	\$ 3,811,035	\$ 4,827,861
1	1.11	School Improvement	Yes	\$ 4,516,663	\$ 5,405,431
2	2.1	African American Student Achievement	Yes	\$ 4,407,569	\$ 3,495,024
2	2.2	Latino & Native American Student Achievement	Yes	\$ 1,748,645	\$ 985,326
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	\$ 884,460	\$ 756,596
2	2.4	Students with Disabilities Achievement	Yes	\$ 7,488,894	\$ 5,199,029
2	2.5	Low-Income Student Achievement	Yes	\$ 7,889,743	\$ 6,939,601
2	2.6	Unhoused Student Achievement	No	\$ 785,882	\$ 699,242
2	2.7	Foster Youth Achievement	No	\$ 589,609	\$ 630,264

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$325,348,371	\$290,178,722

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	English Learner Achievement	Yes	\$ 4,314,460	\$ 2,154,181
2	2.9	Long-Term English Learner Achievement	Yes	\$ 636,352	\$ 527,337
2	2.10	Newcomer Achievement	Yes	\$ 8,884,670	\$ 8,517,282
2	2.11	Alternative Education	Yes	\$ 1,448,864	\$ 1,146,171
2	2.12	Expanded Learning Opportunities	Yes	\$ 52,714,069	\$ 50,741,163
3	3.1	Safe & Welcoming Schools	Yes	\$ 15,512,140	\$ 7,979,887
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	\$ 8,567,757	\$ 8,411,669
3	3.3	Student Health and Wellness	Yes	\$ 3,698,072	\$ 3,127,809
3	3.4	Behavioral & Mental Health	Yes	\$ 12,917,232	\$ 4,724,180
3	3.5	Attendance Supports	Yes	\$ 4,122,077	\$ 1,609,051
3	3.6	Youth Engagement & Leadership	Yes	\$ 3,950,674	\$ 3,807,767
3	3.7	Community Schools	Yes	\$ 25,912,719	\$ 24,420,929
3	3.8	Quality Learning Environments	Yes	\$ 6,759,789	\$ 9,040,733
3	3.9	Family Partnerships & Language Access	Yes	\$ 3,817,048	\$ 3,704,164
	3.10	Enrollment Supports	Yes	\$ 1,174,679	\$ 1,098,487
3	3.11	District Communication	Yes	\$ 416,057	\$ 468,182
4	4.1	Diverse & Stable Staff	Yes	\$ 16,150,522	\$ 16,871,603
4	4.2	Staff Growth & Development	Yes	\$ 8,051,803	\$ 14,958,546
4	4.3	New Teacher Support & Development	Yes	\$ 2,111,427	\$ 2,126,591

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$325,348,371	\$290,178,722

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	No	\$ 253,300	\$ 202,333
5	5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	No	\$ 381,975	\$ 59,868
5	5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	No	\$ 134,755	\$ 134,735
6	6.1	Academic Acceleration & Instructional Improvement at Castlemont High	No	\$ 512,005	\$ 547,195
6	6.2	Social Emotional Supports at Castlemont High	No	\$ 423,176	\$ 130,256
6	6.3	Social Emotional Supports at McClymonds High	No	\$ 276,987	\$ 234,391
6	6.4	Family Engagement at McClymonds High	No	\$ 57,367	\$ -
6	6.5	Academic Acceleration & Instructional Improvement at Oakland International High	No	\$ 185,487	\$ 120,990
6	6.6	Social Emotional Supports at Oakland International High	No	\$ 280,584	\$ 282,802
7	7.1	Social Emotional Supports at Dewey Academy	No	\$ 209,731	\$ -
7	7.2	Social Emotional Supports at Bunche Academy	No	\$ 117,531	\$ 78,992
7	7.3	Academic Acceleration at Rudsdale Continuation	No	\$ 193,564	\$ 196,550

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$325,348,371	\$290,178,722

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.4	College and Career Supports at Rudsdale Continuation	No	\$ 158,728	\$ 69,744
7	7.5	Social Emotional Supports at Rudsdale Continuation	No	\$ 122,897	\$ -
8	8.1	Academic Acceleration at Home & Hospital Program	No	\$ 48,128	\$ 42,200
8	8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	No	\$ 788,116	\$ 461,854
8	8.3	Social Emotional Supports at Sojourner Truth Independent Study	No	\$ 178,474	\$ 135,164
8	8.4	Academic Acceleration at Street Academy	No	\$ 100,306	\$ 93,233
8	8.5	Academic Acceleration at Gateway to College	No	\$ 85,108	\$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$114,805,644	\$143,465,823	\$111,917,275	\$31,548,548	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Strong Readers: Early Literacy & Secondary Literacy	Yes	\$6,754,968	\$4,848,142	0.000%	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	\$5,518,857	\$3,445,116	0.000%	0.000%
1	1.3	Equitable Access to a Broad Course of Study	Yes	\$9,073,781	\$7,813,318	0.000%	0.000%
1	1.4	Visual and Performing Arts	Yes	\$911,900	\$693,295	0.000%	0.000%
1	1.5	Early Childhood Learning	Yes	\$160,900	\$21,788	0.000%	0.000%
1	1.6	Multilingual Programs	Yes	\$490,000	\$16,046	0.000%	0.000%
1	1.7	College & Career for All	Yes	\$3,358,760	\$4,194,908	0.000%	0.000%
1	1.8	Counseling & Equitable Master Scheduling	Yes	\$6,392,037	\$5,668,754	0.000%	0.000%
1	1.9	Data-Driven Decision Making	Yes	\$8,336,005	\$6,154,289	0.000%	0.000%
1	1.10	Network-Based School Supports	Yes	\$3,488,832	\$3,170,223	0.000%	0.000%
1	1.11	School Improvement	Yes	\$965,962	\$2,142,752	0.000%	0.000%
2	2.1	African American Student Achievement	Yes	\$1,445,836	\$1,646,025	0.000%	0.000%
2	2.2	Latino & Native American Student Achievement	Yes	\$1,287,386	\$928,068	0.000%	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	\$873,460	\$712,836	0.000%	0.000%
2	2.4	Students with Disabilities Achievement	Yes	\$6,902,618	\$4,695,268	0.000%	0.000%
2	2.5	Low-Income Student Achievement	Yes	\$7,752,026	\$6,413,582	0.000%	0.000%
2	2.8	English Learner Achievement	Yes	\$2,773,864	\$952,919	0.000%	0.000%

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$114,805,644	\$143,465,823	\$111,917,275	\$31,548,548	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Long-Term English Learner Achievement	Yes	\$150,000	\$50,000	0.000%	0.000%
2	2.10	Newcomer Achievement	Yes	\$5,727,547	\$4,996,245	0.000%	0.000%
2	2.11	Alternative Education	Yes	\$1,448,864	\$1,143,504	0.000%	0.000%
2	2.12	Expanded Learning Opportunities	Yes	\$294,332	\$113,800	0.000%	0.000%
3	3.1	Safe & Welcoming Schools	Yes	\$14,654,708	\$6,129,266	0.000%	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	\$3,263,853	\$3,250,245	0.000%	0.000%
3	3.3	Student Health and Wellness	Yes	\$1,090,950	\$851,281	0.000%	0.000%
3	3.4	Behavioral & Mental Health	Yes	\$11,048,458	\$3,570,976	0.000%	0.000%
3	3.5	Attendance Supports	Yes	\$3,680,349	\$1,269,803	0.000%	0.000%
3	3.6	Youth Engagement & Leadership	Yes	\$324,329	\$361,931	0.000%	0.000%
3	3.7	Community Schools	Yes	\$6,441,308	\$5,275,758	0.000%	0.000%
3	3.8	Quality Learning Environments	Yes	\$5,059,966	\$7,589,306	0.000%	0.000%
3	3.9	Family Partnerships & Language Access	Yes	\$2,768,696	\$2,908,559	0.000%	0.000%
	3.10	Enrollment Supports	Yes	\$932,277	\$865,882	0.000%	0.000%
3	3.11	District Communication	Yes	\$416,057	\$468,182	0.000%	0.000%
4	4.1	Diverse & Stable Staff	Yes	\$14,783,246	\$15,110,547	0.000%	0.000%
4	4.2	Staff Growth & Development	Yes	\$4,042,429	\$3,590,986	0.000%	0.000%
4	4.3	New Teacher Support & Development	Yes	\$851,262	\$853,675	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 346,308,778	\$ 114,805,644	7.79%	40.94%	\$ 111,917,275	0.00%	32.32%	\$ 29,865,823	8.62%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.07	College & Career for All	912	Linked Learning	Central	11	COODWRKLRN	1.0	\$211,655	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Work-Based Learning Coordinator	Personnel
2	2.04	Students with Disabilities Achievement	308	Young Adult Program	School	56	TSA PS 11M	0.5	\$90,090	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Young Adult Program Instructional Coach	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	190	Think College Now Elementary School	School	7221	TSA 10P	0.05	\$5,538	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Mathematics Teacher on Special Assignment	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	26	TCHR STR ENG	1.0	\$158,767	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	29	CULTU KEEPER	1.0	\$104,859	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	53	ED ELL	1.0	\$289,287	0004	Central Concentration	1 LCFF Funds	1305	Executive Director of English Language Learner & Multilingual Achievement	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	54	AP HIGH	1.0	\$216,041	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	186	International Community School	School	55	TCHR ED ENHN	0.1	\$14,766	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.04	Visual & Performing Arts	186	International Community School	School	55	TCHR ED ENHN	0.3	\$44,297	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	186	International Community School	School	55	TCHR ED ENHN	0.6	\$88,594	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	7221	TSA 10P	0.95	\$104,876	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
2	2.11	Alternative Education	310	Dewey Academy	School	58	TCHR STR ENG	0.6	\$104,255	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	310	Dewey Academy	School	58	TCHR STR ENG	0.4	\$69,503	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Science Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	75	TCHR ED ENHN	0.1	\$15,379	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	75	TCHR ED ENHN	0.7	\$107,653	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.03	Equitable Access to a Broad Course of Study	125	Highland Community School	School	76	TCHR ED ENHN	1.0	\$157,667	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	83	TCHR DEPT HD	1.0	\$150,601	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.10	Network-Based School Supports	962	Elementary Network 2	Central	91	NET PART	1.0	\$221,876	0005	Central Supplemental	1 LCFF Funds	2305	Network Partner, Elementary Network 2	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	100	TCHR STR ENG	0.6	\$54,821	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	132	AP HIGH	1.0	\$195,407	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	163	PM AFTERSCH	0.5	\$111,307	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	163	PM AFTERSCH	0.5	\$111,307	6010	After School Education & Safety (ASES)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
1	1.10	Network-Based School Supports	310	Dewey Academy	School	193	COUNSELOR	0.6	\$101,475	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	310	Dewey Academy	School	193	COUNSELOR	0.4	\$67,650	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	197	COOD SUM LRN	0.5	\$114,655	3155	ESSA: Consolidated Administrative Funds	4 Federal Funds	2305	Summer Programs Coordinator	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	197	COOD SUM LRN	0.5	\$114,655	0005	Central Supplemental	1 LCFF Funds	2305	Summer Programs Coordinator	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	8901	TSA 11M 12P	0.38	\$66,683	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Career Transition	Personnel
5	5.04	Academic Acceleration & Instructional Improvement at Brookfield Elementary	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$689	7399	LCFF Equity Multiplier	2 Other State Funds	4310	Materials and supplies to support academic acceleration	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	105	Burckhalter Elementary School	School	205	TCHR ED ENHN	0.4	\$59,737	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	105	Burckhalter Elementary School	School	205	TCHR ED ENHN	0.1	\$14,934	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.01	Safe & Welcoming Schools	206	Bret Harte Middle School	School	209	CULTU KEEPER	1.0	\$75,865	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	182	Martin Luther King, Jr. Elementary School	School	213	ATTEND SP	0.3	\$17,616	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Attendance Specialist	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.05	Attendance Supports	182	Martin Luther King, Jr. Elementary School	School	213	ATTEND SP	0.1	\$5,872	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.08	Counseling & Equitable Master Scheduling	303	McClymonds High School	School	240	COUNSELOR	0.6	\$63,302	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.05	Attendance Supports	105	Burckhalter Elementary School	School	258	ATTEND SP	0.2	\$13,967	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	272	TSA PS 11M	1.0	\$155,409	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	103	Brookfield Elementary School	School	274	TCHR ED ENHN	0.2	\$29,645	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	103	Brookfield Elementary School	School	274	TCHR ED ENHN	0.4	\$59,289	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	303	McClymonds High School	School	277	COOD CLASS	0.5	\$111,724	9334	Measure G Parcel Tax	3 Local Funds	2305	Library support staff	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	277	COOD CLASS	0.25	\$55,862	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	277	COOD CLASS	0.25	\$55,862	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	282	TCHR STR ENG	1.0	\$132,253	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	236	Urban Promise Academy	School	283	AP MIDDLE	1.0	\$197,846	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.05	Attendance Supports	117	Fruitvale Elementary School	School	286	ATTEND SP	0.1	\$9,466	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	117	Fruitvale Elementary School	School	286	ATTEND SP	0.5	\$47,332	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	293	TCHR ED ENHN	0.4	\$60,163	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	293	TCHR ED ENHN	0.4	\$60,163	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	293	TCHR ED ENHN	0.2	\$30,082	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	298	STUDASSGCOUN	0.4	\$44,294	0004	Central Concentration	1 LCFF Funds	2405	Student Assignment Counselor	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	323	TCHR STR ENG	0.3	\$24,318	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	323	TCHR STR ENG	0.7	\$56,741	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	358	AP HIGH	1.0	\$193,649	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.08	Counseling & Equitable Master Scheduling	236	Urban Promise Academy	School	363	COUNSELOR	1.0	\$169,155	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
4	4.02	Staff Growth & Development	950	Strategic Resource Planning	Central	364	COOD LOCAL	0.8	\$181,815	0005	Central Supplemental	1 LCFF Funds	2305	Local Control & Accountability Plan (LCAP) Coordinator	Personnel
4	4.02	Staff Growth & Development	950	Strategic Resource Planning	Central	364	COOD LOCAL	0.2	\$45,454	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2305	Local Control & Accountability Plan (LCAP) Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	365	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	373	CULTU KEEPER	1.0	\$82,151	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	165	ACORN Woodland Elementary School	School	376	NOON SUP	0.1	\$4,544	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	165	ACORN Woodland Elementary School	School	376	NOON SUP	0.1	\$4,544	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	382	STUDASSGCOUN	1.0	\$124,010	0004	Central Concentration	1 LCFF Funds	2405	Student Assignment Counselor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	392	TCHR STR ENG	0.3	\$25,133	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	403	TCHR STR ENG	1.0	\$151,047	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	423	COUNSELOR	1.0	\$156,682	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	424	TCHR DEPT HD	1.0	\$149,342	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	441	CULTU KEEPER	1.0	\$82,869	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	443	DIR VAPA	1.0	\$251,333	9334	Measure G Parcel Tax	3 Local Funds	1305	Director of Visual & Performing Arts	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	448	CUST FD SUP	0.4	\$76,267	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Field Supervisor, Expanded Learning Programs	Personnel
1	1.08	Counseling & Equitable Master Scheduling	212	Roosevelt Middle School	School	450	COUNSELOR	1.0	\$112,171	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel

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3	3.01	Safe & Welcoming Schools	206	Bret Harte Middle School	School	466	AP MIDDLE	1.0	\$204,766	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	480	TCHR STR ENG	0.95	\$102,076	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	495	TCHR STR ENG	1.0	\$172,462	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	229	Elmhurst United Middle School	School	499	COUNSELOR	0.6	\$79,529	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	545	CULTU KEEPER	1.0	\$95,621	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	122	Grass Valley Elementary School	School	548	NOON SUP	0.1	\$7,514	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
3	3.05	Attendance Supports	122	Grass Valley Elementary School	School	549	ATTEND SP	0.2	\$15,027	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.08	Counseling & Equitable Master Scheduling	304	Oakland High School	School	551	COUNSELOR	1.0	\$154,996	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	552	TCHR ED ENHN	0.7	\$114,627	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	552	TCHR ED ENHN	0.3	\$49,126	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	576	AP MIDDLE	1.0	\$204,766	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.01	Safe & Welcoming Schools	118	Garfield Elementary School	School	582	CULTU KEEPER	1.0	\$63,074	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.05	Early Childhood Learning	121	La Escuelita Elementary School	School	583	EARL LIT TUT	0.8	\$49,192	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	587	SP TRANSCI	1.0	\$137,718	0004	Central Concentration	1 LCFF Funds	2205	Chinese Translator/Interpreter	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	588	CULTU KEEPER	1.0	\$105,673	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.04	Visual & Performing Arts	119	Glenview Elementary School	School	595	TCHR ED ENHN	1.0	\$151,831	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	599	TCHR DEPT HD	0.3	\$49,501	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	658	COOD JJC	0.6	\$121,905	0005	Central Supplemental	1 LCFF Funds	2305	Juvenile Justice Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	658	COOD JJC	0.4	\$81,270	9180	Measure Y City Of Oakland	3 Local Funds	2305	Juvenile Justice Coordinator	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	701	COUNSELOR	1.0	\$169,155	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	736	AP MIDDLE	1.0	\$198,370	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.01	Safe & Welcoming Schools	107	East Oakland PRIDE Elementary School	School	756	NOON SUP	0.3	\$13,445	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	757	TSA PS 11M	1.0	\$136,784	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	760	TAL DEV ASSO	1.0	\$194,152	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	2305	Talent Development Associate, High School Network	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	772	TCHR STR ENG	0.2	\$34,492	7220	Partnership Academies Program	2 Other State Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	772	TCHR STR ENG	0.8	\$137,969	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	142	Joaquin Miller Elementary School	School	779	TCHR ED ENHN	0.8	\$98,336	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	142	Joaquin Miller Elementary School	School	779	TCHR ED ENHN	0.2	\$24,584	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	813	AP HIGH	1.0	\$207,596	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.03	Equitable Access to a Broad Course of Study	201	Claremont Middle School	School	814	TCHR STR ENG	0.95	\$99,587	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	201	Claremont Middle School	School	814	TCHR STR ENG	0.05	\$5,241	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	815	COM RELAST2B	1.0	\$77,137	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
3	3.01	Safe & Welcoming Schools	186	International Community School	School	838	CULTU KEEPER	1.0	\$75,217	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	845	DIR NEWCOMER	1.0	\$244,997	0004	Central Concentration	1 LCFF Funds	1305	Director of Newcomer Programs	Personnel
2	2.10	Newcomer Achievement	304	Oakland High School	School	870	TCHR STR ENG	0.8	\$85,928	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	870	TCHR STR ENG	0.2	\$21,482	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	876	TCHR STR ENG	0.29	\$32,599	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	876	TCHR STR ENG	0.29	\$32,599	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	876	TCHR STR ENG	0.29	\$32,599	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.09	Family Partnerships & Language Access	178	Bridges Academy at Melrose	School	915	CLK BIL	0.5	\$36,721	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Bilingual Clerk	Personnel
1	1.03	Equitable Access to a Broad Course of Study	102	Bella Vista Elementary School	School	924	TCHR ED ENHN	0.8	\$134,237	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	931	TCHR STR ENG	1.0	\$144,368	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.10	Network-Based School Supports	964	High School Network	Central	934	NT SUPT HS	0.8	\$226,298	0005	Central Supplemental	1 LCFF Funds	1305	Network Superintendent, High School Network	Personnel
3	3.01	Safe & Welcoming Schools	168	Carl B. Munck Elementary School	School	969	NOON SUP	0.2	\$8,609	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
3	3.05	Attendance Supports	310	Dewey Academy	School	985	ATTEND SP	0.8	\$59,918	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	988	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	991	AP HIGH	1.0	\$207,058	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	133	Lincoln Elementary School	School	1003	TCHR ED ENHN	1.0	\$158,030	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	1007	TCHR CNSL PR	1.0	\$138,934	9334	Measure G Parcel Tax	3 Local Funds	1905	Peer Assistance & Review (PAR) Coach	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	1024	CUST FD SUP	0.4	\$82,698	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Field Supervisor, Expanded Learning Programs	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	1031	CULTU KEEPER	1.0	\$60,093	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.08	Counseling & Equitable Master Scheduling	301	Castlemont High School	School	1038	COUNSELOR	1.0	\$122,616	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	206	Bret Harte Middle School	School	1059	TCHR STR ENG	1.0	\$127,976	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	1087	CUST FD SUP	0.4	\$75,572	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Field Supervisor, Expanded Learning Programs	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	1094	SP SCH TECH	1.0	\$108,511	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
1	1.08	Counseling & Equitable Master Scheduling	301	Castlemont High School	School	1095	COUNSELOR	0.6	\$81,594	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.10	Network-Based School Supports	301	Castlemont High School	School	1095	COUNSELOR	0.4	\$54,396	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1099	TCHR STR ENG	1.0	\$125,118	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	111	Crocker Highlands Elementary School	School	1110	TCHR ED ENHN	0.8	\$86,212	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.03	Equitable Access to a Broad Course of Study	213	Westlake Middle School	School	1111	TCHR STR ENG	0.8	\$123,394	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	204	West Oakland Middle School	School	1114	COUNSELOR	0.4	\$55,470	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	232	Coliseum College Prep Academy	School	1146	AP HIGH	1.0	\$210,842	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.01	Safe & Welcoming Schools	212	Roosevelt Middle School	School	1166	CULTU KEEPER	1.0	\$82,553	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	1168	CULTU KEEPER	1.0	\$69,424	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.04	Visual & Performing Arts	131	Laurel Elementary School	School	1191	TCHR ED ENHN	0.8	\$95,921	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	1197	STUDASSGCOUN	1.0	\$133,369	0004	Central Concentration	1 LCFF Funds	2405	Student Assignment Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	151	Sequoia Elementary School	School	1218	TCHR ED ENHN	0.8	\$64,847	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	151	Sequoia Elementary School	School	1218	TCHR ED ENHN	0.2	\$16,212	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	1227	DIR STUASSIG	1.0	\$228,213	0004	Central Concentration	1 LCFF Funds	2305	Student Welcome Center Director	Personnel
3	3.01	Safe & Welcoming Schools	353	Oakland International High School	School	1237	CULTU KEEPER	1.0	\$54,469	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	116	Franklin Elementary School	School	1246	ATTEND SP	0.4	\$29,959	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
3	3.05	Attendance Supports	303	McClymonds High School	School	1251	ATTEND SP	0.6	\$40,257	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	1255	CULTU KEEPER	1.0	\$67,291	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	1265	TAL DEV ASSO	0.4	\$70,684	0005	Central Supplemental	1 LCFF Funds	2305	Retention Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	1265	TAL DEV ASSO	0.6	\$106,026	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	2305	Retention Manager	Personnel
3	3.05	Attendance Supports	922	Community Schools & Student Services	Central	1271	PM ATTEND	1.0	\$182,732	0005	Central Supplemental	1 LCFF Funds	1305	Program Manager, Attendance & Discipline	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1274	TCHR STR ENG	1.0	\$138,640	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.08	English Learner Achievement	116	Franklin Elementary School	School	1285	IA BI	0.8	\$63,748	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Bilingual Instructional Aide	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	1288	STUDASSGCOUN	1.0	\$137,718	0004	Central Concentration	1 LCFF Funds	2405	Student Assignment Counselor	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	1292	C&C PATH CCH	0.25	\$46,304	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	1292	C&C PATH CCH	0.25	\$46,304	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	1292	C&C PATH CCH	0.25	\$46,304	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	1292	C&C PATH CCH	0.25	\$46,304	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	1307	AP HIGH	1.0	\$185,027	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.05	Attendance Supports	170	Hoover Elementary School	School	1358	ATTEND SP	0.1	\$9,802	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	170	Hoover Elementary School	School	1358	ATTEND SP	0.5	\$49,008	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
3	3.05	Attendance Supports	206	Bret Harte Middle School	School	1362	ATTEND SP BI	0.6	\$58,580	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	119	Glenview Elementary School	School	1365	ATTEND SP	0.2	\$16,804	9337	PTA/PTSA Funds	3 Local Funds	2205	Attendance Specialist	Personnel
3	3.05	Attendance Supports	213	Westlake Middle School	School	1384	ATTEND SP BI	0.6	\$52,541	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.04	Behavioral & Mental Health	186	International Community School	School	1389	SOC WRKR	0.2	\$30,611	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	186	International Community School	School	1389	SOC WRKR	0.8	\$122,444	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Social Worker	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	1395	STUDASSGCOUN	1.0	\$143,134	0004	Central Concentration	1 LCFF Funds	2405	Student Assignment Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1401	TCHR STR ENG	1.0	\$165,541	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	1420	CULTU KEEPER	1.0	\$60,160	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
2	2.10	Newcomer Achievement	219	Frick United Academy of Language	School	1421	TCHR STR ENG	1.0	\$165,541	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
3	3.05	Attendance Supports	212	Roosevelt Middle School	School	1444	ATTEND SP BI	0.3	\$29,490	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.04	Behavioral & Mental Health	303	McClymonds High School	School	1467	SP BEHAVIOR	0.9	\$142,577	9019	Cross-Age Mentoring Program	3 Local Funds	2205	Behavior Specialist	Personnel
5	5.05	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	105	Burckhalter Elementary School	School	205	TCHR ED ENHN	0.5	\$74,671	7399	LCFF Equity Multiplier	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	1469	EARL LIT TUT	0.8	\$37,649	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	1482	TCHR STR ENG	0.5	\$55,597	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	1482	TCHR STR ENG	0.5	\$55,597	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	1489	SCH PARTNER	1.0	\$255,831	0005	Central Supplemental	1 LCFF Funds	2305	School Partner	Personnel
1	1.10	Network-Based School Supports	923	Elementary Network 4	Central	1525	NET PART	1.0	\$249,449	0005	Central Supplemental	1 LCFF Funds	2305	Network Partner, Elementary Network 4	Personnel
3	3.01	Safe & Welcoming Schools	310	Dewey Academy	School	1533	CULTU KEEPER	1.0	\$82,321	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	335	Life Academy	School	1534	CULTU KEEPER	1.0	\$69,394	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	1550	ED RAD	0.6	\$189,602	0004	Central Concentration	1 LCFF Funds	2305	Executive Director of Research, Assessment & Data	Personnel
3	3.01	Safe & Welcoming Schools	352	Rudsdale High School	School	1554	AP HIGH	1.0	\$194,070	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	1562	TCHR ED ENHN	0.6	\$79,593	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	1562	TCHR ED ENHN	0.3342	\$44,339	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	1562	TCHR ED ENHN	0.0658	\$8,723	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	1567	EARL LIT TUT	0.8	\$38,970	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	1584	C&C PATH CCH	0.5	\$92,601	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	1584	C&C PATH CCH	0.25	\$46,301	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	1584	C&C PATH CCH	0.25	\$46,301	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel

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1	1.10	Network-Based School Supports	962	Elementary Network 2	Central	1585	NT SUPT PK5	1.0	\$294,394	0005	Central Supplemental	1 LCFF Funds	1305	Network Superintendent, Elementary Network 2	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	1591	CULTU KEEPER	1.0	\$102,160	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	1595	TCHR ED ENHN	0.2	\$25,574	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	1595	TCHR ED ENHN	0.8	\$102,297	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.03	Equitable Access to a Broad Course of Study	143	Montclair Elementary School	School	1596	TCHR ED ENHN	1.0	\$152,916	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
4	4.02	Staff Growth & Development	913	Chief of Operations	Central	1599	COOD CLASS	0.6	\$158,755	6266	Educator Effectiveness Grant	2 Other State Funds	2305	Coordinator, PreK-12 Systems & Operations & LCFF	Personnel
1	1.08	Counseling & Equitable Master Scheduling	215	Madison Park Academy Upper	School	1603	COUNSELOR	0.4	\$55,470	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.05	Attendance Supports	201	Claremont Middle School	School	1609	ATTEND SP	0.3	\$18,470	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	145	Peralta Elementary School	School	1623	ATTEND SP	0.3	\$21,329	9337	PTA/PTSA Funds	3 Local Funds	2205	Attendance Specialist	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	101	Allendale Elementary School	School	1629	TCHR ED ENHN	0.2	\$16,038	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	101	Allendale Elementary School	School	1629	TCHR ED ENHN	0.8	\$64,151	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	1641	TCHR STR ENG	0.1	\$13,325	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	1645	CULTU KEEPER	1.0	\$91,348	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	1654	TCHR STR ENG	0.5	\$84,160	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.10	Network-Based School Supports	963	Elementary Network 3	Central	1658	D NT SUPT	1.0	\$284,824	0005	Central Supplemental	1 LCFF Funds	1305	Deputy Network Superintendent, Elementary Network 3	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	1669	TCHR DEPT HD	1.0	\$128,068	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	1672	C&C PATH CCH	0.5	\$105,984	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	1672	C&C PATH CCH	0.25	\$52,992	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	1672	C&C PATH CCH	0.25	\$52,992	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
3	3.01	Safe & Welcoming Schools	335	Life Academy	School	11338	AP HIGH	1.0	\$195,407	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.01	Safe & Welcoming Schools	232	Coliseum College Prep Academy	School	1675	AP HIGH	1.0	\$192,034	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	1683	CULTU KEEPER	1.0	\$70,373	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	160	Lockwood STEAM Academy	School	1691	NOON SUP	0.6	\$43,334	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	1716	DATA ANL2	0.6	\$129,459	0004	Central Concentration	1 LCFF Funds	2405	Data Analyst for Attendance, External Data Requests & Civil Rights Data Collection	Personnel
3	3.01	Safe & Welcoming Schools	160	Lockwood STEAM Academy	School	1718	NOON SUP	0.3	\$24,934	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	114	Global Family School	School	1727	NOON SUP	0.3	\$13,445	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	232	Coliseum College Prep Academy	School	1730	CULTU KEEPER	1.0	\$82,151	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	1736	COMM ASSTBI	1.0	\$76,053	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Assistant	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	1738	CULTU KEEPER	1.0	\$57,244	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	1739	PMCNTLACCTEN	1.0	\$204,627	0005	Central Supplemental	1 LCFF Funds	2305	LCAP Engagement Program Manager	Personnel
3	3.01	Safe & Welcoming Schools	213	Westlake Middle School	School	1744	CULTU KEEPER	1.0	\$68,913	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	1759	CULTU KEEPER	1.0	\$80,136	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	186	International Community School	School	1764	NOON SUP	0.3	\$13,573	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	1777	NOON SUP	0.2	\$8,547	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
1	1.05	Early Childhood Learning	193	Reach Academy	School	1784	EARL LIT TUT	0.8	\$42,536	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	335	Life Academy	School	1793	COUNSELOR	1.0	\$123,964	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	1795	SITE LIA WRK	1.0	\$124,414	9339	Measure H Parcel Tax	3 Local Funds	2205	Work-Based Learning Site Liaisons	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	1801	TCHR CNSL PR	1.0	\$154,743	9334	Measure G Parcel Tax	3 Local Funds	1905	Peer Assistance & Review (PAR) Coach	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	1817	TCHR STR ENG	1.0	\$150,908	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	122	Grass Valley Elementary School	School	1830	TCHR ED ENHN	0.3	\$36,607	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1834	TCHR STR ENG	0.5	\$52,376	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1834	TCHR STR ENG	0.5	\$52,376	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	1845	TCHR STR ENG	0.8	\$121,936	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.04	Behavioral & Mental Health	179	Manzanita Community School	School	1866	SOC WRKR	0.6	\$73,579	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	1867	ATTEND SP	0.1	\$9,763	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.10	Network-Based School Supports	965	Middle School Network	Central	1882	NET PART	1.0	\$243,438	0005	Central Supplemental	1 LCFF Funds	2305	Network Partner, Middle School Network	Personnel
1	1.04	Visual & Performing Arts	145	Peralta Elementary School	School	1889	TCHR ED ENHN	0.2	\$22,026	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	145	Peralta Elementary School	School	1889	TCHR ED ENHN	0.6	\$66,078	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	304	Oakland High School	School	1897	CASE MGR20	0.8	\$100,489	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	304	Oakland High School	School	1897	CASE MGR20	0.2	\$25,122	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	1906	TCHR ED ENHN	0.4	\$46,391	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	1906	TCHR ED ENHN	0.6	\$69,586	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	1917	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	165	ACORN Woodland Elementary School	School	1930	ATTEND SP BI	0.1	\$7,181	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	165	ACORN Woodland Elementary School	School	1930	ATTEND SP BI	0.1	\$7,179	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.01	Safe & Welcoming Schools	165	ACORN Woodland Elementary School	School	1932	NOON SUP	0.1	\$4,484	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	1935	CULTU KEEPER	1.0	\$98,986	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	1945	DATA ANL2	0.6	\$121,976	0004	Central Concentration	1 LCFF Funds	2405	Data Analyst for High School & Pathways	Personnel
3	3.05	Attendance Supports	179	Manzanita Community School	School	1946	ATTEND SP BI	0.1	\$9,711	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	179	Manzanita Community School	School	1946	ATTEND SP BI	0.25	\$24,278	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	1948	SP SCH TECH	1.0	\$111,728	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
3	3.01	Safe & Welcoming Schools	172	Fred T. Korematsu Discovery Academy	School	1963	NOON SUP	0.1	\$4,482	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	1978	TSA PS 11M	1.0	\$173,953	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
1	1.10	Network-Based School Supports	923	Elementary Network 4	Central	1979	NT SUPT PK5	1.0	\$298,983	0005	Central Supplemental	1 LCFF Funds	1305	Network Superintendent, Elementary Network 4	Personnel
1	1.10	Network-Based School Supports	965	Middle School Network	Central	1981	NT SUPT MID	1.0	\$316,892	0005	Central Supplemental	1 LCFF Funds	2305	Network Superintendent, Middle School Network	Personnel
3	3.01	Safe & Welcoming Schools	204	West Oakland Middle School	School	1991	CULTU KEEPER	1.0	\$79,039	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	1994	COUNSELOR	1.0	\$121,224	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	1998	TCHR STR ENG	0.6	\$92,324	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	1999	TCHR STR ENG	0.2	\$30,039	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	193	Reach Academy	School	2004	TCHR ED ENHN	0.2	\$29,868	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	193	Reach Academy	School	2004	TCHR ED ENHN	0.8	\$119,474	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
2	2.10	Newcomer Achievement	306	Skyline High School	School	2011	TCHR STR ENG	0.4	\$62,736	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	2046	TCHR ED ENHN	1.0	\$144,368	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	2055	AP HIGH	1.0	\$208,998	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	2057	ATTEND SP	0.5	\$29,361	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
3	3.05	Attendance Supports	309	Ralph J. Bunche Academy	School	2076	ATTEND SP	0.9	\$45,956	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.09	Family Partnerships & Language Access	122	Grass Valley Elementary School	School	2116	COMM ASST	1.0	\$81,204	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Community Assistant	Personnel
1	1.08	Counseling & Equitable Master Scheduling	210	Edna Brewer Middle School	School	2125	COUNSELOR	1.0	\$152,318	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	2141	CULTU KEEPER	1.0	\$94,475	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.07	Community Schools	178	Bridges Academy at Melrose	School	2166	PM COM SCH11	0.4	\$67,952	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	178	Bridges Academy at Melrose	School	2166	PM COM SCH11	0.25	\$42,470	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	178	Bridges Academy at Melrose	School	2166	PM COM SCH11	0.35	\$59,458	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.01	Safe & Welcoming Schools	133	Lincoln Elementary School	School	2168	NOON SUP	0.1	\$4,482	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
3	3.09	Family Partnerships & Language Access	330	Sojourner Truth Independent Study	School	2173	COM RELAST2B	0.5	\$44,942	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	2184	TCHR STR ENG	0.1	\$11,705	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	236	Urban Promise Academy	School	2184	TCHR STR ENG	0.9	\$105,346	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.01	Safe & Welcoming Schools	133	Lincoln Elementary School	School	2198	AP ELEM	1.0	\$203,283	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Elementary	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	2201	SP TRANSSPN	1.0	\$124,297	0004	Central Concentration	1 LCFF Funds	2205	Spanish Translator/Interpreter	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	2210	TCHR STR ENG	0.2	\$22,576	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	2224	AP HIGH	1.0	\$213,663	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	305	Oakland Technical High School	School	2234	TCHR STR ENG	0.3	\$47,201	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Science Teacher	Personnel
3	3.05	Attendance Supports	107	East Oakland PRIDE Elementary School	School	2253	ATTEND SP	0.5	\$30,440	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
3	3.05	Attendance Supports	107	East Oakland PRIDE Elementary School	School	2253	ATTEND SP	0.1	\$6,088	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	165	ACORN Woodland Elementary School	School	2255	TCHR ED ENHN	0.4	\$37,526	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	165	ACORN Woodland Elementary School	School	2255	TCHR ED ENHN	0.6	\$56,289	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	2268	SP SCH TECH	1.0	\$129,634	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
3	3.05	Attendance Supports	121	La Escuelita Elementary School	School	2270	ATTEND SP	0.1	\$9,277	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	121	La Escuelita Elementary School	School	2270	ATTEND SP	0.5	\$46,383	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	2274	TCHR ED ENHN	1.0	\$88,244	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	168	Carl B. Munck Elementary School	School	2281	ATTEND SP	0.3	\$17,915	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
2	2.07	Foster Youth Achievement	922	Community Schools & Student Services	Central	2291	CASE MGR20	1.0	\$148,340	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Foster Youth Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	112	Greenleaf Elementary School	School	2303	CULTU KEEPER	1.0	\$70,065	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	353	Oakland International High School	School	2304	ATTEND SP	0.5	\$43,493	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	2313	PM MEDCAL	1.0	\$199,495	0004	Central Concentration	1 LCFF Funds	2305	Medi-Cal Program Manager	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	2323	DATA ANL2	0.8	\$162,634	0004	Central Concentration	1 LCFF Funds	2405	Data Analyst for English Learners & Newcomers	Personnel
3	3.05	Attendance Supports	118	Garfield Elementary School	School	2325	ATTEND SP BI	0.4	\$39,441	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.01	Safe & Welcoming Schools	118	Garfield Elementary School	School	2330	NOON SUP	0.25	\$11,204	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	2356	DIR HEA WELL	1.0	\$262,736	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Director of Health & Wellness	Personnel

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3	3.07	Community Schools	922	Community Schools & Student Services	Central	2357	ED COM SCH	1.0	\$282,872	0005	Central Supplemental	1 LCFF Funds	2305	Executive Director of Community Schools & Student Services	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	2358	TCHR STR ENG	0.8	\$76,992	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	2364	TCHR ED ENHN	0.4	\$44,557	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	2364	TCHR ED ENHN	0.6	\$66,835	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	2381	TCHR STR ENG	0.4	\$40,815	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	2421	TCHR STR ENG	1.0	\$148,499	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.07	Foster Youth Achievement	922	Community Schools & Student Services	Central	2424	PM FOSTERYTH	1.0	\$233,609	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2305	Program Manager, Foster Youth	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	2429	TCHR STR ENG	0.4	\$40,271	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Intervention Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	2429	TCHR STR ENG	0.6	\$60,407	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	2437	TCHR STR ENG	0.35	\$51,537	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	106	Chabot Elementary School	School	2462	TCHR ED ENHN	1.0	\$163,760	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	2465	TCHR STR ENG	0.2	\$25,521	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	2465	TCHR STR ENG	0.2	\$25,521	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	2472	C&C PATH CCH	0.25	\$45,144	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	2472	C&C PATH CCH	0.25	\$45,144	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.04	Visual & Performing Arts	215	Madison Park Academy Upper	School	2474	TCHR STR ENG	1.0	\$80,188	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.05	Early Childhood Learning	169	Oakland Academy of Knowledge	School	2484	EARL LIT TUT	0.8	\$46,523	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.01	Safe & Welcoming Schools	228	United For Success Academy	School	2486	CULTU KEEPER	1.0	\$82,538	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	2515	TCHR STR ENG	0.2	\$31,014	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	2527	TCHR STR ENG	0.2	\$31,358	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	2530	TCHR STR ENG	0.2	\$24,204	7339	College & Career Access Pathway	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	212	Roosevelt Middle School	School	2544	TCHR STR ENG	1.0	\$158,720	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.05	Attendance Supports	304	Oakland High School	School	2555	CASE MGR20	1.0	\$104,264	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	160	Lockwood STEAM Academy	School	2586	CULTU KEEPER	1.0	\$73,408	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	8901	TSA 11M 12P	0.42	\$73,703	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Career Transition	Personnel
5	5.05	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$4,066	7399	LCFF Equity Multiplier	2 Other State Funds	1120	LCFF funds will be used to fund extra work outside to school hours teachers for specific areas (e.g., Instructional Leadership Team meetings) to invest more time and energy in those areas, potentially leading to better student performance.	Personnel
5	5.05	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$1,241	7399	LCFF Equity Multiplier	2 Other State Funds	4310	Materials and supplies to support academic acceleration	Non-Personnel
1	1.04	Visual & Performing Arts	204	West Oakland Middle School	School	2593	TCHR STR ENG	0.4	\$44,860	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers in Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	133	Lincoln Elementary School	School	2596	NOON SUP	0.6	\$26,891	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	2598	DISPATCH SS	1.0	\$106,471	0004	Central Concentration	1 LCFF Funds	2405	Security & Safety Dispatcher	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	922	Community Schools & Student Services	Central	2613	COOD RES JUS	1.0	\$251,926	0004	Central Concentration	1 LCFF Funds	2305	Restorative Justice Coordinator	Personnel
3	3.05	Attendance Supports	127	Hillcrest School	School	2617	ATTEND SP	0.4	\$29,739	9337	PTA/PTSA Funds	3 Local Funds	2205	Attendance Specialist	Personnel
1	1.03	Equitable Access to a Broad Course of Study	175	Manzanita Seed Elementary School	School	2623	TCHR ED ENHN	0.2	\$30,133	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	175	Manzanita Seed Elementary School	School	2623	TCHR ED ENHN	0.8	\$120,533	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	2626	SP TRANSSPN	1.0	\$116,794	0004	Central Concentration	1 LCFF Funds	2205	Spanish Translator/Interpreter	Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	2636	AP MIDDLE	1.0	\$157,453	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
2	2.10	Newcomer Achievement	206	Bret Harte Middle School	School	2643	TCHR STR ENG	0.5	\$56,440	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	2644	PM BEHAVHEL	1.0	\$210,489	0004	Central Concentration	1 LCFF Funds	2305	Behavioral Health Program Manager	Personnel
3	3.01	Safe & Welcoming Schools	219	Frick United Academy of Language	School	2645	AP MIDDLE	1.0	\$184,330	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1305	Assistant Principal, Middle	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	2647	TCHR STR ENG	1.0	\$140,676	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	2658	TCHR STR ENG	0.25	\$21,410	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	2658	TCHR STR ENG	0.25	\$21,410	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	2669	TCHR STR ENG	1.0	\$136,611	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	2683	TCHR DEPT HD	0.2	\$27,238	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	2683	TCHR DEPT HD	0.8	\$108,954	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	2690	EARL LIT TUT	0.4	\$21,946	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	3694	EARL LIT TUT	0.4	\$21,946	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	148	Redwood Heights Elementary School	School	2707	TCHR ED ENHN	0.2	\$33,662	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	148	Redwood Heights Elementary School	School	2707	TCHR ED ENHN	0.8	\$134,648	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	2746	RES ASSO ECE	1.0	\$196,481	0004	Central Concentration	1 LCFF Funds	2405	Research Associate, Early Literacy	Personnel
3	3.01	Safe & Welcoming Schools	309	Ralph J. Bunche Academy	School	2765	CULTU KEEPER	1.0	\$90,410	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	201	Claremont Middle School	School	2769	CULTU KEEPER	1.0	\$82,002	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	2775	TCHR STR ENG	0.5	\$41,461	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary History/Social Science Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	2775	TCHR STR ENG	0.5	\$41,461	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	2792	PM NEWCOMER	0.6	\$141,876	4201	Title III, Part A: Immigrant Education Program	4 Federal Funds	2305	Program Manager, Newcomer & Refugee/Asylee Support	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	2792	PM NEWCOMER	0.4	\$94,584	7824	PHI Afghan Refugee School Impact Grant	2 Other State Funds	2305	Program Manager, Newcomer & Refugee/Asylee Support	Personnel
1	1.07	College & Career for All	928	Counseling	Central	2797	MGRC&CPATH	0.25	\$65,978	6383	Golden State Pathways Program	2 Other State Funds	2305	Dual Enrollment Manager	Personnel
1	1.07	College & Career for All	928	Counseling	Central	2797	MGRC&CPATH	0.25	\$65,978	6383	Golden State Pathways Program	2 Other State Funds	1205	Dual Enrollment Manager	Personnel
1	1.07	College & Career for All	928	Counseling	Central	2797	MGRC&CPATH	0.25	\$66,100	6383	Golden State Pathways Program	2 Other State Funds	2305	Dual Enrollment Manager	Personnel
1	1.07	College & Career for All	928	Counseling	Central	2797	MGRC&CPATH	0.25	\$66,100	6383	Golden State Pathways Program	2 Other State Funds	1205	Dual Enrollment Manager	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	2803	C&C PATH CCH	0.25	\$50,899	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	2803	C&C PATH CCH	0.35	\$71,258	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	2812	TCHR STR ENG	0.5	\$74,458	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	2815	AP HIGH	1.0	\$183,607	9339	Measure H Parcel Tax	3 Local Funds	1305	Assistant Principal, High	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	2820	TCHR STR ENG	0.2	\$19,502	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	2824	AP MIDDLE	1.0	\$152,067	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.01	Safe & Welcoming Schools	212	Roosevelt Middle School	School	2829	AP MIDDLE	1.0	\$167,824	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
1	1.04	Visual & Performing Arts	179	Manzanita Community School	School	2835	TCHR ED ENHN	0.4	\$58,051	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.03	Equitable Access to a Broad Course of Study	179	Manzanita Community School	School	2835	TCHR ED ENHN	0.6	\$87,076	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	335	Life Academy	School	2836	TCHR STR ENG	0.4	\$40,140	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Science Teacher	Personnel
3	3.01	Safe & Welcoming Schools	232	Coliseum College Prep Academy	School	2854	CULTU KEEPER	1.0	\$57,244	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	2870	CULTU KEEPER	1.0	\$57,244	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	136	Horace Mann Elementary School	School	2888	NOON SUP	0.1	\$4,489	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
3	3.05	Attendance Supports	335	Life Academy	School	2900	CASE MGR20	0.2	\$26,832	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	335	Life Academy	School	2900	CASE MGR20	0.8	\$107,327	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	136	Horace Mann Elementary School	School	2910	ATTEND SP	0.2	\$12,061	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	136	Horace Mann Elementary School	School	2910	ATTEND SP	0.1	\$6,031	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	2916	TCHR ED ENHN	0.8	\$75,725	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	2916	TCHR ED ENHN	0.2	\$18,931	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	2936	AP MIDDLE	1.0	\$184,386	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	2959	TCHR STR ENG	0.1	\$13,652	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	2963	TCHR STR ENG	1.0	\$104,310	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary History/Social Science Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	2976	TCHR STR ENG	0.29	\$29,025	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	2976	TCHR STR ENG	0.71	\$71,061	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	305	Oakland Technical High School	School	2987	TCHR STR ENG	0.2	\$28,407	7220	Partnership Academies Program	2 Other State Funds	1105	Secondary Science Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	305	Oakland Technical High School	School	2987	TCHR STR ENG	0.3	\$42,610	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Science Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	305	Oakland Technical High School	School	2987	TCHR STR ENG	0.3	\$42,610	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Science Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	2991	TCHR STR ENG	1.0	\$161,814	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3018	SITE LIA WRK	0.25	\$40,351	6383	Golden State Pathways Program	2 Other State Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3018	SITE LIA WRK	0.25	\$40,351	6383	Golden State Pathways Program	2 Other State Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3018	SITE LIA WRK	0.25	\$40,351	6383	Golden State Pathways Program	2 Other State Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3018	SITE LIA WRK	0.25	\$40,351	6383	Golden State Pathways Program	2 Other State Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	3023	TCHR STR ENG	0.2	\$27,494	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Science Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	353	Oakland International High School	School	3038	TCHR STR ENG	1.0	\$93,018	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary Physical Education Teacher	Personnel
1	1.08	Counseling & Equitable Master Scheduling	353	Oakland International High School	School	3040	COUNSELOR	0.8	\$104,457	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.10	Network-Based School Supports	353	Oakland International High School	School	3040	COUNSELOR	0.2	\$26,114	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1205	Academic Counselor	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	3041	TCHR STR ENG	0.1	\$10,143	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	3041	TCHR STR ENG	0.9	\$91,287	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	3052	SP SCH TECH	1.0	\$133,174	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
2	2.01	African American Student Achievement	306	Skyline High School	School	3056	FCL MAN DEV	1.0	\$92,948	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	304	Oakland High School	School	3064	FCL MAN DEV	1.0	\$95,715	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	146	Piedmont Avenue Elementary School	School	3075	FCL MAN DEV	0.5	\$49,979	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel

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4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	3085	CENT OFFPART	0.4	\$136,365	0005	Central Supplemental	1 LCFF Funds	2305	Central Office Partner	Personnel
3	3.01	Safe & Welcoming Schools	125	Highland Community School	School	3095	NOON SUP	0.3	\$13,445	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	3096	CULTU KEEPER	1.0	\$105,289	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	177	Esperanza Elementary School	School	3100	ATTEND SP BI	0.4	\$39,341	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.01	Safe & Welcoming Schools	103	Brookfield Elementary School	School	3109	NOON SUP	0.2	\$12,791	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	228	United For Success Academy	School	3130	TCHR STR ENG	0.6	\$62,852	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	3130	TCHR STR ENG	0.2	\$20,951	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	3132	AP HIGH	1.0	\$198,370	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	3149	TCHR STR ENG	0.5	\$46,372	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Ethnic Studies Teacher	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	3152	CULTU KEEPER	1.0	\$67,043	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	338	MetWest High School	School	3156	CULTU KEEPER	1.0	\$88,163	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	168	Carl B. Munck Elementary School	School	3158	TCHR ED ENHN	0.4	\$48,937	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.04	Visual & Performing Arts	190	Think College Now Elementary School	School	3161	TCHR ED ENHN	0.6	\$66,986	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	182	Martin Luther King, Jr. Elementary School	School	3184	CULTU KEEPER	1.0	\$82,763	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	3199	TCHR STR ENG	0.5	\$73,326	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	3199	TCHR STR ENG	0.5	\$73,326	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	212	Roosevelt Middle School	School	3222	TCHR STR ENG	1.0	\$130,629	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	3232	TCHR STR ENG	0.9	\$91,833	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	353	Oakland International High School	School	3232	TCHR STR ENG	0.1	\$10,204	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	3264	COUNSELOR	1.0	\$135,431	9339	Measure H Parcel Tax	3 Local Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	3278	TCHR STR ENG	1.0	\$120,491	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	3305	TCHR STR ENG	0.2	\$19,321	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	232	Coliseum College Prep Academy	School	3305	TCHR STR ENG	0.8	\$77,284	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	3306	TCHR STR ENG	0.2	\$25,574	7220	Partnership Academies Program	2 Other State Funds	1105	Secondary History/Social Science Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	3306	TCHR STR ENG	0.8	\$102,297	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	232	Coliseum College Prep Academy	School	3308	COUNSELOR	1.0	\$105,430	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	353	Oakland International High School	School	3317	TCHR STR ENG	0.1	\$10,827	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	3317	TCHR STR ENG	0.9	\$97,444	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
2	2.11	Alternative Education	309	Ralph J. Bunche Academy	School	3319	TCHR STR ENG	0.15	\$16,932	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
3	3.05	Attendance Supports	101	Allendale Elementary School	School	3322	ATTEND SP BI	0.5	\$29,916	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.09	Family Partnerships & Language Access	133	Lincoln Elementary School	School	3323	COMRELAST1B	1.0	\$107,054	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
1	1.03	Equitable Access to a Broad Course of Study	353	Oakland International High School	School	3325	TCHR STR ENG	0.8	\$122,319	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	306	Skyline High School	School	3326	COUNSELOR	0.4	\$51,875	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	204	West Oakland Middle School	School	3328	TCHR STR ENG	0.4	\$57,747	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	112	Greenleaf Elementary School	School	3356	TCHR ED ENHN	0.2	\$27,743	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	112	Greenleaf Elementary School	School	3356	TCHR ED ENHN	0.8	\$110,972	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	3358	CULTU KEEPER	1.0	\$81,977	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	160	Lockwood STEAM Academy	School	3361	ATTEND SP	0.1	\$8,402	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.03	Equitable Access to a Broad Course of Study	112	Greenleaf Elementary School	School	3372	TCHR ED ENHN	0.2	\$16,212	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	3388	TSA PS 11M	1.0	\$158,999	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
2	2.10	Newcomer Achievement	215	Madison Park Academy Upper	School	3389	TCHR STR ENG	0.8	\$122,490	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	3389	TCHR STR ENG	0.2	\$30,623	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	3411	TCHR STR ENG	0.5	\$46,945	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	236	Urban Promise Academy	School	3413	CULTU KEEPER	1.0	\$57,888	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	112	Greenleaf Elementary School	School	3419	TCHR STR ENG	1.0	\$126,171	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	3434	TCHR STR ENG	0.5	\$61,328	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.05	Early Childhood Learning	102	Bella Vista Elementary School	School	3445	EARL LIT TUT	0.8	\$40,995	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	3449	TCHR STR ENG	1.0	\$99,256	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	3455	TCHR STR ENG	0.3	\$29,796	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	3455	TCHR STR ENG	0.1	\$9,932	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Intervention Teacher	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	3464	CULTU KEEPER	1.0	\$54,469	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	3467	TCHR STR ENG	0.3	\$37,535	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	3467	TCHR STR ENG	0.6	\$75,071	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
2	2.11	Alternative Education	964	High School Network	Central	3472	ED ALTERNED	1.0	\$276,481	0006	S&C Carryover	1 LCFF Funds	1305	Executive Director of Alternative Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	3476	EARL LIT TUT	0.8	\$67,688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.07	Community Schools	235	Melrose Leadership Academy	School	3480	PM COM SCH11	0.4	\$60,899	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	235	Melrose Leadership Academy	School	3480	PM COM SCH11	0.35	\$53,286	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	235	Melrose Leadership Academy	School	3480	PM COM SCH11	0.25	\$38,062	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	170	Hoover Elementary School	School	3504	TCHR ED ENHN	0.4	\$31,635	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	170	Hoover Elementary School	School	3504	TCHR ED ENHN	0.6	\$47,452	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	3512	COOD POST SE	1.0	\$221,709	0005	Central Supplemental	1 LCFF Funds	2305	Coordinator of Post-Secondary Readiness	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	3513	C&C PATH CCH	0.5	\$101,553	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	3513	C&C PATH CCH	0.25	\$50,776	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	3513	C&C PATH CCH	0.25	\$50,776	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3520	C&C PATH CCH	0.5	\$100,529	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3520	C&C PATH CCH	0.25	\$50,264	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3520	C&C PATH CCH	0.25	\$50,264	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
3	3.05	Attendance Supports	193	Reach Academy	School	3521	ATTEND SP BI	0.4	\$31,056	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	115	Emerson Elementary School	School	3529	ATTEND SP	0.5	\$37,061	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Attendance Specialist	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	3538	TCHR STR ENG	0.3	\$32,235	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.01	Safe & Welcoming Schools	228	United For Success Academy	School	3550	AP MIDDLE	1.0	\$194,118	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	3569	TCHR STR ENG	0.25	\$29,525	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	3569	TCHR STR ENG	0.25	\$29,525	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	3577	AP HIGH	1.0	\$196,079	9339	Measure H Parcel Tax	3 Local Funds	1305	Assistant Principal, High	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	3582	TCHR STR ENG	1.0	\$108,534	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	3584	TCHR ED ENHN	0.1	\$15,797	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	3584	TCHR ED ENHN	0.4	\$63,189	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	3584	TCHR ED ENHN	0.5	\$78,986	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.05	Early Childhood Learning	177	Esperanza Elementary School	School	3600	EARL LIT TUT	0.8	\$66,434	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	3640	TCHR STR ENG	1.0	\$82,923	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	212	Roosevelt Middle School	School	3654	TCHR STR ENG	1.0	\$123,100	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	3657	TCHR STR ENG	1.0	\$122,280	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3662	TCHR STR ENG	0.375	\$46,670	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	3662	TCHR STR ENG	0.375	\$46,670	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
3	3.05	Attendance Supports	236	Urban Promise Academy	School	3669	ATTEND SP BI	0.4	\$29,062	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	3671	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.05	Attendance Supports	131	Laurel Elementary School	School	3673	ATTEND SP	0.4	\$22,278	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Attendance Specialist	Personnel
3	3.01	Safe & Welcoming Schools	204	West Oakland Middle School	School	3680	AP MIDDLE	1.0	\$208,493	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
3	3.05	Attendance Supports	204	West Oakland Middle School	School	3689	ATTEND SP	0.7	\$58,812	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.08	Counseling & Equitable Master Scheduling	304	Oakland High School	School	3697	COUNSELOR	1.0	\$101,671	9339	Measure H Parcel Tax	3 Local Funds	1205	Academic Counselor	Personnel
1	1.05	Early Childhood Learning	133	Lincoln Elementary School	School	3704	EARL LIT TUT	0.8	\$37,649	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.03	Student Health & Wellness	965	Middle School Network	Central	3709	ADMNASST120	1.0	\$123,901	9026	Robert & Kathryn Riddell Fund (San Francisco Foundation)	3 Local Funds	2405	Administrative Assistant, Oakland Goes Outdoors	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	3722	STATISTICIAN	0.6	\$131,139	0004	Central Concentration	1 LCFF Funds	2305	Statistician	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	3725	AP MIDDLE	1.0	\$176,528	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
1	1.08	Counseling & Equitable Master Scheduling	302	Fremont High School	School	3731	COUNSELOR	1.0	\$144,204	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	201	Claremont Middle School	School	3733	TCHR STR ENG	0.75	\$97,972	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	3734	COOD COMSCH	1.0	\$218,586	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Community School Leadership Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	219	Frick United Academy of Language	School	3742	CULTU KEEPER	1.0	\$65,603	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	3748	PM BEHAVHEL	1.0	\$210,489	0004	Central Concentration	1 LCFF Funds	2305	Behavioral Health Program Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	3759	EARL LIT TUT	0.8	\$67,671	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	3766	HUMCAPST MGR	0.6	\$121,743	0005	Central Supplemental	1 LCFF Funds	2305	Human Capital Reporting Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	3768	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	3782	EARL LIT TUT	0.8	\$57,849	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	3794	CULTU KEEPER	1.0	\$105,123	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	3796	TCHR STR ENG	0.3	\$34,640	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.05	Attendance Supports	304	Oakland High School	School	3797	CASE MGR20	1.0	\$148,340	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	3799	MGR COM PART	1.0	\$226,775	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Manager, Community Partnerships	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	3805	TCHR STR ENG	0.3	\$37,704	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.08	Counseling & Equitable Master Scheduling	219	Frick United Academy of Language	School	3813	COUNSELOR	1.0	\$174,267	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	338	MetWest High School	School	3815	CULTU KEEPER	1.0	\$82,154	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	3826	CULTU KEEPER	1.0	\$81,872	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3839	SP COL&CAR	0.2	\$27,657	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3839	SP COL&CAR	0.4	\$55,314	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	3839	SP COL&CAR	0.4	\$55,314	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
1	1.05	Early Childhood Learning	125	Highland Community School	School	3841	EARL LIT TUT	0.8	\$57,849	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	3845	TCHR STR ENG	0.5	\$62,962	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	3856	TAL DEV ASSO	0.2	\$40,536	0005	Central Supplemental	1 LCFF Funds	2305	Talent Development Associate, Elementary Schools	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	3856	TAL DEV ASSO	0.8	\$162,143	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	2305	Talent Development Associate, Elementary Schools	Personnel
3	3.05	Attendance Supports	330	Sojourner Truth Independent Study	School	3859	ATTEND SP	0.5	\$34,049	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.10	Network-Based School Supports	963	Elementary Network 3	Central	3861	NET PART	1.0	\$240,332	0005	Central Supplemental	1 LCFF Funds	2305	Network Partner, Elementary Network 3	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	3865	TCHR STR ENG	1.0	\$110,184	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	201	Claremont Middle School	School	3876	TCHR STR ENG	0.5	\$58,612	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.05	Attendance Supports	114	Global Family School	School	3883	ATTEND SP BI	0.4	\$22,722	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	106	Chabot Elementary School	School	3889	ATTEND SP	0.2	\$17,619	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Attendance Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	228	United For Success Academy	School	3899	TCHR STR ENG	0.5	\$57,177	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.05	Attendance Supports	154	Madison Park Academy Primary	School	3923	ATTEND SP BI	0.1	\$4,821	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	172	Fred T. Korematsu Discovery Academy	School	3924	ATTEND SP BI	0.2	\$9,642	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	169	Oakland Academy of Knowledge	School	3929	ATTEND SP	0.2	\$13,177	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	3938	ATTEND SP BI	0.5	\$48,621	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.11	District Communication	958	Communications	Central	4016	DIR COMMUNI	0.6	\$151,337	0005	Central Supplemental	1 LCFF Funds	2305	Director of Communications	Personnel
0	0.00	Not in LCAP	929	Office of Equity	Central	4032	SP TRANSSPN	1.0	\$147,025	0000	Unrestricted	1 LCFF Funds	2205	Spanish Translator/Interpreter	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	4034	COOD CAR COL	1.0	\$220,269	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	Computer Science Coordinator	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	212	Roosevelt Middle School	School	4036	TCHR STR ENG	0.8	\$75,111	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	4042	SP TRANSSPN	1.0	\$123,906	0004	Central Concentration	1 LCFF Funds	2205	Spanish Translator/Interpreter	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	4073	SP SCH TECH	1.0	\$122,799	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	4075	TCHR STR ENG	1.0	\$109,077	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	206	Bret Harte Middle School	School	4076	TCHR STR ENG	0.7	\$88,346	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Intervention Teacher	Personnel
3	3.05	Attendance Supports	338	MetWest High School	School	4079	ATTEND SP BI	0.7	\$68,846	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.04	Visual & Performing Arts	178	Bridges Academy at Melrose	School	4102	TCHR ED ENHN	0.8	\$98,980	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	4115	AP HIGH	1.0	\$204,506	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4129	TCHR DEPT HD	0.25	\$31,610	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4129	TCHR DEPT HD	0.25	\$31,610	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	4138	TCHR STR ENG	0.4	\$48,411	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	4139	TCHR STR ENG	0.5	\$47,051	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	4152	TCHR STR ENG	1.0	\$127,490	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel

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3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	4161	COM RELAST2B	1.0	\$110,871	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	4181	TCHR STR ENG	0.1	\$17,246	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	1105	Secondary Science Teacher	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	4183	SITE LIA WRK	1.0	\$151,466	9339	Measure H Parcel Tax	3 Local Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4184	TCHR STR ENG	0.2	\$25,835	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4184	TCHR STR ENG	0.2	\$25,835	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	4185	TCHR STR ENG	1.0	\$79,614	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	4186	TCHR STR ENG	0.5	\$48,302	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	4188	TCHR STR ENG	1.0	\$93,581	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	204	West Oakland Middle School	School	4204	TCHR STR ENG	0.4	\$42,950	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	116	Franklin Elementary School	School	4209	TCHR ED ENHN	0.9	\$136,518	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	194	Sankofa United Elementary School	School	4217	TCHR ED ENHN	0.4	\$31,609	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	194	Sankofa United Elementary School	School	4217	TCHR ED ENHN	0.1	\$7,902	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.05	Attendance Supports	335	Life Academy	School	4220	CASE MGR20	0.4	\$59,572	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	335	Life Academy	School	4220	CASE MGR20	0.1	\$14,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	4222	TCHR STR ENG	0.625	\$88,383	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.08	Counseling & Equitable Master Scheduling	112	Greenleaf Elementary School	School	4246	COUNSELOR	0.4	\$47,004	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	4248	TCHR STR ENG	0.5	\$47,051	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	4257	DATA ANL2	0.51	\$93,151	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Data Analyst for Community Schools, Student Services & Outdoor Experience Project	Personnel
1	1.09	Data-Driven Decision Making	922	Community Schools & Student Services	Central	4257	DATA ANL2	0.15	\$27,397	5844	Healthy Oakland Teens	3 Local Funds	2405	Data Analyst for Community Schools, Student Services & Outdoor Experience Project	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	4257	DATA ANL2	0.34	\$62,101	9026	Robert & Kathryn Riddell Fund (San Francisco Foundation)	3 Local Funds	2405	Data Analyst for Community Schools, Student Services & Outdoor Experience Project	Personnel
1	1.08	Counseling & Equitable Master Scheduling	304	Oakland High School	School	4262	COUNSELOR	0.8	\$116,735	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	201	Claremont Middle School	School	4264	COUNSELOR	1.0	\$167,116	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	182	Martin Luther King, Jr. Elementary School	School	4270	TCHR ED ENHN	0.2	\$28,377	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	182	Martin Luther King, Jr. Elementary School	School	4270	TCHR ED ENHN	0.8	\$113,506	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	4283	LIBRARY TECH	1.0	\$96,018	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	4303	TCHR STR ENG	1.0	\$149,342	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.05	Attendance Supports	215	Madison Park Academy Upper	School	4304	ATTEND SP BI	0.1	\$4,932	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.08	Counseling & Equitable Master Scheduling	210	Edna Brewer Middle School	School	4308	COUNSELOR	0.6	\$81,100	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	4311	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	115	Emerson Elementary School	School	4314	TCHR ED ENHN	0.2	\$18,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	115	Emerson Elementary School	School	4314	TCHR ED ENHN	0.8	\$74,399	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.08	Counseling & Equitable Master Scheduling	302	Fremont High School	School	4329	COUNSELOR	1.0	\$150,348	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel

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1	1.08	Counseling & Equitable Master Scheduling	229	Elmhurst United Middle School	School	4332	COUNSELOR	1.0	\$128,301	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4369	NEWCOM ASST	1.0	\$79,054	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
3	3.11	District Communication	958	Communications	Central	4374	PRODUCER	0.5	\$72,705	0005	Central Supplemental	1 LCFF Funds	2405	KDOL Producer	Personnel
3	3.05	Attendance Supports	190	Think College Now Elementary School	School	4375	ATTEND SP BI	0.1	\$7,375	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	186	International Community School	School	4376	ATTEND SP BI	0.1	\$7,375	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4414	TCHR STR ENG	1.0	\$153,749	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	146	Piedmont Avenue Elementary School	School	4430	TCHR ED ENHN	0.2	\$33,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	146	Piedmont Avenue Elementary School	School	4430	TCHR ED ENHN	0.8	\$132,002	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
3	3.05	Attendance Supports	335	Life Academy	School	4431	ATTEND SP BI	0.4	\$26,750	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.05	Early Childhood Learning	131	Laurel Elementary School	School	4450	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	4455	ATTEND SP BI	0.5	\$33,290	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	4476	PM BEHAVHEL	0.1	\$17,831	0004	Central Concentration	1 LCFF Funds	2305	Behavioral Health Program Manager	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	4476	PM BEHAVHEL	0.9	\$160,477	9040	LEA Medi-Cal Former 5640	3 Local Funds	2305	Behavioral Health Program Manager	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4494	NEWCOM ASST	0.6	\$36,061	9243	Association for Continuing Higher Education	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4494	NEWCOM ASST	0.3	\$18,030	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4494	NEWCOM ASST	0.3	\$18,030	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
3	3.01	Safe & Welcoming Schools	190	Think College Now Elementary School	School	4495	NOON SUP	0.4	\$17,927	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	4497	SP BEHAVIOR	1.0	\$160,020	0004	Central Concentration	1 LCFF Funds	2205	Behavior Specialist	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	4508	TCHR STR ENG	0.5	\$76,147	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.01	African American Student Achievement	303	McClymonds High School	School	4517	FCL MAN DEV	1.0	\$115,462	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	4518	TCHR STR ENG	0.29	\$37,816	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	4518	TCHR STR ENG	0.29	\$37,816	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	4554	TCHR STR ENG	0.5	\$74,747	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	4564	TCHR STR ENG	0.2	\$22,109	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	306	Skyline High School	School	4568	TCHR STR ENG	0.2	\$29,369	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	4579	TCHR STR ENG	1.0	\$144,147	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	201	Claremont Middle School	School	4585	AP MIDDLE	1.0	\$181,653	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
1	1.03	Equitable Access to a Broad Course of Study	228	United For Success Academy	School	4586	TCHR STR ENG	1.0	\$119,724	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	127	Hillcrest School	School	4601	TCHR ED ENHN	0.6	\$55,811	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	127	Hillcrest School	School	4601	TCHR ED ENHN	0.4	\$37,207	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	160	Lockwood STEAM Academy	School	4619	TCHR ED ENHN	1.0	\$115,867	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	213	Westlake Middle School	School	4622	TCHR STR ENG	0.4	\$42,444	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	4622	TCHR STR ENG	0.6	\$63,666	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	4642	TCHR ED ENHN	1.0	\$111,194	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	4648	AP HIGH	1.0	\$216,769	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.08	Counseling & Equitable Master Scheduling	228	United For Success Academy	School	4658	COUNSELOR	0.8	\$117,666	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.04	Behavioral & Mental Health	160	Lockwood STEAM Academy	School	4662	SOC WRKR	0.75	\$103,269	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	160	Lockwood STEAM Academy	School	4662	SOC WRKR	0.25	\$34,423	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
1	1.03	Equitable Access to a Broad Course of Study	212	Roosevelt Middle School	School	4667	TCHR STR ENG	0.4	\$48,248	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	219	Frick United Academy of Language	School	4694	TCHR STR ENG	0.8	\$115,494	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	219	Frick United Academy of Language	School	4694	TCHR STR ENG	0.2	\$28,874	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary World Language Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	4697	TCHR STR ENG	1.0	\$123,903	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	211	Montera Middle School	School	4705	COUNSELOR	1.0	\$150,523	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	4726	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	219	Frick United Academy of Language	School	4748	TCHR STR ENG	0.3	\$23,720	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Science Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	4749	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4771	TCHR STR ENG	1.0	\$134,683	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	4774	TCHR STR ENG	0.2	\$21,490	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	353	Oakland International High School	School	4774	TCHR STR ENG	0.8	\$85,959	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	304	Oakland High School	School	4775	TCHR STR ENG	1.0	\$113,516	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	4782	PM AFTERSCH	0.75	\$156,137	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	4782	PM AFTERSCH	0.25	\$52,046	6010	After School Education & Safety (ASES)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
1	1.03	Equitable Access to a Broad Course of Study	117	Fruitvale Elementary School	School	4785	TCHR ED ENHN	0.4	\$48,976	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	117	Fruitvale Elementary School	School	4785	TCHR ED ENHN	0.6	\$73,464	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	4806	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	213	Westlake Middle School	School	4809	COUNSELOR	0.8	\$122,099	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	215	Madison Park Academy Upper	School	4812	COUNSELOR	1.0	\$112,437	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	4824	COUNSELOR	0.8	\$109,860	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	4848	TCHR STR ENG	0.3	\$34,162	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	4850	SP WELLNESS	1.0	\$121,617	9206	Alam.cty.pub.health-health&wel	3 Local Funds	2205	Wellness Specialist	Personnel
1	1.03	Equitable Access to a Broad Course of Study	213	Westlake Middle School	School	4859	TCHR STR ENG	1.0	\$110,184	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	4874	DIR CC PATH	1.0	\$254,904	0005	Central Supplemental	1 LCFF Funds	1305	Director of Linked Learning	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4885	NEWCOM ASST	1.0	\$63,069	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
3	3.01	Safe & Welcoming Schools	112	Greenleaf Elementary School	School	4898	NOON SUP	0.5	\$21,538	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel

