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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer
Diana Sherman, Coordinator of Local Control and Accountability Plan (LCAP)

Meeting Date May 27, 2026

Subject Draft 2026-27 Local Control and Accountability Plan (LCAP) — First Reading

Ask of the Board Review and provide initial feedback on the first Draft 2026-27 Oakland Unified School District Local Control and Accountability Plan (LCAP).

Background The LCAP is a three-year District-level plan required under the 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 2026-27 LCAP covers the final year in our three-year planning cycle, with four ongoing goals and four Equity Multiplier goals. The complete draft of the 2026-27 Local Control and Accountability Plan (LCAP) will be presented along with the 2026-27 Budget at a public hearing on June 3, 2026 and again, with any needed revisions based on Board and community input, for adoption on June 24, 2026 alongside the 2026-27 Budget.

Discussion The 2026-27 LCAP includes the following:

- LCAP Budget Overview for Parents (*to come in later drafts*)
- 2024-25 LCAP Annual Update
- 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 (*to come in later drafts*)

- **Goals and Actions for 2024-27:**
 - **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 and families 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, Hoover Elementary, Martin Luther King, Jr. Elementary, Frick United Academy of Languages, Westlake Middle School, and West Oakland 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, Oakland International High School, and MetWest 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 Home & Hospital Program, Gateway to College, Sojourner Truth Independent Study, and Street Academy.
- **Increased or Improved Services for Foster Youth, English Language Learners, and Low-Income Students:** Additional detail on the services that we are providing to our English Language Learners, foster youth, and low-income students (*to come in later drafts*)

Fiscal Impact To be determined in subsequent drafts

- Attachment(s)**
- Draft 2026-2027 Local Control and Accountability Plan (LCAP)
 - Presentation

Oakland Unified School District

2024-2027 Local Control and Accountability Plan, Year 3 (2026-27)

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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 | Dr. Sondra Aguilera, Chief Academic Officer | sondra.aguilera@ousd.org 510-879-4289 |

Plan Summary for 2026-27

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 33,727 students is 47.5% Latino, 19.4% African American, 12% White, 9.4% Asian, 7.3% multi-ethnic (two or more races), 0.8% Pacific Islander, 0.5% Filipino, and 0.3% Native American. More than four out of five (81.2%) qualify for free or reduced-price school meals, and 5.4% (1,837 students) are unhoused. Foster youth comprise 0.5% of our enrollment (163 students).

Approximately 19.6% of students (6,617) in our District-run TK–12 schools and programs are students with disabilities who receive special education services, an almost 2% increase from last school year. 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 1,131 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 2026-27 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 2026-27 there will be 34 charter schools located within the District boundaries, 24 of which will be authorized by OUSD. In 2026-27, 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, Ruidsdale 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 1) **Ensuring Strong Readers by Third Grade** 2) **Supporting Powerful Graduates;** 3) **Creating Joyful Schools;** and 4) **Growing a Diverse and Stable Staff.** We will continue focusing on these strategic areas until the completion of the current 3-year LCAP cycle which ends in June 2027.

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 should be reflected by the majority of 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 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 Full Time Equivalent (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 final year of our 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;
- English Learner Progress; and
- Teacher Retention.

English Language Arts/Literacy

Based on the state Dashboard, performance on CAASP in English Language Arts increased by 4.8 points in 2024-2025, rising from -54.8 points below standard to -50.1 points below standard, remaining in 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, Pacific Islanders, and Latino students; six student groups in Orange: African American students, foster youth, unhoused students, long-term English Language Learners, low-income students, and students with disabilities; one student group in Yellow: Asian students; and four student groups in Green: Filipino students, multi-ethnic students, and White students. It is notable that our Pacific Islander and Asian students have slid back on performance level while long-term English Language Learners grew one performance level in English Language Arts. Focal students for English Language Arts are student groups in Red and Orange.

Mathematics

CAASPP Math performance on the Dashboard increased from the previous year by 6.3 points to a -78.7 points below standard or 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 Pacific Islanders; seven student groups in Orange: African American students, foster youth, Latino students, unhoused students, long-term English Language Learners, low-income students, and students with disabilities; no student group in Yellow; and four student groups in Green: Filipino students, Asian students, multi-ethnic students, and White students. Focal students for Mathematics are student groups in Red and

Orange. It is concerning that our Pacific Islander students have also back-slid in Math as they did in English Language Arts. Long-term English Learners and Filipino students increased their performance level from last year.

English Learner Progress

Districtwide, status on the English Learner Progress Indicator (ELPI) maintained by an increase of 1.2%. However, outcomes at individual schools varied, with some schools seeing significant gains and others declining. The overall performance level is Orange and 40.3% of the 8,356 students progressed in their English levels- an increase from last year.

Graduation Rates

The District's overall combined four- and five-year graduation rate decreased to 75.1%, a decrease from last year by 5.5 percentage points. Four of our student groups back slid into the Red performance level resulting in this level growing from 2 student groups to 6: English Language Learners, foster youth, Latino students, unhoused students, low income students and students with disabilities; three student groups in Orange: Asian students, long term English Language Learners, and multi-ethnic students; two student groups in performance level Yellow: African American students and White students. English Language Learners, Latino, low-income, students with disabilities, Asian and African American students back slid one level while our White students increased one performance level.

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 2025 Dashboard, 43.4% of students are prepared for college and career and an overall performance level of Yellow. There are no student groups in Red; five student groups in Orange: English Learners, foster youth, Latino students, unhoused students and students with disabilities; three students groups in Yellow: long-term English learners, multi-ethnic students and low-income students; two student groups in Green: African American students and White students; and one student group in Blue: Asian students. Our African American students, long-term English Learners, and Asian students increased their performance levels from last year. 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, Latino students, English learners, unhoused students, low-income students, multi-ethnic 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 Linked Learning continues to 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 92% in 2025-26.

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 strategy that has produced an increase in our graduation rates.

Strengthening A-G Course Offerings

Over the past few 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 87.3% in 2025-26 yet still below the 92% participation rate for all students. Participation rates for students with disabilities, while growing, remain well below the District average, with 81.2% of Grade 10 students with disabilities

participating in pathways in 2025-26. In contrast, participation rates for foster youth are below the district average, with 73.6% 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, and of unaccompanied immigrant youth who are entering our high schools each year. In the 2025-26 school year, 70 newcomer students entered District high schools for the first time, bringing the total for newcomer high school students to 844 students in Grades 9-12, a reduction from last year of over 350+ students. 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 46% for all twelfth grade students in the 2024-25 cohort:

- 41.4% of African American students completed A-G requirements in 2024-25
- 39.1% of Latino students completed A-G requirements in 2024-25
- 33.3% of Pacific Islander students completed A-G requirements in 2024-25
- 21.4% of foster youth completed A-G requirements in 2024-25
- 29% of English learners completed A-G requirements in 2024-25
- 27.3% of students with disabilities completed A-G requirements in 2024-25
- 27.8% of unhoused students completed A-G requirements in 2024-25

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 2024-25. The total number of incidents decreased from 1,908 incidents last year down to 1,509 in 2025-26. While there is great progress, suspension rates for African American students and students with disabilities remain higher than rates for any other student groups. In 2025-26, the overall suspension rate across the District was 2.9%. African American students were suspended 7.6%, more than double the District average. Students with disabilities were suspended at a rate of 5.3%, almost double the District average.

Chronic Absenteeism

Chronic absenteeism rates decreased from 29% in 2024-25 to 26% in May 2026 a decrease of 3%. We continue to see high rates of chronic absenteeism in specific student groups: Pacific Islander (57.9%); Latino (28.4%); African American students (37.9%); and English learners (28.4%) while White (11.2%) and Asian (11.9%) students are significantly less chronically absent. Many schools were previously identified for high rates of chronic absenteeism and have since improved their chronic absenteeism rates, resulting in their exit from differentiated assistance.

Performance of Specific Student Groups and Schools

The CA Dashboard identifies students that have not demonstrated growth in a particular area for consecutive years at both the District level and school level. Student groups that received the lowest performance level at the District level on one or more indicators on the 2025 Dashboard included:

- Pacific Islander students (ELA, Math, Chronic Absenteeism);
- Foster youth (ELA, Math, Graduation, Suspension, College/Career);
- Latino students (ELA, Math, Suspension); and
- English learners (ELA, Math, EL Progress, Suspension).

Student outcomes for many of these groups improved in some or all of these areas based on the 2025 Dashboard, as reflected in the image that follows.

| Release Date | View by District or School | District/LEA | Select a District/School | | | | | | | | | | | | |
|--------------------------|----------------------------|-----------------|--------------------------|---|-----------------|-------------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|-----------------|------------------|------------------|
| Fall 2025 | District/LEA | Oakland Unified | Oakland Unified | <small>ALL - All students; AA - African American; AI - American Indian; AS - Asian; FI - Filipino; HI - Hispanic; MR - Multiple Ethnicity; PI - Pacific Islander; WH - White; EL - English Learners; LTEL - Long Term English Learner; SWD - Students with Disabilities; SED - Socioeconomically Disadvantaged/ Low Income; FOS - Foster; HOM - Homeless. Note that if fewer than 95% of English Learners were assessed on ELPAC in the prior 2 years, a result of low is assigned regardless of the status result.</small> | | | | | | | | | | | |
| | ALL Fall 2025 | AA Fall 2025 | AI Fall 2025 | AS Fall 2025 | EL Fall 2025 | LTEL Fall 2025 | FI Fall 2025 | HI Fall 2025 | MR Fall 2025 | PI Fall 2025 | SED Fall 2025 | SWD Fall 2025 | WH Fall 2025 | FOS Fall 2025 | HOM Fall 2025 |
| Academics ELA | ↑ | ↑ | ↓ | = | = | ↑ | ↑ | = | ↑ | = | ↑ | ↑ | ↑ | ↑ | ↑ |
| Academics Math | ↑ | ↑ | ↓ | ↑ | = | ↑ | ↑ | ↑ | ↑ | ↓ | ↑ | ↑ | ↑ | ↑ | ↑ |
| Academics Science | = | ↑ | ● | ↓ | = | ↑ | ↑ | = | = | ↑ | ↑ | ↑ | ↑ | ↓ | = |
| Graduation Rate | ↓ | = | ● | ↓ | ↓ | = | ↑ | ↓ | ↓ | ↑ | ↓ | ↓ | = | ↓ | ↓ |
| College Career | = | ↑ | ● | = | = | ↑ | ↑ | ↓ | ↓ | ↑ | = | ↓ | = | ↓ | = |
| English Learner Progress | | | | | = | ↑ | | | | | | | | | |
| Suspension Rate | = | = | ↓ | = | ↓ | ↓ | = | ↓ | ↑ | ↓ | = | ↑ | ↓ | ↑ | ↑ |
| Chronic Absenteeism | ↓ | ↓ | ↓ | ↓ | ↓ | ↑ | ↓ | ↓ | ↓ | = | ↓ | ↓ | ↓ | ↓ | ↓ |

Schools Identified for Low Performance

In addition to the student groups identified at the district level, schools were identified for differentiated assistance for not demonstrating consistent growth for particular student groups (2023). These schools included:

- McClymonds (Students with Disabilities);
- United for Success Academy (UFSA) (African American Students);
- Bunche (African American students, low income students);
- Laurel (students with two or more races);
- MPA Upper (English Language Learners);
- Brookfield Elementary (English Language Learners, ELA, Math, Chronic Absenteeism);
- Castlemont High (Equity Multiplier);
- East Oakland PRIDE Elementary;
- EnCompass Academy;
- Fremont High;
- Garfield Elementary;
- Horace Mann Elementary;
- Sojourner Truth Independent Study (Equity Multiplier);
- Madison Park Academy 6-12;
- Madison Park Academy Elementary;
- Markham Elementary (Equity Multiplier);
- Martin Luther King, Jr. Elementary;
- Rudsdale Continuation High (Equity Multiplier); and
- Skyline High.

The demonstrated growth at the school site level is notable, especially in reducing chronic absenteeism. We previously had 74 schools that were identified for specific student groups and now we have reduced that number to 5 schools. Tremendous growth has happened at school sites as reflected on the 2025 CA Dashboard results, especially in their efforts to reduce chronic absenteeism.

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)*

Learning Recovery Emergency Block Grant (LREBG)

The district has LREBG funds for the 2026-27 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 2025 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.

For this CSI cycle, schools were initially designated for support 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 2026-27 school year: Castlemont High School, Dewey Academy, Sojourner Truth Independent Study, Oakland International High School, and Ruidsdale Continuation School.

The following schools initially identified in 2023 exited CSI based on their performance on the 2025 Dashboard: Elmhurst United Middle School, Frick United Academy of Language, Martin Luther King, Jr. Elementary School, and West Oakland 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 2025-26 worked with the school community in the spring of 2025 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.

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 2025-26 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 2026-27 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 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.</p> |

| | |
|--|--|
| | <p>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> <p><i>2025-26 PSAC Engagement Process and Priorities</i> <i>Coming in future draft</i></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><i>Feedback coming in future draft</i></p> |
| <p>Foster Youth Advisory Committee (FYAC)</p> | <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><i>Feedback coming in future draft</i></p> |
| <p>Community Advisory Committee for Special Education (CAC)</p> | <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> |

| | |
|--|---|
| | <i>Feedback coming in future draft</i> |
| All City Council (ACC) | <ul style="list-style-type: none"> • <i>Coming in future draft</i> |
| School and Central Office Staff | <ul style="list-style-type: none"> • <i>Coming in future draft</i> |
| Labor Partners | <ul style="list-style-type: none"> • <i>Coming in future draft</i> |
| Educational Partners at Equity Multiplier Schools | <ul style="list-style-type: none"> • <i>Coming in future draft</i> |

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 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:

- *Coming in future draft*

Details on which staff members hold this work and what implementation steps are planned for the 2026-27 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 our TK-12 instruction.

Measuring and Reporting Results (data will be updated for adoption due to timing of draft)

| 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 | -51.5 | -31.7 | +1.2 |
| 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% | 35.5% | 39.8% | +1.7% |
| 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% | 35.7% | 38.0% | +3.7% |
| 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% | 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% | 27.8% | 34.6% | -0.8% |
| 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% | 19.4% | 25.8% | +3.6% |
| 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% | 39.8% | 30.7% | +3.1% |
| 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% | 39.2% | 66.0% | -31% |

| 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 | -78.4 | -68.0 | +4.6 |
| 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 | 44.6 | -11.6 | +65.2 |
| 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% | 73.9% | 52.2% | +47.8% |
| 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> | <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 | 20.99 |
| 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 | <i>Not yet available</i> | 2300 | <i>Not yet available</i> |
| 1.6.1 | Increase the number of students attaining biliteracy pathway awards in dual language schools. | 665 | 537 | 551 | 700 | -114 |
| 1.6.2 | Increase the number of students completing the seal of biliteracy annually. | 181 | 243 | 281 | 275 | +100 |
| 1.7.1 | Increase the combined four- and five-year graduation rate as reported on the California School Dashboard. | 75.0% | 80.6% | 75.1% | 81.0% | +0.1% |
| 1.7.2 | Reduce the high school cohort dropout rate. | 13.9% | 10.0% | 16.9% | 10.9% | +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 |
|----------|---|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 43.4% | 43.9% | +5.5% |
| 1.7.4 | Increase student career pathway participation rate for Grades 10-12. | 88.0% | 90.8% | 90.6% | 94.0% | +2.6% |
| 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% | 32.3% | 29.4% | +8.9% |
| 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% | 32.4% | 47.1% | -8.7% |
| 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% | 24.6% | 24.4% | +6.2% |
| 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% | 16.9% | 19.1% | +3.8% |
| 1.8.5 | Increase the completion rate for the FAFSA (Free Application for Federal Student Aid). | 69.0% | 60.1% | 70.0% | 78.0% | +1.0% |
| 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% | 68.8% | 100.0% | +11.1% |
| 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% | 67.5% | 100.0% | +14.9% |
| 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% | 63.6% | 100.0% | +7.2% |

| 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 |
|----------|--|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 56.4% | 100.0% | +26.4% |
| 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% | 43.6% | 100.0% | +16.1% |
| 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% | 59.0% | 100.0% | +44.9% |
| 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% | 63.9% | 60.0% | +11.9% |
| 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% | 28.3% | 30.0% | +6.3% |
| 1.10.1 | Increase the one-year retention rate for principals. | 87.0% | 79.5% | 91.0% | 92.0% | +4.0% |
| 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% | 51.8% | 80.0% | -14.2% |

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

Goal Analysis for 2025-26

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:** Over the past four years we have adopted and supported the implementation of high quality instruction materials.
 - Elementary implementation of EL Education and UFLI for Elementary ELA (Benchmark and SIPPS for Dual Language Schools)
 - Curriculum resources and materials housed on Teacher Central website.
 - Secondary curriculum adoptions have happened for all core content areas in the past 4 years. In high school we are implementing Fishtank plus for English Language Arts and in middle school we are implementing EL Education in order to align to the elementary program.
- **Foundational Professional Development:** Our August 2025 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 Professional Development 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 Professional Developments offered monthly and our August Institute for Early Literacy Tutors/Literacy Liberators in Grades K-12 to support initial training. We provided baseline training in content standards, core curriculum and equity practices through:
 - Elementary new teacher Literacy core curriculum training through summer Professional Development
 - Facilitated UFLI foundational learning
 - Elementary core curriculum EL Ed and ELD training through summer Professional Development
 - Secondary foundational PDs have consistently been facilitated during PD Days and during summer. The focus is on standards based instruction using our adopted curriculum.
- **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 Professional Development 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. We provided on-going opportunities for teachers and coaches to improve practices with the core curriculum
 - Elementary led coaching collaboratives with monthly professional learning for Teachers on Special Assignment (TSAs) in Core Literacy, Foundational Skills and Mat
 - Facilitated 2 district-wide elementary math and literacy sessions (Fall, Winter)

- Secondary coaching collaboratives happen for middle and high school language and literacy TSAs as well as middle school math TSAs twice a month. The focus is on coaching for standards based instructional strategies using the adopted curriculum.
- Secondary Teacher Leader collaborative serves teacher leaders who lead department PLCs. The focus is on how to facilitate an effective Professional learning Community to reach a student outcome goal.
- Second Wednesday is a 1 time a month PD for all core subjects focused on standards based instructional practices and the use of common assessments to improve our student outcomes.
- **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 to provide tailored, additional coaching. Supported curriculum implementation and site-based coaching through learning walks, school visits and focal school supports including
 - Focal school supports by elementary network consisting of learning walks and coaching to improve practices for curriculum implementation
 - Secondary coaching is focused on coaching cycles that help teachers improve their efficacy in standards based instructional strategies.
- **Assessment:** Built and managed district assessment calendar and systems for administration, reporting and data analysis including:
 - DIBELS as a universal reading risk screener in grade K-2;
 - Systems of tiered reading assessments and aligned progress monitoring;
 - In secondary, we assess all students using i-Ready reading diagnostic 3x a year and ELA curriculum-embedded assessments 2x a year
- **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.

All activities were implemented as planned. Biweekly elementary and secondary alignment meetings were facilitated by Executive Directors to align practices and monitor implementation of our coherent instructional system: high-quality curriculum, standards-based assessment systems, foundational professional development, curriculum-based professional learning, on-site coaching, and structures for tiered support.

Implementation Challenges:

- Late hires and returning teachers did not participate in foundational summer Professional Development given that it is optional and not required.
- Challenge to implement effective coaching cycles in high school because there is a lack of buy-in to use the adopted high school curriculum, Fishtank Plus.
- In high school, it is challenging to get high rates of participation in the i-Ready reading diagnostic. The timing of the midyear diagnostic overlaps with finals and attendance rates impact our participation rates. We are working on mitigating the challenges to increase participation by offering

additional support to site-based testing coordinators.

