OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer
Diana Sherman, LCAP Coordinator

Meeting Date October 8, 2025

Subject 2025-26 Local Control and Accountability Plan (LCAP) Federal Addendum

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Ask of the Board Review and adopt the 2025-26 LCAP Federal Addendum

Background The Local Control Accountability Plan (LCAP) Federal Addendum is a required document that supplements the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA). Although it is our practice in Oakland to describe the use of our federal funds in the LCAP itself, we must also periodically complete and adopt this addendum to meet state and federal requirements.

The Federal Addendum maps the nexus between ESSA provisions and LCFF priorities and serves as a supplemental tracker of planned investments. Data is collected from the LCAP and other internal reporting sources to describe investments of ESSA related funds: Titles I, II, III and IV.

The California Department of Education (CDE) recommends updating and adopting a revised LCAP Federal Addendum annually to capture any changes in activities funded by federal dollars or in LCAP goals and actions.

Discussion The LCAP Federal Addendum describes program investments funded through the following sources:

- Title I, Part A (Basic Grant)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Learner Program and Immigrant Student Program)
- Title IV, Part A (Student and School Support)

Fiscal Impact No Fiscal Impact

Attachment(s) - 2025-26 LCAP Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Oakland Unified School District

CDS code:

01 61259 0000000

Link to the LCAP:
(optional)

https://tinyurl.com/2526ousdlcap

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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). Our Local Control Funding Formula (LCFF) funds are not sufficient to meet the wide range of needs of our students and provide a complete educational program for our diverse student population. We therefore use our federal funds to supplement and enrich our base program. Our LCAP has four districtwide goals with supporting actions and services, in addition to four goals that focus on our CA State LCFF Equity Multiplier schools. We have provided an overview of how our federal funds support the four districtwide goal areas.

In Goal #1, "All students graduate college, career, and community ready," we provide Early Literacy Tutors to provide intervention for our youngest students, with a goal to have all students reading on grade level by grade three. Many schools also use site-directed Title I funds for academic coaching and other supports to improve instruction and supplemental counselors to ensure that students are reaching graduation.

In Goal #2, "Within three years, focal student groups will demonstrate accelerated growth to close our equity gap," we provide school sites with staff focused on improving outcomes for targeted student groups, including African American students; Latino and Native American students; Arab, Asian, and Pacific Islander students; foster youth; unhoused students; students with disabilities; English learners; and newcomers. To support English learners and newcomer students, our English Language Learner Specialists work with a group of schools to provide professional learning through the use of cycles of inquiry, direct teacher coaching, and guidance for implementing Designated and Integrated English Language Development. We also fund staff focused on our newcomer students, including our refugee and asylee students.

In Goal #3, "Students and families are welcomed, safe, healthy, and engaged in joyful schools," we provide staff focused on Multi-Tiered Systems of Support (MTSS) to ensure that students have both the academic and social-emotional supports that they need to succeed. We also fund family engagement Many sites also fund community school managers, restorative justice facilitators, attendance supports, and family engagement staff.

In Goal #4, "Our staff are high quality, stable, and reflective of Oakland's rich diversity," we supplement the standard coaching and evaluation teachers receive by our school principals with support provided to principals by our Talent department. Our Talent Partners collaborate with every principal on teacher evaluations to ensure that teachers are being coached to make instructional adjustments to best serve students that are low-income and struggling academically.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Alignment between the use of federal and local state funds is achieved through programmatic support structures and progress monitoring. The Strategic Resource Planning department is tasked with planning for and monitoring spending of federal ESSA funds, in addition to other state and federal grants. Expenditures are checked against the annual spending plan, which is also included in the District's LCAP budget. The academic teams responsible for implementing our LCAP investments meet regularly so that there is communication across departments and clear systems for progress monitoring towards District goals. During our meetings, staff collaborate across departments on specific academic or social emotional learning areas to ensure that we are implementing the activities as intended by our LCAP. We also work collaboratively to progress monitor our implementation of the LCAP goals. Progress of implementation is monitored specifically after each cycle of inquiry where we pause to evaluate our progress on the many metrics aligned to our LCAP goals. Adjustments are made and plans are refined so that school sites experience relevant professional learning and guidance as informed by their performance data.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUSD's research team examined school-level data to determine if low-income and minority students were disproportionately taught by ineffective, inexperienced, or out-of-field teachers. The analysis focused on whether student demographics (low-income or minority) correlated with teacher qualifications. Due to the concentration of low-income and minority students in specific schools, the data analysis at the school level provided meaningful insights.

Findings on Misassignment and Out-of-Field Teachers: There were no statistically significant correlations between the percentage of low-income students at a school and the percentage of teachers who were misassigned (i.e., ineffective) or out-of-field. While these teachers were more prevalent in schools with a majority of low-income students, this reflects the fact that most schools in the district serve predominantly low-income students, leading to no significant overall relationship between income level and teacher misassignment.