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2	2.10	Newcomer Achievement	206	Bret Harte Middle School	School	4903	SOC WRKR	0.5	\$51,472	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	4905	SOC WRKR	1.0	\$127,450	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
1	1.05	Early Childhood Learning	119	Glenview Elementary School	School	4908	EARL LIT TUT	0.8	\$47,871	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	4923	TCHR STR ENG	1.0	\$144,378	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	4934	NEWCOM ASST	0.8	\$54,442	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
2	2.10	Newcomer Achievement	304	Oakland High School	School	4938	SOC WRKR	1.0	\$172,043	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	4947	COODAFSCHPGM	0.5	\$106,800	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	After School Programs Coordinator	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	4947	COODAFSCHPGM	0.5	\$106,800	6010	After School Education & Safety (ASES)	2 Other State Funds	2305	After School Programs Coordinator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	4952	EARL LIT TUT	0.8	\$47,871	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	206	Bret Harte Middle School	School	5095	TCHR STR ENG	0.6	\$83,229	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	206	Bret Harte Middle School	School	5095	TCHR STR ENG	0.3	\$41,615	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
2	2.10	Newcomer Achievement	206	Bret Harte Middle School	School	5095	TCHR STR ENG	0.1	\$13,872	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	204	West Oakland Middle School	School	5099	TCHR STR ENG	0.2	\$20,951	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
2	2.01	African American Student Achievement	305	Oakland Technical High School	School	11334	FCL MAN DEV	0.5	\$56,259	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	305	Oakland Technical High School	School	11334	FCL MAN DEV	0.5	\$47,707	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	183	Prescott School	School	5107	FCL MAN DEV	1.0	\$144,050	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
3	3.01	Safe & Welcoming Schools	183	Prescott School	School	5135	NOON SUP	0.2	\$12,298	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	5154	PM AFTERSCH	0.5	\$96,229	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
3	3.05	Attendance Supports	175	Manzanita Seed Elementary School	School	5176	ATTEND SP BI	0.4	\$32,296	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	5177	ATTEND SP BI	0.1	\$7,708	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	138	Markham Elementary School	School	5178	ATTEND SP BI	0.5	\$35,756	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	183	Prescott School	School	5184	ATTEND SP	0.3	\$29,350	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.05	Attendance Supports	183	Prescott School	School	5184	ATTEND SP	0.1	\$9,783	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Attendance Specialist	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	5191	CULTU KEEPER	1.0	\$91,510	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	5192	CULTU KEEPER	1.0	\$82,151	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	206	Bret Harte Middle School	School	5193	CULTU KEEPER	1.0	\$79,002	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.03	Equitable Access to a Broad Course of Study	107	East Oakland PRIDE Elementary School	School	5204	TCHR ED ENHN	0.6	\$83,226	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.05	Early Childhood Learning	181	EnCompass Academy	School	5265	EARL LIT TUT	0.8	\$37,700	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	114	Global Family School	School	5268	EARL LIT TUT	0.8	\$63,956	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	5269	EARL LIT TUT	0.8	\$37,649	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	5273	TCHR STR ENG	0.5	\$83,743	6383	Golden State Pathways Program	2 Other State Funds	1105	Secondary World Language Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	5309	EARL LIT TUT	0.8	\$30,175	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	6164	TCHR STR ENG	0.6	\$81,388	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	6165	TCHR STR ENG	1.0	\$91,851	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	335	Life Academy	School	6168	TCHR STR ENG	0.4	\$37,556	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	6169	TCHR STR ENG	0.8	\$130,655	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	310	Dewey Academy	School	6184	TCHR STR ENG	0.2	\$25,614	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Physical Education Teacher	Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	6185	TCHR STR ENG	0.4	\$42,887	6383	Golden State Pathways Program	2 Other State Funds	1105	Secondary Elective Teacher	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	6187	TCHR STR ENG	0.25	\$33,180	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	6187	TCHR STR ENG	0.25	\$33,180	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	6194	TCHR STR ENG	0.375	\$39,311	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	204	West Oakland Middle School	School	6201	TCHR STR ENG	0.4	\$49,782	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.04	Students with Disabilities Achievement	910	Early Childhood Education	Central	6204	TSA PS 11M	1.0	\$180,181	9186	First 5 Measure AA	3 Local Funds	1119	Early Childhood Special Education Program Specialist & Early Learning Coach	Personnel
2	2.10	Newcomer Achievement	236	Urban Promise Academy	School	6210	SOC WRKR	0.5	\$63,726	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Newcomer Social Worker	Personnel
2	2.10	Newcomer Achievement	236	Urban Promise Academy	School	6210	SOC WRKR	0.5	\$63,726	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	6212	TSA 11M 12P	1.0	\$173,272	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
1	1.03	Equitable Access to a Broad Course of Study	119	Glenview Elementary School	School	6214	TCHR ED ENHN	1.0	\$83,775	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	154	Madison Park Academy Primary	School	6217	TCHR ED ENHN	0.4	\$44,074	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	154	Madison Park Academy Primary	School	6217	TCHR ED ENHN	0.6	\$66,111	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	6275	AP HIGH	1.0	\$178,665	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	6276	AP HIGH	1.0	\$192,034	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	6277	AP HIGH	1.0	\$200,730	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	6279	COOD LIT	1.0	\$199,480	0005	Central Supplemental	1 LCFF Funds	1305	History/Social Studies Coordinator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	6280	COOD LIT	1.0	\$207,750	0005	Central Supplemental	1 LCFF Funds	1305	Secondary Literacy Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	179	Manzanita Community School	School	6287	COOD CERT	0.82	\$162,841	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1305	Assistant Principal, Elementary	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	6289	DIR SPED SS	1.0	\$250,599	0005	Central Supplemental	1 LCFF Funds	1305	Director of Middle School & Legal Support, Special Education	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	6290	DIR SPED SS	1.0	\$253,704	0005	Central Supplemental	1 LCFF Funds	1305	Director of High Schools & Alternative Education, Special Education	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	6292	AP HIGH	1.0	\$213,663	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.08	Counseling & Equitable Master Scheduling	309	Ralph J. Bunche Academy	School	6295	COUNSELOR	0.2	\$27,520	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	306	Skyline High School	School	6298	COUNSELOR	1.0	\$147,903	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	6299	COUNSELOR	1.0	\$156,785	0004	Central Concentration	1 LCFF Funds	1205	Academic Counselor, Newcomer Focus	Personnel
1	1.08	Counseling & Equitable Master Scheduling	306	Skyline High School	School	6300	COUNSELOR	1.0	\$177,369	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	6341	ADMNASST3B	0.4	\$67,051	9339	Measure H Parcel Tax	3 Local Funds	2405	Bilingual Administrative Assistant	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	10380	EARL LIT TUT	0.8	\$37,700	7399	LCFF Equity Multiplier	2 Other State Funds	2105	Early Literacy Tutor	Personnel
2	2.11	Alternative Education	907	Enrollment	Central	6363	STUDWELC COU	1.0	\$165,087	0004	Central Concentration	1 LCFF Funds	2405	Alternative Education Enrollment Counselor	Personnel
1	1.11	School Improvement	956	Continuous School Improvement	Central	6372	DC SCHL CSI	1.0	\$323,018	0005	Central Supplemental	1 LCFF Funds	2305	Deputy Chief of Continuous School Improvement	Personnel
3	3.05	Attendance Supports	219	Frick United Academy of Language	School	6448	ATTEND SP BI	0.4	\$37,631	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	6450	SP COL&CAR	0.7	\$91,928	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	928	Counseling	Central	8909	TSA PS 12M	0.7	\$117,454	7412	A–G Completion Grant: A–G Access/Success	2 Other State Funds	1119	Teacher on Special Assignment, Central Academic Recovery	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	6452	SP COL&CAR	1.0	\$118,046	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	6453	SP COL&CAR	0.4	\$56,114	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	6453	SP COL&CAR	0.6	\$84,171	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	6457	SP INSTR MAT	1.0	\$173,968	0005	Central Supplemental	1 LCFF Funds	2405	Instructional Materials Specialist	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	11012	LIAFAM PARBI	0.8	\$99,720	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	6493	TCHR STR ENG	0.5	\$82,498	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.11	Alternative Education	964	High School Network	Central	6496	PM HOME HOSP	1.0	\$173,796	0005	Central Supplemental	1 LCFF Funds	2305	Home & Hospital Program Manager	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	6504	COORD MEA N	1.0	\$218,368	9339	Measure H Parcel Tax	3 Local Funds	2305	Measure N/H & Action Research Coordinator	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	6505	PM HS OPS	1.0	\$217,949	9339	Measure H Parcel Tax	3 Local Funds	2305	Measure N/H Program Manager	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	6514	MGR MSTSCHD	1.0	\$223,741	0005	Central Supplemental	1 LCFF Funds	1305	Master Scheduling & Comprehensive Student Supports Manager	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	6515	COORD TRADES	1.0	\$239,817	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	CTE Skilled Trades & Apprenticeships Coordinator	Personnel
1	1.10	Network-Based School Supports	965	Middle School Network	Central	6523	PM MS OPS	0.5	\$105,984	9332	Measure G1 Parcel Tax	3 Local Funds	2305	Middle School Program Manager	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	6534	TSA PS 11M	1.0	\$175,511	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
1	1.08	Counseling & Equitable Master Scheduling	304	Oakland High School	School	6572	COUNSELOR	0.6	\$79,529	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	6616	DIR STU ACH	0.5	\$125,667	0004	Central Concentration	1 LCFF Funds	1305	Targeted Strategies Director	Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	6616	DIR STU ACH	0.25	\$62,833	0004	Central Concentration	1 LCFF Funds	1305	Targeted Strategies Director	Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	6616	DIR STU ACH	0.25	\$62,833	0004	Central Concentration	1 LCFF Funds	1305	Targeted Strategies Director	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	6617	ED EQUITY	0.2	\$58,816	0004	Central Concentration	1 LCFF Funds	2305	Executive Director of Equity	Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	6617	ED EQUITY	0.2	\$58,816	0004	Central Concentration	1 LCFF Funds	2305	Executive Director of Equity	Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	6617	ED EQUITY	0.2	\$58,816	0004	Central Concentration	1 LCFF Funds	2305	Executive Director of Equity	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	6617	ED EQUITY	0.2	\$58,816	0004	Central Concentration	1 LCFF Funds	2305	Executive Director of Equity	Personnel
1	1.03	Equitable Access to a Broad Course of Study	201	Claremont Middle School	School	6623	TCHR STR ENG	1.0	\$144,147	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	121	La Escuelita Elementary School	School	6638	TCHR ED ENHN	0.1	\$13,230	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	121	La Escuelita Elementary School	School	6638	TCHR ED ENHN	0.6	\$79,380	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	121	La Escuelita Elementary School	School	6638	TCHR ED ENHN	0.3	\$39,690	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	6647	TCHR STR ENG	0.8	\$83,740	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	125	Highland Community School	School	6693	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	6695	EARL LIT TUT	0.8	\$66,680	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	6696	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	6698	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.05	Early Childhood Learning	143	Montclair Elementary School	School	6699	EARL LIT TUT	0.8	\$37,700	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	6700	EARL LIT TUT	0.8	\$47,871	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	6702	COOD STEM	1.0	\$207,750	0005	Central Supplemental	1 LCFF Funds	1305	Elementary STEM Coordinator, Network 4	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	6719	SP REFUGE	1.0	\$196,059	4201	Title III, Part A: Immigrant Education Program	4 Federal Funds	2205	Unaccompanied Immigrant Youth Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	6763	LIBRARY TECH	0.5	\$47,018	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	6773	COOD SSO	1.0	\$251,926	0004	Central Concentration	1 LCFF Funds	2305	School Safety Coordinator	Personnel
1	1.05	Early Childhood Learning	157	Thornhill Elementary School	School	6819	EARL LIT TUT	0.8	\$58,616	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	6820	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	172	Fred T. Korematsu Discovery Academy	School	6822	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	6823	EARL LIT TUT	0.8	\$67,688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	212	Roosevelt Middle School	School	6889	TCHR STR ENG	1.0	\$104,828	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel

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3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	6935	AP MIDDLE	1.0	\$158,944	9337	PTA/PTSA Funds	3 Local Funds	1305	Assistant Principal, Middle	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	7000	TCHR STR ENG	1.0	\$110,725	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	7001	LIAFAM PARBI	0.5	\$70,614	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	7002	TCHR STR ENG	0.7	\$65,113	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	7002	TCHR STR ENG	0.3	\$27,905	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	7025	AP HIGH	1.0	\$210,489	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	7055	COOD STEM	1.0	\$207,713	0005	Central Supplemental	1 LCFF Funds	1305	Elementary STEM Coordinator, Network 3	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	7065	SP CSSS DSM	0.5	\$97,149	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Specialist, Community Schools & Student Services Data & Systems Management	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	7065	SP CSSS DSM	0.5	\$97,149	6010	After School Education & Safety (ASES)	2 Other State Funds	2405	Specialist, Community Schools & Student Services Data & Systems Management	Personnel
1	1.03	Equitable Access to a Broad Course of Study	177	Esperanza Elementary School	School	7073	TCHR STR ENG	0.2	\$20,515	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	EEIP Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	177	Esperanza Elementary School	School	7073	TCHR STR ENG	0.8	\$82,062	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers in Physical Education	Personnel
2	2.10	Newcomer Achievement	302	Fremont High School	School	7099	SOC WRKR	1.0	\$157,531	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	7107	CCH CTE	1.0	\$199,931	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	CTE Coach for Social Justice & Public Service Pathways	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	7108	CCH CTE	1.0	\$197,061	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	CTE Coach for Arts, Media & Entertainment Pathways	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	7119	COOD STEM	1.0	\$203,751	0005	Central Supplemental	1 LCFF Funds	1305	Elementary STEM Coordinator, Network 2	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	7142	TCHR STR ENG	1.0	\$94,376	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	7149	LIBRARY TECH	0.5	\$46,174	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	7166	SP INSTR MAT	1.0	\$159,308	0005	Central Supplemental	1 LCFF Funds	2405	Science Instructional Materials Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	7171	LIBRARY TECH	1.0	\$96,268	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	353	Oakland International High School	School	7180	AP HIGH	1.0	\$218,256	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.08	Counseling & Equitable Master Scheduling	211	Montera Middle School	School	7184	COUNSELOR	0.6	\$70,242	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	7185	COUNSELOR	1.0	\$130,565	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	206	Bret Harte Middle School	School	7186	COUNSELOR	0.8	\$102,400	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	7191	LIBRARY TECH	1.0	\$84,432	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	7212	COOD I&ATECH	1.0	\$255,133	0004	Central Concentration	1 LCFF Funds	1305	Instructional Technology Coordinator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	172	Fred T. Korematsu Discovery Academy	School	7213	TCHR ED ENHN	0.6	\$55,022	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	172	Fred T. Korematsu Discovery Academy	School	7213	TCHR ED ENHN	0.4	\$36,682	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
5	5.06	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	194	Sankofa United Elementary School	School	9535	TSA 10P	0.8	\$108,667	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	9922	TSA 11M 12P	0.5	\$59,621	7339	College & Career Access Pathway	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	7223	LIBRARY TECH	0.5	\$36,132	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	7228	DIR SPED SS	1.0	\$269,094	0005	Central Supplemental	1 LCFF Funds	1305	Director of Elementary Special Education	Personnel
3	3.11	District Communication	958	Communications	Central	7251	PUBLIC MGR	0.4	\$80,695	0005	Central Supplemental	1 LCFF Funds	2305	Manager, Publications	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	7322	COOD CERT	1.0	\$226,343	6266	Educator Effectiveness Grant	2 Other State Funds	1305	Retention & Employee Development Coordinator	Personnel

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2	2.11	Alternative Education	310	Dewey Academy	School	7330	TCHR STR ENG	1.0	\$129,126	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	7342	ADMNASST124	0.33	\$45,090	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Administrative Assistant, After School Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	7342	ADMNASST124	0.34	\$46,456	4124	21st Century Community Learning Centers Program	4 Federal Funds	2405	Administrative Assistant, After School Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	7342	ADMNASST124	0.33	\$45,090	6010	After School Education & Safety (ASES)	2 Other State Funds	2405	Administrative Assistant, After School Programs	Personnel
1	1.08	Counseling & Equitable Master Scheduling	352	Rudsdale High School	School	7376	COUNSELOR	0.8	\$84,117	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	7378	SP COL&CAR	0.5	\$59,365	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	7378	SP COL&CAR	0.5	\$59,365	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	7391	AP HIGH	1.0	\$192,034	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
3	3.05	Attendance Supports	330	Sojourner Truth Independent Study	School	7392	CASE MGR20	0.4	\$55,405	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	7399	TCHR STR ENG	0.2	\$19,857	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Physical Education Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	206	Bret Harte Middle School	School	7413	LIBRARY TECH	1.0	\$93,165	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	7414	AP MIDDLE	1.0	\$203,276	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	122	Grass Valley Elementary School	School	7437	LIBRARY TECH	1.0	\$65,558	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
2	2.01	African American Student Achievement	211	Montera Middle School	School	7443	FCL MAN DEV	1.0	\$92,727	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	7465	LIBRARY TECH	1.0	\$109,473	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	7468	LIBRARY TECH	0.8	\$94,648	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	7469	LIBRARY TECH	1.0	\$101,148	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	7471	EARL LIT TUT	0.8	\$47,870	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	138	Markham Elementary School	School	7472	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.05	Early Childhood Learning	194	Sankofa United Elementary School	School	7473	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	7475	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	146	Piedmont Avenue Elementary School	School	7476	EARL LIT TUT	0.8	\$41,604	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	122	Grass Valley Elementary School	School	7477	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	172	Fred T. Korematsu Discovery Academy	School	7479	EARL LIT TUT	0.4	\$19,140	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	7480	EARL LIT TUT	0.8	\$41,984	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	7487	MGR TCHR SUP	1.0	\$207,754	0004	Central Concentration	1 LCFF Funds	1305	Manager, New Teacher Support & Development	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	7492	LIBRARIAN	0.5	\$70,231	9334	Measure G Parcel Tax	3 Local Funds	1205	Library support staff	Personnel
4	4.02	Staff Growth & Development	950	Strategic Resource Planning	Central	7497	SRPFINOP	0.2	\$45,789	0005	Central Supplemental	1 LCFF Funds	2305	Financial Operations Analyst, Strategic Resource Planning	Personnel
4	4.02	Staff Growth & Development	950	Strategic Resource Planning	Central	7497	SRPFINOP	0.2	\$45,789	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2305	Financial Operations Analyst, Strategic Resource Planning	Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	7509	COM RELAST2B	0.5	\$33,290	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	7514	RES ASSO ECE	1.0	\$219,591	9186	First 5 Measure AA	3 Local Funds	2405	Research Associate, Early Childhood	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	7519	TCHR STR ENG	0.25	\$24,830	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	7541	TCHR STR ENG	0.5	\$46,945	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	7541	TCHR STR ENG	0.5	\$46,945	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	235	Melrose Leadership Academy	School	7549	TCHR STR ENG	0.4	\$37,556	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers in Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	235	Melrose Leadership Academy	School	7549	TCHR STR ENG	0.3	\$28,167	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	235	Melrose Leadership Academy	School	7549	TCHR STR ENG	0.3	\$28,167	9337	PTA/PTSA Funds	3 Local Funds	1105	Secondary Physical Education Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	338	MetWest High School	School	7553	LIBRARY TECH	1.0	\$91,889	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	7589	LIBRARY TECH	0.5	\$36,132	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	7600	COOD LIT	0.8	\$184,696	0005	Central Supplemental	1 LCFF Funds	1305	Elementary Literacy Coordinator, Network 4	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	7645	PM AAFE	1.0	\$199,495	0004	Central Concentration	1 LCFF Funds	2305	Program Manager, African American Female Excellence (AAFE)	Personnel
3	3.04	Behavioral & Mental Health	212	Roosevelt Middle School	School	7647	SOC WRKR	0.5	\$67,387	0004	Central Concentration	1 LCFF Funds	1205	Social Worker	Personnel
1	1.05	Early Childhood Learning	944	Human Resources Services, Supp	Central	7677	CENT OFFPART	0.25	\$74,676	9186	First 5 Measure AA	3 Local Funds	2305	Central Office Talent Partner, Early Childhood Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	7697	COOD LIT	1.0	\$229,380	0005	Central Supplemental	1 LCFF Funds	1305	Secondary Literacy Coordinator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	7723	LIBRARY TECH	1.0	\$91,889	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	7729	LIBRARIAN	0.7	\$114,632	9334	Measure G Parcel Tax	3 Local Funds	1205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	7729	LIBRARIAN	0.1	\$16,376	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1205	Librarian	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	117	Fruitvale Elementary School	School	7731	LIBRARY TECH	1.0	\$79,765	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	7740	SP COL&CAR	0.7	\$80,148	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	7740	SP COL&CAR	0.3	\$34,349	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	7747	RECESS COACH	0.4	\$22,433	9337	PTA/PTSA Funds	3 Local Funds	2205	Recess Coach	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	10182	TSA 10P	0.7	\$114,383	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	160	Lockwood STEAM Academy	School	7775	AP ELEM	1.0	\$172,224	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Elementary	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	172	Fred T. Korematsu Discovery Academy	School	7781	LIBRARY TECH	0.5	\$46,174	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	7783	LIBRARY TECH	0.5	\$47,018	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.05	Attendance Supports	182	Martin Luther King, Jr. Elementary School	School	7792	CASE MGR20	0.6	\$76,731	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	182	Martin Luther King, Jr. Elementary School	School	7792	CASE MGR20	0.4	\$51,154	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	186	International Community School	School	7795	NOON SUP	0.6	\$25,827	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	7800	TCHR STR ENG	1.0	\$130,568	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	206	Bret Harte Middle School	School	7823	TCHR STR ENG	0.4	\$50,141	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	306	Skyline High School	School	7827	TCHR STR ENG	0.2	\$21,273	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	7838	ADMNASST2BI	0.2	\$27,660	7339	College & Career Access Pathway	2 Other State Funds	2405	Bilingual Administrative Assistant	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	7838	ADMNASST2BI	0.4	\$55,321	9339	Measure H Parcel Tax	3 Local Funds	2405	Bilingual Administrative Assistant	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	7846	TCHR STR ENG	1.0	\$111,798	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	7850	TCHR STR ENG	1.0	\$94,067	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	236	Urban Promise Academy	School	7854	FACRESTORJUS	0.2	\$31,743	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	236	Urban Promise Academy	School	7854	FACRESTORJUS	0.8	\$126,973	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Restorative Justice Facilitator	Personnel

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2	2.10	Newcomer Achievement	232	Coliseum College Prep Academy	School	7862	NEWCOM ASST	0.15	\$11,855	7339	College & Career Access Pathway	2 Other State Funds	2205	Newcomer Learning Lab Assistant	Personnel
2	2.10	Newcomer Achievement	232	Coliseum College Prep Academy	School	7862	NEWCOM ASST	0.85	\$67,180	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	228	United For Success Academy	School	7874	LIBRARIAN	0.5	\$70,231	9334	Measure G Parcel Tax	3 Local Funds	1205	Library support staff	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	228	United For Success Academy	School	7877	FACRESTORJUS	1.0	\$146,493	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.07	Community Schools	115	Emerson Elementary School	School	7897	PM COM SCH11	0.5	\$95,657	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	115	Emerson Elementary School	School	7897	PM COM SCH11	0.2	\$38,263	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	115	Emerson Elementary School	School	7897	PM COM SCH11	0.3	\$57,394	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	194	Sankofa United Elementary School	School	7907	LIBRARY TECH	1.0	\$79,727	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
2	2.10	Newcomer Achievement	301	Castlemont High School	School	7908	SOC WRKR	1.0	\$148,620	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
3	3.04	Behavioral & Mental Health	229	Elmhurst United Middle School	School	7909	SOC WRKR	0.5	\$44,794	0004	Central Concentration	1 LCFF Funds	1205	Social Worker	Personnel
2	2.10	Newcomer Achievement	219	Frick United Academy of Language	School	7910	SOC WRKR	1.0	\$153,285	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
3	3.09	Family Partnerships & Language Access	219	Frick United Academy of Language	School	7911	LIA FAM PAR	0.4	\$54,919	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Family/Parent Liaison	Personnel
3	3.09	Family Partnerships & Language Access	219	Frick United Academy of Language	School	7911	LIA FAM PAR	0.4	\$54,919	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Family/Parent Liaison	Personnel
3	3.01	Safe & Welcoming Schools	219	Frick United Academy of Language	School	7913	AP MIDDLE	1.0	\$178,483	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.05	Attendance Supports	922	Community Schools & Student Services	Central	7920	ADMNASST3B	1.0	\$172,151	0004	Central Concentration	1 LCFF Funds	2405	Administrative Assistant, Attendance & Discipline Support Services	Personnel
2	2.10	Newcomer Achievement	215	Madison Park Academy Upper	School	7925	SOC WRKR	1.0	\$159,484	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	7933	TSA PS 11M	1.0	\$136,403	0005	Central Supplemental	1 LCFF Funds	1119	TK-12 Special Education Instructional Coach	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	7936	SP TAR ST GP	0.75	\$146,184	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2405	Targeted Student Intervention Specialist, African American Female Excellence (AAFE)	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	7936	SP TAR ST GP	0.25	\$48,728	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, African American Female Excellence (AAFE)	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	7937	COOD CAR COL	1.0	\$220,269	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	Coordinator of Career Technical Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	7941	COOD LIT	1.0	\$217,825	0005	Central Supplemental	1 LCFF Funds	1305	Elementary Literacy Coordinator, Network 3	Personnel
2	2.08	English Learner Achievement	909	Academics and Instruction	Central	7942	COOD LIT	1.0	\$230,871	9236	Kenneth Rainin Foundation	3 Local Funds	1305	Literacy Curriculum Coordinator/ELD Specialist	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	7964	SP TRANSCHI	1.0	\$137,302	0004	Central Concentration	1 LCFF Funds	2205	Chinese Translator/Interpreter	Personnel
1	1.05	Early Childhood Learning	180	Kaiser Early Childhood Center	School	7976	EARL LIT TUT	0.8	\$40,995	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	138	Markham Elementary School	School	7977	EARL LIT TUT	0.8	\$38,274	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	101	Allendale Elementary School	School	7978	EARL LIT TUT	0.8	\$57,849	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	160	Lockwood STEAM Academy	School	7979	EARL LIT TUT	0.8	\$30,175	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	146	Piedmont Avenue Elementary School	School	7980	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	7982	EARL LIT TUT	0.8	\$40,353	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	7983	EARL LIT TUT	0.8	\$37,666	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	7984	EARL LIT TUT	0.8	\$37,638	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	7985	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	7986	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	7987	EARL LIT TUT	0.8	\$44,072	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	7988	EARL LIT TUT	0.6	\$28,246	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	7988	EARL LIT TUT	0.6	\$28,246	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	7990	EARL LIT TUT	0.8	\$40,995	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	7991	EARL LIT TUT	0.8	\$37,638	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	7992	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	7995	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	7998	EARL LIT TUT	0.8	\$37,666	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	7999	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	194	Sankofa United Elementary School	School	8001	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	8002	EARL LIT TUT	0.8	\$47,871	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	8003	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	168	Carl B. Munck Elementary School	School	8004	EARL LIT TUT	0.8	\$57,849	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	8006	EARL LIT TUT	0.8	\$30,175	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	8008	EARL LIT TUT	0.8	\$59,170	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	8010	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	8011	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	8012	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	8012	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	8014	EARL LIT TUT	0.8	\$33,689	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	8015	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	8016	EARL LIT TUT	0.8	\$30,175	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	8017	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	8019	EARL LIT TUT	0.8	\$47,871	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.05	Early Childhood Learning	118	Garfield Elementary School	School	8020	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	8021	EARL LIT TUT	0.8	\$37,666	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	8022	EARL LIT TUT	0.8	\$40,995	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	8023	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	8024	EARL LIT TUT	0.8	\$37,700	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	8025	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	8026	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	146	Piedmont Avenue Elementary School	School	8027	EARL LIT TUT	0.8	\$57,849	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	8029	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	8030	EARL LIT TUT	0.8	\$37,661	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	8031	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	117	Fruitvale Elementary School	School	8032	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	117	Fruitvale Elementary School	School	8033	EARL LIT TUT	0.8	\$40,358	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	138	Markham Elementary School	School	8034	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	8035	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	8036	EARL LIT TUT	0.8	\$37,979	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	8037	EARL LIT TUT	0.8	\$66,367	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	8038	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	8048	COORD COLACC	1.0	\$221,716	9043	Stupski Foundation	3 Local Funds	2305	Coordinator of College Access	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	8060	COOD LIT	1.0	\$220,222	0005	Central Supplemental	1 LCFF Funds	1305	Literacy Coordinator, Career Technical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	219	Frick United Academy of Language	School	8077	TCHR STR ENG	1.0	\$154,355	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	8089	COOD ED CENT	1.0	\$198,579	7813	CDFA Farm to School Innovation	2 Other State Funds	2305	Education Coordinator of Environmental & Climate Change Literacy at the Center	Personnel
1	1.05	Early Childhood Learning	182	Martin Luther King, Jr. Elementary School	School	8095	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	8098	SP SCH TECH	1.0	\$115,888	6762	Arts, Music, IM Block Grant	2 Other State Funds	2405	School Technology Specialist	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	210	Edna Brewer Middle School	School	8099	FACRESTORJUS	1.0	\$146,282	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Restorative Justice Facilitator	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	8114	CCH CTE	1.0	\$203,105	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	CTE Coach for Computer Science & Engineering Pathways	Personnel
0	0.00	Not in LCAP	929	Office of Equity	Central	8137	SP TRANSARA	1.0	\$132,597	0000	Unrestricted	1 LCFF Funds	2205	Arabic Translator/Interpreter	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8138	SP TRANSMAM	1.0	\$119,238	0004	Central Concentration	1 LCFF Funds	2205	Mam Translator/Interpreter	Personnel
2	2.10	Newcomer Achievement	232	Coliseum College Prep Academy	School	8149	NEWCOM ASST	1.0	\$112,206	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	219	Frick United Academy of Language	School	8151	LIBRARY TECH	1.0	\$87,986	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	201	Claremont Middle School	School	8152	FACRESTORJUS	0.7	\$93,390	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	201	Claremont Middle School	School	8152	FACRESTORJUS	0.3	\$40,024	9332	Measure G1 Parcel Tax	3 Local Funds	2205	Restorative Justice Facilitator	Personnel
2	2.10	Newcomer Achievement	232	Coliseum College Prep Academy	School	8154	NEWCOM ASST	0.9	\$54,091	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	8157	SP TAR ST GP	1.0	\$194,913	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2405	Targeted Student Intervention Specialist, African American Male Achievement	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	8159	SP SCH TECH	1.0	\$123,930	6762	Arts, Music, IM Block Grant	2 Other State Funds	2405	School Technology Specialist	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	8160	SP SCH TECH	1.0	\$117,715	6762	Arts, Music, IM Block Grant	2 Other State Funds	2405	School Technology Specialist	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	8163	SCH PARTNER	1.0	\$275,330	0005	Central Supplemental	1 LCFF Funds	2305	School Partner	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	8164	SCH PARTNER	1.0	\$266,216	0005	Central Supplemental	1 LCFF Funds	2305	School Partner	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8168	ADMNASST124	1.0	\$231,925	0004	Central Concentration	1 LCFF Funds	2305	Family & Community Engagement Specialist	Personnel
3	3.06	Youth Engagement & Leadership	929	Office of Equity	Central	8170	SP STUD ENG	1.0	\$105,949	0005	Central Supplemental	1 LCFF Funds	2205	Student Engagement Specialist	Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	8171	SP TAR ST GP	1.0	\$218,070	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, Asian Pacific Islander Student Achievement	Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	8172	SP TAR ST GP	1.0	\$194,913	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, Latino Student Achievement	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8173	SP DIST FAM	1.0	\$164,112	0004	Central Concentration	1 LCFF Funds	2405	District Family Engagement Specialist	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8174	SP DIST FAM	1.0	\$174,347	0004	Central Concentration	1 LCFF Funds	2405	District Family Engagement Specialist	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8175	SP DIST FAM	1.0	\$163,700	0004	Central Concentration	1 LCFF Funds	2405	District Family Engagement Specialist	Personnel

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3	3.08	Quality Learning Environments	986	Technology Services	Central	8176	SP SCH TECH	1.0	\$106,376	6762	Arts, Music, IM Block Grant	2 Other State Funds	2405	School Technology Specialist	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8178	SP DIST FAM	1.0	\$174,347	0004	Central Concentration	1 LCFF Funds	2405	District Family Engagement Specialist	Personnel
2	2.01	African American Student Achievement	179	Manzanita Community School	School	8198	FCL MAN DEV	0.5	\$62,445	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	175	Manzanita Seed Elementary School	School	8199	FCL MAN DEV	0.5	\$62,545	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.07	College & Career for All	928	Counseling	Central	8202	SP COL&CAR	1.0	\$145,391	9043	Stupski Foundation	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	8203	SP PATH TRAN	1.0	\$120,280	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Career Pathway Transitions Specialist	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	922	Community Schools & Student Services	Central	8205	PM RES JUS	1.0	\$187,577	0004	Central Concentration	1 LCFF Funds	2305	Lead Facilitator, Peer Restorative Justice	Personnel
3	3.05	Attendance Supports	103	Brookfield Elementary School	School	8209	ATTEND SP	0.3	\$14,463	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	8218	SP TAR ST GP	1.0	\$193,488	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, Latino Student Achievement	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	10182	TSA 10P	0.3	\$49,021	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	n/a	n/a	n/a	\$22,803	7399	LCFF Equity Multiplier	2 Other State Funds	5825	Contracts for achievement - Positive School Culture and Climate-Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	Non-Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	n/a	n/a	n/a	\$73,021	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	n/a	n/a	n/a	\$27,197	7399	LCFF Equity Multiplier	2 Other State Funds	5825	Contracts for achievement - Positive School Culture and Climate-Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	Non-Personnel
5	5.01	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$50,967	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be used to fund mental health services to support student wellbeing; and fund a literacy tutor to improve academic outcomes for students	Non-Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	9572	TSA 10P	1.0	\$117,185	9332	Measure G1 Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	8233	SP COL&CAR	0.5	\$60,369	5813	U.S. Department of Labor Employment & Training Administration (ETA) Grant	4 Federal Funds	2205	College & Career Readiness Specialist	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	8235	SP REFUGE	1.0	\$171,406	7811	Refugee Program Bureau-NC	2 Other State Funds	2205	Newcomer Refugee Program Specialist	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	8236	DATA ANL2	1.0	\$206,909	9040	LEA Medi-Cal Former 5640	3 Local Funds	2405	Data Analyst for Special Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	122	Grass Valley Elementary School	School	8237	EARL LIT TUT	0.6	\$28,216	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	8239	SP DIST FAM	1.0	\$152,175	9040	LEA Medi-Cal Former 5640	3 Local Funds	2405	Engagement Specialist, Special Education	Personnel
3	3.05	Attendance Supports	112	Greenleaf Elementary School	School	8265	ATTEND SP BI	0.2	\$14,524	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	8269	PM KIND READ	1.0	\$188,982	9186	First 5 Measure AA	3 Local Funds	2305	Kindergarten Readiness Program Manager	Personnel
3	3.01	Safe & Welcoming Schools	304	Oakland High School	School	8275	SB CULT/CLI	1.0	\$107,988	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	8276	SB CULT/CLI	1.0	\$107,605	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	8277	SB CULT/CLI	1.0	\$118,252	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	8280	DIR PGM CENT	0.5	\$132,201	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Director of Programs at the Center	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	8288	TCHR STR ENG	1.0	\$129,716	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	338	MetWest High School	School	8289	TCHR STR ENG	1.0	\$93,022	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
5	5.06	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	194	Sankofa United Elementary School	School	10090	EARL LIT TUT	0.8	\$43,893	7399	LCFF Equity Multiplier	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	8290	SP PATH TRAN	0.1	\$12,216	9243	Association for Continuing Higher Education	3 Local Funds	2205	Career Pathway Transitions Specialist	Personnel

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1	1.08	Counseling & Equitable Master Scheduling	302	Fremont High School	School	8301	COUNSELOR	0.6	\$56,963	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	232	Coliseum College Prep Academy	School	8305	COUNSELOR	1.0	\$107,162	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	8309	LIBRARY TECH	1.0	\$81,639	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	8311	BUS INT DATA	1.0	\$248,751	0004	Central Concentration	1 LCFF Funds	2405	Business Intelligence Data Architect	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	8313	STOCKCLK	1.0	\$83,727	0005	Central Supplemental	1 LCFF Funds	2405	Stock Clerk to support curriculum implementation to ensure high needs students have access to culturally relevant books and supplemental curriculum materials	Personnel
1	1.08	Counseling & Equitable Master Scheduling	338	MetWest High School	School	8324	COUNSELOR	0.4	\$64,408	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
3	3.08	Quality Learning Environments	986	Technology Services	Central	8337	SP SCH TECH	1.0	\$147,605	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	8341	SB CULT/CLI	1.0	\$108,157	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	8343	SB CULT/CLI	1.0	\$96,076	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	8344	SB CULT/CLI	1.0	\$118,452	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	8345	SB CULT/CLI	1.0	\$107,625	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	8347	TCHR STR ENG	0.2	\$18,813	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	8380	LIBRARY TECH	1.0	\$92,473	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.04	Visual & Performing Arts	125	Highland Community School	School	8416	TCHR ED ENHN	0.35	\$51,164	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	125	Highland Community School	School	8416	TCHR ED ENHN	0.45	\$65,783	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.10	Network-Based School Supports	964	High School Network	Central	8420	NET PART	1.0	\$212,846	0005	Central Supplemental	1 LCFF Funds	2305	Network Partner, High School Network	Personnel
3	3.01	Safe & Welcoming Schools	121	La Escuelita Elementary School	School	8421	NOON SUP	0.4	\$17,935	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	168	Carl B. Munck Elementary School	School	8423	LIBRARY TECH	1.0	\$115,642	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	8425	TSA PS 11M	1.0	\$187,709	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	8430	LIBRARY TECH	1.0	\$91,889	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	8431	COOD HEAL ED	1.0	\$212,433	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Coordinator of Health Education	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	8434	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	8436	SP TAR ST GP	1.0	\$165,224	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, Arab American Achievement	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	8437	TCHR STR ENG	1.0	\$130,766	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.09	Family Partnerships & Language Access	929	Office of Equity	Central	8440	PROG ASST3	1.0	\$150,868	0004	Central Concentration	1 LCFF Funds	2405	Interpretation & Translation Program Assistant	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	8550	LIBRARY TECH	1.0	\$79,693	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	8552	LIBRARY TECH	1.0	\$83,670	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.08	Counseling & Equitable Master Scheduling	235	Melrose Leadership Academy	School	8553	COUNSELOR	0.6	\$101,189	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	8554	LIBRARY TECH	1.0	\$92,522	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	213	Westlake Middle School	School	8562	AP MIDDLE	1.0	\$171,923	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	8564	PM CTE	0.5	\$104,086	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2305	Program Manager, Career Technical Education	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	8564	PM CTE	0.5	\$104,086	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Program Manager, Career Technical Education	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	8568	TCHR STR ENG	0.57	\$54,104	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Science Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	306	Skyline High School	School	8568	TCHR STR ENG	0.43	\$40,815	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Science Teacher	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	8570	LIBRARY TECH	1.0	\$104,995	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	8571	DIR INSTRUCT	0.6	\$128,733	0006	S&C Carryover	1 LCFF Funds	1305	Director of Early Literacy	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	8572	LIBRARY TECH	1.0	\$94,113	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	8576	TCHR STR ENG	1.0	\$97,635	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	182	Martin Luther King, Jr. Elementary School	School	8591	NOON SUP	0.4	\$18,027	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	215	Madison Park Academy Upper	School	8594	LIBRARY TECH	1.0	\$88,682	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	8597	SP PATH TRAN	0.5	\$45,083	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Career Pathway Transitions Specialist	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	8597	SP PATH TRAN	0.5	\$45,083	9339	Measure H Parcel Tax	3 Local Funds	2205	Career Pathway Transitions Specialist	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	170	Hoover Elementary School	School	8602	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.05	Early Childhood Learning	145	Peralta Elementary School	School	8603	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	175	Manzanita Seed Elementary School	School	8613	EARL LIT TUT	0.8	\$47,786	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	116	Franklin Elementary School	School	8614	EARL LIT TUT	0.8	\$57,849	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	183	Prescott School	School	8615	EARL LIT TUT	0.8	\$42,072	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	115	Emerson Elementary School	School	8617	EARL LIT TUT	0.8	\$46,523	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	950	Strategic Resource Planning	Central	8620	MGR GRANTS	0.6	\$121,420	0005	Central Supplemental	1 LCFF Funds	2305	Grants Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	965	Middle School Network	Central	8620	MGR GRANTS	0.2	\$40,473	9332	Measure G1 Parcel Tax	3 Local Funds	2305	Grants Manager	Personnel
1	1.11	School Improvement	950	Strategic Resource Planning	Central	8621	SP STRA RES	0.5	\$106,808	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2405	Specialist, School Improvement	Personnel
4	4.02	Staff Growth & Development	950	Strategic Resource Planning	Central	8621	SP STRA RES	0.2	\$42,723	0005	Central Supplemental	1 LCFF Funds	2405	Specialist, School Site Support	Personnel
1	1.05	Early Childhood Learning	178	Bridges Academy at Melrose	School	8624	EARL LIT TUT	0.8	\$66,367	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	8635	EARL LIT TUT	0.2	\$9,405	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	8635	EARL LIT TUT	0.2	\$9,405	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	8636	EARL LIT TUT	0.4	\$18,824	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	8639	SP TAR ST GP	1.0	\$180,887	0004	Central Concentration	1 LCFF Funds	2405	Targeted Student Intervention Specialist, African American Male Achievement	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	8654	EARL LIT TUT	0.8	\$47,361	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	8663	COOD D&I	1.0	\$241,797	6266	Educator Effectiveness Grant	2 Other State Funds	2305	Diversity & Inclusion Coordinator	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	8664	COOD D&I	1.0	\$260,689	6266	Educator Effectiveness Grant	2 Other State Funds	2305	Diversity & Inclusion Coordinator	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8668	DIR NEW TCHR	1.0	\$262,311	0004	Central Concentration	1 LCFF Funds	1305	Director of New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8669	MGR TCHR SUP	1.0	\$220,474	0004	Central Concentration	1 LCFF Funds	1305	Manager, New Teacher Support & Development	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	118	Garfield Elementary School	School	8670	FACRESTORJUS	0.5	\$70,318	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	118	Garfield Elementary School	School	8670	FACRESTORJUS	0.5	\$70,318	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Restorative Justice Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	8683	EARL LIT TUT	0.8	\$38,094	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	8684	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	8684	EARL LIT TUT	0.4	\$18,810	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel

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3	3.07	Community Schools	168	Carl B. Munck Elementary School	School	8709	PM COM SCH11	0.5	\$84,092	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	168	Carl B. Munck Elementary School	School	8709	PM COM SCH11	0.5	\$84,092	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	170	Hoover Elementary School	School	8715	PM COM SCH11	0.5	\$76,733	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	170	Hoover Elementary School	School	8715	PM COM SCH11	0.1	\$15,347	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	172	Fred T. Korematsu Discovery Academy	School	8718	EARL LIT TUT	0.4	\$18,810	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	183	Prescott School	School	8732	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	8749	EARL LIT TUT	0.8	\$47,819	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	8750	EARL LIT TUT	0.8	\$57,848	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.05	Attendance Supports	204	West Oakland Middle School	School	8757	CASE MGR20	0.4	\$53,472	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	204	West Oakland Middle School	School	8757	CASE MGR20	0.6	\$80,208	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.09	Family Partnerships & Language Access	212	Roosevelt Middle School	School	8767	LIA FAM PAR	1.0	\$96,413	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Family/Parent Liaison	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	213	Westlake Middle School	School	8769	TCHR STR ENG	0.6	\$54,957	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	213	Westlake Middle School	School	8770	FACRESTORJUS	0.52	\$72,992	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	213	Westlake Middle School	School	8770	FACRESTORJUS	0.52	\$72,992	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.04	Visual & Performing Arts	232	Coliseum College Prep Academy	School	8783	TCHR STR ENG	0.5	\$55,059	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	232	Coliseum College Prep Academy	School	8783	TCHR STR ENG	0.1	\$11,012	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	8783	TCHR STR ENG	0.4	\$44,048	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	8787	CASE MGR20	0.8	\$118,605	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	8787	CASE MGR20	0.2	\$29,651	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	8788	CASE MGR20	1.0	\$148,186	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8812	TSA PS 12M	1.0	\$177,714	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8813	TSA PS 12M	1.0	\$197,578	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8814	TSA PS 12M	1.0	\$139,600	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8815	TSA PS 12M	1.0	\$192,403	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	8816	TSA PS 12M	1.0	\$185,737	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	8821	CUST FD SUP	0.4	\$74,810	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Field Supervisor, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	8822	CUST FD SUP	0.4	\$79,069	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Field Supervisor, Expanded Learning Programs	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	201	Claremont Middle School	School	8846	FACRESTORJUS	0.5	\$69,480	9337	PTA/PTSA Funds	3 Local Funds	2205	Restorative Justice Facilitator	Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	201	Claremont Middle School	School	8846	FACRESTORJUS	0.5	\$69,480	9332	Measure G1 Parcel Tax	3 Local Funds	2205	Restorative Justice Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	8854	EARL LIT TUT	0.8	\$49,192	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.05	Attendance Supports	215	Madison Park Academy Upper	School	8858	CASE MGR20	0.4	\$47,524	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	8863	STUDWELC COU	0.2	\$29,729	0004	Central Concentration	1 LCFF Funds	2405	Student Welcome Counselor	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	8864	STUDWELC COU	0.2	\$28,064	0004	Central Concentration	1 LCFF Funds	2405	Student Welcome Counselor	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	8865	STUDWELC COU	0.2	\$29,470	0004	Central Concentration	1 LCFF Funds	2405	Student Welcome Counselor	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	8875	SB CULT/CLI	1.0	\$107,439	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
2	2.07	Foster Youth Achievement	922	Community Schools & Student Services	Central	8891	CASE MGR20	1.0	\$137,693	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2405	Foster Youth Case Manager	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	8892	CASE MGR20	1.0	\$117,646	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2405	Unhoused Youth Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	8897	LIBRARY TECH	1.0	\$91,826	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	8900	STUDWELC COU	1.0	\$171,715	0005	Central Supplemental	1 LCFF Funds	2405	Student Welcome Counselor, Newcomer Support	Personnel
1	1.07	College & Career for All	928	Counseling	Central	10244	TSA PS 12M	0.25	\$34,824	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Equitable Grading Practices	Personnel
1	1.07	College & Career for All	928	Counseling	Central	10244	TSA PS 12M	0.25	\$34,824	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Equitable Grading Practices	Personnel
1	1.07	College & Career for All	928	Counseling	Central	8908	AP HIGH	0.7	\$125,494	7412	A–G Completion Grant: A–G Access/Success	2 Other State Funds	1305	Assistant Principal, Central Academic Recovery	Personnel
1	1.07	College & Career for All	928	Counseling	Central	10244	TSA PS 12M	0.25	\$34,824	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Equitable Grading Practices	Personnel
1	1.07	College & Career for All	928	Counseling	Central	8910	COUNSELOR	0.7	\$106,059	7412	A–G Completion Grant: A–G Access/Success	2 Other State Funds	1205	Academic Counselor, Central Academic Recovery	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	8910	COUNSELOR	0.3	\$45,454	7413	A–G Completion Grant: A–G Learning Loss Mitigation	2 Other State Funds	1205	Academic Counselor, Central Academic Recovery	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	8911	SP MAST SCHD	1.0	\$198,206	0005	Central Supplemental	1 LCFF Funds	2205	Secondary Master Schedule Support Specialist	Personnel
1	1.03	Equitable Access to a Broad Course of Study	330	Sojourner Truth Independent Study	School	8920	TCHR STR ENG	0.5	\$82,501	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	330	Sojourner Truth Independent Study	School	8920	TCHR STR ENG	0.5	\$82,501	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.01	African American Student Achievement	330	Sojourner Truth Independent Study	School	8921	TCHR STR ENG	0.4	\$49,063	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Intervention Teacher focused on African American students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	330	Sojourner Truth Independent Study	School	8932	TCHR STR ENG	0.6	\$80,912	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	8932	TCHR STR ENG	0.4	\$53,941	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	8939	ECE FAM NAV	1.0	\$154,689	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	8941	ECE FAM NAV	1.0	\$174,524	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	8942	ECE FAM NAV	1.0	\$145,429	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	8946	ADMNASST3B	0.5	\$68,016	6387	Career Technical Education Incentive Grant (CTEIG)	2 Other State Funds	2405	Bilingual Administrative Assistant, Linked Learning	Personnel
3	3.05	Attendance Supports	922	Community Schools & Student Services	Central	8947	SARB FACILIT	1.0	\$165,125	0004	Central Concentration	1 LCFF Funds	2405	School Attendance Review Board (SARB) Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	8949	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.01	Safe & Welcoming Schools	305	Oakland Technical High School	School	8953	CULTU KEEPER	1.0	\$75,734	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	352	Rudsdale High School	School	8954	CULTU KEEPER	1.0	\$81,897	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	8955	CULTU KEEPER	1.0	\$66,280	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	8956	CULTU KEEPER	1.0	\$79,039	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	8977	TCHR STR ENG	0.65	\$84,998	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	8977	TCHR STR ENG	0.65	\$84,998	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
2	2.07	Foster Youth Achievement	922	Community Schools & Student Services	Central	8988	CASE MGR20	1.0	\$120,496	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Foster Youth Case Manager	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	8989	CASE MGR20	1.0	\$136,608	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Unhoused Youth Case Manager	Personnel

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3	3.05	Attendance Supports	181	EnCompass Academy	School	8992	ATTEND SP BI	0.1	\$4,700	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	8994	TCHR ED ENHN	1.0	\$169,971	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	8997	CASE MGR20	1.0	\$132,969	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Unhoused Youth Case Manager	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	9001	SP REFUGE	1.0	\$197,177	7816	CalNEW Grant CDSS	2 Other State Funds	2205	Elementary Newcomer Specialist, Refugee/Asylee Program	Personnel
3	3.01	Safe & Welcoming Schools	133	Lincoln Elementary School	School	9004	NOON SUP	0.6	\$26,891	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	133	Lincoln Elementary School	School	9005	NOON SUP	0.6	\$26,891	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	118	Garfield Elementary School	School	9007	NOON SUP	0.25	\$11,204	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	118	Garfield Elementary School	School	9008	NOON SUP	0.25	\$11,204	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	148	Redwood Heights Elementary School	School	9020	LIBRARIAN	0.7	\$97,307	9334	Measure G Parcel Tax	3 Local Funds	1205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	148	Redwood Heights Elementary School	School	9020	LIBRARIAN	0.1	\$13,901	9337	PTA/PTSA Funds	3 Local Funds	1205	Librarian	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	9023	LIBRARY TECH	1.0	\$85,094	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.07	College & Career for All	928	Counseling	Central	9031	TSA PS 11M	1.0	\$159,231	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Teacher on Special Assignment, Central Academic Recovery	Personnel
1	1.08	Counseling & Equitable Master Scheduling	330	Sojourner Truth Independent Study	School	9032	COUNSELOR	0.8	\$115,197	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.10	Network-Based School Supports	330	Sojourner Truth Independent Study	School	9032	COUNSELOR	0.2	\$28,799	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1205	Academic Counselor	Personnel
1	1.07	College & Career for All	928	Counseling	Central	9037	TSA PS 11M	1.0	\$136,410	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Teacher on Special Assignment, Central Academic Recovery	Personnel
3	3.07	Community Schools	177	Esperanza Elementary School	School	9038	RECESS COACH	0.7	\$34,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Recess Coach	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	9040	CASE MGR20	0.3	\$33,168	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	9040	CASE MGR20	0.2	\$22,112	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	9054	PM SPEC PROJ	0.5	\$106,771	0005	Central Supplemental	1 LCFF Funds	2405	Program Manager, Strategic Projects	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	9054	PM SPEC PROJ	0.5	\$106,771	6266	Educator Effectiveness Grant	2 Other State Funds	2405	Program Manager, Strategic Projects	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9056	DIR KIND RD	1.0	\$239,596	9186	First 5 Measure AA	3 Local Funds	2305	Director of Kindergarten Readiness	Personnel
3	3.11	District Communication	958	Communications	Central	9057	MGRINTWEBCOM	0.6	\$115,409	0005	Central Supplemental	1 LCFF Funds	2305	Manager, Internal & Web Communications	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	9058	CASE MGR20	0.6	\$64,600	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	9058	CASE MGR20	0.4	\$43,067	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	9061	LIBRARY TECH	1.0	\$79,693	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9064	DIR STU S&S	1.0	\$242,265	0004	Central Concentration	1 LCFF Funds	1305	Director of Student Support & Safety	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	9071	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.05	Attendance Supports	138	Markham Elementary School	School	9072	CASE MGR20	0.4	\$57,470	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	138	Markham Elementary School	School	9072	CASE MGR20	0.6	\$86,205	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	9093	LIBRARY TECH	1.0	\$84,200	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	302	Fremont High School	School	9104	AP HIGH	1.0	\$195,767	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	9106	AP MIDDLE	1.0	\$181,903	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Middle	Personnel
3	3.04	Behavioral & Mental Health	116	Franklin Elementary School	School	9111	SOC WRKR	0.8	\$115,234	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Social Worker	Personnel
3	3.01	Safe & Welcoming Schools	121	La Escuelita Elementary School	School	9113	NOON SUP	0.4	\$17,927	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	177	Esperanza Elementary School	School	9122	NOON SUP	0.05	\$2,241	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	212	Roosevelt Middle School	School	9126	LIBRARY TECH	1.0	\$92,522	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	213	Westlake Middle School	School	9129	LIBRARY TECH	1.0	\$91,889	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.03	Equitable Access to a Broad Course of Study	330	Sojourner Truth Independent Study	School	9137	TCHR STR ENG	1.0	\$119,057	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9144	COOD CUS SVC	0.4	\$96,690	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Custodial Services Coordinator, Expanded Learning Support	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	9145	COUNSELOR	1.0	\$169,155	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Academic Counselor, Unhoused Youth	Personnel
3	3.07	Community Schools	143	Montclair Elementary School	School	9148	PM COM SCH11	0.5	\$84,936	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	143	Montclair Elementary School	School	9148	PM COM SCH11	0.5	\$84,936	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	9150	LIBRARY TECH	1.0	\$92,530	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.04	Behavioral & Mental Health	146	Piedmont Avenue Elementary School	School	9171	SOC WRKR	1.0	\$141,883	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Social Worker	Personnel
3	3.05	Attendance Supports	101	Allendale Elementary School	School	9181	CASE MGR20	0.2	\$26,817	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	101	Allendale Elementary School	School	9181	CASE MGR20	0.8	\$107,268	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	338	MetWest High School	School	9183	TCHR STR ENG	0.4	\$56,565	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9191	TCHR STIP	1.0	\$99,740	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9192	TCHR STIP	1.0	\$99,102	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9193	TCHR STIP	1.0	\$99,740	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	301	Castlemont High School	School	9196	LIBRARY TECH	1.0	\$85,058	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.03	Student Health & Wellness	965	Middle School Network	Central	9198	COORD OUTDOR	1.0	\$198,038	9026	Robert & Kathryn Riddell Fund (San Francisco Foundation)	3 Local Funds	1305	Coordinator of Oakland Goes Outdoors	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9199	MGR GRANTS	1.0	\$200,018	5846	Human Trafficking Prevention	3 Local Funds	2305	Program Manager, Human Trafficking Prevention	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9201	PM AFTERSCH	0.75	\$156,137	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9201	PM AFTERSCH	0.25	\$52,046	6010	After School Education & Safety (ASES)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9202	PROG ASST3	0.75	\$103,713	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9202	PROG ASST3	0.25	\$34,571	6010	After School Education & Safety (ASES)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	9203	MGR COM PART	0.75	\$152,222	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community Schools Leadership Program Manager	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	9203	MGR COM PART	0.25	\$50,741	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community Schools Leadership Program Manager	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9204	MGR GRANTS	0.3	\$52,072	0004	Central Concentration	1 LCFF Funds	2305	Tobacco-Use Prevention Education (TUPE) Grant Manager	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9204	MGR GRANTS	0.5	\$86,786	6690	Tobacco Use Prevention Education (TUPE): Grades 6–12	2 Other State Funds	2305	Tobacco-Use Prevention Education (TUPE) Grant Manager	Personnel

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3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9204	MGR GRANTS	0.2	\$34,714	9213	Alameda Alliance for Health	3 Local Funds	2305	Tobacco-Use Prevention Education (TUPE) Grant Manager	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	9205	PM MH INTERN	0.5	\$106,476	9213	Alameda Alliance for Health	3 Local Funds	2305	Clinical Supervisor, Mental Health Intern Program	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	9206	PM MCKIN VEN	1.0	\$179,292	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2305	Program Manager, McKinney-Vento Program	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9207	PM SCH GARD	1.0	\$216,182	7813	CDFA Farm to School Innovation	2 Other State Funds	2305	Program Manager, School Gardens	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	9208	PM HEALTH AC	1.0	\$208,806	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Program Manager, Health Access	Personnel
2	2.10	Newcomer Achievement	301	Castlemont High School	School	9209	NEWCOM ASST	1.0	\$82,338	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.07	College & Career for All	338	MetWest High School	School	10571	TSA 10P	1.0	\$116,897	9339	Measure H Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, College & Career	Personnel
5	5.06	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$19,733	7399	LCFF Equity Multiplier	2 Other State Funds	2928	Academic Mentor	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	9214	NEWCOM ASST	0.4	\$23,125	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.10	Network-Based School Supports	964	High School Network	Central	9218	D NT SUPT	1.0	\$265,976	0005	Central Supplemental	1 LCFF Funds	1305	Deputy Network Superintendent, High School Network	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	9219	COOD SPED	1.0	\$220,801	0005	Central Supplemental	1 LCFF Funds	1305	Compliance Coordinator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	962	Elementary Network 2	Central	9228	PARTN MULTI	1.0	\$211,344	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, Network 2	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	903	Office of the Chief Academic Officer	Central	9230	DIR MUL TIER	1.0	\$255,090	0005	Central Supplemental	1 LCFF Funds	1305	Director of Multi-Tiered Systems of Support	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	9238	ECE FAM NAV	1.0	\$157,883	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	9239	ECE FAM NAV	1.0	\$120,312	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	9240	ECE FAM NAV	1.0	\$167,661	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	9249	TCHR STR ENG	0.5	\$55,597	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	9253	TSA PS 12M	1.0	\$194,391	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	9254	TSA PS 12M	1.0	\$186,630	9334	Measure G Parcel Tax	3 Local Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	964	High School Network	Central	9264	PARTN MULTI	1.0	\$253,948	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, High School Network	Personnel
3	3.08	Quality Learning Environments	913	Chief of Operations	Central	9270	DIR PROG IMP	1.0	\$228,489	6762	Arts, Music, IM Block Grant	2 Other State Funds	2305	Director of Program Improvement	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	9281	SP BEHAVIOR	1.0	\$160,020	0004	Central Concentration	1 LCFF Funds	2205	Behavior Specialist	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	9282	SP BEHAVIOR	1.0	\$160,020	0004	Central Concentration	1 LCFF Funds	2205	Behavior Specialist	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	923	Elementary Network 4	Central	9284	PARTN MULTI	1.0	\$233,783	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, Network 4	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	963	Elementary Network 3	Central	9285	PARTN MULTI	1.0	\$230,677	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, Network 3	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	965	Middle School Network	Central	9286	PARTN MULTI	1.0	\$215,204	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, Middle School Network	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	9288	COOD STEM	1.0	\$234,597	0005	Central Supplemental	1 LCFF Funds	1305	High School Science Coordinator	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	9300	COOD STEM	1.0	\$226,205	0005	Central Supplemental	1 LCFF Funds	1305	High School Math Coordinator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	219	Frick United Academy of Language	School	9308	TCHR STR ENG	1.0	\$79,094	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.01	Safe & Welcoming Schools	138	Markham Elementary School	School	9310	NOON SUP	0.8	\$39,605	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	169	Oakland Academy of Knowledge	School	9312	TCHR ED ENHN	0.6	\$57,940	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel

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1	1.04	Visual & Performing Arts	169	Oakland Academy of Knowledge	School	9312	TCHR ED ENHN	0.4	\$38,627	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	302	Fremont High School	School	9330	LIBRARY TECH	1.0	\$87,541	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Library Technician	Personnel
2	2.01	African American Student Achievement	194	Sankofa United Elementary School	School	9336	FCL MAN DEV	0.5	\$66,296	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	102	Bella Vista Elementary School	School	11330	FCL MAN DEV	0.25	\$33,149	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	9337	SP COL&CAR	1.0	\$124,143	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	9339	LIBRARY TECH	1.0	\$119,105	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9340	PM VIOL PREV	1.0	\$184,936	7085	Learning Communities for School Success Program (Prop 47)	2 Other State Funds	2405	Program Manager, Violence Prevention	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	210	Edna Brewer Middle School	School	9405	LIBRARY TECH	1.0	\$79,693	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.05	Attendance Supports	353	Oakland International High School	School	9409	CASE MGR20	0.8	\$105,612	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	211	Montera Middle School	School	9413	LIBRARY TECH	1.0	\$89,347	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	352	Rudsdale High School	School	9428	CULTU KEEPER	1.0	\$94,212	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	9430	CULTU KEEPER	1.0	\$65,424	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	190	Think College Now Elementary School	School	9431	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	108	Cleveland Elementary School	School	9432	LIBRARY TECH	1.0	\$115,642	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	9435	ECE FAM NAV	1.0	\$124,702	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
2	2.01	African American Student Achievement	301	Castlemont High School	School	9438	FCL MAN DEV	0.5	\$46,803	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	236	Urban Promise Academy	School	9445	FACRESTORJUS	0.8	\$112,458	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	236	Urban Promise Academy	School	9445	FACRESTORJUS	0.2	\$28,114	9332	Measure G1 Parcel Tax	3 Local Funds	2205	Restorative Justice Facilitator	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	9447	COOD SPED	1.0	\$224,838	0004	Central Concentration	1 LCFF Funds	1305	Disability Access Coordinator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	9450	TCHR STR ENG	0.2	\$19,864	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	9450	TCHR STR ENG	0.2	\$19,864	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	9453	CASE MGR20	0.6	\$64,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9455	PROG ASST3	0.5	\$69,622	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9455	PROG ASST3	0.5	\$69,622	6010	After School Education & Safety (ASES)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9456	PROG ASST3	1.0	\$138,676	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9456	PROG ASST3	1.0	\$138,676	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9457	PM AFTERSCH	0.45	\$100,176	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9457	PM AFTERSCH	0.55	\$122,438	4124	21st Century Community Learning Centers Program	4 Federal Funds	2305	Program Manager, Expanded Learning Programs	Personnel
3	3.05	Attendance Supports	212	Roosevelt Middle School	School	9458	CASE MGR20	0.5	\$48,866	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	212	Roosevelt Middle School	School	9459	CASE MGR20	0.2	\$22,112	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	212	Roosevelt Middle School	School	9459	CASE MGR20	0.8	\$88,449	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	9463	LIA FAM PAR	1.0	\$100,444	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Family/Parent Liaison	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	9466	LIA FAM PAR	1.0	\$126,650	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Family/Parent Liaison	Personnel
1	1.08	Counseling & Equitable Master Scheduling	229	Elmhurst United Middle School	School	9470	COUNSELOR	0.75	\$87,332	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	229	Elmhurst United Middle School	School	9470	COUNSELOR	0.75	\$87,332	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.07	College & Career for All	335	Life Academy	School	9482	COODWRKLRN	0.35	\$65,333	6383	Golden State Pathways Program	2 Other State Funds	2305	Work-Based Learning Coordinator	Personnel
1	1.07	College & Career for All	335	Life Academy	School	9482	COODWRKLRN	0.4	\$74,666	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Work-Based Learning Coordinator	Personnel
1	1.07	College & Career for All	335	Life Academy	School	9482	COODWRKLRN	0.15	\$28,000	7339	College & Career Access Pathway	2 Other State Funds	2305	Work-Based Learning Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9483	C CULT/CLI	1.0	\$126,409	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9486	C CULT/CLI	1.0	\$137,432	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9487	C CULT/CLI	1.0	\$137,639	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9488	C CULT/CLI	1.0	\$126,018	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9489	C CULT/CLI	1.0	\$112,635	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	9490	C CULT/CLI	1.0	\$113,937	0004	Central Concentration	1 LCFF Funds	2205	Culture & Climate Ambassador	Personnel
3	3.01	Safe & Welcoming Schools	193	Reach Academy	School	9491	CULTU KEEPER	1.0	\$57,244	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	219	Frick United Academy of Language	School	9492	CULTU KEEPER	1.0	\$54,469	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.05	Attendance Supports	177	Esperanza Elementary School	School	9494	CASE MGR20	0.6	\$63,570	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	177	Esperanza Elementary School	School	9494	CASE MGR20	0.4	\$42,380	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	301	Castlemont High School	School	9497	CULTU KEEPER	1.0	\$66,210	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9498	TCHR STIP	1.0	\$86,983	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9499	TCHR STIP	1.0	\$99,805	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	9500	ADMNASST2BI	0.3	\$35,322	9339	Measure H Parcel Tax	3 Local Funds	2405	Bilingual Administrative Assistant	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	9500	ADMNASST2BI	0.2	\$23,548	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	2405	Bilingual Administrative Assistant	Personnel
3	3.04	Behavioral & Mental Health	306	Skyline High School	School	9501	SOC WRKR	0.3	\$32,768	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
2	2.10	Newcomer Achievement	306	Skyline High School	School	9501	SOC WRKR	0.5	\$54,613	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9502	PM AFTERSCH	0.5	\$94,165	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9503	PM AFTERSCH	0.5	\$91,879	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2305	Program Manager, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	9504	PROG ASST3	1.0	\$146,387	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Program Assistant, Expanded Learning Programs	Personnel
2	2.01	African American Student Achievement	106	Chabot Elementary School	School	9509	FCL MAN DEV	0.5	\$44,773	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	201	Claremont Middle School	School	9512	LIBRARY TECH	1.0	\$104,995	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	112	Greenleaf Elementary School	School	9517	NOON SUP	0.1	\$4,482	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	9531	TCHR ED ENHN	1.0	\$122,343	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	127	Hillcrest School	School	9534	LIBRARY TECH	0.5	\$39,846	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	127	Hillcrest School	School	9534	LIBRARY TECH	0.5	\$39,846	9337	PTA/PTSA Funds	3 Local Funds	2205	Library Technician	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	2587	TCHR STR ENG	1.0	\$100,679	7399	LCFF Equity Multiplier	2 Other State Funds	1105	Secondary Physical Education Teacher	Personnel
3	3.01	Safe & Welcoming Schools	170	Hoover Elementary School	School	9538	NOON SUP	0.3	\$13,445	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	143	Montclair Elementary School	School	9543	LIBRARY TECH	0.5	\$39,846	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	106	Chabot Elementary School	School	9544	EARL LIT TUT	0.8	\$37,979	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	219	Frick United Academy of Language	School	9549	FACRESTORJUS	1.0	\$127,845	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.05	Attendance Supports	302	Fremont High School	School	9553	ATTEND SP BI	0.4	\$20,718	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	145	Peralta Elementary School	School	9555	LIBRARY TECH	0.5	\$39,846	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	157	Thornhill Elementary School	School	9556	LIBRARY TECH	0.5	\$55,518	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	9559	LIBRARY TECH	1.0	\$81,640	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.05	Early Childhood Learning	180	Kaiser Early Childhood Center	School	9563	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	180	Kaiser Early Childhood Center	School	9564	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	9568	TCHR ED ENHN	0.6	\$70,205	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	9568	TCHR ED ENHN	0.4	\$46,803	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.07	College & Career for All	928	Counseling	Central	10244	TSA PS 12M	0.25	\$34,702	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Equitable Grading Practices	Personnel
3	3.09	Family Partnerships & Language Access	213	Westlake Middle School	School	9575	LIAFAM PARBI	0.5	\$51,229	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	6485	TCHR STR ENG	0.8	\$64,151	7399	LCFF Equity Multiplier	2 Other State Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.05	Attendance Supports	232	Coliseum College Prep Academy	School	9589	CASE MGR20	1.0	\$120,510	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	236	Urban Promise Academy	School	9590	LIBRARY TECH	1.0	\$88,873	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	9595	TCHR ED ENHN	0.6	\$48,998	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	9595	TCHR ED ENHN	0.2	\$16,333	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	9595	TCHR ED ENHN	0.2	\$16,333	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	352	Rudsdale High School	School	9596	ATTEND SP BI	0.5	\$43,867	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.09	Family Partnerships & Language Access	352	Rudsdale High School	School	9598	LIAFAM PARBI	0.5	\$60,646	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	9601	LIBRARY TECH	1.0	\$115,642	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.01	Safe & Welcoming Schools	105	Burckhalter Elementary School	School	9604	NOON SUP	0.1	\$4,305	0004	Central Concentration	1 LCFF Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	106	Chabot Elementary School	School	9607	LIBRARY TECH	0.5	\$39,846	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	9609	TCHR STR ENG	1.0	\$83,775	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.05	Early Childhood Learning	107	East Oakland PRIDE Elementary School	School	9612	EARL LIT TUT	0.8	\$47,871	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	9575	LIAFAM PARBI	0.5	\$51,229	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	9618	TCHR STR ENG	0.3	\$31,123	9243	Association for Continuing Higher Education	3 Local Funds	1105	Secondary Science Teacher	Personnel