Implementation Successes:

- OUSD central office coaches and coordinators provided foundation training for teachers through summer Professional Development.
- OUSD central office coordinators and coaches and instructional materials specialists managed and distributed materials including on-going refurbishment and rotation of science lab kits (FOSS) to elementary and middle schools.
- OUSD Academic Department facilitated family academic workshops in collaboration with the Office of Equity.
- Year 1 implementation of UFLI as seen through classroom observations reflected not only high implementation across all elementary schools and adherence to the instructional model.
- OUSD middle and high schools have increased the amount of students who are proficient in grade level reading and diminished the amount of students who are reading multiple years below grade level. Our observational data shows that the quality of daily standard based instruction has improved over the past 3 years.

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

OVERALL IMPLEMENTATION

- **Quality Curriculum:** Over the past four years we have adopted and supported the implementation of high quality instruction materials.
 - Implementation of Eureka Math2 in all elementary schools; and
 - Secondary has updated curriculum for high school science courses resulting in updated and current curriculum is in place for all STEM core courses.
- **Foundational Professional Development:** We provided baseline training in content standards, core curriculum and equity practices through:
 - Elementary new teacher Math core curriculum training through summer Professional Development; and
 - Science, Math, CTE, Computer Science, and Engineering have provided an annual summer Professional Development series called Standards and Equity Institute as well as monthly Professional Development.

Ongoing Professional Learning:

- Facilitated high-quality curriculum aligned professional development during summer, for new teachers, 6-12 during second Wednesday Professional Development series, and during our Professional Development days in September and January. In grades K-5, New teacher content based professional learning was provided in 3 week cycles throughout the academic year.
- The Teacher Leader Collaborative and the Coaching Collaborative have supported secondary teacher leaders in developing effective plans for Professional Learning Communities.
- **Standards Based Assessments**
 - Aligned assessment calendar including diagnostic assessments, i-Ready K-5 math, STAR math assessments in focal middle schools to

identify tier 2 supports, and curriculum embedded assessments in K-11th grades. FOSS science 6-8th is implemented two times a year and once a year for Biology. State SBAC assessments are also implemented per state requirements.

- **On site Coaching:**

- Supported Elementary on site coaching through coaching collaborative; K-5 Teachers on Special Assignment participate in monthly content based professional learning sessions.
- Middle school math has a coaching collaborative of 6 coaches who do curriculum embedded coaching cycles with middle school teachers.

- **Tiered Support Structures:**

- Both middle and high schools have had Blueprint fellows provide high dosage tutoring to students who need additional support in 6-8th and 9th grade Math.
- Implemented Tiered tutoring support in grades 3-5 using i-Ready Personalized Instruction lessons for small groups and classroom instructional support with Eureka Math2.

Implementation Challenges:

- High school does not have math coaching happening outside of new teachers that are centrally supported or their on-site administrative support.
- Late hires and returning teachers did not participate in foundational summer Professional Development given that it is optional and not required.
- There is a high turnover rate among our Math and Science Teachers. This results in many new teachers being hired each year that are not credentialed and have not experienced a teacher credential program. Supporting new teachers to internalize the curriculum and implement it with integrity is compounded by these obstacles.

Implementation Successes:

- Improved SBAC scores in math for middle and high school in 2024-25;
- Increase in our math teacher participation in Teacher Leader Collaborative;
- Learning walk data shows a slight improvement in middle school standards alignment; and
- The adoption of Next Generation Science Standards aligned curricula in high school has improved the standards alignment in those courses.

Action 1.3: Equitable Access to a Broad Course of Study

OVERALL IMPLEMENTATION

- **Quality Curriculum:**

- The Special Education Department’s Program Specialists and Directors have supported implementation of Lexia PowerUp to provide evidence-based, targeted literacy intervention in grades 6-12. The product began implementation in September, 2025 and has shown steady increases in fidelity of use, moving from an average use of 201 minutes/mo in November to 242 minutes/mo in February. In word reading, 3% of users have already moved up one proficiency band, 2% in grammar, and 5% in comprehension, with three schools achieving 10% or more of their students moving up a proficiency band.
- **Standards Based Assessments:**
 - Built and managed district assessment calendar and systems for administration, reporting and data analysis including:
 - DIBELS as a universal reading risk screener in grade K-2
 - Systems of tiered reading assessments and aligned progress monitoring
 - In secondary we assess all students using i-Ready reading diagnostic 3x a year and ELA curriculum embedded assessments 2x a year
- **Foundational Teacher Professional Learning:**
 - Special Education Department staff led content for new Special Educators to enable each teacher to have a full day of professional learning each month. The average Professional Development rating was over 9/10, with 97% of respondents endorsing that they learned something they can apply to their classroom practice immediately.
 - Returning Special Education teachers participated in monthly professional development through educator choice sessions in alignment with the principles of adult learning. Educators can select two semester-long topic arcs per year. Participants rated the sessions 4.4/5 for overall satisfaction with the Professional Development content across 1,420 responses YTD.
- **Curriculum Based Professional Learning:**
 - Secondary offers foundational curriculum based professional development every summer at Standards and Equity Institute and during Professional Development Days
- **On site Coaching:**
 - Special Education Program Specialists completed 1,072 documented coaching sessions between September, 2025 and March 16, 2026 (about 98 sessions per program specialist).
- **Tiered Support Structures:** 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: Career Technical Education (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

- OUSD VAPA significantly accelerated its timeline, reaching 69.6 positions in the first year—surpassing the three-year goal by nearly 15 FTE. This acceleration was driven largely by the influx of Proposition 28 funding, which mandates increased investment in arts education.
- The goal to provide every elementary student an arts program taught by a licensed teacher was exceeded.

Implementation Challenges:

While the expansion was rapid, it created a new set of logistical and instructional pressures:

- The VAPA faculty has transitioned from a veteran-heavy group to one composed predominantly of new teachers. This requires additional support for new teachers. There is a significant strain on Teacher on Special Assignment (TSA) support. Currently, only 1.8 FTE TSAs are available to mentor and support the entire elementary music, art, and dance workforce.

Implementation Successes:

The strategy of increasing Full-Time Equivalent (FTE) allocations has proven highly effective:

- Every elementary student now receives arts instruction from a licensed teacher at least once per week.
- Weekly professional learning (PL) sessions have been successfully established to align standards-based instruction and foster student agency across all arts disciplines.

Action 1.5: Early Childhood Learning

OVERALL IMPLEMENTATION

With the support of Oakland Children’s Initiative funding, we have been able to implement the vast majority of our 26-27. Some of our key successes include:

- Reducing TK staff:child ratios from 1:12 to 1:10 and being able to start the year with over 93% of all positions filled and no teacher vacancies;
- Expanding our MTSS model to support TK children, families and staff resulting in an integrated system of supports for students who need them;
- Expanding our readiness to serve students with Individualized Education Programs(IEPs) that mandate Inclusive Services to all of our Child Development Centers (CDCs);
- Partnering with ACOE to provide Early Childhood trainings for Elementary School Leaders to 36/47 elementary schools;
- Developing and implementing an Early Childhood Education (ECE) 101 training for support staff at both CDCs and elementary schools; and
- Successfully opened 7 new TK classrooms.

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;
- Holistic analysis of writing to strengthen instruction that fosters cross-linguistic transfer;
- Partnership with SEAL to strengthen dual language pedagogy in 5 of our dual language schools (3 schools in their second year of implementation and an additional 2 in their first year);
- Educators in all five schools engaged in the SEAL professional development specifically on dual language pedagogy and participated in regular classroom observations of SEAL strategies implementation;
- Three schools are exploring an adjustment of their language allocation model to include a sequential literacy progression of skills;
- Modification of the dual language assessment calendar to decrease overassessment of reading skills; and
- Implementation of I-Ready Spanish, a new version of the assessment that is adaptive and on par with I-Ready English for the first time.

Implementation Challenges:

- Balancing Spanish and English assessments and curriculum have been challenging. Teachers in some grades have double the number of assessments as their SEI teacher counterparts. Teachers in 50-50 models are struggling to fully implement the curriculum provided with limited time.

Implementation Successes:

- Strong increase in the number of seniors attaining the Seal of biliteracy from 181 in baseline year to 281 surpassing the year 3 target.. For the 25-26 school year, we have 334 students eligible for the Seal of Biliteracy to date, while we continue to assess students to qualify for the WL criteria using the AVANT assessment. We hope to reach at least 350 by the end of the 25-26 school year. ;
- Strong engagement and positive participant feedback in monthly Dual Language coaching collaborative across all dual language sites.;
- Improved participation in Spanish literacy assessments.; and
- Implementation of a Dual Language review at each DL school based on the Guiding Principles for Dual Language leading to adjustments in program and professional development/coaching support for teachers.

Action 1.7: College & Career for All

OVERALL IMPLEMENTATION

Improving student outcomes by providing consistent and high-quality professional development, communities of practice, and coaching for school site staff are major goals for this work. High School Linked Learning is organized to maximize its impact on student learning outcomes. These major areas include the work led by the Instructional Team & Career Technical Education (CTE), and Work Based Learning.

Linked Learning Instructional Team & CTE

Overall Implementation

- Worked with focal pathways to increase pathway time dedicated to instructional improvement:
 - 6 out of 6 team members embedded with a focal pathway team;
- Provided sector specific professional development (i.e. one-on-one coaching or collaborative professional development):
 - Provided one on one or team coaching to 18 pathways
 - Offered monthly 2nd Wednesday Professional Development sessions for Arts, Media & Entertainment and STEM CTE teachers focused on scaffolding for rigor;
- Worked with CTE teachers to provide professional development resources, focused on reading and data literacy:
 - Developed and implemented professional development sessions on best practices in reading instruction for CTE teachers;
- Re-launched support for project-based learning with a focus on standards-alignment and authentic industry engagement:
 - Offered release days in support of project-based learning:
 - To orient pathway coaches to the focal areas of standards-alignment and authentic industry engagement
 - For teachers revising existing projects
 - With plans for an additional release day and summer institute;
- Strengthen alignment of expectations for Graduate Capstone projects through calibration, Professional Development, and coaching:
 - Provided 2 release days for Capstone teachers

- Provided planning and facilitation support for team Capstone calibration and scoring at 3 high schools;
- Direct support to new and preliminary CTE credential holding teachers to complete CTE teacher training and credentials.;
- Increased access to resources and programming at continuation schools, specifically Dewey Academy (Health Patient Care course sequence and additional financial resources).;
- Expanded the number of full CTE programs offered, including Culinary at Castlemont, Patient Care at Dewey, and Design/Visual Media at Ruidsdale.;
- Implemented a successful summer CTE program that enrolled nearly 100 students (Peralta Institute);
- Increased CTE offerings that carry dual enrollment college credit (see below for additional dual enrollment information).;
- Identified data-tracking issues that were resulting in lower CTE completer numbers than reality and addressed them.;
- Mainstream students with moderate to severe needs in CTE classes at schools with Moderate programs is on-track for 2026-27 implementation, including master schedule and Professional Development plan for teachers and staff.;

Implementation Challenges:

- We faced time constraints that made it difficult to implement professional development on data literacy;
- Schools do not have uniform schedules which leads to variation in Professional Development attendance, department and pathway meeting times;
- Teams are in varied stages of development in building will/skill to engage in instructional work during pathway time.

Implementation Successes:

- Pathways increased the amount of meeting time focused on instruction and student support;
- Providing literacy-focused Professional Development for CTE teachers;
- Expanding CTE-sequenced courses at more schools;
- Consistent and high-quality support for new CTE teachers and CTE teachers working to clear their credentials; and
- On track with mainstreaming of students with moderate to severe needs in CTE classes in 2026-27.

Work Based Learning (WBL)

Overall Implementation

- Post secondary data was collected.;
- Summer Opportunities Fair was planned and implemented;
- Worked on developing WBL sequencing at school sites with same industry partners;
- Established work based learning plans at the pathway level at all high schools, with a focus on shared benchmarks by grade level;
- Focused on deepening industry partner connections at school sites;

- Offered/provided financial literacy workshops facilitated by Chase to high schools; and
- Designing and implementing work-based learning activities to be inclusive. The needs of students with moderate to severe needs was present during planning to ensure students participated. This includes everything from career fairs to internships.

Implementation Challenges:

- New WBL data entry method was developed to offset the limited access to the mass add feature on Aeries
- Access to enter WBL data is significantly different this year and it has resulted in gaps in data and delayed reporting via the WBL dashboard.
- Having at least on school staff on site with access to WBL Mass add to track school level activities.

Implementation Successes:

- All high schools completed comprehensive work-based learning plans that reflect common benchmarks.;
- All seniors/graduates who attended the summer program at Cypress Mandela Training Program who applied for the adult program were accepted within one year and successfully completed the adult program.;
- The districtwide summer fair planning process enabled all schools to use a streamlined registration process for the events.;
- On track with increased participation in work-based learning for students with moderate to severe needs.

Action 1.8: Counseling & Equitable Master Scheduling

OVERALL IMPLEMENTATION: COUNSELING

- Master Resources Matrix was created for counselors and timeline outlining key tasks by month was created to provide counselors one stop for frequently used resources;
- TK-12:
 - Professional development and individual coaching for 59 school counselors and 19 graduate student counselors in training from Post-Secondary Readiness Coordinator and High School Network Counselor;
 - Collaborative coordination of mental health pathway through Federal Department of Ed Grant, increase stipends for counselors in training providing individual and group counseling in OUSD schools;
 - Completed second school counselor time study to monitor use of time in areas of delivery of services, consultation/collaboration, and program management and school support;
 - Implemented new student contact tracking system and established minimum number of counselor:student contacts for key grade levels;
 - Learning walks for school counselors to visit 3 continuation school sites to better inform students and families of alternative education options; and
 - Welcomed cohort 2 of Counselor Residency Program, placement, training, and onboarding. Held monthly resident workshops.
- Secondary:
 - Central and site-based strategies to increase understanding and knowledge of A-G requirements:

- Transcript audits and one-to-one student meetings;
 - Classroom A-G and grad requirement presentations; and
 - Collaboration with the Office of Equity to support parent understanding of A-G requirements.
- Other strategies for improving A-G rates:
 - Individual support with target schools, including Oakland High School, MetWest High School, Oakland Technical High School;
 - Reviewing 11th and 12th grade transcripts for on-track status; and
 - Supporting sites to develop student trackers to have at a glance, live status on student progress towards graduation, a-g, recovery needs, and more.

Implementation Challenges:

- Increasing student needs, particularly social- emotional, and academic needs impacted counselor workload.

Implementation Successes:

- Began developing grade-level milestones for counselors to incorporate into level matrices. This will provide counselors with milestones that all students should have exposure, experience, or learning by grade level including academic, social emotional, and college and career in an effort to create a more scaffolded and developmental sequence among school counseling programs.
- Restoration of Federal Department of Education mental health grant after non-continuance due to new priorities of the current administration.

Overall Implementation: Equitable Master Scheduling

- Master schedule audits and in coordination with Measure H IEP requirements to ensure sections for courses are aligned to pathways and academies;
- Central auditing and approval of new A-G adopted courses;
- High School Network Master Scheduling support sessions for all middle schools and high schools with technical section building and/or thought partnership for master schedule development;
- In addition to whole group master scheduling supports (MS and HS), we also offer more individualized site support during 1:1 sessions 6 times a week beginning each February;
- Master Schedule Expectations and Considerations document provides guidance and key considerations to help high school teams develop their master schedule; and
- Mapped and updated CTE courses (introductory, concentrator) for all high school pathways and academies.

Implementation Challenges:

- Shifting all comprehensive high schools to an 8-period schedule was paused due to district budget constraints; and

- Need to get more school leaders to form a site master scheduling team/committee to get more staff input and support with creating their master schedule for more transparency.

Implementation Successes:

- Continue to improve our systems of A-G course auditing to make sure our schools' master schedules and course offerings are aligned to UC CMP/Doorways;
- Continue to improve and support schools in submitting their new course requests so that Tech Services can create a local course ID to add to their new master schedule;
- 7 of our comprehensive high schools have initialized their scheduling master schedule to begin building their master schedule for 26-27;
- Coordination with other OUSD Teams/Departments to support with master scheduling and new A-G course approval process to adopt for our high schools: Special Education, ELLMA, Academics, RAD, Tech Services; and
- Earlier course selection and enrollment of English Language Learners and students with IEPs during the master scheduling process has ensured students are placed in the proper courses and sections to ensure equitable course access

Overall Implementation: Post-Secondary Readiness

- Central and site-based collaboration with post-secondary access partners to increase financial aid application completion (FAFSA/CADAA);
- Continued implementation of California College Guidance Initiative with all high schools and high school seniors; and
- Monthly Career Transition Specialist Community of Practice meetings, monthly Postsecondary Partner meetings, and once per quarter Postsecondary Point Staff Community of Practice meetings. All meetings were convened as planned, and provided space for celebration of successes, time-sensitive updates, data dives, and time to problem solve in school or role-alike groups.

Implementation Challenges:

- Need to fully implement CCGI with our junior class with the goal of at least 70% of juniors would have activated their CCGI accounts; then continue to work our way down to the next grade level;
- Continuation schools continue to face challenges in supporting students to complete financial aid applications, and in tracking their data accurately over time because of the more transient nature of their student population; and
- Though we are doing better than in previous years, we still have challenges with the coordination and commitment of school counseling services from PCCD campuses to support OUSD with Express Enrollment in April to help with college registration and matriculation to PCCD campuses.

Implementation Successes:

- Collaboration with Families in Action to develop student leaders at Oakland High and Oakland Tech to deliver student-led A-G workshops;
- As of March 19th, 2026: 68% Financial Aid completion rate district wide, 64% on time completion by March 2nd;

- 10 schools are already above 70% Financial Aid benchmark: Life, McClymonds, Oakland High, Skyline Tech, MetWest, OIHS, CCPA, MPA, Castlemont; and
- Close to 100% participation across sites in using CCGI to launch 4-year college applications for OUSD seniors.

Overall Implementation: Credit Recovery

- School-year academic recovery courses implemented at focal high schools;
- Online academic recovery courses offered Fall & Spring Semesters for all OUSD high school students in grades 10-12;
- Fall & Spring AVANT World Language validation testing for multiple bilingual students at focal high schools;
- Academic and attendance recovery pilot at 1 alternative high school focused on seniors;
- Academic recovery “gradeboost” program at 1 alternative high school focused on English and Math;
- Currently recruiting for the 5th annual Summer Healing & Academics 4 Kids (HACK) credit recovery program for 9th & 10th graders happening June 8-July 2, 2026. Summer HACK combines academics and social emotional development;
- Continue to implement and use Edmentum/Apex for credit recovery during the school year and for summer academic recovery; and
- Implemented a new credit recovery platform, Edgenuity, for our alternative education school sites.

Implementation Challenges:

- We did not implement 3 Academic & Attendance recovery pilots this year;
- Student attendance across all the programs continues to be an ongoing dilemma and obstacle for our students. Students do not show up for a variety of reasons (recent federal policies impacting our immigrant communities; illness; transportation issues; safety challenges; disengagement due to personal stressors, etc);
- Finalizing the best program design that incorporates the necessary wrap around supports required for academic engagement and success; and
- Uncertainty about staffing for 2026-2027 due to budget adjustments.

Implementation Successes:

- Piloting the attendance recovery program at an alternative education high school;
- Navigating the communication challenges that arise working with a hybrid team working across multiple sites and offering several different programs concurrently;
- Piloting a partnership with Community College of San Francisco (CCSF) to provide online high school diploma completion courses at 1 high school; and
- Fully implemented two credit recovery platforms and provided professional learning sessions for teachers and administrators.