Findings on Inexperienced Teachers: A significant positive correlation was found between the percentage of low-income students and the percentage of teachers on the first two salary steps, indicating that low-income students are more likely to be taught by inexperienced teachers. Additionally, analysis revealed that Latino students are disproportionately taught by misassigned teachers, and African-American students by out-of-field teachers. Conversely, white students are less likely to be taught by inexperienced teachers, highlighting disparities in teacher experience across racial groups.

In response to these findings, OUSD is focused on developing and retaining a diverse, local teaching workforce that better serves the needs of low-income and minority students. Key initiatives include:

- *Oakland Teacher Residency:* Targets hard-to-staff areas such as Special Education, Science, and Math, providing specialized training and support.
- *Apprenticeship [Classified Staff]:* Supports classified staff transitioning from classified positions to teaching roles, with tailored cohorts for different educational stages.
- *Apprenticeship [OUSD Students]:* Supports OUSD students in achieving classroom credit and work experience in the field of education.
- *Career Lattice Development:* Focuses on creating career pathways for middle school staff, where teacher turnover is particularly high.
- *Emergency Permit Teacher Support:* Offers comprehensive support to move teachers on emergency permits toward full credentialing, including mentorship, goal-setting, test preparation, and ongoing guidance.

We are committed to reflecting the rich diversity of our student population in our educator workforce. The district's vision includes building accessible pathways into teaching and leadership roles,

grounded in the belief that the future educators of OUSD are the young people in its communities. This strategy focuses on four critical areas:

- *Strengthen Partnerships:* Collaborate with Bay Area stakeholders, particularly organizations and individuals of color, to support educator development.

- *Strengthen Pathways:* Create clear pathways for students to become educators and activate teaching aspirations among local community members, especially Black and Brown residents.

- *Strengthen Affinity-Based Support Structures:* Establish dynamic support networks for educators across OUSD, tailored to their specific needs and identities.

- *Strengthen Conditions for Educator Growth:* Develop school environments that foster continuous learning, remove barriers for Black and Brown educators, and adapt teaching practices based on lessons learned during the pandemic.

Commitment to Teacher Development and Equity:
OUSD is dedicated to ensuring that all teachers are prepared and supported to succeed. The district aims to increase the one-year teacher retention rate to 85.0% by 2026 and engage more school sites in equity and anti-racist learning. Key components of this effort include:

- *New Teacher Support & Development Program and Professional Learning:* New Teacher Professional Learning focuses on creating strong classroom culture, learning your content and curriculum, making progress on your credential path, and promoting wellness and effective time management. In an effort to provide quality professional learning, minimize teacher overwhelm, and provide opportunities for additional compensation, the training is during the contractual work day and extends beyond. Offering weekly coaching, differentiated professional development, and credentialing support tailored to the needs of early career teachers.

- *Credentialing Requirements and Support:* Provides ongoing guidance to help teachers make consistent progress toward their credentials.

- *Sub Coverage for Professional Development:* Covers the cost of substitute teachers for professional development days, allowing teachers to focus on their growth without using personal leave.

Through this work, we are committed to creating a robust, supportive environment for teachers, ensuring that all students receive high-quality instruction from well-prepared educators who reflect the diversity of the Oakland community. The Talent Division engaged teams representing hard-to-staff subject areas and school sites, including Special Education teacher and leadership teams, Math and Science leadership teams, and schools that have notoriously low rates of experienced, effective, and in-field teachers to drive the strategies.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will carry out its responsibility under Section 1111(d).

Each Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) school will engage families through a series of meetings, including School Site Council meetings, as they develop, implement, and monitor the progress of their CSI and ATSI plans for school improvement. Schools identified for CSI will also receive separate CSI funding allocations dedicated to family engagement to ensure that meaningful outreach and engagement of families is included in the planning and progress monitoring process. This funding can be used to provide supports such as translation and interpretation for families who speak languages other than English, child care to ensure that families are able to attend planning meetings, and stipends for school staff to attend meetings outside of school hours.

In addition, all schools use OUSD's Data Dashboard to better understand student performance and outcomes. The public dashboard includes both assessment results and demographic data on each school to help school staff and families examine patterns in student subgroups. Schools use this data to set annual student performance targets for their SPSAs, which also serve as their CSI/ATSI plans.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Oakland Unified has a comprehensive family engagement strategy at both the District and school levels to ensure that families across the city are empowered to engage in their children's education:

Family Engagement Policy: All schools are provided with a template for a written parent-family engagement policy, and modify this based on the family partnership planning-engagement process. The family engagement policy is adopted by the SSC each year and distributed during school events. Parents also receive the District family engagement policy via email. Each school receiving Title I, Part A funds also holds a Title I Annual Meeting to familiarize families with the Schoolwide Program Plan (embedded in the SPSA) and share the programs that will be funded through Title I.

Helping Families Understand Educational Topics: Each school offers on-going opportunities for parents to understand how to support their students' learning and how to participate in opportunities for input and decision making for school improvement. Each school develops one structure or activity in the areas of: relationship building, academic partnership and communication, language access to communication, and shared decision making. Additionally, academic communication and how to support grade level learning is provided centrally online via our OUSD Family Central site, and workshops on educational topics are held virtually on a monthly basis. The District's data portal, ousddata.org, also provides public data dashboards for California School Dashboard indicators and other local assessments, and includes guides to state academic standards.