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3	3.01	Safe & Welcoming Schools	112	Greenleaf Elementary School	School	11332	TSA 11M 12P	1.0	\$154,578	0005	Central Supplemental	1 LCFF Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
3	3.05	Attendance Supports	308	Young Adult Program	School	9628	ATTEND SP	0.3	\$27,221	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
1	1.03	Equitable Access to a Broad Course of Study	235	Melrose Leadership Academy	School	9637	TCHR BILING	0.3	\$44,799	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	228	United For Success Academy	School	9640	TCHR STR ENG	0.2	\$28,162	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Intervention Teacher	Personnel
3	3.05	Attendance Supports	228	United For Success Academy	School	9641	CASE MGR20	1.0	\$138,411	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.09	Family Partnerships & Language Access	136	Horace Mann Elementary School	School	9642	COM RELAST2B	1.0	\$106,603	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
3	3.01	Safe & Welcoming Schools	182	Martin Luther King, Jr. Elementary School	School	9643	NOON SUP	0.4	\$17,927	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	182	Martin Luther King, Jr. Elementary School	School	9646	FACRESTORJUS	1.0	\$154,890	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.01	Safe & Welcoming Schools	116	Franklin Elementary School	School	9650	NOON SUP	0.3	\$14,372	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.05	Early Childhood Learning	117	Fruitvale Elementary School	School	9651	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.04	Visual & Performing Arts	122	Grass Valley Elementary School	School	9658	TCHR ED ENHN	0.4	\$41,916	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	122	Grass Valley Elementary School	School	9658	TCHR ED ENHN	0.2	\$20,958	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	122	Grass Valley Elementary School	School	9658	TCHR ED ENHN	0.4	\$41,916	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	125	Highland Community School	School	9661	ATTEND SP BI	0.4	\$39,441	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
1	1.05	Early Childhood Learning	186	International Community School	School	9669	EARL LIT TUT	0.8	\$37,649	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	9678	EARL LIT TUT	0.8	\$47,871	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	9688	LIBRARY TECH	0.5	\$35,710	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	9689	EARL LIT TUT	0.8	\$37,621	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
2	2.01	African American Student Achievement	131	Laurel Elementary School	School	9690	FCL MAN DEV	0.5	\$54,011	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	131	Laurel Elementary School	School	9690	FCL MAN DEV	0.5	\$54,011	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	133	Lincoln Elementary School	School	9691	LIBRARY TECH	1.0	\$99,404	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	9696	LIBRARY TECH	1.0	\$96,414	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
2	2.04	Students with Disabilities Achievement	910	Early Childhood Education	Central	9743	TSA PS 11M	1.0	\$155,018	9186	First 5 Measure AA	3 Local Funds	1119	Early Childhood Special Education Program Specialist & Early Learning Coach	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9744	TSA PS 11M	1.0	\$154,398	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	9745	TSA PS 11M	1.0	\$178,119	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	127	Hillcrest School	School	9763	EARL LIT TUT	0.8	\$47,871	9337	PTA/PTSA Funds	3 Local Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	143	Montclair Elementary School	School	9764	EARL LIT TUT	0.8	\$46,523	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	148	Redwood Heights Elementary School	School	9767	EARL LIT TUT	0.8	\$62,591	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	9769	EARL LIT TUT	0.8	\$46,523	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	108	Cleveland Elementary School	School	9770	EARL LIT TUT	0.8	\$40,995	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	142	Joaquin Miller Elementary School	School	9771	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	133	Lincoln Elementary School	School	9772	EARL LIT TUT	0.8	\$37,621	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	206	Bret Harte Middle School	School	9774	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	201	Claremont Middle School	School	9775	EARL LIT TUT	0.8	\$41,604	0006	S&C Carryover	1 LCFF Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	210	Edna Brewer Middle School	School	9776	EARL LIT TUT	0.8	\$37,621	0006	S&C Carryover	1 LCFF Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	211	Montera Middle School	School	9777	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	9778	EARL LIT TUT	0.8	\$46,523	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	213	Westlake Middle School	School	9779	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	9780	EARL LIT TUT	0.8	\$30,175	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	219	Frick United Academy of Language	School	9781	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	236	Urban Promise Academy	School	9782	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	228	United For Success Academy	School	9783	EARL LIT TUT	0.8	\$40,995	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	212	Roosevelt Middle School	School	9784	EARL LIT TUT	0.8	\$40,995	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	9793	MGR COM PART	0.75	\$153,470	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community Schools Leadership Program Manager	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	9793	MGR COM PART	0.25	\$51,157	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community Schools Leadership Program Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	9801	EARL LIT TUT	0.4	\$19,329	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	9845	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	9846	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	215	Madison Park Academy Upper	School	9847	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	107	East Oakland PRIDE Elementary School	School	9848	EARL LIT TUT	0.8	\$50,153	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	117	Fruitvale Elementary School	School	9849	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	118	Garfield Elementary School	School	9850	EARL LIT TUT	0.8	\$66,367	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	103	Brookfield Elementary School	School	9851	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	118	Garfield Elementary School	School	9852	EARL LIT TUT	0.8	\$37,700	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	160	Lockwood STEAM Academy	School	9853	EARL LIT TUT	0.8	\$37,646	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	160	Lockwood STEAM Academy	School	9854	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	160	Lockwood STEAM Academy	School	9855	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	178	Bridges Academy at Melrose	School	9856	EARL LIT TUT	0.8	\$41,967	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	178	Bridges Academy at Melrose	School	9857	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	125	Highland Community School	School	9858	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	181	EnCompass Academy	School	9859	EARL LIT TUT	0.8	\$37,621	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	190	Think College Now Elementary School	School	9860	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
2	2.01	African American Student Achievement	204	West Oakland Middle School	School	9865	FCL FEM FAC	0.5	\$60,653	0004	Central Concentration	1 LCFF Funds	1105	African American Female Excellence (AAFE) Facilitator	Personnel
2	2.01	African American Student Achievement	303	McClymonds High School	School	11331	FCL FEM FAC	0.5	\$60,653	0004	Central Concentration	1 LCFF Funds	1105	African American Female Excellence (AAFE) Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	204	West Oakland Middle School	School	9870	FCL MAN DEV	0.5	\$52,732	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	305	Oakland Technical High School	School	9871	FCL MAN DEV	0.5	\$59,246	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	305	Oakland Technical High School	School	9871	FCL MAN DEV	0.5	\$59,246	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9872	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9873	CUSTODIAN	1.0	\$65,905	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9874	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9875	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9876	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9877	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9878	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9879	CUSTODIAN	1.0	\$87,736	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9880	CUSTODIAN	1.0	\$64,226	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9881	HEAD CUST1	1.0	\$112,225	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Head Custodian, Expanded Learning Programs	Personnel
2	2.12	Expanded Learning Opportunities	989	Custodial Services	Central	9882	HEAD CUST1	1.0	\$93,007	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2205	Head Custodian, Expanded Learning Programs	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	172	Fred T. Korematsu Discovery Academy	School	9887	FACRESTORJUS	0.5	\$55,347	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.05	Attendance Supports	353	Oakland International High School	School	9892	CASE MGR20	0.5	\$53,833	9121	Oakland Fund for Children & Youth (OFCY)	3 Local Funds	2405	Case Manager	Personnel
1	1.06	Multilingual Programs	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	9894	COOD MULTI	0.6	\$125,848	7816	Ca!NEW Grant CDSS	2 Other State Funds	1305	Multilingual Programs Coordinator	Personnel
2	2.01	African American Student Achievement	105	Burckhalter Elementary School	School	9905	TSA 10P	1.0	\$146,716	0120	Unrestricted Fund Balance	2 Other State Funds	1119	Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan	Personnel
2	2.01	African American Student Achievement	122	Grass Valley Elementary School	School	9906	TSA 10P	1.0	\$169,526	0120	Unrestricted Fund Balance	2 Other State Funds	1119	Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan	Personnel
2	2.01	African American Student Achievement	169	Oakland Academy of Knowledge	School	9907	TSA 10P	1.0	\$101,976	0120	Unrestricted Fund Balance	2 Other State Funds	1119	Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan	Personnel
2	2.01	African American Student Achievement	115	Emerson Elementary School	School	9908	TSA 10P	1.0	\$154,323	0120	Unrestricted Fund Balance	2 Other State Funds	1119	Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan	Personnel
2	2.01	African American Student Achievement	213	Westlake Middle School	School	9909	TSA 10P	1.0	\$130,765	0120	Unrestricted Fund Balance	2 Other State Funds	1119	Teacher on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan	Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	9910	SP ED EFFECT	1.0	\$174,960	6266	Educator Effectiveness Grant	2 Other State Funds	2405	Specialist, Educator Effectiveness	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	9912	TCHR STR ENG	0.5	\$47,873	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	229	Elmhurst United Middle School	School	9912	TCHR STR ENG	0.5	\$47,873	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	9914	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	10310	TSA 10P	0.4	\$59,289	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.10	Enrollment Supports	907	Enrollment	Central	9937	DIR STUASSIG	1.0	\$240,685	9186	First 5 Measure AA	3 Local Funds	2305	Director of Student Assignment	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	9942	DIR CONT LRN	0.75	\$199,628	9006	Oak Public Ed Fund	3 Local Funds	2305	Learning Lab Co-Director, Oakland International	Personnel

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3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	9944	SOC WRKR	1.0	\$134,773	9215	Alameda County MHSSA Partnership Program	3 Local Funds	1205	Social Worker, Peer Wellness	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	9945	MGR COM PART	1.0	\$224,279	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community Schools Leadership Program Manager	Personnel
5	5.04	Academic Acceleration & Instructional Improvement at Brookfield Elementary	103	Brookfield Elementary School	School	10311	TSA 10P	0.8	\$120,905	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Intervention Coach	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	301	Castlemont High School	School	9946	FACRESTORJUS	0.7	\$85,223	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	9961	TCHR STR ENG	1.0	\$107,449	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	215	Madison Park Academy Upper	School	9962	TCHR STR ENG	1.0	\$118,872	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.08	English Learner Achievement	335	Life Academy	School	9968	TCHR STR ENG	0.9	\$98,896	9042	Helzel Family Foundation	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.01	Safe & Welcoming Schools	175	Manzanita Seed Elementary School	School	9971	NOON SUP	0.3	\$12,820	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	9972	CULTU KEEPER	1.0	\$68,031	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	352	Rudsdale High School	School	9973	CULTU KEEPER	1.0	\$94,475	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	303	McClymonds High School	School	9974	CULTU KEEPER	1.0	\$72,917	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	9976	PM CTE	1.0	\$187,815	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Internship Program Manager	Personnel
1	1.08	Counseling & Equitable Master Scheduling	125	Highland Community School	School	9978	COUNSELOR	1.0	\$107,953	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	9982	CULTU KEEPER	1.0	\$54,532	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	9989	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	219	Frick United Academy of Language	School	9990	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	9992	EARL LIT TUT	0.8	\$44,074	0006	S&C Carryover	1 LCFF Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	301	Castlemont High School	School	9998	EARL LIT TUT	0.8	\$45,083	0006	S&C Carryover	1 LCFF Funds	2105	Secondary Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	9999	COOD LIT	1.0	\$207,750	0005	Central Supplemental	1 LCFF Funds	1305	Elementary Literacy Coordinator, Network 2	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	10000	COOD STEM	1.0	\$229,378	0005	Central Supplemental	1 LCFF Funds	1305	Middle School Math Coordinator	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	10003	COOD STEM	1.0	\$233,975	0005	Central Supplemental	1 LCFF Funds	1305	Middle School Science Coordinator	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10004	DIR ECE	1.0	\$244,987	9186	First 5 Measure AA	3 Local Funds	1305	Director of Early Childhood Education	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	910	Early Childhood Education	Central	10005	PARTN MULTI	1.0	\$226,930	9186	First 5 Measure AA	3 Local Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10006	SP BEHAVIOR	1.0	\$151,135	9186	First 5 Measure AA	3 Local Funds	2205	Behavior Specialist	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10008	SP BEHAVIOR	1.0	\$164,380	9186	First 5 Measure AA	3 Local Funds	2205	Behavior Specialist	Personnel
1	1.05	Early Childhood Learning	187	Hintil Early Childhood Center	School	10019	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.04	Visual & Performing Arts	107	East Oakland PRIDE Elementary School	School	10023	TCHR ED ENHN	0.4	\$42,954	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	107	East Oakland PRIDE Elementary School	School	10023	TCHR ED ENHN	0.6	\$64,431	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	105	Burckhalter Elementary School	School	10036	EARL LIT TUT	0.8	\$66,367	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	146	Piedmont Avenue Elementary School	School	10037	EARL LIT TUT	0.8	\$37,621	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	146	Piedmont Avenue Elementary School	School	10038	EARL LIT TUT	0.8	\$40,358	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	169	Oakland Academy of Knowledge	School	10039	EARL LIT TUT	0.8	\$43,893	0006	S&C Carryover	1 LCFF Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	136	Horace Mann Elementary School	School	10040	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel

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1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	186	International Community School	School	10041	EARL LIT TUT	0.8	\$37,621	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	186	International Community School	School	10042	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.04	Visual & Performing Arts	101	Allendale Elementary School	School	10043	TCHR ED ENHN	0.2	\$20,010	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	101	Allendale Elementary School	School	10043	TCHR ED ENHN	0.8	\$80,040	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	102	Bella Vista Elementary School	School	10044	TCHR ED ENHN	0.8	\$87,262	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	105	Burckhalter Elementary School	School	10045	TCHR ED ENHN	0.4	\$40,382	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	106	Chabot Elementary School	School	10046	TCHR ED ENHN	1.0	\$141,413	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	10047	TCHR ED ENHN	0.2	\$28,585	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	10047	TCHR ED ENHN	0.4	\$57,171	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.03	Equitable Access to a Broad Course of Study	108	Cleveland Elementary School	School	10048	TCHR ED ENHN	0.2	\$30,082	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Enrichment Areas	Personnel
1	1.03	Equitable Access to a Broad Course of Study	108	Cleveland Elementary School	School	10048	TCHR ED ENHN	0.8	\$120,326	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Enrichment Areas	Personnel
1	1.04	Visual & Performing Arts	111	Crocker Highlands Elementary School	School	10049	TCHR ED ENHN	0.8	\$73,066	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	112	Greenleaf Elementary School	School	10050	TCHR ED ENHN	0.2	\$23,117	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	112	Greenleaf Elementary School	School	10050	TCHR ED ENHN	0.8	\$92,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	10051	TCHR ED ENHN	0.8	\$119,474	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	10051	TCHR ED ENHN	0.2	\$29,868	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	10052	TCHR ED ENHN	1.0	\$143,511	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	115	Emerson Elementary School	School	10053	TCHR ED ENHN	0.2	\$17,135	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	115	Emerson Elementary School	School	10053	TCHR ED ENHN	0.8	\$68,539	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	121	La Escuelita Elementary School	School	10054	TCHR ED ENHN	0.5	\$75,671	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	125	Highland Community School	School	10056	TCHR ED ENHN	1.0	\$157,674	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	127	Hillcrest School	School	10057	TCHR ED ENHN	0.4	\$46,628	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	127	Hillcrest School	School	10057	TCHR ED ENHN	0.6	\$69,942	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	10058	TCHR ED ENHN	0.6	\$74,712	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	10058	TCHR ED ENHN	0.2	\$24,904	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	10058	TCHR ED ENHN	0.2	\$24,904	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	10059	TCHR ED ENHN	0.2	\$24,469	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	10059	TCHR ED ENHN	0.1	\$12,234	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	106	Chabot Elementary School	School	10064	TCHR ED ENHN	0.6	\$70,717	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	106	Chabot Elementary School	School	10064	TCHR ED ENHN	0.4	\$47,144	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.07	Community Schools	172	Fred T. Korematsu Discovery Academy	School	10066	PM COM SCH11	0.5	\$64,407	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.07	Community Schools	172	Fred T. Korematsu Discovery Academy	School	10066	PM COM SCH11	0.5	\$64,407	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	10067	TCHR ED ENHN	0.3	\$24,056	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	10067	TCHR ED ENHN	0.3	\$24,056	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	10067	TCHR ED ENHN	0.4	\$32,075	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	145	Peralta Elementary School	School	10068	TCHR ED ENHN	0.1997	\$18,012	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	145	Peralta Elementary School	School	10068	TCHR ED ENHN	0.6003	\$54,137	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	177	Esperanza Elementary School	School	10069	NOON SUP	0.25	\$11,204	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	177	Esperanza Elementary School	School	10070	TCHR ED ENHN	0.8	\$64,151	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	178	Bridges Academy at Melrose	School	10071	TCHR ED ENHN	0.8	\$74,356	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	178	Bridges Academy at Melrose	School	10071	TCHR ED ENHN	0.2	\$18,589	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	178	Bridges Academy at Melrose	School	10072	FACRESTORJUS	0.5	\$58,012	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	178	Bridges Academy at Melrose	School	10072	FACRESTORJUS	0.5	\$58,012	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	10073	EARL LIT TUT	0.4	\$18,810	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.04	Visual & Performing Arts	178	Bridges Academy at Melrose	School	10081	TCHR ED ENHN	0.3	\$44,241	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	10081	TCHR ED ENHN	0.7	\$103,230	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
3	3.07	Community Schools	179	Manzanita Community School	School	10083	PM COM SCH11	0.35	\$58,076	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	179	Manzanita Community School	School	10083	PM COM SCH11	0.4	\$66,373	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	179	Manzanita Community School	School	10083	PM COM SCH11	0.25	\$41,483	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	183	Prescott School	School	10086	TCHR ED ENHN	0.2	\$17,686	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	183	Prescott School	School	10086	TCHR ED ENHN	0.4	\$35,371	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	183	Prescott School	School	10086	TCHR ED ENHN	0.4	\$35,371	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	177	Esperanza Elementary School	School	10087	TCHR ED ENHN	0.8	\$114,003	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.07	Community Schools	186	International Community School	School	10089	PM COM SCH11	0.5	\$70,286	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	186	International Community School	School	10089	PM COM SCH11	0.5	\$70,286	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	10925	CASE MGR20	0.4	\$49,967	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	n/a	n/a	n/a	\$33,780	7399	LCFF Equity Multiplier	2 Other State Funds	4310	Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
1	1.04	Visual & Performing Arts	194	Sankofa United Elementary School	School	10091	TCHR ED ENHN	0.2996	\$33,016	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	194	Sankofa United Elementary School	School	10091	TCHR ED ENHN	0.4004	\$44,113	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel

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1	1.04	Visual & Performing Arts	138	Markham Elementary School	School	10092	TCHR ED ENHN	0.4	\$43,414	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	138	Markham Elementary School	School	10092	TCHR ED ENHN	0.6	\$65,121	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	143	Montclair Elementary School	School	10097	TCHR ED ENHN	1.0	\$90,520	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	146	Piedmont Avenue Elementary School	School	10099	TCHR ED ENHN	0.2	\$20,951	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	146	Piedmont Avenue Elementary School	School	10099	TCHR ED ENHN	0.8	\$83,802	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	148	Redwood Heights Elementary School	School	10100	TCHR ED ENHN	0.8	\$64,879	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	151	Sequoia Elementary School	School	10101	TCHR ED ENHN	0.4	\$53,869	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	151	Sequoia Elementary School	School	10101	TCHR ED ENHN	0.4	\$53,869	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	10102	TCHR ED ENHN	0.4	\$57,171	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	168	Carl B. Munck Elementary School	School	10103	TCHR ED ENHN	0.4	\$34,300	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	168	Carl B. Munck Elementary School	School	10103	TCHR ED ENHN	0.2	\$17,150	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	168	Carl B. Munck Elementary School	School	10103	TCHR ED ENHN	0.2	\$17,150	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	170	Hoover Elementary School	School	10104	TCHR ED ENHN	0.6	\$67,290	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	179	Manzanita Community School	School	10105	TCHR ED ENHN	0.6	\$97,089	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	10107	TCHR ED ENHN	0.6	\$60,573	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	186	International Community School	School	10108	TCHR ED ENHN	0.6	\$84,080	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	187	Hintil Early Childhood Center	School	10109	TCHR ED ENHN	0.1	\$16,253	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	187	Hintil Early Childhood Center	School	10109	TCHR ED ENHN	0.1	\$16,253	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	10110	COOD CERT	1.0	\$186,762	9334	Measure G Parcel Tax	3 Local Funds	1305	Elementary Visual & Performing Arts Coordinator	Personnel
1	1.04	Visual & Performing Arts	117	Fruitvale Elementary School	School	10111	TCHR ED ENHN	0.3	\$28,981	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	117	Fruitvale Elementary School	School	10111	TCHR ED ENHN	0.6	\$57,963	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	117	Fruitvale Elementary School	School	10114	FACRESTORJUS	1.0	\$140,637	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.04	Visual & Performing Arts	154	Madison Park Academy Primary	School	10115	TCHR ED ENHN	0.2	\$23,488	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	154	Madison Park Academy Primary	School	10115	TCHR ED ENHN	0.6	\$70,479	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	154	Madison Park Academy Primary	School	10116	NOON SUP	0.5	\$23,954	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	10118	TCHR ED ENHN	0.6	\$63,458	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	10118	TCHR ED ENHN	0.2	\$21,153	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	10118	TCHR ED ENHN	0.2	\$21,153	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	165	ACORN Woodland Elementary School	School	10119	TCHR ED ENHN	0.4	\$46,693	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	165	ACORN Woodland Elementary School	School	10119	TCHR ED ENHN	0.6	\$70,039	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel

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1	1.04	Visual & Performing Arts	182	Martin Luther King, Jr. Elementary School	School	10120	TCHR ED ENHN	0.2	\$21,273	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	182	Martin Luther King, Jr. Elementary School	School	10120	TCHR ED ENHN	0.8	\$85,091	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	10122	TCHR ED ENHN	0.2	\$24,309	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	10122	TCHR ED ENHN	0.8	\$97,237	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	10124	TCHR ED ENHN	0.4	\$48,937	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	10124	TCHR ED ENHN	0.4	\$48,937	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	215	Madison Park Academy Upper	School	10130	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.04	Behavioral & Mental Health	215	Madison Park Academy Upper	School	10131	SOC WRKR	1.0	\$114,659	9332	Measure G1 Parcel Tax	3 Local Funds	1205	Social Worker	Personnel
1	1.03	Equitable Access to a Broad Course of Study	232	Coliseum College Prep Academy	School	10132	TCHR STR ENG	1.0	\$90,722	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
3	3.05	Attendance Supports	302	Fremont High School	School	10134	CASE MGR20	1.0	\$120,496	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.04	Visual & Performing Arts	101	Allendale Elementary School	School	10139	TCHR ED ENHN	0.65	\$108,301	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	101	Allendale Elementary School	School	10139	TCHR ED ENHN	0.35	\$58,316	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.08	Counseling & Equitable Master Scheduling	305	Oakland Technical High School	School	10142	COUNSELOR	1.0	\$112,169	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Academic Counselor	Personnel
3	3.07	Community Schools	102	Bella Vista Elementary School	School	10143	PM COM SCH11	0.35	\$59,449	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	102	Bella Vista Elementary School	School	10143	PM COM SCH11	0.25	\$42,464	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	102	Bella Vista Elementary School	School	10143	PM COM SCH11	0.4	\$67,942	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	102	Bella Vista Elementary School	School	10144	TCHR ED ENHN	0.4	\$56,663	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	112	Greenleaf Elementary School	School	10150	TCHR ED ENHN	0.5	\$39,807	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	302	Fremont High School	School	10151	LIBRARIAN	1.0	\$121,553	9334	Measure G Parcel Tax	3 Local Funds	1205	Teacher Librarians to support high-need high school students	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	10155	TCHR STR ENG	1.0	\$105,755	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	10156	TCHR ED ENHN	1.0	\$128,474	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10158	LIBRARIAN	1.0	\$113,910	9334	Measure G Parcel Tax	3 Local Funds	1205	Teacher Librarians to support high-need high school students	Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	10161	TCHR ED ENHN	0.5	\$65,141	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
2	2.10	Newcomer Achievement	236	Urban Promise Academy	School	10163	TCHR STR ENG	0.4	\$55,411	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	10164	NOON SUP	0.2	\$9,582	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	10166	NOON SUP	0.1	\$4,485	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	236	Urban Promise Academy	School	10169	TCHR STR ENG	0.7	\$65,407	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	10169	TCHR STR ENG	0.2	\$18,688	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	236	Urban Promise Academy	School	10169	TCHR STR ENG	0.7	\$65,407	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	10172	TCHR ED ENHN	0.7	\$85,640	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	10172	TCHR ED ENHN	0.7	\$85,640	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	10174	TCHR ED ENHN	1.0	\$138,992	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	306	Skyline High School	School	10179	LIBRARIAN	1.0	\$103,103	9334	Measure G Parcel Tax	3 Local Funds	1205	Teacher Librarians to support high-need high school students	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	119	Glenview Elementary School	School	10180	LIBRARY TECH	0.5	\$40,160	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	10311	TSA 10P	0.2	\$30,577	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	10574	TSA 11M 12P	0.2	\$31,105	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	119	Glenview Elementary School	School	10183	TCHR ED ENHN	0.35	\$52,970	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	10183	TCHR ED ENHN	0.15	\$22,701	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	131	Laurel Elementary School	School	10186	TCHR ED ENHN	0.2	\$27,944	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	131	Laurel Elementary School	School	10186	TCHR ED ENHN	0.8	\$111,775	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	301	Castlemont High School	School	10191	LIBRARIAN	0.5	\$58,304	9334	Measure G Parcel Tax	3 Local Funds	1205	Teacher Librarians to support high-need high school students	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	10191	LIBRARIAN	0.5	\$58,304	9334	Measure G Parcel Tax	3 Local Funds	1205	Teacher Librarians to support high-need high school students	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	10192	TCHR ED ENHN	0.2	\$24,469	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.04	Visual & Performing Arts	151	Sequoia Elementary School	School	10192	TCHR ED ENHN	0.8	\$97,874	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	151	Sequoia Elementary School	School	10194	NOON SUP	0.3	\$12,914	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
1	1.04	Visual & Performing Arts	103	Brookfield Elementary School	School	10196	TCHR ED ENHN	0.1	\$12,078	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	103	Brookfield Elementary School	School	10196	TCHR ED ENHN	0.4	\$48,313	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	10196	TCHR ED ENHN	0.5	\$60,554	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	142	Joaquin Miller Elementary School	School	10201	TCHR ED ENHN	0.2	\$28,581	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	168	Carl B. Munck Elementary School	School	10203	EARL LIT TUT	0.8	\$54,805	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
2	2.11	Alternative Education	309	Ralph J. Bunche Academy	School	10206	TCHR STR ENG	0.85	\$80,977	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	309	Ralph J. Bunche Academy	School	10206	TCHR STR ENG	0.15	\$14,290	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary English/ELD Teacher	Personnel
5	5.07	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	219	Frick United Academy of Language	School	10937	CASE MGR20	0.2	\$24,983	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	310	Dewey Academy	School	10209	TCHR STR ENG	0.4	\$37,641	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.01	Safe & Welcoming Schools	330	Sojourner Truth Independent Study	School	10210	AP HIGH	1.0	\$177,161	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, High	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	102	Bella Vista Elementary School	School	10574	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	10578	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10217	COOD CLASS	1.0	\$249,291	9186	First 5 Measure AA	3 Local Funds	2305	Coordinator, Early Childhood Education	Personnel
1	1.04	Visual & Performing Arts	335	Life Academy	School	10221	TCHR STR ENG	0.7	\$72,225	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	335	Life Academy	School	10221	TCHR STR ENG	0.3	\$30,953	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10222	SP BEHAVIOR	0.8	\$121,404	9186	First 5 Measure AA	3 Local Funds	2205	Behavior Specialist	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10223	TSA PS 11M	1.0	\$124,676	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
3	3.01	Safe & Welcoming Schools	338	MetWest High School	School	10225	AP HIGH	1.0	\$159,576	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	10226	SOC WRKR	1.0	\$143,688	0004	Central Concentration	1 LCFF Funds	1205	Newcomer Social Worker	Personnel
1	1.08	Counseling & Equitable Master Scheduling	353	Oakland International High School	School	10228	COUNSELOR	0.7	\$80,819	6383	Golden State Pathways Program	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	353	Oakland International High School	School	10228	COUNSELOR	0.3	\$34,637	9139	Zellerbach Family Foundation	3 Local Funds	1205	Academic Counselor	Personnel

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3	3.09	Family Partnerships & Language Access	353	Oakland International High School	School	10229	COM RELAST2B	1.0	\$69,545	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Community Relations Assistant	Personnel
1	1.04	Visual & Performing Arts	229	Elmhurst United Middle School	School	10232	TCHR STR ENG	1.0	\$107,449	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	10234	TCHR STR ENG	0.5	\$62,962	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	210	Edna Brewer Middle School	School	10235	FACRESTORJUS	1.0	\$169,363	9332	Measure G1 Parcel Tax	3 Local Funds	2205	Restorative Justice Facilitator	Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	10236	TCHR STR ENG	0.5	\$62,227	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	10239	SITE LIA WRK	1.0	\$139,935	6388	K–12 Strong Workforce Program	2 Other State Funds	2205	Work-Based Learning Site Liaisons	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	213	Westlake Middle School	School	10240	FACRESTORJUS	0.75	\$105,477	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	10241	TCHR STR ENG	0.4	\$49,782	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	10241	TCHR STR ENG	0.4	\$49,782	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	308	Young Adult Program	School	10242	TCHR STR ENG	0.06	\$9,709	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	308	Young Adult Program	School	10242	TCHR STR ENG	0.06	\$9,709	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	10578	TSA 11M 12P	0.5	\$77,763	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	10588	TSA 11M 12P	0.3	\$46,658	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	10588	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.05	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	105	Burckhalter Elementary School	School	10591	TSA 10P	0.9	\$138,891	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Mathematics Teacher on Special Assignment	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	10245	COUNSELOR	0.2	\$27,465	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
2	2.01	African American Student Achievement	146	Piedmont Avenue Elementary School	School	10250	FCL MAN DEV	0.5	\$49,979	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	236	Urban Promise Academy	School	10251	FCL MAN DEV	0.5	\$44,682	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	302	Fremont High School	School	10252	FCL MAN DEV	0.5	\$61,383	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	304	Oakland High School	School	10253	FCL MAN DEV	0.5	\$61,383	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	215	Madison Park Academy Upper	School	10254	FCL MAN DEV	0.5	\$44,682	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
3	3.06	Youth Engagement & Leadership	303	McClymonds High School	School	10261	SP STUD ENG	1.0	\$192,910	0006	S&C Carryover	1 LCFF Funds	2205	Student Engagement Specialist	Personnel
3	3.06	Youth Engagement & Leadership	933	Oakland Athletic League	Central	10266	DIR COMP HS	1.0	\$286,701	0006	S&C Carryover	1 LCFF Funds	1305	Administrator on Special Assignment, Student Athletics	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	10269	MGR GRANTS	1.0	\$184,289	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2305	Grants Manager	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10270	COOD BEHHEAL	1.0	\$200,215	0004	Central Concentration	1 LCFF Funds	2305	Coordinator of Behavioral Health	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	922	Community Schools & Student Services	Central	10271	CASE MGR20	1.0	\$133,824	0004	Central Concentration	1 LCFF Funds	2405	Case Manager, SARB/DHP	Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	10272	SP CSSS DSM	0.5	\$97,930	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2405	Specialist, Data & Systems Management, Expanded Learning Programs	Personnel
3	3.01	Safe & Welcoming Schools	102	Bella Vista Elementary School	School	10273	CULTU KEEPER	1.0	\$87,723	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	178	Bridges Academy at Melrose	School	10274	CULTU KEEPER	1.0	\$94,475	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
2	2.01	African American Student Achievement	206	Bret Harte Middle School	School	10308	FCL MAN DEV	0.5	\$53,725	9332	Measure G1 Parcel Tax	3 Local Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
2	2.01	African American Student Achievement	206	Bret Harte Middle School	School	10308	FCL MAN DEV	0.25	\$26,862	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel

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2	2.01	African American Student Achievement	206	Bret Harte Middle School	School	10308	FCL MAN DEV	0.25	\$26,862	0004	Central Concentration	1 LCFF Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
1	1.07	College & Career for All	335	Life Academy	School	10309	C&C PATH CCH	0.5	\$90,365	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	335	Life Academy	School	10309	C&C PATH CCH	0.25	\$45,183	6388	K–12 Strong Workforce Program	2 Other State Funds	2305	Pathway Coach	Personnel
1	1.07	College & Career for All	335	Life Academy	School	10309	C&C PATH CCH	0.25	\$45,183	9339	Measure H Parcel Tax	3 Local Funds	2305	Pathway Coach	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	105	Burckhalter Elementary School	School	10591	TSA 10P	0.1	\$15,432	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Mathematics Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	106	Chabot Elementary School	School	10595	TSA 10P	0.6	\$65,351	9337	PTA/PTSA Funds	3 Local Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	111	Crocker Highlands Elementary School	School	10603	TSA 11M 12P	0.8	\$124,420	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.07	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	219	Frick United Academy of Language	School	10941	FCL MAN DEV	0.5	\$56,259	7399	LCFF Equity Multiplier	2 Other State Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
3	3.07	Community Schools	309	Ralph J. Bunche Academy	School	10314	PM COM SCH11	0.5	\$95,655	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	309	Ralph J. Bunche Academy	School	10314	PM COM SCH11	0.3	\$57,393	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
5	5.07	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	219	Frick United Academy of Language	School	10942	FCL MAN DEV	1.0	\$112,518	7399	LCFF Equity Multiplier	2 Other State Funds	1105	African American Male Achievement (AAMA) Manhood Development Facilitator	Personnel
5	5.07	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$40,149	7399	LCFF Equity Multiplier	2 Other State Funds	1120	Extended contracts for professional development	Personnel
1	1.04	Visual & Performing Arts	175	Manzanita Seed Elementary School	School	10318	TCHR ED ENHN	0.2	\$32,549	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	175	Manzanita Seed Elementary School	School	10318	TCHR ED ENHN	0.8	\$130,197	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	142	Joaquin Miller Elementary School	School	10325	TCHR ED ENHN	0.2	\$20,429	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	10327	ADMNASST3B	1.0	\$159,900	9339	Measure H Parcel Tax	3 Local Funds	2405	Measures N & H Administrative Assistant	Personnel
1	1.05	Early Childhood Learning	142	Joaquin Miller Elementary School	School	10328	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	142	Joaquin Miller Elementary School	School	10339	LIBRARIAN	0.7	\$84,848	9334	Measure G Parcel Tax	3 Local Funds	1205	Library support staff	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	142	Joaquin Miller Elementary School	School	10339	LIBRARIAN	0.3	\$36,363	9337	PTA/PTSA Funds	3 Local Funds	1205	Librarian	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	962	Elementary Network 2	Central	10342	COUNSELOR	1.0	\$162,277	0004	Central Concentration	1 LCFF Funds	1205	Network-based academic counselor to support COST teams, MTSS, chronic absenteeism, and crisis response	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	963	Elementary Network 3	Central	10343	COUNSELOR	1.0	\$137,325	0004	Central Concentration	1 LCFF Funds	1205	Network-based academic counselor to support COST teams, MTSS, chronic absenteeism, and crisis response	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	923	Elementary Network 4	Central	10344	COUNSELOR	1.0	\$137,325	0004	Central Concentration	1 LCFF Funds	1205	Network-based academic counselor to support COST teams, MTSS, chronic absenteeism, and crisis response	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	965	Middle School Network	Central	10345	COUNSELOR	0.4	\$58,611	0004	Central Concentration	1 LCFF Funds	1205	Network-based academic counselor to support COST teams, MTSS, chronic absenteeism, and crisis response	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	964	High School Network	Central	10346	COUNSELOR	1.0	\$149,435	0004	Central Concentration	1 LCFF Funds	1205	Network-based academic counselor to support COST teams, MTSS, chronic absenteeism, and crisis response	Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	10348	NEWCOM ASST	0.8	\$48,081	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2205	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	10348	NEWCOM ASST	0.8	\$48,081	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2205	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	172	Fred T. Korematsu Discovery Academy	School	10353	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
6	6.02	Social Emotional Supports at Castlemont High	301	Castlemont High School	School	6348	NEWCOM ASST	1.0	\$102,149	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Newcomer Learning Lab Assistant	Personnel
3	3.05	Attendance Supports	303	McClymonds High School	School	10360	CASE MGR20	0.6	\$88,742	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
6	6.01	Academic Acceleration & Instructional Improvement at Castlemont High	301	Castlemont High School	School	6450	SP COL&CAR	0.3	\$39,398	7399	LCFF Equity Multiplier	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
6	6.02	Social Emotional Supports at Castlemont High	301	Castlemont High School	School	7751	SP REFUGE	1.0	\$182,738	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Refugee/Asylee Program Specialist	Personnel
6	6.02	Social Emotional Supports at Castlemont High	301	Castlemont High School	School	9946	FACRESTORJUS	0.3	\$36,524	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	10369	TCHR STR ENG	0.6	\$91,467	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	111	Crocker Highlands Elementary School	School	10605	TSA 11M 12P	0.2	\$31,105	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	193	Reach Academy	School	10382	FACRESTORJUS	0.5	\$63,903	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	10621	TSA 11M 12P	0.1	\$15,522	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
6	6.01	Academic Acceleration & Instructional Improvement at Castlemont High	301	Castlemont High School	School	n/a	n/a	n/a	\$110,686	7399	LCFF Equity Multiplier	2 Other State Funds	1120	Extended contracts for professional development	Personnel
6	6.01	Academic Acceleration & Instructional Improvement at Castlemont High	301	Castlemont High School	School	n/a	n/a	n/a	\$110,686	7399	LCFF Equity Multiplier	2 Other State Funds	1120	Extended contracts for professional development	Personnel
3	3.05	Attendance Supports	309	Ralph J. Bunche Academy	School	10383	CASE MGR20	0.4	\$43,668	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	10385	TCHR STR ENG	1.0	\$124,454	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	306	Skyline High School	School	10386	FACRESTORJUS	1.0	\$147,043	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
1	1.05	Early Childhood Learning	131	Laurel Elementary School	School	10388	EARL LIT TUT	0.8	\$37,621	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	210	Edna Brewer Middle School	School	10389	TCHR STR ENG	0.6	\$84,995	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	10401	ED ELINST	1.0	\$286,314	0005	Central Supplemental	1 LCFF Funds	1305	Executive Director of Elementary Instruction	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	10402	ED SECINST	1.0	\$286,315	0005	Central Supplemental	1 LCFF Funds	1305	Executive Director of Secondary Instruction	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10403	TSA 11M 12P	1.0	\$155,525	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
1	1.05	Early Childhood Learning	104	Burbank Preschool Center	School	10407	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	180	Kaiser Early Childhood Center	School	10408	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10410	TSA 11M 12P	1.0	\$155,525	9186	First 5 Measure AA	3 Local Funds	1119	Teacher on Special Assignment & Early Learning Coach	Personnel
3	3.01	Safe & Welcoming Schools	910	Early Childhood Education	Central	10416	CULTU KEEPER	1.0	\$78,831	9186	First 5 Measure AA	3 Local Funds	2205	Culture Keeper	Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	10417	TCHR ED ENHN	0.1	\$7,902	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	10417	TCHR ED ENHN	0.4	\$31,609	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10419	ATTEND SP BI	0.5	\$23,436	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	310	Dewey Academy	School	10422	FACRESTORJUS	0.2	\$20,066	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
6	6.03	Social Emotional Supports at McClymonds High	303	McClymonds High School	School	1467	SP BEHAVIOR	0.1	\$15,842	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Behavior Specialist	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	212	Roosevelt Middle School	School	10425	FACRESTORJUS	0.5	\$75,964	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	212	Roosevelt Middle School	School	10425	FACRESTORJUS	0.5	\$75,964	9305	Educate 78	3 Local Funds	2205	Restorative Justice Facilitator	Personnel
3	3.05	Attendance Supports	922	Community Schools & Student Services	Central	10427	PRIN HS SM	1.0	\$293,037	0006	S&C Carryover	1 LCFF Funds	1305	Administrator on Special Assignment, Attendance	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	10428	ECE FAM NAV	1.0	\$147,054	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
3	3.05	Attendance Supports	310	Dewey Academy	School	10429	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
6	6.03	Social Emotional Supports at McClymonds High	303	McClymonds High School	School	10317	FACRESTORJUS	1.0	\$127,807	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.04	Behavioral & Mental Health	330	Sojourner Truth Independent Study	School	10430	SOC WRKR	1.0	\$160,532	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Social Worker	Personnel

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4	4.03	New Teacher Support & Development	944	Human Resources Services, Supp	Central	10431	TSA PS 12M	1.0	\$172,757	6266	Educator Effectiveness Grant	2 Other State Funds	1119	Lead Mentor Teacher on Special Assignment, New Teacher Support & Development	Personnel
3	3.05	Attendance Supports	338	MetWest High School	School	10432	CASE MGR20	0.4	\$35,462	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	10438	ADMNASST3B	0.25	\$37,197	7413	A–G Completion Grant: A–G Learning Loss Mitigation	2 Other State Funds	2405	Bilingual Administrative Assistant, Counseling	Personnel
1	1.04	Visual & Performing Arts	148	Redwood Heights Elementary School	School	10439	TCHR ED ENHN	0.4	\$51,509	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	148	Redwood Heights Elementary School	School	10439	TCHR ED ENHN	0.4	\$51,509	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
2	2.02	Latino & Native American Student Achievement	211	Montera Middle School	School	10440	FCL MAN DEV	0.5	\$52,732	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
1	1.05	Early Childhood Learning	907	Enrollment	Central	10441	ECE FAM NAV	1.0	\$104,664	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	10449	NEWCOM ASST	0.5	\$36,502	9339	Measure H Parcel Tax	3 Local Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.04	Visual & Performing Arts	212	Roosevelt Middle School	School	10452	TCHR STR ENG	1.0	\$93,438	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10454	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10455	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10456	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10457	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10458	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10459	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11385	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11386	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11387	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11388	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11389	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11390	SOC WRKR	1.0	\$134,773	0004	Central Concentration	1 LCFF Funds	2205	Social Worker	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10460	PM BEHAVHEL	1.0	\$205,906	0004	Central Concentration	1 LCFF Funds	2205	Behavioral Health Program Manager	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	10461	PM BEHAVHEL	1.0	\$184,531	0004	Central Concentration	1 LCFF Funds	2205	Behavioral Health Program Manager	Personnel
2	2.02	Latino & Native American Student Achievement	305	Oakland Technical High School	School	10462	FCL FEM FAC	0.5	\$89,256	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	179	Manzanita Community School	School	10464	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	182	Martin Luther King, Jr. Elementary School	School	10465	EARL LIT TUT	0.8	\$43,893	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
3	3.05	Attendance Supports	116	Franklin Elementary School	School	10466	ATTEND SP BI	0.4	\$24,976	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Bilingual Attendance Specialist	Personnel
2	2.01	African American Student Achievement	306	Skyline High School	School	10467	FCL FEM FAC	1.0	\$154,687	0004	Central Concentration	1 LCFF Funds	1105	African American Female Excellence (AAFE) Facilitator	Personnel
2	2.02	Latino & Native American Student Achievement	154	Madison Park Academy Primary	School	10468	FCL MAN DEV	0.5	\$56,259	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
2	2.01	African American Student Achievement	206	Bret Harte Middle School	School	10470	FCL FEM FAC	1.0	\$154,687	0004	Central Concentration	1 LCFF Funds	1105	African American Female Excellence (AAFE) Facilitator	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10472	TCHR STIP	1.0	\$90,649	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	10477	ASST RECRU	1.0	\$125,670	9334	Measure G Parcel Tax	3 Local Funds	2305	Recruitment Assistant	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	10478	MGR GRANTS	0.25	\$51,741	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2305	Grants Manager, Arts & Music in Schools	Personnel

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1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	10478	MGR GRANTS	0.55	\$113,829	9334	Measure G Parcel Tax	3 Local Funds	2305	Grants Manager, Arts & Music in Schools	Personnel
2	2.02	Latino & Native American Student Achievement	102	Bella Vista Elementary School	School	10479	FCL MAN DEV	0.5	\$56,259	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10483	TCHR STIP	1.0	\$90,649	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	10487	SP WELLNESS	1.0	\$129,102	9213	Alameda Alliance for Health	3 Local Funds	2205	Wellness Specialist	Personnel
2	2.02	Latino & Native American Student Achievement	204	West Oakland Middle School	School	10488	FCL FEM FAC	0.5	\$89,256	0004	Central Concentration	1 LCFF Funds	1105	Latino Student Achievement Facilitator	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10490	TCHR STIP	1.0	\$108,563	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	10500	NOON SUP	0.2	\$9,582	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10504	PARA EDUCAT	0.8	\$58,132	9186	First 5 Measure AA	3 Local Funds	2105	Para educators to support vacancies in TK classrooms	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10505	PARA EDUCAT	0.8	\$58,132	9186	First 5 Measure AA	3 Local Funds	2105	Para educators to support vacancies in TK classrooms	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10506	PARA EDUCAT	0.8	\$58,132	9186	First 5 Measure AA	3 Local Funds	2105	Para educators to support vacancies in TK classrooms	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10507	PARA EDUCAT	0.8	\$58,132	9186	First 5 Measure AA	3 Local Funds	2105	Para educators to support vacancies in TK classrooms	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10508	PARA EDUCAT	0.8	\$58,132	9186	First 5 Measure AA	3 Local Funds	2105	Para educators to support vacancies in TK classrooms	Personnel
1	1.04	Visual & Performing Arts	175	Manzanita Seed Elementary School	School	10509	TCHR ED ENHN	0.2	\$32,363	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	306	Skyline High School	School	10511	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	104	Burbank Preschool Center	School	10513	TCHR ED ENHN	0.1	\$11,689	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	104	Burbank Preschool Center	School	10513	TCHR ED ENHN	0.1	\$11,689	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	104	Burbank Preschool Center	School	10513	TCHR ED ENHN	0.1	\$11,689	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	180	Kaiser Early Childhood Center	School	10514	TCHR ED ENHN	0.2	\$23,377	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	180	Kaiser Early Childhood Center	School	10514	TCHR ED ENHN	0.2	\$23,377	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	180	Kaiser Early Childhood Center	School	10514	TCHR ED ENHN	0.1	\$11,689	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	229	Elmhurst United Middle School	School	10517	TCHR STR ENG	0.4	\$37,262	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
2	2.10	Newcomer Achievement	229	Elmhurst United Middle School	School	10517	TCHR STR ENG	0.6	\$55,893	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.04	Visual & Performing Arts	143	Montclair Elementary School	School	10520	TCHR ED ENHN	0.55	\$67,288	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.05	Early Childhood Learning	103	Brookfield Elementary School	School	10524	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	10525	ADMNAST1B24	0.4	\$54,126	9339	Measure H Parcel Tax	3 Local Funds	2405	Bilingual Administrative Assistant	Personnel
2	2.10	Newcomer Achievement	219	Frick United Academy of Language	School	10526	TCHR STR ENG	0.4	\$49,782	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.04	Visual & Performing Arts	219	Frick United Academy of Language	School	10527	TCHR BILING	0.5	\$63,438	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	219	Frick United Academy of Language	School	10527	TCHR BILING	0.5	\$65,276	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	10551	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	10552	CASE MGR20	0.4	\$49,967	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	10552	CASE MGR20	0.2	\$24,983	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	10552	CASE MGR20	0.4	\$44,767	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	229	Elmhurst United Middle School	School	10553	CASE MGR20	1.0	\$124,917	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	10554	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	10555	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	10555	CASE MGR20	0.2	\$24,983	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	302	Fremont High School	School	10557	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	302	Fremont High School	School	10558	CASE MGR20	1.0	\$124,917	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	304	Oakland High School	School	10559	CASE MGR20	1.0	\$124,917	9019	Cross-Age Mentoring Program	3 Local Funds	2405	Case Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.05	Attendance Supports	304	Oakland High School	School	10560	CASE MGR20	1.0	\$124,917	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10561	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	338	MetWest High School	School	10562	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	338	MetWest High School	School	10562	CASE MGR20	0.4	\$49,967	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	10563	SP COL&CAR	0.25	\$32,124	9339	Measure H Parcel Tax	3 Local Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	10563	SP COL&CAR	0.25	\$32,124	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	10563	SP COL&CAR	0.25	\$32,124	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	10563	SP COL&CAR	0.25	\$32,124	6383	Golden State Pathways Program	2 Other State Funds	2205	College & Career Readiness Specialist	Personnel
3	3.07	Community Schools	306	Skyline High School	School	10564	PM COM SCH11	0.8	\$139,181	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	306	Skyline High School	School	10564	PM COM SCH11	0.2	\$34,795	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10565	CASE MGR20	0.3	\$37,475	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10565	CASE MGR20	0.7	\$87,442	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10566	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	306	Skyline High School	School	10566	CASE MGR20	0.2	\$24,983	9339	Measure H Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	302	Fremont High School	School	10567	CASE MGR20	1.0	\$124,917	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	201	Claremont Middle School	School	10569	PM COM SCH11	0.5	\$86,988	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	201	Claremont Middle School	School	10569	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	206	Bret Harte Middle School	School	10570	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	206	Bret Harte Middle School	School	10570	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	206	Bret Harte Middle School	School	10570	PM COM SCH11	0.25	\$43,494	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	10621	TSA 11M 12P	0.5	\$77,611	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	127	Hillcrest School	School	10572	PM COM SCH11	0.5	\$102,684	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	127	Hillcrest School	School	10572	PM COM SCH11	0.5	\$102,684	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	114	Global Family School	School	10627	TSA 10P	0.8	\$123,458	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Mathematics Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	114	Global Family School	School	10629	TSA 11M 12P	0.1	\$15,553	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
1	1.08	Counseling & Equitable Master Scheduling	102	Bella Vista Elementary School	School	10576	COUNSELOR	0.25	\$34,331	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	102	Bella Vista Elementary School	School	10576	COUNSELOR	0.25	\$34,331	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	10629	TSA 11M 12P	0.9	\$139,973	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10635	TSA 10P	0.2	\$29,030	9332	Measure G1 Parcel Tax	3 Local Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	103	Brookfield Elementary School	School	10580	CASE MGR20	0.4	\$49,967	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	103	Brookfield Elementary School	School	10581	NOON SUP	0.4	\$19,163	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.07	Community Schools	103	Brookfield Elementary School	School	10582	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	103	Brookfield Elementary School	School	10582	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel

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3	3.07	Community Schools	105	Burckhalter Elementary School	School	10587	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	105	Burckhalter Elementary School	School	10587	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10635	TSA 10P	0.8	\$116,122	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10636	TSA 10P	0.7	\$86,782	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	10589	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.05	Early Childhood Learning	105	Burckhalter Elementary School	School	10590	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
6	6.03	Social Emotional Supports at McClymonds High	303	McClymonds High School	School	10360	CASE MGR20	0.4	\$59,161	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10636	TSA 10P	0.3	\$37,192	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	105	Burckhalter Elementary School	School	10592	TCHR ED ENHN	0.2	\$24,469	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	105	Burckhalter Elementary School	School	10592	TCHR ED ENHN	0.2	\$24,469	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.01	Safe & Welcoming Schools	106	Chabot Elementary School	School	10593	AP ELEM	1.0	\$189,166	0005	Central Supplemental	1 LCFF Funds	1305	Assistant Principal, Elementary	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10637	TSA 11M 12P	0.7	\$108,205	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	106	Chabot Elementary School	School	10596	LIBRARY TECH	0.5	\$45,944	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.07	Community Schools	106	Chabot Elementary School	School	10597	PM COM SCH11	0.5	\$86,988	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	106	Chabot Elementary School	School	10597	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	106	Chabot Elementary School	School	10598	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	108	Cleveland Elementary School	School	10599	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	108	Cleveland Elementary School	School	10600	PM COM SCH11	0.5	\$84,717	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	108	Cleveland Elementary School	School	10600	PM COM SCH11	0.5	\$84,717	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.05	Early Childhood Learning	108	Cleveland Elementary School	School	10602	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	122	Grass Valley Elementary School	School	10647	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	111	Crocker Highlands Elementary School	School	10604	TCHR ED ENHN	0.4	\$48,937	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	10653	TSA 11M 12P	0.5	\$51,611	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	111	Crocker Highlands Elementary School	School	10606	PM COM SCH11	1.0	\$173,977	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.05	Attendance Supports	112	Greenleaf Elementary School	School	10607	CASE MGR20	0.4	\$49,967	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	112	Greenleaf Elementary School	School	10607	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	201	Claremont Middle School	School	10612	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	201	Claremont Middle School	School	10613	CASE MGR20	0.4	\$49,967	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.04	Visual & Performing Arts	201	Claremont Middle School	School	10616	TCHR STR ENG	0.5	\$62,227	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	10617	TCHR STR ENG	0.4	\$49,782	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	10617	TCHR STR ENG	0.6	\$74,672	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	10618	TCHR STR ENG	0.4	\$49,782	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	204	West Oakland Middle School	School	10619	FACRESTORJUS	0.7	\$99,023	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	204	West Oakland Middle School	School	10619	FACRESTORJUS	0.7	\$99,023	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.07	Community Schools	204	West Oakland Middle School	School	10620	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	204	West Oakland Middle School	School	10620	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	204	West Oakland Middle School	School	10620	PM COM SCH11	0.25	\$43,494	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	10659	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	115	Emerson Elementary School	School	10643	TSA 10P	1.0	\$141,933	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, Restorative Practices & Social Emotional Learning	Personnel
3	3.05	Attendance Supports	114	Global Family School	School	10622	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.01	Safe & Welcoming Schools	114	Global Family School	School	10624	NOON SUP	0.5	\$23,954	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
3	3.01	Safe & Welcoming Schools	114	Global Family School	School	10625	NOON SUP	0.5	\$23,954	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	10626	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	10659	TSA 11M 12P	0.5	\$77,763	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	10628	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	10672	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	10672	TSA 11M 12P	0.4	\$62,210	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	114	Global Family School	School	10630	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	114	Global Family School	School	10630	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	114	Global Family School	School	10630	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	112	Greenleaf Elementary School	School	10631	EARL LIT TUT	0.5	\$24,446	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Elementary Math Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	112	Greenleaf Elementary School	School	10631	EARL LIT TUT	0.3	\$16,460	9332	Measure G1 Parcel Tax	3 Local Funds	2105	Elementary Math Tutor	Personnel
3	3.01	Safe & Welcoming Schools	112	Greenleaf Elementary School	School	10632	RECESS COACH	1.0	\$51,188	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2205	Recess Coach	Personnel
3	3.07	Community Schools	112	Greenleaf Elementary School	School	10633	PM COM SCH11	0.6	\$104,386	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	112	Greenleaf Elementary School	School	10633	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	112	Greenleaf Elementary School	School	10633	PM COM SCH11	0.15	\$26,096	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	10634	TSA 11M 12P	1.0	\$186,022	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	10682	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	10682	TSA 11M 12P	0.4	\$62,210	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	168	Carl B. Munck Elementary School	School	10684	TSA 11M 12P	0.25	\$38,881	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Mathematics Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	206	Bret Harte Middle School	School	10696	TSA 11M 12P	1.0	\$155,525	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel

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1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	168	Carl B. Munck Elementary School	School	10684	TSA 11M 12P	0.25	\$38,881	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Mathematics Teacher on Special Assignment	Personnel
1	1.05	Early Childhood Learning	112	Greenleaf Elementary School	School	10638	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.05	Attendance Supports	115	Emerson Elementary School	School	10641	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	168	Carl B. Munck Elementary School	School	10684	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	10644	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	122	Grass Valley Elementary School	School	10646	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	122	Grass Valley Elementary School	School	10646	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	10689	TSA 11M 12P	0.4	\$62,210	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.05	Early Childhood Learning	122	Grass Valley Elementary School	School	10648	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.05	Attendance Supports	125	Highland Community School	School	10649	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	125	Highland Community School	School	10649	CASE MGR20	0.2	\$24,983	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	169	Oakland Academy of Knowledge	School	10689	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	10654	TSA 11M 12P	1.0	\$124,482	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	125	Highland Community School	School	10655	PM COM SCH11	0.4	\$67,291	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	125	Highland Community School	School	10655	PM COM SCH11	0.35	\$58,880	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	125	Highland Community School	School	10655	PM COM SCH11	0.25	\$42,057	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	10656	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	10657	EARL LIT TUT	0.4	\$21,946	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	10690	TSA 11M 12P	0.5	\$60,656	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.01	Diverse & Stable Staff	206	Bret Harte Middle School	School	10695	TSA 11M 12P	0.2	\$31,105	9332	Measure G1 Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Teacher Retention	Personnel
3	3.07	Community Schools	136	Horace Mann Elementary School	School	10660	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	136	Horace Mann Elementary School	School	10660	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	143	Montclair Elementary School	School	10662	LIBRARY TECH	0.5	\$45,944	9334	Measure G Parcel Tax	3 Local Funds	2205	Library support staff	Personnel
3	3.04	Behavioral & Mental Health	143	Montclair Elementary School	School	10664	SOC WRKR	0.5	\$67,387	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	143	Montclair Elementary School	School	10665	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	145	Peralta Elementary School	School	10669	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	145	Peralta Elementary School	School	10670	PM COM SCH11	1.0	\$200,717	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	154	Madison Park Academy Primary	School	10671	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	154	Madison Park Academy Primary	School	10671	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	206	Bret Harte Middle School	School	10695	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.09	Data-Driven Decision Making	172	Fred T. Korematsu Discovery Academy	School	10703	TSA 11M 12P	0.5	\$75,856	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, Data-Driven Decisionmaking	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.05	Attendance Supports	154	Madison Park Academy Primary	School	10674	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	154	Madison Park Academy Primary	School	10674	CASE MGR20	0.4	\$49,967	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	10675	EARL LIT TUT	0.8	\$43,893	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
3	3.07	Community Schools	157	Thornhill Elementary School	School	10677	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	157	Thornhill Elementary School	School	10677	PM COM SCH11	0.5	\$86,988	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	157	Thornhill Elementary School	School	10678	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	10679	TCHR ED ENHN	0.2	\$24,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	10679	TCHR ED ENHN	0.3	\$36,703	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	10681	EARL LIT TUT	0.8	\$43,893	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	172	Fred T. Korematsu Discovery Academy	School	10703	TSA 11M 12P	0.5	\$75,856	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	170	Hoover Elementary School	School	10711	TSA 11M 12P	0.4	\$57,426	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
3	3.07	Community Schools	165	ACORN Woodland Elementary School	School	10683	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	165	ACORN Woodland Elementary School	School	10683	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	10711	TSA 11M 12P	0.6	\$86,139	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	10714	TSA 10P	0.8	\$121,111	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	10720	TSA 10P	1.0	\$93,581	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
3	3.05	Attendance Supports	169	Oakland Academy of Knowledge	School	10686	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	169	Oakland Academy of Knowledge	School	10686	CASE MGR20	0.2	\$24,983	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	169	Oakland Academy of Knowledge	School	10687	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	169	Oakland Academy of Knowledge	School	10687	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	215	Madison Park Academy Upper	School	10722	TSA 11M 12P	0.8	\$136,554	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	179	Manzanita Community School	School	10735	TSA 11M 12P	0.05	\$7,776	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	10735	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	170	Hoover Elementary School	School	10692	TCHR ED ENHN	0.35	\$42,820	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
3	3.05	Attendance Supports	206	Bret Harte Middle School	School	10694	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	206	Bret Harte Middle School	School	10694	CASE MGR20	0.4	\$49,967	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	10735	TSA 11M 12P	0.1	\$15,553	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	127	Hillcrest School	School	10728	TSA 10P	1.0	\$157,392	9337	PTA/PTSA Funds	3 Local Funds	1119	Mathematics Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	10736	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	210	Edna Brewer Middle School	School	10697	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	210	Edna Brewer Middle School	School	10698	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.04	Visual & Performing Arts	210	Edna Brewer Middle School	School	10700	TCHR STR ENG	0.5	\$62,227	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.07	Community Schools	210	Edna Brewer Middle School	School	10701	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	1105	Community School Manager	Personnel
3	3.07	Community Schools	210	Edna Brewer Middle School	School	10701	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1105	Community School Manager	Personnel
3	3.07	Community Schools	210	Edna Brewer Middle School	School	10701	PM COM SCH11	0.25	\$43,494	0006	S&C Carryover	1 LCFF Funds	1105	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	10736	TSA 11M 12P	0.4	\$62,210	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	10738	TSA 10P	0.4	\$54,834	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	10705	TCHR ED ENHN	1.0	\$122,343	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
3	3.05	Attendance Supports	175	Manzanita Seed Elementary School	School	10706	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	175	Manzanita Seed Elementary School	School	10707	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	175	Manzanita Seed Elementary School	School	10707	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	175	Manzanita Seed Elementary School	School	10707	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	10708	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	175	Manzanita Seed Elementary School	School	10710	NOON SUP	0.5	\$24,563	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	181	EnCompass Academy	School	10739	TSA 10P	0.6	\$65,288	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Social Studies Teacher on Special Assignment	Personnel
1	1.03	Equitable Access to a Broad Course of Study	181	EnCompass Academy	School	10739	TSA 10P	0.2	\$21,763	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Social Studies Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	10712	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	10745	TSA 10P	0.7	\$108,026	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.09	Family Partnerships & Language Access	177	Esperanza Elementary School	School	10715	LIAFAM PARBI	0.25	\$31,162	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
3	3.09	Family Partnerships & Language Access	177	Esperanza Elementary School	School	10715	LIAFAM PARBI	0.15	\$18,697	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Bilingual Family/Parent Liaison	Personnel
3	3.04	Behavioral & Mental Health	177	Esperanza Elementary School	School	10716	SOC WRKR	0.4	\$53,909	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Social Worker	Personnel
3	3.07	Community Schools	177	Esperanza Elementary School	School	10717	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	177	Esperanza Elementary School	School	10717	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	177	Esperanza Elementary School	School	10717	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	10718	EARL LIT TUT	0.4	\$18,810	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	10749	TSA 11M 12P	0.5	\$78,035	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	215	Madison Park Academy Upper	School	10721	PM COM SCH11	0.6	\$123,230	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	215	Madison Park Academy Upper	School	10721	PM COM SCH11	0.15	\$30,807	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	215	Madison Park Academy Upper	School	10721	PM COM SCH11	0.25	\$51,346	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	10758	TSA 11M 12P	0.2	\$31,105	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	215	Madison Park Academy Upper	School	10723	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	10725	SITE LIA WRK	1.0	\$139,935	9339	Measure H Parcel Tax	3 Local Funds	2205	Work-Based Learning Site Liaisons	Personnel

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3	3.01	Safe & Welcoming Schools	127	Hillcrest School	School	10726	NOON SUP	0.1	\$4,791	9337	PTA/PTSA Funds	3 Local Funds	2905	Noon Supervisor	Personnel
1	1.03	Equitable Access to a Broad Course of Study	127	Hillcrest School	School	10727	TCHR ED ENHN	0.4	\$48,937	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	10758	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	127	Hillcrest School	School	10729	TSA 11M 12P	1.0	\$157,392	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	178	Bridges Academy at Melrose	School	10731	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	10732	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	10733	TSA 11M 12P	1.0	\$151,713	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	179	Manzanita Community School	School	10734	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	10759	TSA 11M 12P	0.5	\$77,763	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	232	Coliseum College Prep Academy	School	10759	TSA 11M 12P	0.5	\$77,763	9339	Measure H Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
6	6.01	Academic Acceleration & Instructional Improvement at Castlemont High	301	Castlemont High School	School	10779	TSA 11M 12P	1.0	\$155,525	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	10766	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.06	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	194	Sankofa United Elementary School	School	10768	TSA 11M 12P	0.4	\$62,210	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	194	Sankofa United Elementary School	School	10768	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	212	Roosevelt Middle School	School	10825	TSA 10P	0.6	\$92,594	9332	Measure G1 Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
6	6.01	Academic Acceleration & Instructional Improvement at Castlemont High	301	Castlemont High School	School	10780	TSA 11M 12P	1.0	\$155,525	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	181	EnCompass Academy	School	10740	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	181	EnCompass Academy	School	10740	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.05	Early Childhood Learning	179	Manzanita Community School	School	10744	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
2	2.10	Newcomer Achievement	186	International Community School	School	10826	TSA 10P	0.1	\$15,432	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Elementary Newcomer Teacher Leader	Personnel
3	3.05	Attendance Supports	183	Prescott School	School	10746	CASE MGR20	0.4	\$50,177	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	183	Prescott School	School	10748	PM COM SCH11	0.5	\$87,234	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	183	Prescott School	School	10748	PM COM SCH11	0.5	\$87,234	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
2	2.10	Newcomer Achievement	186	International Community School	School	10826	TSA 10P	0.5	\$62,214	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	10751	EARL LIT TUT	0.8	\$44,054	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	232	Coliseum College Prep Academy	School	10752	COUNSELOR	0.8	\$109,860	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	10752	COUNSELOR	0.2	\$27,465	9339	Measure H Parcel Tax	3 Local Funds	1205	Academic Counselor	Personnel
3	3.05	Attendance Supports	232	Coliseum College Prep Academy	School	10753	CASE MGR20	0.2	\$24,983	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	232	Coliseum College Prep Academy	School	10753	CASE MGR20	0.1	\$12,492	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	232	Coliseum College Prep Academy	School	10754	PM COM SCH11	0.8	\$139,181	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	232	Coliseum College Prep Academy	School	10754	PM COM SCH11	0.2	\$34,795	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.01	Safe & Welcoming Schools	186	International Community School	School	10756	NOON SUP	0.6	\$28,745	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2905	Noon Supervisor	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	10757	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	211	Montera Middle School	School	10832	TSA 10P	0.6	\$93,567	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Mathematics Teacher on Special Assignment	Personnel
3	3.01	Safe & Welcoming Schools	212	Roosevelt Middle School	School	10824	TSA 10P	1.0	\$154,323	9332	Measure G1 Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Culture & Climate	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	308	Young Adult Program	School	10843	TSA 11M 12P	0.1	\$15,553	9339	Measure H Parcel Tax	3 Local Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	308	Young Adult Program	School	10843	TSA 11M 12P	0.2	\$31,105	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	232	Coliseum College Prep Academy	School	10760	CASE MGR20	0.25	\$31,229	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	232	Coliseum College Prep Academy	School	10760	CASE MGR20	0.75	\$91,985	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	10762	TCHR STR ENG	0.5	\$62,227	6383	Golden State Pathways Program	2 Other State Funds	1105	Secondary Dual Enrollment Teacher	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	10762	TCHR STR ENG	0.4	\$49,782	7339	College & Career Access Pathway	2 Other State Funds	1105	Secondary Dual Enrollment Teacher	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	10762	TCHR STR ENG	0.1	\$12,445	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Dual Enrollment Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	10763	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	190	Think College Now Elementary School	School	10764	PM COM SCH11	0.5	\$81,948	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	190	Think College Now Elementary School	School	10764	PM COM SCH11	0.5	\$81,948	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	308	Young Adult Program	School	10843	TSA 11M 12P	0.5	\$81,210	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
6	6.04	Family Engagement at McClymonds High	303	McClymonds High School	School	10361	LIA FAM PAR	0.6	\$64,783	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Family/Parent Liaison	Personnel
6	6.03	Social Emotional Supports at McClymonds High	303	McClymonds High School	School	n/a	n/a	n/a	\$14,679	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
8	8.01	Academic Acceleration at Home & Hospital Program	307	Home & Hospital Program	School	n/a	n/a	n/a	\$13,284	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	236	Urban Promise Academy	School	10848	TSA 11M 12P	0.8	\$130,034	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	194	Sankofa United Elementary School	School	10770	ATTEND SP BI	0.5	\$38,820	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Bilingual Attendance Specialist	Personnel
3	3.05	Attendance Supports	194	Sankofa United Elementary School	School	10770	ATTEND SP BI	0.2	\$15,528	0004	Central Concentration	1 LCFF Funds	2205	Additional attendance staffing at high-need schools	Personnel
3	3.07	Community Schools	194	Sankofa United Elementary School	School	10772	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	194	Sankofa United Elementary School	School	10772	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.05	Attendance Supports	194	Sankofa United Elementary School	School	10773	CASE MGR20	0.5	\$62,458	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	301	Castlemont High School	School	10774	PM COM SCH11	0.6	\$104,386	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	301	Castlemont High School	School	10774	PM COM SCH11	0.15	\$26,096	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	301	Castlemont High School	School	10774	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	301	Castlemont High School	School	10775	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.02	Social Emotional Supports at Bunche Academy	309	Ralph J. Bunche Academy	School	10314	PM COM SCH11	0.2	\$38,262	7399	LCFF Equity Multiplier	2 Other State Funds	2305	Community School Manager	Personnel
7	7.02	Social Emotional Supports at Bunche Academy	309	Ralph J. Bunche Academy	School	10383	CASE MGR20	0.4	\$43,668	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	301	Castlemont High School	School	10782	ATTEND SP	0.8	\$60,026	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2205	Attendance Specialist	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	10794	TCHR 11M 12P	0.1	\$12,445	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Career Technical Education Teacher	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.07	College & Career for All	301	Castlemont High School	School	10795	TCHR STR ENG	0.625	\$77,784	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	10795	TCHR STR ENG	0.375	\$46,670	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
2	2.10	Newcomer Achievement	301	Castlemont High School	School	10799	TCHR STR ENG	0.8	\$99,563	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10800	TCHR STR ENG	1.0	\$124,454	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10803	TCHR STR ENG	1.0	\$124,454	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	10804	TCHR STR ENG	0.08	\$12,660	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	10804	TCHR STR ENG	0.08	\$12,660	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
2	2.10	Newcomer Achievement	301	Castlemont High School	School	10805	TCHR STR ENG	1.0	\$124,454	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
2	2.10	Newcomer Achievement	301	Castlemont High School	School	10807	TCHR STR ENG	1.0	\$124,454	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.04	Visual & Performing Arts	301	Castlemont High School	School	10809	TCHR STR ENG	0.2	\$20,875	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10809	TCHR STR ENG	0.8	\$83,502	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10810	TCHR STR ENG	0.8	\$99,563	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10810	TCHR STR ENG	0.2	\$24,891	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10811	TCHR STR ENG	0.75	\$93,340	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	301	Castlemont High School	School	10811	TCHR STR ENG	0.25	\$31,113	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	10813	TCHR STR ENG	0.8	\$99,563	5813	U.S. Department of Labor Employment & Training Administration (ETA) Grant	4 Federal Funds	1105	Career Technical Education Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	212	Roosevelt Middle School	School	10822	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	212	Roosevelt Middle School	School	10823	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	212	Roosevelt Middle School	School	10823	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	212	Roosevelt Middle School	School	10823	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	303	McClymonds High School	School	10903	TSA 11M 12P	0.4	\$58,165	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	303	McClymonds High School	School	10903	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	10904	TSA 11M 12P	0.5	\$65,966	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	10904	TSA 11M 12P	0.3	\$39,580	7339	College & Career Access Pathway	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
3	3.05	Attendance Supports	211	Montera Middle School	School	10827	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	211	Montera Middle School	School	10828	PM COM SCH11	0.4	\$72,905	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	211	Montera Middle School	School	10828	PM COM SCH11	0.35	\$63,792	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	211	Montera Middle School	School	10828	PM COM SCH11	0.25	\$45,566	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	211	Montera Middle School	School	10829	TCHR STR ENG	0.5	\$62,227	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
3	3.05	Attendance Supports	211	Montera Middle School	School	10830	CASE MGR20	0.2	\$24,983	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	211	Montera Middle School	School	10831	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	303	McClymonds High School	School	10904	TSA 11M 12P	0.2	\$26,387	9064	Regional K-16 Education Collaboratives Grant	3 Local Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
3	3.01	Safe & Welcoming Schools	211	Montera Middle School	School	10834	CULTU KEEPER	0.7	\$55,182	9332	Measure G1 Parcel Tax	3 Local Funds	2205	Culture Keeper	Personnel
3	3.07	Community Schools	302	Fremont High School	School	10835	PM COM SCH11	1.0	\$173,977	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	302	Fremont High School	School	10836	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	236	Urban Promise Academy	School	10846	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	236	Urban Promise Academy	School	10846	CASE MGR20	0.4	\$49,967	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	236	Urban Promise Academy	School	10847	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel

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3	3.07	Community Schools	236	Urban Promise Academy	School	10847	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	236	Urban Promise Academy	School	10847	PM COM SCH11	0.09	\$15,658	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	236	Urban Promise Academy	School	10847	PM COM SCH11	0.09	\$15,658	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
5	5.08	Academic Acceleration & Instructional Improvement at Westlake Middle	213	Westlake Middle School	School	10923	TSA 11M 12P	0.2	\$31,105	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	10851	TCHR STR ENG	0.375	\$57,980	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	10851	TCHR STR ENG	0.375	\$57,980	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
2	2.10	Newcomer Achievement	302	Fremont High School	School	10855	TCHR STR ENG	0.4	\$48,604	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10855	TCHR STR ENG	0.6	\$72,906	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10859	TCHR STR ENG	1.0	\$162,223	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10861	TCHR STR ENG	1.0	\$172,925	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10862	TCHR STR ENG	0.5	\$63,577	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10862	TCHR STR ENG	0.5	\$63,577	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
2	2.10	Newcomer Achievement	302	Fremont High School	School	10877	TCHR STR ENG	1.0	\$158,511	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10878	TCHR STR ENG	1.0	\$127,472	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10879	TCHR STR ENG	1.0	\$125,979	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	10887	TCHR STR ENG	0.7	\$90,621	9339	Measure H Parcel Tax	3 Local Funds	1105	Career Technical Education Teacher	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	10887	TCHR STR ENG	0.3	\$38,837	7339	College & Career Access Pathway	2 Other State Funds	1105	Career Technical Education Teacher	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	10891	TCHR STR ENG	0.8	\$116,110	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	10891	TCHR STR ENG	0.2	\$29,028	7339	College & Career Access Pathway	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10897	TCHR STR ENG	1.0	\$181,633	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10899	TCHR STR ENG	1.0	\$90,680	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10900	TCHR STR ENG	0.6	\$94,760	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	10900	TCHR STR ENG	0.4	\$63,173	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	10902	TCHR STR ENG	1.0	\$104,056	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	213	Westlake Middle School	School	10923	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	229	Elmhurst United Middle School	School	10947	TSA 11M 12P	0.6	\$93,315	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
4	4.02	Staff Growth & Development	229	Elmhurst United Middle School	School	10947	TSA 11M 12P	0.4	\$62,210	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	10955	TSA 10P	0.9	\$139,225	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.07	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	219	Frick United Academy of Language	School	10940	TSA 10P	1.0	\$154,323	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
3	3.07	Community Schools	303	McClymonds High School	School	10905	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	303	McClymonds High School	School	10905	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	303	McClymonds High School	School	10911	TCHR STR ENG	1.0	\$124,454	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	10912	TCHR STR ENG	1.0	\$124,454	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	10916	TCHR STR ENG	0.6	\$74,672	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	10917	TCHR STR ENG	0.8	\$99,563	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.04	Visual & Performing Arts	303	McClymonds High School	School	10918	TCHR STR ENG	0.2	\$24,891	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
3	3.07	Community Schools	213	Westlake Middle School	School	10922	PM COM SCH11	0.25	\$43,494	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	213	Westlake Middle School	School	10922	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	213	Westlake Middle School	School	10922	PM COM SCH11	0.25	\$42,708	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
4	4.02	Staff Growth & Development	116	Franklin Elementary School	School	10962	TSA 10P	0.2	\$30,865	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
4	4.02	Staff Growth & Development	229	Elmhurst United Middle School	School	10945	TSA 11M 12P	1.0	\$151,812	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
2	2.10	Newcomer Achievement	213	Westlake Middle School	School	10924	TCHR STR ENG	0.4	\$69,394	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
3	3.05	Attendance Supports	213	Westlake Middle School	School	10925	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	10962	TSA 10P	0.8	\$123,458	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.07	Academic Acceleration & Instructional Improvement at Bunche Academy	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$11,244	7399	LCFF Equity Multiplier	2 Other State Funds	1120	Extended contracts for teachers	Personnel
7	7.07	Academic Acceleration & Instructional Improvement at Bunche Academy	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$2,638	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	304	Oakland High School	School	10931	TCHR STR ENG	0.75	\$93,340	9339	Measure H Parcel Tax	3 Local Funds	1105	Secondary Science Teacher	Personnel
3	3.07	Community Schools	304	Oakland High School	School	10933	PM COM SCH11	1.0	\$173,977	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	304	Oakland High School	School	10934	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	219	Frick United Academy of Language	School	10935	PM COM SCH11	0.25	\$42,236	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	219	Frick United Academy of Language	School	10935	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	219	Frick United Academy of Language	School	10935	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	219	Frick United Academy of Language	School	10936	PM COM SCH11	0.6	\$104,386	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
7	7.01	Social Emotional Supports at Dewey Academy	310	Dewey Academy	School	10422	FACRESTORJUS	0.6	\$60,199	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Restorative Justice Facilitator	Personnel
3	3.05	Attendance Supports	219	Frick United Academy of Language	School	10937	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	219	Frick United Academy of Language	School	10938	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	219	Frick United Academy of Language	School	10939	TCHR ED ENHN	0.9	\$110,108	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: STEM	Personnel
7	7.01	Social Emotional Supports at Dewey Academy	310	Dewey Academy	School	10429	CASE MGR20	0.4	\$49,967	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	117	Fruitvale Elementary School	School	10965	TSA 11M 12P	0.4	\$62,210	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.06	Academic Acceleration & Instructional Improvement at Dewey Academy	310	Dewey Academy	School	n/a	n/a	n/a	\$46,146	7399	LCFF Equity Multiplier	2 Other State Funds	5825	Contracts/consultants	Non-Personnel
7	7.06	Academic Acceleration & Instructional Improvement at Dewey Academy	310	Dewey Academy	School	n/a	n/a	n/a	\$891	7399	LCFF Equity Multiplier	2 Other State Funds	4399	College and trade exploration through CCGI and field trips	Non-Personnel
7	7.06	Academic Acceleration & Instructional Improvement at Dewey Academy	310	Dewey Academy	School	n/a	n/a	n/a	\$12,237	7399	LCFF Equity Multiplier	2 Other State Funds	5825	College and trade exploration through CCGI and field trips	Non-Personnel
8	8.05	Academic Acceleration & Instructional Improvement at Gateway to College	311	Gateway to College at Laney College	School	n/a	n/a	n/a	\$112,041	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
8	8.04	Academic Acceleration & Instructional Improvement at Street Academy	313	Street Academy	School	n/a	n/a	n/a	\$95,538	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
8	8.03	Social Emotional Supports at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	10208	CASE MGR20	1.0	\$88,655	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel

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3	3.07	Community Schools	229	Elmhurst United Middle School	School	10943	PM COM SCH11	0.6	\$104,386	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	229	Elmhurst United Middle School	School	10943	PM COM SCH11	0.15	\$26,096	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	229	Elmhurst United Middle School	School	10943	PM COM SCH11	0.25	\$41,783	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	10944	AP MIDDLE	1.0	\$190,414	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1305	Assistant Principal, Middle	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	117	Fruitvale Elementary School	School	10965	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	10946	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10967	TSA 11M 12P	0.25	\$38,881	6383	Golden State Pathways Program	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10967	TSA 11M 12P	0.15	\$23,329	6383	Golden State Pathways Program	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	10948	PROG ASST110	1.0	\$81,393	9332	Measure G1 Parcel Tax	3 Local Funds	2405	Program Assistant	Personnel
3	3.07	Community Schools	101	Allendale Elementary School	School	10950	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	101	Allendale Elementary School	School	10950	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	101	Allendale Elementary School	School	10950	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	10951	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	101	Allendale Elementary School	School	10953	EARL LIT TUT	0.8	\$43,893	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10967	TSA 11M 12P	0.2	\$31,105	6383	Golden State Pathways Program	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	10957	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	116	Franklin Elementary School	School	10958	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	116	Franklin Elementary School	School	10958	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	116	Franklin Elementary School	School	10958	PM COM SCH11	0.25	\$48,684	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.05	Attendance Supports	116	Franklin Elementary School	School	10959	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10967	TSA 11M 12P	0.1	\$15,553	6383	Golden State Pathways Program	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10967	TSA 11M 12P	0.3	\$46,658	7339	College & Career Access Pathway	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	117	Fruitvale Elementary School	School	10964	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	117	Fruitvale Elementary School	School	10964	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
4	4.02	Staff Growth & Development	118	Garfield Elementary School	School	10983	TSA 10P	0.3	\$39,666	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	119	Glenview Elementary School	School	10987	TSA 10P	0.6	\$64,232	9337	PTA/PTSA Funds	3 Local Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	305	Oakland Technical High School	School	10966	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	10993	TSA 11M 12P	0.4	\$62,210	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	10993	TSA 11M 12P	0.6	\$93,315	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
2	2.10	Newcomer Achievement	131	Laurel Elementary School	School	11000	TSA 10P	0.5	\$77,161	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	131	Laurel Elementary School	School	11000	TSA 10P	0.5	\$77,161	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
4	4.02	Staff Growth & Development	306	Skyline High School	School	11008	TSA 11M 12P	0.1	\$15,553	9339	Measure H Parcel Tax	3 Local Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
3	3.07	Community Schools	305	Oakland Technical High School	School	10968	PM COM SCH11	1.0	\$173,977	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	305	Oakland Technical High School	School	10969	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	305	Oakland Technical High School	School	10970	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
2	2.08	English Learner Achievement	950	Strategic Resource Planning	Central	10974	SP STRA RES	0.5	\$104,275	0004	Central Concentration	1 LCFF Funds	2405	Specialist, Title III	Personnel
3	3.05	Attendance Supports	118	Garfield Elementary School	School	10976	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	10977	EARL LIT TUT	0.5	\$27,433	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
3	3.07	Community Schools	118	Garfield Elementary School	School	10978	PM COM SCH11	0.4	\$76,293	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	118	Garfield Elementary School	School	10978	PM COM SCH11	0.35	\$66,756	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	118	Garfield Elementary School	School	10978	PM COM SCH11	0.25	\$47,683	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	10980	TSA 11M 12P	1.0	\$135,028	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	10981	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	306	Skyline High School	School	11008	TSA 11M 12P	0.9	\$139,973	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.03	Equitable Access to a Broad Course of Study	119	Glenview Elementary School	School	10984	TCHR ED ENHN	1.0	\$122,343	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Enrichment Areas	Personnel
3	3.07	Community Schools	119	Glenview Elementary School	School	10986	PM COM SCH11	0.5	\$102,684	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	119	Glenview Elementary School	School	10986	PM COM SCH11	0.5	\$102,684	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	11011	TSA 11M 12P	0.2	\$31,105	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	119	Glenview Elementary School	School	10988	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	121	La Escuelita Elementary School	School	10991	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	121	La Escuelita Elementary School	School	10991	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	11011	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	11013	TSA 10P	0.6	\$92,594	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	131	Laurel Elementary School	School	10994	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	131	Laurel Elementary School	School	10994	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	131	Laurel Elementary School	School	10994	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	10995	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	131	Laurel Elementary School	School	10996	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	10999	EARL LIT TUT	0.8	\$43,893	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	11013	TSA 10P	0.4	\$61,729	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.05	Early Childhood Learning	133	Lincoln Elementary School	School	11001	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	11002	CASE MGR20	0.75	\$93,688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	11002	CASE MGR20	0.05	\$6,246	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	11003	CASE MGR20	0.75	\$93,688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	11003	CASE MGR20	0.05	\$6,246	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel

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3	3.07	Community Schools	133	Lincoln Elementary School	School	11006	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	133	Lincoln Elementary School	School	11006	PM COM SCH11	0.35	\$60,892	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	133	Lincoln Elementary School	School	11006	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	133	Lincoln Elementary School	School	11007	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
5	5.02	Academic Acceleration & Instructional Improvement at Markham Elementary	138	Markham Elementary School	School	11014	TSA 10P	0.5	\$77,161	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	138	Markham Elementary School	School	11014	TSA 10P	0.5	\$71,039	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
3	3.07	Community Schools	138	Markham Elementary School	School	11009	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	138	Markham Elementary School	School	11009	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	138	Markham Elementary School	School	11009	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	142	Joaquin Miller Elementary School	School	11015	TSA 11M 12P	0.8	\$124,420	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
8	8.03	Social Emotional Supports at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	10356	CASE MGR20	1.0	\$88,655	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Case Manager	Personnel
4	4.02	Staff Growth & Development	160	Lockwood STEAM Academy	School	11038	TSA 10P	1.0	\$154,323	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
4	4.02	Staff Growth & Development	146	Piedmont Avenue Elementary School	School	11025	TSA 11M 12P	0.2	\$31,105	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	146	Piedmont Avenue Elementary School	School	11025	TSA 11M 12P	0.8	\$124,420	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	11039	TSA 10P	0.2	\$30,865	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
4	4.02	Staff Growth & Development	182	Martin Luther King, Jr. Elementary School	School	11045	TSA 11M 12P	0.2	\$26,723	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	11045	TSA 11M 12P	0.8	\$106,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.03	Equitable Access to a Broad Course of Study	142	Joaquin Miller Elementary School	School	11016	TCHR ED ENHN	0.5	\$61,408	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	142	Joaquin Miller Elementary School	School	11016	TCHR ED ENHN	0.5	\$61,594	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education	Personnel
3	3.07	Community Schools	142	Joaquin Miller Elementary School	School	11018	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	142	Joaquin Miller Elementary School	School	11018	PM COM SCH11	0.5	\$86,988	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	142	Joaquin Miller Elementary School	School	11019	TCHR ED ENHN	0.8	\$97,874	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	142	Joaquin Miller Elementary School	School	11019	TCHR ED ENHN	0.2	\$24,469	0006	S&C Carryover	1 LCFF Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	11020	CASE MGR20	0.8	\$99,933	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	11020	CASE MGR20	0.2	\$24,983	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	146	Piedmont Avenue Elementary School	School	11022	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	146	Piedmont Avenue Elementary School	School	11022	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	11046	TSA 10P	0.5	\$77,161	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.07	Academic Acceleration & Instructional Improvement at Bunche Academy	309	Ralph J. Bunche Academy	School	11061	TSA 10P	0.2	\$28,892	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
3	3.07	Community Schools	148	Redwood Heights Elementary School	School	11026	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	148	Redwood Heights Elementary School	School	11026	PM COM SCH11	0.5	\$86,988	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	148	Redwood Heights Elementary School	School	11027	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.07	Community Schools	151	Sequoia Elementary School	School	11028	PM COM SCH11	0.5	\$102,684	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	151	Sequoia Elementary School	School	11028	PM COM SCH11	0.5	\$102,684	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	11029	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.05	Early Childhood Learning	151	Sequoia Elementary School	School	11031	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	11032	EARL LIT TUT	0.6	\$32,920	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	151	Sequoia Elementary School	School	11032	EARL LIT TUT	0.2	\$10,973	9337	PTA/PTSA Funds	3 Local Funds	2105	Early Literacy Tutor	Personnel
3	3.05	Attendance Supports	160	Lockwood STEAM Academy	School	11033	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	11036	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	11037	TSA 10P	1.0	\$154,323	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.07	Academic Acceleration & Instructional Improvement at Bunche Academy	309	Ralph J. Bunche Academy	School	11061	TSA 10P	0.2	\$28,892	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, English Learner Supports	Personnel
2	2.08	English Learner Achievement	309	Ralph J. Bunche Academy	School	11061	TSA 10P	0.1	\$14,446	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Teacher on Special Assignment, English Learner Supports	Personnel
3	3.07	Community Schools	160	Lockwood STEAM Academy	School	11040	PM COM SCH11	0.6	\$104,386	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	160	Lockwood STEAM Academy	School	11040	PM COM SCH11	0.15	\$26,096	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	160	Lockwood STEAM Academy	School	11040	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	11041	TCHR ED ENHN	0.3	\$36,703	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	11041	TCHR ED ENHN	0.3	\$36,703	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.11	School Improvement	182	Martin Luther King, Jr. Elementary School	School	11042	TSA 10P	1.0	\$114,835	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Teacher on Special Assignment, School Improvement	Personnel
3	3.07	Community Schools	182	Martin Luther King, Jr. Elementary School	School	11043	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	182	Martin Luther King, Jr. Elementary School	School	11043	PM COM SCH11	0.5	\$86,988	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	309	Ralph J. Bunche Academy	School	11064	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	107	East Oakland PRIDE Elementary School	School	11069	TSA 11M 12P	0.4	\$67,834	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Mathematics Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	11069	TSA 11M 12P	0.6	\$101,751	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	11047	EARL LIT TUT	0.8	\$43,893	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	11048	EARL LIT TUT	0.4	\$21,946	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2105	Early Literacy Tutor	Personnel
1	1.04	Visual & Performing Arts	182	Martin Luther King, Jr. Elementary School	School	11049	TCHR ED ENHN	0.3	\$36,703	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.11	School Improvement	182	Martin Luther King, Jr. Elementary School	School	11050	TCHR ED ENHN	1.0	\$122,343	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Elementary Intervention Teacher	Personnel
3	3.07	Community Schools	193	Reach Academy	School	11051	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	193	Reach Academy	School	11051	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	193	Reach Academy	School	11051	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	11053	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.05	Attendance Supports	193	Reach Academy	School	11054	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	11057	TSA 10P	1.0	\$152,114	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	11058	TSA 11M 12P	1.0	\$155,525	0006	S&C Carryover	1 LCFF Funds	1119	Literacy Teacher on Special Assignment	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	11059	TCHR ED ENHN	0.5	\$61,171	9332	Measure G1 Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	11060	TCHR ED ENHN	1.0	\$122,343	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	11073	TSA 10P	0.2	\$35,015	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Literacy Teacher on Special Assignment	Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$161,525	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$13,210	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
7	7.04	College & Career Supports at Rudsdale Continuation	352	Rudsdale High School	School	8229	SP PATH TRAN	0.5	\$66,506	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Career Pathway Transitions Specialist	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	11073	TSA 10P	0.8	\$140,059	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	11062	TCHR ED ENHN	0.15	\$18,351	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	235	Melrose Leadership Academy	School	11062	TCHR ED ENHN	0.3	\$36,703	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library	Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	11062	TCHR ED ENHN	0.27	\$33,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	11062	TCHR ED ENHN	0.27	\$33,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.03	Equitable Access to a Broad Course of Study	235	Melrose Leadership Academy	School	11063	TCHR STR ENG	1.0	\$124,454	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.10	Newcomer Achievement	170	Hoover Elementary School	School	11075	TSA 10P	0.5	\$60,656	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
1	1.05	Early Childhood Learning	235	Melrose Leadership Academy	School	11067	EARL LIT TUT	0.8	\$43,893	9186	First 5 Measure AA	3 Local Funds	2105	TK/PK Tutor	Personnel
2	2.10	Newcomer Achievement	175	Manzanita Seed Elementary School	School	11076	TSA 10P	0.5	\$65,632	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	101	Allendale Elementary School	School	11077	TSA 10P	0.5	\$77,161	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Elementary Newcomer Teacher Leader	Personnel
3	3.05	Attendance Supports	107	East Oakland PRIDE Elementary School	School	11071	CASE MGR20	0.6	\$74,950	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	107	East Oakland PRIDE Elementary School	School	11071	CASE MGR20	0.4	\$49,967	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
3	3.07	Community Schools	107	East Oakland PRIDE Elementary School	School	11072	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	107	East Oakland PRIDE Elementary School	School	11072	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	11105	TSA 11M 12P	1.0	\$141,549	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
2	2.10	Newcomer Achievement	101	Allendale Elementary School	School	11077	TSA 10P	0.5	\$76,980	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
1	1.06	Multilingual Programs	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11074	TSA 11M 12P	1.0	\$171,582	9027	ELD Instruction Program	3 Local Funds	1119	Spanish Literacy Specialist	Personnel
2	2.10	Newcomer Achievement	112	Greenleaf Elementary School	School	11078	TSA 10P	0.5	\$81,227	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	118	Garfield Elementary School	School	11079	TSA 10P	0.5	\$66,109	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
4	4.02	Staff Growth & Development	193	Reach Academy	School	11080	TSA 10P	0.5	\$69,979	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
2	2.10	Newcomer Achievement	193	Reach Academy	School	11080	TSA 10P	0.5	\$69,979	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	107	East Oakland PRIDE Elementary School	School	11081	TSA 10P	0.5	\$81,947	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	177	Esperanza Elementary School	School	11084	TSA 10P	0.5	\$72,561	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	11106	TSA 11M 12P	1.0	\$177,163	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
2	2.10	Newcomer Achievement	125	Highland Community School	School	11085	TSA 10P	0.5	\$51,611	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	133	Lincoln Elementary School	School	11086	TSA 10P	0.5	\$61,363	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel

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2	2.10	Newcomer Achievement	116	Franklin Elementary School	School	11082	TSA 10P	1.0	\$132,218	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	114	Global Family School	School	11083	TSA 10P	1.0	\$126,622	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11089	TSA 11M 12P	0.2	\$26,265	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Middle School Language Specialist	Personnel
7	7.06	Academic Acceleration & Instructional Improvement at Dewey Academy	310	Dewey Academy	School	11104	TSA 11M 12P	0.5	\$77,763	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	310	Dewey Academy	School	11104	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
2	2.10	Newcomer Achievement	160	Lockwood STEAM Academy	School	11087	TSA 10P	1.0	\$158,731	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
2	2.10	Newcomer Achievement	178	Bridges Academy at Melrose	School	11088	TSA 10P	1.0	\$136,197	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	338	MetWest High School	School	11118	TSA 11M 12P	0.5	\$77,763	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11090	TSA 11M 12P	1.0	\$159,110	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Elementary Language Specialist	Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11091	TSA 11M 12P	1.0	\$187,703	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Secondary Language Specialist, Middle School Network	Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11092	TSA 11M 12P	1.0	\$173,260	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Elementary Language Specialist	Personnel
1	1.06	Multilingual Programs	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11093	TSA 11M 12P	1.0	\$152,918	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Spanish Literacy Specialist	Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11094	TSA 11M 12P	1.0	\$181,281	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Secondary Language Specialist, High School Network	Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	11095	TSA 11M 12P	1.0	\$155,525	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1119	Elementary Newcomer Specialist	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	11096	SP IMMIG CHD	0.2	\$28,630	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Specialist, Unaccompanied Immigrant Child Program	Personnel
7	7.04	College & Career Supports at Rudsdale Continuation	352	Rudsdale High School	School	8229	SP PATH TRAN	0.5	\$66,506	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Career Pathway Transitions Specialist	Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	11097	SP IMMIG CHD	0.2	\$28,630	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Specialist, Unaccompanied Immigrant Child Program	Personnel
7	7.05	Social Emotional Supports at Rudsdale Continuation	352	Rudsdale High School	School	9214	NEWCOM ASST	0.6	\$34,688	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Newcomer Learning Lab Assistant	Personnel
1	1.08	Counseling & Equitable Master Scheduling	353	Oakland International High School	School	11098	COUNSELOR	0.7	\$96,127	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	353	Oakland International High School	School	11098	COUNSELOR	0.3	\$41,197	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1205	Academic Counselor	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	11099	TCHR STR ENG	1.0	\$124,454	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary English/ELD Teacher	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	11100	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	11101	TCHR STR ENG	0.8	\$99,563	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Mathematics Teacher	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	353	Oakland International High School	School	11101	TCHR STR ENG	0.2	\$24,891	9141	Stuart Foundation	3 Local Funds	1105	Secondary Mathematics Teacher	Personnel
3	3.07	Community Schools	353	Oakland International High School	School	11102	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	353	Oakland International High School	School	11102	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	353	Oakland International High School	School	11102	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	310	Dewey Academy	School	11103	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	310	Dewey Academy	School	11103	PM COM SCH11	0.25	\$43,494	0006	S&C Carryover	1 LCFF Funds	2305	Community School Manager	Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.07	Community Schools	310	Dewey Academy	School	11103	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	338	MetWest High School	School	11118	TSA 11M 12P	0.5	\$77,763	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
7	7.05	Social Emotional Supports at Rudsdale Continuation	352	Rudsdale High School	School	10364	SOC WRKR	1.0	\$134,773	7399	LCFF Equity Multiplier	2 Other State Funds	1205	Social Worker	Personnel
7	7.03	Academic Acceleration at Rudsdale Continuation	352	Rudsdale High School	School	11184	COUNSELOR	1.0	\$137,325	7399	LCFF Equity Multiplier	2 Other State Funds	1205	Academic Counselor	Personnel
7	7.04	College & Career Supports at Rudsdale Continuation	352	Rudsdale High School	School	n/a	n/a	n/a	\$4,021	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
6	6.05	Academic Acceleration & Instructional Improvement at Oakland International High	353	Oakland International High School	School	8290	SP PATH TRAN	0.9	\$109,941	7399	LCFF Equity Multiplier	2 Other State Funds	2205	Career Pathway Transitions Specialist	Personnel
6	6.06	Social Emotional Supports at Oakland International High	353	Oakland International High School	School	9616	SOC WRKR PSY	0.75	\$118,360	7399	LCFF Equity Multiplier	2 Other State Funds	1205	Social Worker Psychologist	Personnel
3	3.07	Community Schools	330	Sojourner Truth Independent Study	School	11108	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	330	Sojourner Truth Independent Study	School	11108	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	330	Sojourner Truth Independent Study	School	11108	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	330	Sojourner Truth Independent Study	School	11109	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
6	6.06	Social Emotional Supports at Oakland International High	353	Oakland International High School	School	11096	SP IMMIG CHD	0.8	\$114,521	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Specialist, Unaccompanied Immigrant Child Program	Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	11111	SITE LIA WRK	1.0	\$139,935	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2205	Work-Based Learning Site Liaisons	Personnel
2	2.05	Low-Income Student Achievement	330	Sojourner Truth Independent Study	School	11112	TCHR STR ENG	1.0	\$124,454	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Intervention Teacher	Personnel
2	2.05	Low-Income Student Achievement	330	Sojourner Truth Independent Study	School	11113	TCHR STR ENG	1.0	\$124,454	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1105	Secondary Intervention Teacher	Personnel
1	1.07	College & Career for All	335	Life Academy	School	11114	PROG ASST1	0.4	\$46,553	9339	Measure H Parcel Tax	3 Local Funds	2405	Program Assistant I	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	11115	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.07	Community Schools	335	Life Academy	School	11116	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	335	Life Academy	School	11116	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	335	Life Academy	School	11116	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	338	MetWest High School	School	11117	PM COM SCH11	0.5	\$86,988	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	338	MetWest High School	School	11117	PM COM SCH11	0.5	\$86,988	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.07	College & Career for All	928	Counseling	Central	11182	TSA PS 12M	0.25	\$40,148	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	11107	TSA 11M 12P	1.0	\$145,037	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.04	Visual & Performing Arts	352	Rudsdale High School	School	11120	TCHR STR ENG	0.3	\$29,785	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1105	Secondary Visual & Performing Arts Teacher	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11123	TCHR STR ENG	0.7	\$116,020	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
2	2.11	Alternative Education	352	Rudsdale High School	School	11126	TCHR STR ENG	1.0	\$117,185	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11127	TCHR STR ENG	0.8	\$120,740	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	11127	TCHR STR ENG	0.2	\$30,185	9339	Measure H Parcel Tax	3 Local Funds	1105	Curriculum Coach	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11128	TCHR STR ENG	0.9	\$165,331	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11128	TCHR STR ENG	0.1	\$18,370	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1105	Secondary Newcomer Teacher	Personnel

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2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11129	TCHR STR ENG	0.8	\$82,405	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11129	TCHR STR ENG	0.2	\$20,601	7339	College & Career Access Pathway	2 Other State Funds	1105	Secondary Newcomer Teacher	Personnel
3	3.05	Attendance Supports	352	Rudsdale High School	School	11130	CASE MGR20	1.0	\$124,917	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	352	Rudsdale High School	School	11131	CASE MGR20	0.4	\$49,967	0004	Central Concentration	1 LCFF Funds	2405	Case Manager	Personnel
3	3.05	Attendance Supports	352	Rudsdale High School	School	11131	CASE MGR20	0.6	\$74,950	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2405	Case Manager	Personnel
6	6.06	Social Emotional Supports at Oakland International High	353	Oakland International High School	School	11097	SP IMMIG CHD	0.8	\$114,521	7399	LCFF Equity Multiplier	2 Other State Funds	2405	Specialist, Unaccompanied Immigrant Child Program	Personnel
6	6.05	Academic Acceleration & Instructional Improvement at Oakland International High	353	Oakland International High School	School	n/a	n/a	n/a	\$1,975	7399	LCFF Equity Multiplier	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
6	6.05	Academic Acceleration & Instructional Improvement at Oakland International High	353	Oakland International High School	School	n/a	n/a	n/a	\$21,099	7399	LCFF Equity Multiplier	2 Other State Funds	1120	Extended contracts for teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	127	Hillcrest School	School	11180	COUNSELOR	0.4	\$54,930	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
1	1.08	Counseling & Equitable Master Scheduling	212	Roosevelt Middle School	School	11181	COUNSELOR	0.2	\$27,465	0005	Central Supplemental	1 LCFF Funds	1205	Academic Counselor	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	11133	CRED ASSOC	1.0	\$201,243	7399	LCFF Equity Multiplier	2 Other State Funds	2305	Credentials Associate, Equity Multiplier Schools	Personnel
3	3.07	Community Schools	352	Rudsdale High School	School	11185	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	352	Rudsdale High School	School	11185	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	352	Rudsdale High School	School	11185	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
2	2.11	Alternative Education	352	Rudsdale High School	School	11187	TCHR STR ENG	0.8	\$99,563	0006	S&C Carryover	1 LCFF Funds	1105	Additional teachers to support late-arriving continuation students	Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	11187	TCHR STR ENG	0.2	\$24,891	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support late-arriving newcomer students	Personnel
8	8.02	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330	Sojourner Truth Independent Study	School	11110	TSA 11M 12P	1.0	\$155,525	7399	LCFF Equity Multiplier	2 Other State Funds	1119	Teacher on Special Assignment, Instructional Leadership	Personnel
1	1.07	College & Career for All	928	Counseling	Central	11182	TSA PS 12M	0.25	\$40,148	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	352	Rudsdale High School	School	11195	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	11208	SP SCH TECH	1.0	\$123,930	0004	Central Concentration	1 LCFF Funds	2405	School Technology Specialist	Personnel
1	1.04	Visual & Performing Arts	TBD	TBD	School	11209	TCHR ED ENHN	0.2	\$24,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	TBD	TBD	School	11210	TCHR ED ENHN	0.2	\$24,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	TBD	TBD	School	11211	TCHR ED ENHN	0.2	\$24,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	TBD	TBD	School	11212	TCHR ED ENHN	0.2	\$24,469	9334	Measure G Parcel Tax	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts	Personnel
1	1.07	College & Career for All	928	Counseling	Central	11182	TSA PS 12M	0.25	\$40,026	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11214	TSA 11M 12P	1.0	\$155,525	9236	Kenneth Rainin Foundation	3 Local Funds	1119	Teacher on Special Assignment, Early Literacy, Network 4	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	11215	TSA 11M 12P	1.0	\$183,147	9334	Measure G Parcel Tax	3 Local Funds	1119	Physical Education Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11217	TSA 11M 12P	1.0	\$155,525	9236	Kenneth Rainin Foundation	3 Local Funds	1119	Early Literacy Coach	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11218	TSA 11M 12P	1.0	\$155,525	9236	Kenneth Rainin Foundation	3 Local Funds	1119	Early Literacy Coach	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11219	TSA 11M 12P	1.0	\$155,525	9236	Kenneth Rainin Foundation	3 Local Funds	1119	Early Literacy Coach	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	11220	TSA 11M 12P	1.0	\$155,525	9334	Measure G Parcel Tax	3 Local Funds	1119	Secondary Visual Arts Teacher on Special Assignment	Personnel
1	1.07	College & Career for All	928	Counseling	Central	11182	TSA PS 12M	0.25	\$40,148	6383	Golden State Pathways Program	2 Other State Funds	1119	Teacher on Special Assignment, Dual Enrollment	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11222	TSA 11M 12P	1.0	\$187,711	9334	Measure G Parcel Tax	3 Local Funds	1119	District Teacher Librarian	Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	11190	TSA 11M 12P	0.8	\$113,168	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1119	Teacher on Special Assignment, College & Career	Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	11190	TSA 11M 12P	0.2	\$31,105	7339	College & Career Access Pathway	2 Other State Funds	1119	Teacher on Special Assignment, College & Career	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	11213	TSA 11M 12P	0.6	\$74,419	9334	Measure G Parcel Tax	3 Local Funds	1119	Elementary Music Teacher on Special Assignment	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	11226	COOD LIT	1.0	\$217,825	9038	Eat.Learn.Play Grant	3 Local Funds	1305	Early Literacy Coordinator	Personnel
2	2.04	Students with Disabilities Achievement	976	Special Education (Central)	Central	11227	COOD SPED	1.0	\$221,834	0005	Central Supplemental	1 LCFF Funds	1305	Early Childhood Special Education Coordinator	Personnel
3	3.01	Safe & Welcoming Schools	TBD	TBD	School	11282	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	TBD	TBD	School	11283	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.01	Safe & Welcoming Schools	TBD	TBD	School	11284	CULTU KEEPER	1.0	\$78,831	0004	Central Concentration	1 LCFF Funds	2205	Culture Keeper	Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	11285	MGR COM PART	1.0	\$215,410	0004	Central Concentration	1 LCFF Funds	2305	Community Partnerships Manager	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	11216	TSA 11M 12P	0.35	\$54,434	0005	Central Supplemental	1 LCFF Funds	1119	Ethnic Studies Teacher on Special Assignment	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	11216	TSA 11M 12P	0.65	\$101,091	6266	Educator Effectiveness Grant	2 Other State Funds	1119	Ethnic Studies Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	11221	TSA 11M 12P	0.8	\$124,420	9334	Measure G Parcel Tax	3 Local Funds	1119	Elementary Dance Teacher on Special Assignment	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	11288	TSA 10P	1.0	\$127,039	9206	Alam.cty.pub.health-health&wel	3 Local Funds	1119	Teacher on Special Assignment, The Center	Personnel
3	3.07	Community Schools	228	United For Success Academy	School	11313	PM COM SCH11	0.25	\$43,494	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	228	United For Success Academy	School	11313	PM COM SCH11	0.4	\$69,591	0004	Central Concentration	1 LCFF Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	228	United For Success Academy	School	11313	PM COM SCH11	0.35	\$60,892	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	228	United For Success Academy	School	11314	TSA 11M 12P	1.0	\$155,525	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	1119	Literacy Teacher on Special Assignment	Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$8,000	0002	Site Supplemental	1 LCFF Funds	2222	Funds overtime opportunities for classified staff to support families in getting onto ParentSquare and conducting home visits. In turn, this will set all of our incoming student up for success for the folowing school year.	Personnel
4	4.02	Staff Growth & Development	101	Allendale Elementary School	School	n/a	n/a	n/a	\$5,200	0002	Site Supplemental	1 LCFF Funds	1120	This funds summer extended contract hours for teachers to plan their year-long scope and sequence, unpack the first assessments of the year, and engage in lesson planning.	Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	5825	Funds overtime opportunities for classified staff to support families in getting onto ParentSquare and conducting home visits. In turn, this will set all of our incoming student up for success for the folowing school year.	Non-Personnel
3	3.08	Quality Learning Environments	101	Allendale Elementary School	School	n/a	n/a	n/a	\$12,800	0002	Site Supplemental	1 LCFF Funds	4399	To be determined in Fall 2025.	Non-Personnel
1	1.09	Data-Driven Decision Making	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	Provide teachers with release time to collaborate in grade level teams. This supports Data-Driven Decision Making – regularly assessing program impact through data analysis to adjust interventions as needed.	Personnel
4	4.02	Staff Growth & Development	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$6,900	0002	Site Supplemental	1 LCFF Funds	1150	This expenditure allows teachers release time for peer observation and feedback. This improves teacher efficacy and supports alignment and equity of instruction.	Personnel
3	3.08	Quality Learning Environments	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$8,400	0002	Site Supplemental	1 LCFF Funds	4310	This expenditure will provide supplies for classrooms and the office that are needed to enhance the student experience.	Non-Personnel
3	3.09	Family Partnerships & Language Access	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$14,000	0002	Site Supplemental	1 LCFF Funds	1122	Extra compensation for teachers to provide Parent Workshops for families to help their child at home and provide resources for families.	Personnel
1	1.05	Early Childhood Learning	104	Burbank Preschool Center	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	4300	Materials & supplies	Non-Personnel
1	1.05	Early Childhood Learning	104	Burbank Preschool Center	School	n/a	n/a	n/a	\$1,700	0002	Site Supplemental	1 LCFF Funds	4310	Materials & supplies	Non-Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$7,800	0002	Site Supplemental	1 LCFF Funds	4200	Funds will be used to purchase books other than textbooks and be used in conjunction with the adopted core curriculum to enhance student learning, engagement, and deepen understanding of grade level standards and skills for all TK-5th grade students.These Books Other Than Textbooks aim to address individual learning needs, provide diverse learning experiences, and enrich the curriculum. All students, especially African American (Black) students will benefit from their targeted use and as a result of use student academic outcomes in core curricular areas will improve.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$9,000	0002	Site Supplemental	1 LCFF Funds	5826	External Work Orders (i.e. Transportation Services) will be utilized to ensure all TK-5th grade students engage in field work and enrichment activities	Non-Personnel
4	4.02	Staff Growth & Development	106	Chabot Elementary School	School	n/a	n/a	n/a	\$1,000	0002	Site Supplemental	1 LCFF Funds	1122	Extra compensation for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	Personnel
3	3.04	Behavioral & Mental Health	106	Chabot Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	5739	Mental Health interns to provide therapy and additional social-emotional and behavioral support for students referred through COST	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5846	Reading A-Z program for student reading support.	Non-Personnel
4	4.02	Staff Growth & Development	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$24,800	0002	Site Supplemental	1 LCFF Funds	1120	ILT payment as well as any additional time that teachers need to work overtime this will allow me to pay them.	Personnel
4	4.02	Staff Growth & Development	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$21,600	0002	Site Supplemental	1 LCFF Funds	1120	Pays for teachers on Instructional leadership team to meet weekly to develop and implement curriculum and lead professional learning communities, which will improve student academic outcomes. Will also support payment for teachers engaging in other curriculum development opportunities which will support all student academic outcomes.	Personnel
3	3.04	Behavioral & Mental Health	111	Crocker Highlands Elementary School	School	n/a	n/a	n/a	\$9,800	0002	Site Supplemental	1 LCFF Funds	5825	Partnering with Wellness Together will provide our school with the resources and expertise to address the mental health and emotional needs of students, which can significantly reduce the need for suspensions.	Non-Personnel
4	4.02	Staff Growth & Development	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	This funding will pay for extended contracts to build instructional leadership among teachers and promote the mission and vision of the school and improve student outcomes. This will improve student outcomes by directly impacting the teaching and learning across the school. When teachers are given time and support to lead professional development, collaborate on curriculum, analyze student data, and mentor peers, it strengthens instructional practices school-wide.	Personnel
3	3.08	Quality Learning Environments	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$20,100	0002	Site Supplemental	1 LCFF Funds	4304	4304-Classroom supplies This funding will pay for learning materials that will supplement core curriculum, such as manipulatives, visual aids, and culturally relevant texts. These materials will make learning more engaging and accessible, especially for students with varying learning styles and needs. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	Non-Personnel
4	4.02	Staff Growth & Development	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1150	1150-Certified Teachers' Substitutes This funding will pay for substitutes that will allow teachers to be released for coaching, planning, and peer observations. These professional learning opportunities are essential for continuous improvement in teaching practice. By investing in teacher development, the school ensures that instructional quality improves, leading to more effective lessons, better student engagement, and higher academic achievement.	Personnel
3	3.08	Quality Learning Environments	114	Global Family School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
2	2.05	Low-Income Student Achievement	114	Global Family School	School	n/a	n/a	n/a	\$4,000	0002	Site Supplemental	1 LCFF Funds	5820	BART Passes	Non-Personnel
4	4.02	Staff Growth & Development	114	Global Family School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	Extended Contranct	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	n/a	n/a	n/a	\$7,300	0002	Site Supplemental	1 LCFF Funds	1122	These funds will support collaboration time and tutoring time for teachers. This will allow our teachers to be more organized for instruction and to be paid for working with our scholars outside of school hours.	Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	115	Emerson Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	5825	Recess support - These funds will go towards supporting Joy on the playground. A consultant will come in and work with our staff and students on interactive games during recess to support sportmanship, teamwork and collaboration.	Non-Personnel
4	4.02	Staff Growth & Development	116	Franklin Elementary School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	1120	Collaborative planning and training for teachers	Personnel
4	4.02	Staff Growth & Development	116	Franklin Elementary School	School	n/a	n/a	n/a	\$3,000	0002	Site Supplemental	1 LCFF Funds	1150	Provide release time to teachers for professional development and planning	Personnel
3	3.09	Family Partnerships & Language Access	116	Franklin Elementary School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	2925	Staff to support in academic intervention, culture building activities, and family support	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	116	Franklin Elementary School	School	n/a	n/a	n/a	\$11,000	0002	Site Supplemental	1 LCFF Funds	4310	Supplies for classrooms that enhance academic and social emotional learning	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	116	Franklin Elementary School	School	n/a	n/a	n/a	\$12,200	0002	Site Supplemental	1 LCFF Funds	5825	Contract with Jr. Center to provide coding classes for 5th graders	Non-Personnel
3	3.08	Quality Learning Environments	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$9,900	0002	Site Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
4	4.02	Staff Growth & Development	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	Teacher Extended Contract	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	Teacher salary stipends provide additional academic intervention for students outside of contractual hours. This funding allows teachers to offer targeted support to students who need extra help, reinforcing skills and accelerating learning. By extending learning time with trusted educators, we can close achievement gaps and boost student outcomes. This investment benefits students through increased access to personalized instruction and supports teachers by recognizing their time and effort.	Personnel
3	3.08	Quality Learning Environments	118	Garfield Elementary School	School	n/a	n/a	n/a	\$27,000	0002	Site Supplemental	1 LCFF Funds	4310	Curriculum supplies ensures all students and teachers have access to high-quality, standards-aligned instructional materials. These resources support engaging, effective teaching and provide students with the tools they need to succeed across all subject areas. By equipping classrooms with updated and relevant materials, we enhance the learning environment, promote academic achievement, and support equitable access to rigorous instruction for all learne	Non-Personnel
4	4.02	Staff Growth & Development	119	Glenview Elementary School	School	n/a	n/a	n/a	\$17,000	0002	Site Supplemental	1 LCFF Funds	1120	WHAT: extra hours for Instructional Leadership Team to lead grade level PLCs	Personnel
4	4.02	Staff Growth & Development	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$24,400	0002	Site Supplemental	1 LCFF Funds	1150	Substitute teachers are essential to providing teachers with space and time to unpack and plan modules of study for ALL students with the support of our TSA. Students will benefit by having lessons delivered that are thoughtfully planned and aligned with CSS.	Personnel
3	3.09	Family Partnerships & Language Access	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$1,000	0002	Site Supplemental	1 LCFF Funds	5825	Translation services will allow teachers to hold data conferences with families who speak languages other than English and Spanish. This will ensure that English proficiency is not a barrier for our families who speak other languages than English.	Non-Personnel
3	3.08	Quality Learning Environments	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$14,600	0002	Site Supplemental	1 LCFF Funds	4310	Office supplies to ensure teachers have materials needed to support student learning.	Non-Personnel
3	3.09	Family Partnerships & Language Access	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	4311	Meeting refreshments to encourage family attendance and support a healthy practices.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	125	Highland Community School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5826	will secure transportation for field trips field trips enhance classroom learning as well as the quality of student work produced	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	125	Highland Community School	School	n/a	n/a	n/a	\$7,700	0002	Site Supplemental	1 LCFF Funds	5829	students, staff, and families will benefit will secure admission fees for field trips field trips enhance classroom learning as well as the quality of student work produced	Non-Personnel
4	4.02	Staff Growth & Development	125	Highland Community School	School	n/a	n/a	n/a	\$35,000	0002	Site Supplemental	1 LCFF Funds	1120	students, staff, and families will benefit will provide extended contracts for teachers providing extended contracts will allow teachers to be compensated for work outside of contract hours	Personnel
3	3.04	Behavioral & Mental Health	127	Hillcrest School	School	n/a	n/a	n/a	\$12,500	0002	Site Supplemental	1 LCFF Funds	5825	students and teachers will benefit Mental health contract with Hope Reimagined to provide mental health supports for students	Non-Personnel

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3	3.09	Family Partnerships & Language Access	131	Laurel Elementary School	School	n/a	n/a	n/a	\$9,600	0002	Site Supplemental	1 LCFF Funds	4310	This will pay for paper which will be used for home school communication. All students will benefit.	Non-Personnel
4	4.02	Staff Growth & Development	131	Laurel Elementary School	School	n/a	n/a	n/a	\$24,000	0002	Site Supplemental	1 LCFF Funds	1120	This will pay for certificated teaching staff to return early from summer break and before the school year begins for two days of intensive standards-based planning and preparation. All students will benefit.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	n/a	n/a	n/a	\$7,000	0002	Site Supplemental	1 LCFF Funds	5846	This will pay for software licenses such as Flocabulary and RAZ Kids plus. All students will benefit.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5829	Field trip funds to support real- life and hands on learning experiences to complement standards- based learning in the classroom.	Non-Personnel
4	4.02	Staff Growth & Development	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$21,000	0002	Site Supplemental	1 LCFF Funds	1150	Substitutes for academic release, planning, data analysis and conferences	Personnel
2	2.08	English Learner Achievement	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	5846	Subscription and Licenses- Scholastic, Raz Kids and NewsELA Licenses to supplement ELD instruction- support small group learning for English Language Learners.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	4310	This expenditure will provide white boards and markers for students to use during SIPPS instruction.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$8,500	0002	Site Supplemental	1 LCFF Funds	5846	This expenditure will support the purchase of licenses that will provide additional opportunities for students to access ELA and math online. This will include licenses for Imagine Learning, ST Math, and RAZ Kids.	Non-Personnel
4	4.02	Staff Growth & Development	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	1150	This expenditure will pay for substitutes to create opportunities for teachers to do schoolwide peer observations in order to align instructional practices across the school.	Personnel
3	3.08	Quality Learning Environments	138	Markham Elementary School	School	n/a	n/a	n/a	\$32,300	0002	Site Supplemental	1 LCFF Funds	4310	School and student supplies to support instruction and maintenance of school	Non-Personnel
4	4.02	Staff Growth & Development	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$16,800	0002	Site Supplemental	1 LCFF Funds	1120	This money will be utilized to support planning release time with substitutes, peer observations with substitutes and extended hours for educators related to planning and implementing curriculum and other professional development.	Personnel
4	4.02	Staff Growth & Development	143	Montclair Elementary School	School	n/a	n/a	n/a	\$4,000	0002	Site Supplemental	1 LCFF Funds	2225	classified staff attending professional development and/or helping with additional programming for students	Personnel
3	3.08	Quality Learning Environments	143	Montclair Elementary School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	4310	supplies for instruction	Non-Personnel
3	3.09	Family Partnerships & Language Access	143	Montclair Elementary School	School	n/a	n/a	n/a	\$6,000	0002	Site Supplemental	1 LCFF Funds	1122	Leadership roles around curriculum, student culture, and family connections	Personnel
3	3.04	Behavioral & Mental Health	145	Peralta Elementary School	School	n/a	n/a	n/a	\$3,000	0002	Site Supplemental	1 LCFF Funds	5825	Mental health contract with Heart In Balance to provide mental health supports for students	Non-Personnel
4	4.02	Staff Growth & Development	145	Peralta Elementary School	School	n/a	n/a	n/a	\$8,200	0002	Site Supplemental	1 LCFF Funds	1122	Extended Contracts for Teachers to participate in grade level planning and instructional leadership team meetings	Personnel
4	4.02	Staff Growth & Development	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$7,300	0002	Site Supplemental	1 LCFF Funds	4310	This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. This work supports our entire student body.	Non-Personnel
4	4.02	Staff Growth & Development	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$19,000	0002	Site Supplemental	1 LCFF Funds	1120	This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. This work supports our entire student body.	Personnel
4	4.02	Staff Growth & Development	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$16,100	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers	Personnel
4	4.02	Staff Growth & Development	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$13,000	0002	Site Supplemental	1 LCFF Funds	1120	Expenditure pays for Technology lead, Science lead, English Learner Lead. Each of these provides professional deveopment and coaching support to teaching staff.	Personnel
2	2.08	English Learner Achievement	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$7,600	0002	Site Supplemental	1 LCFF Funds	4200	Ensure teachers are equipped with literature connected to units/topics of study/Materials for English Learners	Non-Personnel
3	3.08	Quality Learning Environments	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$8,000	0002	Site Supplemental	1 LCFF Funds	4310	Materials and Supplies	Non-Personnel
4	4.02	Staff Growth & Development	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$6,000	0002	Site Supplemental	1 LCFF Funds	1122	Extra compensation for teachers	Personnel
2	2.05	Low-Income Student Achievement	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$3,400	0002	Site Supplemental	1 LCFF Funds	5820	Bus passes	Non-Personnel
3	3.09	Family Partnerships & Language Access	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	4311	Meeting refreshments for family engagement	Non-Personnel
2	2.05	Low-Income Student Achievement	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	4380	Uniforms	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	1122	Additional Academic Support for Struggling Students	Personnel

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3	3.08	Quality Learning Environments	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$8,300	0002	Site Supplemental	1 LCFF Funds	4399	Additional instructional materials supporting teacher instructional needs for students	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$65,800	0002	Site Supplemental	1 LCFF Funds	5825	Personnel through BACR to ensure SEL is successfully taught, modeled, encouraged on the yard and during other important transitions throughout the day. Strengthen the day/afterschool connect to best serve all our students.	Non-Personnel
4	4.02	Staff Growth & Development	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	Stipends for teachers to have professional development and leadership opportunities.	Personnel
4	4.02	Staff Growth & Development	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$13,200	0002	Site Supplemental	1 LCFF Funds	1150	Use of substitutes for testing and instructional walkthroughs as well as IEPs	Personnel
3	3.08	Quality Learning Environments	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$12,200	0002	Site Supplemental	1 LCFF Funds	4310	Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	Non-Personnel
3	3.09	Family Partnerships & Language Access	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	2220	ET/OT for Support Staff -et/ot for support staff to participate in family engagement events or staff collaboration.	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	5846	PBIS Rewards - Our PBIS database that supports our students rewards system and benefits all students	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$9,400	0002	Site Supplemental	1 LCFF Funds	1120	Extended Contracts for Teachers -Additional teacher collaboration to support MTSS program and family engagement	Personnel
3	3.08	Quality Learning Environments	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	4310	Materials to support academic program	Non-Personnel
4	4.02	Staff Growth & Development	170	Hoover Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	Stipends for teachers to have professional development and leadership opportunities.	Personnel
3	3.08	Quality Learning Environments	170	Hoover Elementary School	School	n/a	n/a	n/a	\$7,100	0002	Site Supplemental	1 LCFF Funds	4310	Supplies to support with student learning and engagement.	Non-Personnel
4	4.02	Staff Growth & Development	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$16,150	0002	Site Supplemental	1 LCFF Funds	1122	Funding will support additional professional development days before the school year begins, allowing staff to collaborate, plan, and strengthen instructional practices. This will ensure high-quality teaching from day one, leading to better student engagement and academic success. All students will benefit from a well-prepared and cohesive teaching team.	Personnel
2	2.08	English Learner Achievement	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$2,250	0002	Site Supplemental	1 LCFF Funds	1150	Funding will provide substitute teachers to support ELPAC testing, ensuring that designated staff can administer assessments without disrupting classroom instruction. This will allow accurate identification of language support needs while maintaining consistent learning for all students. Both English learners and their classmates will benefit from a smooth testing process and uninterrupted instruction.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	5829	Field trip transportation for the purpose of driving strong instructional programming for all students.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$10,800	0002	Site Supplemental	1 LCFF Funds	5846	Educational technology licenses for the purpose of driving strong instructional programming for all students.	Non-Personnel
4	4.02	Staff Growth & Development	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	1122	Extended contract funds for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$8,300	0002	Site Supplemental	1 LCFF Funds	5820	Field trip transportation for the purpose of driving strong instructional programming for all students.	Non-Personnel
4	4.02	Staff Growth & Development	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	1150	Substitutes to release teachers for planning and collaboration for the purpose of driving strong instructional programming for all students.	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$13,000	0002	Site Supplemental	1 LCFF Funds	5825	Funds will support the facilitation of needs-based student groups focused on social-emotional learning, mental health, and wellness. Groups will be led by Lincoln or another qualified mental health and wellness provider through OUSD, offering targeted support to students in areas such as emotional regulation, conflict resolution, self-advocacy, and identity development. These groups will provide safe spaces for students to build resilience and receive tailored support.	Non-Personnel
4	4.02	Staff Growth & Development	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1122	Funds will be used to provide extended contracts for staff to support critical initiatives outside of regular contract hours. This includes additional time for teachers and staff to engage in professional learning, curriculum development, student support services, and family engagement efforts that align with school priorities and student achievement goals	Personnel

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1	1.03	Equitable Access to a Broad Course of Study	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$8,700	0002	Site Supplemental	1 LCFF Funds	5829	Funds will cover admission costs for educational field trips that provide students with hands-on learning experiences aligned with academic standards. These trips will enhance classroom instruction by exposing students to real-world applications of their learning, supporting engagement in science, history, the arts, and cultural exploration.	Non-Personnel
3	3.08	Quality Learning Environments	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$13,725	0002	Site Supplemental	1 LCFF Funds	4310	Supplies to ensure all teachers can effectively deliver curriculum to ensure positive academic outcomes for students	Non-Personnel
3	3.04	Behavioral & Mental Health	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$22,575	0002	Site Supplemental	1 LCFF Funds	5825	SENECA mental health support therapists on site in order to help support student mental health needs as referred by COST	Non-Personnel
3	3.08	Quality Learning Environments	179	Manzanita Community School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	4310	Materials & supplies, provide resources for students, it will benefit students	Non-Personnel
4	4.02	Staff Growth & Development	179	Manzanita Community School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	1122	Extended contract, provide training/PD for teachers, it will benefit students	Personnel
1	1.03	Equitable Access to a Broad Course of Study	179	Manzanita Community School	School	n/a	n/a	n/a	\$24,200	0002	Site Supplemental	1 LCFF Funds	5825	Partnership, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	Non-Personnel
4	4.02	Staff Growth & Development	180	Kaiser Early Childhood Center	School	n/a	n/a	n/a	\$5,900	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers	Personnel
4	4.02	Staff Growth & Development	181	EnCompass Academy	School	n/a	n/a	n/a	\$6,200	0002	Site Supplemental	1 LCFF Funds	1120	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short range planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	5846	Quizzizz, ZenGengo, Listenwise, LingoLift, Beanstack help teachers engage students in listening, speaking, writing, reading, build vocabulary and schema to accelerate students.	Non-Personnel
4	4.02	Staff Growth & Development	181	EnCompass Academy	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5825	Provide EL Education Coaching for leadership and classroom instruction that is affirming, liberatory, and transformational to develop academic and whole child excellence.	Non-Personnel
3	3.09	Family Partnerships & Language Access	181	EnCompass Academy	School	n/a	n/a	n/a	\$7,000	0002	Site Supplemental	1 LCFF Funds	2220	Provide mentoring and tutoring to target students, engage families before school launch, after school, or on weekends as needed.	Personnel
4	4.02	Staff Growth & Development	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	This funding source will fund Extended Teachers contract for teachers to be paid on the Instructional Leadership team. Teachers will benefit and will also be paid to do interventions to support student achievement.	Personnel
2	2.08	English Learner Achievement	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	1150	This funding source will pay for the support on the EL PAC test by paying subs to test the students. English Language Learner students will benefit from the support of getting all of the tested.	Personnel
3	3.08	Quality Learning Environments	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$4,800	0002	Site Supplemental	1 LCFF Funds	4310	This funding source will pay for materials and supplies that will benefit student improvement and achievement.	Non-Personnel
3	3.08	Quality Learning Environments	183	Prescott School	School	n/a	n/a	n/a	\$3,800	0002	Site Supplemental	1 LCFF Funds	4310	Supplies to ensure all teachers can effectively deliver curriculum to ensure positive academic outcomes for students	Non-Personnel
4	4.02	Staff Growth & Development	183	Prescott School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	1122	Funds will pay for Teacher Extended Contract for planning, collaboration, data analysis, coaching, and curriculum development the occurs beyond the contractual day to strengthen academic outcomes for students.	Personnel
4	4.02	Staff Growth & Development	186	International Community School	School	n/a	n/a	n/a	\$9,000	0002	Site Supplemental	1 LCFF Funds	1150	Supports all students access to high quality, rigorous and engaging instruction by affording all teachers time out of their classrooms to plan and collaborate on lessons in district adopted curricular lessons as well as implement SEAL units and strategies	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	n/a	n/a	n/a	\$13,550	0002	Site Supplemental	1 LCFF Funds	5846	Licensing Agreement to purchase Lexia English to support ELA	Non-Personnel
3	3.09	Family Partnerships & Language Access	186	International Community School	School	n/a	n/a	n/a	\$5,450	0002	Site Supplemental	1 LCFF Funds	1122	Supports student and family engagement and learning by compensating teachers to lead workshops on different aspects of school curriculum and student learning through family and parent workshops after school	Personnel
3	3.09	Family Partnerships & Language Access	186	International Community School	School	n/a	n/a	n/a	\$600	0002	Site Supplemental	1 LCFF Funds	5838	Supports parents' and guardians' involvement in school wide and classroom volunteering opportunities	Non-Personnel
3	3.08	Quality Learning Environments	187	Hintil Early Childhood Center	School	n/a	n/a	n/a	\$800	0002	Site Supplemental	1 LCFF Funds	4310	Materials & Supplies	Non-Personnel
4	4.02	Staff Growth & Development	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1122	Extended contract to support our teacher driven PD and PLCs through our ILT work	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5846	Software to support students who may need more support.	Non-Personnel

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1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$5,600	0002	Site Supplemental	1 LCFF Funds	5826	To support field trips so students can see the work they are doing in their expeditions(EL) come alive	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	193	Reach Academy	School	n/a	n/a	n/a	\$12,000	0002	Site Supplemental	1 LCFF Funds	5825	Provide fuding for Mosaic week-long outdoor learning fieldtrip for 4th and 5th grade students. Build subject-matter competency, teamwork, collaboration skills, culture building and leadership skills aligned to SEL & NGSS standards.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	n/a	n/a	n/a	\$8,500	0002	Site Supplemental	1 LCFF Funds	5846	Utilize technology through online learning platforms (PLPs) to support proficiency and mastery-based learning.	Non-Personnel
3	3.08	Quality Learning Environments	193	Reach Academy	School	n/a	n/a	n/a	\$8,000	0002	Site Supplemental	1 LCFF Funds	4304	This expenditure will provide critical resources to support classroom instruction aligned to the core untis of study for English Language Arts and Mathematics to support profieciency.	Non-Personnel
3	3.08	Quality Learning Environments	193	Reach Academy	School	n/a	n/a	n/a	\$7,700	0002	Site Supplemental	1 LCFF Funds	4310	This expenditure will provide critical resources to support classroom instruction aligned to the core untis of study for English Language Arts and Mathematics to support profieciency	Non-Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	2425	Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics along with strategies to support at home	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$1,500	0002	Site Supplemental	1 LCFF Funds	2222	Provide two-way communication with families through weekly communication (i.e. Parent Square, newsletters, etc.), as well as parent teacher visits in-school visits regarding attendance, academics along with strategies to support at home.	Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$4,000	0002	Site Supplemental	1 LCFF Funds	2222	Translation support for English Language Learners families to ensure they better understand their students experience, services we provide to support their students, and ways they can support their children a home.	Personnel
4	4.02	Staff Growth & Development	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$12,200	0002	Site Supplemental	1 LCFF Funds	1122	Extended contract funds for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	Personnel
4	4.02	Staff Growth & Development	201	Claremont Middle School	School	n/a	n/a	n/a	\$27,500	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers	Personnel
3	3.08	Quality Learning Environments	204	West Oakland Middle School	School	n/a	n/a	n/a	\$12,400	0002	Site Supplemental	1 LCFF Funds	4310	This is to purchase basic supplies for the smooth operations of a school.	Non-Personnel
3	3.08	Quality Learning Environments	204	West Oakland Middle School	School	n/a	n/a	n/a	\$3,500	0002	Site Supplemental	1 LCFF Funds	4310	This is to purchase basic supplies for the smooth operations of a school.	Non-Personnel
2	2.12	Expanded Learning Opportunities	204	West Oakland Middle School	School	n/a	n/a	n/a	\$150,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This is for our After School Program, which provides athletics, tutoring, and enrichment until 6 PM every day.	Non-Personnel
3	3.08	Quality Learning Environments	204	West Oakland Middle School	School	n/a	n/a	n/a	\$8,538	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.09	Family Partnerships & Language Access	204	West Oakland Middle School	School	n/a	n/a	n/a	\$1,620	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This funding pays for postage to communicate with families who do not check parentsquare or aeries regularly.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	204	West Oakland Middle School	School	n/a	n/a	n/a	\$3,500	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5846	We will purchase Accelerated Reader, which helps us track what books students are reading independently.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$28,100	0002	Site Supplemental	1 LCFF Funds	5825	A contract with an outside agency that provides dance classes improves student outcomes by offering creative movement opportunities that enhance physical, emotional, and social development. Dance classes foster discipline, teamwork, and self-expression, while also improving focus and confidence. These benefits contribute to a well-rounded education, boosting both academic performance and personal growth.	Non-Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	1120	Culture and climate supervision team extended contract stipend to ensure that students have access to structured activities and community building at school.	Personnel
3	3.08	Quality Learning Environments	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$15,100	0002	Site Supplemental	1 LCFF Funds	4310	Provide instructional supplies to ensure equitable access to education and learning for our most marginalized students.	Non-Personnel
3	3.09	Family Partnerships & Language Access	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$25,000	0002	Site Supplemental	1 LCFF Funds	5825	Technology support consultant to ensure all families have access to proper computer and internet to eliminate barrier to access curriculum, assignments, and information	Non-Personnel
1	1.09	Data-Driven Decision Making	211	Montera Middle School	School	n/a	n/a	n/a	\$28,000	0002	Site Supplemental	1 LCFF Funds	4310	Technology (Computers) to support instruction and assessment administration.	Non-Personnel
3	3.09	Family Partnerships & Language Access	211	Montera Middle School	School	n/a	n/a	n/a	\$6,800	0002	Site Supplemental	1 LCFF Funds	4420	Purchase technology resources for parents use. Tech access will be avialable in our front office/welcome center and our parent library. Additional tech resources (i.e. core subject add-ons to the tech) will be purchased as well.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	211	Montera Middle School	School	n/a	n/a	n/a	\$8,000	0002	Site Supplemental	1 LCFF Funds	5846	Purchase supplemental curriculum via tech licenses to support daily classroom in struction	Non-Personnel

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3	3.08	Quality Learning Environments	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$19,700	0002	Site Supplemental	1 LCFF Funds	4310	School Supplies. There are a large amount of office supplies such as paper, pens, pencils and markers which are consumable and need to be replaced on an ongoing basis. Some students do not have their own supplies and it is important for the school to provide things for them.	Non-Personnel
1	1.09	Data-Driven Decision Making	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	Certificated Teachers will receive stipends to look at students data, reflect on student needs and lesson plan specific additional supports to improve student outcomes.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5846	Licensing Agreements. Our students have unfinished learning that requires additional support beyond the prescribed curriculum. Adaptive computer programs can provide valuable practice for students on fundamental skills necessary to access grade level content.	Non-Personnel
3	3.08	Quality Learning Environments	213	Westlake Middle School	School	n/a	n/a	n/a	\$28,200	0002	Site Supplemental	1 LCFF Funds	4310	Supplies and materials	Non-Personnel
4	4.02	Staff Growth & Development	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	Provide professional development for teachers to learn how to support literacy in classes.	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$2,100	0002	Site Supplemental	1 LCFF Funds	2225	For support staff to translate meetings that we have with families to build more positive relationships.	Personnel
3	3.08	Quality Learning Environments	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$25,000	0002	Site Supplemental	1 LCFF Funds	4310	Provide supplies (marker, paper, pencils, et)c for students in their classes to support engagement.	Non-Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	4311	Will provide food for staff, family and student events	Non-Personnel
3	3.01	Safe & Welcoming Schools	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	4380	Creates a positive culture and climate for students. We will purchase sweatshirts, hoodies, and shirts for MS students to wear.	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1120	EXTENDED CONTRACTS FOR INTERVENTION (DIRECT SERVICE TO STUDENTS). Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$3,000	0002	Site Supplemental	1 LCFF Funds	4310	FIELD TRIPS. Fund fieldtrips for all grades levels and ELD classes so that students can access experiential learning and culturally relevant experiences in the community that connect to their grade level curriculum.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$19,200	0002	Site Supplemental	1 LCFF Funds	5825	SOCIAL EMOTIONAL LEARNING (STAFF WELLNESS CONSULTANT EBAC)	Non-Personnel
4	4.02	Staff Growth & Development	228	United For Success Academy	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	5220	Conference Costs for Professional Development	Non-Personnel
4	4.02	Staff Growth & Development	228	United For Success Academy	School	n/a	n/a	n/a	\$15,600	0002	Site Supplemental	1 LCFF Funds	1120	Extended hours for certificated staff	Personnel
1	1.03	Equitable Access to a Broad Course of Study	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$30,000	0002	Site Supplemental	1 LCFF Funds	5825	Partner with community organizations to provide extracurricular opportunities to all students throughout the day.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$1,000	0002	Site Supplemental	1 LCFF Funds	2225	Case Managers meet with families and students after school who are on their caseload to meet growth goals including SARTs, conferences and mediations.	Personnel
3	3.08	Quality Learning Environments	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$19,800	0002	Site Supplemental	1 LCFF Funds	4310	Provide basic classroom materials for studentst to demonstrate learning in multimodal ways.	Non-Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5826	Maintain healthy learning conditions for all students.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5846	Build digital literacy and blended learning opportunities for all students.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	4200	Books other than textbooks	Non-Personnel
4	4.02	Staff Growth & Development	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$81,900	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers	Personnel
3	3.08	Quality Learning Environments	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$14,000	0002	Site Supplemental	1 LCFF Funds	4310	supplies for school	Non-Personnel
4	4.02	Staff Growth & Development	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$30,300	0002	Site Supplemental	1 LCFF Funds	1120	Pay for extended contracts for teachers- summer planning, PD cycles of inquiry, etc.	Personnel
2	2.12	Expanded Learning Opportunities	236	Urban Promise Academy	School	n/a	n/a	n/a	\$25,000	0002	Site Supplemental	1 LCFF Funds	1120	Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	n/a	n/a	n/a	\$9,000	0002	Site Supplemental	1 LCFF Funds	5826	Fund fieldtrips for all grades levels and ELD classes so that students can access experiential learning and culturally relevant experiences in the community that connect to their grade level curriculum.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	236	Urban Promise Academy	School	n/a	n/a	n/a	\$5,800	0002	Site Supplemental	1 LCFF Funds	4310	Provide materials for teachers that support project-based learning and instruction that engages students to take ownership of their learning.	Non-Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$40,000	0002	Site Supplemental	1 LCFF Funds	1120	Extended contracts for teachers to participate in before school PD, office hours, and family conference weeks	Personnel

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3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$25,000	0002	Site Supplemental	1 LCFF Funds	2225	Overtime funds for staff to support with registration, family conferences, SSC/SELLs meetings, and other family and student engagement events	Personnel
2	2.05	Low-Income Student Achievement	301	Castlemont High School	School	n/a	n/a	n/a	\$9,900	0002	Site Supplemental	1 LCFF Funds	4399	To be Determined	Non-Personnel
4	4.02	Staff Growth & Development	302	Fremont High School	School	n/a	n/a	n/a	\$37,300	0002	Site Supplemental	1 LCFF Funds	1120	Extended Contracts (Mack, Cartagena, Advisory)	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	302	Fremont High School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	4200	Library Books	Non-Personnel
3	3.09	Family Partnerships & Language Access	302	Fremont High School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	4311	Light Refreshments	Non-Personnel
3	3.08	Quality Learning Environments	302	Fremont High School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	4410	Equipment <\$5,000	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5624	Rentals - Graduation at Paramount	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$35,000	0002	Site Supplemental	1 LCFF Funds	5825	Contract with East Bay Consortium	Non-Personnel
1	1.09	Data-Driven Decision Making	302	Fremont High School	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5875	Testing	Non-Personnel
1	1.09	Data-Driven Decision Making	303	McClymonds High School	School	n/a	n/a	n/a	\$23,900	0002	Site Supplemental	1 LCFF Funds	1120	Extended Contract for teachers score assessments and review student data to moniter progress towards goals. Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	Personnel
3	3.08	Quality Learning Environments	304	Oakland High School	School	n/a	n/a	n/a	\$28,400	0002	Site Supplemental	1 LCFF Funds	5825	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	304	Oakland High School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	4304	Suplies and materials for the school - supplies to include paper for the copy machines, toner, pens, pencils, staples, erasers, composition books, scissors, and other supplies necessary for a school to run. The entire school benefits as it will allow for our teachers to teach and teach lessons.	Non-Personnel
3	3.08	Quality Learning Environments	304	Oakland High School	School	n/a	n/a	n/a	\$3,000	0002	Site Supplemental	1 LCFF Funds	4410	To pay for printers or projector replacement. Most projectors and printers in our school are over 10 years old. Through normal wear and tear we inevitably will need to replace a few a year.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$22,000	0002	Site Supplemental	1 LCFF Funds	4375	Pay for cost of advanced placement tests - Schools pay for the advanced placement tests for students who are not low income. This benefits our diverse scholars taking the AP tests and all scholars in those classes should take the test.	Non-Personnel
3	3.09	Family Partnerships & Language Access	304	Oakland High School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	2225	Salaries for classified employees for overtime work - OUSD custodial has informed me I must pay for any time after 4 pm on weekdays and any weekend that I require custodial to work. This is for all school related events including but not limited to: PTO events or meetings, school plays, sporting events that are not sponosred by the Oakland Athletic League, School Site Council meetings, SELLs meetings, CCSPP meetings, school musical performances, senior awards ceremonies, workshops supporting financial aid completion, workshops supporting college applicaiton completion, school dances, talent show, report card pick up nights, back to school night, welcoming 9th grade families night, pathway information night, student celebration / awards nights. OT/ET for Case Managers to attend and do work on our culture and climate team. Our entire schools' population would benefit from these events as they not only build culture and climate, but provide information and programming to celebrate our scholars. Additionall some of these things are required by OUSD and compliance.	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$50,000	0002	Site Supplemental	1 LCFF Funds	1120	Stipends for teachers for extra work - teachers who teach more than two preps are required to be paid extra work per the union contract. Due to the large demands at our school and needs of our scholars we have over 26 teachers teaching 3 or more preps. Each additional prep is paid based on the union contract. Additional stipends will be paid to teachers when they support the grading of senior proejects which often goes beyond the standard school day allocated time. Lastly sometimes due to enrollment we must pay a teacher to teach during their preparation period - which based on union contract is not the extra prep pay, but at their hourly rate because they are teaching during their preparation period. Our entire student body and school benefits because this extra work supports teaching and learning on campus, but is also required by the union contract.	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$4,500	0002	Site Supplemental	1 LCFF Funds	5300	AVID membership - This is a required membership in order to offer the AVID class. It allows us to use the AVID name, materials, and content. This is will support our scholars in AVID as it is a course when listed on thier college applications will benefit their application chances to colleges and universities.	Non-Personnel