Action 1.9: Data-Driven Decision Making

OVERALL IMPLEMENTATION

- Historical and real-time data continue to be integrated into the same dashboards, enabling both trend analysis over time and reflection on current performance.;
- Our data tools maintain the ability to disaggregate by race/ethnicity, English fluency status, home language, special education status, foster youth, homeless status, Free and Reduced Price Meal (FRPM) status, grade level, and additional relevant student groups.;
- Dashboards have been consistently used to monitor local and state assessment participation, supporting early identification of students in need and timely interventions. As a result, participation rates have steadily improved.
 - i-Ready reading and math assessments reached an all-time high participation rate of 97% among TK–8 students during both the Fall and Mid-Year administrations in the 2025–2026 school year.
 - DIBELS participation exceeded 95% for both Fall and Mid-Year administrations in 2025–26, marking strong engagement in the first year of the state mandatory annual Reading Difficulties Risk Screener (RDRS).
 - For state assessments, the 2025 summative ELPAC participation goal of 95% was achieved, with the Initial ELPAC on-time submission rate also around 95%.
CAASPP participation continued to increase across SBAC ELA, SBAC Math, CAST, and CAA Science assessments.

Implementation Challenges:

Due to staff retirements and budget adjustments, the team has lost two of its six data positions—a Data Analyst II and a GIS/Mapping Analytics Specialist—with a third team member only recently hired in September. As a result, the team has effectively been operating at roughly half its intended capacity for an extended period. The staffing gap has created compounding challenges, resulting in the following consequences:

- Reduced capacity to maintain and update existing dashboards;
- Reduced capacity to develop new dashboards in response to customer requests;
- Diminished ability to provide data support for federally mandated reporting requirements, including CRDC (Civil Rights Data Collection);
- Reduced capacity to supply timely data to external partners;
- Reduced capacity to build and maintain geographic attendance area boundary data and maps;
- Reduced capacity to maintain facilities database;
- Diminished ability to generate and maintain daily geocoding for where students live; and
- Diminished ability to run spatial analysis of student and facilities data.

Action 1.10: Network-Based School Supports

OVERALL IMPLEMENTATION

- *Principal Supervision:* Network team led observation/feedback cycle; coaching; evaluation; differentiated, one on one.;
- *Leader Growth & Development System (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 and safety needs, addressing challenges, and ensuring compliance with district policies and state regulations. Overseeing school site budgeting and providing human resources 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:* Elementary, Middle, and High school networks trained principals twice monthly on how to support staff at their sites. The Middle and High School Networks 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.;
- Conditions external to the school create additional obstacles and problems to solve for site leaders (e.g., district budget challenges).

Implementation Successes:

- All school sites continue to implement 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.;
- All school sites are implementing Multi Tiered Systems of Support (MTSS) to deliver concrete metrics of success for students.;

- Elementary school networks developed an intentional and systematic new principal onboarding and development process and support system.

Action 1.11: School Improvement

OVERALL IMPLEMENTATION

- **Graduate Profile:** School Improvement Team has partnered with the High School network to lead the effort to update the 2018 OUSD Graduate Profile. Updated Skills have been proposed, alongside minor edits to the Competencies. The team has engaged educators, parents, and students in conversations about the updates to the graduate profiles, soliciting input and feedback from: Teaching & Learning Committee, Continuous School Improvement (CSI) Leads, CSI Division, HS Linked Learning Office, counselors, Capstone teachers, Curriculum Committee, ACC, and families.
- **School Improvement Framework:** The School Quality Review (SQR) rubric, materials, and process continued to be refined, and the review process was piloted at both an elementary school and an ECE program. Network Superintendents and Department leaders were engaged as members of the SQR visiting teams for these SQRs.
- **Intensive school supports:** The School Improvement Team provided coaching, thought partnership, and project management support to specific schools, including one site where a former charter school is coming into OUSD and offering its Montessori instructional program at an OUSD elementary school.

Implementation Challenges:

- We had hoped that the Board of Education would formally adopt the School Improvement Framework during this school year, including both the Graduate Profile and the School Quality rubric. However, the Board and the Teaching & Learning Committee have been very focused on budget.

Implementation Successes:

- Over 250 members of the OUSD community have had opportunities to review and give feedback on the Graduate Profile, including students, educators, and families.
- The two SQRs that have been conducted were successful pilots that generated new learnings that helped us improve our school improvement tools and processes.
- Enrollment at Brookfield has increased from 133 students in 24-25 to 205 students in 25-26, as a result of the new Montessori program.

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

- We were unable to fill all early literacy positions for the 2025-26 school year.
- Adjusted projected cost of the annual purchase of our EL Education curriculum in grades K-5 to provide teachers with the ELD extension materials.

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

- We were unable to fill all math tutoring positions for the 2025-26 school year due to a limited candidate pool.

Action 1.3: Equitable Access to a Broad Course of Study

- We currently have a vacancy for the Network 3 Literacy Coordinator position.

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

- Do to not being able to fill some positions until mid-year (Credentials Associate), a Behavior Specialist leaving in October and not being able to fill that position, and some employees coming in under budget, our total staffing expense is about \$1 million less than anticipated;
- We have spent more on Facilities this year than originally planned including major playground investments at Highland CDC, Harriet Tubman CDC, Prescott Elementary and OAK Elementary.

Action 1.6: Multilingual Programs

- There are no material differences to report.

Action 1.7: College & Career for All

- Multiple positions were vacant for a significant portion of the year due to the hiring freeze. These include key positions needed to manage general operations and implement grant and restricted resource deliverables: Office Manager, 1.0, Program Manager, High School Operations, 1.0, and Grants Manager, 1.0.
- Non-labor costs have been similar to what was planned.

Action 1.8: Counseling & Equitable Master Scheduling

- Several site-based counselors were on leave, so substitute counselors had to be hired

Action 1.9: Data-Driven Decision Making

- The proposed cost for administering the initial and summative ELPAC is lower than previous years due to continued decline in both newcomer students and overall ELL enrollment.

Action 1.10: Network-Based School Supports

- The Network Partner position in the High School Network was reassigned to serve in an Acting Principal role at a high school to cover for a principal on leave.

Action 1.11: School Improvement

- 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 1.1: Strong Readers: Early Literacy & Secondary Literacy

- The actions implemented are effective because there are established conditions for leading instructional improvements in place. The most notable are 1) Coaching Collaborative supported our site based coaching in K-12 with facilitation of math and literacy-focused PLCs and 2) Adoption of Foundational Skills curriculum was successful due to providing foundational professional development and coaching during the first year of implementation.

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

- The most effective strategy for improving the quality of site Professional Learning Communities (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 coaching and professional learning for math tutors in K-5, who provide Tier 2 and Tier 3 math interventions.

Action 1.3: Equitable Access to a Broad Course of Study

- Attendance at Central Professional Developments 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 resulting in mixed effectiveness due to attendance.
- 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

- The strategy of increasing the allocated FTE for VAPA elementary programs was effective in meeting the goal of every student receiving art once weekly by a certificated teacher. In fact with prop 28, the goal was exceeded and 14 schools offer art twice weekly.

Action 1.5: Early Childhood Learning

- Our investments have helped us make significant progress towards our goal. By improving quality in all our ECE spaces, we have increased demand and more students are enrolled in our programming. As of March, 2026, we have 1,116 preschoolers enrolled in OUSD early childhood programs and 1,469 children enrolled in TK putting us 285 seats above our goal (12% above goal)

Action 1.6: Multilingual Programs

Effectiveness:

- 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 as evidenced by curriculum embedded analysis, ELPAC and I-Ready growth.
- We have created more differentiated space for Dual Language principals, coaches, and teachers in our Professional Development 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 and focused tiered interventions.
- In partnership with SEAL, launched the state-funded Bilingual Teacher Professional Development program: currently, 30 teachers are getting their bilingual authorization free of cost.
- The increased use of AVANT in our high schools has allowed us to award more students the Seal of Biliteracy.

Ineffectiveness:

- We are over-assessing in our Dual Language 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 practices.
- Lack of time to implement all parts of the curriculum resulting in teachers not teaching fluency and comprehension in the lower grades impacting reading outcomes adversely.

Action 1.7: College & Career for All

Linked Learning Instructional Team & Career Technical Education (CTE)

- Second Wednesday Professional Development has been effective in providing professional development for CTE teachers that is aligned with focal areas in Academics.;
- CTE coaching is increasingly coordinated with core academic focal areas in Second Wednesday Professional Development.;
- Focus on literacy at the pathway level has positively impacted iReady test-taking.;
- Regular Professional Development for capstone teachers has resulted in more consistent use of the shared student rubric as a gauge of student learning.;
- Supporting teachers working on CTE credentials has led to more teachers being properly credentialed.; and
- Strategic planning and coordination between High School Linked Learning and Special Education and direct and regular work with schools has led to significant and promising progress toward the goal of mainstreaming students with moderate to severe needs in CTE classes in 2026-27. Courses have been identified for inclusion in the master schedule.

Work Based Learning (WBL):

- WBL plans at the pathway level and coaching staff to ensure all common benchmarks are included has resulted in more comprehensive work based learning plans.;
- Regular community of practice with WBL leads from schools has led to greater consistency in WBL plans, implementation of them, and tracking of the activities in Aeries. ;
- WBL team has consistently messaged and worked with individual pathways and industry partners to deepen opportunities for student learning in WBL activities. For example, multiple industry partners have redesigned summer internships for 2026 that include specific and structured opportunities for students to learn about diverse careers and to complete a concrete project while interning.; and
- Consistent and strategic planning and coordination between Special Education and HS Linked Learning along with consistent planning with leadership and teachers at focal schools has resulted in CTE courses identified and added to master schedules for mainstreaming of students with moderate to severe needs in 2026-27.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling:

- More counselors working on a clear timeline of check-ins and interventions with students, peak times for monitoring A-G and graduation on

trackness is an example of effectiveness that has resulted from implementing planned actions.;

- Master query document for counselors shared to facilitate data-driven interventions and progress monitoring resulted in better focused counselor interventions;
- Increased support and training to understand A-G, graduation requirements, and consultation for supporting students who are struggling resulted in improved services provided by counselors; and
- Use of Time studies and clarity regarding the school counselor role allowed counselors to focus on students and families and reduce non counselor duties, improved communication regarding where we are going as a district team, and we focused on our strengths and growth areas.

Equitable Master Scheduling:

- An effective strategy was to share our High School Network Master Schedule Expectations and Considerations so principals and master scheduling leads are aware of District priorities to better support students with IEPs, English Language Learners and to ensure clear CTE sequence(s) and cohorting of our students.

Post-Secondary Readiness:

- Made a more concerted effort with our communications and updates of FAFSA/California Dream Act Application (CADAA) completion with school leaders and post secondary access partners. We improved communication and began FAFSA/CADAA countdown and reminders for students and parents of the March 2 priority deadline; and
- Increased collaboration between OUSD High School Network and Peralta Community College District departments to develop strategies to increase college matriculation into 2 year colleges.

Credit Recovery:

- Family outreach strategies have been effective in getting truant students to show up to credit recovery classes. However, sustaining the improved student attendance rates remains challenging when mitigating factors are still present.

Action 1.9: Data-Driven Decision Making

Over the past half year, the team implemented the following strategies to mitigate reduced staffing and maintain critical operations which have proven effective.

- Focused on high-impact and mission-critical projects
 - What worked: Made sure the most important work still gets done
 - Challenge: Less urgent requests are delayed or put on hold, which frustrated some stakeholders
- Streamlined and automated data processes and reporting (including use of AI tools)

- What worked: Saved time by reducing manual work
- Challenge: Not everything can be automated, and setting up automation takes time and effort
- Leveraged cross-functional support by training up Assessment team staff in data work
 - What worked: Helped share the workload by enabling other teams to handle simpler tasks
- Collaborated with the Facilities Department to use their GIS analyst
 - What worked: Brought back some mapping and GIS support that was lost
 - Challenge: The GIS analyst is still building the full set of needed skills, which has left several critical projects delayed or on hold

Action 1.10: Network-Based School Supports

- The actions implemented have been effective in retaining principals: As of March 2026, the Elementary school network is projected to retain 48 of 49 principals, for a 97.9% retention rate. (1 leader early retirement), the middle school network is projected to retain 10 of 11 principals, for a 91% retention rate, and high school is projected to retain 17 of 19 principals or 90% retention rate.

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

- Budget adjustments to secondary Early Literacy Tutors will diminish the implementation of SIPP instruction at certain sites and our Literacy TSAs will have to do more to support these roles where they remain.

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

- Reduction in -2 FTE for STEM will diminish the amount of Science and Math support across our elementary schools.

Action 1.3: Equitable Access to a Broad Course of Study

- For Special Education, the Department plans to change our intervention materials for elementary literacy to UFLI to better align with general

education initiatives.

Action 1.4: Visual & Performing Arts

- While elementary goals are being met, secondary schools are facing the need for additional mentorship. There are 1.4 fte content TSAs supporting 100 secondary teachers, 56 of whom have less than five years of experience.

Action 1.5: Early Childhood Learning

- Our biggest challenge in program expansion has been that there are not enough TK seats at certain schools to meet the demand of where families want their child to attend school;
- We are opening two new “TK Hubs” to address this challenge and expanding TK by 10 classrooms; and
- We also have approval for facility investments at Garfield and Sankofa which will open many more PK and TK seats in high demand areas in the next few years.

Action 1.6: Multilingual Programs

- 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.
- Based on the success of SEAL at current schools, 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

Linked Learning Instructional Team and CTE

Analysis of a-g, literacy, and CTE completion led to specific shifts in strategy in 2025-26. These include:

- Central CTE coaches have integrated training and coaching on literacy strategies;
- Central CTE coaches, instructional coordinators, and College and Career Pathway Coaches co-planning and facilitating pathway team meetings to increase the instructional focus;
- Project-based learning support returned in 2025-26 after a year of hiatus (to allow for full attention on curriculum implementation and Instructional Leadership Team work network-wide);
- Focus on advisory board structures and best practices to systematize and deepen collaboration between industry partners and teachers; and
- Focus on CTE course sequences and credentialing of CTE teachers to maximize opportunities for students to become CTE completers (which demonstrates mastery of CTE standards).

Work-Based Learning:

- With work-based learning benchmarks and plans developed, the strategy emphasizes focal populations (e.g., students with moderate to severe

needs, students who are credit deficient) and concrete learning outcomes;

- Analysis of the College and Career Indicator revealed a gap between what is measured by the CDE and what OUSD was measuring. Additional strategy has been implemented to support and track Registered Pre-Apprenticeships, Transition Work-Based Experience, and Transition Classroom-Based Work Exploration;
- Analysis of participation in summer internships resulted in an increase in the stipend amount for students and greater attention paid to the quality of learning experience and variety of internships offered; and
- Analysis of the impact of Highway to Work programming on graduates led to successful applications for renewed funding, including a promising partnership with Oakland Adult Education.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling

- Counseling team priorities will continue to focus on increased time spent providing direct service to students, reducing the amount of time counselors spend on operational/logistical duties, and an increased focus on academic advising for McKinney-Vento-eligible students.

Equitable Master Scheduling

- A Course Adoption team will be developed to review and approve new A-G course adoptions; and
- An annual review of course lists in the UC Course Management Portal (CMP) will be implemented to archive inactive courses to eliminate and/or add missing courses.

Post-Secondary Readiness

- A grant-funded Teacher on Special Assignment will be added to the team to support the implementation of district-wide post-secondary access initiatives, including but not limited to financial aid completion, community college certificate completion, and overall success in dual enrollment college courses.; and
- More regular and standing meetings between High School Network (HSN) and RAD will be implemented to support the use of our HSN Tracker.

Credit Recovery

- Collaboration with continuation high schools will be implemented to increase completion of credit recovery courses during the school year.;
- Credit recovery options will be increased to meet the diverse needs of OUSD's student population (ie: creating more partnerships with community colleges like CCSF).; and
- Partnerships with Community Based Organizations (CBOs) will be enhanced to provide social emotional & mental health support for Tier 2 & 3 students in credit recovery programs.

Action 1.9: Data-Driven Decision Making

- Continue prioritizing high-impact, mission-critical projects, adding user statistics to identify and retire low-use dashboards.;
- Expand the use of Artificial Intelligence (AI) to support coding and automate data processes, freeing up staff capacity for other projects.;
- Participate more proactively in the planning stage of projects involving data needs, enabling process improvements from the outset.;
- Involve Assessment team staff in more complex data projects to build their skills and help share the workload.

Action 1.10: Network-Based School Supports

- Key priorities and metrics remain the same. We will reorganize the support structure of elementary supervision due to decreasing from three networks to one network. With larger caseloads, principal supervisors will hone in on leadership practices specifically aligned to outcomes.

Action 1.11: School Improvement

- This department will be consolidated for the 26-27 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><i>Building Early Literacy</i> Our focus on early literacy ensures that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers,</p> | \$29,268,515 | Yes |

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.

Focal Schools: Individual school(s) that are identified for this area for improvement is/are: Bridges@Melrose Academy (English Learners; Latino; Socioeconomically Disadvantaged).

Centralized supports include:

- implementation of high-quality curriculum, including a daily foundational skills block;
- coordination of a comprehensive system of literacy assessments including a universal screener, tiered assessments, dyslexia screening and progress monitoring
- foundational training in standards, curriculum and the science of reading
- ongoing professional learning for teachers and coaches/teacher leaders
- learning walks to assess practices and target coaching and support for schools;
- training and coordination of early literacy tutors grounded in core curriculum and assessment
- family literacy workshops and guidance for schools

Supporting Secondary Literacy

The work developed over the 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.

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.

Ongoing and grant-funded Central investments that support this work include:

- 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)
- 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)

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>.

One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:

- 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

Site-funded positions that support this work include:

- 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)

Learning Recovery Emergency Block Grant (LREBG) Investment

LREBG Investment: 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.

Schools receiving LREBG-funded Literacy Teachers on Special Assignment in 2025-26: 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,

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| | | <p>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 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</p> | \$3,915,868 | Yes |

school biology. Adoptions for high school chemistry and physics are currently underway.

Focal Schools: Individual school(s) that are identified for this area for improvement is/are:

- Bret Harte (All Students; African American; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities);
- Emerson Elementary (All Students; African American; Socioeconomically Disadvantaged);
- Fremont High School (English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities);
- Global Family Elementary (All Students; English Learner; Latino; Socioeconomically Disadvantaged);
- Grass Valley Elementary (All Students; African American);
- Madison Park Academy 6-12 (All Students; African American; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities);
- Rusdale Continuation School (Latino; Socioeconomically Disadvantaged);
- Sankofa United Elementary (All Students; African American; Socioeconomically Disadvantaged);
- Sojourner Truth Independent Study (All Students; African American; English Learner); and
- Urban Promise(English Learners; Latino; Socioeconomically Disadvantaged; Students With Disabilities)

Ongoing and grant-funded Central investments that support this work include:

- 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)

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>.

One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:

- Site-Based Elementary Math Tutors (5.6 FTE)

Site-funded positions that support this work include:

- 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)

Learning Recovery Emergency Block Grant (LREBG) Investment

LREBG Investment: 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.

Schools receiving LREBG-funded Math Tutors in 2025-26: 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

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| | | <p>Elementary, Prescott, International Community, and Think College Now Elementary</p> <p><i>Metric Used to Monitor Investment: Metric 1.2.1</i></p> <p><i>Total LREBG Funds Supporting Action: \$984,768</i></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 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> | \$24,476,153 | Yes |

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| | | <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, 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) | \$12,828,807 | Yes |

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| | | <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 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) | \$11,940,716 | Yes |

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| | | <ul style="list-style-type: none"> ● 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 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,</p> | \$485,107 | No |

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| | | <p>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 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> | \$15,822,571 | Yes |

Ongoing and grant-funded Central investments that support this work include:

- 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)
- 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

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Site-funded positions that support this work include:

- Assistant Principals, High (2.0 FTE)

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| | | <ul style="list-style-type: none"> ● 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) | | |
| 1.8 | Counseling & Equitable Master Scheduling | <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</p> | \$9,148,896 | Yes |

counselors play a critical role in supporting students in the academic development, social/emotional development, and college and career planning domains. Counselors support students with graduation planning, decision-making, A-G readiness, post secondary planning, high school enrollment (for eighth graders), and coping with school life.