Training and Materials to Support Parent Involvement: We will build the capacity of parents to engage in their student's academic achievement through monthly training on academic and

social-emotional learning topics such as attendance, literacy, reclassification, A-G requirements, and more.

Educating School Staff about Family Engagement: We will build capacity of principals, teachers, and support staff for meaningful family partnerships through bi-annual professional development on developing structures for meaningful parent-teacher academic partnership and relationship building, such as Parent-Teacher Home Visits and Academic Parent Teacher Teams. In addition, quarterly shared learning spaces for SSCs will address topics such as SSC Establishment and Equity & Shared Decision Making with Budget Development. Technical assistance is available for principals and SSCs to support implementation of our Board-adopted school governance standards, and to help troubleshoot site-based issues with shared decision making.

Integration of Parent Involvement Across Programs: We will provide training and compensation for preschool teachers on the Parent-Teacher Home Visit model, and include outreach to preschool families for our monthly parent academies and baby learning playgroups.

Translation of Information for Families: 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, 60 sites meet this threshold for Spanish, 8 sites for Mam, 5 sites for Arabic, and 1 each for Tingriya and Cantonese. Schools will use technology-based platforms for parent-school communication such as Parent Square, where parents receive text messages, emails, and calls in their home language from their child's teacher and school. To the extent possible, we will revise parent-facing communication materials to reflect accessible language.

Alignment of Other Parent Involvement Activities with LCAP Stakeholder Engagement: To improve our family engagement strategies, we will review annual results of our district wide parent survey, discuss parent experiences with engagement, and consider recommendations from our LCAP Parent-Student Advisory Committee (PSAC).

Support for Parents of English Learners and Students with Disabilities: We will provide targeted training for parents of English Learners on topics such as reading assessments and ELPAC & Reclassification Process. We will also provide targeted family outreach for students on the cusp of reclassification. We will provide targeted district wide training for parents of students with disabilities on topics such as Individualized Reclassification, IEP process, Family Rights and Responsibilities, and Alternative Assessments.

LCAP/Title I Stakeholder Alignment: Through site based on-going family partnership structures, we will encourage parents interested in district level advocacy and engagement to represent their SSCs on the LCAP PSAC.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Currently, group homes operating within Oakland serve middle and high school-aged youth, so all students are zoned to secondary schools that receive Title I funds and operate Schoolwide Programs. Oakland Unified no longer operates a community day school; eligible students are instead served by county-run programs and are provided with needed supports in coordination with Alameda County. Our 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.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Schoolwide Programs (SWPs): Most Oakland Unified schools receiving Title I, Part A school allocations, including those who would otherwise be eligible to operate Targeted Assistance School (TAS) Programs, will operate Schoolwide Programs (SWPs) in 2025-26, in accordance with the District's local Board policy and requested SWP Waiver from the State of California. Program activities include additional staff, extended contracts, technology, and materials for academic intervention and acceleration; professional development and instructional coaches to build teacher capacity and expertise; additional staff beyond the base to support student engagement and reduce chronic absence and suspensions to ensure that students are in school and ready to learn; opportunities for extended learning time, including credit recovery; reading mentors; additional staff to release classroom teachers for professional development and collaboration time to improve the quality of instruction; and other practices to strengthen the academic program and ensure that all students are meeting standards. Strategies to support family involvement include parent education classes; staff and materials for family resource rooms; community schools staff to support active

engagement of all families, including those who do not speak English; and workshops and conferences for parents to learn more about strategies to support their students.

Targeted Assistance School (TAS) Programs: As noted above, most OUSD schools receiving Title I funds will operate Schoolwide Programs (SWPs) in 2025-26, in accordance with the District's local Board policy and requested SWP Waiver from the State of California. There are currently five schools that have chosen to operate TAS Programs in 2025-26:

- *Gateway to College at Laney College:* The Gateway to College program provides academically and economically disenfranchised students ages 16 to 20 years old with an opportunity to experience success in an academically rigorous, supportive and safe environment as they pursue their high school diplomas and transition into college. The program is open to students who have left high school without a diploma or who are behind in high school credits for age or grade level, so all participating students have failed or are at risk of failing to meet state academic standards. Gateway to College resource specialists provide intensive literacy instruction and academic counselors offer coaching to help students meet academic requirements for graduation.

- *Home and Hospital Program:* Students are eligible to enroll in the Home and Hospital program when an illness or injury prevents them from regularly attending classes at their home school and they have failed or are at risk of failing to meet state academic standards. All Home and Hospital students meet the criteria to receive Title I-funded targeted services based on their admission to the program. The Home and Hospital program provides instruction in mathematics, reading/language arts, science, and social studies, and provides guidance for students as they work towards meeting state standards. Due to its low enrollment, Home and Hospital's Title I TAS eligibility fluctuates year to year.