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4	4.02	Staff Growth & Development	305	Oakland Technical High School	School	n/a	n/a	n/a	\$50,000	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	1150	Substitutes for Field Trips	Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	2220	Classified Support Stipends	Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$4,000	0002	Site Supplemental	1 LCFF Funds	2250	Classified Support Substitutes	Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$10,000	0002	Site Supplemental	1 LCFF Funds	4310	Classroom Materials/Supplies	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$44,200	0002	Site Supplemental	1 LCFF Funds	4399	Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$500	0002	Site Supplemental	1 LCFF Funds	5829	fees to support student admissions for college and/or career related exploration, such as museum admission	Non-Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	1120	funding for certificated staff such as teachers to support evening meetings such as Attendance, SART, parent education/information/celebration, stakeholder engagement session, or other that occur after school hours	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$20,000	0002	Site Supplemental	1 LCFF Funds	1150	fund classroom substitutes for when teachers are needed for IEP, 504, parent meeting or another need unrelated to personal illness	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$4,000	0002	Site Supplemental	1 LCFF Funds	2225	funding for classified staff such as Case Managers to support evening meetings such as Attendance, SART, parent education mtgs, stakeholder engagement session, or other that occur after school hours	Personnel
2	2.05	Low-Income Student Achievement	306	Skyline High School	School	n/a	n/a	n/a	\$50,800	0002	Site Supplemental	1 LCFF Funds	4399	To be determined in Fall 2025	Non-Personnel
2	2.05	Low-Income Student Achievement	307	Home & Hospital Program	School	n/a	n/a	n/a	\$100	0002	Site Supplemental	1 LCFF Funds	4399	To be determined in Fall 2025	Non-Personnel
4	4.02	Staff Growth & Development	308	Young Adult Program	School	n/a	n/a	n/a	\$10,800	0002	Site Supplemental	1 LCFF Funds	1122	Funding for YAP's Instructional Leadership Team	Personnel
3	3.08	Quality Learning Environments	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$7,600	0002	Site Supplemental	1 LCFF Funds	4310	Instructional materials: Journals, paper for copies, folders, novels, on line subscriptions, general school supplies for the year.	Non-Personnel
3	3.09	Family Partnerships & Language Access	310	Dewey Academy	School	n/a	n/a	n/a	\$3,400	0002	Site Supplemental	1 LCFF Funds	4311	Refreshments	Non-Personnel
3	3.08	Quality Learning Environments	310	Dewey Academy	School	n/a	n/a	n/a	\$9,000	0002	Site Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
4	4.02	Staff Growth & Development	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers for extra planning and preparation	Personnel
4	4.02	Staff Growth & Development	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$4,300	0002	Site Supplemental	1 LCFF Funds	1150	Pay for Substitute Teachers for support with assessments and PD time for data review and analysis	Personnel
3	3.08	Quality Learning Environments	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$500	0002	Site Supplemental	1 LCFF Funds	4200	Purchase supplies for students needed for instruction	Non-Personnel
3	3.08	Quality Learning Environments	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$13,000	0002	Site Supplemental	1 LCFF Funds	4310	Materials & Supplies	Non-Personnel
1	1.09	Data-Driven Decision Making	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$5,000	0002	Site Supplemental	1 LCFF Funds	5825	Contract with a consultant to support virtual classrooms and progress monitoring trackers for PD and student services associated	Non-Personnel
3	3.08	Quality Learning Environments	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5846	Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students	Non-Personnel
4	4.02	Staff Growth & Development	335	Life Academy	School	n/a	n/a	n/a	\$19,665	0002	Site Supplemental	1 LCFF Funds	1120	Extended time for teachers to meet outside of school hours	Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	n/a	n/a	n/a	\$15,000	0002	Site Supplemental	1 LCFF Funds	5826	External Work Order Services to purchase charter bus transport for destiantions aligned with our school's mission and vision - Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in langauge acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	Non-Personnel
3	3.08	Quality Learning Environments	335	Life Academy	School	n/a	n/a	n/a	\$7,635	0002	Site Supplemental	1 LCFF Funds	4310	supplies	Non-Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	4310	To ensure that all students have acces to materials and supplies this support equitable access in our push increase student achievement	Non-Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	1150	To provide collaborative planning time for teachers to support increasing rigor, quality of instruction, data analysis, inquiry cycles, etc.	Personnel
3	3.06	Youth Engagement & Leadership	338	MetWest High School	School	n/a	n/a	n/a	\$2,000	0002	Site Supplemental	1 LCFF Funds	5624	Provide space for student and/or staff events/activites to promote connectedness and joyful schools.	Non-Personnel
3	3.09	Family Partnerships & Language Access	338	MetWest High School	School	n/a	n/a	n/a	\$600	0002	Site Supplemental	1 LCFF Funds	5910	To support communication to stakeholders to promote family and student engagement.	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$11,200	0002	Site Supplemental	1 LCFF Funds	1120	Extended Contract for teachers who are supporting both academic innovation through planning or events, family engagement, participating on culture and climate team meetings or events that go beyond their contractual hours.	Personnel
3	3.09	Family Partnerships & Language Access	338	MetWest High School	School	n/a	n/a	n/a	\$1,000	0002	Site Supplemental	1 LCFF Funds	4311	Provide food for family engagement, student, staff events/activities to promote connectedness and joyful schools.	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$10,800	0002	Site Supplemental	1 LCFF Funds	4310	Provide supplies and materials to support classrooms, graduation, and community building events	Non-Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$6,000	0002	Site Supplemental	1 LCFF Funds	4311	Provide food for professional development and community building events	Non-Personnel
3	3.09	Family Partnerships & Language Access	352	Rudsdale High School	School	n/a	n/a	n/a	\$19,000	0002	Site Supplemental	1 LCFF Funds	4399	Provide food and rental space for community building and academic events	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	n/a	n/a	n/a	\$35,100	0002	Site Supplemental	1 LCFF Funds	5825	Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	Non-Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$15,000	0005	Central Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$5,000	0005	Central Supplemental	1 LCFF Funds	4311	Refreshments	Non-Personnel
2	2.08	English Learner Achievement	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$245,000	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$133,034	6266	Educator Effectiveness Grant	2 Other State Funds	1120	Extended contracts for teachers	Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$75,975	6266	Educator Effectiveness Grant	2 Other State Funds	1120	Extended contracts for teachers	Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$2,586,298	6300	Lottery:instructionalmaterials	2 Other State Funds	1120	Centrally-funded professional development	Personnel
3	3.08	Quality Learning Environments	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$2,226,000	6762	Arts, Music, IM Block Grant	2 Other State Funds	4100	Curriculum & instructional materials	Non-Personnel
3	3.08	Quality Learning Environments	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$4,949,117	0005	Central Supplemental	1 LCFF Funds	4100	Core curriculum & instructional materials	Non-Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$3,044,879	0005	Central Supplemental	1 LCFF Funds	1120	Centrally-funded professional development costs	Personnel
3	3.08	Quality Learning Environments	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$1,500,000	0006	S&C Carryover	1 LCFF Funds	4100	Additional curriculum and software licensing costs	Non-Personnel
4	4.02	Staff Growth & Development	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$2,500,000	0006	S&C Carryover	1 LCFF Funds	1120	Placeholder for additional centrally-funded professional development costs	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	903	Office of the Chief Academic Officer	Central	n/a	TBD	TBD	\$4,000,000	0006	S&C Carryover	1 LCFF Funds	2105	Placeholder for additional secondary literacy work	Personnel
3	3.07	Community Schools	varies	Varies	School	varies	PM COM SCH11	TBD	\$1,500,000	0006	S&C Carryover	1 LCFF Funds	2305	Cost for 12th Month of CSM positions, districtwide	Personnel
4	4.02	Staff Growth & Development	907	Enrollment	Central	n/a	n/a	n/a	\$403,991	6762	Arts, Music, IM Block Grant	2 Other State Funds	4310	Supplies	Non-Personnel
4	4.02	Staff Growth & Development	907	Enrollment	Central	n/a	n/a	n/a	\$56,841	9186	First 5 Measure AA	3 Local Funds	4311	Refreshments	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$40,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$30,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$15,436	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$28,904	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$10,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$30,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	n/a	n/a	n/a	\$6,606	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Extended contracts for teachers	Personnel
3	3.03	Student Health & Wellness	909	Academics and Instruction	Central	n/a	n/a	n/a	\$215,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	1120	Extended contracts for teachers	Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$12,000	0005	Central Supplemental	1 LCFF Funds	5210	Mileage reimbursements	Non-Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$25,000	0005	Central Supplemental	1 LCFF Funds	4200	Books to support instruction	Non-Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$60,000	0005	Central Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$200,000	0005	Central Supplemental	1 LCFF Funds	5846	Licensing Agreements	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$20,000	0005	Central Supplemental	1 LCFF Funds	5870	Printing	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$500,000	0005	Central Supplemental	1 LCFF Funds	1120	Extended contracts for teachers	Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$5,000	0005	Central Supplemental	1 LCFF Funds	2450	Substitutes to support professional development	Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$1,000	0005	Central Supplemental	1 LCFF Funds	5210	Mileage reimbursements	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$7,000	0005	Central Supplemental	1 LCFF Funds	4311	Refreshments	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$90,000	0005	Central Supplemental	1 LCFF Funds	1150	Teacher substitutes	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	n/a	n/a	n/a	\$356,766	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
1	1.05	Early Childhood Learning	909	Academics and Instruction	Central	n/a	n/a	n/a	\$7,029	9236	Kenneth Rainin Foundation	3 Local Funds	4100	Books to support Early Childhood Learning	Non-Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	909	Academics and Instruction	Central	n/a	n/a	n/a	\$96,292	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	4100	Supplies for math tutors	Non-Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$25,000	9334	Measure G Parcel Tax	3 Local Funds	4100	Additional books to enhance classroom instruction	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$101,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$7,000	9334	Measure G Parcel Tax	3 Local Funds	4100	Additional books to enhance classroom instruction	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$7,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$75,000	9334	Measure G Parcel Tax	3 Local Funds	4100	Additional books to enhance classroom instruction	Non-Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$50,000	9334	Measure G Parcel Tax	3 Local Funds	4310	Supplies	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$70,000	9334	Measure G Parcel Tax	3 Local Funds	5825	Contracted services and supports	Non-Personnel
4	4.02	Staff Growth & Development	909	Academics and Instruction	Central	n/a	n/a	n/a	\$80,000	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.08	Quality Learning Environments	909	Academics and Instruction	Central	n/a	n/a	n/a	\$1,000	9334	Measure G Parcel Tax	3 Local Funds	4310	Supplies	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$7,249	6052	Prek Family Literacy Support	2 Other State Funds	4399	5825 - Consultants	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$251	6052	Prek Family Literacy Support	2 Other State Funds	4399	7350 - Interfund Support/costs	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$27,915	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	4310 - Materials and Supplies	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$100,000	9186	First 5 Measure AA	3 Local Funds	4399	1122 - Teachers Salaries Extra Comp	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$32,043	9186	First 5 Measure AA	3 Local Funds	4399	2122 - Instraides Salaries Extra Comp	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$178,761	9186	First 5 Measure AA	3 Local Funds	4399	4310 - Materials and Supplies	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$25,000	9186	First 5 Measure AA	3 Local Funds	4399	4311 - Meeting Refreshments	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$182,173	9186	First 5 Measure AA	3 Local Funds	4399	4394 - Reserve Budget Dev	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$200,000	9186	First 5 Measure AA	3 Local Funds	4399	4420 - Computer < \$5,000	Non-Personnel
1	1.04	Visual & Performing Arts	910	Early Childhood Education	Central	n/a	n/a	n/a	\$25,000	9186	First 5 Measure AA	3 Local Funds	4399	4432 - Furniture < \$5,000	Non-Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	n/a	n/a	n/a	\$50,000	9186	First 5 Measure AA	3 Local Funds	4100	5200 - Conferences	Non-Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	n/a	n/a	n/a	\$75,000	9186	First 5 Measure AA	3 Local Funds	5825	5624 - Rentals - Facility	Non-Personnel
4	4.02	Staff Growth & Development	910	Early Childhood Education	Central	n/a	n/a	n/a	\$600,000	9186	First 5 Measure AA	3 Local Funds	1120	5825 - Consultants	Personnel
4	4.02	Staff Growth & Development	910	Early Childhood Education	Central	n/a	n/a	n/a	\$2,000,000	9186	First 5 Measure AA	3 Local Funds	5200	6271 - Facilities	Non-Personnel
4	4.02	Staff Growth & Development	910	Early Childhood Education	Central	n/a	n/a	n/a	\$406,976	9186	First 5 Measure AA	3 Local Funds	5825	7350 - Interfund Support/costs	Non-Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	n/a	n/a	n/a	\$131,884	6383	Golden State Pathways Program	2 Other State Funds	5100	5100 - Subagreement	Non-Personnel
1	1.07	College & Career for All	912	Linked Learning	Central	n/a	n/a	n/a	\$50,000	6383	Golden State Pathways Program	2 Other State Funds	5825	5825 - Consultants	Non-Personnel
4	4.02	Staff Growth & Development	913	Chief of Operations	Central	n/a	n/a	n/a	\$15,600	6266	Educator Effectiveness Grant	2 Other State Funds	4310	Professional development for classified staff	Non-Personnel
4	4.02	Staff Growth & Development	913	Chief of Operations	Central	n/a	n/a	n/a	\$60,000	6266	Educator Effectiveness Grant	2 Other State Funds	2420	Professional development for classified staff	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$2,902,462	0004	Central Concentration	1 LCFF Funds	5825	Behavioral health plan programmatic investments	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$1,900,000	0004	Central Concentration	1 LCFF Funds	5825	Increased violence prevention investments at secondary school sites to expand the violence prevention programs in high school and develop a middle school program.	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$2,000,000	0004	Central Concentration	1 LCFF Funds	5825	School safety work in partnership with the City of Oakland	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$3,600,000	0006	S&C Carryover	1 LCFF Funds	5825	Additional school safety work in partnership with the City of Oakland	Non-Personnel
4	4.02	Staff Growth & Development	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$350,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	1120	Extended contracts for teachers	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$37,200	5844	Healthy Oakland Teens	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$26,500	5846	Human Trafficking Prevention	3 Local Funds	1120	Extended contracts for teachers	Personnel

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3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$60,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$2,000	5846	Human Trafficking Prevention	3 Local Funds	1122	Extra compensation for teachers	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$20,000	5844	Healthy Oakland Teens	3 Local Funds	1150	Teacher substitutes	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	2225	Additional staff time to support student wellness	Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$11,656	5630	Homeless Children & Youth	4 Federal Funds	4310	Supplies	Non-Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$50,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$1,980	9180	Measure Y City Of Oakland	3 Local Funds	4310	Supplies	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$11,129	9206	Alam.cty.pub.health-health&wel	3 Local Funds	4310	Supplies	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$6,066	9213	Alameda Alliance for Health	3 Local Funds	4310	Supplies	Non-Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$4,710	9215	Alameda County MHSSA Partnership Program	3 Local Funds	4310	Supplies	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$12,380	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	4310	Supplies	Non-Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$500	9215	Alameda County MHSSA Partnership Program	3 Local Funds	4311	Refreshments	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	4311	Refreshments	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$89,003	5844	Healthy Oakland Teens	3 Local Funds	4318	Supplies	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$15,283	5846	Human Trafficking Prevention	3 Local Funds	4318	Supplies	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$1,250	9180	Measure Y City Of Oakland	3 Local Funds	4420	Computer purchases	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$5,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	4420	Computer purchases	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$162,173	6690	Tobacco Use Prevention Education (TUPE): Grades 6–12	2 Other State Funds	5100	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$175,000	9040	LEA Medi-Cal Former 5640	3 Local Funds	5100	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$500	5844	Healthy Oakland Teens	3 Local Funds	5210	Mileage	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$1,200	5846	Human Trafficking Prevention	3 Local Funds	5210	Mileage	Non-Personnel
3	3.01	Safe & Welcoming Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$500	9180	Measure Y City Of Oakland	3 Local Funds	5210	Mileage	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$500	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	5210	Mileage	Non-Personnel
4	4.02	Staff Growth & Development	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$15,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5220	Conference Costs for Professional Development	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	5630	Homeless Children & Youth	4 Federal Funds	5220	Conference Costs for Professional Development	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$7,000	5844	Healthy Oakland Teens	3 Local Funds	5220	Conference Costs for Professional Development	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$2,400	5846	Human Trafficking Prevention	3 Local Funds	5220	Conference Costs for Professional Development	Non-Personnel
4	4.02	Staff Growth & Development	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	5220	Conference Costs for Professional Development	Non-Personnel
4	4.02	Staff Growth & Development	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$5,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5221	Travel for professional development	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$5,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5624	Facility rentals for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$750,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5731	Afterschool custodial costs	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$15,238	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$84,909	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$84,909	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$38,248	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$3,188	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$3,188	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$3,188	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$3,188	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$32,446	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$85,308	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$32,446	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$9,562	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$115,140	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$9,562	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$216,235	4124	21st Century Community Learning Centers Program	4 Federal Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$295,940	6010	After School Education & Safety (ASES)	2 Other State Funds	5731	Custodial costs for expanded learning programs	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$900,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5758	Food for Expanded Learning	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$22,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5820	Transit passes for unhoused students and their families	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$18,901,387	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Summer Programs	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
2	2.06	Unhoused Student Achievement	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$75,000	5630	Homeless Children & Youth	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$270,000	5821	USDE Mental Health Counseling	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$216,601	5846	Human Trafficking Prevention	3 Local Funds	5825	Contracted services and supports	Non-Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$787,373	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$67,251	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$9,000	6690	Tobacco Use Prevention Education (TUPE): Grades 6–12	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$25,000	6690	Tobacco Use Prevention Education (TUPE): Grades 6–12	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$325,000	9040	LEA Medi-Cal Former 5640	3 Local Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$739,523	9040	LEA Medi-Cal Former 5640	3 Local Funds	5825	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$141,753	9213	Alameda Alliance for Health	3 Local Funds	5825	Contracted services and supports	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$331	9215	Alameda County MHSSA Partnership Program	3 Local Funds	5825	Contracted services and supports	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$692,799	9225	Kaiser Health&wellness W/ebcf	3 Local Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$200,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5826	External Work Order Services	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$48,000	9213	Alameda Alliance for Health	3 Local Funds	5826	External Work Order Services	Non-Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$10,000	5844	Healthy Oakland Teens	3 Local Funds	5870	Printing	Non-Personnel
3	3.07	Community Schools	922	Community Schools & Student Services	Central	n/a	n/a	n/a	\$40,000	9038	Eat.Learn.Play Grant	3 Local Funds	5825	Contracted services and supports	Non-Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$60,000	0005	Central Supplemental	1 LCFF Funds	1220	Additional staff time to support counselor absences and professional development	Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$75,000	0005	Central Supplemental	1 LCFF Funds	1250	Additional staff time to support counselor absences and professional development	Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$50,000	0005	Central Supplemental	1 LCFF Funds	5826	External Work Order Services	Non-Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$59,543	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4310	Supplies	Non-Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$205,000	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	4375	Testing Materials	Non-Personnel
1	1.07	College & Career for All	928	Counseling	Central	n/a	n/a	n/a	\$135,000	4127	Title IV, Part A: Student Support and Academic Enrichment	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	n/a	n/a	n/a	\$5,720	7412	A–G Completion Grant: A–G Access/Success	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	n/a	n/a	n/a	\$397,502	7413	A–G Completion Grant: A–G Learning Loss Mitigation	2 Other State Funds	1120	Extended contracts for teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	n/a	n/a	n/a	\$125,000	7826	Commission on Teacher Credential	2 Other State Funds	1120	Extended contracts for teachers	Personnel
1	1.08	Counseling & Equitable Master Scheduling	928	Counseling	Central	n/a	n/a	n/a	\$34,298	7826	Commission on Teacher Credential	2 Other State Funds	4310	Supplies	Non-Personnel
1	1.11	School Improvement	928	Counseling	Central	n/a	n/a	n/a	\$50,000	7826	Commission on Teacher Credential	2 Other State Funds	5220	Conference Costs for Professional Development	Non-Personnel
4	4.02	Staff Growth & Development	928	Counseling	Central	n/a	n/a	n/a	\$100,000	7826	Commission on Teacher Credential	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
4	4.02	Staff Growth & Development	928	Counseling	Central	n/a	n/a	n/a	\$120,286	9043	Stupski Foundation	3 Local Funds	1120	Extended contracts for teachers	Personnel
1	1.04	Visual & Performing Arts	929	Office of Equity	Central	n/a	n/a	n/a	\$17,500	0004	Central Concentration	1 LCFF Funds	5300	Dues & Memberships	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$7,833	0004	Central Concentration	1 LCFF Funds	4318	Supplies	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$120,000	0004	Central Concentration	1 LCFF Funds	5825	Contracted services and supports	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$43,000	0004	Central Concentration	1 LCFF Funds	5870	Printing	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$58,500	0004	Central Concentration	1 LCFF Funds	4310	Supplies	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$17,500	0004	Central Concentration	1 LCFF Funds	5300	Dues & Memberships	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$20,000	0004	Central Concentration	1 LCFF Funds	4310	Supplies	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$46,496	0004	Central Concentration	1 LCFF Funds	5825	Contracted services and supports	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$36,958	0005	Central Supplemental	1 LCFF Funds	4310	Supplies	Non-Personnel
2	2.01	African American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$43,075	0005	Central Supplemental	1 LCFF Funds	2225	Additional staff time to support AAMA	Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$25,000	0005	Central Supplemental	1 LCFF Funds	4311	Refreshments	Non-Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$50,000	0005	Central Supplemental	1 LCFF Funds	5826	External Work Order Services	Non-Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$10,000	0005	Central Supplemental	1 LCFF Funds	5824	Non-public Agency Contracts	Non-Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$20,000	0005	Central Supplemental	1 LCFF Funds	5825	Contracted services and supports	Non-Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$10,000	0005	Central Supplemental	1 LCFF Funds	5624	Facility rentals for awards ceremonies	Non-Personnel
2	2.02	Latino & Native American Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$26,812	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$19,251	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$50,000	9122	City of Oakland Department of Violence Prevention Grant	3 Local Funds	5825	Contracted services and supports	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$5,000	0005	Central Supplemental	1 LCFF Funds	5210	Mileage	Non-Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$742	0004	Central Concentration	1 LCFF Funds	5210	Mileage	Non-Personnel
2	2.03	Arab, Asian, and Pacific Islander Student Achievement	929	Office of Equity	Central	n/a	n/a	n/a	\$299,000	0004	Central Concentration	1 LCFF Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$1,020,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	1120	Summer Programs	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$450,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	1320	Additional staff time for expanded learning programs	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$359	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2120	Additional staff time for expanded learning programs	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$21,561	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2220	Additional staff time for expanded learning programs	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$150,927	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	2220	Additional staff time for expanded learning programs	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$62,019	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4310	Supplies	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$31,778	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4311	Refreshments	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$163,069	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4318	Supplies	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$8,588	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4432	Furniture purchases for expanded learning	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$1,508,457	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Summer Programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$663,322	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$274,729	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5826	External Work Order Services	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$5,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5846	Licensing Agreements	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$14,468	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4100	Books to support expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$18,053	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	4305	Supplies	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$3,419	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5200	Professional development	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$252,150	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5758	Food services for expanded learning programs	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$23,164	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5820	Bus Passes	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$1,419	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5829	Admission Fees	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$28,558	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5870	Printing	Non-Personnel
1	1.11	School Improvement	937	Summer Programs	Central	n/a	n/a	n/a	\$114,152	0005	Central Supplemental	1 LCFF Funds	2220	Additional staff time for expanded learning programs	Personnel
1	1.11	School Improvement	937	Summer Programs	Central	n/a	n/a	n/a	\$66,265	0005	Central Supplemental	1 LCFF Funds	2220	Additional staff time for expanded learning programs	Personnel
1	1.11	School Improvement	937	Summer Programs	Central	n/a	n/a	n/a	\$196,952	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1320	Summer school program	Personnel
1	1.11	School Improvement	937	Summer Programs	Central	n/a	n/a	n/a	\$35,977	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2220	Summer school program	Personnel
1	1.11	School Improvement	937	Summer Programs	Central	n/a	n/a	n/a	\$19,856	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1220	Summer school program	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$51,979	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2220	Summer school program	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$1,127,457	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Summer school program	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$109,100	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Summer school program	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$29,784	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Summer school program	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$30,324	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1220	Summer school program	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$6,894	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2420	Summer school program	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$25,000	4510	Indian Education	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$21,377	4510	Indian Education	4 Federal Funds	5100	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$177,077	9334	Measure G Parcel Tax	3 Local Funds	1120	Extended contracts for teachers	Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$42,923	9334	Measure G Parcel Tax	3 Local Funds	5825	Contracted services and supports	Non-Personnel
2	2.12	Expanded Learning Opportunities	937	Summer Programs	Central	n/a	n/a	n/a	\$119,946	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1120	Extended contracts for teachers	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$45,000	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	5825	Additional supports for staff recruitment and retention	Non-Personnel
4	4.01	Diverse & Stable Staff	903	Office of the Chief Academic Officer	Central	n/a	n/a	n/a	\$50,000	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	1120	Districtwide Teacher Leader stipends	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$95,000	4035	Title II, Part A: Supporting Effective Instruction	4 Federal Funds	5825	New Leaders contract	Non-Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$100,000	6266	Educator Effectiveness Grant	2 Other State Funds	5220	Conference Costs for Professional Development	Non-Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$36,220	6266	Educator Effectiveness Grant	2 Other State Funds	1120	1120 - Teachers Salaries Stipends	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$59,038	6266	Educator Effectiveness Grant	2 Other State Funds	1122	Extra compensation for teachers	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$90,000	6266	Educator Effectiveness Grant	2 Other State Funds	1320	1320 - Supv&adm Salaries Stipends	Personnel
4	4.01	Diverse & Stable Staff	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$123,772	7823	Diverse Education Leaders Pipeline Initiative	2 Other State Funds	5826	5826 - Prof-Services Non-Contract	Non-Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$50,000	7823	Diverse Education Leaders Pipeline Initiative	2 Other State Funds	4376	4376 - Fee Reimbursements	Non-Personnel
4	4.02	Staff Growth & Development	944	Human Resources Services, Supp	Central	n/a	n/a	n/a	\$3,881	9050	California Apprenticeship Initiative	2 Other State Funds	5820	5820 - Bart & Bus Passes	Non-Personnel
1	1.09	Data-Driven Decision Making	948	Research, Assessment, and Data (RAD)	Central	n/a	n/a	n/a	\$20,000	0005	Central Supplemental	1 LCFF Funds	1150	Teacher substitutes for CHKS administration	Personnel
1	1.06	Multilingual Programs	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$13,307	4201	Title III, Part A: Immigrant Education Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$21,984	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$5,000	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	5200	Professional development	Non-Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$37,100	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	5825	Contracted services and supports	Non-Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$40,000	0006	S&C Carryover	1 LCFF Funds	5846	Licensing Agreements	Non-Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$49,781	7811	Refugee Program Bureau-NC	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
2	2.08	English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$330,000	7811	Refugee Program Bureau-NC	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$2,000	7811	Refugee Program Bureau-NC	2 Other State Funds	1220	Additional staff time to support LTEL programs	Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$50,000	7824	PHI Afghan Refugee School Impact Grant	2 Other State Funds	5825	Contracted services and supports	Non-Personnel
2	2.09	Long-Term English Learner Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$44,475	9027	ELD Instruction Program	3 Local Funds	1120	Extended contracts for teachers	Personnel

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2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$55,293	7824	PHI Afghan Refugee School Impact Grant	2 Other State Funds	5100	Contracted services and supports	Non-Personnel
2	2.10	Newcomer Achievement	954	English Language Learner & Multilingual Achievement (ELLMA)	Central	n/a	n/a	n/a	\$111,384	4203	Title III, Part A: English Learner Student Program	4 Federal Funds	1120	Extended contracts for teachers	Personnel
1	1.11	School Improvement	956	Continuous School Improvement	Central	n/a	n/a	n/a	\$5,000	0005	Central Supplemental	1 LCFF Funds	4310	Supplies for school improvement	Non-Personnel
1	1.11	School Improvement	964	High School Network	Central	n/a	n/a	n/a	\$5,000	0005	Central Supplemental	1 LCFF Funds	4311	Refreshments	Non-Personnel
1	1.11	School Improvement	964	High School Network	Central	n/a	n/a	n/a	\$3,000	0005	Central Supplemental	1 LCFF Funds	5846	Licensing Agreements	Non-Personnel
1	1.11	School Improvement	964	High School Network	Central	n/a	n/a	n/a	\$1,000	0005	Central Supplemental	1 LCFF Funds	5200	Professional development	Non-Personnel
2	2.04	Students with Disabilities Achievement	964	High School Network	Central	n/a	n/a	n/a	\$200,000	0005	Central Supplemental	1 LCFF Funds	5825	Contracted services and supports	Non-Personnel
2	2.11	Alternative Education	964	High School Network	Central	n/a	n/a	n/a	\$7,643	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4310	Supplies to support school improvement	Non-Personnel
4	4.02	Staff Growth & Development	964	High School Network	Central	n/a	n/a	n/a	\$100,000	9019	Cross-Age Mentoring Program	3 Local Funds	5825	Contracted services and supports	Non-Personnel
1	1.10	Network-Based School Supports	965	Middle School Network	Central	n/a	n/a	n/a	\$572,000	9026	Robert & Kathryn Riddell Fund (San Francisco Foundation)	3 Local Funds	5826	External Work Order Services	Non-Personnel
1	1.11	School Improvement	965	Middle School Network	Central	n/a	n/a	n/a	\$206,061	9026	Robert & Kathryn Riddell Fund (San Francisco Foundation)	3 Local Funds	1120	Extended contracts for teachers	Personnel
3	3.03	Student Health & Wellness	965	Middle School Network	Central	n/a	n/a	n/a	\$15,000	9332	Measure G1 Parcel Tax	3 Local Funds	5809	Contracted services and supports	Non-Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$900,000	0004	Central Concentration	1 LCFF Funds	5824	Supplemental reading staff for disability access/LRE work	Non-Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$50,000	0004	Central Concentration	1 LCFF Funds	1122	Extra pay for after-hours disability access PD and special events	Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$20,000	0004	Central Concentration	1 LCFF Funds	1222	Extra pay for after-hours disability access PD and special events	Personnel
3	3.01	Safe & Welcoming Schools	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$200,000	0004	Central Concentration	1 LCFF Funds	4100	Specialized equipment for VAPA and CTE	Non-Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$56,990	0004	Central Concentration	1 LCFF Funds	4310	Supplies for disability access, ASP, OAL, BORP	Non-Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$50,000	0004	Central Concentration	1 LCFF Funds	5825	Payment for Parent Navigator stipends	Non-Personnel
2	2.04	Students with Disabilities Achievement	975	Special Education (Site-Based)	Central	n/a	n/a	n/a	\$210,000	9040	LEA Medi-Cal Former 5640	3 Local Funds	5825	Contract?	Non-Personnel
4	4.01	Diverse & Stable Staff	998	School Support Funds	Central	n/a	n/a	n/a	\$1,949,700	0006	S&C Carryover	1 LCFF Funds	4394	Funds still in reserve for SEIU raise from SY24-25	Non-Personnel
1	1.09	Data-Driven Decision Making	998	School Support Funds	Central	n/a	n/a	n/a	\$4,030,000	0005	Central Supplemental	1 LCFF Funds	1105	30-minute Collaboration Time (Rsc 0)	Personnel
1	1.09	Data-Driven Decision Making	998	School Support Funds	Central	n/a	n/a	n/a	\$1,240,000	0005	Central Supplemental	1 LCFF Funds	1105	30-minute Collaboration Time (Rsc 6500)	Personnel
1	1.11	School Improvement	998	School Support Funds	Central	n/a	n/a	n/a	\$1,250,000	0006	S&C Carryover	1 LCFF Funds	1105	Funding for eleventh month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools	Personnel
1	1.11	School Improvement	998	School Support Funds	Central	n/a	n/a	n/a	\$320,000	0006	S&C Carryover	1 LCFF Funds	1105	Funding for eleventh month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools	Personnel
2	2.05	Low-Income Student Achievement	998	School Support Funds	Central	n/a	n/a	n/a	\$2,850,000	0004	Central Concentration	1 LCFF Funds	1105	Additional teachers to support class size reduction at schools over 90% UPP (Rsc 0)	Personnel
4	4.01	Diverse & Stable Staff	998	School Support Funds	Central	n/a	n/a	n/a	\$10,480,000	0005	Central Supplemental	1 LCFF Funds	1105	Contribution to base teacher costs to support teacher retention (Rsc 0)	Personnel
4	4.01	Diverse & Stable Staff	998	School Support Funds	Central	n/a	n/a	n/a	\$3,220,000	0005	Central Supplemental	1 LCFF Funds	1105	Contribution to base teacher costs to support teacher retention (Rsc 6500)	Personnel
3	3.04	Behavioral & Mental Health	922	Community Schools & Student Services	Central	11335	SOC WRKR	0.4	\$53,909	9213	Alameda Alliance for Health	3 Local Funds	2205	Social Worker	Personnel
1	1.03	Equitable Access to a Broad Course of Study	909	Academics and Instruction	Central	11223	TSA 11M 12P	0.8	\$122,674	7820	Ethnic Studies Professional Development	2 Other State Funds	1119	Ethnic Studies Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	11224	TSA 11M 12P	0.4	\$58,726	9334	Measure G Parcel Tax	3 Local Funds	1119	Elementary Art Teacher on Special Assignment	Personnel
1	1.04	Visual & Performing Arts	909	Academics and Instruction	Central	11225	TSA 11M 12P	0.4	\$62,210	9334	Measure G Parcel Tax	3 Local Funds	1119	Secondary Music Teacher on Special Assignment	Personnel
3	3.07	Community Schools	308	Young Adult Program	School	10845	PM COM SCH11	0.5	\$87,442	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.07	Community Schools	308	Young Adult Program	School	10845	PM COM SCH11	0.5	\$87,442	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2305	Community School Manager	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	11287	TSA 10P	0.25	\$33,889	5844	Healthy Oakland Teens	3 Local Funds	1119	Teacher on Special Assignment, Elementary Health Education	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	11287	TSA 10P	0.5	\$67,778	7085	Learning Communities for School Success Program (Prop 47)	2 Other State Funds	1119	Teacher on Special Assignment, Elementary Health Education	Personnel
3	3.03	Student Health & Wellness	922	Community Schools & Student Services	Central	11287	TSA 10P	0.25	\$33,889	9213	Alameda Alliance for Health	3 Local Funds	1119	Teacher on Special Assignment, Elementary Health Education	Personnel
2	2.10	Newcomer Achievement	235	Melrose Leadership Academy	School	11317	TSA 10P	0.5	\$77,161	0004	Central Concentration	1 LCFF Funds	1119	Elementary Newcomer Teacher Leader	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	11339	TSA 10P	0.5	\$77,162	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1119	Teacher on Special Assignment, Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	11340	TSA 10P	0.5	\$77,162	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1119	Teacher on Special Assignment, Visual & Performing Arts	Personnel

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1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11200	ECE FAM NAV	1.0	\$147,054	9186	First 5 Measure AA	3 Local Funds	2405	Early Childhood Education Family Navigator	Personnel
3	3.01	Safe & Welcoming Schools	910	Early Childhood Education	Central	11201	CULTU KEEPER	1.0	\$78,831	9186	First 5 Measure AA	3 Local Funds	2205	Culture Keeper	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11202	TCHR STIP	1.0	\$90,972	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11203	TCHR STIP	1.0	\$90,972	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11204	PARTN MULTI	1.0	\$245,395	9186	First 5 Measure AA	3 Local Funds	1305	Multi-Tiered Systems of Support (MTSS) Partner, Early Childhood Education	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11205	OCCU THERA	1.0	\$211,170	9186	First 5 Measure AA	3 Local Funds	1305	Occupational Therapist	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11206	OCCU THERA	1.0	\$211,170	9186	First 5 Measure AA	3 Local Funds	1305	Occupational Therapist	Personnel
2	2.04	Students with Disabilities Achievement	910	Early Childhood Education	Central	11207	TSA PS 11M	1.0	\$141,193	9186	First 5 Measure AA	3 Local Funds	1119	Early Childhood Special Education Program Specialist & Early Learning Coach	Personnel
3	3.01	Safe & Welcoming Schools	910	Early Childhood Education	Central	11188	CULTU KEEPER	1.0	\$78,831	9186	First 5 Measure AA	3 Local Funds	2205	Culture Keeper	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11189	SP BEHAVIOR	1.0	\$160,020	9186	First 5 Measure AA	3 Local Funds	2205	Behavior Specialist	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	11191	SP BEHAVIOR	1.0	\$160,020	9186	First 5 Measure AA	3 Local Funds	2205	Behavior Specialist	Personnel
1	1.07	College & Career for All	335	Life Academy	School	11326	SITE LIA WRK	0.1	\$13,994	9339	Measure H Parcel Tax	3 Local Funds	2205	Work-Based Learning Site Liaisons	Personnel
1	1.07	College & Career for All	928	Counseling	Central	11183	CASE MGR20	1.0	\$160,594	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	2405	Case Manager, Credit Recovery	Personnel
1	1.07	College & Career for All	335	Life Academy	School	11329	TCHR STR ENG	0.5	\$62,227	9042	Helzel Family Foundation	3 Local Funds	1105	Secondary Elective Teacher	Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	11319	PARA EDUCAT	0.8	\$58,132	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2105	Para Educator, Visual & Performing Arts	Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	11320	PARA EDUCAT	0.8	\$58,132	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2105	Para Educator, Visual & Performing Arts	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	1931	ADMNASST2BI	1.0	\$152,991	9186	First 5 Measure AA	3 Local Funds	2405	Bilingual Administrative Assistant, Early Childhood Education	Personnel
1	1.03	Equitable Access to a Broad Course of Study	143	Montclair Elementary School	School	4272	TCHR ED ENHN	1.0	\$138,734	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Enrichment Areas	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	8738	EARL LIT TUT	0.8	\$62,635	7435	Learning Recovery Emergency Block Grant	2 Other State Funds	2105	Secondary Literacy Tutor	Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	9634	AP MIDDLE	1.0	\$194,118	0006	S&C Carryover	1 LCFF Funds	1305	Assistant Principals to support secondary schools not large enough to earn these positions by formula	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	157	Thornhill Elementary School	School	9766	EARL LIT TUT	0.8	\$40,358	9337	PTA/PTSA Funds	3 Local Funds	2105	Early Literacy Tutor	Personnel
2	2.01	African American Student Achievement	143	Montclair Elementary School	School	10062	TCHR STR ENG	1.0	\$120,812	9337	PTA/PTSA Funds	3 Local Funds	1105	Elementary African American Achievement Teacher	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10404	TCHR STIP	1.0	\$90,719	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.05	Early Childhood Learning	910	Early Childhood Education	Central	10405	TCHR STIP	1.0	\$90,649	9186	First 5 Measure AA	3 Local Funds	1105	STIP (Substitute Teacher Incentive Program) Teacher to support vacancies	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	909	Academics and Instruction	Central	10529	DIR INSTRUCT	1.0	\$226,792	0005	Central Supplemental	1 LCFF Funds	1305	Director of PreK-12 Instruction	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	10973	AP HIGH	1.0	\$155,550	9339	Measure H Parcel Tax	3 Local Funds	1305	Assistant Principal, High	Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	10973	AP HIGH	1.0	\$155,550	9339	Measure H Parcel Tax	3 Local Funds	1305	Assistant Principal, High	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	10975	TCHR STR ENG	0.2	\$24,891	7220	Partnership Academies Program	2 Other State Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	10975	TCHR STR ENG	0.6	\$74,672	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	10975	TCHR STR ENG	0.2	\$24,891	7220	Partnership Academies Program	2 Other State Funds	1105	Secondary Elective Teacher	Personnel
1	1.03	Equitable Access to a Broad Course of Study	305	Oakland Technical High School	School	10975	TCHR STR ENG	0.6	\$74,672	0005	Central Supplemental	1 LCFF Funds	1105	Secondary Elective Teachers	Personnel
2	2.12	Expanded Learning Opportunities	114	Global Family School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	BACR will offer an after-school enrichment program that promotes collaboration, respect, and teamwork while providing students with activities to build their confidence and self-esteem.	Non-Personnel
2	2.12	Expanded Learning Opportunities	114	Global Family School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	BACR will collaborate with community organizations to offer students in the after-school program opportunities in dance, music, sports, and leadership.	Non-Personnel
2	2.12	Expanded Learning Opportunities	115	Emerson Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	After School Agency - The agency will work with our scholars providing academic support, social emotional support and learning and providing enrichment for our scholars.	Non-Personnel
2	2.12	Expanded Learning Opportunities	115	Emerson Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Enrichment and sports activities for our scholars that attend the after school program.	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	145	Peralta Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	After school staff salaries and funds to provide after school enrichment and academic support	Non-Personnel
2	2.12	Expanded Learning Opportunities	145	Peralta Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	After school consultants for specialized programming	Non-Personnel
2	2.12	Expanded Learning Opportunities	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	179	Manzanita Community School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Subagreements For Services, provide students with enrichment opportunities, students will benefit from this	Non-Personnel
2	2.12	Expanded Learning Opportunities	179	Manzanita Community School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Consultants, improve student identify and self-awareness/SEL, it will benefit students	Non-Personnel
2	2.12	Expanded Learning Opportunities	183	Prescott School	School	n/a	n/a	n/a	\$106,885	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	183	Prescott School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	186	International Community School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds to pay for staffing and materials to expand students' access to academic and enrichment opportunities. Afterschool programming to support students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	186	International Community School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds to pay for staffing and materials to expand students' access to academica and enrichment opportunities. Afterschool programming to support students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students. To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching (building relationships, cultural connectedness, build on cultural assets) and leverage relationship-building strategies with students and families through home visits and report conferences.	Non-Personnel
2	2.12	Expanded Learning Opportunities	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching (building relationships, cultural connectedness, build on cultural assets) and leverage relationship-building strategies with students and families through home visits and report conferences.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$70,839	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$150,486	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$121,869	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Contract with After School Provider The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Contract with After School Provider - Provide a robust after school program, aligned to school day and providing families with additiona support	Non-Personnel
2	2.12	Expanded Learning Opportunities	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Girls, Inc. provides afterschool programming for students. Program leaders will provide additional literacy and enrichment supports for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Girls, Inc. will finance an Academic Liaison (QSC), provide teachers with extended contracts, and fund a Culture Keeper to enhance student access to quality instruction and intervention, and ensure safety on campus after school.	Non-Personnel
2	2.12	Expanded Learning Opportunities	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	BACR provides after school programming for students. Program leaders will provide additional literacy and enrichment supports for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	BACR will finance an Academic Liaison (QSC), provide teachers with extended contracts, and try to fund a Culture Keeper to enhance student access to quality instruction and intervention, and ensure safety on campus after school.	Non-Personnel
2	2.12	Expanded Learning Opportunities	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	ASES funds will be used to ensure enrolled TK-5 grade sstudents have a safe learning environment including enhanced academic support for children, opportunities for enrich student-centered enrichment activities, and increased social interaction. They also provide a structured and safe environment, allowing parents to work or pursue other activities with peace of mindafter the regular school day ends. ASES funds pay for the coordinators, program leaders, enrichment providers and supplies needed to support the programming and students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	ASES funds will be used to ensure enrolled TK-5 grade sstudents have a safe learning environment including enhanced academic support for children, opportunities for enrich student-centered enrichment activities, and increased social interaction. They also provide a structured and safe environment, allowing parents to work or pursue other activities with peace of mindafter the regular school day ends. ASES funds pay for the coordinators, program leaders, enrichment providers and supplies needed to support the programming and students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioirtizes admission for non duplicated students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioirtizes admission for non duplicated students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$152,302	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	125	Highland Community School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	Non-Personnel
2	2.12	Expanded Learning Opportunities	125	Highland Community School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	Non-Personnel
2	2.12	Expanded Learning Opportunities	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Girls, Inc. providing after school program for all students. Program leaders will provide additional literacy supports for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Student support specialist will provide social skills groups for students who need Tier 2 SEL support. Push into after school program classes to support students as well.	Non-Personnel
2	2.12	Expanded Learning Opportunities	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$115,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$18,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Consultants	Non-Personnel
2	2.12	Expanded Learning Opportunities	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	Non-Personnel
2	2.12	Expanded Learning Opportunities	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	Non-Personnel

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2	2.12	Expanded Learning Opportunities	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$132,577	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	181	EnCompass Academy	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Lead Agency provides 9 staff, staff development, program materials, operational costs, so that students and staff have a consistent,engaging, safe, and quality program.	Non-Personnel
2	2.12	Expanded Learning Opportunities	181	EnCompass Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Subcontractors to provide after school enrichment through soccer, poetry, service learning, dance,gardening, and digital arts to engage students, provide movement, and avenues of expression through oral and written experssion.	Non-Personnel
2	2.12	Expanded Learning Opportunities	101	Allendale Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students appropriate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	101	Allendale Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students appropriate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	116	Franklin Elementary School	School	n/a	n/a	n/a	\$162,311	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	5100 - Subagreements for Services EBAYC to provide after school instruction and enrichment to students, M-F until 6pm	Non-Personnel
2	2.12	Expanded Learning Opportunities	116	Franklin Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	5825 Consultants EBAYC to provide after school instruction and enrichment to students, M-F until 6pm	Non-Personnel
2	2.12	Expanded Learning Opportunities	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	This funding will secure after school and before school care for our most vulnerable students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	This funding will secure after school and before school care for our most vulnerable students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$240,800	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	119	Glenview Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	Non-Personnel
2	2.12	Expanded Learning Opportunities	119	Glenview Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	Non-Personnel

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2	2.12	Expanded Learning Opportunities	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and</p> <p>emphasizes: Social-emotional Learning & Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development & Social Justice Academic Support & Literacy Sports & Movement Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	Non-Personnel
2	2.12	Expanded Learning Opportunities	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and</p> <p>emphasizes: Social-emotional Learning & Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development & Social Justice Academic Support & Literacy Sports & Movement Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	Non-Personnel
2	2.12	Expanded Learning Opportunities	131	Laurel Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	131	Laurel Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$213,440	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	On campus After School Program to provide Academic Intervention, homework help, safe play opportunities and access to music, art, culture and enrichment opportunities for up to 200 Lincoln students who meet ASES grant criteria (low income, immigrant, foster, homeless, newcomers, English Language Learners, historically underserved).	Non-Personnel
2	2.12	Expanded Learning Opportunities	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	On campus After School Program to provide Academic Intervention, homework help, safe play opportunities and access to music, art, culture and enrichment opportunities for up to 200 Lincoln students who meet ASES grant criteria (low income, immigrant, foster, homeless, newcomers, English Language Learners, historically underserved).	Non-Personnel
2	2.12	Expanded Learning Opportunities	138	Markham Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	BACR is an extention of the schol day to suport enrichment and working parents. Program to align with scjool day behavior and learning expecations. Alignment with student suppor in their QUIP plan.	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	138	Markham Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	BACR is an extension of the school day to support enrichment and working parents. Program to align with school day behavior and learning expectations. Alignment with student support in their QUIP plan.	Non-Personnel
2	2.12	Expanded Learning Opportunities	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	Non-Personnel
2	2.12	Expanded Learning Opportunities	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	Non-Personnel
2	2.12	Expanded Learning Opportunities	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$108,823	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help students develop academically and socially.	Non-Personnel
2	2.12	Expanded Learning Opportunities	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help students develop academically and socially.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$107,577	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	The 21st Century funding is to support the Afterschool program with resources to supplement student extracurricular activities in learning. All students benefit from the learning of this funding.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	The 21st Century funding will pay for activities and consultants that will support the extracurricular activities that expand student learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	This funding source will pay for consultants to support student learning by providing resources that fun, athletic, science driven, and engaging for all students to learn.	Non-Personnel
2	2.12	Expanded Learning Opportunities	193	Reach Academy	School	n/a	n/a	n/a	\$108,033	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	193	Reach Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	201	Claremont Middle School	School	n/a	n/a	n/a	\$63,610	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Subagreements For Services Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	Non-Personnel

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2	2.12	Expanded Learning Opportunities	201	Claremont Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Consultants Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	Non-Personnel
2	2.12	Expanded Learning Opportunities	204	West Oakland Middle School	School	n/a	n/a	n/a	\$177,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	WOMS will be working with a new ASP provider, and this fund will pay for the staff for ASP director and line staff.	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$31,946	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Oakland Leaf - Program Instructor including fringe benefits (23 hrs/week)	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Oakland Leaf - Cycles of Change contract	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Oakland Leaf - Quality Support Coach; Culture Keeper; Program Manager; 3 Program Instructors	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Oakland Leaf - Extended contracts for ELA and Math intervention	Non-Personnel
2	2.12	Expanded Learning Opportunities	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	Non-Personnel
2	2.12	Expanded Learning Opportunities	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$152,302	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$271,543	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	213	Westlake Middle School	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	Non-Personnel
2	2.12	Expanded Learning Opportunities	213	Westlake Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Subagreement for services to provide after school programming for Westlake students to improve student academic outcomes in reading and math.	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$177,302	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$177,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$54,866	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$152,302	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	236	Urban Promise Academy	School	n/a	n/a	n/a	\$152,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	236	Urban Promise Academy	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$32,337	6010	After School Education & Safety (ASES)	2 Other State Funds	1120	Provide after school academic support to students that are not passing their classes. We hope to ensure all students have above a 2.0.	Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$30,041	6010	After School Education & Safety (ASES)	2 Other State Funds	2225	Pay for staff to support with enrichment activites that include field trips and dthe development of acadmeic skills.	Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$90,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	We will have a partnership with Oakland Genesis and Youth Beat after school to provide sports opportunities and to learn music production.	Non-Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$25,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	We will have a partnership with Oakland Genesis and Youth Beat after school to provide sports opportunities and to learn music production.	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$196,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Funding the Extended day program (an afterschool program occurring after school) for CCPA students	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Oakland Genesis Soccer Club work with CCPA student in the extended day through Safe Passages, our extended day provider	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$100,000	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Funding Extended day program (an afterschool program occurring after school) for CCPA students	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$77,378	6010	After School Education & Safety (ASES)	2 Other State Funds	5825	Funding Extended day program (an afterschool program occurring after school) for CCPA students	Non-Personnel
2	2.12	Expanded Learning Opportunities	301	Castlemont High School	School	n/a	n/a	n/a	\$221,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Oakland Kids First - Afterschool program events and activities for all students to extend the learning day Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoing support	Non-Personnel
2	2.12	Expanded Learning Opportunities	302	Fremont High School	School	n/a	n/a	n/a	\$196,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	After school program - Increase graduation rate for LTELs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	302	Fremont High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	After school program - Increase graduation rate for LTELs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	303	McClymonds High School	School	n/a	n/a	n/a	\$134,732	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Extended Learning In partnership with Safe Passages will provide academic and enrichment activities for students. Academic support will focus on tutoring, reading intervention and math support. Enrichment will include photography, podcasting and much more. This will fund the program coordinator and other staff to implement the activities.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	303	McClymonds High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Extended Learning This funding will help supplement contractors who are providing services directly to students and for supplies.	Non-Personnel
2	2.12	Expanded Learning Opportunities	304	Oakland High School	School	n/a	n/a	n/a	\$11,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	1120	Teachers providing study hall for scholars to support student on track for graduation.	Personnel
2	2.12	Expanded Learning Opportunities	304	Oakland High School	School	n/a	n/a	n/a	\$29,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	2220	Salaries for persons running study hall for scholars to support students to be on track for graduation	Personnel
2	2.12	Expanded Learning Opportunities	304	Oakland High School	School	n/a	n/a	n/a	\$156,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Funds provided to EBAYC to support the peer mentor program which pays students to be peer mentors for other students on campus. Additionally pays for the adult staff who supports this program.	Non-Personnel
2	2.12	Expanded Learning Opportunities	304	Oakland High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Funds for after school program funding to EBAYC. Additionally pays for the adult staff who supports this program.	Non-Personnel
2	2.12	Expanded Learning Opportunities	305	Oakland Technical High School	School	n/a	n/a	n/a	\$196,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Afterschool Programing (Staffing -Prograrm Manager, Program Aide, Program Tutors, field trips, afterschool events with students and families)	Non-Personnel
2	2.12	Expanded Learning Opportunities	305	Oakland Technical High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Afterschool Programing - After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	Non-Personnel
2	2.12	Expanded Learning Opportunities	306	Skyline High School	School	n/a	n/a	n/a	\$3,600	4124	21st Century Community Learning Centers Program	4 Federal Funds	1120	Teachers providing free after school tutoring to support students on track for graduation. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	Personnel
2	2.12	Expanded Learning Opportunities	306	Skyline High School	School	n/a	n/a	n/a	\$218,250	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Funds to support staff of OneLandOne People Youth Together to support before school enrichment and afterschool programming. This includes support for the peer tutoring program, offered 4X per week afterschool in all subjects.	Non-Personnel
2	2.12	Expanded Learning Opportunities	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$86,812	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Provide electives/enrichment activities to our students that focus on both academic and SEL.	Non-Personnel
2	2.12	Expanded Learning Opportunities	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Provide electives/enrichment activities to our students that focus on both academic and SEL. - Build student social emotional competencies through leadership and RJ practices. CLT provides a series of PDs with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	Non-Personnel
2	2.12	Expanded Learning Opportunities	310	Dewey Academy	School	n/a	n/a	n/a	\$196,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	After school budget. Basketball and boxing classes provided along with Youth Mental health training	Non-Personnel
2	2.12	Expanded Learning Opportunities	310	Dewey Academy	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	After school budget to provide training in Youth Mental Health afterschool training program	Non-Personnel
2	2.12	Expanded Learning Opportunities	313	Street Academy	School	n/a	n/a	n/a	\$110,772	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Subagreements for Services for the after school program.Provide a safe and suppoetive environment to experience programs focused on social/emotional learning.We expose the students to different arts and physical activities. This service promotes and encorages better community, self advocacy, and community building.	Non-Personnel
2	2.12	Expanded Learning Opportunities	313	Street Academy	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Consultants - secures program contracts for the entire year.	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$14,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	1122	21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$179,150	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$21,793	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$177,302	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$28,700	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$14,000	6010	After School Education & Safety (ASES)	2 Other State Funds	1120	Ases (After school educational and safety grant) After school enrichment contract for BACR to provide expanded learning services at Life Academy that include nutrition, literacy and structured physical activities.	Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$163,200	6010	After School Education & Safety (ASES)	2 Other State Funds	5100	Ases (After school educational and safety grant) After school enrichment contract for BACR to provide expanded learning services at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	338	MetWest High School	School	n/a	n/a	n/a	\$196,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	The contract outlines expanded learning opportunities for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	338	MetWest High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	The contract outlines expanded learning opportunities for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	352	Rudsdale High School	School	n/a	n/a	n/a	\$150,705	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Contracts to support after school, weekend and holiday learning and SEL programming	Non-Personnel
2	2.12	Expanded Learning Opportunities	352	Rudsdale High School	School	n/a	n/a	n/a	\$25,000	4124	21st Century Community Learning Centers Program	4 Federal Funds	5825	Contracts to support after school, weekend and holiday learning and SEL programming	Non-Personnel
2	2.12	Expanded Learning Opportunities	353	Oakland International High School	School	n/a	n/a	n/a	\$221,850	4124	21st Century Community Learning Centers Program	4 Federal Funds	5100	Contract with expanded learning provide to provide after school programming throughout academic year, accessible to all students in the form of a variety of enrichment and academic supports.	Non-Personnel
3	3.09	Family Partnerships & Language Access	106	Chabot Elementary School	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Childcare for families to support engagement school meetings such as Back to School Night and other school functions outside of the instructional day	Personnel
3	3.09	Family Partnerships & Language Access	106	Chabot Elementary School	School	n/a	n/a	n/a	\$250	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Translation services for families to support communication between school and home	Non-Personnel
3	3.09	Family Partnerships & Language Access	106	Chabot Elementary School	School	n/a	n/a	n/a	\$790	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for various family engagement events	Non-Personnel
3	3.09	Family Partnerships & Language Access	106	Chabot Elementary School	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Fingerprinting fees for families to volunteer in school and streghthen family engagement during the school day	Non-Personnel
3	3.09	Family Partnerships & Language Access	114	Global Family School	School	n/a	n/a	n/a	\$4,370	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended Contact - ESL classes Parent Engagement Provide our parent community to participate in Cafecitos, Workshops, School event, in effort ot build strong parent leaders.	Non-Personnel
3	3.09	Family Partnerships & Language Access	115	Emerson Elementary School	School	n/a	n/a	n/a	\$300	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Translations for parent meetings outside of the instructional day.	Non-Personnel
3	3.09	Family Partnerships & Language Access	115	Emerson Elementary School	School	n/a	n/a	n/a	\$1,330	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for parent engagement meetings. Having refreshments will increase attendance at our meetings.	Personnel
3	3.09	Family Partnerships & Language Access	115	Emerson Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	These funds will go towards family education. This will help support teacher extended contracts or pay for consultants that will deliver adult/parent education.	Personnel
3	3.09	Family Partnerships & Language Access	143	Montclair Elementary School	School	n/a	n/a	n/a	\$1,940	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	classified staff attending professional development and/or helping with additional programming for students. Will seek SSC approval in the fall.	Personnel
3	3.09	Family Partnerships & Language Access	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$590	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Funding will provide supplies for parent engagement events, creating welcoming, interactive opportunities for families to connect with the school community. Strengthening family-school partnerships will lead to greater student support, engagement, and academic success. All students and families will benefit from increased collaboration and involvement in their child's education.	Personnel
3	3.09	Family Partnerships & Language Access	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$1,200	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Funding will provide refreshments for parent meetings, creating a welcoming and inclusive environment that encourages family participation. Increased parent engagement strengthens the home-school connection, leading to greater student support and academic success. All students and families will benefit from enhanced collaboration and involvement in the school community.	Personnel
3	3.09	Family Partnerships & Language Access	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$2,250	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Teacher Extended Contract for planning, facilitating and participating in family workshops to strengthen school to home academic connections for all students	Non-Personnel
3	3.09	Family Partnerships & Language Access	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$1,360	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for various family engagement events	Non-Personnel

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3	3.09	Family Partnerships & Language Access	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$2,150	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Funds will be used to provide translation services, childcare, and other essential supports to ensure equitable access for families to participate in school events, workshops, and decision-making opportunities. These services will help remove barriers for multilingual families and increase engagement in their children's education.	Non-Personnel
3	3.09	Family Partnerships & Language Access	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Funds will be used to provide refreshments at parent meetings, workshops, and family engagement events. Offering refreshments helps create a welcoming environment that encourages participation, fosters community-building, and supports meaningful collaboration between families and the school.	Non-Personnel
3	3.09	Family Partnerships & Language Access	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$3,900	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Teacher Extended Contract for planning, facilitating and participating in family workshops to strengthen school to home academic connections for all students	Non-Personnel
3	3.09	Family Partnerships & Language Access	179	Manzanita Community School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Workshops/English classes, support families with helping thier children, it will benefit students/families	Non-Personnel
3	3.09	Family Partnerships & Language Access	179	Manzanita Community School	School	n/a	n/a	n/a	\$600	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Translation services, provide translation for families outside of the instructional day to help support their child, it will benefit students/families	Non-Personnel
3	3.09	Family Partnerships & Language Access	179	Manzanita Community School	School	n/a	n/a	n/a	\$1,690	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Meeting refreshments, increase family participation, it will benefit students/families	Non-Personnel
3	3.09	Family Partnerships & Language Access	183	Prescott School	School	n/a	n/a	n/a	\$270	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	These funds will pay for supplies used for Prescott Family Team student recruitment, coffee with the principal, and Saturday events.	Non-Personnel
3	3.09	Family Partnerships & Language Access	183	Prescott School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for various family engagement events	Non-Personnel
3	3.09	Family Partnerships & Language Access	186	International Community School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Supports student and family engagement and learning by compensating teachers to lead workshops on different aspects of school curriculum and student learning through family and parent workshops after school	Non-Personnel
3	3.09	Family Partnerships & Language Access	186	International Community School	School	n/a	n/a	n/a	\$420	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Translation for parent meetings after the instructional day to increse parent and guardian involvement, support parent involvement in student learning and increase collaboration between school and home.	Non-Personnel
3	3.09	Family Partnerships & Language Access	186	International Community School	School	n/a	n/a	n/a	\$410	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Supports parents' and guardians' involvement in parent workshops by providing snacks and beverages	Non-Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$850	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	To support teacher planning for parent workshops. Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	Non-Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	To support translation effort outside of the instructional day so that regardless of language, families can engage in family engagement events	Non-Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$440	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Finger printing to ensure our numerous volunteers can follow the process without financial burden	Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$150	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5910	Postage to be able to send out communications to families to support outreach. Increase family belonging and communication through systems such as family reps, translation, postage, parentsquare, itcn news boards and social media	Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$450	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended contact for teachers to provide parent trainings on foundational literacy	Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$200	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Childcare for families to support engagement school meetings and other school functions outside of the instructional day	Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$300	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for various family engagement events	Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$690	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Fingerprinting fees for families to volunteer in school and strengthen family engagement during the school day	Personnel
3	3.09	Family Partnerships & Language Access	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$3,940	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	not allocated at this time Increase parent engagement for student connectedness to school	Personnel
3	3.09	Family Partnerships & Language Access	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$600	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.	Non-Personnel

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3	3.09	Family Partnerships & Language Access	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$2,450	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	Translation devices for family events will provide access to our rich, multi-lingual family community to learn schoolwide goals, values and plans for student success.	Non-Personnel
3	3.09	Family Partnerships & Language Access	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$1,330	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5200	Attend conferences focused on English and Literacy and the philosophy of reading	Personnel
3	3.09	Family Partnerships & Language Access	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$1,730	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Funds will be used to cover the cost of fingerprinting for parents and encourage Family Engagement iwhich is crucial for student success because it creates a supportive environment, fosters consistency between home and school, and improves student outcomes. When families are actively involved in their children's education, it leads to enhanced academic performance, improved attendance, and better social-emotional development	Personnel
3	3.09	Family Partnerships & Language Access	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$3,130	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Providing parents with classes to support thier understanding of what students are doing in the classroom and how they can support.	Non-Personnel
3	3.09	Family Partnerships & Language Access	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$2,100	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Pays for extra duty work for classified staff to do community outreach in home languages which will improve student connectedness, attendance, and reduce attendance and welcome all famlies into school.	Non-Personnel
3	3.09	Family Partnerships & Language Access	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$740	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2422	2422-Clerical Salaries extra compensation This funding will pay for childcare so that families can connect, share experiences, and engage in meaningful dialogue about their children's education and school experiences. By offering childcare, we remove common barriers to participation, allowing more families to be involved. Increased family engagement is strongly linked to improved student outcomes, including better attendance, higher achievement, and stronger social-emotional development.	Personnel
3	3.09	Family Partnerships & Language Access	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2425	2425-Clerical Salaries overtime This funding will pay for translation so that families can connect, share experiences, and engage in meaningful dialogue about their children's education and school experiences. By offering language access through translation, the school removes common barriers to participation, allowing more families to be involved. Increased family engagement is strongly linked to improved student outcomes, including better attendance, higher achievement, and stronger social-emotional development.	Non-Personnel
3	3.09	Family Partnerships & Language Access	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$1,180	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	4310-Materials and supplies This funding will pay for materials and supplies that will increase parent engagement in workshops and community events. Parents are requesting a computer to support with parent workshops. Parents are requesting a speaker and microphone to utilize during workshops about literacy. Meeting Refreshments will be used to increase engagement during parent workshops.	Personnel
3	3.09	Family Partnerships & Language Access	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$2,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	4311-Meeting Refreshments These funds will pay for refreshments for family engagement events, which will help to create a welcoming and inclusive environment that encourages higher family participation. Stronger family-school partnerships are directly linked to improved student outcomes, including better attendance, higher academic achievement, and increased motivation. Boosting family participation can contribute to a more engaged and supportive learning environment for all students.	Non-Personnel
3	3.09	Family Partnerships & Language Access	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$1,690	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Paper to allow for increased parent communication.	Personnel
3	3.09	Family Partnerships & Language Access	125	Highland Community School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	will provide extended contracts for certificated and classified staff to translate during parent engagement activities/meetings by providing translation services during parent activities and meetings, all families will be able to engage in school activities families, staff, and students will benefit	Non-Personnel

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3	3.09	Family Partnerships & Language Access	125	Highland Community School	School	n/a	n/a	n/a	\$540	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	will provide supplies for family engagement having adequate supplies will ensure meetings and activities are well-prepared and planned for families will benefit	Non-Personnel
3	3.09	Family Partnerships & Language Access	125	Highland Community School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	will provide meeting refreshements for parent meetings providing meeting refreshments will encourage parent participation or attendance at parent meetings or activities families will benefit	Personnel
3	3.09	Family Partnerships & Language Access	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	This expenditure will provide extended contracts for teachers provide Parent Workshops for families to help their child at home and provide resources for families.	Personnel
3	3.09	Family Partnerships & Language Access	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$940	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2425	This expenditure will pay for overtime for clerical staff to provide translation for family events, Student Success Team Meetings and School Site Council Meetings.	Personnel
3	3.09	Family Partnerships & Language Access	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$2,370	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5900	Communications - Families will have individual affinity spaces based on choosen racial identities.	Non-Personnel
3	3.09	Family Partnerships & Language Access	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$1,320	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Parent workshops to help them understand the educational system and better support students at home.	Non-Personnel
3	3.09	Family Partnerships & Language Access	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Provide translation for parents to be active in school events	Non-Personnel
3	3.09	Family Partnerships & Language Access	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$2,150	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Supplies for family engament activities and events	Personnel
3	3.09	Family Partnerships & Language Access	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$1,230	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Materials and Supplies- Monthly Parent Literacy & Math Teaching & Learning Newsletter to support family home interactive learning.	Personnel
3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	n/a	n/a	n/a	\$1,200	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Stipends for teachers to run workshops for families. Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	Personnel
3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	n/a	n/a	n/a	\$550	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2925	Stipends for staff to translate and support family workshops. Family leadership and workshops (through base level work done with Flourish Agenda and Families in Action, now staff-led) to support academics and joy at the school. Teachers invite families to engage in activities during the year.	Non-Personnel
3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	n/a	n/a	n/a	\$410	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Supplies for family workshops. This funding pays for parent engagement activities that focus on supporting parents with learning the curriculum and standards. Parents benefit from learning how to support their children in school.	Non-Personnel
3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	n/a	n/a	n/a	\$550	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for family workshops. This funding source pays for the parent engagement.	Non-Personnel
3	3.09	Family Partnerships & Language Access	181	EnCompass Academy	School	n/a	n/a	n/a	\$2,780	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	December 2024 SSC determined allocation to provide hands on-materials for math learning in parent engagement events.	Non-Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Extended Contracts for staff to facilitate family-facing events (e. g., Family Reading Night, Math Night, other workshops)	Non-Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Coffee for Monthly "Coffee with the Principal" and light rfreshemnts ti increase parent participation.	Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$290	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	N/A, to be determined in the fall.	Non-Personnel
3	3.09	Family Partnerships & Language Access	101	Allendale Elementary School	School	n/a	n/a	n/a	\$1,300	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Background check fees for Parents	Personnel
3	3.09	Family Partnerships & Language Access	116	Franklin Elementary School	School	n/a	n/a	n/a	\$4,780	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2422	Translation support for families during teacher/family conferences and for family events/meetings, support in family engagement because language can be a barrier	Non-Personnel
3	3.09	Family Partnerships & Language Access	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$1,800	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Teacher extended contract to Facilitate Family Workshops and enhance family engagement.	Personnel
3	3.09	Family Partnerships & Language Access	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$200	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Supplies for Parent Engagement	Non-Personnel
3	3.09	Family Partnerships & Language Access	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$420	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Meeting Refreshments to increase parent engagement.	Non-Personnel

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3	3.09	Family Partnerships & Language Access	118	Garfield Elementary School	School	n/a	n/a	n/a	\$430	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Translation: Providing translation at the family engagement meeting ensures all parents can fully participate and understand the information, which increases their confidence and involvement in their child's education	Non-Personnel
3	3.09	Family Partnerships & Language Access	118	Garfield Elementary School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Disposables:We will invest in parent engagement refreshments for the Principal's Coffee events to encourage greater participation and create a welcoming environment for families. Providing refreshments helps foster a relaxed atmosphere where parents feel comfortable engaging in conversations about their children's education and school community. This investment supports stronger parent-school partnerships, encourages regular attendance at meetings, and enhances family involvement, which ultimately contributes to improved student outcomes and a positive school culture.	Non-Personnel
3	3.09	Family Partnerships & Language Access	118	Garfield Elementary School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4312	We will invest in parent engagement refreshments for the Principal's Coffee events to encourage greater participation and create a welcoming environment for families. Providing refreshments helps foster a relaxed atmosphere where parents feel comfortable engaging in conversations about their children's education and school community. This investment supports stronger parent-school partnerships, encourages regular attendance at meetings, and enhances family involvement, which ultimately contributes to improved student outcomes and a positive school culture.	Non-Personnel
3	3.09	Family Partnerships & Language Access	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Child care for parent engagements; improve family engagement which will contribute to stronger student connectedness to school; will benefit students	Non-Personnel
3	3.09	Family Partnerships & Language Access	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for parent engagements; improve family engagement which will contribute to stronger student connectedness to school; will benefit students	Non-Personnel
3	3.09	Family Partnerships & Language Access	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$590	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5838	Reimbursements for fingerprinting; improve family engagement which will contribute to stronger student connectedness to school; will benefit students	Non-Personnel
3	3.09	Family Partnerships & Language Access	131	Laurel Elementary School	School	n/a	n/a	n/a	\$2,380	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This will pay for supplies which will be used for home school communication. All students will benefit.	Personnel
3	3.09	Family Partnerships & Language Access	131	Laurel Elementary School	School	n/a	n/a	n/a	\$1,650	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	This will pay for refreshments for our Family Literacy Night event. All students will benefit.	Non-Personnel
3	3.09	Family Partnerships & Language Access	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$5,260	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments for year- long calendar of parent engagement events. Lincoln staff work with Big Apple to provide refreshments such as chips, dip, muffins and water at parent engagement events held each year including Lincoln's Student Reclassification Celebrations 3 times a year, heritage month events, art night, math festival and our 5th grade promotion ceremony. Our goal is to engage all parents and celebrate all our students through academic and heritage month celebrations. Our heritage month celebrations are funded by our PTO. Our academic celebrations are funded through Title I Parent Engagement funds in keeping with the federal guidelines. A complete calendar of events is linked to the next column.	Non-Personnel
3	3.09	Family Partnerships & Language Access	138	Markham Elementary School	School	n/a	n/a	n/a	\$700	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Translation support - Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	Personnel
3	3.09	Family Partnerships & Language Access	138	Markham Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Supplies for workshops and events - School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	Personnel
3	3.09	Family Partnerships & Language Access	138	Markham Elementary School	School	n/a	n/a	n/a	\$1,030	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Light refreshments - Celebrate and acknowledge culture and diversity. Affinity nights.	Non-Personnel
3	3.09	Family Partnerships & Language Access	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$1,710	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	This funding will provide snacks and refreshments at meeting such as coffee with the principal, literacy and math night and SSC to encourage and support parental engagement.	Non-Personnel
3	3.09	Family Partnerships & Language Access	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This expenditure supports professional development, participation on school committees (both the Instructional Leadership and Culture Leadership Teams), and work done on special projects that support schoolwide endeavors. Particular focus paid to our students who qualify for free and reduced price lunch, who have primary languages other than English, and who receive Special Education services.	Non-Personnel