The HSLLO CSS Team provides monthly professional development and/or training opportunities for school counselors, new counselor coaching, consultation, and intern recruitment and placement. School counselors meet 1:1 with students and families, provide class and/or small group curriculum on topics of graduation requirements, A-G completion, personal and academic development, stress and anxiety, and college and career planning. HSLLO supports school counselors to provide deep transcript and graduation reviews to ensure students are on track, are aware of their options, and parents are involved in their child’s progress towards high school readiness, high school graduation, career, and college eligibility. HSLLO CSS also supports school counselors to use data to inform their interventions and practice.

School counselors support their school’s master scheduling team with course selection, course development, and reviewing course offerings to ensure courses are A-G approved and are reflected in the University of California A-G Course Management Portal.

The HSLLO CSS team provides bi-weekly master scheduling each spring for middle schools and high schools and supports school master scheduling teams to:

- Identify the school’s priorities for their master schedules;
- Cohort students in specific academies and pathways;
- Create sections in the master schedule for student supports, intervention and credit recovery;
- Review the school’s academic course offerings to make sure they are A-G approved and reflected in the UC CMP;
- Be strategic in ensuring that teachers have opportunities to plan and collaborate;
- Ensure that all students have access to all A-G courses and students are correctly enrolled in their required core academic classes, ELD classes

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| | | <p>and/or special education;</p> <ul style="list-style-type: none"> ● 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 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</p> | \$7,325,798 | Yes |

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.

Assessments

OUSD uses data and assessment to drive continuous improvement efforts throughout our system. State and local summative assessments are administered at the end of the year to assess student learning of grade-level standards (e.g., SBAC, CAST, iReady), communicate to students and families about student learning progress, and reflect on the impact of practices implemented that year. To measure progress during the year, students at all schools take 2-3 interim assessments in ELA/Reading and Math that are aligned to end-of-year, summative assessments. Data Summits are held across school networks and at school sites to analyze data, assess the impact of focal practices, and develop plans for the next inquiry cycle. In Reading, all students take a universal screener at the beginning and end of the year (certain grades take a mid-year assessment). This screening process supports schools in identifying students for deeper diagnostic assessment and developing targeted plans to accelerate learning. Teachers conduct formative, curriculum-embedded assessments through the year and use student work and other data to inform planning. Assessment data also helps teachers communicate with families about their child’s progress through report card conferences and online communication.

Teacher Collaboration Time

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

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| | | <p>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) ● 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</p> | \$2,928,950 | Yes |

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|------|--------------------|--|--------------|-----|
| | | <p>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) | | |
| 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 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</p> | \$10,722,382 | Yes |

| | | | | |
|--|--|--|--|--|
| | | <p>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) | | |
|--|--|--|--|--|

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 achieving at grade-level standards and warrant specific strategies to better serve their instructional and social emotional needs. We believe that identifying and interrupting practices that perpetuate achievement disparities will increase student achievement for all students and narrow the academic and opportunity gaps between the highest and lowest performing students. We 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 takes action to decrease opportunity gaps by dedicating resources to expand programs that successfully improve outcomes for groups of students. We analyze student outcomes, develop professional learning experiences, and review financial allocations to ensure that students furthest 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 | -82.7 | -71.9 | +10.2 |
| 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 | -119.1 | -113.3 | +9.2 |
| 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% | 80.5% | 82.3% | +4.2% |
| 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% | 39.6% | 40.8% | +4.8% |
| 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% | 38.5% | 35.1% | +9.4% |
| 2.1.6 | Reduce the chronic absenteeism rate for African American students. | 70.5% | 43.7% | 42.2% | 39.7% | -28.3% |
| 2.1.7 | Reduce the number of student expulsions for African American students. | 13 | 16 | 12 | 7 | -1 |
| 2.1.8 | Reduce the out-of-school suspension rate for African American students. | 8.5% | 9.0% | 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% | 10.4% | 6.4% | +1.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|----------|--|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.2.1 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for Latino students, as measured by the average distance from standard (points above or below standard) without participation penalty. | -79.3 | -83.7 | -84.0 | -58.3 | -4.7 |
| 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 | -97.2 | -55.0 | -21.2 |
| 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 | -112.4 | -97.5 | +0.1 |
| 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 | -141.7 | -123.4 | -3.3 |
| 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% | 68.7% | 74.8% | -0.1% |
| 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% | 38.2% | 38.8% | +5.4% |
| 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% | 36.1% | 36.9% | +5.2% |
| 2.2.8 | Reduce the number of student expulsions for Latino students. | 13 | 11 | 8 | 6 | -5 |
| 2.2.9 | Reduce the rate of chronic absenteeism for Latino students. | 67.2% | 34.9% | 31.7% | 31.0% | -35.5% |
| 2.2.10 | Reduce the rate of chronic absenteeism for Native American students. | 72.7% | 43.5% | 40.0% | 39.4% | -32.7% |

| 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 |
|----------|--|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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 | -90.6 | -74.0 | +4.4 |
| 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 | -114.9 | -99.3 | -0.6 |
| 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% | 90.9% | 86.0% | +10.9% |
| 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% | 31.8% | 34.0% | +3.8% |
| 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% | 28.6% | 23.4% | +11.2% |
| 2.3.6 | Reduce the chronic absenteeism rate for Pacific Islander Students. | 85.3% | 60.8% | 61.4% | 56.8% | -23.9% |
| 2.3.7 | Reduce the out-of-school suspension rate for Pacific Islander students. | 7.1% | 4.1% | 2.8% | 2.1% [¶] | -4.3% |
| 2.4.1 | Increase the percentage of on-time annual IEPs (Individualized Education Programs). | 92.8% | 64.8% | 63.0% | 95.0% | -29.8% |
| 2.4.2 | Increase the percentage of on-time triennial IEPs (Individualized Education Programs). | 86.1% | 73.6% | 87.4% | 90.0% | +1.3% |
| 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 | -119.6 | -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 | -142.5 | -131.8 | +4.3 |
| 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 | -23.6 | 8.0 | -22.6 |
| 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 | -41.3 | 4.2 | -36.5 |
| 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% | 69.3% | 74.2% | +1.1% |
| 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% | 26.1% | 25.4% | +6.7% |
| 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% | 23.1% | 23.7% | +5.4% |
| 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% | 0.2% | 20.0% | +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 |
|----------|---|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.4.11 | 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% | 37% | 90.0% | -3.8% |
| 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% | 19.0% | 16.5% | -7.4% |
| 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% | 72.4% | 65.0% | +10.5% |
| 2.4.14 | Increase the reclassification rate for students receiving Special Education services who are English learners. | 6.1% | 3.4% | 6.4% | 8.1% | +0.3% |
| 2.4.15 | Reduce the chronic absenteeism rate for students with disabilities. | 69.2% | 41.2% | 38.7% | 37.0% | -30.5% |
| 2.4.16 | Reduce the out-of-school suspension rate for students with disabilities. | 6.7% | 6.4% | 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% | 12.8% | 10.2% | -0.4% |
| 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 | -77.8 | -57.3 | +0.5 |
| 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 | -105.4 | -93.5 | +3.1 |
| 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% | 74.6% | 80.1% | +0.5% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|----------|---|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.5.4 | Increase the percentage of low-income students who graduate prepared for college and career, as measured by the state College/Career Indicator. | 35.0% | 40.0% | 40.5% | 41.0% | +5.5% |
| 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% | 30.9% | 43.7% | -6.8% |
| 2.5.6 | Reduce the chronic absenteeism rate for low-income students. | 64.9% | 36.9% | 33.8% | 32.9% | -31.1% |
| 2.5.7 | Reduce the out-of-school suspension rate for low-income students. | 4.2% | 4.4% | 4.1% | 3.0% | -0.1% |
| 2.5.8 | Increase the percentage of low-income students participating in after-school programs. | 75.8% | 81.9% | 81.2% | 80.0% | +5.4% |
| 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 | -128.0 | -113.6 | +6.6 |
| 2.6.2 | Improve performance on the SBAC state assessment in Mathematics for Unhoused Students, as measured by the average distance from standard (points above or below standard) without participation penalty. | -163.5 | -148.0 | -149.5 | -148.5 | +14.0 |
| 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% | 59.5% | 65.2% | +0.3% |
| 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% | 24.6% | 16.8% | +13.8% |

| 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 |
|----------|--|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.6.5 | 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% | 27.6% | 24.4% | +9.2% |
| 2.6.6 | Reduce the chronic absenteeism rate for Unhoused Students. | 72.8% | 46.5% | 45.3% | 42.5% | -27.5% |
| 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 | -92.6 | -101.0 | +29.4 |
| 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 | -140.6 | -145.9 | +20.3 |
| 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% | 53.5% | 69.6% | -10.1% |
| 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% | 19.5% | 31.8% | -6.3% |
| 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% | 20.9% | 30.2% | -3.3% |
| 2.7.6 | Reduce the chronic absenteeism rate for Foster Youth. | 68.7% | 54.6% | 50.4% | 50.7% | -18.3% |
| 2.7.7 | Reduce the out-of-school suspension rate for foster youth. | 10.4% | 13.8% | 18.3% | 7.4% | +7.9% |
| 2.7.8 | Increase the percentage of foster youth participating in after-school programs. | 0.5% | 0.6% | 0.43% | 5.0% | -0.1% |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.8.1 | 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 | -135.2 | -104.3 | -9.9 |
| 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 | -145.6 | -127.3 | -3.3 |
| 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% | 61.4% | 68.0% | -0.6% |
| 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% | 23.4% | 24.8% | +4.6% |
| 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% | 28.6% | 29.8% | +4.8% |
| 2.8.6 | Increase the reclassification rate for English learners. | 11.4% | 7.4% | 9.6% | 15.4% | -1.8% |
| 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% | 40.3% | 50.0% | -3.9% |
| 2.8.8 | Increase the number of current or former English learners completing the seal of biliteracy annually. | 130 | 75 | 225 | 150 | +95 |
| 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% | 66.4% | 100.0% | +0.7% |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 32.5% | 100.0% | +12.2% |
| 2.8.11 | Increase the percentage of English learners participating in after-school programs. | 28.3% | 29.4% | 27.6% | 35.0% | -0.7% |
| 2.8.12 | Reduce the chronic absenteeism rate for English learners. | 66.1% | 35.8% | 32.6% | 30.9% | -33.5% |
| 2.8.13 | Decrease the percentage of classes with English learners taught by teachers that are misassigned. [§] | 30.3%* | 36.4%** | 25.2% | 25.0% | -0 |
| 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 | -137 | -128.3 | +5.3 |
| 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 | -180 | -175.5 | +5.5 |
| 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% | 76.7% | 80.1% | +0.6% |
| 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% | 32.9% | 23.4% | +15.5% |
| 2.9.5 | Increase the reclassification rate for long-term English learners. | 17.0% | 11.1% | 15.1% | 20.0% | -1.9% |
| 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% | 40.3% | 55.0% | -7.1% |

| 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 |
|----------|---|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 2.9.7 | Reduce the chronic absenteeism rate for long-term English learners. | 67.9% | 42.1% | 38.4% | 36.4% | -29.5% |
| 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% | 56.9% | 14.0% | -0.4% |
| 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% | 30.2% | 20.0% | -4.6% |
| 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% | 35.1% | 20.0% | -1.8% |
| 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% | 48.5% | 33.0% | +13.7% |
| 2.11.1 | Increase the one-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School. | 53.0% | 67.2% | 56.9% | 68.0% [¶] | +3.9% |
| 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% | 71.7% | 80.0% | +5.0% |
| 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% | 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 2025-26

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

- Office of Equity (OoE) - African American Male Achievement (AAMA) Targeted Strategies: Grades 3-5 push in/pull out instructional support and SIPPS 1:1 reinforcement, Grades 6-8 Mastering Cultural Identity Khepera implementation, Grades 9-12 a-g elective Khepera implementation and care management, Grades 11-12 FAFSA, Scholarship, and College application 1:1 support.
 - We have implemented all activities as planned
- Office of Equity (OoE)- African American Female Achievement (AAFE) Targeted Strategies: Grades 3-5 after school girls group and SEL support, Grades 6-8 Mastering Cultural Identity AAFE implementation, Grades 9-12 a-g elective Mastering Cultural Identity AAFE implementation and care management.

Implementation Challenges:

- AAMA staff covered site based classroom vacancy at Skyline in addition to regular job duties, due to hiring delay of site based facilitator-teacher.
- While we have a 2% reduction in suspensions overall for AA students, 143 less students were suspended compared to last year, we continue to disproportionately suspend AA students, especially at the high school level.

Implementation Successes:

- More African American students districtwide continue to maintain positive attendance, attending school 95% or more. 41.5% so far this school year, compared to 35.1% in 24-25, and 33.1% in 23-24. And more AA students districtwide continue to increase grade level reading, from fall to midyear I-Ready assessments, showing 4.6pp growth this year.
- AAMA
 - Maintained student access: At midyear, AAMA facilitators and partner teachers have maintained enrollment in AAMA, reaching 712 students, 20% of our African American male students, districtwide, PK-12, including nearly 300 students in our high school dual enrollment courses. We have maintained a 37% increase in our reach, since the 23-24 school year.
 - I-Ready literacy growth: At midyear, AAMA students who reached grade level reading increased from 18.7% in the fall I-Ready, to 21.6% at midyear. In elementary, we expect even greater gains this spring after the launch of Lit Kings, our intentional SIPPS support for Tier 2 students.

- AAFE
 - Increased positive attendance: at midyear, 43% of our AAFE students have positive attendance compared to 41.6% non-enrolled AAF students.
- Middle School Network collaboration with Community Advisory Committee for Special Education (CAC) - Working Group to Support Black Students with Disabilities in Middle School
 - 115 less students suspended compared to last year, as well as fewer incidents, 112 less incidents compared to last year.
 - So far, 81.8% of our middle schools (9 of 11 sites) are on track to meet their goals in reducing the number of suspensions for Black students.

Action 2.2 Latino & Native American Student Achievement

OVERALL IMPLEMENTATION

- Office of Equity (OoE) - Latino Student Achievement (LSA) Targeted Strategies and community collaboration and partnership to support Native American Student Achievement: Grades 3-5 push in/pull out instructional support and SIPPS 1:1 reinforcement, Grades 6-8 Chicano Studies elective course and care management implementation, Grades 9-12 Chicano Studies a-g elective course implementation and care management, Grades 11-12 FAFSA, Scholarship, and College application 1:1 support. Collaboration with American Indian Child Resource Center (AICRC) to support K-12 Native American students with academic, SEL, and cultural enrichment activities after school, and engage families and community with annual Pow Wow, Art & Music Festival, and celebration of graduating Native American seniors.

Implementation Challenges:

- LSA staff covered site based classroom vacancies at Frick MS and Fremont HS, in addition to regular job duties, due to hiring delay of site based facilitator-teachers.

Implementation Successes:

- More Native American students districtwide have attended school 95% or more: 43% so far this school year, compared to 30.5% in 24-25, and 25% in 23-24.
- More Latino students districtwide have attended school 95% or more: 46.2% so far this school year, compared to 41.8% in 24-25, and 38.1% in 23-24.
- More Latino students continue to increase grade level reading, from fall to midyear I-Ready assessments, showing 5.1pp growth this year, and 3.3pp last year.
- Sustained student access: At midyear, LSA facilitators and partner teachers have maintained reaching an estimated 500 students, or 4% of our Latino students, districtwide, K-12.

- Maintaining positive attendance: At midyear, 50.6% of our LSA students have positive attendance mirroring our districtwide 50.6% average for Latino students.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

OVERALL IMPLEMENTATION

- Office of Equity (OoE) - Arab, Asian, Pacific Islander Student Achievement (AAPISA) Targeted Strategies: Collaboration with IKUNA and AAYSP to recruit Arab American and Pacific Islander Literacy Mentors to provide push in/pull out literacy support for Arab American and Pacific Islander students in Grades 3-5. Implement academic, cultural enrichment, attendance intervention, and SEL support to students in Grades 6-12 via after school affinity student groups and family partnership.

Implementation Challenges:

- Students served by AAPISA literacy mentors include students who are not in the designated targeted population due to site leaders requesting that mentors serve more students. This causes a data challenge, as some of the students served will not be counted in our program enrollment or data analysis. The intention of AAPISA is to increase literacy and attendance of targeted Arab American and Pacific Islander students.

Implementation Successes:

- More Pacific Islander students have attended school 95% or more: 21.5% so far this school year, compared to 15.7% in 24-25. And more Pacific Islander students districtwide continue to increase grade level reading, from fall to midyear I-Ready assessments, showing 3.7pp growth this year, and 1.4pp last year.
- Maintained positive attendance districtwide for Arabic speaking students so far this year, at about 39% of students, a significant increase, compared to 22% of students in 23-24.
- Maintained student access: At midyear, AAPISA mentors and partner teachers are reaching an estimated 450 students, or 17.9% of our Arab American students, districtwide, K-12, and 29.8% of our Pacific Islander students districtwide.
- Increase in positive attendance: At midyear, 55.1% of Arab American (AAPISA) enrolled students have positive attendance compared to 54.1% non-enrolled home language Arabic students. And, 26.9% of students engaged in PI programs have positive attendance compared to 25.7% non-enrolled PI students.
- Increased grade level reading: By midyear, 13.7% of our PI (AAPISA) enrolled students were reading at or above grade level, compared to 11.7% in the fall.

Action 2.4 Students with Disabilities Achievement

OVERALL IMPLEMENTATION

The Special Education Department implemented a number of complementary strategies to address Goal 2.4, including Program Specialist coaching and mentorship, professional development and individual support provided by Board-Certified Behavior Analysts (BCBAs), curricular training, monitoring, job placement assistance, Individualized Education Programs (IEP) quality audits, and IEP timeliness monitoring. All activities were implemented consistently. Specific highlights of the work include:

- The Special Education Department led professional development for all principals about inclusive practices across three sessions.;
- Monthly support staff orientations include a focus on inclusive practices;
- Additional optional Professional Development was offered to support staff to learn how to support integration and curricular adaptations in the classroom;
- Elementary Network leadership (general education) adopted goal that all elementary students participate in lunch and recess with non-disabled peers;
- The Special Education department identified students in Mild/Moderate programs whose academic data were comparable to their general education peers and worked with sites and families to increase mainstreaming and/or a move to a general education class. ;
- The Special Education department supports student participation in extracurriculars and general education activities through collaboration with other departments, such as Expanded Learning, Oakland Athletic League, and Visual And Performing Arts (VAPA).;
- A cadre of literacy tutors provided daily systematic multisensory reading intervention to 3rd-5th grade students with IEPs in resource specialist programs at 11 elementary sites. Sites selected based on schoolwide literacy data and high % of African American students.;
- Board-Certified Behavior Analysts collaborate with Special Education Program Specialists.;
- The Special Education Department supported the Young Adult Program in training all teachers and support staff team members around best practices in job coaching individuals with intellectual and developmental disabilities.;
- The Special Education Department supported the training of Career Transition Services Case Managers who are focused on providing Pre-Employment, Employment, and College readiness skills to students with disabilities across the District and continuum of need.;
- The Special Education Department provided training to Work Based Learning Leads at all High School Sites across the District to better prepare them with the support of to encourage and support their provision of services to individuals with disabilities and learning differences.;
- Special Education TSAs reviewed the quality of 384 IEPs to date using a comprehensive rubric. The improvement cycle included direct feedback to the teachers about strengths and need areas and coaching to complete any corrective actions needed.;
- The Special Education Department collaborates with general education Linked Learning leadership to increase the number of students from Moderate self-contained programs who participate in CTE offerings.