- *Young Adult Program:* The Young Adult Program (YAP) serves transition-aged Special Education students who have completed twelfth grade but have not met the criteria for a high school diploma through 12 different programs to help young adults with various needs. Each program has a caring teacher and two or three support staff members. YAP uses three special ways to teach: Site-Based Programs, where students get extra help at school; Hybrid Programs, where students spend time in both the classroom and the community; and Community-Based Programs, where students learn and have fun in the community all day. The program focuses on the development of transition skills of students through job/vocational training, post-secondary/continuing education, independent living skills, mobility training, and self-determination/self advocacy.

- *Burbank Preschool and Kaiser Early Childhood Center:* Several of our early childhood centers are or will soon be newly eligible for Title I funding due to their new status as TK sites. For 2025-26, Burbank Preschool and Kaiser Early Childhood Center qualified for Title I and have opted to run TAS programs, using their Title I funding for targeted assistance for TK students at risk of not meeting state standards. The District anticipates that other early childhood centers will opt for TAS programs in the future as well. These centers are supported by the Early Childhood Education department, who provide guidance on TAS activities and program requirements.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Enrollment
OUSD has a centralized school enrollment process that provides support for families who wish to enroll. The McKinney-Vento (MKV) staff who support unhoused students and their families are strategically placed in close proximity to the enrollment center, also known as the Student Welcome Center (SWC).

Students and their families who present at the SWC without the normally required documentation for enrollment are referred to a trained MKV staff to complete "immediate enrollment" into the school of origin or placement in schools which will serve in the "best interest" of students and their families. Families complete program enrollment for Transitional Students and Families (TSF) concurrently.

Students who are justice involved and in need of school placement receive support at the Alameda County Juvenile Justice Center's (JJC) Transition Center to expedite school enrollment. OUSD's JJC staff partners with interagency county employees and intra-agency staff to provide support with transportation, verification of residence, documentation, and completion of enrollment forms when needed. Youth receive wraparound resources and referrals to MKV staff when possible. Families with students with IEPs are referred to a SPED specialist who visits the SWC twice a week to ensure appropriate placement is made.

Frequently, families must contend with multiple school placements due to children's ages. Getting children to multiple schools creates a logistical nightmare for parents who are also trying to manage their housing and employment situations. Enrollment staff, informed by training from MKV staff, make every effort to place MKV siblings in the same schools or in close proximity in order to ease the burden of lengthy public transit commutes to school. In addition, to support attendance the MKV program provides monthly bus passes to some families that have lost housing and travel more than one mile to school. Families with children in grades PreK-5 receive both youth and adult passes to allow an adult to travel to school with the child. Families with older youth are provided a youth pass only as a bridge to establishing eligibility in Alameda County's transportation program for all secondary students in OUSD.

2. Attendance
The Attendance and Discipline (ADSS) Office is charged with working with students and families when students have excessive absences or if a student's behavior warrants a potential expulsion. The MKV office and ADSS office work closely to support families in these situations. The MKV case manager assigned to support these families in partnership with ADSS staff develops an attendance improvement plan to better assist parents. If expulsion is being considered, the MKV staff may meet with ADSS staff to ensure they are aware of the family's experience, needs, and existing supports, so that these are considered when they meet with the family. Likewise, if ADSS staff learn a family is homeless through a truancy meeting, they refer them to the MKV office for support.

3. Coordination of Services under the the McKinney-Vento Act

Teams within OUSD's Community Schools & Student Services department collaborate to ensure that the McKinney-Vento Law is fully implemented. The MKV program is part of the Behavioral Health Unit (BHU) which provides a wide range of non-academic services and support within schools designed to remove social, emotional, and environmental barriers to learning. Programs within the BHU include school-based mental health, Restorative Justice, Positive Behavioral Intervention and Support (PBIS), Substance Abuse Prevention and Education, Violence Prevention, etc. The MKV program is staffed by one program manager, one academic counselor, and three case managers. Justice-involved youth identified as MKV are referred directly to intradistrict departmental wraparound services for continued support.

The MKV program provides a variety of supports and services to ensure equitable access for academic achievement, including:

- Year-round assistance with school enrollment
- Transportation assistance in the form of bus passes for students and their parents
- Referral to OUSD attendance teams for improving attendance and interventions to reduce chronic absenteeism
- Referral to school-based health services and immunization clinics as needed
- Coordinated Student Transitions referrals for beginning middle and high school students.
- Backpacks filled with school supplies
- Housing information, advocacy and referrals
- Uniforms, shoes and clothing
- Assistance with obtaining identification cards and birth certificates (required for access to other programs and benefits)
- Referrals for MediCal and other health insurance enrollment and access to food bank via OUSD's Central Family Resource Center (CFRC)
- Tutoring referrals and referrals to onsite tutoring programs for students housed in family shelters
- Priority Access to school-based after school programs
- Transcripts review, and academic, and graduation coaching

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

    (A) through coordination with institutions of higher education, employers, and other local partners; and

    (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Early Childhood Education Transition to Elementary School
To support preschoolers' transition into Transitional Kindergarten (TK) or Kindergarten, each OUSD-run preschool program completes TK and Kindergarten Transition Forms and shares these with the new TK and Kindergarten teachers in July and August before the new school year begins. When needed, direct referrals to COST Teams are completed by PreK teachers and are designed to provide background information about the child, best ways to communicate with the family and successful teaching strategies which will help provide a smooth transition. In addition, each school site hosts welcome programs for all incoming TK and kindergarten students. Depending on the school, these may include welcome picnics for families, playdates for new students, parent sessions to share school expectations, "kinderviews" to allow teachers to get to know new students, or home visits.