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3	3.09	Family Partnerships & Language Access	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Funding supports building engagement at family information sessions and events. Particular focus paid to our students who qualify for free and reduced price lunch, who have primary languages other than English, and who receive Special Education services.	Non-Personnel
3	3.09	Family Partnerships & Language Access	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$800	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Parent Meeting Refreshments	Non-Personnel
3	3.09	Family Partnerships & Language Access	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$800	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Parent Meeting Childcare	Personnel
3	3.09	Family Partnerships & Language Access	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$2,020	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Expenditure goes toward paying for consultant contracts that support belonging, inclusion and faciilitating voice and input from our African American and Latinx families.	Personnel
3	3.09	Family Partnerships & Language Access	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$1,720	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Translation and family support at Family Engagements that are outside of the work day hours	Personnel
3	3.09	Family Partnerships & Language Access	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Translation and family support at Family Engagements that are outside of the work day hours	Personnel
3	3.09	Family Partnerships & Language Access	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$1,420	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	This funding source pays for the parent engagement activiites for the Multicultural day that the parents conduct. The parents and students benefit from the parent engagement day.	Personnel
3	3.09	Family Partnerships & Language Access	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	This funding pays for parent engagement activities that focus on supporting parents with learning the curriculum and standards. Parents benefit from learning how to support their children in school.	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Provide allocation for books other than textbooks to support focal student groups demonstrate accelerated growth.	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	School supplies to support English Language Learners (ELLs) boost language and proficiency levels.	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$1,730	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Parent engagement meeting refreshments to increase participation to support student achievement and growth.	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5220	Conferences to increase parent education in support of student academic outcomes and success.	Personnel
3	3.09	Family Partnerships & Language Access	193	Reach Academy	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Providing workshops to increase parent education in support of improved student academic outcomes and transformation.	Personnel
3	3.09	Family Partnerships & Language Access	201	Claremont Middle School	School	n/a	n/a	n/a	\$1,720	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Supplies and materials - workshop brochures, printing, copying Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	Personnel
3	3.09	Family Partnerships & Language Access	201	Claremont Middle School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Parent Workshops on academics, social-emotional, drug use, and mental health Working collaboratively with families in workshops to provide support for students. Professional development opportunities to obtain best teacher practices and continue the development of their subject content area knowledge, which leads to an enthusiasm of the curriculum and standards by the teacher and helps students grasp and retain the instructional information being presented.	Personnel
3	3.09	Family Partnerships & Language Access	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$3,120	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	ET/OT Child Care and Translation Services for Student-led conferences, parent workshops, and would also like to include more parent-to-parent outreach.	Personnel
3	3.09	Family Partnerships & Language Access	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$4,950	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Parent liaison contract. Parent liaison will work closely with school staff to provide outreach to families who have not engaged with the school in community events and communication. Parent liaison will provide parent education workshop.	Personnel
3	3.09	Family Partnerships & Language Access	211	Montera Middle School	School	n/a	n/a	n/a	\$4,040	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Parent seminars focused on instruction. Parents will learn how to access curriculum portals and other site-based materails via a series of teacher-led, parent workshops for the 25-26 year.	Personnel
3	3.09	Family Partnerships & Language Access	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$1,250	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Translation Services. Roosevelt is a very diverse community in which there are over 20 home languages spoken. It is vital to be able to have translators come to key meetings in order to make sure families are fully engaged in supporting their students.	Personnel

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3	3.09	Family Partnerships & Language Access	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$3,800	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Translation Services. Roosevelt is a very diverse community in which there are over 20 home languages spoken. It is vital to be able to have a phone translation service available to staff as they communicate with families and keep them informed about their students progress or challenges.	Personnel
3	3.09	Family Partnerships & Language Access	213	Westlake Middle School	School	n/a	n/a	n/a	\$2,560	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	Technology (Chromebooks); communcation and provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Personnel
3	3.09	Family Partnerships & Language Access	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$2,910	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Extended Contracts (Translation, Child care). Provide childcare and translation services at school-wide events, such as grade level events and Family Workshops, so that families can fully engage in their child's learning.	Personnel
3	3.09	Family Partnerships & Language Access	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Light Refreshments. Provide light refreshments for familes during school events to increase family engagement.	Personnel
3	3.09	Family Partnerships & Language Access	228	United For Success Academy	School	n/a	n/a	n/a	\$3,420	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Family workshops Provide family workshops that help families navigate school for their child. ie Aeiries, enrollment etc.	Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$7,260	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Provide weekly English classes to families to increase language and literacy among families. Create greater opportunities for school access and family partnership.	Personnel
3	3.09	Family Partnerships & Language Access	236	Urban Promise Academy	School	n/a	n/a	n/a	\$1,790	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2420	Provide childcare and translation services at school-wide events, such as grade level Expos and Family Workshops, so that families can fully engage in their child's learning.	Personnel
3	3.09	Family Partnerships & Language Access	236	Urban Promise Academy	School	n/a	n/a	n/a	\$2,050	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Fund postage to send marking period and semester grades home in the mail to ensure family commication around academic progress	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	For support staff to translate meetings that we have with families to build more positive relationships.	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$250	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Will use to pay for a family library in the parent center. We are hoping to have books on parenting to support the growth of students.	Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$1,470	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	It will pay for a partnership that will have family workshops to support their students with literacy at home.	Personnel
3	3.09	Family Partnerships & Language Access	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$8,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Materials and supplies - Tiered reading intervention system to address large literacy gaps	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Overtime funds for staff to support family conferences and interpretation needs Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$1,670	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Meeting refreshments for meetings with families (conferences, back to school night, attendance workshops)	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5200	Travel reimbursement for family leaders to attend workshops and trainings outside of Oakland	Personnel
3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contracts for consultants to support family workshops on attendance, literacy goals, and financial literacy Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	Personnel
3	3.09	Family Partnerships & Language Access	302	Fremont High School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Light Refreshments - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	Personnel
3	3.09	Family Partnerships & Language Access	302	Fremont High School	School	n/a	n/a	n/a	\$8,800	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Licensing Agreement - Jupiter Ed - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	Personnel
3	3.09	Family Partnerships & Language Access	302	Fremont High School	School	n/a	n/a	n/a	\$1,300	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5910	Postage - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	Personnel
3	3.09	Family Partnerships & Language Access	303	McClymonds High School	School	n/a	n/a	n/a	\$2,620	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Personnel

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3	3.09	Family Partnerships & Language Access	304	Oakland High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2420	Translation services from OUSD employees -This will benefit students with families who are non-English speakers. The ability to communicate with families and let them know how their scholars are performing or to learn about what our school has to offer to support them and their scholar is important to improve student outcomes. Students and familes of non-English speakers will benefit.	Personnel
3	3.09	Family Partnerships & Language Access	304	Oakland High School	School	n/a	n/a	n/a	\$8,260	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contract for parent family liason	Personnel
3	3.09	Family Partnerships & Language Access	304	Oakland High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Translation services from non OUSD employees. It will improve student outcomes because we will be able to communicate with families during IEP meetings or when we have meetings with families who do not speak English. Families, the school and the scholars will benefit.	Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$2,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Translation Services	Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$2,780	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$7,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Consultant - SST meetings held by Parent/Family Liasion	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	funding for certificated staff such as teachers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	funding for classified staff such as Case Managers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	funding for refreshments to support family engagement at events such as: Coffee with the Principal, Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Reclassification Celebration event, Literacy Education, Math Night	Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$3,020	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Personnel
3	3.09	Family Partnerships & Language Access	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$580	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Light refreshments to encourage and increase family engagement opportunities including workshops twice per trimester.	Personnel
3	3.09	Family Partnerships & Language Access	310	Dewey Academy	School	n/a	n/a	n/a	\$1,210	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Personnel
3	3.09	Family Partnerships & Language Access	311	Gateway to College at Laney College	School	n/a	n/a	n/a	\$890	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Professional Development for strengthening programmatic best practices	Personnel
3	3.09	Family Partnerships & Language Access	313	Street Academy	School	n/a	n/a	n/a	\$740	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.09	Family Partnerships & Language Access	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$4,680	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.09	Family Partnerships & Language Access	335	Life Academy	School	n/a	n/a	n/a	\$4,280	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2425	These funds will pay classified staff to support with translation for family conferences so that Life Academy families can hear information and their child in their home language. This includes reading and math data, areas ofr improvement as well as celebrations and informaiotn on reclassificaiton.	Non-Personnel
3	3.09	Family Partnerships & Language Access	338	MetWest High School	School	n/a	n/a	n/a	\$1,910	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Contract for Translation Services	Non-Personnel
3	3.09	Family Partnerships & Language Access	352	Rudsdale High School	School	n/a	n/a	n/a	\$2,850	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2250	Stipends to support classified overtime related to family engagement - home visits, additional registration days for families to have 1:1 meetings in the summer for new students	Non-Personnel
3	3.09	Family Partnerships & Language Access	352	Rudsdale High School	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5910	5910: Postage for mailings for family engagement for continuation school students	Non-Personnel
3	3.09	Family Partnerships & Language Access	353	Oakland International High School	School	n/a	n/a	n/a	\$2,700	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contract with Community partner to provide for family engagement fairs and community benefits workshops.	Non-Personnel
3	3.09	Family Partnerships & Language Access	180	Kaiser Early Childhood Center	School	n/a	n/a	n/a	\$580	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	This pays for hospitality family engagement activites.	Non-Personnel
3	3.09	Family Partnerships & Language Access	308	Young Adult Program	School	n/a	n/a	n/a	\$1,100	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel

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4	4.02	Staff Growth & Development	106	Chabot Elementary School	School	n/a	n/a	n/a	\$11,047	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended contract funds for teachers for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	Personnel
4	4.02	Staff Growth & Development	114	Global Family School	School	n/a	n/a	n/a	\$15,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended Contracts Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	n/a	n/a	n/a	\$7,977	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Library Books Provide students with access to books at home	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	n/a	n/a	n/a	\$12,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Licenses/Subscriptions Provide students with access to books at home	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	115	Emerson Elementary School	School	n/a	n/a	n/a	\$1,619	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended contracts will help be used for teachers to provide extra instruction to our students.	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	115	Emerson Elementary School	School	n/a	n/a	n/a	\$56,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	These funds will go towards mental health and social emotional support. These will be Tier III supports.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	143	Montclair Elementary School	School	n/a	n/a	n/a	\$2,453	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Wrap Around Student Success Team support from certificated staff. Will seek SSC approval in the fall.	Non-Personnel
3	3.08	Quality Learning Environments	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$4,418	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Funding will provide school supplies, ensuring that all students have supplemental materials needed for learning and engagement. Access to supplemental resources will enhance academic success, creativity, and classroom participation. All students and teachers will benefit from a better-equipped learning environment that fosters achievement.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Funding will support field trips that provide students with hands-on, real-world learning experiences beyond the classroom. These opportunities will enhance engagement, deepen understanding of academic concepts, and build social-emotional skills. All students will benefit from expanded learning, fostering curiosity, critical thinking, and a stronger connection to their education.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$7,617	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Funds for an Academic Mentor to provide targeted academic support and intervention for struggling students	Personnel
4	4.02	Staff Growth & Development	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Teacher Professional Development for students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$12,270	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	Non-Personnel
4	4.02	Staff Growth & Development	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$27,078	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Teacher Extended Contract for planning, collaboration, data analysis, coaching, and curriculum developmenmt the occurs beyond the contractual day to strengthen academic outcomes for students.	Personnel
4	4.02	Staff Growth & Development	179	Manzanita Community School	School	n/a	n/a	n/a	\$902	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	PD opportunities/trainings for teachers, improve teacher professional practice, it will benefit students	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	179	Manzanita Community School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Transportation for field trips, allow for students to have real word experiences, it will benefit students	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	179	Manzanita Community School	School	n/a	n/a	n/a	\$500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	Admission fees, allow for students to have real word experiences, it will benefit students	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	183	Prescott School	School	n/a	n/a	n/a	\$1,666	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	Admission Fees for students to attend field trips	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	186	International Community School	School	n/a	n/a	n/a	\$10,982	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Supports all students' access to books that they can read in class and take home to read at home and increases their school engament and learning	Non-Personnel
4	4.02	Staff Growth & Development	186	International Community School	School	n/a	n/a	n/a	\$29,182	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Supports all students access to high quality, rigorous and engaging instruction by affording all teachers time out of their classrooms to plan and collaborate on lessons in district adopted curricular lessons as well as implement SEAL units and strategies	Non-Personnel
4	4.02	Staff Growth & Development	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended contract to support teachers, esp as it related to planning and ensure that they are compensated	Personnel

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3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2222	Compensation for classified staff to provide after school academic support. Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$9,037	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	Technology to ensure students still have access to all digital platforms. In PLCs teachers and TSAs analyze curriculum embeded assessments, i-ready reading and math data to explicitly plan differentiated supports with prograss monitoring (e.g. small group re-teach, visual supports) in order to support ELs, newcomers, students with IEPs, and AA and possibly refer to additional academic interventions.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$18,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Transportation for field trips to support our expeditionizing work. Teachers will expeditionize their EI lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	Admission for field trips to support our expeditionizing work. Teachers will expeditionize their EI lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	Non-Personnel
3	3.08	Quality Learning Environments	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Software to support tier 2 and 3 students to ensure they have all tools available to be successful	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$8,131	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Transportation services for students to attend field trips	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$4,187	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	Admission Fees for students to attend field trips	Non-Personnel
3	3.08	Quality Learning Environments	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	This expenditure allows for the purchase of Promethean boards for primary grade teachers.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$6,688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Fourth grade students participate in a week long experience at Camp Mosaic for community building, character development and leadership opportunities.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$12,881	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	This expenditure will provide funding for admission fees for field trips. Having experiential opportunities outside of campus will expand students knowledge of the world and support grounding of instructional content.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$18,235	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Buses for field trips so students can attend and learn outside of school.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$688	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Title I funds will be used as needed to ensure all TK-5th grade students receive resources that lead to improved student outcomes, improved health and well-being.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$9,831	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Transportation for filed trips for students. This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom.	Non-Personnel
4	4.02	Staff Growth & Development	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$15,518	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1150	Pays for staffed teacher preparation periods to alow teachers to plan, implement, and assess using the district adopted curriculum. Will benefit all students.	Personnel
3	3.04	Behavioral & Mental Health	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$20,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5739	Pays for mental health therapist interns who will work individually with students in need or in small groups. This will improve student attendance and redeuce sususpensions by teaching students social and emotional skills	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Pays for contract with HEROS program who directly teaches students on the playground our school wide games and how we resolve conflicts, all students will receive weekly lessons.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$10,217	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	4200-Books other than textbooks This funding will pay for classroom books that will supplement the core curriculum. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$12,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contract with Lincoln Family Service to provide individual counseling and social skills groups through pull out and push in services to promote student social emotional learning,	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$20,624	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Field trips to provide opporunities for students to real world experiences connected to their learning.	Non-Personnel

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1	1.03	Equitable Access to a Broad Course of Study	125	Highland Community School	School	n/a	n/a	n/a	\$9,617	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	will secure transportation for field trips field trips enhance classroom learning as well as the quality of student work produced students, staff, and families will benefit	Non-Personnel
4	4.02	Staff Growth & Development	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$11,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	This expenditure will provide extended contracts for teachers to unpack ELA modules, analyze student data and plan lessons.	Personnel
3	3.05	Attendance Supports	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$698	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This expenditure will provide incentives for students who have perfect attendance, significant growth in their attendance, and prizes for the Jaguar Card Raffle.	Non-Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$2,794	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This expenditure will provide materials for the Math Tutor to use during small group instruction.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$45,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	This expenditure will pay for the contract to fund Heros, Inc. The coach from this organization will provide 30 min of PE for students and teach cooperative skills through games. The coach will also provide leadership opportunities for students to serve as Young Heros who will support conflict resolution and classes during rainy day recess. During the PE time, admin and coach will meet with teachers to analyze data and shift teacher practice.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$8,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	This expenditure will pay for chartered busses to take students on field trips. This will support all students and classes as they experience things outside of our school. Many of the field trips are connected to what they are learning during EL Ed.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$1,848	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	This expenditure will provide funding for admission fees for field trips.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$41,100	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Consultants - Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Non-Personnel
4	4.02	Staff Growth & Development	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$51,813	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Provide teachers with planning time before beginning of school, and Math planning time	Personnel
2	2.08	English Learner Achievement	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	Provide teachers with PLC time to analyze ELD data	Personnel
1	1.03	Equitable Access to a Broad Course of Study	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$7,860	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Field Trip Buses -provide hands on experiences for all students\	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$5,399	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	170	Hoover Elementary School	School	n/a	n/a	n/a	\$3,715	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Buses for field trips so students can attend and learn outside of school. This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	Non-Personnel
4	4.02	Staff Growth & Development	181	EnCompass Academy	School	n/a	n/a	n/a	\$31,792	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	Personnel
3	3.09	Family Partnerships & Language Access	181	EnCompass Academy	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Materials and supplies provide students' demonstration of learning through representing HQW in their presentation to family members.	Non-Personnel
4	4.02	Staff Growth & Development	101	Allendale Elementary School	School	n/a	n/a	n/a	\$28,615	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended Contract for teachers for summer planning, coaching, data dives and collaboration time.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	116	Franklin Elementary School	School	n/a	n/a	n/a	\$9,778	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Buses for fieldtrips that enhance academic learning. This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	Non-Personnel
2	2.10	Newcomer Achievement	116	Franklin Elementary School	School	n/a	n/a	n/a	\$4,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Online program to support English language acquisition for newcomer students	Non-Personnel
4	4.02	Staff Growth & Development	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$24,910	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1150	Extra sub to support teacher observation and planning time.	Personnel

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3	3.08	Quality Learning Environments	118	Garfield Elementary School	School	n/a	n/a	n/a	\$10,055	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Instructional supplies ensures all students and teachers have access to high-quality, standards-aligned instructional materials. These resources support engaging, effective teaching and provide students with the tools they need to succeed across all subject areas. By equipping classrooms with updated and relevant materials, we enhance the learning environment, promote academic achievement, and support equitable access to rigorous instruction for all learne	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$16,834	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	Academic Mentor; support for tier 2 small group work with students to target specific skills in ELA/Math to provide extra support; students multiple years behind	Personnel
1	1.03	Equitable Access to a Broad Course of Study	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$14,196	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Field trips; celebrate / reinforce learning from current unit of study; students will benefit	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	n/a	n/a	n/a	\$122,802	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2928	This will fund Academic Mentors who will provide in-class academic and social emotional support to students. All students will benefit.	Personnel
3	3.08	Quality Learning Environments	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$789	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Materials and supplies such as multi- colored pens for sentence mapping, reading tracker strips for reading support, flashcards for vocabulary study, sentence strips for sentence stems and visual disctionaries for English Language Development	Non-Personnel
3	3.08	Quality Learning Environments	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$1,196	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Subscription and Licenses- Scholastic, Raz Kids and NewsELA Licenses to supplement ELD instruction- support small group learning for English Language Learners.	Non-Personnel
4	4.02	Staff Growth & Development	138	Markham Elementary School	School	n/a	n/a	n/a	\$20,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended contracts for teacher PD and student tutoring. Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring.Ongoing PD based on needs survey 5/2025.	Personnel
4	4.02	Staff Growth & Development	138	Markham Elementary School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Professional texts to support equity diversity and schoolwide behavior expectations.	Non-Personnel
3	3.08	Quality Learning Environments	138	Markham Elementary School	School	n/a	n/a	n/a	\$24,889	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Instructional supplies	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	n/a	n/a	n/a	\$15,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Academic contract i.e. Ignite reading licenses @ \$2,500 each	Non-Personnel
4	4.02	Staff Growth & Development	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$152	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	This money will be utilized to support planning release time with substitutes, peer observations with substitutes and extended hours for educators related to planning and implementing curriculum and other professional development.	Personnel
1	1.09	Data-Driven Decision Making	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$911	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Funding supports platforms to collect and analyze data, as well as presentation. Particular focus paid to our students who qualify for free and reduced price lunch, who are chronically absent, have primary languages other than English, who are living unhoused, and who receive Special Education services.	Non-Personnel
3	3.08	Quality Learning Environments	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$3,938	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	school supplies	Non-Personnel
3	3.04	Behavioral & Mental Health	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$20,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5739	Mental Health Interns Providers	Non-Personnel
4	4.02	Staff Growth & Development	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$15,332	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Expenditure goes toward paying certificated teacher to provide literacy intervention during the school day.	Personnel
4	4.02	Staff Growth & Development	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$2,651	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1122	Extended Contracts for teacher leaders to unpack grad-level standards and plan and lead grade-level callaboration meetings	Personnel
4	4.02	Staff Growth & Development	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$848	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Extended Contracts for teacher leaders to unpack grad-level standards and plan and lead grade-level callaboration meetings	Non-Personnel
3	3.08	Quality Learning Environments	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$12,404	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	This funding sources pays the admission fees for learning beyond the classroom. The field trips support students in learning things beyond what is in the textbooks. Students get a chance to explore and learn together as a team. This supports the social emotional learning as well while creating a joyful school.	Non-Personnel

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4	4.02	Staff Growth & Development	193	Reach Academy	School	n/a	n/a	n/a	\$34,933	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extra time for teachers to collaborate and supplement intervention initiatives.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	193	Reach Academy	School	n/a	n/a	n/a	\$12,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Books to increase choice of books for students and expand classroom libraries.	Non-Personnel
3	3.06	Youth Engagement & Leadership	193	Reach Academy	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	To pay for contracts in support of student achievement and engagement with a focus on mentoring support and services.	Non-Personnel
3	3.08	Quality Learning Environments	201	Claremont Middle School	School	n/a	n/a	n/a	\$4,530	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	Technology (Chromebooks/headphones) Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	Non-Personnel
3	3.08	Quality Learning Environments	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$11,062	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Technology-Adaptive learning tools provide targeted exercises and resources to meet individual students' needs.	Non-Personnel
3	3.08	Quality Learning Environments	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$12,913	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Digital Licenses-Adaptive learning tools provide targeted exercises and resources to meet individual students' needs.	Non-Personnel
4	4.02	Staff Growth & Development	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$31,553	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended contract for certificated educators to provide small group tutorial and intervention for our students working on foundational skills and concepts afterschool.	Personnel
4	4.02	Staff Growth & Development	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$366	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	211	Montera Middle School	School	n/a	n/a	n/a	\$6,019	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Purchase technology resources (i.e. digital licenses, projectors, other educational technology) to support daily Instruction.	Non-Personnel
4	4.02	Staff Growth & Development	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$1,860	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended Contracts. It is important to compensate teachers to collaborate outside of contract hours in order to give them time and space to intentionally plan additional supports for students who are struggling to access grade level content.	Personnel
3	3.08	Quality Learning Environments	213	Westlake Middle School	School	n/a	n/a	n/a	\$6,678	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4420	Technology digital licenses, replacement chromebooks	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$6,931	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Extended Contracts (Tutoring, additional PD). Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	Non-Personnel
3	3.08	Quality Learning Environments	228	United For Success Academy	School	n/a	n/a	n/a	\$9,522	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Technololgy and repairs Students will have access to technology, and software to support thier learning	Non-Personnel
3	3.08	Quality Learning Environments	228	United For Success Academy	School	n/a	n/a	n/a	\$10,277	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Digital Licenses and Various Licences Students will have access to technology, and software to support thier learning	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$34,875	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4200	Implement consistent independent reading time in Homerooms to increase i-Ready growth.	Non-Personnel
3	3.08	Quality Learning Environments	236	Urban Promise Academy	School	n/a	n/a	n/a	\$11,267	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Purchase license agreements for IXL, Soundtrap, Raz-Kids to provide differentiate learning materials to support student academic progress and practice of grade-level appropriate content and skills.	Non-Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$20,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Certificated extended contracts will support key initiatives aimed at improving academic outcomes and fostering family engagement for ELL and SpEd students.	Personnel
3	3.08	Quality Learning Environments	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$75,188	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Software licenses for IXL Math, Flocabulary, etc..Provides personalized learning, allowing struggling students to receive targeted practice that addresses their specific weaknesses and helps close learning gaps. Its data-driven insights enable teachers to track progress and adjust instruction, ensuring that interventions are effective and timely.	Non-Personnel
2	2.08	English Learner Achievement	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$10,178	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Pear Deck is an essential tool for supporting EL students in the classroom. Its ability to automatically translate and customize presentations reduces language barriers, ensuring that students can fully engage with the material. By translating images and summarizing key content, it simplifies complex information, making lessons more accessible to learners at different language proficiency levels.	Non-Personnel
4	4.02	Staff Growth & Development	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$70,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Teacher Salary Stipends - Continued attendance team	Personnel
2	2.10	Newcomer Achievement	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$5,760	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Newcomer Support - Writing Revolution PD for most staff with PLC processing	Non-Personnel

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3	3.09	Family Partnerships & Language Access	301	Castlemont High School	School	n/a	n/a	n/a	\$19,986	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended contract to support teachers planning at PD, holding office hours, and family conferences Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	Personnel
3	3.08	Quality Learning Environments	301	Castlemont High School	School	n/a	n/a	n/a	\$4,939	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4304	Classroom materials to support student engagement activiies and projects Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	Non-Personnel
3	3.08	Quality Learning Environments	302	Fremont High School	School	n/a	n/a	n/a	\$19,507	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Hardware For Classrooms (TECH) - Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	302	Fremont High School	School	n/a	n/a	n/a	\$25,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Licensing Agreement - NewsELA - Implement reading/literacy strategies, that can address both struggling readers and ELLs.	Non-Personnel
2	2.05	Low-Income Student Achievement	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5875	Testing Fees - College Board - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	Non-Personnel
2	2.01	African American Student Achievement	303	McClymonds High School	School	n/a	n/a	n/a	\$15,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended Contracts - Literacy Teachers ensure African American students are engaging with the text/task and are deepening their understanding of the skills identified in the learning target. Teachers will ask check for understanding questions to students to ensure they are engaged in the content. Teachers will use parent square and phone calls to communicate on a regular basis with parents.	Personnel
3	3.09	Family Partnerships & Language Access	303	McClymonds High School	School	n/a	n/a	n/a	\$5,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Materials and Supplies - For Community building events with families Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	Non-Personnel
4	4.02	Staff Growth & Development	303	McClymonds High School	School	n/a	n/a	n/a	\$16,155	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$35,447	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.09	Family Partnerships & Language Access	305	Oakland Technical High School	School	n/a	n/a	n/a	\$54,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Consultant - SST meetings held by Parent/Family Liasion	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	306	Skyline High School	School	n/a	n/a	n/a	\$5,955	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	306	Skyline High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	funding for non-OUSD Buildings and Grounds work for special equipment or supplies necessary for our programming	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$300	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	funding for admission fees for student groups to participate in college and career exploration and readiness activities	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$2,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4310	Purchase instructional supplies and/or field trips for project based learning across the school.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$5,031	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Field trips to allow for learning beyond the classroom across all content areas.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	310	Dewey Academy	School	n/a	n/a	n/a	\$2,473	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4311	Refreshments - Extended English credit options through book club	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	310	Dewey Academy	School	n/a	n/a	n/a	\$127	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	To be allocated in Fall 2025.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	310	Dewey Academy	School	n/a	n/a	n/a	\$3,319	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	No Red Ink English Program - Teachers will use no Red Ink to provide feedback on writing	Non-Personnel
3	3.08	Quality Learning Environments	311	Gateway to College at Laney College	School	n/a	n/a	n/a	\$32,040	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Technology for Staff to support direct intervention services and Ipad for students to utilize during our foundational course instruction	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$18,480	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Stipends for teachers to plan and prepare lessons that target students' literacy needs. Continue to support teachers with core curriculum and embedded assessments at site and district level.	Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	n/a	n/a	n/a	\$5,773	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	Teaching small sections of reading classes (SIPPS and Reading Framework) so that all students are reciving reading instruction specific to their needs so they can grow toward grade level in reading.	Non-Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$3,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended Contracts for Teachers	Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	2225	ET/OT Classified Staff	Personnel
3	3.08	Quality Learning Environments	338	MetWest High School	School	n/a	n/a	n/a	\$1,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4304	Materials and Supplies for Classroom - STEM (Math and Science)	Non-Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$12,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5220	Professional Development - Conferences	Non-Personnel
1	1.07	College & Career for All	338	MetWest High School	School	n/a	n/a	n/a	\$1,954	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Contract for Transportation Services - field Trip College and Career Readiness	Non-Personnel
1	1.07	College & Career for All	338	MetWest High School	School	n/a	n/a	n/a	\$1,500	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5829	Field Trips Admissions - College and Career Readiness	Non-Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$40,200	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Teacher Stipends: Teacher curriculum planning retreat and coaching sessions to support language development, credit recovery, pathway alignment and project based learning.	Personnel
2	2.12	Expanded Learning Opportunities	352	Rudsdale High School	School	n/a	n/a	n/a	\$8,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Teacher Stipends: for Summer school teachers to support credit recovery and language development	Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$10,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1150	Substitutes to support teacher participation in conferences, classroom observations, graduation portfolio and curriculum planning.	Personnel
2	2.05	Low-Income Student Achievement	352	Rudsdale High School	School	n/a	n/a	n/a	\$20,400	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5820	31 day A/C Transit bus passes to support students in need access school.	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$25,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5825	Contract East Bay Consortium to provide senior students in need with college advising services. Staff provide seniors with 4-year admission applications and decisions, financial aid applications, verification and award letters, community college application and matriculation steps.	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$13,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5826	Busses to support students access experiential learning, college, job training and career exploration.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	352	Rudsdale High School	School	n/a	n/a	n/a	\$4,000	3010	Title I, Part A Schoolwide Program	4 Federal Funds	5846	Computer licences to support students who need math and literacy support.	Non-Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$1,073	3010	Title I, Part A Schoolwide Program	4 Federal Funds	1120	Extended contracts to provide additional teacher prep time to develop content to support SLIFE student acceleration and demonstration of mastery on portfolio rubrics.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	n/a	n/a	n/a	\$20,880	3010	Title I, Part A Schoolwide Program	4 Federal Funds	4399	This pays for staff developmental on curriculum modification with a focus on early literacy development.	Non-Personnel
2	2.12	Expanded Learning Opportunities	106	Chabot Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds for providing a high quality after school program for student enrichment & intervention for any students who want to participate	Non-Personnel
2	2.12	Expanded Learning Opportunities	106	Chabot Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds for providing a high quality after school program for student enrichment & intervention for any students who want to participate	Non-Personnel
2	2.12	Expanded Learning Opportunities	111	Crocker Highlands Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	111	Crocker Highlands Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	114	Global Family School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	114	Global Family School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	115	Emerson Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	115	Emerson Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	127	Hillcrest School	School	n/a	n/a	n/a	\$275,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	After school staff salaries and funds to provide after school enrichment and academic support	Non-Personnel
2	2.12	Expanded Learning Opportunities	127	Hillcrest School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After school consultants for specialized programming	Non-Personnel
2	2.12	Expanded Learning Opportunities	143	Montclair Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	BACR Otter Club Programming: Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	143	Montclair Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	BACR Otter Club Programming: Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	145	Peralta Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	After school staff salaries and funds to provide after school enrichment and academic support	Non-Personnel
2	2.12	Expanded Learning Opportunities	145	Peralta Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After school consultants for specialized programming	Non-Personnel
2	2.12	Expanded Learning Opportunities	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	179	Manzanita Community School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Expanded learning, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	Non-Personnel
2	2.12	Expanded Learning Opportunities	179	Manzanita Community School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Expanded learning, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	Non-Personnel
2	2.12	Expanded Learning Opportunities	183	Prescott School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	183	Prescott School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	186	International Community School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	186	International Community School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$250,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Contract with After School Provider - Provide a robust after school program, aligned to school day and providing families with additiona support	Non-Personnel
2	2.12	Expanded Learning Opportunities	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$50,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	paying for specific consultans through after school program - Provide a robust after school program, aligned to school day and providing families with additiona support	Non-Personnel
2	2.12	Expanded Learning Opportunities	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Girls, Inc. offers a high-quality afterschool program that is inclusive and supportive for all students. The program provides students with academic intervention and enrichment opportunities.	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
2	2.12	Expanded Learning Opportunities	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Recruitment/Evaluation/Training Specialist for Girls, Inc. Responsible for recruiting qualified instructors, evaluating teacher progress, and training and coaching ASP teachers in effective instruction and SEL strategies. This will benefit students participating in the ASP by ensuring quality facilitators of students' after school experience.	Non-Personnel
2	2.12	Expanded Learning Opportunities	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	BACR offers a high-quality afterschool program that is inclusive and supportive for all students. The program provides students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Recruitment/Evaluation/Training Specialist for BACR. Responsible for recruiting qualified instructors, evaluating teacher progress, and training and coaching ASP teachers in effective instruction and SEL strategies. This will benefit students participating in the ASP by ensuring quality facilitators of students' after school experience.	Non-Personnel
2	2.12	Expanded Learning Opportunities	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Expanded Learning Opportunities Program funds will be used to provide students with additional opportunities to learn and develop beyond the traditional school day. This extra time and support can significantly and positively impact a student's academic, social, emotional, and physical development, thus improving all enrolled TK-5th grade student outcomes. All enrolled TK-5th grade students and their families benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Contract with Girls, Inc.to provide students with additional opportunities to learn and develop beyond the traditional school day. This extra time and support can significantly and positively impact a student's academic, social, emotional, and physical development, thus improving all enrolled TK-5th grade student outcomes. All enrolled TK-5th grade students and their families benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Morning care for our students. This funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the school for student extraculicular success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Additional support activitiesfor students. This funding will support all students with learning activities that are fun, engaging, and supportive.	Non-Personnel
2	2.12	Expanded Learning Opportunities	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioirtizes admission for non duplicated students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Pays for the after school programs which supports students academically and social emotionally meet school academic goals and improve attendance. This will benefit all students and prioirtizes admission for non duplicated students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$275,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	Non-Personnel
2	2.12	Expanded Learning Opportunities	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After School program through BACR to provide students with academic intervention and enrichment opportunities.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	125	Highland Community School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	Non-Personnel
2	2.12	Expanded Learning Opportunities	125	Highland Community School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	Non-Personnel
2	2.12	Expanded Learning Opportunities	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This expenditure will pay to support Girls, Inc contract and provide enrichment activities through Higher Ground.	Non-Personnel
2	2.12	Expanded Learning Opportunities	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Student support specialist will provide social skills groups for students who need Tier 2 SEL support. Push into after school program classes to support students as well.	Non-Personnel
2	2.12	Expanded Learning Opportunities	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreements for Services - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Consultants - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Offer a high-quality after-school program that is inclusive and supportive for all students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Offer a high-quality after-school program that is inclusive and supportive for all students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	Non-Personnel
2	2.12	Expanded Learning Opportunities	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Consultant Contract (BACR) -Intervention, enrichment and recreation for all students focusing on students	Non-Personnel
2	2.12	Expanded Learning Opportunities	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreements for Services - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Consultants - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This funding is for the Afterschool program to support all students in having extraculilcular activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	170	Hoover Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This funding is for the Afterschool program to support all students in having extraculilcular activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	181	EnCompass Academy	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Lead Agency provides 9 staff, staff development, programmaterials, operational costs, so that students and staff have a consistent,engaging, safe, and quality program.	Non-Personnel
2	2.12	Expanded Learning Opportunities	181	EnCompass Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Subcontractors to provide after school enrichment through soccer, poetry, service learning, dance,gardening, and digital arts to engage students, provide movement, and avenues of expression through oral and written experssion.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	101	Allendale Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students appropriate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	101	Allendale Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds will be used to hire and provide training for program leaders to provide literacy instruction to students during after school hours. Program leaders will teach students appropriate sight words for their grade level and facilitate accountable independent reading three times per week. This will support LCAP Goal 1 of improved literacy skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	116	Franklin Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment Family liaison to hold classes that support families in language acquisition, student support, and events that support strong family and school partnerships Extra time for staff to support before and after school tutoring in reading and math	Non-Personnel
2	2.12	Expanded Learning Opportunities	116	Franklin Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Contracts to EBAYC, Harbor House, Cantare, Always Dream to provide services that support student reading, math, and enrichment	Non-Personnel
2	2.12	Expanded Learning Opportunities	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This funding will secure after school and before school care for our most vulnerable students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This funding will secure after school and before school care for our most vulnerable students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
2	2.12	Expanded Learning Opportunities	119	Glenview Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	Non-Personnel
2	2.12	Expanded Learning Opportunities	119	Glenview Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	What: ASP, How:extended day will allow enrolled students extra practice with academic and SEL skills, Who: Unduplicated students are prioritized	Non-Personnel

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2	2.12	Expanded Learning Opportunities	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and</p> <p>emphasizes: Social-emotional Learning & Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development & Social Justice Academic Support & Literacy Sports & Movement Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	Non-Personnel
2	2.12	Expanded Learning Opportunities	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	<p>After School programming to support about 50% of our student population who need after school care.</p> <p>After school is a critical time of day for youth to further explore their interests and passions, develop their voice, and grow as students and individuals. Our daily afterschool programming is project-based and</p> <p>emphasizes: Social-emotional Learning & Critical Thinking Creative Expression Gardening and Connection with Nature Leadership Development & Social Justice Academic Support & Literacy Sports & Movement Activities include soccer, poetry, drawing, theater arts, gardening, science experiments, community service projects, bike club, painting, lacrosse, yoga, graphic arts, and more. We work in close collaboration with schools to offer activities and learning opportunities reflective of the school communities needs and interests. Our staff ensure safe and supportive communities for youth to thrive in and out of school.</p>	Non-Personnel
2	2.12	Expanded Learning Opportunities	131	Laurel Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	131	Laurel Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This will pay for our After School Program. Laurel's After School Program serves all students TK-5 by providing them with a safe environment in which play, learn and reinforce positive and healthy social emotional skills and further develop academic skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	EBAYC - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	EBAYC - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	138	Markham Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extraculicular success.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	138	Markham Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extraculiclar success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracular activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	Non-Personnel
2	2.12	Expanded Learning Opportunities	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Our afterschool program will be supported by these funds. Money goes to supervision, programming, and snacks for approximately half of our students. Programming provides continuity of culture and care for students and families with before and after school supervision.	Non-Personnel
2	2.12	Expanded Learning Opportunities	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Afterschool Program (BACR) Integrate Caring School Community curriculum/ strategies and Postive Behaviors, TOOLBOX , Restorative Justice conversations, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	Non-Personnel
2	2.12	Expanded Learning Opportunities	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Afterschool program Set up strong MTSS systems by doing the following activites: Monitor and support the implemenation of SEL Caring Schools Community Curriculum, TOOLBOX , Restorative Justice conversations and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthrough	Non-Personnel
2	2.12	Expanded Learning Opportunities	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extraculiclar success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extraculiclar success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	BACR After school programming. BACR will serve our Lockwood students in their afterschool program and have homework support, outdoor activities and arts that will help studets develops academically and scoaically.	Non-Personnel
2	2.12	Expanded Learning Opportunities	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Bridge the afterschool program with the daytime supports and snsure the quality of service remains consistent	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This funding is for the Afterschool program to support all students in having extraculiclar activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This funding supports the Afterschool program in bringing in resources that support student engagement. All students in the Afterschool program benefit from the consultants teaching and learning.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	193	Reach Academy	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment opportunities, leadership, as well as physical activity through intramural sports, soccer club, etc. to support health and wellness needs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	193	Reach Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Provide enrichment opportunities to support after school programming as it relates to providing academic support, enrichment (i.e. Arts) opportunities, leadership, as well as physical activity through intramural sports, soccer club, chess to support health and wellness needs and problem solving skills.	Non-Personnel
2	2.12	Expanded Learning Opportunities	201	Claremont Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreements For Services Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	Non-Personnel
2	2.12	Expanded Learning Opportunities	201	Claremont Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Consultants Afterschool enrichment activities and academic support that help to build student connectedness to school by including their input and voice regarding apprenticeships, field trips, and extracurricular activities	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	After-school clubs for enrichment and academic support improve student outcomes by offering additional learning opportunities outside of regular class time. These clubs help reinforce academic concepts, foster critical thinking, and provide a space for creative exploration. They also build a sense of community, boost student motivation, and enhance skills that contribute to long-term academic success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After-school clubs for enrichment and academic support improve student outcomes by offering additional learning opportunities outside of regular class time. These clubs help reinforce academic concepts, foster critical thinking, and provide a space for creative exploration. They also build a sense of community, boost student motivation, and enhance skills that contribute to long-term academic success.	Non-Personnel
2	2.12	Expanded Learning Opportunities	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	Non-Personnel
2	2.12	Expanded Learning Opportunities	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Subagreement for services with Think Together. Agency will provide afterschool academic support, enrichment activities, and clubs that promote art, music, and student belonging.	Non-Personnel
2	2.12	Expanded Learning Opportunities	211	Montera Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Provide expanded learning (afterschool) programming for all students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	211	Montera Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Consultants are contracted via the ELO program at Montera Middle School. Funding will be used to pay the individuals hired to perform the work assigned.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Subagreements For Services, Contract with EBAYC After School Program, Students will have a safe space to be after school and be offered both academic support and access to enrichment activities like clubs and sports.	Non-Personnel
2	2.12	Expanded Learning Opportunities	213	Westlake Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Subagreement for services to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
2	2.12	Expanded Learning Opportunities	213	Westlake Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Subagreement for services to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	PROVIDE COMPREHENSIVE AFTER SCHOOL PROGRAM FOR ALL STUDENTS. Contract with BACR to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	228	United For Success Academy	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This funding is spent by after school Establish electives and extracurriculars to encourage community amongst students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	236	Urban Promise Academy	School	n/a	n/a	n/a	\$150,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Contract with EBAYC to provide quality after-school enrichment and academic support services that will improve student attendance, student connectedness and student academic achievement.	Non-Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$125,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Partnership with BACR to ensure they are partnering with organizations to provide services for students to improve academics.	Non-Personnel
2	2.12	Expanded Learning Opportunities	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Partnership with BACR to ensure they are partnering with organizations to provide services for students to improve academics.	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$150,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Extended Day Program/ Safe Passages - Building JOY at CCPA and drawing students in	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Extended Day Program/ Safe Passages - Trying to hook students with poor attendance into particular groups or activities	Non-Personnel
2	2.12	Expanded Learning Opportunities	301	Castlemont High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Oakland Kids First - Afterschool program events and activities for all students to extend the learning day	Non-Personnel
2	2.12	Expanded Learning Opportunities	302	Fremont High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After School Program - Increase graduation rate for LTELs.	Non-Personnel
2	2.12	Expanded Learning Opportunities	303	McClymonds High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	5825- Extended Learning Contracts: This will help pay for teachers who are running clubs and or academic tutoring for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	304	Oakland High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds for after school programing - After school programming includes a peer mentor program where our upper classmen mentor our 9th grade scholars in academics and social emotional aspects during the transitional year of 9th grade, studyhall sessions for our athletes, tutoring for our scholars, music thearapy, community service opportunities and academic clubs. It also includes funding for program managers to operate this program and coordinate all the after school options. Students who participate in the after school program benefit as does the community at large to support scholars in their academics and to provide a space for them to be instead of on the streets of Oakland.	Non-Personnel
2	2.12	Expanded Learning Opportunities	305	Oakland Technical High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Afterschool Programming - After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	Non-Personnel
2	2.12	Expanded Learning Opportunities	306	Skyline High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Funds for after school programming facilitated by OneLandOnePeople Youth Together. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	Non-Personnel
2	2.12	Expanded Learning Opportunities	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Provide electives/enrichment activities to our students that focus on both academic and SEL.	Non-Personnel
2	2.12	Expanded Learning Opportunities	310	Dewey Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	After school program - ELL will increase their literacy levels through Tier 1 and Tier 2 schoolwide intervention strategies as measured by teacher created assessments and RI.	Non-Personnel
2	2.12	Expanded Learning Opportunities	313	Street Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Provides salaries for teacher/consultants to provide elective and extended learning. Students are able to complete required electives to move towards academic completion.	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$150,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel

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2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	338	MetWest High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	The contract outlines expanded learning opportunities for students. Build teacher capacity to effectively implement culturally responsive teaching practices.	Non-Personnel
2	2.12	Expanded Learning Opportunities	352	Rudsdale High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	Contract to support afterschool and summer programs for continuation school students	Non-Personnel
2	2.12	Expanded Learning Opportunities	353	Oakland International High School	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	Contract with expaned learning provider to provide comprehensive expanded learning programming including academic supports and enrichment activities.	Non-Personnel
2	2.12	Expanded Learning Opportunities	180	Kaiser Early Childhood Center	School	n/a	n/a	n/a	\$175,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5100	This pays for our TK afterschool contract with EBAC and supports our working families with creating a safe, engaging, joyful environment for students.	Non-Personnel
2	2.12	Expanded Learning Opportunities	180	Kaiser Early Childhood Center	School	n/a	n/a	n/a	\$25,000	2600	Expanded Learning Opportunities Program (ELO-P)	2 Other State Funds	5825	This pays for enrichment activities in our afterschool program, with a focus on STEAM.	Non-Personnel
1	1.04	Visual & Performing Arts	106	Chabot Elementary School	School	n/a	n/a	n/a	\$5,067	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies for the art teacher; all students will have access to art materials	Non-Personnel
3	3.08	Quality Learning Environments	106	Chabot Elementary School	School	n/a	n/a	n/a	\$110	9337	PTA/PTSA Funds	3 Local Funds	4310	Additional instructional materials supporting teacher instructional needs for students	Non-Personnel
1	1.04	Visual & Performing Arts	111	Crocker Highlands Elementary School	School	n/a	n/a	n/a	\$1,109	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Investing in supplies for visual and performing arts teachers is critical because it directly supports educational practices that are proven to be engaging, developmentally beneficial, and emotionally enriching for students.	Non-Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	n/a	n/a	n/a	\$16,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Extended Contract Support staff will provided Tier 2 support throughout the school year.	Personnel
1	1.04	Visual & Performing Arts	114	Global Family School	School	n/a	n/a	n/a	\$13,276	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for music and art. Support staff will provided Tier 2 support throughout the school year.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	n/a	n/a	n/a	\$17,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4200	Booktrust - Early literacy program to support students choose their own books, fostering a love for reading and building home libraries. By integrating such programs it aims to provide equitable access to reading materials, supporting students' academic growth and cultivating lifelong reading habits	Non-Personnel
3	3.09	Family Partnerships & Language Access	114	Global Family School	School	n/a	n/a	n/a	\$9,415	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials - will be provided to support family engagement events and workshops, ensuring families have access to valuable resources and information. These materials may include handouts, guides, activity kits, and digital resources to help parents stay informed and actively participate in their child's education. Providing these supports enhances engagement, strengthens school-family partnerships, and promotes student success.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	114	Global Family School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5739	Social Work Interns - Social work interns will support students, families, and school staff through counseling, outreach, crisis intervention, and collaboration. They provide individual and group counseling, assist with attendance interventions, and connect families to community resources. Interns also help respond to crises, develop safety plans, and support restorative justice practices. Working alongside teachers and administrators, they participate in Student Success Team (SST) and Coordination of Services Team (COST) meetings to help plan interventions.	Non-Personnel
2	2.12	Expanded Learning Opportunities	114	Global Family School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Extended Contracts - for teachers to provide targeted interventions to ensure students receive additional academic support. This extra time allows educators to address individual learning needs, reinforce key concepts, and help students build confidence in their skills. By offering structured support beyond regular school hours, we can enhance student achievement and close learning gaps.	Personnel

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3	3.06	Youth Engagement & Leadership	114	Global Family School	School	n/a	n/a	n/a	\$8,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials for student engagement events provide benefits by enhancing participation, accessibility and adequate supplies to support school wide events. Resources like interactive activities, take-home materials, and multilingual handouts ensure inclusivity and deeper engagement. Technology support, visual aids, and feedback tools help create a more interactive and meaningful experience, fostering student motivation and academic success.	Non-Personnel
4	4.02	Staff Growth & Development	114	Global Family School	School	n/a	n/a	n/a	\$19,266	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5220	Travel and Conferences- expenses support staff development by providing professional learning opportunities for educators implementing dual language curriculum. This opportunity will allow for staff to gain best practices, instructional strategies, and have networking opportunities with experts in bilingual education. These experiences will enhance teaching effectiveness, curriculum alignment, and student language development, ensuring high-quality dual language. The goals is to attend two conferences (La Cosecha and CABE) and invite 4 teachers each time.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	114	Global Family School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Field Trips: creating engaging, hands-on learning experiences that foster curiosity and well-being. They enhance student learning by connecting classroom lessons to real-world settings, promoting social-emotional growth, and providing equitable access to enrichment opportunities. Provide an opportunity for all students to supplement the curriculum with real life experiences.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	n/a	n/a	n/a	\$12,462	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1150	Substitutes Provide teachers with release time to intellectually prep, analyze data, and create actions steps.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	114	Global Family School	School	n/a	n/a	n/a	\$1,912	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4310	Supplies Provide teachers with supplies to provide quality instruction	Non-Personnel
1	1.04	Visual & Performing Arts	115	Emerson Elementary School	School	n/a	n/a	n/a	\$17,922	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for the Visual Arts program so the scholars have a full arts experience.	Non-Personnel
1	1.04	Visual & Performing Arts	115	Emerson Elementary School	School	n/a	n/a	n/a	\$20,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	People's Conservatory - Consultant that work with 3rd-5th Grade scholars teaching them the foundations of Hip Hop. Scholars will create tracks and spoken word pieces to share with classmates.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	115	Emerson Elementary School	School	n/a	n/a	n/a	\$879	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	PBIS materials and incentives supplement the PBIS initiative by recognizing and reinforcing positive student engagement as well as encouraging daily attendance.	Non-Personnel
3	3.09	Family Partnerships & Language Access	115	Emerson Elementary School	School	n/a	n/a	n/a	\$1,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Refreshments for parent engagement meetings. Having refreshments will increase attendance at our meetings.	Non-Personnel
3	3.09	Family Partnerships & Language Access	115	Emerson Elementary School	School	n/a	n/a	n/a	\$1,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	These funds will go towards family education. This will help support teacher extended contracts or pay for consultants that will deliver adult/parent education.	Non-Personnel
3	3.05	Attendance Supports	115	Emerson Elementary School	School	n/a	n/a	n/a	\$3,694	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	These funds will go towards tranportation to increase daily attendance and decrease chronic absenteeism.	Non-Personnel
1	1.04	Visual & Performing Arts	127	Hillcrest School	School	n/a	n/a	n/a	\$398	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies associated with our visual and performing arts program	Non-Personnel
1	1.04	Visual & Performing Arts	127	Hillcrest School	School	n/a	n/a	n/a	\$4,952	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Contract with Missoula Children's theatre to provide theatre arts opportunities for up to 100 students (\$4,100) and funding for materials and supplies associated with our art, music, and spanish electives (\$852)	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	127	Hillcrest School	School	n/a	n/a	n/a	\$8,000	9332	Measure G1 Parcel Tax	3 Local Funds	5825	Contracts to BACR for RJ facilitation within our middle school	Non-Personnel
3	3.08	Quality Learning Environments	127	Hillcrest School	School	n/a	n/a	n/a	\$444	9337	PTA/PTSA Funds	3 Local Funds	4310	Promissory note for teacher and student supplies	Non-Personnel
3	3.04	Behavioral & Mental Health	127	Hillcrest School	School	n/a	n/a	n/a	\$12,500	9337	PTA/PTSA Funds	3 Local Funds	5825	Promissory note to fund our contract with Hope Reimagined for 2 part time therapists on site next year	Non-Personnel
1	1.04	Visual & Performing Arts	143	Montclair Elementary School	School	n/a	n/a	n/a	\$6,208	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.04	Visual & Performing Arts	145	Peralta Elementary School	School	n/a	n/a	n/a	\$3,936	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies associated with our visual and performing arts program	Non-Personnel
3	3.08	Quality Learning Environments	145	Peralta Elementary School	School	n/a	n/a	n/a	\$86	9337	PTA/PTSA Funds	3 Local Funds	4310	Materials and supplies associated with classroom supports	Non-Personnel

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1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$3,141	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Materials and supplies for music and dance; all students will have access to materials	Personnel
1	1.04	Visual & Performing Arts	157	Thornhill Elementary School	School	n/a	n/a	n/a	\$9,463	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Living Jazz Lower Grades Music Contract	Non-Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$1,200	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Funding will support an extended contract for the art teacher to provide art enrichment after school, giving students additional opportunities for creative expression and skill development. This extended learning time will enhance engagement, critical thinking, and artistic growth, supporting well-rounded student development. All participating students will benefit from enriched learning experiences beyond the regular school day.	Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$6,154	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Funding will provide art supplies to ensure students have the materials needed for creative expression and hands-on learning in art class. Access to quality supplies will enhance engagement, critical thinking, and fine motor skills, enriching the overall learning experience. All students will benefit from a well-resourced art program that fosters creativity and self-expression.	Non-Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$12,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Funding will support an extended contract for the art teacher to provide art enrichment after school, giving students additional opportunities for creative expression and skill development. This extended learning time will enhance engagement, critical thinking, and artistic growth, supporting well-rounded student development. All participating students will benefit from enriched learning experiences beyond the regular school day.	Personnel
1	1.04	Visual & Performing Arts	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$4,981	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Funding will provide art supplies to ensure students have the materials needed for creative expression and hands-on learning in art class. Access to quality supplies will enhance engagement, critical thinking, and fine motor skills, enriching the overall learning experience. All students will benefit from a well-resourced art program that fosters creativity and self-expression.	Non-Personnel
3	3.04	Behavioral & Mental Health	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$29,390	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Funding will support two clinical interns to provide individual and small-group mental health services, addressing students' emotional and behavioral needs. By offering targeted support, this will enhance student well-being, focus, and academic success. All students in need of mental health services will benefit, creating a healthier, more supportive school environment.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	172	Fred T. Korematsu Discovery Academy	School	n/a	n/a	n/a	\$12,107	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Funding will support field trips that provide students with hands-on, real-world learning experiences beyond the classroom. These opportunities will enhance engagement, deepen understanding of academic concepts, and build social-emotional skills. All students will benefit from expanded learning, fostering curiosity, critical thinking, and a stronger connection to their education.	Non-Personnel
1	1.04	Visual & Performing Arts	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$3,798	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies to support VAPA program and access to arts and music for all students	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$8,149	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2928	Funds for an Academic Mentor to provide targeted academic support and intervention for struggling students	Personnel
3	3.04	Behavioral & Mental Health	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5739	Mental Health interns to provide therapy and additional social-emotional and behavioral support for students referred through COST	Non-Personnel
3	3.01	Safe & Welcoming Schools	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$36,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Playworks contract to supportslearning and physical health by providing safe and inclusive play for all students, as well as develop student leadership for 4th & 5th graders as junior coaches	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	175	Manzanita Seed Elementary School	School	n/a	n/a	n/a	\$40,000	9337	PTA/PTSA Funds	3 Local Funds	2928	Funds for Academic Mentors to provide targeted academic support and intervention for struggling students	Personnel
1	1.04	Visual & Performing Arts	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$12,574	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$40,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2928	Academic mentors supporting small math and literacy interventions provide personalized attention, helping students grasp concepts they may struggle with in larger classroom settings. This targeted support boosts foundational skills, builds confidence, and promotes academic growth, enabling students to catch up and succeed in key subjects like math and literacy.	Personnel

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2	2.06	Unhoused Student Achievement	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$1,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Student Supplies to support youth that experience unstable housing transitions and homelessness.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$1,971	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
4	4.02	Staff Growth & Development	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$5,974	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5200	SSC determined conference to attend to support academic and/or school cutlure goals.	Non-Personnel
3	3.09	Family Partnerships & Language Access	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$54,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Family Fellows: Organize workshops, encourage parent leadership, and ensure culturally relevant resources are available to all families. Playworks: Playworks supports student engagement at recess by providing structured, inclusive games that encourage positive social interactions and teamwork.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$10,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	The Life I Love program is a Social and Emotional Learning (SEL) initiative designed for 20 students, where they participate in a 60-minute workshop each week. The student workshops are led by two staff members, with CSM providing support by selecting students who need the program and monitoring their progress. The goal is to improve students' emotional regulation, communication, and problem-solving skills through structured activities and assessments.	Non-Personnel
1	1.06	Multilingual Programs	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$7,984	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Holistic Grading & Dual Language Graduate Profiles (Teacher Collaboration on Holistic Assessment & Academic Equity)	Non-Personnel
2	2.01	African American Student Achievement	177	Esperanza Elementary School	School	n/a	n/a	n/a	\$23,318	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$6,703	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for Art and Music education classes that will provide enrichment opportunities that align with state Art and Music standards	Non-Personnel
3	3.09	Family Partnerships & Language Access	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$13,890	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Funds for teachers to meet with parents outside of contractual hours for conferences and for teachers to help plan, host, and participate in after-hours family events in order to build home to school connection.	Personnel
3	3.01	Safe & Welcoming Schools	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$67,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Funds conrtractual services with Playworks that willl provide a fulltime, on-site coach to support with class game time, recess support, and Junior Coaching. This support will provide contracted staffing that will support with growing student leadership, develop students' independence, and enhance students' conflict-resolution skills. URF data will be examined to determine the effectiveness in supporting students at being safe, responsible, and respectful on the yard.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	178	Bridges Academy at Melrose	School	n/a	n/a	n/a	\$401	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1122	Teacher Extended Contract for planning, collaboration, data analysis, coaching, and curriculum developmenmt the occurs beyond the contractual day to strengthen academic outcomes for students.	Personnel
1	1.04	Visual & Performing Arts	179	Manzanita Community School	School	n/a	n/a	n/a	\$2,049	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials & supplies, provide resources for students, it will benefit students	Non-Personnel
3	3.08	Quality Learning Environments	179	Manzanita Community School	School	n/a	n/a	n/a	\$1,745	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials & supplies, provide resources for students, it will benefit students	Non-Personnel
3	3.09	Family Partnerships & Language Access	179	Manzanita Community School	School	n/a	n/a	n/a	\$63,432	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Possible Family Resource Center, improve SEL awareness and provide help for families in need, it will benefit students/families	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	179	Manzanita Community School	School	n/a	n/a	n/a	\$500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Assemblies/class presentation, improve SEL awareness, it will benefit students	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	179	Manzanita Community School	School	n/a	n/a	n/a	\$2,799	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	5825	Extended contract, provide training/PD for teachers, it will benefit students	Non-Personnel
1	1.04	Visual & Performing Arts	183	Prescott School	School	n/a	n/a	n/a	\$6,234	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for Art and Music education classes that will provide enrichment opportunities that align with state Art and Music standards	Non-Personnel

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3	3.09	Family Partnerships & Language Access	183	Prescott School	School	n/a	n/a	n/a	\$6,883	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Funds will pay for teacher Extended Contracts to increase engage in Math Night, Science Night, Literacy Night. Teacher will offer direct support to students identified through COST as needed additonal support and relational wealth on campus.	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	183	Prescott School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	These resources will provide PBIS supplies used in a Tier 1, Tier 2 , and Tier 3 capacity to celebrate student academic and behavioral improvement throughout the academic school year.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	n/a	n/a	n/a	\$2,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Funds will pay for Write Time, whole school supplemental curriculum used to enhance students writing skills in the five difference genres.	Non-Personnel
2	2.01	African American Student Achievement	183	Prescott School	School	n/a	n/a	n/a	\$17,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Funds will pay for a consultant to facilitate African American Female Excellence classes twice a week, a culturally relevant pedagogy to enrich the lives of all of the young girls (Grades 2-5) on the Prescott campus. Students are taught positive body imaging, self-affirming strategies, and accelerate academic achievement.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	183	Prescott School	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Funds will pay for Children's Rising Contract to provide Tier 3 reading intervention to students as determined by iReady data	Non-Personnel
1	1.04	Visual & Performing Arts	186	International Community School	School	n/a	n/a	n/a	\$9,633	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supports all students' art and music instruction with materials such as paints, glues, paper, tape, instruments, and materials for schoolwide performances	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	186	International Community School	School	n/a	n/a	n/a	\$3,265	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Supports all students' engagement and learning in school and classrooms by reinforcing the classroom content through real life and hands on experiences	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	186	International Community School	School	n/a	n/a	n/a	\$8,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Supports all students' participation and enjoyment in the Living Schoolyard by paying for a part-time garden teacher as well as garden plants and materials; the garden teacher collaborates with classroom teachers to facilitate science, SEL and other classes in the Living Schoolyard	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	186	International Community School	School	n/a	n/a	n/a	\$2,170	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Transportation for all students to be able to go on field trips aligned with classroom content to expand student schema and background knowledge.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	186	International Community School	School	n/a	n/a	n/a	\$6,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Supports all students' engagement and learning in school and classrooms by reinforcing the classroom content through real life and hands on experiences	Non-Personnel
1	1.04	Visual & Performing Arts	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$967	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art supplies for students to make cross curricular connections and support expeditionizing in the classroom	Non-Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$5,791	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Teachers will have the opportunity for extra pay for planning or supporting our family engagement events in an effort to promote collaborative leadership and bring a sense of belonging and joy to our campus	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$16,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2928	This academic mentor will support small group instruction in the kinder classroom to increase gains in instruction	Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$105,723	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants will be approved throughout the year with SSC to support Tier 1, Tier 2 and Tier 3 interventions, starting with Americorps	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$10,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	This will pay for buses for teachers to bring their students to different college campuses to increase exposure and give students visual encouragement.	Non-Personnel
3	3.09	Family Partnerships & Language Access	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$1,073	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Teachers will have the opportunity for extra pay for planning or supporting our family engagement events in an effort to promote collaborative leadership and bring a sense of belonging and joy to our campus	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	190	Think College Now Elementary School	School	n/a	n/a	n/a	\$3,732	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1122	To allow teachers to peer observe. "Teachers engage in peer classroom observations (every other month) and provide positive feedback to one another. Possible Tier 1 Look Fors: - Student voice, small group student talk - 5:1 positive reinforcement - Engagement strategies -Student leadership -Whole class incentives -Peace Corners/Calmng Corners -Stretch/Brain Break	Personnel

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1	1.04	Visual & Performing Arts	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$3,998	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies for the dance teacher; all students will have access to art materials	Non-Personnel
3	3.09	Family Partnerships & Language Access	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$5,499	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2225	Translation services for families to support communication between school and home	Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$18,054	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Children's Rising-Math: providing targeted, individualized instruction that strengthened foundational math and reading skills	Non-Personnel
3	3.01	Safe & Welcoming Schools	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$47,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	BACR offers recess and lunch support to decrease conflict, promote safe play, and ensure students have a positive and inclusive environment during these times. Staff members actively monitor interactions, provide guidance on conflict resolution, and engage students in activities that encourage cooperation and respect, helping to reduce behavioral issues and foster a sense of community.	Non-Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	194	Sankofa United Elementary School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Children's Rising Contract to provide Tier 3 Math intervention to students as determined by iReady data	Non-Personnel
1	1.04	Visual & Performing Arts	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$454	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for art program - paper etc. Provide exciting electives, such as Band, Art, Music, etc. in middle school	Non-Personnel
2	2.08	English Learner Achievement	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$4,105	9332	Measure G1 Parcel Tax	3 Local Funds	4399	Non allocated monies at this time - ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	Non-Personnel
3	3.01	Safe & Welcoming Schools	235	Melrose Leadership Academy	School	n/a	n/a	n/a	\$3,503	9337	PTA/PTSA Funds	3 Local Funds	4399	non allocated at this time Provide safe , playful and joyous environment for lunch recess and all recess	Non-Personnel
1	1.04	Visual & Performing Arts	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$4,762	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Extended contract for dance and other teachers to support student performance events. This will help students who require alternate ways to demonstrate their talents and abilities and allow for creativity of expression.	Personnel
1	1.04	Visual & Performing Arts	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$3,461	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for dance class, as well as performing arts materials, to cultivate joy and cultural understanding.	Non-Personnel
2	2.12	Expanded Learning Opportunities	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$15,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Extended contract hours will be available for teachers to provide targeted interventions and after-school tutoring, ensuring students receive additional academic support. This extra time allows educators to address individual learning needs, reinforce key concepts, and help students build confidence in their skills. By offering structured support beyond regular school hours, we can enhance student achievement and close learning gaps.	Personnel
3	3.09	Family Partnerships & Language Access	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$15,200	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials will be provided to support family engagement events and workshops, ensuring families have access to valuable resources and information. Providing these supports enhances engagement, strengthens school-family partnerships, and promotes student success.	Non-Personnel
3	3.09	Family Partnerships & Language Access	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$2,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.	Non-Personnel
3	3.05	Attendance Supports	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$4,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4314	Incentives to support excellence monthly assemblies to promote attendancenace and academic growth; to support students in upholding Bella Vista values and having strong SEL practices	Non-Personnel
4	4.02	Staff Growth & Development	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5200	This expediture supports teachers in participating in professional development opportunities, providing travel expenses, conference fees and lodging. This builds teacher efficacy in the areas of instruction and leadership.	Non-Personnel
3	3.04	Behavioral & Mental Health	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$110,806	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants-Partnership with East Bay Agency for Children (EBAC) to expand mental health services to students to provide individual, group counseling services. Crisis management and support with staff professional development and consultation.	Non-Personnel
3	3.09	Family Partnerships & Language Access	102	Bella Vista Elementary School	School	n/a	n/a	n/a	\$1,205	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Light refreshments will be provided at family engagement events to encourages participation, foster connection among families, and support a more inclusive and engaging experience for all attendees.	Non-Personnel
1	1.04	Visual & Performing Arts	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$5,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Extended contract for music and other teachers to support student performance events. This will help students who require alternate ways to demonstrate their talents and abilities and allow for creativity of expression.	Personnel

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1	1.04	Visual & Performing Arts	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$3,267	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for music class, as well as performing arts materials, to cultivate joy and cultural understanding.	Non-Personnel
3	3.09	Family Partnerships & Language Access	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$10,140	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials to create a welcoming environment for students and families during school wide events, such as recognition and family engagement events. Support cultural heritage celebrations to reflect the diversity of the school community to foster inclusion.	Non-Personnel
3	3.09	Family Partnerships & Language Access	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$15,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Light refreshments to support family engagement events and workshops to increase collaboration and transparency about school priorities and decisions i.e Tea w/the Principal, (1) family engagement a quarter, Fall Fest, Winter Celebration, Literacy Night, Black History Month	Non-Personnel
2	2.02	Latino & Native American Student Achievement	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$15,420	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Develop partnerships to provide meaningful support for African American and Latinx students. These partnerships will focus on promoting positive cultural identity, academic achievement, and social-emotional growth through mentorship programs, leadership opportunities, and/or culturally relevant educational experiences.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$19,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Field Trips: School wide and grade level band field trips (K-2nd). Incentive fields to support students with perfect attendance and demonstrating strong PBIS practices and upholding the values of Brookfield: Be Safe, Be Respectful, Be Responsible and Be prepared.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	103	Brookfield Elementary School	School	n/a	n/a	n/a	\$398	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4310	Order letter tiles, whiteboards, headphones, and other supplies to support students and parents with literacy.	Non-Personnel
1	1.04	Visual & Performing Arts	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$22,263	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Arts & Music in Schools (VAPA) funds will fund an additional Arts focused staff person who will provide instruction in visual arts to help foster creativity, enhance cognitive abilities, improve social skills, and boost academic achievement for all TK-5th grade students especially for English Language Learners and African American students.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$7,628	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4200	Funds will be used to purchase books other than textbooks and be used in conjunction with the adopted core curriculum to enhance student learning, engagement, and deepen understanding of grade level standards and skills for all TK-5th grade students.These Books Other Than Textbooks aim to address individual learning needs, provide diverse learning experiences, and enrich the curriculum. All students, especially African American (Black) students will benefit from their targeted use and as a result of use student academic outcomes in core curricular areas will improve.	Non-Personnel
3	3.08	Quality Learning Environments	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$11,183	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Funds will purchase supplies to ensure all TK-5th grade students have learning environments and learning materials to meet their needs. Students outcomes will improve and all students will benefit because they will feel safe and are enveloped in nurturing learning environments.	Non-Personnel
4	4.02	Staff Growth & Development	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$5,135	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5200	Funds will be used to ensure staff attend targeted professional development to enhance their skills and knowledge, ultimately to improve student outcomes. Staff, especially teachers receive professional deveopment and training ensuring teachers are well-equipped to implement research-based instructional practices.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$50,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Funds will be used to contract with the Oakland Public Education Fund who will act as Fiscal Sponsors (501c3) holding all fiduciary and legal responsibility for Burckhalter's newly developed onsite Social Emotional Intervention Coach. The coach will provide push-in support to all students in grades 1st through 5th and small group support and classroom support to lead discussions about the core values of the school; support behavioral intervention in partnership with the community school manager to increase student attachment to peers, teachers and other school staff and student engagement in classrooms to increase positive school behaviors and academic achievement.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	105	Burckhalter Elementary School	School	n/a	n/a	n/a	\$4,741	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	External Work Orders (i.e. Transportation Services) will be utilized to ensure all TK-5th grade students engage in field work and enrichment activities	Non-Personnel