Implementation Challenges:

- Challenges to increasing time spent in Least Restrictive Environment (LRE) for students include scheduling, staff and family agreement and cooperation.;
- Changes to State Law limiting the District's ability to make placements for students with disabilities in work experience.;
- Local labor market shifts lead to a limiting of employment opportunities available to young people especially those with disabilities and learning differences.; and
- Inter-agency connections and low levels of collaboration lead to service delays for young people with Intellectual and Developmental Disabilities as they exit the K-12 system.

Implementation Successes:

- We have exceeded our Year 3 goal for Increasing the percentage of Grade 12 students with disabilities completing A-G requirements with a grade of C or better, which is now at 27.3%.;
- Suspension reduction efforts were successful, though disproportionality remains a concern requiring further intervention. 25-26 YTD suspension rates for African American/Black students with IEPs reduced by 1.1% compared to 24-25 rates, and overall suspension of students with IEPs dropped by .4%. In middle school, which has been a particular area of focus, suspension of students with IEPs dropped by 1.3%.;
- We have met and exceeded our three year goal for students with IEPs and satisfactory attendance, 25%+ higher than the baseline in 22/23.;
- Several campuses were supported to launch friendship clubs (such as Best Buddies and Neurodiversity Alliance) to create more inclusive social environments.;
- Unified sports and Unified PE were supported at 3 school campuses this year.;
- OUSD's first inclusive schools week included information and resources provided for each day, with over 20 school sites participating.;
- Unified Track & Field was launched at Skyline and a HS Unified Basketball season is set to proceed in April.

Action 2.5 Low-Income Student Achievement

OVERALL IMPLEMENTATION

The strategy to improve outcomes for low-income students is to focus on the social emotional well being of students and to decrease their chronic absenteeism rate. Sown to Grow is a social emotional check-in system that allows for students to indicate how they are feeling on a 5 point scale. If students indicate that they are feeling low, there is a flag that is placed on the student response and school site administrators and counselors are notified. Sown to Grow 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 Coordination Of Services Team (COST) to assess the level of student need/support.

Implementation Challenges:

- The Board did not approve the Sown to Grow contract in June 2025 resulting in the delay of the contract which impacted access to the platform. The contract was not approved until the end of September. This delayed the implementation start date to October 2025.
- The late start made it much harder to implement and gain traction of establishing routines and service to students.

Implementation Successes:

- Low-income students achieved Green on the CA School Dashboard in graduation rate and college/career readiness.
- Low-income students decreased their chronic absenteeism rate to Yellow.

Action 2.6 Unhoused Student Achievement

OVERALL IMPLEMENTATION

- For the school year 2025/2026, The McKinney-Vento (MKV) Program has three case managers supporting 12 elementary and middle schools, alongside an additional academic Academic Counselor supporting 14 OUSD high schools, all focused on providing the necessary resources to support the academic success of MKV students. Our team provided direct student support at schools through 1:1 check-ins and small groups community-building activities (through Sown to Grow) while also advocating for families to secure essential resources. To improve program outcomes, they focused on enhancing the depth of their documentations to better identify the root causes of student absences. The team worked to increase the use of social-emotional tracking platforms and established regular SMART goals to maintain a consistent and data-driving approach to student achievement.

Implementation Challenges:

- The team faces the challenge of more students across OUSD schools than we can currently accommodate. With over 2,000 MKV students district-wide at over 80 schools, our team lacks the capacity to provide on-site support at every OUSD school.

Implementation Successes:

- We found that having dedicated staff at school sites helps our MKV students feel welcome, connects them to various community resources, and increases their desire to attend school.

Action 2.7 Foster Youth Achievement

OVERALL IMPLEMENTATION

- We increased communication with school sites regarding discipline expectations and practices, and worked with the Student Safety and Support team to support the rollout of the new discipline policy.
- The Foster Youth Team focused on improving attendance by identifying barriers, and collaborated with each youth's adult support team to remove these barriers and reinforce consistent school attendance from multiple points of influence.

Implementation Challenges:

- A primary challenge was maintaining consistent practices across sites to ensure compliance with discipline policies. This inconsistency led to variability in implementation and highlighted the need for clearer guidance, targeted training, and stronger monitoring systems for the adults in our schools.

Implementation Successes:

- A notable success was the overall increase in student attendance for our Foster Youth students. Efforts to improve engagement and attendance monitoring contributed to measurable gains in this area, reflecting positive progress toward our goals and students moving up one level to Orange on the CA School Dashboard.

Action 2.8 English Learner Achievement

OVERALL IMPLEMENTATION

- There are no substantive differences in planned actions and implementation of items for this goal area. Examples of implementation include:
 - Centrally provided Professional Development for teachers on designated ELD during Language and Literacy institute and new teacher series.;
 - Centrally provided integrated Professional Development at September and January Professional Development Day, PK-12 monthly inquiry cohort through Lead by Learning and Saturday PLCs on GLAD practices.;
 - English Language Learner, Multilingual Achievement (ELLMA) supported site-based Professional Development and PLCs provided on integrated and designated ELD at over 20 sites.;
 - Direct teacher support of instructional strategies through co-planning, co-teaching, and modeling of lessons.;
 - Development of guidance and supplementary supports for designated and integrated ELD.;
 - Capacity building of literacy TSAs to support integrated and designated ELD through elementary, middle school and high school coaching

- collaboratives.;
- Teacher-led Professional Development on newly adopted newcomer ELD curriculum.;
- Learning lab cohort of 10 schools implementing the new edition of EL Education with improved integrated ELD and the new Unlock ELD program that the ELLMA office helped to create.

Implementation Challenges:

- We see persistently low results in the areas of reclassification, ELPAC growth, and ELPAC performance, and distance from standard in both ELA and math. We had a slight increase to the percentage of students who attained an ELPAC score of 4 at 9.6% which is one of the state-required criteria for reclassification.
- While we have seen an increase of ELLs enrolled in ELD in grades 6-12 this year to 75%, our highest rate yet, we have a significant number of students who opt out.
- The new elementary ELA and ELD curriculum is a steep learning curve for teachers and coincides with a new foundational skills curriculum. We are challenged to provide the Professional Development, PLC, and coaching support for all teachers to feel confident and efficacious with the new materials.
- Protected time for teacher Professional Development is limited and will be further reduced next year due to changes in the tentative agreement with the teachers union.

Implementation Successes:

- We have exceeded our three-year graduation rate goal for ELLs.;
- We have also already met our 25-26 goal for ELLs' A-G completion.;
- We are approximating the 25-26 goal of college and career readiness.;
- We have significantly decreased chronic absence rates for ELLs who moved one level up to Yellow on the CA School Dashboard.

Action 2.9 Long-Term English Learner (LTEL) Achievement

OVERALL IMPLEMENTATION

There are no substantive differences in planned actions and implementation of this goal area are the following:

- Content development of ELD lessons for LTELs were developed for the middle school ELA program.;
- Integrated support for LTELs were developed to support access to the newly adopted Fishtank ELA curriculum.;
- Ongoing centrally and site-based Professional Development on both integrated and designated ELD have been implemented.;
- “Leading for ELLs” series for all middle and high school coaches to analyze quantitative and qualitative data around LTEL instruction and student

outcomes and to bring systems-wide improvement to their respective sites.;

- A Scaffolding for Rigor focus on LTEL achievement is gleaning higher scores on standards alignment in IPG (instructional practice guide) learning walk results

Implementation Challenges:

- 33% of our Long-term ELLs also have an IEP, or are dual-identified as needing both ELL and Special education services.;
- The data on reclassification, ELPAC growth (ELPI) and SBAC results suggest we are undeserving our Long-term ELLs. While we are seeing some incremental growth from last year, the gaps in performance and growth are stagnant.

Implementation Successes:

- Long-term ELLs have made improvements in graduation rates and college and career readiness over the last two years.;
- We saw a significant decrease in the number of LTEL demonstrating a need for foundational literacy skills instruction.;
- Schools who have partnered with ELLMA on implementation of designated ELD and integrated ELD (via the scaffolding for rigor focus) have made strong improvements.

Action 2.10 Newcomer Achievement

OVERALL IMPLEMENTATION

- Social worker staffing was provided to all high count newcomer secondary schools.;
- Professional Development and support for newcomer social workers to better meet the wellness needs of newcomer students was provided.;
- A social work internship program designed to build a pipeline of bilingual bicultural social workers and add capacity at sites has been implemented.;
- Elementary Newcomer Teacher Leader (ENTL) staffing was provided at most 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 significantly in the past 3 years.; and
- We have decreased our chronic absentee rates and increased our newcomer attendance rates.

Action 2.11 Alternative Education

OVERALL IMPLEMENTATION

- Continuation schools engaged in monthly professional learning focused on aligning academic and program expectations across all school sites.;
- Continuation schools adopted a shared trimester calendar to streamline student enrollment and transfer procedures across all school sites.;
- The District continued to provide targeted re-engagement support for continuation school students via the CSI-funded Credit Recovery Case Manager.; and
- Continuation schools engaged in learning walks with High School Network and Academics team focused on literacy, access to grade-level appropriate reading materials and scaffolded instructional strategies.

Implementation Challenges:

- Chronic absenteeism and disengagement: many continuation students face significant barriers (employment, caregiving, housing instability), resulting in irregular attendance and reduced access to instructional time and credit recovery opportunities.; and
- Late referrals and enrollment timing: students are referred to continuation programs from comprehensive high schools late in grading cycles, limiting available instructional days and ability to earn sufficient credits within a term.

Implementation Successes:

The District has made meaningful progress, though gains have not yet been sustained at the level initially projected:

- The one-year graduation rate increased from 53.0% (baseline) to 56.9%, demonstrating incremental progress toward the 60% target by 2027.;
- Operating on a shared trimester calendar allowed for more intentional collaboration between school sites on curriculum implementation and student entry and transition procedures.; and
- Learning walks and PLCs have begun to establish a common instructional vision, particularly around: Literacy as a cross-disciplinary priority and access to grade-level content.

Action 2.12 Expanded Learning Opportunities

OVERALL IMPLEMENTATION

- Expanded Learning Office increased community-based partnerships to increase access to a variety of year-round enrichment opportunities (including Community Based Organizations focused on supporting students with disabilities) to support student engagement. Efforts to increase access resulted in the following participation rates in Expanded Learning, Saturday Free YES! Sports Program, and in summer school.

Expanded Learning (After School) 2025 total enrollment = 19,876

- SpED - (15%)
- ELs - (28%)
- Free/Reduced Lunch - (80%)

Saturday Free YES! Sports Program - 2024 Fall/Winter = 1,038 students served

- SpED - (15%)
- ELs - (26%)
- Free/Reduced Lunch - (74%)

Implementation Challenges:

- In after-school, vetting high-quality community-based organizations to ensure they are providing high-quality programming and finding enough staffing to meet the waitlist demand.; and
- In the Summer Program, challenges include onboarding district staff and community organizations in a timely manner, student enrollment systems, and increasing training for staff working with students with disabilities.

Implementation Successes:

- In after-school, OUSD's Expanded Learning Office (ExLO) has expanded Community Based Organization (CBO) partnerships to include over 30 CBO partnerships, providing students with over 220 hrs of enrichment programming.;
- in after-school, implemented an online enrollment system for ExL Programs aligned to OUSD's enrollment practices to streamline families' ability to register for ExLP.; and
- Our Summer Program Average Daily Attendance (ADA) improved and increased integration of extensive needs sped students into the full-day TK-8 summer program. 2345 students recovered credits to remain on track for graduation, and 65 students received their High School diplomas

because of their summer learning participation. 80% of Elem students met their assessment growth goals in reading.

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

- Two site based AAMA facilitator positions were vacant for part of the year due to challenges with hiring/onboarding.

Action 2.2 Latino & Native American Student Achievement

- Two full time FTEs were vacant for 4 months due to delays with onboarding, 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 for this area.

Action 2.6 Unhoused Student Achievement

- Capacity limitations at Community Education Partnerships (CEP) made it difficult to refer 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 school site did not fill their 0.5 ENTL role this year.

Action 2.11 Alternative Education

- The majority of positions were funded and staffed; however, two vacancies impacted continuation school programming:
 - The AltEd Pathway Coach position was on leave for most of the year, and then resigned. This led to a less cohesive approach to implementing Linked Learning pathways at the continuation schools.; and
 - A teacher at Rusdale was also out on leave for most of the year, which impacted the master schedule and student access to credit recovery courses.

Action 2.12 Expanded Learning Opportunities

- In After-School, there was one vacancy for a program assistant that was not filled due to the district hiring freeze. Expenditures were in line with budget expectations.
- In Summer Learning, there were increases in transportation costs, nutrition/food costs, and curriculum costs.

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

- AAMA and AAFE targeted strategies that continue to demonstrate improved outcomes for Black students, as demonstrated by data listed above, involve:
 - 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 AAMA and AAFE specialists.;
 - Implementation of African American Studies content and ethnic studies pedagogy via the Mastering African American Identity (AAMA and AAFE), g-elective, survey courses.; and
 - Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership.

- Middle School Network successful strategies decreasing suspensions of Black students:
 - 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.; and
 - 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:

- Partnership with American Indian Child Resource Center (AICRC)
 - Intentional collaboration with AICRC to support Native American student academic and SEL supports over the past three years to remove barriers to access OUSD services and programs, and support building a sense of belonging and connection to school via culturally based approaches, have resulted in attendance improvement as reflected in data above.
- LSA targeted strategies that continue to demonstrate improved outcomes for Latino students, as demonstrated by data listed above, involve:
 - 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.; and
 - 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:

- AAPISA targeted strategies that continue to demonstrate improved outcomes for Arab American and Pacific Islander students, as demonstrated by data listed above, involve:
 - 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.; and
 - 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:
 - Through the rollout of Lexia PowerUp Reading intervention, we have increased % of mid-above and early on grade level reading from 5.5% to 8.2% year over year on the iReady literacy diagnostic.;
 - Our IEP quality efforts have resulted in 71 teachers producing IEPs of very high quality, successfully “graduating” from the audit cycle.;
 - Individual behavior planning support resulted in students receiving direct behavior planning reducing suspensions from 14.5% of students in the cohort receiving behavior planning to 8.4% of students getting any further days of suspension after behavior supports were provided.; and
 - Areas of improvement identified in IEP audits include a 28% increase in appropriately identifying Extended School Year (ESY) services, a 22% increase in outlining the continuum of placement options, and a 19% increase in including accommodations.

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.; and
- 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 because of the contract approval, we did not see the same usage numbers for 2025-26, 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.

Action 2.6 Unhoused Student Achievement

Effective strategies included:

- The school-site integration of MKV case managers in 2025-2026 proved highly effective. Having staff physically present made them more accessible to families and students, resulting in improved service delivery and more consistent engagement.; and
- That said, our current model assigns one case manager to four school sites, which inherently limits their ability to fully integrate into each school community. Since case managers are only on-site once per week, they have constrained opportunities to provide the consistent, deep-level support that MKV students require to be fully successful.

Action 2.7 Foster Youth Achievement

- A key factor in the progress was the role of case managers, who were effective in supporting both discipline and attendance efforts. Their direct engagement with youth, along with coordination with adult support teams, helped reinforce goals and address barriers in a timely manner.; and
- Direct communication with principals did not prove to be the most effective approach system-wide for responding to youth needs, as their

limited availability often made timely coordination challenging.

Action 2.8 English Learner Achievement

The following strategies were effective:

- Our collaboration with the HS linked learning office and our school sites to provide ELLs 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.;
- Collaborating with content teams to provide integrated ELD. We are seeing a 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 dually-identified at higher rates than previous years.

Action 2.9 Long-Term English Learner Achievement

The following strategies were effective:

- The launch of the Scaffolding for Rigor focus across all middle and high schools has led to broader awareness of the LTELs in our schools and introduced teachers across schools to best practices for planning, teaching, and assessing with language and content in mind. This work is just beginning and will continue into next year.;
- OUSD developed ELD lessons grounded in the ELA instructional materials showing promising results for Long-term ELLs compared to results seen in schools using other programs.;
- LTEL rates increased 2% points with the highest growth across high schools which increased from 9% to 14%
- 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

The following strategies were effective:

- 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 Professional Development and streamline social work Professional Development 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.; and

- 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

- The District's strategy has been partially effective, with modest gains in graduation outcomes and stronger system alignment, but challenges persist around student engagement. Effective strategies included implementing targeted credit recovery supports, Increased system alignment through shared structures, and improvements in instructional coherence. The areas to improve for the upcoming year will address consistent student attendance and engagement, full realization of accelerated credit recovery at scale, and the implementation of earlier intervention prior to continuation placement. While progress is evident, the current rate of improvement indicates that existing strategies alone are insufficient to meet the Year 3 target without deeper integration of attendance, instruction, and re-engagement systems.

Action 2.12 Expanded Learning Opportunities

- The Expanded Learning Office released a Request for Proposal seeking community-based organizations to provide high-quality programming, leading to the establishment of more effective partnerships.

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

- AAMA and AAFE
 - Due to budget adjustments, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of AAMA and AAFE programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based facilitators.
- Community Advisory Committee for Special Education (CAC) - Working Group to Support Black Students with Disabilities
 - We hope 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 23-24, 24-25, and 25-26 with the Middle School Network to decrease suspensions for Black students and Black disabled students.

Action 2.2 Latino & Native American Student Achievement

- Due to budget adjustments, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of LSA

programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based facilitators.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

- Due to budget adjustments, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of AAPISA programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based literacy mentors versus providing direct facilitation of affinity based activities for Arab American and PI students and families.

Action 2.4 Students with Disabilities Achievement

- Special Education is divesting in two separate curricular products to support more effective alignment with general education programming in the spirit of the Least Restrictive Environment. Otherwise, no changes are planned for the coming year.

Action 2.5 Low-Income Student Achievement

- 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 federal administration, 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. There may be a need to shift the strategy around family engagement and attendance for 2026-27 in light of this changing landscape.

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: An Administrative Assistant will be hired to call families and confirm McKinney-Vento (MKV) student identification. A dedicated Administrative Assistant will ensure the accurate and consistent identification of MKV students across the entire district.

2. Attendance Monitoring & Intervention: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that families feel a sense of trust and safety, allowing us to provide them with timely and effective assistance. Collaborate with the CSSS team and other stakeholders to identify potential school-site positions that the McKinney-Vento (MKV) team could support. For example, increasing a 0.8 FTE counselor to 1.0 FTE would allow them to dedicate specific time to supporting MKV students and their families.

3. Academic & Behavioral Support: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that when a student needs academic or behavioral assistance, there is a timely response and appropriate support provided to them.

4. Family Engagement & Outreach: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). In addition, MKV liaison will partner with shelters across Oakland. McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that families feel a sense of trust and safety, allowing us to provide them with timely and effective assistance. The MKV liaison will provide training and outreach to McKinney-Vento students at school sites and within various shelters throughout the Oakland Unified School District.

Action 2.7 Foster Youth Achievement

- We will deepen/expand our engagement with the Student Safety team to strengthen our re-entry practices, ensuring alignment with the new foster youth discipline policy.

Action 2.8 English Learner Achievement

- A stronger focus on ELL progress monitoring including incorporating a language lens in curriculum-embedded and other formative assessments.

Action 2.9 Long-Term English Learner Achievement

- Based on a robust feedback process, we will provide a more focused approach to the scaffolding for rigor with differentiated pathways of professional learning on high-leverage areas of interest to sites, including writing strategies for ELLs and before-during-after language routines.;
- We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work.; and
- To strengthen our designated ELD for LTELs, we are exploring the use of the advanced levels of Lift, which is new to newcomer classrooms and having a lot of success.

Action 2.10 Newcomer Achievement

- Our Newcomer Wellness Initiative is going to be merging with Behavioral Health next year to better streamline social worker support across GenEd, SPED, and Newcomer social work programming.

Action 2.11 Alternative Education

- Monthly collaboration meetings with principals and teacher leaders across the continuation school sites will continue and focus on sharing practices, such as aligning on graduation conferences, focusing on literacy, and focusing on attendance. This structure has led to increased communication and coherence with district partners from Special Education, Academics & Instruction, Enrollment and MTSS.