Middle School to High School Transition
The middle school to high school transition is primarily led by our academic counselors, in collaboration with High School Linked Learning Office and other college access partners such as Destination College Advising Corps (DCAC), East Bay Consortium, and East Bay College Fund. We are implementing the following to improve the transition:

- There is quarterly counselor professional learning specifically for middle and high schools to align, share, and coordinate the work.

- In Grades 6–12, counselors learn to identify key knowledge and information that students must know before they leave a certain grade level. For example, all middle school students will know what A-G graduation requirements are and can list the four high school readiness indicators, which include: 2.5 overall GPA, no suspension in 8th grade, C- or better in 8th grade math and ELA, and 96% attendance.

- Lead counselors, with High School Linked Learning Office staff support, will work on developing a month by month work plan for both middle and high school counselors.

- All middle school students and families will know the various pathways and academics in all of our high schools to make informed decisions during high school options. Middle and high school counselors will coordinate presentations and/or site visits.

To support the transition from high school to postsecondary education, we provide access to college-level coursework through dual enrollment. OUSD offers Dual Enrollment (DE) courses in partnership with the Peralta Community College District. Courses include General Education transfer courses that fulfill a UC/CSU requirement and/or Career Technical Education courses that lead towards a certificate or Associate's degree program at the community college. There are some limited developmental courses that support students towards gaining competency in and preventing enrollment in remedial math and English courses.

For college and career advising in both middle and high schools, OUSD used California Guidance Initiative (CCGI) as the platform to guide and support students in transition planning. We are in the process of identifying another curriculum and/or platform to provide a more formalized and systematic college and career advising program.

In addition to extensive and strategic work in counseling and early college credit, Oakland Unified provides targeted intervention and supports in the form of career exploration and training. OUSD offers 32 Career Technical Education (CTE) pathways, all aligned with local jobs and postsecondary training programs. Within these CTE pathways, students develop career readiness skills and

professional networks through work-based learning along a continuum of learning experiences, culminating in an internship of at least 120 hours. OUSD has over 1,000 business and community partners who work at various levels with teachers and students to align learning with community and industry needs, thus supporting readiness to transition effectively into the world of work after high school and postsecondary.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

> (A) assist schools in identifying and serving gifted and talented students; and

> (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and Talented Student Identification
OUSD does not currently offer a centralized gifted and talented education (GATE) program. Schools develop differentiated plans to support students exceeding grade-level standards, including the use of workshop models and personalized learning programs.

School Library Programs
Our District Library office supports sites in development of effective school library programs to assist students in improving academic achievement through:

1) Up-to-date and relevant collections that support reading as the core of personal and academic competency;
2) Participatory programming for school site communities that focuses on the Shared Foundations of the American Association of School Librarians' Standards Framework for Learners: Inquire, Include, Collaborate, Curate, Explore, and Engage; and
3) Collaboration with middle and high school teachers, led by our District Teacher-Librarian, to demonstrate safe, legal, and ethical sharing of information and supports research and integration into core content instruction.

All schools receive an allocation of district funds to support partial library staffing. Schools with a higher percentage of unduplicated students (low-income students, foster youth, or English learners) receive 1.0 FTE library support positions.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional learning in Oakland Unified is grounded in our district's instructional focus—our shared plan dedicated to achieving LCAP goals for student learning. The Instructional Focus has four shared practices: 1) Building Conditions for Student Learning, 2) Equitable Access to Standards- Based Instruction, 3) Developing Language and Literacy Across the Curriculum, 4) Cultivating Conditions for Adult Professional Learning. School plans are created in alignment to these building blocks and schools set annual targets for student learning aligned to district targets.

Professional learning cycles are focused on accelerating results for students furthest from meeting the standard. Foundational professional development emphasizes culturally and linguistically responsive practices to support all students in accessing standards-aligned tasks. The Office of Equity also leads professional learning communities for teachers of color and programming for historically marginalized groups.

Professional learning is also aligned to cycles of inquiry in which schools set goals, define and test teaching and leadership practices aligned to the goals, and share learning at the end of the cycles. Coaches are integrated into professional learning with principals to support distributed leadership. Foundational professional learning also includes mandatory teacher training on new curriculum and a summer Standards and Equity Institute and weeklong series on best practices for English learners (e.g., GLAD).

Professional Learning for Teachers: OUSD has developed a system of foundational training for all teachers, including a Standards and Equity Institute and a new teacher institute held each summer. Through summer institutes and contractual time during the school year, OUSD trains all teachers in new curricular adoptions. Site-based coaches also serve as mentors for teachers earning their credential. Throughout their careers, teachers engage in site-based professional learning communities, led by teacher coaches who are supported through district professional learning, and can participate in summer professional development provided by the district. Teacher on Special Assignment positions provide effective teachers the opportunity to develop their coaching and leadership skills.