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1	1.04	Visual & Performing Arts	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$18,692	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Costumes for the students dances. This funding source will fund the materials and supplies that support the visual and performing arts program at the school.	Non-Personnel
3	3.08	Quality Learning Environments	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$6,363	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies that are needed for the office to support with student needs. This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$37,796	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Opportunity to allow additional acitivities and assemblies for students.	Non-Personnel
3	3.08	Quality Learning Environments	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$2,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	additional supplies for the classroom when needed. This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	Non-Personnel
3	3.09	Family Partnerships & Language Access	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$3,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Meeting refreshment for the Tea with the Principal as well as any other parent meetings.	Non-Personnel
2	2.12	Expanded Learning Opportunities	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$82,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	We will have additional support staff such as BAYCR and village connect that will support sudent learning and growth	Non-Personnel
3	3.08	Quality Learning Environments	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$12,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Work orders for copiers so that learning materials that supplement the curriculum taught in the classroom will be provided to support students reach instructional goals.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	107	East Oakland PRIDE Elementary School	School	n/a	n/a	n/a	\$1,211	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	Additional complex text to support EL Ed. This funding source will pay for materials and supplies that will benefit student improvement and achievement.	Non-Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$8,335	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Pays for staffed teacher preparation periods to alow teachers to plan, implement, and assess using the district adopted curriculum. Will benefit all students.	Personnel
1	1.04	Visual & Performing Arts	108	Cleveland Elementary School	School	n/a	n/a	n/a	\$11,204	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Pays for art supplies to support the art teacher preparation periods, including materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.04	Visual & Performing Arts	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$23,568	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	1120-Certified Teachers; Salaries Stipends This funding will pay for stipends for staff to plan, organize, and host afterschool events centered arts, music and family engagement. This will student outcomes by providing more opportunities for students to participate in extracurricular activities and provide students a well-rounded education.	Personnel
1	1.04	Visual & Performing Arts	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$21,791	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	4310-Materials and supplies This funding will pay for supplies and materials that will support enrichment classes, such as art and music. This will improve student outcomes by enhancing student engagement, creativity, and well-being. By providing the necessary resources, students will have access to a well-rounded education that impacts both their academic and social growth.	Non-Personnel
4	4.02	Staff Growth & Development	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$23,334	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	1120-Certified Teachers; Salaries Stipends This funding will pay for extended contracts to build instructional leadership among teachers and promote the mission and vision of the school and improve student outcomes. This will improve student outcomes by directly impacting the teaching and learning across the school. When teachers are given time and support to lead professional development, collaborate on curriculum, analyze student data, and mentor peers, it strengthens instructional practices school-wide.	Personnel
3	3.04	Behavioral & Mental Health	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$51,551	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	5825-Consultants This funding will pay for the contract with East Bay Agency for Children, which provides students and families with access to mental health and wellness services. When students have access to counseling, behavioral health support, and trauma-informed care, we will see an impact in emotional well-being, reduce absenteeism, and improve focus and academic performance.	Non-Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$508	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	4200-Books other than textbooks This funding will pay for classroom books that will supplement the core curriculum. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	Non-Personnel
3	3.08	Quality Learning Environments	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$6,911	9332	Measure G1 Parcel Tax	3 Local Funds	4310	4310-Materials and supplies This funding will pay for learning materials that will supplement core curriculum, such as manipulatives, visual aids, and culturally relevant texts. These materials will make learning more engaging and accessible, especially for students with varying learning styles and needs. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	112	Greenleaf Elementary School	School	n/a	n/a	n/a	\$10,000	9332	Measure G1 Parcel Tax	3 Local Funds	5826	5826-External contracts This funding will pay for field trips	Non-Personnel
1	1.04	Visual & Performing Arts	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$6,829	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Arts supplies to allow for high quality instruction from dance/art teachers	Non-Personnel
3	3.09	Family Partnerships & Language Access	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2122	Additional funding for classified aides to promote family engagement and support families in building stronger connection to school.	Personnel
3	3.05	Attendance Supports	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Attendance incentives to reward students for perfect weekly and monthly attendance.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	122	Grass Valley Elementary School	School	n/a	n/a	n/a	\$10,201	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Field trips to provide opportunities for students to real world experiences connected to their learning.	Non-Personnel
1	1.04	Visual & Performing Arts	125	Highland Community School	School	n/a	n/a	n/a	\$29,754	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Additional supplies and materials are required in order to provide art instruction	Non-Personnel
1	1.04	Visual & Performing Arts	125	Highland Community School	School	n/a	n/a	n/a	\$2,217	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Additional supplies and materials are required in order to provide art instruction	Non-Personnel
3	3.05	Attendance Supports	125	Highland Community School	School	n/a	n/a	n/a	\$16,561	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies for student and family incentives	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	125	Highland Community School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.)	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	125	Highland Community School	School	n/a	n/a	n/a	\$60,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.)	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	125	Highland Community School	School	n/a	n/a	n/a	\$8,105	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	Purchase recommended texts to support adopted literacy curriculum	Non-Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$3,550	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	This expenditure will support a contract with MOCHA to provide art instruction to students. The MOCHA instructor will align art instruction to the theme of EL Ed Modules.	Non-Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$6,763	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	This expenditure will support a contract with MOCHA to provide art instruction to students. The MOCHA instructor will align art instruction to the theme of EL Ed Modules.	Non-Personnel
3	3.09	Family Partnerships & Language Access	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$6,208	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	This expenditure will provide refreshments for Family Night events: Math, Literacy, Science, Health.	Non-Personnel
4	4.02	Staff Growth & Development	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$19,170	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	This expenditure will pay for contract with Lead Liberated that will support coaching with Admin around PD planning and PLCs. This expenditure will also pay for a contrat with Instruction Partners that will support coaching with Admin to improve Math Instruction across the school. Admin will focus on observation and feedback cycles.	Non-Personnel
3	3.08	Quality Learning Environments	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$6,372	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This expenditure will provide supplies for classrooms and the office that are needed to enhance the student experience.	Non-Personnel
1	1.04	Visual & Performing Arts	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$4,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This expenditure will provide additional art supplies so that students can create projects aligned to EL Ed module themes.	Non-Personnel

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3	3.09	Family Partnerships & Language Access	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$794	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	This expenditure will supply refreshments for Principal's Cafe that supports families with ways to help students at home. This will create opportunities for families to work together.	Non-Personnel
4	4.02	Staff Growth & Development	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$15,157	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	This expenditure will support a contract with Lead Liberated to provide a series of PDs for teachers. Topic will include topics around: School transformation, effective instructional practice or effective teams.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$9,029	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4310	This expenditure will provide additional school supplies for classrooms, small group instruction supports for all students.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	136	Horace Mann Elementary School	School	n/a	n/a	n/a	\$10,209	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	5825	This expenditure will pay for a contract with Children Rising who will provide 1:1 tutoring for students who are multiple years below grade level based on iReady data.	Non-Personnel
1	1.04	Visual & Performing Arts	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$17,056	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$11,881	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1122	Teacher Salaries Stipends - In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$15,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials and Supplies - Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Non-Personnel
3	3.08	Quality Learning Environments	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$41,965	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4410	Translation devices	Non-Personnel
3	3.09	Family Partnerships & Language Access	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$52,234	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants - Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.All students and families have atleast 1 staff member they are connected to.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$30,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5880	Contracted Transportation - Transportation: Funding transportation is essential to ensure that all students have access to hands-on learning experiences, which are key to engaging different learning styles and connecting classroom lessons to real-world applications. By providing transportation, we can guarantee that every student, regardless of their circumstances, benefits from these enriching opportunities, fostering deeper understanding and academic success. Additionally, funding transportation helps eliminate logistical barriers that may prevent some students from participating, ensuring equitable access to educational experiences that enhance their engagement, social development, and academic growth.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$13,012	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Field Trips - Admission fees - Field Trip Fees: Field trips increase student engagement by providing hands-on, real-world experiences that connect classroom lessons to practical applications, sparking curiosity and deepening students' understanding of the material. These experiences create excitement and motivate students to actively participate in learning.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	154	Madison Park Academy Primary	School	n/a	n/a	n/a	\$2,635	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1122	Teacher Salaries Stipends - ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	Personnel
1	1.04	Visual & Performing Arts	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$4,518	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
3	3.08	Quality Learning Environments	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$13,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This funding source will pay for materials and supplies that will benefit student improvement and achievement, especially supplies for incentives and events.	Non-Personnel
3	3.08	Quality Learning Environments	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$3,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This funding source will pay for materials and supplies that will benefit student improvement and achievement, especially attendance incentives for students with improved and perfect attendance	Non-Personnel

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3	3.08	Quality Learning Environments	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$10,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This funding source will pay for materials and supplies that will benefit student learning and engagement.	Non-Personnel
3	3.09	Family Partnerships & Language Access	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$1,968	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Provide refreshments during school wide events and workshops for parents	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$10,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5820	Buses for field trips so students can attend and learn outside of school.	Non-Personnel
3	3.01	Safe & Welcoming Schools	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$91,015	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Partner with Lead Liberated to ensure anti-racist practices and Playworks to provide students with PE.	Non-Personnel
3	3.08	Quality Learning Environments	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$1,278	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	This funding source will pay for materials and supplies that will benefit student improvement and achievement, including supplies to support with student learning and engagement.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	165	ACORN Woodland Elementary School	School	n/a	n/a	n/a	\$2,635	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	5846	Support reading. Organize, monitor, and support SIPPS early literacy intervention and small groups throughout the day to support reading acceleration.	Non-Personnel
1	1.04	Visual & Performing Arts	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$4,801	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4474	Audio Visual Equipment (IPADs, Cameras,Mics) -	Non-Personnel
1	1.04	Visual & Performing Arts	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$25,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants (MOCHA/Ball for Life) - MOCHA will provide an enrichment for students and suport their connection and engagement at school - All students will benefit	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	169	Oakland Academy of Knowledge	School	n/a	n/a	n/a	\$50,802	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants (MOCHA/Ball for Life) - Ball for Life will provide explicit teaching of social skills to students through play and all students will benefit	Non-Personnel
1	1.04	Visual & Performing Arts	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$10,554	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and Supplies - Instructional materials and equipment to support rhythm, movement and physical coordination.	Non-Personnel
3	3.04	Behavioral & Mental Health	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$65,353	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Wellness Together will assign a mental health consultant to Carl Munck Elementary School to enhance Tier II intervention services, supplementing the Sutter grant. This initiative aims to create a joyful school environment and boost student engagement. - Junior Center of Art & Science arts programming will enhance students' learning experiences by fostering creative discovery, offering joyful emotional release for both students and teachers. Funding will support the expansion of arts programming for grades 2-5, as well as increase or maintain staffing for enrichment programs and social-emotional mental health support.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$3,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Transportation: MOSAIC, Transportation is essential for promoting equity in field trips, ensuring all students have access and fostering greater engagement in educational experiences outside the classroom.	Non-Personnel
3	3.04	Behavioral & Mental Health	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$18,604	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Consultants - Wellness Together (Contract amount: \$15,203) will assign a mental health consultant to Carl Munck Elementary School to enhance Tier II intervention services, supplementing the Sutter grant. This initiative aims to create a joyful school environment and boost student engagement.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	168	Carl B. Munck Elementary School	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	The MOSAIC Outdoor Project brings together 4th and 5th grade (focus on 4th grade) classes from markedly different communities for a profound weeklong experience in nature. It is an evidence-based, social-emotional learning curriculum designed to address issues of difference, build self-esteem, and inspire inclusion.	Non-Personnel
1	1.04	Visual & Performing Arts	170	Hoover Elementary School	School	n/a	n/a	n/a	\$4,669	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Dance supplies for dance class salary to promote joy at school and opportunities to be healthy	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	170	Hoover Elementary School	School	n/a	n/a	n/a	\$750	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2925	Extended contracts for classified staff - Extended contracts for tutoring: The funding we have set aside for classified and certificated staff to provide extra support for students means that when we have students with academic needs, or when a family requests extra support, we are able to contract with our staff to work with those students. These supports go through our COST system, so we are progress monitoring and looking to see what supports are working and which aren't.	Personnel

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3	3.05	Attendance Supports	170	Hoover Elementary School	School	n/a	n/a	n/a	\$6,268	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Incentives for attendance/behavior goals - The supplies and incentives for improved behavior, academics and attendance are extremely motivating for our students. When we have small prizes and reward students, it contributes to a sense of a joy in the school.	Non-Personnel
3	3.09	Family Partnerships & Language Access	170	Hoover Elementary School	School	n/a	n/a	n/a	\$3,586	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Snacks for family meetings - We offer snacks for family meetings because we know that meeting during dinner time is a barrier to many families.	Non-Personnel
3	3.04	Behavioral & Mental Health	170	Hoover Elementary School	School	n/a	n/a	n/a	\$23,725	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Mental health contract for Axis Mundi - this contract ensures that we are able to provide counseling to students who do not have MediCal, or who don't have access to insurance for some reason. It significantly increases the number of students we are able to provide services to	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	170	Hoover Elementary School	School	n/a	n/a	n/a	\$2,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Buses for field trips so students can attend and learn outside of school.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	170	Hoover Elementary School	School	n/a	n/a	n/a	\$72,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	MOSAIC field trip, MOSAIC bus - the Mosaic Field trip is a huge privilege for our 5th grade students, it is a weeklong outdoor education experience for our fifth grade students who learn how to build connections and solve conflict across differences.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	n/a	n/a	n/a	\$10,000	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1150	Substitutes to support with long-term planning and peer observation learning.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	n/a	n/a	n/a	\$14,708	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	2928	Academic Mentors to support with small group instruction around reading, Whole school tiered phonics program with differentiated small groups (SIPPS)	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	n/a	n/a	n/a	\$3,560	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	Books to support students to read based on interest and background knowledge. Library class for all students and library books aligned to student interest and curriculum topics.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	170	Hoover Elementary School	School	n/a	n/a	n/a	\$2,707	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4310	Supplies to support with differentiation and reading intervention. Whole school tiered phonics program with differentiated small groups (SIPPS)	Non-Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	n/a	n/a	n/a	\$2,922	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art supplies for students to provide create expression and tap into their mutiple intelligences.	Non-Personnel
1	1.04	Visual & Performing Arts	181	EnCompass Academy	School	n/a	n/a	n/a	\$6,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	ArtEsteem contract to work on mixed media on Self as Superhero project	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	n/a	n/a	n/a	\$4,012	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Total participation cards to support increased conversational opportunities for students in Tier 1 that are culturally competent, developmentally appropriate and tailored to the site.	Non-Personnel
3	3.09	Family Partnerships & Language Access	181	EnCompass Academy	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Meeting Refreshments: Potluck-style events, supplemented by meeting refreshments, allow families to bring dishes from their own backgrounds, fostering inclusivity and connection. These shared refreshments make it easier for parents to prioritize school events.	Non-Personnel
3	3.09	Family Partnerships & Language Access	181	EnCompass Academy	School	n/a	n/a	n/a	\$120,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Family buy in combined with home-language status being show high value, students will transfer confidence and pride in their demonstration of oral language and written language in academic content and leadership development	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	181	EnCompass Academy	School	n/a	n/a	n/a	\$3,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Field Trip Admissions: Field trip transportation and admissions are essential for providing equitable, hands-on learning experiences that enhance joyful project-based and community learning.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	181	EnCompass Academy	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5880	Field Trip Transportation: Field trip transportation supports equitable access and safety by ensuring all students have the opportunity to participate	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	181	EnCompass Academy	School	n/a	n/a	n/a	\$4,217	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1120	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	Personnel
1	1.04	Visual & Performing Arts	101	Allendale Elementary School	School	n/a	n/a	n/a	\$8,153	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Provides funds for supplies for our Visual and Performing Arts programs.	Non-Personnel

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3	3.07	Community Schools	101	Allendale Elementary School	School	n/a	n/a	n/a	\$89,995	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	101	Allendale Elementary School	School	n/a	n/a	n/a	\$55,666	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	This funds a Physical Education teacher at Allendale to work with all of our students. In addition to improving school culture, it had led to increased student attendance as it is a motivator for students to attend school.	Non-Personnel
3	3.07	Community Schools	101	Allendale Elementary School	School	n/a	n/a	n/a	\$9,334	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	n/a	n/a	n/a	\$1,349	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art Supplies - This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.04	Visual & Performing Arts	116	Franklin Elementary School	School	n/a	n/a	n/a	\$6,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Music Contract with Cantare for 2nd and 3rd Graders. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	Non-Personnel
2	2.05	Low-Income Student Achievement	116	Franklin Elementary School	School	n/a	n/a	n/a	\$3,775	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5820	Obtain bus passes to provide transportation options to families that are chronically absent and/or tardy to increase student academic achievement	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	116	Franklin Elementary School	School	n/a	n/a	n/a	\$37,791	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Kids Cooking for Life - Support all 4th grade students, once a week through 50 minute cooking class to acquire skills to foster health social emotional learning and healthy habits. Buses for Field Trips - each grade level to have 1 field trip during the school year to increase learning experiences and support social emotional learning. EBAYC Mentor - Support daily lunch/recess block to ensure safety of students. Support in coordination of structured play to support strong SEL practices on the playground.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	116	Franklin Elementary School	School	n/a	n/a	n/a	\$7,650	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1122	Collaborative planning and training for teachers	Personnel
1	1.04	Visual & Performing Arts	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$15,563	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	4310-Supplies - This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$18,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Playworks SEL and Engagment Yard Support "Consultants Safe Passages Yard Coach (\$18,0000)- Provide SEL support on the yard and support with routines and activities that support student engagement and a joyfulness on the yard and as they transition to class.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$71,036	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Playworks SEL and Engagment Yard Support "Consultants Student Engagement: Playworks (\$71,076) -SEL curriculum implemented through structured sports and physical activity programs to enhance student engagement, teamwork, and social skills. All students will have access to this programming.Recess Coaches: will support students by facilitating inclusive and group games, promoting teamwork, ensuring safety, teaching conflict resolution, and fostering social-emotional skills through play. "	Non-Personnel
3	3.04	Behavioral & Mental Health	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Lincoln Health Clinic and Safe Passages Social Worker - "Consultants Lincoln Health Clinic: Student Wellness (\$6,000) -Support students with 1:1 intervention and counseling support.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	117	Fruitvale Elementary School	School	n/a	n/a	n/a	\$6,031	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Lincoln Health Clinic and Safe Passages Social Worker - "Consultants Safe Passages Social Worker (6,000) - Support students with 1:1 intervention and counseling support to transition back to class and access the curriculum. "	Non-Personnel
1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	n/a	n/a	n/a	\$65	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	supplies for enrichment in art and music to provide students with the materials needed to explore their creativity and develop artistic skills. These resources support hands-on learning experiences that enhance self-expression, critical thinking, and problem-solving. By offering a rich array of art and music supplies, we encourage students to engage in creative activities that boost their confidence, enrich their school experience, and promote a love for the arts, contributing to well-rounded personal and academic growth.	Non-Personnel

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1	1.04	Visual & Performing Arts	118	Garfield Elementary School	School	n/a	n/a	n/a	\$1,297	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	supplies for enrichment in art and music to provide students with the materials needed to explore their creativity and develop artistic skills. These resources support hands-on learning experiences that enhance self-expression, critical thinking, and problem-solving. By offering a rich array of art and music supplies, we encourage students to engage in creative activities that boost their confidence, enrich their school experience, and promote a love for the arts, contributing to well-rounded personal and academic growth.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$86,540	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	118	Garfield Elementary School	School	n/a	n/a	n/a	\$4,412	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5880	Field trip transportation ensures all students have access to enriching, real-world learning experiences beyond the classroom. Providing transportation removes barriers for families and increases equity in participation. Field trips boost student engagement, deepen learning, and build a stronger connection to school, which in turn supports improved attendance. This investment benefits all students by making school more exciting, relevant, and meaningful.	Non-Personnel
2	2.12	Expanded Learning Opportunities	118	Garfield Elementary School	School	n/a	n/a	n/a	\$13,460	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	EBAYC After school programming. EBAYC will have students in the afterschool program participate in homework club in addition to early literacy intervention groups. Students will benefit.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	118	Garfield Elementary School	School	n/a	n/a	n/a	\$14,035	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1120	Teacher salary stipends provide additional academic intervention for students outside of contractual hours. This funding allows teachers to offer targeted support to students who need extra help, reinforcing skills and accelerating learning. By extending learning time with trusted educators, we can close achievement gaps and boost student outcomes. This investment benefits students through increased access to personalized instruction and supports teachers by recognizing their time and effort.	Personnel
1	1.04	Visual & Performing Arts	119	Glenview Elementary School	School	n/a	n/a	n/a	\$6,053	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	WHAT: Supplies associated with music, art, makerspace, HOW: students will have hands on experiences with producing art and music, WHO: All students	Non-Personnel
3	3.05	Attendance Supports	119	Glenview Elementary School	School	n/a	n/a	n/a	\$4,384	9337	PTA/PTSA Funds	3 Local Funds	2922	WHAT: Extra hours for Attendace Specialist whose position was cut from 1.0 to .6 HOW: The workload of verifying absences for 480 students is a full time job, WHO: Students who are chronically absent will have frequent communication and reminders about attendance.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	119	Glenview Elementary School	School	n/a	n/a	n/a	\$38,000	9337	PTA/PTSA Funds	3 Local Funds	2928	WHAT: Academic Mentors to work in Reading Club HOW: Under the direction of TSA using SIPPS curriculum WHO: Students referred to reading intervention will get extra support	Personnel
3	3.04	Behavioral & Mental Health	119	Glenview Elementary School	School	n/a	n/a	n/a	\$20,000	9337	PTA/PTSA Funds	3 Local Funds	5739	WHAT: Mental Health Interns to provide direct services to students referred to COST, HOW: Counseling for students with mental health concerns or social deficits WHO: Referral through COST	Non-Personnel
1	1.04	Visual & Performing Arts	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$6,459	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Will pay for art supplies to facilitate the art classes, ensuring that students have the materials they need to engage in various art forms and techniques.	Non-Personnel
3	3.03	Student Health & Wellness	121	La Escuelita Elementary School	School	n/a	n/a	n/a	\$55,766	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with Ball for Life to provide sports and games classes to engage ALL students around their health. Contract with Ball for Life to provide SEL/Sports Programming for target students in upper grades. Students will benefit by having healthier bodies.	Non-Personnel
1	1.04	Visual & Performing Arts	131	Laurel Elementary School	School	n/a	n/a	n/a	\$4,829	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	This will pay for our EEIP teacher to provide additional enrichment opportunities outside of regular school hours. All students will have the opportunity to participate.	Personnel
1	1.04	Visual & Performing Arts	131	Laurel Elementary School	School	n/a	n/a	n/a	\$13,312	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This will pay for our EEIP to purchase needed art supplies. All students will benefit.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	131	Laurel Elementary School	School	n/a	n/a	n/a	\$1,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	This will pay for consultants (Children Rising) to deliver foundational reading skills intervention. All students grades 2-3 will benefit.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	131	Laurel Elementary School	School	n/a	n/a	n/a	\$12,820	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	This will pay for Bus transportation for field trips	Non-Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	131	Laurel Elementary School	School	n/a	n/a	n/a	\$75,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	The will pay for consultant contracts with HEROS, Reading Partners, Social Worker Interns and Children Rising. All students will benefit.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	131	Laurel Elementary School	School	n/a	n/a	n/a	\$10,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	This will pay for bus transportation to Mission Springs Science Camp. All 5th grade students will benefit.	Non-Personnel
1	1.02	Excellence in Science, Technology, Engineering, and Mathematics	131	Laurel Elementary School	School	n/a	n/a	n/a	\$15,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	This will pay for admission fees to Mission Springs Science camp. All 5th grade students will benefit.	Non-Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$3,190	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Extended contract funds for art or digital art teacher to provide make up preps. Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$5,134	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies for the art class taught by Lincoln's Prop 28 funded art teacher such as paper, canvas, fabric, buttons, paint and paint brushes, clay and glue.	Non-Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$17,400	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Music education contract with Cantare Con Vivo to train students to perform songs from around the world at school-wide celebrations, cultural events and assemblies.	Non-Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$5,931	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Extended contract funds for art or digital art teacher to provide make up preps. Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.	Personnel
1	1.04	Visual & Performing Arts	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$7,600	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Music education contract with Cantare Con Vivo to train students to perform songs from around the world at school-wide celebrations, cultural events and assemblies.	Non-Personnel
3	3.05	Attendance Supports	133	Lincoln Elementary School	School	n/a	n/a	n/a	\$1,071	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Student awards and incentives: Medals, books, award pencils, pens and erasers for daily CARE awards. Students are acknowledged every day in the morning announcements for their Collaboration, Acceptance, Respect and Empathy.	Non-Personnel
1	1.04	Visual & Performing Arts	138	Markham Elementary School	School	n/a	n/a	n/a	\$10,425	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Student enrichment through the arts. Prop funds teacher and materials. - Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Implementation of GLAD strategies across content areas.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	n/a	n/a	n/a	\$99,674	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	n/a	n/a	n/a	\$24,361	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Field trip transportation, school and family events, academic mentor. Support for all student TK-2 to experience learning beyond the classroom.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	n/a	n/a	n/a	\$5,639	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Field trip transportation, school and family events, academic mentor. Support for all student TK-2 to experience learning beyond the classroom.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	138	Markham Elementary School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Fees will cover students to participate in community-based field trips that provide real-life experiences aligned with their curriculum	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	n/a	n/a	n/a	\$20,000	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	1120	Planning /collaboration extended contract - Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	n/a	n/a	n/a	\$10,000	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4420	Student technology - All students will have access to prepared materials across all content areas, including digital materials, to support learning.	Non-Personnel

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1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	n/a	n/a	n/a	\$15,000	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	5825	Professional development - Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring. Ongoing PD based on needs survey 5/2025.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	138	Markham Elementary School	School	n/a	n/a	n/a	\$27,516	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	5846	Academic contract i.e. Ignite reading licenses @ \$2,500 each	Non-Personnel
1	1.04	Visual & Performing Arts	142	Joaquin Miller Elementary School	School	n/a	n/a	n/a	\$3,029	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	We'll pay for arts supplies so that all students have access to high quality arts education and materials.	Non-Personnel
1	1.04	Visual & Performing Arts	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$9,777	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	Non-Personnel
1	1.04	Visual & Performing Arts	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$20,728	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	Funding supports a full-time position for our music teacher. Each student receives weekly instruction in music composition, rhythm, song, and in playing a variety of instruments. Students showcase their learning each month to their peers through our Shining Star assemblies, and twice annually to families and caregivers in evening concerts. Music instruction supports theoretical and historical understanding of music but also offers an outlet for creativity, social/emotional processing, and builds community.	Non-Personnel
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$33,069	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Expenditure supports work with The Teaching Well to build a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	Non-Personnel
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$15,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Expenditure supports platforms that foster a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$5,688	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Expenditure covers admission fees for all students to attend offsite field trips and obtain meaningful and real life skills, builds background knowledge through experience, and foster a stronger classroom community and connection to school.	Non-Personnel
3	3.05	Attendance Supports	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$19,545	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Expenditure supports platforms that foster a sense of belonging and strengthen attendance rates for all of our students, but specifically targeting students who are experiencing obstacles in getting to school.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	146	Piedmont Avenue Elementary School	School	n/a	n/a	n/a	\$43,467	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Funding supports a contract with Ball for Life, an outside contractor that offers recess and physical education instruction and organization, with a focus on mindfulness and social/emotional learning. Ball for Life works with every child on campus, and also provides staff development and a family newsletter.	Non-Personnel
1	1.04	Visual & Performing Arts	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$1,448	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art Supplies - Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningfull next steps to advance learning and celebrate student successes.	Non-Personnel
2	2.08	English Learner Achievement	148	Redwood Heights Elementary School	School	n/a	n/a	n/a	\$522	9337	PTA/PTSA Funds	3 Local Funds	4399	Supplies Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	Non-Personnel
1	1.04	Visual & Performing Arts	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$7,774	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Equip Arts Enrichment teachers with the necessary tools and recouces for effective instruction.	Non-Personnel
1	1.04	Visual & Performing Arts	151	Sequoia Elementary School	School	n/a	n/a	n/a	\$8,402	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Ensure that Arts and Music teachers have the necessary supplies to implement teaching and learning aligned to VAPA standards.	Non-Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$17,898	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Purchase needed supplies for Art based enrichment classes, family engagements and student special projects.	Non-Personnel
1	1.04	Visual & Performing Arts	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$5,050	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Purchase needed supplies for Art based enrichment classes, family engagements and student special projects.	Non-Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$36,158	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	staff members will foster leadership skills, support students through conflict mediation, and provide Tier 2 support by facilitating small groups and Check-In Check-Out (CICO). They will actively engage during recess and lunch, promoting social-emotional learning (SEL) through structured games and activities.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	160	Lockwood STEAM Academy	School	n/a	n/a	n/a	\$18,044	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	Books for each student that students select which has shown to increase joy when reading	Non-Personnel
1	1.04	Visual & Performing Arts	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$3,021	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
3	3.05	Attendance Supports	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$52,183	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	BACR, EXCEL, Children Rising, and Kingmakers are consultants that will support student improvement in attendance, academics, and social emotional learning to build the culture and climate of the school.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$8,001	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Admission Fees - The 4th and 5th grade students will be attending field trips such as the Mosaic camping trip, Exploritorium, and other educational places that support learning beyond the classroom. The field trips support students in learning things beyond what is in the textbooks. Students get a chance to explore and learn together as a team. This supports the social emotional learning as well while creating a joyful school.	Non-Personnel
1	1.11	School Improvement	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$22,069	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5220	This funding source will fund the conference fees to attend conferences that benefit student academic achievement. This source will benefit staff in attending quality learning to enhance their careers.	Non-Personnel
1	1.11	School Improvement	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$35,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5825	This funding source will pay for consultants to support student improvement in ELA and Math for all students at the school site.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	182	Martin Luther King, Jr. Elementary School	School	n/a	n/a	n/a	\$2,894	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4200	The funding source will pay for books other textbooks that support students in reading at and above grade level. Students benefit from having quality books that support them in reading fun and engaging books.	Non-Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	n/a	n/a	n/a	\$1,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	n/a	n/a	n/a	\$2,160	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support supplies and materials for the Prep teacher who will provide weekly, standards-aligned enrichment opportunities to classes.	Non-Personnel
1	1.04	Visual & Performing Arts	193	Reach Academy	School	n/a	n/a	n/a	\$10,803	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Provide rigorous instructional program incorporating Art/ Music intergration to accelerate student learning outcomes. Funding will support a Prep teacher to provide weekly, standards-aligned enrichment opportunities to classes.	Non-Personnel
3	3.04	Behavioral & Mental Health	193	Reach Academy	School	n/a	n/a	n/a	\$61,500	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Partnerships with Ball for Life to increase physical activity to positive play. Ikuna will support Pacific Islander students with increasing attendance and foundational literacy with targeted interventions. EBAC will provide mental health for staff.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	193	Reach Academy	School	n/a	n/a	n/a	\$20,046	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Provide rich learning experiences and opportunities aligned to the standards and units of study through fieldwork, field trips and expeditionary learning to support real-world connections.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	193	Reach Academy	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Provide funding for entrance fees for field trips (i.e. Cal Academy of Science, Knowland Zoo, Chabot Space and Science Center, etc.) to support mastery-base learning align to standards.	Non-Personnel
1	1.04	Visual & Performing Arts	201	Claremont Middle School	School	n/a	n/a	n/a	\$3,419	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Material and Supplies Provide materials and supplies that support art education (i.e. instruments, dance uniforms, art supplies, and field trips	Non-Personnel
4	4.02	Staff Growth & Development	201	Claremont Middle School	School	n/a	n/a	n/a	\$5,507	9332	Measure G1 Parcel Tax	3 Local Funds	5825	Consultants Providing more leadership opportunities for teachers (i.e. ILT, SSC, PD facilitation) empowers teachers to succeed in and outside of the classroom and supports leadership opportunities for students in and outside of the classroom.	Non-Personnel

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3	3.08	Quality Learning Environments	201	Claremont Middle School	School	n/a	n/a	n/a	\$520	9337	PTA/PTSA Funds	3 Local Funds	4310	School Office Supplies Provide school supplies and materials which directly impacts student learning, creating a positive and inclusive learning environment, and ensuring all students have equal acces to educational resources.	Non-Personnel
1	1.04	Visual & Performing Arts	204	West Oakland Middle School	School	n/a	n/a	n/a	\$3,547	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Musical instruments, art supplies	Non-Personnel
3	3.05	Attendance Supports	204	West Oakland Middle School	School	n/a	n/a	n/a	\$2,275	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies are going to be spent on incentives for PBIS and attendance.	Non-Personnel
1	1.11	School Improvement	204	West Oakland Middle School	School	n/a	n/a	n/a	\$543	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4200	We need to purchase texts that are aligned to student interests for our leveled book clubs.	Non-Personnel
1	1.11	School Improvement	204	West Oakland Middle School	School	n/a	n/a	n/a	\$3,500	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5846	We will purchase Accelerated Reader, which helps us track what books students are reading independently.	Non-Personnel
1	1.04	Visual & Performing Arts	204	West Oakland Middle School	School	n/a	n/a	n/a	\$18,591	9332	Measure G1 Parcel Tax	3 Local Funds	5825	This funding pays for contractors who provide dance and vocal music instruction.	Non-Personnel
1	1.04	Visual & Performing Arts	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$15,474	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1122	Extended Contracts (Arts & Music clubs) - Art and music clubs improve student outcomes by increasing engagement, building confidence, and encouraging self-expression. They also foster social connections, reduce stress, and support emotional well-being. These positive experiences contribute to better attendance, stronger academic performance, personal growth and perseverance.	Personnel
1	1.04	Visual & Performing Arts	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$14,311	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art and music supplies improve student outcomes by enabling hands-on learning, creativity, and self-expression. When students have access to quality materials, they're more engaged, confident, and able to fully develop their artistic and musical skills. This supports critical thinking, problem-solving, and overall academic and emotional growth.	Non-Personnel
3	3.06	Youth Engagement & Leadership	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$21,014	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Student council, student leadership, and student club supplies improve student outcomes by fostering leadership skills, teamwork, and a sense of responsibility. With the right materials, students can effectively organize events, advocate for their peers, and create positive change within the school. These experiences promote confidence, communication, and civic engagement, contributing to both personal and academic growth.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$7,400	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Field trip transportation improves student outcomes by providing opportunities for hands-on learning outside the classroom, enriching their educational experiences. It allows students to explore real-world applications of what they've learned, broadening their perspectives and enhancing engagement. These experiences also promote teamwork, social skills, and personal growth.	Non-Personnel
3	3.08	Quality Learning Environments	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$9,077	9332	Measure G1 Parcel Tax	3 Local Funds	4310	School supplies that aid in improving student academic outcomes in middle school include notebooks, calculators, organizational tools, and technology devices that help students stay organized and engaged in their learning. Access to these materials ensures students are prepared and feel supported, which can reduce frustration and increase confidence. These supplies, combined with a well-equipped learning environment, help foster a positive school experience, promoting long-term academic success and retention.	Non-Personnel
4	4.01	Diverse & Stable Staff	206	Bret Harte Middle School	School	n/a	n/a	n/a	\$54,778	9332	Measure G1 Parcel Tax	3 Local Funds	5825	A contract with a vendor to provide services focused on teacher retention improves student outcomes by offering professional development, mentorship, and wellness support for educators. These services help teachers feel more valued, supported, and equipped to handle the challenges of the classroom. As a result, higher teacher satisfaction and retention lead to a more stable, experienced teaching staff, which directly benefits student learning and academic achievement.	Non-Personnel
1	1.04	Visual & Performing Arts	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$33,966	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Extended contracts to provide afterschool art, drama, and music programs for students to increase access to varied forms of visual and performing arts.	Personnel
1	1.04	Visual & Performing Arts	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$22,897	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art and music supplies to ensure that the specialized materials required to run a strong visual and performing arts program are provided to teachers leading the classes.	Non-Personnel

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1	1.04	Visual & Performing Arts	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$52,369	9332	Measure G1 Parcel Tax	3 Local Funds	5825	Contracts for choir and mural clubs to expand the variety of visual and performing arts offering to students	Non-Personnel
3	3.01	Safe & Welcoming Schools	210	Edna Brewer Middle School	School	n/a	n/a	n/a	\$8,768	9337	PTA/PTSA Funds	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	n/a	n/a	n/a	\$5,001	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Professional Development and training opportunities for teachers will be provided. Other stipend curriculum planning will also be created to support classroom instruction.	Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	n/a	n/a	n/a	\$11,070	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art & Music supplies for classroom instruction. Supplies will support daily instruction in VAPA classes.	Non-Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	n/a	n/a	n/a	\$20,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Consultants to supplement classroom instruction will be hired for the 25-26 school year. Students will be provided additional instruction in the Visual and Performing arts curriculum.	Non-Personnel
1	1.04	Visual & Performing Arts	211	Montera Middle School	School	n/a	n/a	n/a	\$3,474	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies purchased for Montera Art & Music program.	Non-Personnel
2	2.12	Expanded Learning Opportunities	211	Montera Middle School	School	n/a	n/a	n/a	\$1,586	9332	Measure G1 Parcel Tax	3 Local Funds	1120	Summer Bridget funding for student retention and program intervention before the start of the official school year.	Personnel
1	1.04	Visual & Performing Arts	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$4,301	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Media Arts, Supplies and Materials. Art classes use a large amount of consumable materials in creating projects and various media formats. In addition, instruments for music classes require repair and refurbishment due to normal wear and tear.	Non-Personnel
4	4.02	Staff Growth & Development	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$5,263	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Certificated Teachers will receive stipends to look at students data, reflect on student needs and lesson plan specific additional supports to improve student outcomes.	Personnel
3	3.08	Quality Learning Environments	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$73	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	School Supplies. There are a large amount of office supplies such as paper, pens, pencils and markers which are consumable and need to be replaced on an ongoing basis. Some students do not have their own supplies and it is important for the school to provide things for them.	Non-Personnel
3	3.08	Quality Learning Environments	212	Roosevelt Middle School	School	n/a	n/a	n/a	\$5,899	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Media Arts, Supplies and Materials. Art classes use a large amount of consumable materials in creating projects and various media formats. In addition, instruments for music classes require repair and refurbishment due to normal wear and tear.	Non-Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	n/a	n/a	n/a	\$2,416	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
1	1.04	Visual & Performing Arts	213	Westlake Middle School	School	n/a	n/a	n/a	\$5,763	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Media Arts to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
3	3.08	Quality Learning Environments	213	Westlake Middle School	School	n/a	n/a	n/a	\$3,823	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Community Partnership to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
3	3.08	Quality Learning Environments	213	Westlake Middle School	School	n/a	n/a	n/a	\$2,370	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Supplies and materials to provide support Westlake students to improve student academic outcomes in reading and math, and enrichment	Non-Personnel
3	3.09	Family Partnerships & Language Access	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$1,258	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2225	CLASSIFIED OVERTIME FOR FAMILY ENGAGEMENT. Provide extended contracts for classified staff to support Black Family Affinity, Latino Family Affinity, and Arab Family Affinity groups.	Personnel
1	1.11	School Improvement	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$20,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1120	EXTENDED CONTRACTS FOR TEACHERS. Provide extended contract payment to teachers who facilitate tutoring after-school or enrichment opportunities after-school.	Personnel
1	1.11	School Improvement	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$97,670	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4420	HARDWARE FOR CLASSROOM USE (chromebooks, projectors, etc.). Provide chromebooks for students to establish 1:1 ratio. Provide projectors for all classrooms.	Non-Personnel
1	1.11	School Improvement	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$50,800	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5825	STAFF WELLNESS COACH (CONSULTANT). Contract with East Bay Agency for Children to provide Staff Wellness Coach for 1 on 1 check ins with teachers and staff to improve teacher and staff retention.	Non-Personnel
3	3.08	Quality Learning Environments	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$42,715	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Supplies for two ART CLASSES and two SPANISH CLASSES. Fund art and spanish class supplies that provide students access to enriching instruction and improve academic outcomes.	Non-Personnel
1	1.04	Visual & Performing Arts	219	Frick United Academy of Language	School	n/a	n/a	n/a	\$60,000	9332	Measure G1 Parcel Tax	3 Local Funds	5825	SPANISH BILINGUAL ART TEACHER (0.5 FTE) Fund Spanish Bilingual Art Teacher that teacher 5 sections of bilingual art to all grade levels as well as an advisory class	Non-Personnel
1	1.04	Visual & Performing Arts	228	United For Success Academy	School	n/a	n/a	n/a	\$546	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies for Art The art clas will need various supplies to be able to function	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.08	Quality Learning Environments	228	United For Success Academy	School	n/a	n/a	n/a	\$3,617	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies to support the learning of students and maintain what is needed for staff. School office supplies are essential for facilitating effective teaching and learning, enabling administrative tasks, and creating a functional learning enviroment, ultimately contributing to student success and school operations.	Non-Personnel
3	3.08	Quality Learning Environments	228	United For Success Academy	School	n/a	n/a	n/a	\$9,711	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	School wide events/Assemblies Work order services are essential for managing and maintaining a workable and learning enviroment for teachers, staff, and students, ultimately contributing to student success and school operations.	Non-Personnel
3	3.08	Quality Learning Environments	228	United For Success Academy	School	n/a	n/a	n/a	\$6,506	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies to support the learning of students and maintain what is needed for staff. School office supplies are essential for facilitating effective teaching and learning, enabling administrative tasks, and creating a functional learning enviroment, ultimately contributing to student success and school operations.	Non-Personnel
1	1.04	Visual & Performing Arts	228	United For Success Academy	School	n/a	n/a	n/a	\$6,636	9332	Measure G1 Parcel Tax	3 Local Funds	5826	Contracts with outside specialists/techers in various arts. These contracts may apply to teaching classes, or school events	Non-Personnel
1	1.04	Visual & Performing Arts	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$26,363	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	Consultant supports teachers to plan units that include visual thinking skills and arts integration.	Non-Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$3,689	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Funds will be used to create Family Handbook to communicate school guidelines. Also used for promoting family events.	Non-Personnel
3	3.09	Family Partnerships & Language Access	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$1,943	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Funds will be used to create Family Handbook to communicate school guidelines. Also used for promoting family events.	Non-Personnel
1	1.11	School Improvement	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$26,305	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4310	Provide materials to supplment independent reading space and SEL curriculum in order to increase engagement, attendance and school connectedness.	Non-Personnel
3	3.01	Safe & Welcoming Schools	229	Elmhurst United Middle School	School	n/a	n/a	n/a	\$86,072	9332	Measure G1 Parcel Tax	3 Local Funds	5825	Provide structured lunchtime activities so students continue to develop healthy play and activity. Structured activities will reduce conflicts and suspension rate.	Non-Personnel
1	1.04	Visual & Performing Arts	236	Urban Promise Academy	School	n/a	n/a	n/a	\$384	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Fund art and music supplies that provide students access to enriching instruction and improve academic outcomes.	Non-Personnel
1	1.04	Visual & Performing Arts	236	Urban Promise Academy	School	n/a	n/a	n/a	\$656	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Fund art and music supplies that provide students access to enriching instruction and improve academic outcomes.	Non-Personnel
3	3.04	Behavioral & Mental Health	236	Urban Promise Academy	School	n/a	n/a	n/a	\$1,415	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with Wellness Together to increase access to mental health services for students to improve overall student well-being.	Non-Personnel
3	3.04	Behavioral & Mental Health	236	Urban Promise Academy	School	n/a	n/a	n/a	\$943	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with Wellness Together to increase access to mental health services for students to improve overall student well-being.	Non-Personnel
3	3.09	Family Partnerships & Language Access	236	Urban Promise Academy	School	n/a	n/a	n/a	\$13,438	9332	Measure G1 Parcel Tax	3 Local Funds	5825	Hire part-time family champions to support supervision in hallways and during recess and lunch	Non-Personnel
1	1.04	Visual & Performing Arts	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$14,780	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Provides professional development for teachers to learn necessary skills for media art classes. Students will be exposed to different skills taught by the teacher.	Personnel
1	1.04	Visual & Performing Arts	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$23,742	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Media Class Supplies: Furniture and resources for a dedicated media classroom for students to utlize (cameras, iPads, green screen, props, etc.)	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$48,926	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies for after school family events to build community. Purchase of PBIS materials and supplies. Supplies and materials for family activities and food pantry like shelves and snacks. We are planning to host a community day event for students and families to come to the school and engage in numerous activities, including painting, playing basketball, soccer, eating food with another. We want to ensure that all of our staff, students and families have a safe space to build community amongst one another. After school family event materials/supplies- Basketballs, soccers, paint, paper, brushes, etc.	Non-Personnel
3	3.09	Family Partnerships & Language Access	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2225	Overtime for Classified Staff to contact families developing strong relationships and academic interventions for students	Personnel

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3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$4,677	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies for after school family events to build community. Purchase of PBIS materials and supplies. Supplies and materials for family activities and food pantry like shelves and snacks. We are planning to host a community day event for students and families to come to the school and engage in numerous activities, including painting, playing basketball, soccer, eating food with another. We want to ensure that all of our staff, students and families have a safe space to build community amongst one another. After school family event materials/supplies- Basketballs, soccers, paint, paper, brushes, etc.	Non-Personnel
4	4.02	Staff Growth & Development	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$26,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Professional Development for Staff to learn how to create safe learning environments for adults and students for example like implementing restorative practices in the classroom. Creating a community that is welcoming to all is important. Ex. Teaching Well and That Art Party. Classes for staff to learn Spanish to improve communication with students and families. And translation services for teachers/staff for communciation with families.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$2,063	7339	College & Career Access Pathway	2 Other State Funds	7310	Materials including books, software and hardware for the Media courses, and other course materials to enable Dual Enrollment courses to be taught in an experiential and rigorous way aligned with the student learning outcomes of the college.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$5,409	6383	Golden State Pathways Program	2 Other State Funds	5825	Support for our language navigator program to grow the literacy of ELL.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$12,448	9332	Measure G1 Parcel Tax	3 Local Funds	4310	To pay for media equipment- cameras, macbooks for our Media Arts class to prepare students for our high school media arts program.	Non-Personnel
3	3.05	Attendance Supports	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$5,000	9332	Measure G1 Parcel Tax	3 Local Funds	4311	To pay for food for honor roll and perfect attendance celebrations for students.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$35,511	9339	Measure H Parcel Tax	3 Local Funds	5825	Contract with The Oakland Public Ed Fund (OPEF) to process and pay year-round Internship Stipends. Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$10,000	9339	Measure H Parcel Tax	3 Local Funds	1120	Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks.	Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$1,024	9339	Measure H Parcel Tax	3 Local Funds	4310	Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses. The supplies and materials will support projects for our Media Academy pathway. This supplies will include purchasing photo prints, zines and other multimedia artwork produced by students.	Non-Personnel
1	1.07	College & Career for All	215	Madison Park Academy Upper	School	n/a	n/a	n/a	\$31,944	9339	Measure H Parcel Tax	3 Local Funds	5825	Contract with The Oakland Public Ed Fund (OPEF) to process and pay year-round Internship Stipends. Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning.	Non-Personnel
1	1.04	Visual & Performing Arts	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$6,339	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Material Supplies for Art for CCPA student	Non-Personnel
1	1.04	Visual & Performing Arts	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$2,988	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Interprogram Cost	Non-Personnel
2	2.12	Expanded Learning Opportunities	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$22,259	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Teacher Extended Salary Stipend- For teacher time supporting additional school activities outside of working hours	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$1,832	7339	College & Career Access Pathway	2 Other State Funds	4310	Materials and supplies for Dual Enrollment	Non-Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$2,196	7339	College & Career Access Pathway	2 Other State Funds	7310	Interprogram support/ costs	Non-Personnel

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1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$23,330	6383	Golden State Pathways Program	2 Other State Funds	1120	Stipends for teachers in dual enrollment - Inclusion program to support ELLs with IEPs	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$9,988	9339	Measure H Parcel Tax	3 Local Funds	1120	Teacher Salary Stipends - Provide student support in classes to meet students' diverse needs	Personnel
1	1.07	College & Career for All	232	Coliseum College Prep Academy	School	n/a	n/a	n/a	\$85,891	9339	Measure H Parcel Tax	3 Local Funds	1120	Teacher Salary Stipends - Building JOY at CCPA and drawing students in	Personnel
1	1.04	Visual & Performing Arts	301	Castlemont High School	School	n/a	n/a	n/a	\$40,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Extended contract for VAPA teachers Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	Personnel
1	1.04	Visual & Performing Arts	301	Castlemont High School	School	n/a	n/a	n/a	\$40,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art materials for VAPA teachers Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	Non-Personnel
1	1.04	Visual & Performing Arts	301	Castlemont High School	School	n/a	n/a	n/a	\$23,778	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4410	Larger equipment for VAPA teachers/classrooms Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	Non-Personnel
3	3.07	Community Schools	301	Castlemont High School	School	n/a	n/a	n/a	\$23,802	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be Determined	Non-Personnel
3	3.07	Community Schools	301	Castlemont High School	School	n/a	n/a	n/a	\$2,959	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be Determined	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$20,000	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	1120	Extended contracts for teachers in SUDA pathway to plan events, curriculum, and integrated projects	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$7,452	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	4310	Classroom materials and supplies for SUDA teachers and classes Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$30,000	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	5825	Contracts for the Crucible and Civic Design studio to support activities and fablab activities Implement teacher office hours to better support individual student needs both in class and afterschool with tutoing support	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$25,509	7339	College & Career Access Pathway	2 Other State Funds	2225	Extended contract for Work Based Learning Liaison to support with organization, monitoring, and support of Dual Enrollment classes and program	Personnel
1	1.11	School Improvement	301	Castlemont High School	School	n/a	n/a	n/a	\$100,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1120	Extended contracts for teachers to participate in before school PD, office hours, and family conference weeks Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	Personnel
1	1.11	School Improvement	301	Castlemont High School	School	n/a	n/a	n/a	\$5,662	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4310	Classroom materials, specifically tech, to support student engagement and differentiation Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	Non-Personnel
1	1.11	School Improvement	301	Castlemont High School	School	n/a	n/a	n/a	\$36,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.11	School Improvement	301	Castlemont High School	School	n/a	n/a	n/a	\$200,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5825	Contracts for Community Based Organizations like BACR, DCAC, BUILD, OneGoal and other programs that support student academic and attendance goals, college class support, and our business sequence of classes	Non-Personnel
1	1.11	School Improvement	301	Castlemont High School	School	n/a	n/a	n/a	\$80,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5826	Will be converted to extended contracts and overtime for staff to provide wrap around services and extracurricular activities to students and families	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$2,955	6383	Golden State Pathways Program	2 Other State Funds	1120	Extended Contract hours to support with 13th year student supports Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$1,130	6383	Golden State Pathways Program	2 Other State Funds	1120	Extended Contract hours to support with 13th year student supports Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	Personnel

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1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$586	9339	Measure H Parcel Tax	3 Local Funds	4399	Meeting Refreshments for student events (Capstone presentations, showcases, etc) Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$12,912	9339	Measure H Parcel Tax	3 Local Funds	4399	Reallocated to partially fund teaching position (CHEA capstone teacher) Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year that is focused on level of need (credentialed, requested)	Non-Personnel
1	1.07	College & Career for All	301	Castlemont High School	School	n/a	n/a	n/a	\$140,068	5813	U.S. Department of Labor Employment & Training Administration (ETA) Grant	4 Federal Funds	4399	Materials and equipment for our CTWI programs and fablab events and projects Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	Non-Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	n/a	n/a	n/a	\$171,242	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	TSA (2 0.5 FTE) - Provide regular collaboration time for teachers to look at student data and develop scaffolds in their content.	Personnel
1	1.04	Visual & Performing Arts	302	Fremont High School	School	n/a	n/a	n/a	\$40,669	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplies - All new teachers attend foundational curriculum training.	Non-Personnel
3	3.09	Family Partnerships & Language Access	302	Fremont High School	School	n/a	n/a	n/a	\$2,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2225	Translation Extended Contracts: Translation for parent meetings that take place after school or Saturdays. - We have parents/families that are unable to meet with our school community during regular school hours. In order to meaningfully engage with our parents/families, we must create other spaces after-school or even weekends to make sure we engage with our families around different school initiatives and issues. Just as we have a diverse student body, we also have a diverse parent community who needs translation to properly access information about our school and district. Events include our CCSPP budget proposal process, community forum, college and career fairs, Student Led Conferences (outside of school hours) and so on	Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Materials & Supplies for Robotics Team, Skills USA and other student groups Materials and Supplies: This will directly help students engage in different joyful events. materials and supplies include the robotics tool kits and supplies to train/enter in SKILLS USA competition	Non-Personnel
3	3.07	Community Schools	302	Fremont High School	School	n/a	n/a	n/a	\$52,917	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
4	4.02	Staff Growth & Development	302	Fremont High School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5200	To be allocated in Fall 2025.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	302	Fremont High School	School	n/a	n/a	n/a	\$210,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contracts with Oakland Kids First, Buisness of Music Internship and Linden Consultant: Oakland Kids First - Support student Incentives aligned with PBIS and MINGA Student Online system - School wide PBIS system encourages students to engage with school and become active in shaping the climate & culture of the school. Students and staff are able to communicate with one another and create more transparency/awareness around student efforts/initiatives. OKF offers training to student leaders, and school leadership around community engagement. OKF also directly supports family and student engagement on campus.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Transportation Chartered Buses - Transportation Chartered Buses: We want to expose students to different academic and professional opportunities outside of our school in order to ensure that our students are college, career and life ready. These outside opportunities need transportation services in order to take a greater amount of students. Without transportation support many of our students are halted from benefiting from these excursions that aim to make them a more well rounded student.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	302	Fremont High School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Admission Fees - Admission Fees: This will allow students and staff to enter into different events/places i.e museums, competitions and so on. Admission into these different events allow students to further engage in their learning outside of the and apply their skills	Non-Personnel
3	3.07	Community Schools	302	Fremont High School	School	n/a	n/a	n/a	\$160,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with Bay Area Community Resources - See Community Schools Plan Grant plan	Non-Personnel

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1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	7220	Partnership Academies Program	2 Other State Funds	1120	Media Academy Teacher Stipends - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$38,771	7220	Partnership Academies Program	2 Other State Funds	4304	Media Academy Supplies - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$38,771	7220	Partnership Academies Program	2 Other State Funds	4304	Architecture Academy Supplies - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	7220	Partnership Academies Program	2 Other State Funds	4399	Architecture Academy Teacher Stipends - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	Non-Personnel
4	4.02	Staff Growth & Development	302	Fremont High School	School	n/a	n/a	n/a	\$9,520	7220	Partnership Academies Program	2 Other State Funds	5200	Media Academy Conference expenses (Linked Learning Conference, Educating for Careers) - Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	Non-Personnel
4	4.02	Staff Growth & Development	302	Fremont High School	School	n/a	n/a	n/a	\$9,520	7220	Partnership Academies Program	2 Other State Funds	5200	Architecture Academy Conference expenses (Linked Learning Conference, Educating for Careers) - Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	7220	Partnership Academies Program	2 Other State Funds	5825	Media Academy contracts - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$15,000	7220	Partnership Academies Program	2 Other State Funds	5825	Architecture Academy contracts - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$6,077	7339	College & Career Access Pathway	2 Other State Funds	4399	Materials for Dual Enrollment - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$20,243	6383	Golden State Pathways Program	2 Other State Funds	4310	Materials & Supplies for ARCH - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$10,000	6383	Golden State Pathways Program	2 Other State Funds	4310	Materials & Supplies for MEDIA - Invest in pathway teams and department teams (extended contracts).	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$10,000	6383	Golden State Pathways Program	2 Other State Funds	5826	Transportation for ARCH - Celebrate student achievement when progressing towards grade-level literacy skills.	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$9,519	6383	Golden State Pathways Program	2 Other State Funds	5826	Transportation for MEDIA - Celebrate student achievement when progressing towards grade-level literacy skills.	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$59,000	9339	Measure H Parcel Tax	3 Local Funds	1120	ECCCO - Teacher Stipends (3) - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$20,344	9339	Measure H Parcel Tax	3 Local Funds	1120	College and Career Readiness Specialist Position	Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$1,500	9339	Measure H Parcel Tax	3 Local Funds	4311	Meeting Refreshments for Mock Interview Day - Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	Non-Personnel
1	1.07	College & Career for All	302	Fremont High School	School	n/a	n/a	n/a	\$30,000	9339	Measure H Parcel Tax	3 Local Funds	5825	Contract with Ed Fund (Student Stipends) - Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	Non-Personnel
1	1.04	Visual & Performing Arts	303	McClymonds High School	School	n/a	n/a	n/a	\$9,280	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Materials and supplies for Art and Music classes - Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	Non-Personnel
1	1.04	Visual & Performing Arts	303	McClymonds High School	School	n/a	n/a	n/a	\$12,270	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	n/a	n/a	n/a	\$20,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel

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1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	n/a	n/a	n/a	\$3,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$30,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$51,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$3,366	7339	College & Career Access Pathway	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$8,867	6383	Golden State Pathways Program	2 Other State Funds	4310	4310-Pathway Course Supplies supplies for engineering supplies and or any supplies related to the pathway.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$3,150	9339	Measure H Parcel Tax	3 Local Funds	1120	1120- Summer Internship Mentor Teacher will supervise students who are in summer intersnhips and college courses. Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$55,015	9339	Measure H Parcel Tax	3 Local Funds	5825	5825- \$20,000 Oakland Education Fund to pay for student summer internship salaries 5825- \$35,000 College and Career Readiness Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$15,000	9339	Measure H Parcel Tax	3 Local Funds	5826	5826- Transportation for College & Career Field Trip Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	Non-Personnel
1	1.07	College & Career for All	303	McClymonds High School	School	n/a	n/a	n/a	\$8,274	9339	Measure H Parcel Tax	3 Local Funds	1120	1120- Internship Coordinator for summer internships. This funds the summer work for the coordinator of summer interships. This person organizes logistics, manages student payments and supevises classes on campus.	Personnel
1	1.03	Equitable Access to a Broad Course of Study	303	McClymonds High School	School	n/a	n/a	n/a	\$14,613	9064	Regional K-16 Education Collaboratives Grant	3 Local Funds	4399	1119- Teacher on Special Assignment Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	Non-Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	n/a	n/a	n/a	\$19,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Stipends for teachers to for after hours performances - musica performances and our school musical performances.	Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	n/a	n/a	n/a	\$10,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	2225	Custodial coverage for after hours performances. This will benefit students because students want to come to a school that is clean and kept orderly. The entire community benefits from a clean school.	Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	n/a	n/a	n/a	\$50,036	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Pays for supplies for Arts and Music Proqram to expand offerings within teachers' classes	Non-Personnel
1	1.04	Visual & Performing Arts	304	Oakland High School	School	n/a	n/a	n/a	\$184,312	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	Will eventually allocate to IA position to support arts and music classes.	Non-Personnel
3	3.07	Community Schools	304	Oakland High School	School	n/a	n/a	n/a	\$360,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	This will be allocated based on proposals reviewed by the CCSPP committee that are reviewed and then moved forward to ssc.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$81,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$81,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$20,000	7339	College & Career Access Pathway	2 Other State Funds	1120	Extended contracts for Dual Enrollment teacher of record. Teacher responsibilities include attendance, checking in on student grades, and responsible for emergency needs.	Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$5,000	7339	College & Career Access Pathway	2 Other State Funds	4200	Books for new Dual Enrollment courses that are taught on campus for our students. The goal is to have students take college level courses and earn college credit that is transferrable to either comunity college or 4 year colleges. Students who will benefit are students in the dual enrollment course.	Non-Personnel

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1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$343	7339	College & Career Access Pathway	2 Other State Funds	4399	Reserve for any needs related to dual enrollment - this may include materials for labs related to dual enrollment courses like science supplies or arts supplies or any workbooks that the dual enrollment instructor requests. Dual Enrollment students and teachers benefit as this is the only source to purchase materials to support the running of this class.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$70,518	6383	Golden State Pathways Program	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$85,557	6383	Golden State Pathways Program	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$69,638	6383	Golden State Pathways Program	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$149,667	6383	Golden State Pathways Program	2 Other State Funds	4399	Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$21,045	9339	Measure H Parcel Tax	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	304	Oakland High School	School	n/a	n/a	n/a	\$163,606	9339	Measure H Parcel Tax	3 Local Funds	4399	Allocation to be distributed in accordance to measure H guidelines to each of the 6 pathways, Destination College Advising Corp, Summer Bridge, 5 family groups for collaboration. This will benefit the whole school as it supports college and career going options, culture and climate and collaboration on campus.	Non-Personnel
1	1.04	Visual & Performing Arts	305	Oakland Technical High School	School	n/a	n/a	n/a	\$51,162	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$81,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$49,642	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$36,676	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$49,884	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.08	Quality Learning Environments	305	Oakland Technical High School	School	n/a	n/a	n/a	\$43,799	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$3,377	7339	College & Career Access Pathway	2 Other State Funds	4200	Books for DE courses - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$14,615	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$6,325	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$5,958	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$3,377	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$4,672	9339	Measure H Parcel Tax	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	305	Oakland Technical High School	School	n/a	n/a	n/a	\$113,028	9339	Measure H Parcel Tax	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	306	Skyline High School	School	n/a	n/a	n/a	\$23,624	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	306	Skyline High School	School	n/a	n/a	n/a	\$186,188	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.04	Behavioral & Mental Health	306	Skyline High School	School	n/a	n/a	n/a	\$96,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Mental health professional with a focus on Tier II and Tier III and for students who are severely disengaged. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	Non-Personnel
3	3.09	Family Partnerships & Language Access	306	Skyline High School	School	n/a	n/a	n/a	\$11,519	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel

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3	3.05	Attendance Supports	306	Skyline High School	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5600	Vending machine lease and items (both food and non-food items) for positive incentives program for all students to promote positive attendance and behavior.	Non-Personnel
3	3.01	Safe & Welcoming Schools	306	Skyline High School	School	n/a	n/a	n/a	\$3,600	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5846	Digital pass system, Minga - this allows for staff to create digital hall pass with time limits. Allows analysis for trend or patterns, whole supervision team can view who has a hall pass at any given moment.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$53,762	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$63,754	6386	California Partnership Academies: Green & Clean Academies	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$52,717	7220	Partnership Academies Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$5,676	7339	College & Career Access Pathway	2 Other State Funds	1120	Stipends for teachers supporting students enrolled in Dual Enrollment program by guiding them to stay on track for college class and to practice/enhance college student best practices. Encouraging students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations.	Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$38,394	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$53,433	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$33,799	6383	Golden State Pathways Program	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$45,662	9339	Measure H Parcel Tax	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	306	Skyline High School	School	n/a	n/a	n/a	\$19,000	9064	Regional K-16 Education Collaboratives Grant	3 Local Funds	1120	funding for teachers to support students in Dual Enrollment program; this includes supporting them with staying on track in the college class, improving best practices of being a college student, guiding them as they interface with postsecondary institutions	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	306	Skyline High School	School	n/a	n/a	n/a	\$5,000	9064	Regional K-16 Education Collaboratives Grant	3 Local Funds	4200	funding to support books for Dual Enrollment program: Encouraging students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations.	Non-Personnel
1	1.04	Visual & Performing Arts	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$11,690	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Provide art and music enrichment through after school program. Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	Personnel
1	1.04	Visual & Performing Arts	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$2,923	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Use of funds to build the art and music enrichment programs for after school. Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	Non-Personnel
3	3.05	Attendance Supports	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$1,927	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Purchase incentives for attendance to increase daily attendance and decrease chronic absenteeism.	Non-Personnel
3	3.07	Community Schools	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$60,247	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	Additional funding to cover prior year CSM position costs.	Non-Personnel
1	1.07	College & Career for All	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$2,678	9339	Measure H Parcel Tax	3 Local Funds	4399	ECCCO Coordinator to support student interns during the summer of 2025. All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program.	Non-Personnel
1	1.07	College & Career for All	309	Ralph J. Bunche Academy	School	n/a	n/a	n/a	\$27,566	9339	Measure H Parcel Tax	3 Local Funds	4399	Use of funds for contract with Grow Together, Teacher Stipends, Extended Contracts, ECCO Student Stipends and Transportation for Academy Field Trips.	Non-Personnel
1	1.04	Visual & Performing Arts	310	Dewey Academy	School	n/a	n/a	n/a	\$12,753	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	310	Dewey Academy	School	n/a	n/a	n/a	\$3,188	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	310	Dewey Academy	School	n/a	n/a	n/a	\$15,250	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	310	Dewey Academy	School	n/a	n/a	n/a	\$3,812	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	5825	To be allocated in Fall 2025.	Non-Personnel
3	3.09	Family Partnerships & Language Access	310	Dewey Academy	School	n/a	n/a	n/a	\$4,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2225	Classified extra time/over time for family engagement activities, literacy nights or workshops, team planning sessions, and retreats aimed at fostering a positive school climate and culture.	Personnel

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3	3.07	Community Schools	310	Dewey Academy	School	n/a	n/a	n/a	\$30,654	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.03	Student Health & Wellness	310	Dewey Academy	School	n/a	n/a	n/a	\$50,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Planting Justice aims to provide all students in the Health Pathway at Dewey Academy with comprehensive education on nutrition, including the role of nutrients in food, their utilization by the body, and the connections between diet, health, and disease. Students will gain practical experience in the Dewey garden, where they will engage in planting, cultivating, and selecting fruits and vegetables to make informed healthy food choices. This initiative emphasizes the significance of quality nutrition and effective weight management practices for adolescents. Additionally, students will discern between healthy and harmful food options. The gardening experience is also designed to alleviate anxiety and enhance overall mood, as the act of gardening promotes a sense of tranquility and mindfulness.	Non-Personnel
2	2.12	Expanded Learning Opportunities	310	Dewey Academy	School	n/a	n/a	n/a	\$25,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	After school tutoring, Study skills - Planning and collaboration for professional development and collaborative leadership. Teachers will also implement small group instruction for students, offering tutoring sessions both before and after school.	Personnel
1	1.08	Counseling & Equitable Master Scheduling	310	Dewey Academy	School	n/a	n/a	n/a	\$59,206	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
3	3.04	Behavioral & Mental Health	310	Dewey Academy	School	n/a	n/a	n/a	\$55,300	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Additional art therapy groups, first aid training, music instruction, mental health supports, and career supports for students	Non-Personnel
1	1.11	School Improvement	310	Dewey Academy	School	n/a	n/a	n/a	\$55,497	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	n/a	n/a	n/a	\$26,751	6383	Golden State Pathways Program	2 Other State Funds	5825	To be allocated in Fall 2025.	Non-Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	n/a	n/a	n/a	\$8,953	9339	Measure H Parcel Tax	3 Local Funds	4310	Supplies for pathway classes - Order reading materials in languages other than English	Non-Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	n/a	n/a	n/a	\$1,171	9339	Measure H Parcel Tax	3 Local Funds	4310	Supplies for pathway classes: Dewey academy will continue to visit like schools and colleges to take best practices	Non-Personnel
1	1.07	College & Career for All	310	Dewey Academy	School	n/a	n/a	n/a	\$22,527	9339	Measure H Parcel Tax	3 Local Funds	5825	Consultant contract with Mentoring in Medicine to provide CPR, First Aid, Stop the Ble3d certifications to students and staff	Non-Personnel
1	1.04	Visual & Performing Arts	311	Gateway to College at Laney College	School	n/a	n/a	n/a	\$16,384	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	Funds rolling over for the following fiscal year. The goal is to possibly provide a Dual Enrollment or Art class on site with a credentialed instructor.	Non-Personnel
1	1.07	College & Career for All	311	Gateway to College at Laney College	School	n/a	n/a	n/a	\$62,500	7339	College & Career Access Pathway	2 Other State Funds	5825	Hiring of Instructional Assistant to support foundational students with staying on track with completing college courses	Non-Personnel
1	1.04	Visual & Performing Arts	313	Street Academy	School	n/a	n/a	n/a	\$9,990	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4399	Funding an art and music program. These programs will greatly enrich the students with classes and activities to bring out their creative abilities.	Non-Personnel
1	1.07	College & Career for All	313	Street Academy	School	n/a	n/a	n/a	\$70,518	6383	Golden State Pathways Program	2 Other State Funds	4399	To be determined	Non-Personnel
1	1.07	College & Career for All	313	Street Academy	School	n/a	n/a	n/a	\$20,656	9339	Measure H Parcel Tax	3 Local Funds	4399	Payment for the work base learning internship and student support programs. It provides students with career readiness and student supports.	Non-Personnel
1	1.07	College & Career for All	313	Street Academy	School	n/a	n/a	n/a	\$32,453	9339	Measure H Parcel Tax	3 Local Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$19,942	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
3	3.04	Behavioral & Mental Health	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$21,031	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract with Hope Reimagined for Mental Health Services which is available for all students and families. Mental Health Services Contract for Hope Reimagined to provide (Mental health clinician 2 days/week and attend COST meetings) a caseload of 20 students for individual counseling. Non insurance bound clinician providing mental health services via individual counseling and running tier 2/3 groups. Working with staff to increase student agency and social emotional outcomes.	Non-Personnel

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1	1.11	School Improvement	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$25,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1120	Stipends for teachers plan and prepare well scaffolded lessons for all students. All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for “All Learners.”	Personnel
1	1.11	School Improvement	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$46,348	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4399	possible FTE for intervention support. Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.	Non-Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$85,557	6383	Golden State Pathways Program	2 Other State Funds	4399	possible FTE for college and career services. Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$108,738	6211	Literacy Coaches & Reading Specialists Grant	2 Other State Funds	4399	FTE for Literacy Specialist to provide students targeted intervention using iReady platform and supporting district curriculum. Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.	Non-Personnel
1	1.04	Visual & Performing Arts	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$1,492	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Purchase supplies for music class such as instruments, tuners, etc.Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	Non-Personnel
1	1.07	College & Career for All	330	Sojourner Truth Independent Study	School	n/a	n/a	n/a	\$5,607	9339	Measure H Parcel Tax	3 Local Funds	4310	Purchase related supplies for pathway classes as needed This funding source will pay for materials and supplies that will benefit student improvement and achievement.	Non-Personnel
1	1.04	Visual & Performing Arts	335	Life Academy	School	n/a	n/a	n/a	\$6,032	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Art supplies for art classes funded through Prop 28 We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academci draw to attend school	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$16,036	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Extended contracts for teacher sto provide activities and clubs afterschool to increase opportuniites for connection and joy at Life Academy - These include, but are not limited to, Black Excellent Night preparation, Advisory Leadership Team participation, leadership of the Student Advisory Board, etc.	Personnel
3	3.07	Community Schools	335	Life Academy	School	n/a	n/a	n/a	\$714	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4399	To be allocated in Fall 2025.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	n/a	n/a	n/a	\$12,869	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Funds for busses to engage students in joyful schools field trips - Busses for field trips so that all students can be engaged in exciting schema building opportunities outside of the classroom	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$19,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Extended contracts for teacher sto provide activities and clubs afterschool to increase opportuniites for connection and joy at Life Academy	Personnel
3	3.09	Family Partnerships & Language Access	335	Life Academy	School	n/a	n/a	n/a	\$4,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2425	ETOT funds for translation services so all families can recieve information in their home lanagueg - In order to ensure that all families have a conference with the advisor of their child 2x a year we must provide translation	Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	335	Life Academy	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4200	Books to ensure that students can select texts that are high interest - Funds to support holding our annual Family Literacy Night and book distribution	Non-Personnel
2	2.12	Expanded Learning Opportunities	335	Life Academy	School	n/a	n/a	n/a	\$8,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4310	Supplies for afterschool clubs and classes beyond the scope of Life's school day to provide additional enrichment and joyful schools opportunities	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	335	Life Academy	School	n/a	n/a	n/a	\$4,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5820	Bus passes for field trips that are aligend with the mission of Life Academy - Students need bus and BART passes to attend their internships, as well as field trips as part of classes and post session groups.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	335	Life Academy	School	n/a	n/a	n/a	\$40,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Contract for girls group to offer social emotional support to middlke school students in need of scaffolding for pro-social behaviors	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$20,000	7220	Partnership Academies Program	2 Other State Funds	1120	Extended contracts for teachers on the Academy Team to meet outside of school hours to plan - Contract with EdFund to hire contractor to create "Connection Circle" - a space for young men and women who have been identified as Tier 2/3 students to build healthy relationships, learn SEL skills, and foster a positive relationship with the school community.	Personnel


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1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$17,500	7220	Partnership Academies Program	2 Other State Funds	4304	Supplies for CTE and Academy classes beyond basic school supplies - "Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. "	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$2,500	7220	Partnership Academies Program	2 Other State Funds	5220	Funds for Academy team to attend the annual Educating for Careers conference - All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$6,291	7220	Partnership Academies Program	2 Other State Funds	5820	Funds for bus passes for field trips related to Academy - Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$20,000	7220	Partnership Academies Program	2 Other State Funds	5826	Charter busses for Academy field trips - We will create advisory curriculum (and train adults to implement that curriculum) around anti-Black racism and solidarity, especially given the predominance of Latinx students at the school. The goal of this work is to build a deeper sense of empathy and connection between students, as well as to affirm the experience of Black students at Life Academy.	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$12,000	7220	Partnership Academies Program	2 Other State Funds	5829	Admissions fees for field trips related to the Academy - All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students in these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$5,334	7339	College & Career Access Pathway	2 Other State Funds	1122	Additional stipends for Academy teachers to engage in team collaboration toward the vision and mission of Life Academy - Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$4,305	6383	Golden State Pathways Program	2 Other State Funds	4311	Meeting refreshments to support in holding Advisory Board meetings and other opportunities for industry representatives to visit and support the work at Life Academy	Non-Personnel
4	4.02	Staff Growth & Development	335	Life Academy	School	n/a	n/a	n/a	\$4,343	9332	Measure G1 Parcel Tax	3 Local Funds	1120	Extended contracts for teachers on the Academy team to meet and achieve goals outlined in Life's Educational Improvement Plan	Personnel
3	3.08	Quality Learning Environments	335	Life Academy	School	n/a	n/a	n/a	\$1,327	9332	Measure G1 Parcel Tax	3 Local Funds	4310	Supplies to support electives	Non-Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$40,544	9339	Measure H Parcel Tax	3 Local Funds	1120	Extended Contracts to pay 5 Pathway Teachers to meet and collaborate to align content and assessments to our Graduate Profile competencies outside the daily work schedule. The objectives of this expenditure include a scope and sequence for how and when our competencies will be directly taught, the reteaching opportunities, and the assessment sequence for students to show mastery of each competency.	Personnel
1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$10,000	9339	Measure H Parcel Tax	3 Local Funds	5825	Consultant contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026.	Non-Personnel