Action 2.12 Expanded Learning Opportunities

- In After-School, there are no major changes planned for the upcoming school year.; and
- In the Summer Program, increase the quality of math instruction at the secondary level through an updated curriculum and increased coaching. Additionally, more instructional minutes for a math block across all Elem summer sites will be added.

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> | \$4,113,553 | 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 | <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> | \$1,088,217 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---------------------------|---|-------------|--------------|
| | <p>Achievement</p> | <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> 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> | \$569,415 | 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</p> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---|--|-------------|--------------|
| | | <p>Islander students in five pilot schools, bolstered by direct family engagement with parents and guardians as well as community events to elevate literacy, storytelling and the value of education through a cultural lens within the Oakland Pacific Islander community.</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</i></p> | \$3,437,510 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p><i>require special education services. Ensure consistent progress monitoring practices to ensure eligible students are provided with a free, appropriate public education (FAPE) in the Least Restrictive Environment possible.</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</p> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|--|-------------|--------------|
| | | <p>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 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 BCBA's 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</i></p> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|---|-------------|--------------|
| | | <p><i>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 Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually.</i></p> | | |
| 2.5 | <p>Low-Income Student Achievement</p> | <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) | \$5,367,323 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------------------------------------|--|-------------|--------------|
| 2.6 | Unhoused Student Achievement | <p><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 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. | \$896,777 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---------------------------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> ● Tutoring will be provided free of charge, on-site for those students currently living in shelter and transitional housing and students in need of tutoring are matched with a tutor via a partnership with Community Education Partners (CEP) to address any below grade level academics throughout the school year. ● All parents will be prioritized for participation in all parent engagement activities. <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,</p> | \$646,865 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p>while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers. Targeted support is increasingly imperative with the added impact of COVID-19, which has further exacerbated the struggles foster youth face in education, putting them at an even greater risk of falling behind and widening the achievement gap. Three case managers provide direct support to foster youth at 12 high schools, with the goal of improving academic outcomes as before. These case managers work with youth and adults to advocate on the youth’s behalf, attend applicable meetings, and set short and long term goals. Case managers are based out of the Central Office’s Foster Youth Services with the understanding that foster youth have frequent school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult.</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> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|------------------------------------|--|-------------|--------------|
| | | <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 <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</p> | \$1,628,935 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|--|-------------|--------------|
| | | <p>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 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>Specific Schools that will be supported by the description of actions above are the following:</p> <ul style="list-style-type: none"> ● Brookfield Elementary; Castlemont High; East Oakland PRIDE Elementary; EnCompass Academy; Fremont High; Garfield Elementary; Horace Mann Elementary; Madison Park Academy 6-12; Madison Park Academy Elementary; Markham Elementary; Martin Luther King, Jr. Elementary; Rudsdale Continuation High; Skyline High; and Sojourner Truth Independent Study. <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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|---|-------------|--------------|
| | | <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 practices that ensure active engagement and student agency in student learning . Our foundational Professional Development—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 Professional Development spaces are invitational inquiry-based learning and others are provided through content-specific Professional Development 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) | \$394,394 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|----------------------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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 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) | \$3,909,744 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|------------------------------|--|--------------|--------------|
| | | <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) | | |
| 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) | \$12,217,848 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|---|--------------|--------------|
| 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 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> <p>After-School Programs Oakland Unified School District supports 80 after-school programs. These after-school programs are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. Expanded Learning Opportunities Programs (ELO-P) funding increased access to after-school programs to all unduplicated students (TK-6) and expanded programming to eight 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) | \$48,615,979 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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. The active involvement of 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 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% | 41.01% | 60.0% | -6.6% |
| 3.1.2 | Reduce the outof-school suspension rate for all students. | 3.5% | 3.8% | 3.5% | 2.0% | 0.0% |
| 3.1.3 | Reduce the number of expulsions for all students. | 32 | 29 | 22 | 23 | -10 |
| 3.1.4 | Decrease the number of UCP (Uniform Complaint Procedures) complaints. | 216 | 235 | -- | 186 | <i>Not yet available</i> |
| 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% | 87.1% | 90.0% | +10.1% |
| 3.1.6 | Increase the percentage of schools engaged in anti-racist learning. | 72.5% | 100.0% | 88.4% | 90.0% | +15.9% |
| 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% | 41.4% | 50.0% | +7.3% |
| 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% | 26.8% | 50.0% | +3.7% |
| 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% | 40.3% | 50.0% | +2.5% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|----------|--|-----------------------|--------------------------------|--------------------------------|---------------------------------------|--|
| 3.4.1 | Increase the percentage of schools with the ability to provide centrally-funded direct student mental health services. | 0.0%‡ | 0.0% | 24.4% | 30.0% | +24.4% |
| 3.5.1 | Increase the percentage of schools with average daily attendance rates of 96% or higher. | 1.3% | 2.4% | 3.6% | 60.0% | +2.3% |
| 3.5.2 | Reduce the chronic absenteeism rate (missing 10% or more of school days) for all students. | 61.4% | 31.9% | 29.0% | 27.8% | -32.4% |
| 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% | 14.2% | 20% | -0.6% |
| 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% | 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% | 8.5% | 15.0% | +0.9% |
| 3.6.4 | Reduce the number of Grade 7 and 8 middle school dropouts. | 64 | 43 | 31 | 58 | -33 |
| 3.6.5 | Increase the number of secondary schools represented on All City Council. | 10 | 12 | 11 | 12 | +1 |
| 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% | 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% | 100.0% | 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 |
|----------|---|-----------------------|--------------------------------|--------------------------------|---------------------------------------|--|
| 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% | 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% | 100.0% | 0.0% |
| 3.8.5 | Increase the percentage of school facilities in good or exemplary condition.## | 97.4%† | 91.1% | 97.9% | 100.0% | +0.5% |
| 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% | 91.9% | 70.0% | +35.9% |
| 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% | 61.2% | 80.0% | -10.6% |
| 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% | 62.8% | 70.0% | +5.1% |
| 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% | 53.8% | 60.0% | -0.7% |
| 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% | 22.9% | 80.0% | +5.0% |
| 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% | 100.0% | 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 |
|----------|--|-----------------------|--------------------------------|--------------------------------|---------------------------------------|--|
| 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% | 31.3% | 12.5% | +21.9% |
| 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% | 63.6% | 68.0% | +3.1% |
| 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% | 37.3% | 70.0% | -6.5% |
| 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% | 56.3% | 50.0% | +37.9% |

Goal Analysis for 2025-26

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

This action includes four major components: 1) Safety; 2) Case Management; 3) George Floyd Resolution; and 4) Culture & Climate.

OVERALL IMPLEMENTATION: SAFETY

- We were able to implement Village Response Plans (the organizing structure for school site safety teams), Violence Intervention & Prevention Teams at 9 high schools, updates to the Discipline & Intervention Matrix and other student behavior and discipline tools for teachers and administrators, launched a Case Manager for Expelled Students, and continued to staff and train Culture Keepers & Ambassadors.

Implementation Challenges:

- Finding time with school teams and creating structures to effectively utilize these strategies at a high level continues to be a challenge.

Implementation Successes:

- We have successfully created district-wide structures and staffed positions necessary to move the safety work forward.

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.; and
- *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.; and

- 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

- Every school site develops a 6 week culture plan in order to establish transparency regarding social emotional learning, positive behavior supports, and parent-teacher relationship work. These culture plans are developed year after year with principals and school leadership, with the ability to be personalized for specific community needs. This plan includes a universal screener, Sown To Grow, which provides all of Elementary and Middle school with weekly mood check-ins and Social-Emotional Learning curriculum which should support self-awareness, safety, and lower the need for suspension.

Implementation Challenges:

- Culture plans have always been talked about as “6 week” plans, while we all know that Culture Plans should be year long. At some sites you can see culture work tends to waiver after the planned 6 week period. Weekly check-ins occur at high rates, but not everyone is utilizing the SEL curriculum or Community Circles to pro-actively teach preferred behaviors over the course of the year.

Implementation Successes:

- Principals are receiving more structured time and support through professional development to reflect and deepen culture work at their sites. So this work feels urgent and foundational for their school’s relationships, growth, inclusion, and ability to make mistakes and learn from them. Most Elementary days start with a form of circle/connection activity. Sites with climate and culture teams frequently use data to ensure equity of discipline, positive behavior incentives, and the modeling of reflective practice by adults to students.

Action 3.3 Student Health & Wellness

OVERALL IMPLEMENTATION

- **LGBTQ Programming:** Provided stipends to staff to implement gender and sexuality alliances at 28 secondary schools and rainbow clubs at 22 of elementary schools (increase from 15 elementary schools in 2024-25). 150 high school students and 174 middle school students attended GSA Day in March.
- **Alcohol, Tobacco, and Other Drug Intervention:** Provided Tobacco Use Prevention Education coaching at 18 secondary sites.
- **Health Education:** Trained teachers to deliver new Healthy Oakland Kids and Teens lessons through middle school Advisory classes. Continued implementation of puberty and sexual health lessons.
- **Human Trafficking Prevention:** Implemented new, high quality curricula and youth-developed communication materials focused on increasing student, staff, and families' ability to identify red flags and connect to resources.
- **Health Services:** Implemented School-Based Health Centers, vaccine clinics, and health insurance enrollment through partnership with Alameda County and Federally Qualified Health Centers/CBOs. School-Based Health Centers services 6,343 clients and provided 18,758 medical, health education, behavioral health, dental, and vision visits (July 2025-December 2025). 1,473 vaccines were provided through mobile clinics at OUSD campuses.

Implementation Challenges:

- Limited time for professional development to support LGBTQ students and students who are at risk for trafficking.
- Not enough resources for TUPE coaching to respond to the number of sites and referrals.
- Community fear about accessing health and social services due to immigration status.
- Federally Qualified Health Centers are experiencing staffing and funding challenges that impact service delivery at school-based health centers.

Implementation Successes:

- Implemented new, high quality health education curricula in the areas of social and emotional learning, mental health, and human trafficking prevention.
- Increased number of elementary schools with rainbow clubs through a partnership with expanded learning/after school.

Action 3.4 Behavioral & Mental Health

OVERALL IMPLEMENTATION

- Increased behavioral health support at 22 schools through a central investment in social workers and their professional support.
- Increased the number of schools with on-site staff trained in crisis response and threat assessment. An estimated 40 providers were trained in child welfare, 45 in suicide risk screening, and 64 in Comprehensive School Threat Assessment Guidelines.

- As of 3/25/26, we had 227 calls for crisis consultation and support. Of these calls, 86 came through the Intake Line and an additional 141 incidents came from staff reaching out directly to Behavioral Health Program Managers. The most common reason for calls were: suicide risk screening, assessment and hospitalization (84), threat assessments (30), escalated students (25), and CPS/welfare (24).
- Supported development of peer wellness mentoring at 12 high schools. 155 mentors were trained to provide social and emotional support to 157 mentees.
- Culture Plans are built from site to site with the use of Caring Schools Curriculum to address student belonging, Social-Emotional Learning, and positive relationships. In addition our universal screener Sown To Grow helps identify at risk students, providing more S.E.L. curriculum to teachers, and a survey that helps students self identify areas where they require support like self-esteem or emotion management (for example).

Implementation Challenges:

- OUSD's ability to implement the new CYBHI billing program has taken longer than planned due to a delay in grant funds to support the initial start up work.
- Many High Schools choose not to incorporate Sown To Grow into their culture plans.

Implementation Successes:

- Hired 10 new school social workers who access monthly professional learning and clinical supervision and funded 6 additional site-based social workers and clinicians.
- Principals are receiving more structured time and support through professional development to reflect and deepen culture work at their sites. This provides a plan for tier 1 student support around developing a relationship to school, personal growth, inclusion, and ability to make mistakes and learn from them. Most Elementary days start with a form of circle/connection activity. Sites with climate and culture teams frequently use data to ensure that this work is having an impact, especially on our most at risk students that might be sent out of class at higher rates.

Action 3.5 Attendance Supports

OVERALL IMPLEMENTATION

- Focus on Attendance Teams at every school site at every grade level with a progress monitoring strategy that helps us ensure fidelity of practice.
- Culture Plan work that supports attendance (lower suspension rates and joyful environments)
- Student incentives for attendance
- Clerical and leadership coaching and professional development for compliant practices.
- Family Engagement around the importance of daily attendance through incentives
- The communication team informs staff and families of School Days vs Pupil Free days.

- Use of Short Term Independent Studies to recoup missed days.
- Use of Attendance Recovery through after school programming.

Implementation Challenges:

- As other priorities change at different times of the year, attendance focus can sometimes take a back seat to other initiatives.
- Staff absenteeism can affect student absenteeism in a negative way
- Safety concerns can result in student absenteeism
- In High School strained teacher-student relationships can motivate students to avoid certain teacher’s classes.

Implementation Successes:

- We are on track to hit our Chronic Absenteeism 3 year goal of being under 27.8%
- Every site in the district has an attendance team or culture team that positively affects attendance with their joyful schools work.
- Students have higher satisfactory attendance rates at every school as compared to the last two years.

Action 3.6 Youth Engagement & Leadership

OVERALL IMPLEMENTATION

OAL: was able to successfully implement a range of planned initiatives on improving the student-athlete experience, equity in access and efficiency across all schools. The majority of planned actions were executed as planned, some areas required adjustments due to external challenges such as supply chain delays, staffing capacity, and coordination across all sites.

- Student- Athlete Leadership Development - Started the HS Student- Athlete Leadership Council (SALC- Project Rampart) in collaboration with our partner Under Armour. The program included planning and coordination of enrichment opportunities for HS Student- Athlete Leaders.;
- Equity in Athletic Resources - Distributed uniforms and equipment across schools with a focus on addressing historical inequities and ensured all programs had baseline resources.;
- Coach Development & Compliance - In collaboration with Positive Coaching Alliance (PCA) streamlined professional development for MS/HS Coaches for each season of sport. Ensured compliance with CIF and district standards.;
- League Operations & Championships - Executed full season schedules focused on highlighting each sport for every season. Kicked off the Oakland Football Classic with participation of the Oakland Community at one venue. In addition, developed season kick off events in Girls Flag Football and Girls Tennis focused on collaboration and skill development.

Implementation Challenges: OAL

- Uniform & Equipment Distribution Timelines: Orders were placed, delays from Vendors (BSN Sports) impacted timely delivery and distribution to some programs
- Inventory & Site Based Management Systems: Implementation of a standardized inventory tracking system at each school site was not fully completed as planned, leading to inconsistencies in equipment accountability.
- Personnel Hiring - Ongoing delays in ensuring all coaches are hired prior to the start of the season.
- Staffing & Capacity Constraints - Limited bandwidth at both league and school levels impacted safety coverage for several events.

Implementation Successes: OAL

- Increased Student Engagement & Opportunities - Expanded leadership opportunities such SALC/Project Rampart enhanced the student athlete experience.;
- Successful Championship Events - Delivered well organized, high quality championship competitions that included CIF Regional Championships.;
- Progress toward Equity - Made strides in addressing disparities in access to uniform, equipment, and resources across schools. Piloting Unified Basketball for Spring Sports at several High School Sites.;
- Stronger systems & Accountability - Site support with regular meetings with each HS site. Provided onsite support with OAL Staff to troubleshoot issues on site.

Overall Implementation: All City Council (ACC)- Student Leadership

- Successfully coordinated with the Business Services Division to bring budget updates and information to ACC High School delegates.
- Maintained a full governing board - 11 positions

Implementation Challenges: All City Council - Student Leadership

- Consistency of schools participating in ACC

Implementation Successes: All City Council - Student Leadership

- Participation of students in the Young Adult Program, including one who led a portion of the 2nd General ACC High School Meeting.
- Participation of students from Sojourner Truth and Oakland international – schools where students have voiced less access to leadership opportunities compared to other OUSD high schools.

Action 3.7 Community Schools

OVERALL IMPLEMENTATION

- The Expanded Learning Office released a Request for Qualifications for both comprehensive lead agencies and enrichment providers. 13 Comprehensive lead agencies were selected to provide comprehensive after-school programming, and over 80 CBOs applied as enrichment providers.
- We maintained a high-functioning triage and referral system (OUSD Force), department-wide and school training/Professional Development.

Implementation Challenges:

- Onboarding new providers to OUSD’s program model and culture has been a huge shift for new organizations.
- Provider shortages. The process for CBOs to hire new staff and then for those staff to be placed and trained at the school site and COST team is not only time consuming, but the District and CBO timelines are not always aligned.

Implementation Successes:

- OUSD’s roster of high-quality CBOs has increased. Students' opportunities to engage with a variety of enrichment providers have improved the quality of program offerings throughout our schools.; and
- High levels of trust within the school community to request support.

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

- The Office of Equity District Family Engagement Specialists (DFES team) implemented a tiered support to all schools in Elementary and Secondary Networks, with engaging families with school decision making and governance, establishing foundational structures for on-going academic family partnership and communication, and supporting intervention with families for attendance and culture improvements at specific Tier 3 schools

Implementation Challenges:

- At mid-year, secondary sites continue to under-report or not document foundational structures for family engagement, based on our data collection tool, with 63.6% of middle and 46.7% of high schools establishing structures for academic family partnership. Even with challenges in secondary, we are close to meeting our 80% goal for 25-26, with 79.5% of all sites districtwide establishing family partnership structures.

Implementation Successes:

- 95.8% of elementary sites have established foundational structures for family partnership linked to student learning in the following areas: relationship building, academic partnership and communication, language access to communication, and shared decision making.
- 100% of SSC and 96% of SELLS committees were established in each network by the establishment deadline.
- The family engagement team has supported schools to engage families of students with disabilities and families of ELL students, with 69.1% of SSCs having at least one SPED parent representative, surpassing our goal of 60% for 25-26, and 61% of schools establishing SELLS committees as subcommittees to SSC or as freestanding affinity bodies, surpassing our goal of 12.5%.
- 800+ families engaged this Fall on various academic topics hosted centrally: Supporting students with navigating AI and technology, Supporting literacy at home with our online I-Ready platform, Understanding OUSD's Literacy Curriculum, Tiered Support and Assessments & How to Monitor Your Child's Progress, K-2 Family Overview Session of the Reading Risk Screener & What This Means for Your Child, Understanding the Elementary Report Card and Preparing for Parent-Teacher Conferences, Literacy and Math Milestones & Supporting Your Child's Growth in Each Trimester.
- At midyear, 94% of all requests for interpretation and translation were filled, ensuring families and educators had language access to support home to school communication

Action 3.10 Enrollment Supports

OVERALL IMPLEMENTATION

- A primary strategy was ongoing staff Professional Development across job classes (administrator, clerical, school counselor, and community school manager) to ensure that all stakeholders are able to use the system and support families in a timely way
- The Enrollment Marketing Team promoted the on-time enrollment window through traditional advertising, and print and digital platforms, as well as radio to build wide-spread community knowledge
- The Enrollment Marketing Team built digital resources and tools for use centrally, and distributed to individual school sites for promotion
- The Enrollment Marketing Team engaged a number of Community Based Organizations (CBO) who work with school-age families to ensure they had access to accurate and timely information

Implementation Challenges:

- While we are able to access translation services, outreach to portions of the Spanish-speaking community and the Mayan Mam speaking community continues to be difficult, as written translation is insufficient or inadequate
- The Enrollment Marketing Team was defunded in January, so we would expect to see a flattening or even reversal of this trendline

Implementation Successes:

- For 2025-26, the team exceeded the target percentage by five percentage points, increasing from the baseline by 12.5 percentage points, or nearly 20%.
- This increase represented both more overall new applications, particularly to TK, but also high-water application rates for current 5th graders applying to 6th grade, and 8th graders applying to 9th grade.
- We eliminated the disproportionately represented by the overall proportion of Black student enrollment and the relative proportion of Black students with on-time enrollment applications.