Professional Learning for Principals: New principals participate in a new principal orientation and induction program, which includes a summer retreat and ongoing mentorship by a veteran principal during their first year. All principals participate in biweekly network learning communities in which they analyze data, develop cycle of inquiry plans, and share learning; conduct classroom learning works to assess the impact of plans on student learning and teaching practices; participate in choice learning related to an area of focus/interest, and receive support of effective operational management. Principals also have opportunities to participate in district leadership through the Principal Advisory Council and the District Instructional Leadership Team. Principals are evaluated by

their supervisors through the Leadership Growth and Development System, an evaluation process that focuses on supporting principals' professional growth and leadership practices.

Professional Learning for Other Leaders: The district provides professional learning for coaches, teacher leaders, and assistant principals throughout the year. The district also provides biweekly professional development to coaches (teachers on special assignment) as with a focus on leading professional learning communities and coaching teachers.

Resources for Professional Learning: OUSD's professional learning emphasizes system integration of high-quality curriculum, standards-based assessment systems, foundational professional development for all teachers, ongoing professional learning for school and PLC leaders, and increasing time for collaboration at school sites. To provide foundational professional development for teachers, OUSD provides professional growth units and utilizes various funding sources to stipend teachers for Summer institutes. During the year, professional development days and minimum days are used to provide training in standards and curriculum during the contractual calendar.

System Evaluation: OUSD has an instructional leadership team of school administrators and teachers to provide input on district plans for curriculum, assessment and professional learning. We also utilize extensive focus groups and surveys to collect feedback on professional learning.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Oakland Unified will use Title II, Part A funding to provide the following services to our schools:

Providing High-Quality, Personalized Professional Development that is Evidence-Based: Significant Title II dollars are invested in the professional learning of our teachers throughout the school year. The focus on professional learning is done through our Standards and Equity Institute. We provide professional learning in our core subject areas and infuse the teaching of equitable strategies so that teachers are thoughtful about engaging diverse learners, including English learners, Special Education teachers and students from many cultural backgrounds.

Recruiting, Hiring, and Retaining Effective Teachers: Title II funds also support the development and implementation of initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards.

Recruiting Qualified Individuals from Other Fields to Become Teachers, Principals, or Other School Leaders: There are dedicated positions within our Talent Department to recruit teachers in hard to fill subject areas that often struggle to hire and retain credentialed teachers. One area of focus is the recruitment of qualified individuals from other fields, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher

education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders. Title II funding allows the District to invest in key positions for recruiting teachers into Oakland schools, especially in hard-to-fill vacancies.

Aligning Title II and CSI Investments: Although each CSI and TSI/ATSI school develops a school-specific plan for improvement, the majority of CSI schools will use the funds to support professional development and instructional coaching to support effective teaching, in alignment with Title II investments. Most ATSI schools have also integrated professional development and teacher retention supports into their school plans.

Engaging Stakeholders in the LCAP Process: The complete LCAP is provided to our Parent, Student, Advisory Committee annually. Our LCAP for 2025-2026 includes the use of Federal Funds, so the PSAC is able to see how we have invested Title II dollars. Additionally, each Department participates in an annual Principal Advisory Committee (PAC) survey regarding their staffing, use of non-labor, and services. Principals can see how positions are funded and provide feedback on the services provided by each Department.

Evaluating Funding Impact: Implementation progress is monitored through cycles of inquiry where we pause to evaluate our progress on metrics aligned to our LCAP goals. Adjustments are made and plans are refined so that school sites experience relevant professional learning and guidance as informed by their performance data. Our data analysis includes multiple investment areas, including those areas described in Subpart 1.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consistent use of data to inform evidence-based practices is key to OUSD's theory of change to build quality schools. The District has an extensive local data dashboard that supplies multiple measures to our schools, central office, and community, which can be found at ousddata.org. The staff responsible for implementing our LCAP goals meet regularly so that there is clear communication across departments and clear systems for progress monitoring. During our meetings, departments collaborate on a specific academic or social emotional learning area to ensure that cross-departmental work is aligned. We also work collaboratively to progress monitor our implementation of the LCAP goals. Implementation progress is monitored throughout the year as we pause to evaluate our progress towards metrics aligned to our LCAP goals. Adjustments are made and plans are refined so that school sites experience relevant professional learning and guidance as informed by their performance data.