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1	1.07	College & Career for All	335	Life Academy	School	n/a	n/a	n/a	\$10,000	9339	Measure H Parcel Tax	3 Local Funds	5826	Busses for Academy related trips for job shadowing, career readiness visits and pathways aligned opportuntieis	Non-Personnel
3	3.09	Family Partnerships & Language Access	338	MetWest High School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Extended Contract for teachers who are supporting both academic innovation through planning or events, family engagement, participating on culture and climate team meetings or events that go beyond their contractual hours.	Personnel
3	3.09	Family Partnerships & Language Access	338	MetWest High School	School	n/a	n/a	n/a	\$2,001	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	4311	Meeting refreshments for student and family engagement events in non-school hours to increase opportunities for meaningful connections and information sharing around community schools, academics, and school culture.	Non-Personnel
4	4.02	Staff Growth & Development	338	MetWest High School	School	n/a	n/a	n/a	\$3,282	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5220	Travel and Conferences in support of increasing collaboration among leadership teams and deepening understanding of implementing a Big Picture School learning model, build capacity around community building, fostering positive learning communities/environment.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	338	MetWest High School	School	n/a	n/a	n/a	\$5,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5826	Admissions for transportation for field trips to expand learning opportunities beyond the classroom.	Non-Personnel
1	1.03	Equitable Access to a Broad Course of Study	338	MetWest High School	School	n/a	n/a	n/a	\$4,538	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5829	Admissions for field trips to expand learning opportunities beyond the classroom.	Non-Personnel
1	1.07	College & Career for All	338	MetWest High School	School	n/a	n/a	n/a	\$2,247	9339	Measure H Parcel Tax	3 Local Funds	1150	Teacher Substitutes: Funds to hire teacher substitutes to provide our pathway teachers with additional prep time for A-G courses to allow for unpacking curriculum, planning, data analysis, student progress tracking and monitoring, etc.. Substitutes will cover teachers classes to allow for them to engage structured work time.	Personnel
1	1.04	Visual & Performing Arts	352	Rudsdale High School	School	n/a	n/a	n/a	\$6,966	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	1120	Extended contracts for teachers to support arts programming after school or during summer school.	Personnel
1	1.04	Visual & Performing Arts	352	Rudsdale High School	School	n/a	n/a	n/a	\$10,000	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	supplies, materials and eqipment for the fabrication lab and arts programming	Non-Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$79,806	9243	Association for Continuing Higher Education	3 Local Funds	1120	Support for teacher stipends for professional learning, curriculum planning, coaching during the school year and summer, and summer school	Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$11,000	9243	Association for Continuing Higher Education	3 Local Funds	4310	Supplies to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$11,000	9243	Association for Continuing Higher Education	3 Local Funds	4311	Food to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$80,194	9243	Association for Continuing Higher Education	3 Local Funds	4399	To support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$50,000	9243	Association for Continuing Higher Education	3 Local Funds	4420	Computers to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$20,000	9243	Association for Continuing Higher Education	3 Local Funds	4432	Furniture to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
4	4.02	Staff Growth & Development	352	Rudsdale High School	School	n/a	n/a	n/a	\$20,000	9243	Association for Continuing Higher Education	3 Local Funds	5200	Support professional learning of staff through travel and conferences	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$13,000	9243	Association for Continuing Higher Education	3 Local Funds	5624	Facilities rentals to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$150,000	9243	Association for Continuing Higher Education	3 Local Funds	5825	Consulting contracts to support professional learning, career pathway, dual enrollment, job training and college programming	Non-Personnel
3	3.09	Family Partnerships & Language Access	352	Rudsdale High School	School	n/a	n/a	n/a	\$6,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	2250	Provide ET/OT to classified staff to provide family engagement activities during the summer, after hours, and weekends	Personnel
3	3.04	Behavioral & Mental Health	352	Rudsdale High School	School	n/a	n/a	n/a	\$125,506	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	EBAC will provide mental health services to students referred to COST who require 1:1 or group therapy.	Non-Personnel
2	2.10	Newcomer Achievement	352	Rudsdale High School	School	n/a	n/a	n/a	\$50,000	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	Soccer Without Borders will provide newcomer and continuation school students with opportunities to play soccer and create positive school community through deliberate social inclusion and youth development programming.	Non-Personnel
3	3.02	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	352	Rudsdale High School	School	n/a	n/a	n/a	\$64,404	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	5825	BACR: Case management and program supervision for high needs students with disciplinary issues and justice involved youth	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$15,471	7339	College & Career Access Pathway	2 Other State Funds	4399	Will support college and career and dual enrollment access	Non-Personnel

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1	1.11	School Improvement	352	Rudsdale High School	School	n/a	n/a	n/a	\$6,445	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	4310	Provide additional materials and supplies to support newcomer and contiuation school classrooms	Non-Personnel
1	1.11	School Improvement	352	Rudsdale High School	School	n/a	n/a	n/a	\$118,393	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5825	Contracts to support students' mental health, experiential learning, internships, food bank, student data management, supplies for pathway aligned projects in the fab lab and case management and academic interventions.	Non-Personnel
1	1.11	School Improvement	352	Rudsdale High School	School	n/a	n/a	n/a	\$27,124	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5826	Provide transportation to students during experiential learning activies outside the classroom	Non-Personnel
1	1.11	School Improvement	352	Rudsdale High School	School	n/a	n/a	n/a	\$8,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5829	Provide admissions to students during experiential learning activies outside the classroom	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$85,557	6383	Golden State Pathways Program	2 Other State Funds	6460	Passanger van to transport students to experiential learning, college and career opportunities	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$7,256	9339	Measure H Parcel Tax	3 Local Funds	4399	Teacher Salaries Stipends: Extended contracts to support additional programming during summer school for credit recovery and academic enrichment. The teacher will support 25 students in need of credit recovery during June (outside of the 10-month contractual teacher year). The teacher will be paid at their Per Diem hourly rate for approximately 16 days (at an average salary and benefits of \$447 per day).	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$36,753	9339	Measure H Parcel Tax	3 Local Funds	4310	Materials and supplies to support pathway-aligned projects, the fabrication lab, video production space, pathway electives, and pathway/college/career events	Non-Personnel
1	1.07	College & Career for All	352	Rudsdale High School	School	n/a	n/a	n/a	\$114,101	9339	Measure H Parcel Tax	3 Local Funds	5825	Contract to hire an Intensive Pathway Case Manager (IPCM)	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	353	Oakland International High School	School	n/a	n/a	n/a	\$13,239	9243	Association for Continuing Higher Education	3 Local Funds	5825	Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	Non-Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	n/a	n/a	n/a	\$3,860	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplemental art supplies to provide enriched arts instruction for students in new 9th grade media courses.	Non-Personnel
1	1.04	Visual & Performing Arts	353	Oakland International High School	School	n/a	n/a	n/a	\$6,873	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	Supplemental art supplies to provide enriched arts instruction for students in new 9th grade media courses.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$15,710	9243	Association for Continuing Higher Education	3 Local Funds	4310	Supplies to support dual enrollment courses and work based learning activities for 11th and 12th grade students to provide equitable access.	Non-Personnel
2	2.10	Newcomer Achievement	353	Oakland International High School	School	n/a	n/a	n/a	\$13,503	6332	CA Community Schools Partnership (CCSPP) Implementation Grant	2 Other State Funds	1120	Teacher extended contracts to participate in professional learning and develop curriculum to address the needs of emergent bilingual students in a high school context, supporting Academic Innovation and Acceleration.	Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$11,010	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4304	Classroom supplies to support pathway instruction with industry standard equipment in pathway classes for all students grades 9-12.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$10,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	4410	Industry standard equipment in pathway classes for all students grades 9-12.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$3,500	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	5624	Rental of Grand Lake Theater for annual Film Festival culminating display of student work.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$5,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	5820	Bus passes to provide for student access to field trips and pathway-aligned activities.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$30,000	6385	Governor's CTE Initiative: California Partnership Academies	2 Other State Funds	5825	Contract with community partner to provide for AmeriCorps volunteers to support small group literacy instruction for students in grades 9-11.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$1,139	7339	College & Career Access Pathway	2 Other State Funds	1120	Extended contract compensation for school counselors to provide additional time to support Dual Enrollment recruitment, registration, and case management.	Personnel
1	1.11	School Improvement	353	Oakland International High School	School	n/a	n/a	n/a	\$14,000	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	1120	Extended contracts to provide additional teacher prep time to develop content to support SLIFE student acceleration.	Personnel
1	1.11	School Improvement	353	Oakland International High School	School	n/a	n/a	n/a	\$4,983	3182	Comprehensive Support & Improvement (CSI) Grant	4 Federal Funds	5846	Software licences to provide access to individualized learning platforms for all students.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$4,738	6383	Golden State Pathways Program	2 Other State Funds	1150	Teacher substitutes to provide release time for cross observation, collaborative curriculum development, and participation in professional learning activities.	Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$5,357	9339	Measure H Parcel Tax	3 Local Funds	5826	Buses to provide transportation for college and career related field trips for pathway students.	Non-Personnel
1	1.07	College & Career for All	353	Oakland International High School	School	n/a	n/a	n/a	\$2,522	9339	Measure H Parcel Tax	3 Local Funds	5826	Buses to provide transportation for college and career related field trips for pathway students.	Non-Personnel

LCAP GOAL	LCAP ACTION NUMBER	LCAP ACTION NAME	SITE NUMBER	SITE NAME	CENTRAL OR SCHOOL?	PCN	JOB CLASS	PROJECTED FTE	PROJECTED COST	RESOURCE	RESOURCE NAME	RESOURCE CATEGORY	OBJECT	POSITION NAME/NON-LABOR DESCRIPTION FOR LCAP PIVOT	Personnel (1-3) or Non-Personnel (4-6)
3	3.06	Youth Engagement & Leadership	353	Oakland International High School	School	n/a	n/a	n/a	\$21,167	9121	Oakland Fund for Children & Youth (OFCY)	3 Local Funds	5825	Contract with Soccer Without Borders to provide athletic programming, case management, and mentorship for focal students.	Non-Personnel
4	4.02	Staff Growth & Development	353	Oakland International High School	School	n/a	n/a	n/a	\$3,487	9141	Stuart Foundation	3 Local Funds	4310	Supplies to support professional development.	Non-Personnel
3	3.06	Youth Engagement & Leadership	353	Oakland International High School	School	n/a	n/a	n/a	\$15,363	9139	Zellerbach Family Foundation	3 Local Funds	2220	Classified salary overtime to support facilitation of affinity group spaces outside of school hours including Community Walks.	Personnel
1	1.04	Visual & Performing Arts	180	Kaiser Early Childhood Center	School	n/a	n/a	n/a	\$6,886	6770	Arts & Music in Schools (Proposition 28)	2 Other State Funds	4310	This pays for materials and supplies that support our music program throughout our TK classrooms.	Non-Personnel
1	1.01	Strong Readers: Early Literacy & Secondary Literacy	903		Central	n/a	n/a	n/a	\$5,000,000	0006	S&C Carryover	1 LCFF Funds	2205	Additional secondary literacy positions	Personnel
3	3.01	Safe & Welcoming Schools	903		School	n/a	n/a	n/a	\$2,256,071	0006	S&C Carryover	1 LCFF Funds	TBD	Additional safety work	Personnel

Link to the presentation that details the process undertaken by each committee to develop these recommendations: <https://tinyurl.com/3essr4x>

 Presentation Copy of Committee Recommendations for the 2025-26 LCAP--6.11.25

LCAP PARENT AND STUDENT ADVISORY COMMITTEE (PSAC)

*We, the members of PSAC, ask that all responses and information requested in each of the 2025 recommendations **be incorporated into the LCAP** in the appropriate sections.*

When it is not possible to do so, we ask that a document containing the information be attached to the LCAP as an appendix. Each document attached as an appendix should be clearly referenced and linked within the appropriate section(s) of the LCAP.

Recommendations

1. For all centrally-funded positions or services that are mentioned in the LCAP and that are centrally assigned to schools and students, include a brief explanation of the criteria and/or formula that are used to assign them *within the action where they appear*.

For example, if assessment results or other student data are being used to define which schools get a particular type of staff or support, that must be noted with the LCAP.

Superintendent's Response:

We have added a link to information on how Centrally-allocated staff positions are awarded to the relevant LCAP actions. This information can also be found at <https://tinyurl.com/ousdformulas>.

For more information, contact: Diana Sherman, LCAP Coordinator

2. For positions that support schools but that are not directly assigned to them under formula (e.g., Central support provided through a focal school approach), explain the criteria used to identify which schools or students will receive that support.

Also, identify the maximum number of students or schools that can be served.

Examples: Focal schools that are supported by the ELL specialists, Focal Schools supported by the Targeted Strategies in the Office of Equity

Superintendent's Response:

Identification of focal school support by ELL specialists is determined by a combination of the percentage of ELLs, percentage of newcomers, performance and growth on the ELPAC and reclassification, and recommendation of staff (principal, network superintendent, ELLMA). While each ELL specialist works with a small number of focal sites, much of their time is dedicated to universal support available to all schools and

education through central professional learning, resource and guidance development, and leadership communities of practice such as the coaching collaborative. Additionally, support for specific sites may shift during the school year based on progress monitoring and data-based needs.

Identification of focal schools for Targeted Initiatives in the Office of Equity is determined by a combination of percentage of targeted student group population, academic and social emotional indicators demonstrating need (such as literacy, attendance, graduation, and suspension), available site and district funding, and recommendation of staff (principal, network superintendent, and director of targeted strategies). Targeted strategies programs are a site based Tier 2 academic and culture-climate option for sites to provide supplemental culturally based academic and SEL instruction for a small group of students in a classroom setting. Schools with the respective targeted student group population of 20% or more are encouraged to invest in allocating site resources for a targeted strategies facilitator. Facilitators are co-funded, 50/50 split with school site and central budgets. In our elementary programs, students are selected by principals and teachers. In secondary, students self-select (choose the class as one of their electives) and are also referred to by the principal or staff to maintain a ratio of “one third”: students who are excelling, students who need some additional support to maintain progress, and students with higher needs. Students are enrolled in the class for one year, and some students return the following year at the request of the family or the student. The maximum number of students that can be served varies year to year by the % FTE that is assigned to the school site. The maximum number of schools that can be serviced varies by the availability of funding at the site and district level.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA), for ELL specialists. Raquel Jimenez, Executive Director, Office of Equity for targeted strategies.

3. Provide a reference and a link to a document with the rules for how PTAs and PTOs are able to fund positions and other services at schools. This link can appear as a note whenever a PTA/PTO funded position appears in the LCAP.

[Request for Related Action](#)

Each fall (before the start of budget development for the following year), provide a list at a School Board meeting of the roles at each school that are funded by PTO/PTA groups.

While PTAs/PTOs are not mandated to disclose their spending plans, principals can easily identify the persons that are providing services at their schools through PTA/PTO resources. This will offer us another tool for seeing what staffing gaps exist at schools.

Superintendent’s Response:

The only requirement for PTAs/PTOs to fund positions is for the organization to transfer the needed funds to the District ahead of budget development or provide a promissory note agreeing to transfer the funds to the District at a future date as proof of funding availability. The same requirement governs all other grants. There are no other rules beyond those that exist for all funding sources with respect to what a PTA or PTO can fund. The promissory notes typically specify which positions the PTA/PTO would like to invest in. All positions funded by PTAs/PTOs are included in SPSAs and in the “LCAP Investments” table that is attached to

the LCAP at adoption each spring. Non-labor PTA/PTO investments are also included if a school has listed these in the SPSA. However, some PTAs and PTOs opt to fund non-labor costs directly; in these cases, the investments may not be listed. In addition, some PTAs and PTOs are not able to provide funds or promissory notes until late spring. In these cases, positions cannot be funded until after July 1 of the new fiscal year.

For more information, contact: Diana Sherman, LCAP Coordinator

4. Action Related to How TSAs are identified in the LCAP:

Before final approval by School Site Councils of their School Plans for Student Achievement (SPSAs), Teacher on Special Assignment (TSA) positions should be proactively loaded onto the SPSAs and other planning documents with an identifier that clarifies their function (e.g. literacy TSA; math TSA, etc.)

These strategic positions should be clearly identified for all decision-makers.

Superintendent's Response:

All TSA positions that were funded as part of the January 2025 School Budget Development process and paid out of site resources (e.g., Title I, Community Schools grant, etc.) or Comprehensive Support & Improvement (CSI) funding are currently included in each school's SPSA. Moving forward, we will also ensure that all Centrally-funded TSA positions are included in SPSAs. For 2025-26, the only Centrally-funded TSAs are Literacy TSAs paid by either the Learning Recovery Emergency Block Grant (LREBG) or LCFF Supplemental & Concentration carryover funds.

For more information, contact: Diana Sherman, LCAP Coordinator

5. If non-labor expenditures support specific LCAP actions, mention those expenditures in each action along with their funding sources.

Many LCAP actions rely on non-labor contracts that we cannot see in the current version of the document. Those contracts have funding sources with rules and constraints that we must understand.

Superintendent's Response:

Significant non-labor investments are already included in the relevant LCAP action. Listing the thousands of smaller investments for each action would create a very unwieldy LCAP document. However, these investments are available for review in the "LCAP Investments" spreadsheet, which is provided as an attachment to the adopted LCAP each June.

For more information, contact: Diana Sherman, LCAP Coordinator

6. Include within the LCAP the name of the curricula that OUSD will use during the course of the LCAP and the assessments that will be used to evaluate its success.

The choice of curriculum and assessments for each action is a strategic one. One example is the curriculum that the literacy tutors are using.

Superintendent's Response:

We have added the names of adopted curricula for each content area to the relevant LCAP action. Some adoptions are still pending as of June 2025 and will be added to future LCAPs once they are approved by the Board.

For more information, contact: Diana Sherman, LCAP Coordinator; Claire Fisher, Executive Director of Secondary Instruction

7. Explain how the success of each action (and of their related investments) is evaluated.

How do we know that the investments in each action are effective? Specify what specific indicators will be tracked for each action.

Superintendent's Response:

The metrics that are used to measure the effectiveness of each action are numbered to align to the action number. For example, Metrics 2.1.1 through 2.1.9 are all used to measure the success of investments in Action 2.1: African American Student Achievement. The intent is that a metric aligned to a particular action will improve with continued investment in and implementation of that action. In many cases, a metric may be numbered to align to the most closely related action, but may actually benefit from investments across multiple goals and actions. (An example is for simplicity and in alignment with State and County guidance, the metric is only included once, in the most relevant action area.

In three cases (Action 1.11: School Improvement, Action 3.3: Student Health & Wellness, and Action 3.7: Community Schools) there are no corresponding metrics because no measure could be identified that the District had resources to monitor and felt would be a valid indicator of the success of that action's investments. We continue to seek indicators that will allow us to measure the effectiveness of investments in these action areas.

For more information, contact: Diana Sherman, LCAP Coordinator

8. Explain how central roles listed in the LCAP support site-level implementation. If any of those roles are involved only in central coordination, make sure to note that they are.**Superintendent's Response:**

All roles included in the LCAP support site-level implementation in various ways. Typically a director oversees coordinators, who may in turn oversee program managers. In some cases program managers are based at sites and directly implement the work (e.g., Community School Managers), while in others, program managers then manage site-based staff (e.g.,

For more information, contact: Diana Sherman, LCAP Coordinator

9. Explain the extent to which services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.

If not possible to do so for all LCAP actions and services, please share which LCAP actions are closest to providing this type of urgently needed analysis.

Superintendent's Response:

All services allocated to all schools in the LCAP are intended for all students. Foster Youth, English Learners, unhoused students, disabled students with IEPs should access services that are allocated to all schools. The services listed in Goal 2 are largely targeted and in alignment with the allowable use of targeted funds. A targeted strategy is meant to provide equitable support for students furthest from metrics of success. Please provide specific actions where there is evidence that a service is not accessible so central staff can take specific action with a school site(s) about access.

For more information, contact: Sondra Aguilera, Chief Academic Officer

10. Action 1.7 College and Career for All

Explain in the LCAP how it is/was determined which pathways are at which high schools. Describe the vision for pathway placement and access across our district.

Superintendent's Response:

School sites have identified linked Learning pathways and industry themes in OUSD through a strategic, collaborative process at their school site, considering a variety of factors, including local context, student interests, staff expertise and capacity, and regional workforce needs. The High School Linked Learning Office (HSLLO) monitors pathway development across the District, and schools have the flexibility to change their pathway or industry theme upon review and approval by the HSLLO. The District's goal is to implement wall-to-wall pathways, which ensure all students have access to linked learning, regardless of program or school type. The school level pathway details can be found [here](#).

For more information, contact: Rebecca Lacocque, Director of Linked Learning

11. Action 3.1 Safe & Welcoming Schools

The Discipline Matrix is mentioned in action 3.1 but there is no explanation of what it is. Please provide a brief explanation and a link to the document.

Superintendent's Response:

The Discipline & Intervention Matrix is a document meant to guide site administrators. This matrix is a tool and is not binding or considered to document the final decision of disciplinary action, the site administrator is credentialed to make the final determination of how to categorize discipline.

For more information, contact: Misha Karigaca, Director, Student Support & Safety

12. Action 3.1 Safe & Welcoming Schools; Action 3.4 Behavioral & Mental Health

The staffing that supports safety and behavioral health at schools is not identified in LCAP actions 3.1 and 3.4. Please detail who provides direct support within those actions.

Superintendent's Response:

The Safety Team has a Director, Coordinator, Program Manager, Central Culture & Climate Ambassadors, All secondary sites have site based Culture & Climate Ambassadors and/or Culture Keepers. Each site also has a Comprehensive Emergency Plan and a Village Response Team Plan (to deal with escalated situations). The Behavioral & Mental Health Team has a Director, Program Coordinators, Behavior Specialists, and Counselors. Each site has trained staff in Threat Assessments and Mental Health Screening.

For more information, contact: Mara Larsen-Fleming, Director, Health & Wellness, and Misha Karigaca, Director, Student Support & Safety

13. Action 3.1 Safe & Welcoming Schools; Action 3.4 Behavioral & Mental Health

Please explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of staff providing safety support (3.1) and behavioral health services (3.4).

These types of support and actions are connected. We should carefully describe in the LCAP what has been most successful in reducing suspensions.

Also, we should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.

Superintendent's Response:

The action described in 3.1 is connected to the staff of 3.1 and 3.4 by professional learning, either delivered by or received by the staff indicated.

For more information, contact: Mara Larsen-Fleming, Director, Health & Wellness, and Misha Karigaca, Director, Student Support & Safety

14. Action 3.8 Quality Learning Environments

Please explain what Action 3.8 really is about. There are three distinct and disconnected areas of service in this action: technology, supplemental learning materials, STIP substitutes. They serve different needs and should be discussed as separate actions.

Superintendent's Response:

3.8 is a mandatory action specified in the LCAP that we group miscellaneous investments under instead of adding yet another action.

For more information, contact: Diana Sherman, LCAP Coordinator

DISTRICT ENGLISH LANGUAGE LEARNERS SUBCOMMITTEE (DELLS)

1. Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners. This must become a required practice across roles and levels whenever data is used, including within the LCAP.

Basic disaggregated data for English Learners:

- **by disability/Special Education status,**
- **by home language,**
- **by language program and other programs**

For example, this is the only indicator related to outcomes for English Language Learners with IEPs in the current LCAP:

2.4.14 Increase the reclassification rate for students receiving Special Education services who are English learners.

There are indicators in the LCAP for other specific groups of English Learners (for example, by grade span or long-term ELL status) that support their access to language instruction and that monitor their language development well ahead of reclassification.

While English Learners with IEPs are also in these groups, nothing in the LCAP guarantees that they will benefit from actions and investments related to those indicators.

Superintendent's Response:

The OUSD dashboards generally allow us to disaggregate student outcome and progress monitoring data for English language learners (ELLs) with IEPs as well as by home language. We are currently working on adding a filter to include disaggregated data of our students enrolled in dual language programs. Staff will include this dual-identified group as well as data disaggregated by home language and program type in reporting for DELLs and other PSAC groups as requested and to the extent possible.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA) and Jenn Blake, Executive Director, Special Education

2. Identify an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to reclassification. Explain how it will be used and monitored, how often, and by whom.

Superintendent's Response:

Due to reduction in staffing in both the Special Education department and Research, Assessment, and Data (RAD), it is not possible at this time to establish, support, and monitor a new LCAP indicator as suggested. We can commit to convening a cross-site team to meet on a biannual basis to review the data and identify

supports to school sites to implement supports that enable ELLs with IEPs to progress towards reclassification.

For more information, contact: Nicole Knight, Executive Director, ELLMA; Jenn Blake, Executive Director, SPED; Juan Du, Executive Director, RAD

3. Describe in the 2025-26 LCAP current strategies and related investments to increase and improve access to language translation and interpretation.

We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need.

Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP.

Superintendent's Response:

Our District provides services according to state and federal law and [guidance](#). Federal guidance states that schools must provide information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. School sites will continue providing interpretation or translation for parents who request it. At a district level, Guidance from California Ed Code 48985, determines that we will provide interpretation and translation for sites with a student population of 15% or more where the student home language is not English. Currently, 56 sites meet this threshold for Spanish, 9 sites for Mam, 2 sites for Arabic, and 1 for Cantonese. As a district, we will continue to provide Spanish interpretation and translation for district wide communication, as this is the home language that meets the 15% threshold at a districtwide level. The interpretation and translation team currently aims to meet 90% of all language requests, and will continue to strive to meet 90% or more of all requests for interpretation and translation.

For more information, contact: Raquel Jimenez, Executive Director, Office of Equity

4. We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to the priority of establishing freestanding Site English Language Learner Subcommittees (SELLS) at schools. We aim to stop the practice of School Site Councils absorbing SELLS and weakening their role.

We celebrate progress on this priority. This working group has contributed to that progress. About 20% of schools have established freestanding SELLS, up from 5.7% in 2023-24.

Superintendent's Response:

We plan to continue this work. There is a transition in the role of Strategic Resource Planning (SRP) who holds this body of work, so we expect to need some time before the work is relaunched for the 25-26 school year.

For more information, contact: Raquel Jimenez, Executive Director, Office of Equity and Holly Darling, SRP Title III Policy specialist.

5. We continue to request a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level. This includes all English Learners with IEPs and all newcomer students.

We do not have data that demonstrates access to daily designated English Language Development for students with IEPs enrolled in Special Day Classrooms.

We also need data to demonstrate that all elementary school ELLs students are regularly receiving this essential instruction.

Superintendent's Response:

We will continue with our ongoing work to build teacher and leader capacity to implement quality comprehensive (integrated and designated ELD) to all ELLs, including ELLs with IEPs and newcomer students. We will continue to monitor enrollment in ELD at middle and high schools for all ELLs, including ELLs with IEPs and newcomers, and intervene and support as needed. We will continue to collect instructional schedules and require site leaders to self-assess on the Stages of ELD rubric to assess, monitor, and support implementation at elementary levels. We do not have the available staffing for regular classroom observations across all elementary schools and special day classes to ensure implementation is consistent and of quality. However, we will conduct pulse checks at sample school sites and report on our findings to DELs as requested.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA) and Jenn Blake, Executive Director, Special Education.

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)

General Statements Supporting an Inclusive LCAP and District

We were told in June 2024 that the **Special Education Annual Service Plan and Annual Budget Plan** can substitute for the Local Control & Accountability Plan.

Yet, **those are not strategic documents describing actions tied to specific strategies, investments, and outcomes.** They include simple inventories of Special Education dollars by object code and the locations of very broadly-defined categories of service.

If the LCAP is not the strategic document that will define and monitor actions to improve access and outcomes for disabled students in all areas, then what document is?

Also: in the 2021-24 LCAP years, we were promised a *document that would show in detail OUSD's planned investments in everything defined as "Special Education."* We still need that document ahead of LCAP and budget adoption.

Recommendations related to the role of the LCAP for Disabled Students with IEPs

1a. Please explain how the 2025-26 LCAP will help to *increase and/or improve disability-related services for students.*

This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.

1b. Please explain how the 2025-26 LCAP will promote *equitable access to disability-related services and support* for disabled students who are also Low Income, English Learners, Foster Youth, etc.

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

Individual Education Program (IEP) teams are charged with considering the disability-related language development needs of students and to ensure that goals and accommodations are linguistically-appropriate. This is a legal mandate, and through the Department's IEP quality review cycle audits, we assess for the presence of ELD strategies and linguistically-appropriate goals in over 650 IEPs per year.

Students with IEPs who are Foster Youth have access to the same Foster Youth services as a Foster Youth without an IEP. While these supports are not required for discussion at IEP team meetings, Department training and guidance encourages IEP teams to consider how Foster Youth may need specialized support. In partnership with members of the CAC and FYAC, Special Education leaders have begun routine IEP quality and implementation audits for Foster Youth and will continue to do so in SY 25-26.

Due to constraints in District resources, there are not currently any FTE or monetary investments specific to only students with IEPs who are also ELLs, Foster Youth, or low income.

For more information, contact: Jenn Blake, Executive Director, Special Education

2. Please explain how the 2025-26 LCAP will help to ensure *access for disabled students to the supplementary/targeted services that they are eligible to receive* based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

There is a planned learning series for administrators that will be delivered by the Special Education Department beginning this Fall 2025. There will be professional learning time dedicated to ensuring administrators understand that disabled students should have access to services and suggested ways in which schools can review access at the school level.

For more information, contact: Network Superintendents for Network 2, Network 3, Network 4, Middle School & High School

3. Please explain how the 2025-26 LCAP will support *greater disability accessibility (universal design) across programs and services*.

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

Universal Design is a pedagogical approach that is suggested to teachers for use in their lesson planning. While the teachers contract requires lesson plans and the District provides a lesson plan template, there is no mandatory pedagogical approach specified in the contract.

For more information, contact: Alicia Arenas, Executive Director of Elementary Instruction and Claire Fisher, Executive Director of Secondary Instruction

Recommendations related to IMPLEMENTATION OF [Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities](#) [After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.]

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

4. After responding to questions a to c for Action 1.1 that are included below, please explain how the 2025-26 LCAP will monitor reading outcomes for disabled students who do not currently participate in the i-ready assessment. Also: which actions, strategies, and investments will connect to the use of that data?

a) Why is the i-ready deemed as not appropriate for students learning in Moderate-Extensive Support classrooms?

b) How do we promote district wide ownership for the reading/literacy development of so-called "exempt" students with IEPs? If not i-ready data, what data should the LCAP be monitoring so that we do?

c) What role do individual IEP teams have in determining that a student is "exempt" from this assessment? Or, is the exemption a blanket one that is extended to all students learning in "Moderate-Extensive Support" classrooms, independent of their individual learning profile?

Superintendent's Response:

iReady does not have the adaptive features necessary to make it a reliable and valid measure for students with extensive support needs. TeachTown, which is the adopted adapted curriculum for our Mod-ESN settings, has benchmark data in literacy and math that is collected three times per year and that can be used to track students' progress and completion of objectives and skill strands. Aggregate TeachTown participation and progress data can be shared starting in the 2025-26 school year's annual LCAP goal analysis alongside iReady data to ensure these students are not excluded from the district's accountability to ensure all students are making progress in literacy skills.

The District is able to identify and select local assessment measures that are determined to be appropriate for specific groups of students.

For more information, contact: Jenn Blake, Executive Director, Special Education; Alicia Arenas, Executive Director, Elementary Instruction

5. See slides 111 to 113 linked [here](#) for important background information for this recommendation.

After responding to questions d to i for Action 1.1 and 2.4 included below, please explain how:

- **students with IEPs are having equitable access to the literacy strategies and investments under Action 1.1**
- **how the literacy strategies and investments described as part of the Access Resolution connect to the implementation of Action 1.1.**

d) Are students with IEPs having equitable access to the literacy interventions that are available to other students as described in Action 1.1?

e) Why are the 12 literacy interventionists in Action 2.4 not included in 1.1?

f) Are the 12 literacy interventionists in Action 2.4 a one-time investment that is temporarily making up for lack of access by students with IEPs to what is included in Action 1.1?

g) Are the 12 literacy interventionists part of a separate program for certain students with IEPs that possibly has more specialized support?

h) Is there ongoing literacy intervention for students with IEPs outside of that which was funded with one-time dollars through the access resolution? (e.g. past OUSD Special Education program: Reading Clinic.)

i) Which students, programs, schools are benefitting from the support of the 12 literacy interventionists?

Superintendent's Response:

The literacy interventionists managed by Special Education as a supplemental investment are providing services separate from (above and beyond) identified students' IEP services. They are not temporarily making up for a lack of access to general education intervention, and sites are able to make data-informed decisions about participation in any and all general education interventions in addition to this added

support.

The interventionists support school communities that have the highest number of students with IEPs who are Black/African American or LTELs and that are two or more grade levels behind per the iReady measure. For 2025-26, the schools receiving this supplemental investment for their students with IEPs are: MLK, Prescott, Burckhalter, Laurel, ICS, Markham, EOP, Esperanza, KDA, and Lockwood STEAM.

Approximately 10% of tier three online reading tutoring spaces are offered to students with an IEP, which is basically proportionate to the percent of students with Resource Specialist services across the elementary networks.

For more information, contact: Jenn Blake, Executive Director, Special Education; Alicia Arenas, Executive Director, Elementary Instruction

Action 1.7: College and Career for All

6. June 2024 CAC Recommendation: Describe in the LCAP actions and investments to improve access for disabled students with IEPs to the elements listed under this action 1.7.

June 2024 Superintendent Response in June 2024: The goals in this area are currently being developed and are expected to be finalized by the end of the summer. They can be shared once finalized.

Please provide an update to our recommendation for this action.

Superintendent's Response:

During the 2024-25 school year, students in Mild/Moderate and Counseling Enriched self-contained programs accessed Work Based Learning experiences at double the rate of the year prior. The number of students in Mild/Moderate and Moderate self contained programs who are participating in the ECCCO program has increased significantly this year due to targeted outreach and application support. Additionally, a cohort of students in Mod-ESN programs have been identified and will access CTE courses with modified support, making available the embedded college + career supports in that setting.

For the 2025-26 school year, OUSD will continue to increase Work Based Learning experiences for all students in self-contained special education settings, specifically in those that did not see such an increase during 2024-25.

For the 2025-26 school year, there is a new investment of a 1.0 FTE 10-month Case Manager to support the work of ensuring greater, meaningful access for students with IEPs to Linked Learning activities. This position will provide support to focal high schools with Mod-ESN programs and will assist in planning and design of CTE course content to reduce barrier to access, in addition to translating accommodations to Linked Learning spaces and providing training to site personnel.

For more information, contact: David Cammarata, Director, Special Education Transition; Rebecca Lacocque, Director, Linked Learning

Action 1.3: Equitable Access to a Broad Course of Study Action 1.4: Visual and Performing Arts

Action 1.7: College and Career for All Action 3.6: Youth Engagement and Leadership, etc.

An indicator was added to the LCAP for participation by students with Extensive Support Needs in after-school programs (Action 2.12).

7. We request that staff include participation data and LCAP access indicators for disabled students with IEPs (especially those with Extensive Support Needs) in the other named areas related to the Board-Adopted Access resolution: Linked Learning, Athletics, Electives (especially Visual & Performing Arts).

Superintendent's Response:

The District already maintains dashboards that track participation rates for students with IEPs for athletics, Summer learning, and Linked Learning (CTE course enrollment, work experiences, dual enrollment). We can commit to adding tracking for VAPA course enrollment, but with existing staffing resources, this will not be possible until late Spring-Summer 2026.

For more information, contact: Jenn Blake, Executive Director, Special Education

Recommendations related to:

- Reducing Suspensions for Disabled Black Students in Middle School
- [Board Resolution to Promote School Stability & Belonging for Disabled Students](#)

8. June 2024 CAC Recommendation: Add a stability indicator in the LCAP for disabled students as a whole and for Black disabled students specifically, that would answer this question:

"How many school changes have these groups of students experienced before they enter middle school?"

June 2024 Superintendent Response: . . . *We also do not currently have data on how many times an individual student changes schools within a given grade span, but will explore what would be entailed in collecting this data in the future.*

Based on your response, please provide an update on implementation of our recommendation for this action.

Superintendent's Response:

We can commit to tracking the number of times a student with an IEP has a program type change each year (e.g. from a Resource Program to a Mild-Moderate SCP or a ESN SCP to a Mild-Moderate SCP) and representing that data in a public-facing dashboard by Spring, 2026. Because students change schools for a variety of reasons, including parent/guardian-initiated transfers outside of the control of the IEP team or Special Education Department, we are not able to track and share all school changes.

For more information, contact: Jenn Blake, Executive Director, Special Education

9. The LCAP has an indicator to reduce suspensions for Disabled Black students with IEPs. Reducing suspensions for this specific group of Disabled students requires targeted work. We again ask that you include an explicit description of the targeted strategies, actions, and investments that most support this specific indicator within all relevant LCAP actions and that you clearly identify the implementers.

This description should include the work undertaken in collaboration by the Middle School Network and the CAC.

Superintendent's Response:

1) In Principal Professional Learning:

Principals engage in data analysis and set goals related to school culture and climate.

They showcase best practices, present initiatives that are having a positive impact, and discuss successful Tier 2 and Tier 3 strategies. A presenting principal shares an issue or question, and all principals engage in collaborative problem solving to resolve the issue or answer the question.

2) Special Education Middle School Behavior Analysts (BCBA):

BCBAs facilitated professional development in Principal Professional Learning to discuss Tier 1, 2 & 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans.

3) Middle School Network Team:

attends school site culture/climate team meetings, sets goals with each site, monitors site suspension data, discusses ongoing data, shares effective strategies in Principal Professional Learning, and celebrates positive outcomes.

4) School Site Administrative and Culture Climate teams:

engage in data analysis, unpack root causes, set goals, create plans, and monitor progress on outcomes.

5) Administrative teams:

strategically use personnel to improve campus supervision, targeted student support, and to plan and implement Restorative Justice Tier-3 strategies.

For more information, contact: Aubrey Layne, Middle School Network Partner; Misha Karigaca, Director, Student Support and Safety

Recommendation related to Sufficient Special Education Staffing for Disabled Students: Special Education Teachers, Paraeducators, & Instructional Support Specialists

10. June 2024 CAC Recommendation: Include metrics, actions, and investments under Action 4.1 to increase the hiring and retention of Special Education teachers, instructional support specialists, and paraeducators.

June 2024 Superintendent Response: *We will explore adding these metrics to the 2025-26 LCAP. We do not currently collect hiring and retention data in a format that allows us to readily provide this information.*

Please provide an update on implementation of our June 2024 recommendation related to the hiring and retention of Special Education teachers and support staff.

Superintendent's Response: The Recruitment & Retention Team will provide static data in February of each year regarding the hiring and retention of Paraeducators, Instructional Support Specialist and Special

Education Teachers while we continue to develop an automated system.

For more information, contact: Jarrett Austin-Thomas, Coordinator, Diversity & Inclusion, Recruitment & Retention

Recommendation Supporting All Initiatives for Action 1.9 Data-Driven Decision Making

11. June 2024 Superintendent Response to a CAC Recommendation: *Our data team will work with the Special Education team to continue to explore which internal dashboard can be made available to the public, and will create a “cheat sheet” for the CAC to map where dashboards of interest exist on the public-facing website. In the interim, our data team recommends that CAC members review the public dashboards to see what is already available and can be disaggregated by Special Education student group.*

Please provide an update and/or next step for the development of a comprehensive Special Education dashboard and for collaboration with the data team to ensure consistent disaggregation of data for disabled students across all dashboards.

Superintendent’s Response:

The following public dashboards already include disaggregation by Special Education status:

- iReady (SpEd Status)
- SBAC (SpEd Status)
- Attendance/Chronic Absence (SpEd Status)
- EL Reclassification (SpEd Status)
- ELPAC Performance (SpEd Status and SpEd Program Type)
- A-G Completion (SpEd Status)
- Graduation (SpEd Status)
- Suspensions (SpEd Status)
- Universal Referral Forms (SpEd Status)
- CHKS Responses (SpEd Status)

We can commit to adding our internal dashboard that tracks the participation of students with IEPs in Summer learning, sports, and afterschool programming to the public-facing dashboard page this year, as well.

Further, we can commit to adding SpEd Program filters to all of the public-facing dashboards over the Summer months of 2025.

For more information, contact: Jenn Blake, Executive Director, Special Education and Juan Du, Executive Director, RAD

FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, the members of the Foster Youth Advisory Committee presented policy recommendations to the School Board directors for consideration and adoption.

Those policy recommendations sought to decrease and prevent foster youth suspensions by ensuring that:

- 1) pre-suspension interventions take place,
- 2) there is communication and collaboration with the foster youth's adult team and the foster youth themselves,
- 3) specific post-suspension actions are taken to prevent recurring suspensions and to strengthen the connection foster youth have to their schools.

Link to the Policy Recommendations as introduced in the 6/11/25 School Board Meeting:

<https://ousd.legistar.com/gateway.aspx?M=F&ID=116664.pdf>

Please reflect adoption of the policy within the descriptions of the following LCAP actions, among others.

3.1 [Safe & Welcoming Schools](#)

3.2 [Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices](#)

2.7 [Foster Youth Achievement](#)

Please identify and describe any initial actions and strategies to implement the policy within the LCAP.

Finally, please amend the text related to suspensions within the introduction to the LCAP. The underlined text is incorrect. (See the data copied below.)

"Across the district, out-of-school suspensions have decreased this year as compared to 2023-2024. The total number of incidents decreased from 2,155 incidents last year down to 1,699 in May 2025. While there is great progress, suspension rates for African American students and African American students with disabilities are higher than rates for any other student group. In 2024-25, the suspension rate across the District is 3.2% while the suspension rate for African American students is well above the District average at 8.2%, although they comprised only 19% of the total District enrollment."

Superintendent's Response:

Once the policy recommendation from 6/11/25 is adopted, staff will identify how the updated language will be implemented. There seems to not have been interaction with central staff to update this language concerning no suspensions of Foster Youth and therefore, implementation has not been designed.

We have updated the data narrative in the LCAP introduction to reflect the disproportionately high suspension rates for foster youth and foster youth with disabilities.

For more information, contact: Misha Karigaca, Director, Student Support & Safety and Diana Sherman, LCAP Coordinator

2024-25 End-of-Year Suspension Data for all Named Groups, Foster Youth, and Foster Youth with IEPs

Student Group	2023-24	2024-25
African American—No IEP	7.8%	7.7%
African American—IEP	12%	12.2%
All African American Students	9%	8.8%
Foster Youth—No IEP	10.9%	11.8%
Foster Youth—IEP	17.9%	31.4%
All Foster Youth	13.8%	18.3%

OAKLAND UNIFIED SCHOOL DISTRICT 2024–2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Our Vision

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

Our Mission

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



Ask of the Board

Hear Feedback on the Draft 2025-26 LCAP from the Local Control and Accountability Plan (LCAP) Parent and Student Advisory Committee (PSAC) and its Subcommittees

Review 2025-26 Changes to the LCAP

Conduct a Public Hearing on the 2025-26 LCAP, which covers the second year of the three-year plan



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

District Advisory Committees:

Recommendations for the 2025 -26

Local Control & Accountability Plan

June 2025

2024 -25 Engagement Process

LCAP Parent & Student Advisory Committee

District English Language Learners Sub -Committee

Community Advisory Committee for Special Education

Foster Youth Advisory Committee

Monthly district -wide public meetings and additional special meetings of these advisory committees to:

- 1) advice on the metrics and actions in the 2025 -26 LCAP,
- 2) offer feedback on how to best implement those actions,
- 3) advance the annual priorities identified by each committee,
- 4) secure follow -up on past commitments made by district leaders

2024 -25 Engagement Process

with powerful **cross -committee solidarity and direct conversation with leaders from school site committees**

consistent interpretation in the **four languages of the members**

and a member -led collaborative planning process of **parents, staff, and students** in **weekly planning meetings and working groups**

Parent & Student Advisory Committee

Members of the 2024 -25 LCAP Parent and Student Advisory Committee

Student Members: Ariana Astorga Vega (Oakland Tech), Lina Nguyen (Skyline)

D1 Caitlin Khurshid (Chabot), Sami Goski (Sankofa), Tierney Freed (Peralta),
Michelle Leonce -Coker (Interim)

D2 Colin Dentel -Post (Cleveland), Liliana Hernández (Roosevelt, DELLS)

D3 Zazzi Cribbs (Prescott), Tiffany Hampton -Amons (Westlake)

D4 Melissa Ramírez -Medina (Interim), Ms.Shelley González (Interim)

D5 Virginia Gilbert (Fruitvale), Regina Chales Lorenzo (Bridges, DELLS),
Regina Bellow (Fremont), Luz Gómez (Manzanita SEED, DELLS)

D6 Elham Omar (Lockwood), Tanisha Rounds (Interim, CCPA), Wehad Algahim
(Lockwood, DELLS), JT Mates -Muchin (Skyline)

D7 Ché Phinnessee (Reach), Marina Muñoz (Madison 6 -12, DELLS)

Our Process

Our Year at A Glance: Public Meetings & Activities

Aug	Set and Shared PSAC Priorities for 2024 -25 Participated in the AB 1912 Metrics Process
Sept	PSAC Orientation Meeting; Elected Members to Vacant Seats
Oct	Learned about: 1) Goals and Next Steps of the Board's 3Rs Resolution; 2) State of the OUSD Budget
Nov	Reviewed Board and staff proposals to reduce OUSD's deficit through budget adjustments, school mergers, and the use of vacant properties Developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact
Dec	Discussed the 12/12/24 School Board decisions to address the OUSD budget deficit and next steps in the budget process

Our Year at A Glance: Public Meetings & Activities

Jan	Set new Spring priorities given Fall 2024 OUSD context Identified December 2024 Board budget decisions that would result in most significant changes for schools D2 Special Elections
Feb	Discussed three case study schools to understand how the identified budget changes would look and feel at schools
Mar	Used principals survey to offer feedback on newly centralized investments
Apr	Discussed how the LCAP would change due to budget changes made by the School Board
May	In -Depth LCAP Study: member survey, 2 study sessions; 2 member meetings, 1 public meeting

Our Recommendations for the 2025 -26 LCAP

We, the members of PSAC, ask that that the responses and information requested in each of our 2025 recommendations **be incorporated into the LCAP** in the appropriate sections.

When it is not possible to do so, we ask that a document containing the information be attached to the LCAP as an appendix.

Each document attached as an appendix should be clearly referenced and linked within the appropriate section(s) of the LCAP.

Nine (9) of our current recommendations relate to multiple actions within the LCAP.

Five (5) relate to specific actions.

Before developing these recommendations, we reviewed all of our feedback from June 2024 and the responses provided by the Superintendent.

We also reviewed the extent to which our June 2024 recommendations were reflected in the adopted LCAP.

We reviewed the following LCAP actions in greatest detail:

1.1 Strong Readers: Early Literacy and Secondary Literacy

1.2 Excellence in Science, Technology, Engineering, Mathematics

1.7 College and Career for All

1.9 Data-Driven Decision-Making

2.4 Support for Students with Disabilities

2.8 English Learner Achievement

2.11 Alternative Education

3.1 Safe and Welcoming Schools

3.6 Youth Engagement and Leadership

3.8 Quality Learning Environments

Note: To access the full text of our recommendations as adopted by PSAC members of 5/21/25, please use this link: tinyurl.com/3esssr4x

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

1. For each type of centrally -funded position or service that is assigned to schools and students:

Explain the criteria or formula used to assign it.

2. For positions that support schools but that are not directly assigned to them:

- explain the criteria used to identify which schools or students will receive the support**
- specify the maximum number of students or schools that can be served**

3. Provide a document with the rules for how PTAs and PTOs are able to fund positions and services at schools.

Related Action

Each fall , provide a list at a School Board meeting of the roles at each school that are funded by PTO/PTA groups.

4. Proactively list Teacher on Special Assignment (TSA) positions in *School Plans for Student Achievement (SPSAs)* and in other planning documents with a label that clarifies their function (e.g. literacy TSA; math TSA, etc.)

5. Mention and describe non-labor expenditures in each LCAP action along with their funding sources.

6. Include the names of the curricula that OUSD will use during the course of the LCAP and the assessments that will be used to evaluate their success.

**7. Explain how the success of each
action will be evaluated.**

What specific indicators will be tracked for each action?

8. Explain how central roles listed in the LCAP support site -level implementation.

Note when any role is only involved in central coordination.

9. Explain the extent to which the services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.

Please share which LCAP actions are closest to providing this type of urgently needed analysis .

10. Explain in the LCAP how it was determined which Linked Learning pathways are at which high schools, that is: the vision for pathway placement and access across our district.

11. The Discipline Matrix is mentioned in action 3.1.

Explain what it is and provide a link to the full document.

12. Please detail the staff positions that provide safety and behavioral health support within actions 3.1 & 3.4.

.

13. Explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of the staff providing safety support (3.1) and behavioral health services (3.4).

We should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.

14. Action 3.8 includes three distinct and disconnected areas of service: technology, supplemental learning materials, STIP substitutes.

Please discuss them as separate actions.

**Link to the June 2024 PSAC
Recommendations for the
2024 -27 LCAP with Responses
from the Superintendent**

tinyurl.com/42bsjd2z

Go to page 1.

District English Language Learners Subcommittee

Members of the District English Language Learners Subcommittee

Melissa Ramírez -Medina Bret Harte	Lateefa Ali MLA	Elham Omar Lockwood STEAM
Marina Muñoz Madison 6 -12	Erika Santiago & Liliana Hernandez Manzanita Community	Wedad Algahim CCPA
Regina Chales Lorenzo Bridges	Lorna Sánchez Esperanza	Sonia Espejel Korematsu
Juana Peña ICS	Marlen Bernardez & Nereida Bravo Glenview	Rosario Dueñas Global Family
Yan Liang Montclair		

Our Process

Our Year at A Glance: Public Meetings & Activities

Aug	Held first -ever Language Access Fair in collaboration with the the Office of Equity's Translation and Family Engagement Teams
Sept	Discussed: basic start of year data about English Learners, rights to interpretation & translation, requirements for <i>Site ELL Subcommittees</i> , content of annual <i>Parent Notification Letters</i>
Oct	Discussed requirements for reclassification of English Learners as proficient in English; Launched our Needs Assessment Survey for Families; First Meeting of our Working Group on <i>Site ELL Subcommittees</i>
Nov	Reviewed Board and staff proposals to reduce OUSD's deficit; Developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact

Our Year at A Glance: Public Meetings & Activities

Jan	More than doubled membership in the committee; Discussed language programs in OUSD along with our rights to request them and to advise on their development
Feb	Discussed results of our Needs Assessment Survey for Families; Launched new segment for reports from school representatives; Learned about: protections for immigrant and refugee students, budget development process & impact on support for ELL students
Mar	Learned about summer programs and how to enroll; Discussed progress on administering the ELPAC to students; Learned about requirements to teach ELLs (the EL Authorization)
Apr	Discussed outcomes on LCAP indicators for English Learners and related actions ; Discussed our June 2024 recommendations for the LCAP and developed follow -up recommendations

Our Recommendations for the 2025 -26 LCAP

Note: To access the full text of our recommendations, please use this link:

tinyurl.com/3uxb6a52

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

1) Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners.

This must become a required practice across roles and levels whenever data is used, including within the LCAP.

Basic disaggregated data for English Learners:

- **by disability/ Special Education status,**
- **by home language,**
- **by program**

For example, this is the only indicator related to outcomes for English Language Learners with IEPs in the current LCAP:

2.4.14 Increase the reclassification rate for students receiving Special Education services who are English learners.

There are indicators in the LCAP for other specific groups of English Learners (for example, by grade span or long-term ELL status) that support their access to language instruction and that monitor their language development well ahead of reclassification.

While English Learners with IEPs are also in these groups, nothing in the LCAP *guarantees* that they will benefit from actions and investments related to those indicators.

2) Identify an LCAP indicator(s) that will be used and monitored in 2025 -26 to promote greater support for disabled English Learners on their way to reclassification.

Explain how it will be used and monitored, how often, and by whom.

3) Describe in the 2025 -26 LCAP current strategies and related investments to increase and improve access to language translation and interpretation.

We will also seek a dedicated LCAP action in the 2027 -2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need.

Any descriptions added to the 2025 -26 and 2026 -27 LCAPs can set the foundation for strong strategies to support language access within the new three -year LCAP.



We celebrate progress on one of our priorities:

Establishment of freestanding Site English Language Learner Subcommittees (SELLS) at schools.

About 20% of schools have established freestanding SELLS, up from 5.7% in 2023 -24.

4) We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to this priority.

5) Identify a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level.

This includes all English Learners with IEPs and all newcomer students.

We do not have data that demonstrates access to daily designated English Language Development (ELD) for students enrolled in Special Day Classrooms.

We also need data to demonstrate that all elementary ELL students are receiving daily designated ELD.

**Link to the DELLS
Recommendations for the
2024 -27 LCAP with Responses
from the Superintendent**

tinyurl.com/42bsjd2z

Go to page 31.

Community Advisory Committee for Special Education

Members of the CAC for Special Education

Lateefa Ali (MLA, OAK), **Lena Anthony** (Joaquin Miller),
Mike Beebe (Chabot), **Jennifer Blake** (Executive Director),
Carol Delton (Community Member), **Ashley Demelo** (Montclair),
Sheila Haynes (Sojourner Truth), **Denise Huffstluter** (Fremont),
Cynthia Gutiérrez, (Yuk Yau CDC), **Patty Juergens** (La Escuelita),
Corvetta Kirtman (Oakland Tech), **Leona Lang** (Emerson),
Alan Pursell (Edna Brewer), **Joe Manekin** (Montclair),
Coriander Melious (Castlemont, Dewey), **Anna Realini** (Oakland High,
Joaquin Miller), **Tiffany Stewart** (Madison 6 -12) **Sayuri Valenza** (Bret
Harte),
Inga Wagar (Oakland High), **JD Woloshyn** (MLA, Brewer),
Kristen Zimmerman (Young Adult Program)

CAC Statements Supporting an Inclusive LCAP and District

June 2024 and June 2025

We were told in June 2024 that the **Special Education Annual Service Plan and Annual Budget Plan** can substitute for the Local Control & Accountability Plan.

(See response to F on page of 25 of this document: tinyurl.com/42bsjd2z)

Yet, those are not strategic documents describing actions tied to specific strategies, investments, and outcomes. They include simple inventories of Special Education dollars by object code and the locations of very broadly-defined categories of service.

If the LCAP is not the strategic document that will define and monitor actions to improve access and outcomes for disabled students in all areas, then what document is?

Also: in the 2021 -24 LCAP years, we were promised a *document that would show in detail OUSD's planned investments in everything defined as "Special Education."*

We still need that document ahead of LCAP and budget adoption.

Our Recommendations for the 2025 -26 LCAP

Note: To access the full text of our recommendations, please use this link:

tinyurl.com/46y6jz8n

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

We continue to make the following
GENERAL RECOMMENDATIONS related to the
role of the LCAP in improving outcomes for
disabled students:

1a. Please explain how the 2025 -26 LCAP will help to *increase and/or improve disability -related services for students.* This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.

1b. Please explain how the 2025 -26 LCAP will promote *equitable access to disability -related services and support* for disabled students who are also Low Income, English Learners, Foster Youth, etc.

We ask that you identify specific actions, strategies, and investments within your explanations.

2. Please explain how the 2025 -26 LCAP will help to ensure *access for disabled students to the supplementary/targeted services that they are eligible to receive* based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.

We ask that you identify specific actions, strategies, and investments within your explanation.

3. Please explain how the 2025 -26 LCAP will support *greater disability accessibility (universal design) across programs and services* .

Disabled students are entitled to participate in all of the educational and social experiences that their non - disabled peers enjoy. Those experiences must be made accessible by design.

We ask that you identify specific actions, strategies, and investments within your explanation.

This year, the CAC studied in detail the LCAP actions and our June 2024 recommendations that *most connect to our current initiatives* .

Our current initiatives are listed in the next two slides.

1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*

Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

2) Reducing Suspensions for Disabled Black Students in Middle School

3) Implementing *Board -Adopted Resolution No. 2021 -0159: Ensuring Access to Social -Emotional and Academic Supports for Students with Disabilities*

After -School, Visual -Performing Arts, Athletics, Work - Based/Linked Learning, etc .

4) Access and Equity for the *Young Adult Program* :
Measure N/H Funding and Work - Career Opportunities for
Disabled Young Adults

5) Sufficient Staffing for Disabled Students with IEPs:
Special Education Teachers, Paraprofessionals, and
Instructional Support Specialists

6) School Board Legislative Priorities Related to Special
Education: Requirements for Charter Schools, Funding for
Students with Intensive Services

Based on our study, we have specific follow-up questions and recommendations.

Blue letters and italics in these slides indicate commitments made by staff in June 2024.

Implementing *Board -Adopted Resolution No. 2021 -*
0159: Ensuring Access to Social -Emotional and
Academic Supports for Students with Disabilities

After -School, Visual -Performing Arts, Athletics, Work -
Based/Linked Learning, etc.

1.1: Strong Readers: Early Literacy & Secondary Literacy

June 2024 CAC Recommendation

Express in the LCAP that all students in the appropriate grades, including all students with IEPs, will be taking the i-ready and that they will be included in i-ready data.

1.1: Strong Readers: Early Literacy & Secondary Literacy

Additional CAC Questions and Recommendations after Review of Superintendent Responses

a) Why is the i -ready deemed as not appropriate for students learning in Moderate -Extensive Support classrooms?

b) How do we promote districtwide ownership for the reading/literacy development of so -called "exempt" students with IEPs? If not i -ready data, what data should the LCAP be monitoring so that we do?

1.1: Strong Readers: Early Literacy & Secondary Literacy

Additional CAC Questions and Recommendations after Review of Superintendent Responses

c) What role do individual IEP teams have in determining that a student is "exempt" from this assessment? Or, is the exemption a blanket one that is extended to all students learning in "Moderate -Extensive Support" classrooms, independent of their individual learning profile.

4) After addressing questions a -c for Action 1.1, please explain how the 2025 -26 LCAP will monitor reading outcomes for disabled students who do not currently participate in the i -ready assessment.

Which actions, strategies, and investments will connect to the use of that data?

Additional CAC Questions for Action 1.1

- d) Are students with IEPs having equitable access to the literacy interventions that are available to other students as described in Action 1.1?
- e) Why are the 12 literacy interventionists in Action 2.4 not included in 1.1?
- f) Are the 12 literacy interventionists a one-time investment that is temporarily making up for lack of access by students with IEPs to what is included in Action 1.1?

Additional CAC Questions for Action 1.1

g) Are the 12 literacy interventionists part of a separate program for certain students with IEPs that possibly has more specialized support?

h) Is there ongoing literacy intervention for students with IEPs outside of that which was funded with one -time dollars through the access resolution? (e.g. past OUSD Special Education program: Reading Clinic.)

i) Which students, programs, schools are benefitting from the support of the 12 literacy interventionists?

5) Please address questions d -i to explain how:

- students with IEPs are having equitable access to the literacy strategies and investments under Action 1.1**
- how the literacy strategies and investments described as part of the Access Resolution in Action 2.4 connect to the implementation of Action 1.1.**

1.7 College and Career for All

June 2024 CAC Recommendation

Describe in the LCAP actions and investments to improve access for disabled students with IEPs to the elements listed under this action 1.7.

June 2024 Superintendent Response

The goals in this area are currently being developed and are expected to be finalized by the end of the summer. They can be shared once finalized.

6) Based on your response, please provide an update to our recommendation for this action.

Additional CAC Comment

An indicator was added to the LCAP for participation by students with Extensive Support Needs in after-school programs (Action 2.12)

7) We request that staff include participation data and LCAP access indicators for disabled students (especially those with Extensive Support Needs) in the other named areas related to the Board - Adopted

Access resolution: **Linked Learning, Athletics, Electives (especially Visual & Performing Arts).**

**Reducing Suspensions for Disabled Black
Students in Middle School**

**Resolution to Promote School Stability and
Belonging for Disabled Students**

June 2024 CAC Recommendation

Add a stability indicator to the LCAP for disabled students as a whole and for Black disabled students specifically.

"How many school changes have these groups of students experienced before they enter middle school?"

June 2024 Superintendent Response

. . . We also do not currently have data on how many times an individual student changes schools within a given grade span, but will explore what would be entailed in collecting this data in the future.

8) Based on your response, please provide an update on implementation of our recommendation for this action.

June 2024 CAC Feedback and Recommendation

The CAC has a sustained focus on the needs and experiences of Black disabled students who are being suspended at much higher rates than their peers . . .

Collaborative work has included mostly the Middle School Network Office and CAC members with some coordination support from the Office of Equity . . .

Describe current work to reduce suspensions for disabled Black students under this Goal and under action 3.1.

Additional CAC Comments after Review of Superintendent Responses

While the LCAP includes an indicator to reduce suspensions for Disabled Black students with IEPs, nowhere does the LCAP describe the actions that are specifically directed at that indicator nor does it identify the persons/teams most responsible for implementing them.

This is targeted work that must be approached in a targeted way.

9) The LCAP has an indicator to reduce suspensions for Disabled Black students with IEPs.

This is targeted work.

We again ask that you include an explicit description of strategies, implementers, and/or investments that most support *this specific indicator* within all relevant LCAP actions.

This description should include the work undertaken in collaboration by the Middle School Network and the CAC.

**Sufficient Staffing for Disabled Students
with IEPs: Special Education Teachers,
Paraprofessionals, and Instructional
Support Specialists**

4.1 Diverse and Stable Staff

June 2024 CAC Recommendation

Include metrics, actions, and investments to increase the hiring and retention of Special Education teachers, instructional support specialists, and paraeducators.

June 2024 Superintendent Response

We will explore adding these metrics to the 2025 LCAP. -26

We do not currently collect hiring and retention data in a format that allows us to readily provide this information .

10) We look forward to an update on implementation of our June 2024 recommendation related to the hiring and retention of Special Education teachers and support staff.

**Recommendation that can support
all of the CAC's current initiatives**

1.9: Data -Driven Decision Making

Additional CAC Comments

In June 2024, we were told we would have *a comprehensive dashboard for Special Education and a cheat sheet for the current OUSD dashboard.*

We also need to follow up on naming *which of the other dashboards still need to be disaggregated (by IEP status, 504 status, Program Type, Disability Type, etc.) and which ones have the DIY feature that can disaggregate for more than one student group at a time* (not just for all students with IEPs but for a specific group of students with IEPs).

11) Please provide an update and/or next step for the development of a comprehensive Special Education dashboard and for the consistent disaggregation of data for disabled students across all dashboards.

**Link to the CAC
Recommendations for the
2024 -27 LCAP with Responses
from the Superintendent**

tinyurl.com/42bsjd2z

Go to page 23.

Foster Youth Advisory Committee

Our Members

Students, Foster Parent/Caregivers : 1) Patty Juergens (La Escuelita),
2) Ms. Shelley González (Brewer, Oakland High), 3) RocQuel Johnson (OUSD
Graduates)

Community Members : **Organizations, Agencies, Individuals** :

4) Miriam Vasquez (ACOE), 5) Ixchel Mayorga (ILP) , 6) Kristin Windley (EBCLO)

OUSD Foster Youth Services : 7) Jennifer Tam (FYS Coordinator),
8) Anthony Bell (OUSD FY Case Manager), 9) Jesse Miller (OUSD FY Case
Manager), 10) Miranda Magee (OUSD FY Case Manager)

Other OUSD Staff and Leaders : 11) Tara Gard (Talent Division),
12) Jerome Gourdine (Office of Equity), 13) Vancedric Williams (School Board)

After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, the members of the Foster Youth Advisory Committee presented policy recommendations to the School Board directors for consideration and adoption.

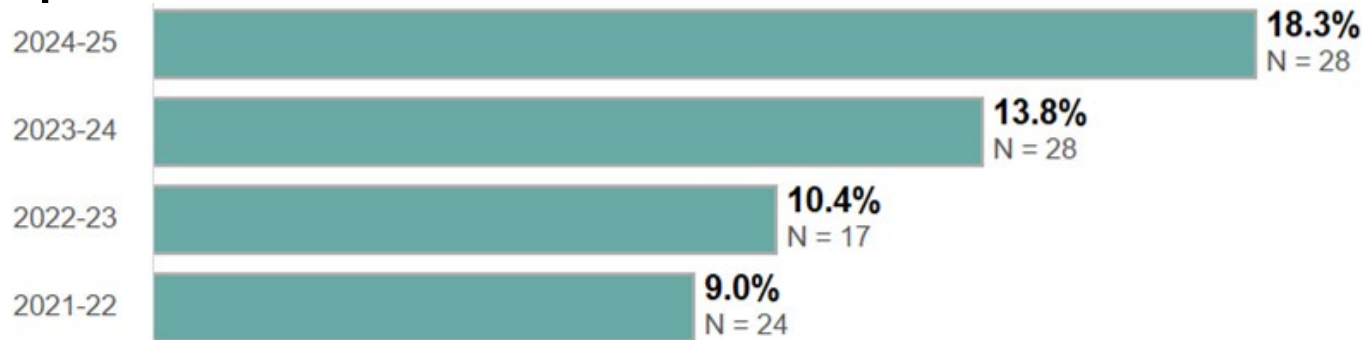
The policy changes would help to decrease and prevent foster youth suspensions by ensuring that:

- 1) pre -suspension interventions take place,
- 2) there is communication and collaboration with the foster youth's adult team and the foster youth themselves.

They also include specific post -suspension actions to prevent recurring suspensions and strengthen the connection foster youth have to their schools.

Foster students urgently need these policy changes.

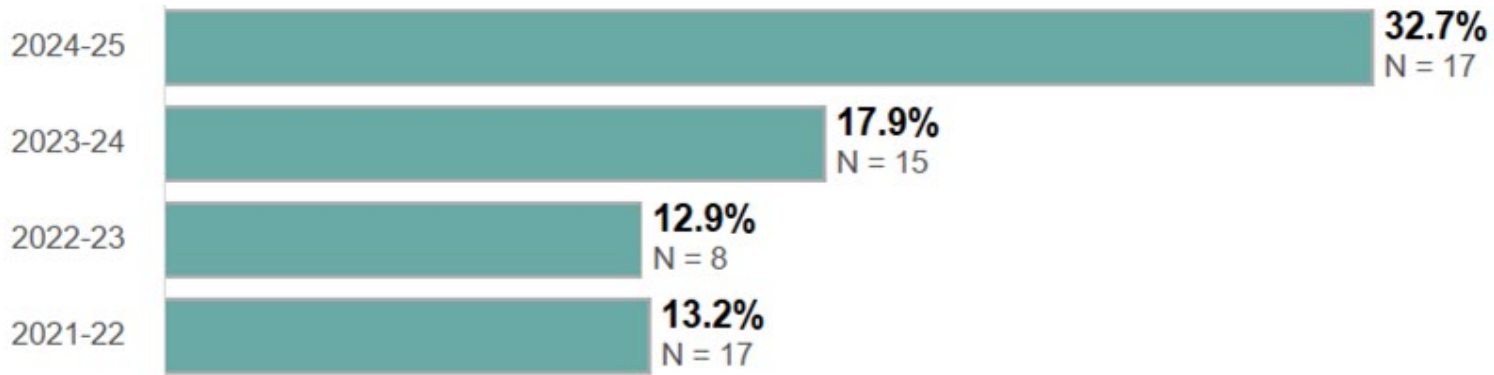
Suspended Foster Students as of 6/4/25



Suspended Students Who Are Not Foster Youth as of 6/4/25



Suspended Foster Students with IEPs as of Day 164



Link to the Policy Recommendations:

tinyurl.com/3crvr8us

These policies would be incorporated within BP 5144.1 and related Administrative Regulations.

boepublic.ousd.org/Policies.aspx

These policy recommendations were forwarded to the School Board for adoption this year and implementation in the 2025 -26 school year.

When adopted, the policy should be reflected within the strategies described under the following LCAP actions, among others:

2.7 Foster Youth Achievement

3.1 Safe & Welcoming Schools

3.2 Multi -Tiered Systems of Support, Social Emotional Learning & Restorative Practices

A metric in the current LCAP connects to this policy and work: "Reduce the out-of-school suspension rate for foster youth."

The 2025-26 LCAP must clearly identify all of the staff who are responsible for monitoring this metric and implementing related strategies.

Information about all committees at ousd.org/LCAP
Meeting details at ousd.org/calendar

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

2025 - 26 LCAP Presentation

Overview

Context

Legislative Changes for 2025-26

Changes to Goals, Actions & Metrics

Projected LCFF Supplemental & Concentration Carryover

Areas still to be included before final LCAP adoption

Context

The Local Control and Accountability Plan (LCAP) is the overall District plan toward our vision, Quality Community Schools.

2025-26 will be the second year of implementation for the new 2024–2027 three-year LCAP.

Given that we are mid-cycle, we will refine but not significantly change our goals, metrics, and actions.

We must also address new legislative requirements.

Legislative Changes: Learning Recovery Grant

In June 2024, the Legislature adopted changes affecting the Learning Recovery Emergency Block Grant (LREBG) as a settlement of *Cayla J. v. State of California*.

LEAs must identify whether they have unexpended Learning Recovery Emergency Block Grant (LREBG) funds as of July 1, 2025.

Beginning in 2025-26, LREBG funds must be allocated based on needs assessment considering school and student group Dashboard status in ELA, Math, and Chronic Absenteeism.

Legislative Changes: Learning Recovery Grant

For any remaining funds, LCAP must include goal # and action # for each action that will be funded with LREBG funds.

LCAP must also include an explanation of rationale for each action was funded with LREBG funds, including:

- How action is aligned with allowable uses of funds
- How action is expected to address the area(s) of need of students and schools identified in the needs assessment

Other Changes: New Equity Multiplier Schools

For 2025-26, five new schools have been identified for the Equity Multiplier (EM) grant: Brookfield, Burckhalter, Sankofa United, Frick United, and Westlake.

Some continuing EM schools have student groups newly in the red on CA Dashboard; metrics must be added for these.

Three current EM schools are not designated for 2025-26: KDA, Prescott, and Home & Hospital.

EM goals have been modified to reflect this.

LCFF Supplemental & Concentration Carryover

Projected carryover is currently expected to be **\$21M**. Why?

- Hiring freeze meant many schools and departments could not fill positions as planned.
- Vacancies and late hires in positions exempt from the freeze continue to be a challenge.
- Spend-down of expiring ESSER funds in Fall 2024 allowed some costs to move out of S&C resources.

Carryover amount will be updated at adoption based on final spending.

2025 -26 Carryover Spending Plan

- Cost of restoring 12th month of CSM positions districtwide
- Cost of 11th month to restore 11-month teachers at Castlemont, Fremont & McClymonds
- Assistant Principals at secondary schools not large enough to earn these positions by formula
- Additional teachers to support late-arriving continuation students
- Programmatic investments in targeted schools
- School safety work in partnership with the City of Oakland
- Ongoing professional development and curriculum costs
- As remaining funds permit, additional secondary literacy work

Areas Still To Be Included Before Adoption

When the final LCAP comes before the Board, it will include:

- Engaging Educational Partners section once engagement is complete and feedback has been integrated;
- Final data and targets where they are incomplete;
- Refined budget and carryover projections; and
- Other outstanding narrative sections.



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