Action 3.11 District Communication

OVERALL IMPLEMENTATION

- All actions and services were implemented as planned.
- The District is well above the targeted percentage of families who are contactable through ParentSquare, the District’s primary communications platform.

Implementation Challenges:

- Staff capacity can be a challenge. The current team of 7 total members in communications includes three who work exclusively at the District’s TV station, KDOL, and on associated videos. In addition, the positions of two team members will be eliminated at the end of June 2026, which

will impact our ability to provide the same level of service in written, digital, and graphic communication.

Implementation Successes:

- Through ParentSquare, we have surpassed a 98% 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.
- The District website is hosted on Finalsite. Like ParentSquare, Finalsite automatically translates messaging into the language of the user's choice, allowing us to seamlessly deliver information in home languages via the web. We are close to hosting 100% of school websites on Finalsite as well, with the final three school websites on third party platforms approaching the migration to Finalsite.
- Across all of our social media channels, we have demonstrated strong engagement with Facebook leading in views and reach, with over 418,000 views and 30,259 reach, plus 5,973 reactions. Instagram's 258,000 views, and 45,400+ reach. LinkedIn's followers number 17,593, and the page has 14,400 impressions, with an engagement rate of 12.9%.

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 positions had vacancies for part of the year for both community partners and OUSD roles.

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

- 1.0 Wellness Specialist position was hired in January 2026. 1.0 position will remain unfilled due to change in federal funding.
- No significant changes in non-labor costs.

Action 3.4 Behavioral & Mental Health

- We only filled two of the five FTE for Behavior Specialists; and

- Through Sown To Grow, more students are being flagged if they write words that would identify them as At-Risk in their weekly check ins. In addition the survey component helps students self identify if they have lower self-esteem or ability to manage emotions.

Action 3.5 Attendance Supports

- There were no material differences in this action area.

Action 3.6 Youth Engagement & Leadership

- **OAL:** Overall the OAL remained largely aligned with the planned budget. There have been periods throughout the year where key support positions were not filled or fully staffed for MS events.
- Higher than expected Expenditures for Championship Events & Operations - Increased the use of offsite facilities such as Laney College or Merritt College increased the cost of championship events.
- Overall the OAL has met is planned percentage of improved services in maintaining core programming and student participation
- **All City Council - Student Leadership:** There were no material differences in this action area.

Action 3.7 Community Schools

- As OUSD contracts and program offerings increase across all OUSD schools, the need for a dedicated individual to oversee these new services grows. The gap in service connections forces support staff into a state of “crisis triage,” leaving them with insufficient time to build the relational trust necessary to move beyond basic referrals into effective care coordination for all students.

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

- No material differences between budgeted and actual expenditures for family engagement.
- Delays with hiring a new Spanish interpreter to support increased demand for SPED related services has caused a reliance on external agencies to provide this service, reflecting overspending in contracts for interpretation.
- An increased demand for interpretation across schools and departments for family engagement governance (such as SELLS) and teacher-parent activities taking place after the school day, has also caused a reliance on Overtime for the current team of Spanish interpreters, reflecting overspending in this area.

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. Non-labor costs not significantly more, but there was an additional cost of adding Hootsuite for social media management at a cost of approximately \$1800 per year.

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

Action 3.1 Safe & Welcoming Schools

- This strategy has successfully created alignment across school sites in safety prevention, discipline intervention, and response practices.
- While alignment has improved, implementation across school sites continues to be a challenge.

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

- Culture Plan work has been deemed effective due to the buy-in by leadership on multiple levels. We just need to expand the thinking around it being a year long approach and backwards plan to sustained success. Sown To Grow has been deemed effective by those who use it.

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, 75.9% of survey respondents said they agree or strongly agree that their school feels safe for LGBTQ Students. This is compared to only 43.5% of Lesbian and Gay high school students and roughly 46.6% 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 continue to see 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:
 - 64% reduced, quit, or tried to quit.
 - 89% are attending school more regularly.
 - 83% feel more connected to the school.
- School-Based Health Center clients report increased connectedness to school. School-Based Health Center users were more likely to report receiving counseling services when needed (64% vs. 46%). 97% of School Health Center clients were sent back to class after visits rather than sent home. 95% of School Health Center Clients reported that the School Health Center makes them want to do better in school, feel like they have an adult at the school who cares about them, and feel better about their future.

Action 3.4 Behavioral & Mental Health

- Additional staffing has been helpful to build capacity at schools with limited clinical support.
- Culture Plan work has been deemed effective due to the lowering of suspensions so students can be in a safe and welcoming place. Sown To Grow has been deemed effective by those who use it as it has been shown to build strong teacher-student relationships.

Action 3.5 Attendance Supports

- All the data points to this strategy being successful. Chronic Absenteeism rates have lowered, ADA has increased, and culture at many sites has improved. The ability to support multiple teams by network has been advantageous because a level of trust is built on a network level which builds buy-in and accountability to people that you frequently have to work with.

Action 3.6 Youth Engagement & Leadership

. OAL:

- Overall, OAL has been effective in making measurable progress toward stated goals especially in Academic Achievement, access to athletics, and enhancing the student experience.

All City Council - Student Leadership:

- Successful strategies:
 - Early outreach to school sites about meetings dates and times to confirm participation
 - Student led activities that are interactive and collaborative

Action 3.7 Community Schools

- OUSD has been effective in building meaningful partnerships with community-based organizations. Through the RFP process, OUSD created a direct path for CBOs to engage with students, provide services, and enrich students' opportunities.
- OUSD's Community Schools Model is effective in proving the model works when all staff are able to complete all assigned job duties and responsibilities. OUSD's Community Schools Model relies on nimble team coordination to maximize positive impact for students, however teams have been flooded with crisis management.

Action 3.8 Quality Learning Environments

-

Action 3.9 Family Partnerships & Language Access

- This strategy has been effective because integrating a District Family Engagement Specialist into each Network has allowed progress year over year for the past 3 years in each of the metrics, with the greatest success in 25-26, implementing a tiered approach to providing direct hands on

support to schools in each of the metric areas, as demonstrated by our mid year data.

- Data for 3.9.1, 3.9.3, and 3.9.5 will be available at end of year.

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

- Our strategy has been successful in getting nearly all of our families onto our communications platforms including Parentsquare, social media, and our website, and 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

- We plan to continue our strategy by increasing training and professional learning for safety staff and create more intensive support (case management, life coaching, restorative justice, and mentorship) for middle school students.

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

- We aim to increase the use of Sown To Grow in high schools as we see it is a leverage point for mental health check ins and building safer and joyful school communities.

Action 3.3 Student Health & Wellness

- In response to reduction in state and local funding for Tobacco Use Prevention Education, we are exploring other staffing models to support students with substance use.
- Collection of family health insurance through registration to allow us to bill for services provided under CYBHI (does not affect family insurance). Begin/increase claims and reimbursement to sustain mental health services.

Action 3.4 Behavioral & Mental Health

- No changes planned.

Action 3.5 Attendance Supports

- Budget adjustments will decrease the number of case managers, partners, and central leaders that have implemented a support model for struggling schools. We will have to reimagine a new schema that can be sustainable and still supports our attendance work.

Action 3.6 Youth Engagement & Leadership

- OAL: Per this year's reflection and implementation, the OAL will target adjustments to goals, metrics, and overall strategies to improve consistency of processes across sites, and ensure a more timely delivery of services. Goal will be to improve accountability and impact across all HS and MS Sites
- All City Council - Student Leadership: Metric 3.6.5 represents high school participation with ACC. We plan on adjusting this metric to reflect participation from both middle and high schools. With this change our target outcome would significantly increase since there are over 26 middle and high schools in the district.

Action 3.7 Community Schools

- We will implement quarterly reports to identify service gaps and low connection rates, allowing us to address systemic conditions that keep support teams in a constant state of "crisis triage."

Action 3.8 Quality Learning Environments

- No changes planned.

Action 3.9 Family Partnerships & Language Access

Planned Changes:

- Due to budget adjustments, and elimination of the District Family Engagement Specialist (4.0 FTE) role, direct support to schools will no longer be available. We will be revising and/or eliminating some of our family engagement metrics to reflect a shift towards compliance related engagement.
- Increased investment in interpretation/translation is necessary to cover legally mandated interpretation in SPED (in Spanish) and parent-teacher communication and governance. We plan to hire and maintain a 6th Spanish interpreter, and accurately plan for increased investment in Overtime.
- Due to budget adjustments, and the elimination of 1.0 FTE interpreter for Cantonese, we will need to limit district provided interpretation for public meetings, in Cantonese. Spanish is the only home language meeting the 15% threshold districtwide.

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.
- The investment in maintaining six small schools open next year is a new strategy for this action area. Schools located in parts of the city that have experienced a decline in enrollment that will benefit from this investment are those in North East Oakland (2), East Oakland (2), West Oakland (1), and North Oakland (1). These schools have a historic presence in the neighborhoods they serve. The strategy is to maintain these schools open in order to maintain the students enrolled. The rationale stems from the number of charter schools located in most of these areas. Closing a school in these communities likely means that the closest option available to families in the neighborhood is likely the option families will choose rather than traveling to another OUSD school site. In each of these neighborhoods, charter schools have opened nearby drawing from the enrollment at these schools, as illustrated by declining enrollment over time. There are currently 1,423 students attending these six schools. Students attending these schools are low income, Black, Latino, Special Education, and English Language Learners and this investment will enable these students to remain enrolled in OUSD. New metrics will be added to this action area: 1) The percent of students enrolled in the neighborhood school will maintain at an average of 38%, the current baseline for 2025-2026; and 2) The average daily attendance percentage rate at these schools will maintain at an average of 90%, the current baseline for 2025-2026.

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 families being contactable.;
- 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.; and
- Something else we plan to do 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 Updates Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Updates 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</p> | \$22,286,661 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|--|-------------|--------------|
| | | <p>education. With high risk students, we will also implement the survivor informed “Let’s Talk About It” curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking.</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>Individual school sites that will experience increased support from central office are the following:</p> <ul style="list-style-type: none"> ● Fruitvale Elementary (All Students; African American; Socioeconomically Disadvantaged; Students with Disabilities); ● Laurel (African American); ● Street Academy Alternative High (All Students; African American; Socioeconomically Disadvantaged); ● Thornhill Elementary (All Students; African American; Socioeconomically Disadvantaged; Students with Disabilities) <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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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 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 | <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</i> | \$4,917,782 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p><i>Emotional Learning (SEL) practices.</i></p> <p>Multi-Tiered Systems of Support 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 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> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|--|-------------|--------------|
| | | <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 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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---------------------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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 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</p> | \$3,585,829 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---------------------------------------|--|-------------|--------------|
| | | <p>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) ● 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; | \$5,394,246 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|----------------------------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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> 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 | <i>Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance</i> | \$9,389,211 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p><i>level for chronic absenteeism on the 2023 California School Dashboard.</i></p> <p>Focal Schools:</p> <ul style="list-style-type: none"> ● Bella Vista Elementary (All Students; African American; Asian; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races); ● Cleveland Elementary (All Students; African American; Asian; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); ● Crocker Highlands Elementary (All Students; African American; Asian; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); ● Joaquin Miller Elementary (All Students; African American; Asian; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); ● Melrose Leadership Academy (All Students; African American; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); ● Montclair Elementary (African American; Asian; Latino; Two or more races; Socioeconomically Disadvantaged; Students With Disabilities; White) ● Redwood Heights Elementary (All Students; African American; Asian; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); ● Sequoia Elementary (All Students; African American; Asian; English Learner; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White); and ● Thornhill Elementary (All Students; African American; Asian; Latino; Socioeconomically Disadvantaged; Students with Disabilities; Two or More Races; White). <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</p> | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|---|-------------|--------------|
| | | <p>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) ● 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</p> | \$4,165,558 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--------------------------|--|--------------|--------------|
| | | <p>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 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> | \$18,500,514 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <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> <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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--------------------------------------|---|-------------|--------------|
| | | <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 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 | <i>Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.</i> | \$5,372,916 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|--|-------------|--------------|
| | | <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) ● 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</p> | \$3,208,488 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p>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 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) ● 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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|------------------------|---|-------------|--------------|
| 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 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) | \$1,653,119 | Yes |
| 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</p> | \$305,045 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <p>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) | | |

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% | 39.63% | 24.92% | +11.7% |
| 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% | 57.1% | 80.0% | -10.0% |
| 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% | 39.5% | 75.0% | -22.0% |
| 4.1.4 | Increase the average one-year teacher retention rate for all teachers. | 75.5% | 75.0% | 75.7% | 85.0% | +0.2% |
| 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% | 73.00% | 80.0% | +0.4% |
| 4.1.6 | Decrease the percentage of teachers who report that they want to leave OUSD because of salary. | 54.0% | n/a ^s | <i>Not yet available</i> | 51.0% | <i>Not yet available</i> |
| 4.1.7 | Decrease the number of vacant teacher positions districtwide on Census Day. | 25 | 29 | <i>Not yet available</i> | 20 | <i>Not yet available</i> |
| 4.1.8 | Decrease the number of vacant teacher positions at schools with UPPs of 90% or greater on Census Day. | 17 | 29 | <i>Not yet available</i> | 14 | <i>Not yet available</i> |
| 4.2.1 | Increase the percentage of teachers satisfied with the total professional learning they have received from Oakland Unified. | 41.0% | 39.2% | 52% | 47% | +11.0% |
| 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% | 62% | 60.0% | +12.7% |
| 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% | 59% | 60.0% | +11.1% |

| 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 |
|----------|--|--------------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 4.2.4 | Increase the percentage of all staff who have participated in foundational professional learning. | 12.2% [‡] | 12.2% | 22.0% | 20.0% | +9.8% |
| 4.3.1 | Increase the percentage of new teachers districtwide who plan to continue teaching in OUSD. | 89.0% | 91.0% | 88% | 94.0% | -1.0% |
| 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> | <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% | 68.0% | 74.0% | -1.0% |

*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 2025-26

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

During the 2025–26 school year, OUSD implemented the following key strategies:

- Expansion of Grow-Your-Own educator pathways, including early educator apprenticeship programs, classified-to-credential pathways, and partnerships with local higher education institutions to increase access for Oakland community members.
- Targeted recruitment efforts prioritizing candidates reflective of Oakland’s student population, including strengthened partnerships with community-based organizations and regional educator preparation programs serving Black, Latinx, and multilingual educators.
- Retention support for early-career educators, including onboarding, mentorship, and coaching, with some expansion of affinity-based spaces for educators of color.

While core strategies were implemented, implementation continued to vary across sites and departments, particularly in the consistency of mentorship, affinity-based supports, and staff experience efforts.

Implementation Challenges:

- The increase in teacher misassignments and teachers without credentials (39.63%) indicates continued difficulty in staffing classrooms with fully credentialed educators, particularly in high-need subject areas.
- Declines in CHKS participation (57.1%) and staff connection (39.5%) suggest ongoing challenges with staff engagement, survey participation systems, and school climate.
- Ongoing staffing capacity gaps in key central office roles affected the pace of recruitment, hiring, and pipeline program coordination.
- Compensation competitiveness and cost of living pressures remain significant barriers to recruitment and retention.
- Continued educator burnout and workload challenges, particularly in high-need schools, contributed to retention risks.

Implementation Successes:

- Teacher retention remained stable overall (75.7%) and in high-need schools (73.0%), indicating that retention strategies helped maintain staffing levels despite broader workforce challenges.
- Strengthened partnerships with community-based organizations and higher education institutions improved recruitment pipelines and access for underrepresented groups.
- Targeted supports for high-need schools helped mitigate staffing instability in the most impacted communities.

- Significant growth in Grow-Your-Own educator pathways:
 - Through OakTown Leaders (OTL) and the Early Educator Apprenticeship Program (EEAP), OUSD has strengthened its educator pipeline by serving 166 students over the past three years, with 61 students becoming eligible for the California Commission on Teacher Credentialing (CTC) Instructional Aide Permit. 99% of these students identified as students of color.
 - EEAP supported 25 apprentices, 100% of whom identify as people of color, providing a structured pathway for adult learners to earn college credit, gain on-the-job experience, and progress toward early childhood teaching roles.
 - These efforts represent a critical investment in building a diverse, community-rooted educator workforce and advancing long-term retention by developing talent from within Oakland.

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 Professional Development 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 Professional Development limits impact

Implementation Successes:

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

Action 4.3 New Teacher Support & Development

OVERALL IMPLEMENTATION

We continued to develop and strengthen OUSD's system of support for new teachers, with a focus on three primary pillars: weekly coaching, new teacher professional learning, and credentialing support and progress monitoring.

- Coaching: Identify and pair every teacher who is working on an emergency permit, intern credential, or preliminary credential with a coach who

provides weekly 1:1 coaching and support. Continue to align new teacher coaching with other coaching roles in OUSD (i.e. from Special Education, Early Childhood Education, Visual and Performing Arts, and CTE/Linked Learning). Continued to offer ongoing professional learning and individualized support for all new teacher coaches.

- New Teacher Professional Learning: For the first time, all 1st year teachers were required to attend monthly release days for new teacher Professional Development, focused on building strong classroom culture, learning their content and curriculum, and antiracist teaching. This was a highly collaborative effort across central teams.
- Credentialing: With a focus on emergency permit teachers, we continued to strengthen our internal systems for monitoring teacher credential status and progress, enhanced accountability for teachers who must be credentialed after this school year, improved ongoing communication to teachers and leaders regarding credential expectations and supports available, improved credentialing supports and resources, offered financial reimbursement for all credential fee applications and test fee registrations.

Implementation Challenges:

- New teachers continue to name lack of time and sense of overwhelm as their number 1 challenge.
- An increasing percentage of new teachers named financial hardship as a primary challenge. We'll see if this changes in future years with the recent salary increases. OUSD would love to offer more new teachers robust financial assistance for credential program tuition but has not had the budget for it.

Implementation Successes:

- In survey data, of new, first-year Special Education teachers, 96% of respondents indicated that they intend to return to OUSD, with 88% indicating that they'd like to return to their same role and school site(s).
- Annual new teacher survey data shows:
 - An increase in overall satisfaction with the new teacher experience in OUSD from 79.5% in 22-23 to 85% in 25-26
 - Maintained high levels of satisfaction with the support received from OUSD's New Teacher Support & Development team (range from 82%-86% since 22-23)
 - An increase in likelihood to return to teaching from 89% in 22-23 to 94% in 25-26
 - While 78% of all early career teachers say they feel cared for by OUSD, that number goes up to 89% for OUSD's first year teachers and 86% for Emergency Permit teachers, who have been our primary focus this year.
 - Since 22-23, we have seen an increase in the percent of teachers who feel clear on their credentialing requirements (81% to 85.5%), know who to go to for credentialing support (70% to 73%), and feel adequately supported by OUSD with their credentialing needs (69% to 72%).
 - All early career teachers overwhelmingly name their new teacher coach and their colleagues/peers as having the most positive impact on their teaching. First year teachers also name their site TSA and the new teacher Professional Development as having the next most positive impact on their teaching.

- New teacher retention:
 - Retention is significantly higher for teachers who are on steps 1-2 of the salary scale (proxy for years of teaching) who were paired with a new teacher coach and access new teacher supports and services. While retention for uncoached new teachers dropped from 69% in 2022-23 to 52% in 2025-26, those who have a coach and access NTSD services hold steady around 74–79%. That's a ~27

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

Overall, there is mixed effectiveness in progressing toward intended outcomes:

- Retention rates remained stable at 75.7%, suggesting that existing supports helped prevent declines but did not yet drive significant improvement toward this year’s target, or 85%.
- The increase in teacher misassignments indicates that recruitment, hiring, and credentialing strategies require further strengthening and acceleration in order to reduce misassignments to this year’s target, or 24.92%.
- Declines in CHKS participation and staff connection highlight a need for stronger focus on staff engagement, school culture, and working conditions. This year’s goal is 80% while our participation rate was 57.1%

The district’s approach has been more effective in building long-term educator pipelines than in addressing immediate staffing and staff experience challenges.