As noted above, our LCAP includes the use of federal funds so that community members and stakeholders can see how the District has invested Federal dollars. Additionally, each department participates in an annual Principal Advisory Committee (PAC) survey regarding their staffing, use of non-labor, and services. Principals can see how positions are funded and provide feedback on the services provided by each Department.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Oakland Unified, under the leadership of the English Language Learner and Multilingual Achievement Office (ELLMA) and ELLMA's Title III-funded Language Specialists, provides both foundational and advanced/inquiry-based professional development focused aligned to OUSD's research-based five Essential Practices for English Language Learner (ELL) Achievement, which are:

- ACCESS AND RIGOR, meaning tasks and texts are aligned to State Standards and supported by scaffolds to allow all students to fully engage in grade level content;
- INTEGRATED AND DESIGNATED ELD (English Language Development), meaning engaging language learning is embedded in content learning, with ample opportunities for students to dialogue and learn about and apply academic language;
- DATA DRIVEN DECISIONS, meaning teachers use formative data and data dashboards to improve outcomes and schools use data to refine programs;
- ASSET-BASED, meaning students strengths are built upon, including linguistic assets, and deficit thinking is identified and addressed; and
- WHOLE CHILD, meaning we take into account the social emotional aspects of students, and the full context of their lives to support their academic achievement.

We use Title III funds to provide stipends for both foundational and advanced/inquiry work, including:

- GLAD language acquisition training for elementary staff and follow-up support
- Newcomer Foundations
- ALLAS (Academic Language & Literacy Acceleration for Secondary)
- Newcomer Lesson Design Collaborative
- Lead by Learning year-long inquiry focused implementation of GLAD and ALLAS strategies

In addition, to build a strong ELL lens for our site and network leaders, professional learning focused on Integrated and Designated ELD is provided in cycles of learning and inquiry for principals for all grade spans, with collaboration across language and literacy central leadership to ensure coherence and clarity.

All professional development sessions include a focus on formative assessment with an emphasis on language development. A critical aspect of our work with sites is the use of the in depth site ELL Review pre- and post- professional learning cycle to identify strengths and growth areas, create action plans, hold sites and District partners accountable and gauge growth in relation to OUSD's Five Essential Practices for ELL Achievement, in particular "Integrated and Designated ELD." ELL Shadowing occurs at sites to allow the site to focus on the individual ELL experience during instruction, and create action plans based on data gathered. Each trimester, beginning in September, ELL and RFEP (Reclassified as Fluent English Proficient) snapshots allow teachers to focus on data

points related to reclassification in order to co-develop action plans including student, family and teacher and set goals for academic achievement. A suite of dashboards, including a teacher-facing ELL progress-monitoring dashboard allows teachers to view reclassification-related data points for their ELLs to track growth over time.

Our professional development focus on three areas of Integrated ELD allows us to ensure teachers know what they are expected to achieve. The three areas are:

1) Using complex text, with support for a strong before, during and after reading frame and a specific ELL focus on using complex text as a resource to develop academic language;
2) Fostering Academic Discussion. with an ELL focus on creating the conditions necessary for authentic dialogue around content; and
3) Evidence based writing, with an ELL focus on understanding the language features of specific types of texts and on fostering complex oral and written output.

In the area of Designated ELD, helping teachers to drill deeper into complex text instruction with strategies such Language Dives /Sentence Unpacking ensures teachers are able to provide students engaging instruction on "Learning about how English Works," as emphasized in Part 2 of the California ELD Standards.

Professional development occurs both outside of the school day (in the summer, on Saturdays, and after school) and also in sustained cycles with partnership schools during contract hours. These offerings are supported with ongoing reflective structures to determine their effectiveness over time.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUSD services for newcomers, who form a substantial and growing cohort in our district, are a model for many other districts. They include both academic supports and wrap-around support services. We use Title III funds to support a Program Manager for Refugee & Newcomer students who supports families and students directly at the point of enrollment with wrap-around services, and coordinates Title III-funded after school and summer programs for immigrant youth.

In addition, as described in the professional development section above, our Title III-funded Language Specialists provide robust and highly valued professional development designed to build teacher and site capacity for serving newcomers, including in our Dual Language programs where Spanish language proficiency is a strength newcomers often bring to the Dual Language context.

The ELLMA office is in constant contact with principals through our principal learning spaces and networks of schools and also through our partnerships with specific sites and work across departments. Because of specific challenges in adequately meeting the needs of immigrant students voiced by sites and their families, we have developed enrollment policies in support of immigrant students, particularly those entering at midyear, as well as the professional development and wraparound supports mentioned. As a result, there are a set of secondary schools with designated newcomer programs that are staffed with newcomer-dedicated teachers and social workers. We

regularly consult with educators and community members at these schools as well as at our elementary schools with the highest concentrations of newcomers.

OUSD leverages a variety of funding mechanisms, including other state and local funds, as well as grants, to augment services provided through Title III, Part A Immigrant funding to help mitigate any impact on services due to changes in any one funding stream. Additionally, the emphasis on capacity building across the system is intended to lessen the intensity of demand for Title III, Part A Immigrant funded services in the future.

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers in OUSD are required to be able to provide strong Integrated ELD (English Language Development). This is true in our base English Language Acceleration Program, which serves as the standard program across the District since all of our schools include ELLs, and other programs which add features to the base program, including Dual Language Programs and Newcomer Programs. Our continual use of OUSD's Five Essential Practices for ELL Achievement and in particular our emphasis on the essential practice "Integrated and Designated ELD" creates an ongoing focus on standards and language development to ensure ELLs have full access to and engagement with the core content. Teachers are able to build on their core instruction with powerful and ELA/ELD Framework-aligned practices for Integrated and Designated ELD support by foundation and advanced/inquiry based PD. We support success of all English Learners in all programs by providing professional learning opportunities and technical support to deepen and refine implementation and by monitoring the effectiveness of program implementation at the site level through our differentiated partnerships, at the network level through our embedded work with network leadership, and at the District level through our annual Roadmap to ELL Achievement report.

OUSD supports a robust series of engagements related to our LCAP implementation, including the Parent Student Advisory Committee, the District English Language Learner Subcommittee (DELLS) and the school-based Site English Language Learner Subcommittees (SELLS). Our central family engagement team has provided monthly workshops for parents on the reclassification process and how they can support their students' language and literacy. In the 2025-26 school year, we will provide districtwide parent training specifically for parents of English Learner students on the following topics: How to support language and literacy at home, ELPAC and the reclassification process and EL program options.. Our relationships with sites and principals sustained by our Title III funded Language Specialists allow us to gather data and needs from sites that drive the development and refinement of approaches that support all ELL groups and their teachers.

In addition, our ELL Ambassadors, responsible for coordinating reclassification and holding an ELL lens at the sites, provide insight into site needs and feedback. We publish, promote, and disseminate year-end reports on our progress towards meeting our goals outlined in our ELL Master Plan. We

provide monthly newsletters to staff, parents, and the community at large via email, and post on our website best practices to meet the language, literacy, and social emotional learning needs of our diverse English Learner students. Title III funding and effectiveness and research behind our practices is shared in person with our DELLS. We genuinely consider concerns identified during consultation with our parents, students, and staff members on our District LCAP Parent and Student Advisory Committee (PSAC), by providing information and data requested and being present at LCAP PSAC meetings to answer questions and hear and respond to feedback in person.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our primary strategy to ensure that English learners are achieving English proficiency and meeting challenging state academic standards is professional learning aligned to the California ELA/ELD framework and coordinated across departments, particularly in language and literacy. Data goals are reviewed regularly in many contexts, including our annual Roadmap to ELL Achievement Report, the District Reclassification Dashboard and at the site level through the Teacher version of the ELL Progress Monitoring Dashboard and the use of ELL and RFEP snapshots to drive individual achievement and classroom and schoolwide instructional improvements.

Over this LCAP cycle, OUSD will track the following metrics for English learners to ensure that our strategies are resulting in meaningful student progress:

- 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 on Census Day.
- Increase the reclassification rate for students receiving Special Education services who are English learners.
- 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.
- 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.
- Increase the combined four- and five-year graduation rate for English learners as reported on the California School Dashboard.
- Increase the percentage of English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.
- 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.

- Increase the reclassification rate for English learners.
- Increase the percentage of English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.
- Increase the number of current or former English learners completing the seal of biliteracy annually.
- 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.
- Increase the percentage of schools with 100% of English learners participating in the English Language Proficiency Assessments for California (ELPAC).
- Increase the percentage of English learners participating in after-school programs.
- Reduce the chronic absenteeism rate for English learners.
- Decrease the number of misassignments of teachers of English learners.
- 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.
- 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.
- Increase the combined four- and five-year graduation rate for long-term English learners as reported on the California School Dashboard.
- Increase the percentage of long-term English learners who graduate prepared for college and career, as measured by the state College/Career Indicator.
- Increase the reclassification rate for long-term English learners.
- Increase the percentage of long-term English learners who make progress toward English proficiency as measured by the state English Learner Progress Indicator.
- Reduce the chronic absenteeism rate for long-term English learners.
- 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).
- 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).
- 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.
- 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.

The ELLMA Office will provide differentiated support to sites, based on data-demonstrated need and readiness, supported by Title III-funded ELLMA Specialists and ELLMA leadership. Network superintendents will provide professional learning and hold site leaders accountable for improvements so that the data goals can be attained.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A) Educational Partnerships
Oakland Unified does not currently allocate Title IV funding for partnerships with other educational institutions.

B) Activities Related to Supporting a Well-Rounded Education
In this area, we currently fund AP testing fees for low-income students to ensure access to a well-rounded set of courses and college credit.

C) Activities Related to Supporting Safe and Healthy Students
In this area, we provide staffing to support multi-tiered systems of support in each network of schools. We implement a culturally-responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior support alongside our tiered academic focus. 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 & Student Services (CSSS), and our Office of Equity. These departments play an integral role in guiding the wrap around support students need in order to access curriculum and instruction.

D) Activities Related to Supporting the Effective Use of Technology in Schools
In this area, we provide students with access to online learning programs for credit recovery to support their ability to make up educational credits at the secondary level.

E) Program Objectives and Intended Outcomes Evaluating the Effectiveness of Title IV Activities
Implementation progress is monitored specifically after each inquiry cycle where we pause to evaluate our progress on the key performance metrics aligned to our LCAP goals. Adjustments are

made and plans are refined so that school sites experience relevant professional learning and guidance as informed by their performance data. Our data analysis includes multiple investment areas, including those areas described earlier in this addendum.