Action 4.2 Staff Growth & Development

In the upcoming year, focus will be 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

The rate of new teachers that continue working in our District has not yet reached the target of 94%, however, the system of support that we continue to build for new/early career teachers in OUSD has been largely successful. Specifically for New Teacher Professional Development:

- We have seen overwhelmingly positive feedback from Professional Development participants each year (avg 8.9/10 Professional Development rating)
- We saw a significant increase in the average attendance rate from 24-25 (42%) to 25-26 (76%). This is the result of shifting from Professional Development on Wednesdays or after school to monthly release days for new teachers.
- There were a few challenges that emerged in the Spring semester:
 - Some Professional Development facilitators chose to consolidate or cancel sessions
 - Attendance was lower in the Spring (avg 72%-75%) than in the Fall (avg 84%-89%)

While challenges persist, our overall strategy is showing significant progress that we are moving in the right direction and having a positive impact on new/early career teachers.

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

- Changes for next year include strengthening coordination and scale of Grow-Your-Own pathways, with clearer alignment from recruitment through credential completion and hiring. Improve hiring timelines and systems to reduce vacancies and misassignments. Lastly, increase the focus on staff experience, including improving CHKS participation systems and addressing school climate and working conditions.

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

- Coaching:
 - Continue to offer new teacher coaching to all emergency permit, intern, and preliminary credentialed teachers.;
 - Recruit more qualified Special Education and PE coaches.; and
 - Continue to work with other central teams to develop an aligned approach to teacher coaching in OUSD.
- New Teacher Professional Development:
 - Make some adjustments to the year-long scope and sequence based on attendance patterns from 25-26.; and
 - Continue to require new teacher Professional Development for all 1st year teachers.
- Credentialing:
 - Identify and notify our emergency permit teachers who are out of emergency permit options earlier in the year.;
 - Strengthen our coordination with priority credential program partners.; and
 - Prepare for the upcoming Induction Program Accreditation review.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Updates Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Updates 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 | \$20,994,676 | 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) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|---------------------------------------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> ● Retention Manager (1.0 FTE) ● 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) | | |
| 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 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; ● Multi-Tiered System of Supports (MTSS); | \$5,702,236 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|-------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> ● 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) | \$2,008,365 | 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, Hoover Elementary, Martin Luther King, Jr. Elementary, Frick United Academy of Languages, Westlake Middle School, and West Oakland 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 | -116.0 | -85.0 | -8.4 |
| 5.1.2 | Reduce the chronic absenteeism rate for African American students at Korematsu Discovery Academy. | 88.9% | 51.4% | 53.1% | 25.0% | -35.8% |
| 5.1.3 | Reduce the chronic absenteeism rate for English learners at Korematsu Discovery Academy. | 85.7% | 41.0% | 41.1% | 37.0% | -44.6% |
| 5.1.4 | Reduce the chronic absenteeism rate for Latino students at Korematsu Discovery Academy. | 85.6% | 41.0% | 44.1% | 37.0% | -41.5% |
| 5.1.5 | Reduce the chronic absenteeism rate for low-income students at Korematsu Discovery Academy. | 84.9% | 43.9% | 46.2% | 39.9% | -38.7% |
| 5.1.6 | Reduce the chronic absenteeism rate for students with disabilities at Korematsu Discovery Academy. | 94.5% | 57.7% | 53.2% | 53.7% | -41.3% |
| 5.1.7 | Increase the one-year teacher retention rate at Korematsu Discovery Academy. | 75.0% | 83.3% | 67.9% | 85.0% ¹ | -7.1% |
| 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%** | 40.0% | 60.0% | -5.5% |
| 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 | -133.3 | -126.6 | +14.3 |

| 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 |
|----------|---|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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 | -134.7 | -113.1 | -0.6 |
| 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 | -123.1 | -117.9 | +15.8 |
| 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% | 38.4% | 50.6% [†] | +5.3% |
| 5.2.5 | Reduce the chronic absenteeism rate for African American students at Markham Elementary. | 84.6% | 56.3% | 62.8% | 52.3% | -21.8% |
| 5.2.6 | Reduce the chronic absenteeism rate for English learners at Markham Elementary. | 80.8% | 35.1% | 28.6% | 31.9% | -52.2% |
| 5.2.7 | Reduce the chronic absenteeism rate for Latino students at Markham Elementary. | 81.9% | 38.5% | 33.5% | 34.5% | -48.4% |
| 5.2.8 | Reduce the chronic absenteeism rate for low-income students at Markham Elementary. | 81.5% | 43.8% | 42.0% | 39.8% | -39.5% |
| 5.2.9 | Reduce the chronic absenteeism rate for students with disabilities at Markham Elementary. | 84.8% | 56.1% | 55.1% | 52.1% | -29.7% |
| 5.2.10 | Increase the one-year teacher retention rate at Markham Elementary. | 52.6% | 64.7% | 61.9% | 90.0% | +9.3% |
| 5.2.11 | Increase the percentage of teachers who are fully credentialed and properly assigned at Markham Elementary. | 72.5%* | 47.1%** | 33.3% | 80.0% | -39.2% |
| 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 | -132.6 | -141.9 | +19.3 |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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 | -144.5 | -134.4 | -0.1 |
| 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 | -139.9 | -130.1 | +0.2 |
| 5.2.15 | Reduce the out-of-school suspension rate for African American students at Markham Elementary. | 6.6% [‡] | 6.6% | 13.4% | 4.6% | +6.8% |
| 5.3.1 | Reduce the chronic absenteeism rate for African American students at Prescott Elementary. | 66.7% | 57.9% | 52.6% | 25.0% | -14.1% |
| 5.3.2 | Reduce the chronic absenteeism rate for Latino students at Prescott Elementary. | 67.6% | 48.8% | 24.2% | 44.8% | -43.4% |
| 5.3.3 | Reduce the chronic absenteeism rate for low-income students at Prescott Elementary. | 71.0% | 56.2% | 43.1% | 52.2% | -27.9% |
| 5.3.4 | Reduce the out-of-school suspension rate for African American students at Prescott Elementary. | 7.8% | 2.1% | 4.3% | 2.8% | -3.5% |
| 5.3.5 | Increase the one-year teacher retention rate at Prescott Elementary. | 62.5% | 50.0% | 60.8% | 80.0% | -1.7% |
| 5.3.6 | Increase the percentage of teachers who are fully credentialed and properly assigned at Prescott Elementary. | 100.0%* | 70.0%** | 57.14% | 100.0% | -42.9% |
| 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% | 42.0% | 38.5% | +9.5% |
| 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 | -139.8 | -117.3 | -8.5 |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 5.5.2 | Reduce the out-of-school suspension rate for African American students at Sankofa United Elementary. | 6.4% [‡] | 6.4% | 11.8% | 4.4% | +5.4% |
| 5.5.3 | Reduce the out-of-school suspension rate for low-income students at Sankofa United Elementary. | 5.1% [‡] | 5.1% | 8.8% | 3.1% | +3.7% |
| 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 | -156.3 | -147.5 | +5.2 |
| 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 | -162.7 | -156.7 | +8.0 |
| 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 | -155.4 | -145.7 | +4.3 |
| 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 | -160.9 | -152.5 | +5.6 |
| 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 | -151.9 | -146.4 | +8.5 |
| 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 | -198.3 | -181.6 | -2.7 |

| 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 |
|----------|---|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 5.6.7 | 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 | -206.0 | -199.9 | +3.9 |
| 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 | -204.5 | -204.3 | +9.8 |
| 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 | -202.7 | -200.4 | +7.7 |
| 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 | -211.1 | -218.3 | +17.2 |
| 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 | -202.9 | -201.0 | +8.1 |
| 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 | -199.4 | -198.1 | +8.7 |
| 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 | -240.0 | -234.7 | +4.7 |
| 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% | 29.2% | 30.6% | +4.6% |
| 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% | 41.7% | 35.1% | +12.6% |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 5.6.16 | Reduce the out-of-school suspension rate for African American students at Frick United. | 30.9% [‡] | 30.9% | 35.7% | 28.9% | +4.8% |
| 5.6.17 | Reduce the out-of-school suspension rate for low-income students at Frick United. | 13.1% [‡] | 13.1% | 15.9% | 11.1% | +2.8% |
| 5.6.18 | Reduce the out-of-school suspension rate for students with disabilities at Frick United. | 17.8% [‡] | 17.8% | 22.2% | 15.8% | +4.4% |
| 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 | -117.9 | -116.6 | +12.7 |
| 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 | -158.8 | -178.9 | +30.1 |
| 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% | 50.0% | 45.0% | +11.0% |

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

Goal Analysis for 2025-26

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

Coming in subsequent draft.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Coming in subsequent draft.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

Coming in subsequent draft.

Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary

Coming in subsequent draft.

Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary

Coming in subsequent draft.

Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary

Coming in subsequent draft.

Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages

Coming in subsequent draft.

Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle

Coming in subsequent draft.

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
Coming in subsequent draft.*

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Coming in subsequent draft.*

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary
Coming in subsequent draft.*

*Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary
Coming in subsequent draft.*

*Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary
Coming in subsequent draft.*

*Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary
Coming in subsequent draft.*

*Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages
Coming in subsequent draft.*

*Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle
Coming in subsequent draft.*

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
Coming in subsequent draft.*

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Coming in subsequent draft.*

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary
Coming in subsequent draft.*

Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary

Coming in subsequent draft.

Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary

Coming in subsequent draft.

Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary

Coming in subsequent draft.

Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages

Coming in subsequent draft.

Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary

Coming in subsequent draft.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary

Coming in subsequent draft.

Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary

Coming in subsequent draft.

Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary

Coming in subsequent draft.

Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary

Coming in subsequent draft.

Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages

Coming in subsequent draft.

Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle

Coming in subsequent draft.

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> | \$0 | 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 two 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. | \$463,470 | 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> | \$166,266 | 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. | \$169,872 | 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. | \$31,901 | 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 two 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. | \$79,813 | 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. | \$79,813 | 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. | \$267,975 | No |
| 5.9 | Social Emotional Supports at Westlake Middle | <i>Coming in future draft</i> | \$39,079 | |

| | | | | |
|------|--|-------------------------------|-----------|--|
| 5.10 | Academic Acceleration & Instructional Improvement at Hoover Elementary | <i>Coming in future draft</i> | \$345,096 | |
| 5.11 | Academic Acceleration & Instructional Improvement at Martin Luther King, Jr. Elementary | <i>Coming in future draft</i> | \$138,096 | |
| 5.12 | Social Emotional Supports at Martin Luther King, Jr. Elementary | <i>Coming in future draft</i> | \$258,103 | |
| 5.13 | Academic Acceleration & Instructional Improvement at West Oakland Middle | <i>Coming in future draft</i> | \$151,040 | |
| 5.14 | Social Emotional Supports at West Oakland Middle | <i>Coming in future draft</i> | \$67,187 | |

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 | -237.5 | -144.5 [†] | +6.9 |
| 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 | -182.1 | -159.4 [†] | +47.3 |
| 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 | -220.6 | -152.6 [†] | +11.4 |
| 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% | 53.2% | 61.6% [†] | +2.8% |
| 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% | 57.9% | 64.2% [†] | +1.3% |
| 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% | 68.4% | 72.5% [†] | +4.0% |
| 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% | 65.3% | 78.0% [†] | +3.8% |
| 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% | 23.1% | 12.0% [†] | +15.4% |
| 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% | 19.3% | 14.5% [†] | +12.7% |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 27.9% [†] | +16.1% |
| 6.1.11 | Increase the one-year teacher retention rate at Castlemont High. | 76.0% | 86.3% | 71.9% | 88.3% [†] | -4.1% |
| 6.1.12 | Increase the percentage of teachers who are fully credentialed and properly assigned at Castlemont High. | 35.5%* | 38.0%** | 39.9% | 50.0% | +4.4% |
| 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% | 21.1% | 10.3% [†] | +19.2% |
| 6.2.1 | Reduce the out-of-school suspension rate for African American students at Castlemont High. | 24.8% | 20.8% | 23.5% | 19.4% | -1.3% |
| 6.2.2 | Reduce the out-of-school suspension rate for low-income students at Castlemont High. | 12.2% | 8.6% | 11.3% | 6.1% | -0.9% |
| 6.2.3 | Reduce the out-of-school suspension rate for students with disabilities at Castlemont High. | 23.4% | 19.9% | 19.1% | 12.0% | -4.3% |
| 6.3.1 | Increase the one-year teacher retention rate at McClymonds High. | 63.3% | 60.0% | 65.0% | 70.0% | +1.7% |
| 6.3.2 | Increase the percentage of teachers who are fully credentialed and properly assigned at McClymonds High. | 66.1%* | 61.0%** | 39.1% | 75.0% | -27.0% |
| 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 | -141.3 | -133.2 | +5.9 |
| 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 | -203.7 | -231.9 | +38.2 |
| 6.4.1 | Reduce the out-of-school suspension rate for African American students at McClymonds High. | 21.4% [‡] | 21.4% | 18.7% | 19.4% | -2.7% |

| 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 |
|----------|--|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 6.4.2 | Reduce the out-of-school suspension rate for low-income students at McClymonds High | 17.2%‡ | 17.2% | 18.2% | 15.2% | +1.0% |
| 6.4.3 | Reduce the out-of-school suspension rate for students with disabilities at McClymonds High | 19.7%‡ | 19.7% | 21.1% | 17.7% | +1.4% |
| 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% | 51.6% | 71.6% | -14.0% |
| 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% | 42.4% | 65.4% | -17.0% |
| 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% | 52.5% | 73.0% | -14.5% |
| 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% | 49.4% | 64.3% | -8.9% |
| 6.5.5 | Increase the one-year teacher retention rate at Oakland International High. | 71.0% | 79.7% | 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%** | 53.0% | 40.0% | +8.1% |
| 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 | -239.3 | -245.2 | +19.9 |

| 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 |
|----------|---|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 6.5.8 | 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 | -240.2 | -251.7 | +25.5 |
| 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 | -239.3 | -246.2 | +20.9 |
| 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% | 8.7% | 20.2% | -5.5% |

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

Goal Analysis for 2025-26

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 6.1 Academic Acceleration & Instructional Improvement at Castlemont High

Coming in subsequent draft.

Action 6.2 Social Emotional Supports at Castlemont High

Coming in subsequent draft.

Action 6.3 Social Emotional Supports at McClymonds High

Coming in subsequent draft.

Action 6.4 Family Engagement at McClymonds High

Coming in subsequent draft.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Coming in subsequent draft.

Action 6.6 Social Emotional Supports at Oakland International High

Coming in subsequent draft.

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 6.1 Academic Acceleration & Instructional Improvement at Castlemont High

Coming in subsequent draft.

Action 6.2 Social Emotional Supports at Castlemont High

Coming in subsequent draft.

Action 6.3 Social Emotional Supports at McClymonds High

Coming in subsequent draft.

Action 6.4 Family Engagement at McClymonds High

Coming in subsequent draft.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Coming in subsequent draft.

Action 6.6 Social Emotional Supports at Oakland International High

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 6.2 Social Emotional Supports at Castlemont High

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Action 6.3 Social Emotional Supports at McClymonds High

Coming in subsequent draft.

Action 6.4 Family Engagement at McClymonds High

Coming in subsequent draft.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Coming in subsequent draft.

Action 6.6 Social Emotional Supports at Oakland International High

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 6.2 Social Emotional Supports at Castlemont High

Coming in subsequent draft.

Action 6.3 Social Emotional Supports at McClymonds High

Coming in subsequent draft.

Action 6.4 Family Engagement at McClymonds High

Coming in subsequent draft.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High

Coming in subsequent draft.

Action 6.6 Social Emotional Supports at Oakland International High

Coming in subsequent draft.

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 and Work-Based Learning Liaison 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 and a Social Worker 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. ● Contract with community based organization (Refugee & Immigrant Transitions) to support newcomer student population | \$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 activities and related functions in service of identified at-risk or high-risk students; and ● 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. | \$217,489 | No |
| 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 | \$347,402 | No |

| | | | | |
|-----|---|--|-----------|----|
| | | 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. | | |
| 6.7 | Academic Acceleration & Instructional Improvement at McClymonds High | <i>Coming in future draft</i> | \$36,961 | No |
| 6.8 | Academic Acceleration & Instructional Improvement at MetWest High | <i>Coming in future draft</i> | \$55,335 | No |
| 6.9 | Social Emotional Supports at MetWest High | <i>Coming in future draft</i> | \$176,076 | 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 Ruidsdale, 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% | 65.7% | 59.9% [¶] | +15.7% |
| 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% | 63.6% | 63.7% [¶] | +15.3% |
| 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% | 2.3% | 3.0% | +2.3% |
| 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% | 4.3% | 3.0% | +4.3% |
| 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% | 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% | 10.6% | 5.0% | -4.4% |
| 7.1.7 | Reduce the out-of-school suspension rate for low-income students at Dewey Academy. | 9.6% | 5.7% | 8.1% | 3.7% [¶] | -1.5% |
| 7.1.8 | Increase the one-year teacher retention rate at Dewey Academy. | 69.2% | 70.0% | 76.8% | 90.0% | +7.6% |
| 7.1.9 | Increase the percentage of teachers who are fully credentialed and properly assigned at Dewey Academy. | 35.7%* | 33.3%** | 34.1% | 50.0% | -1.6% |
| 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% | 60.0% | 69.0% | -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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 66.7% | 55.5% | +15.2% |
| 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% | 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% | 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% | 58.3% | 75.0% | +18.3% |
| 7.2.4 | Increase the percentage of teachers who are fully credentialed and properly assigned at Ralph J. Bunche Academy. | 37.6%* | 56.5%** | 32.4% | 60.5% [¶] | -5.2% |
| 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% | 59.1% | 69.6% | -6.5% |
| 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% | 71.9% | 62.1% | +13.8% |
| 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% | 69.4% | 67.5% | +5.9% |
| 7.2.8 | Reduce the out-of-school suspension rate for African American students at Ralph J. Bunche Academy. | 10.2% [‡] | 10.2% | 24.4% | 8.2% | +14.2% |
| 7.3.1 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Rudsdale Continuation, as measured by the average distance from standard (points above or below standard). | -326.1 [‡] | -326.1 | -309.2 | -312.1 | +16.9 |

| 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 |
|----------|--|---------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 7.3.2 | Improve performance on the SBAC state assessment in Mathematics for Latino students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard). | -344.1 [‡] | -344.1 | -321.4 | -334.1 | +22.7 |
| 7.3.3 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Ruidsdale Continuation, as measured by the average distance from standard (points above or below standard). | -344.2 [‡] | -344.2 | -326.3 | -334.2 | +17.9 |
| 7.4.1 | Increase the combined four- and five-year graduation rate for English learners at Ruidsdale Continuation as reported on the California School Dashboard. | 53.5% | 71.5% | 46.5% | 75.5% [¶] | -7.0% |
| 7.4.2 | Increase the combined four- and five-year graduation rate for Latino students at Ruidsdale Continuation as reported on the California School Dashboard. | 51.9% | 72.9% | 48.0% | 57.9% [¶] | -3.9% |
| 7.4.3 | Increase the combined four- and five-year graduation rate for low-income students at Ruidsdale Continuation as reported on the California School Dashboard. | 50.2% | 74.1% | 52.2% | 56.2% | +2.0% |
| 7.4.4 | Increase the combined four- and five-year graduation rate for unhoused students at Ruidsdale Continuation as reported on the California School Dashboard. | 54.3% | 63.5% | 41.1% | 60.3% | -13.2% |
| 7.4.5 | Increase the one-year teacher retention rate at Ruidsdale Continuation. | 72.2% | 93.3% | 77.6% | 75.0% | +5.4% |
| 7.4.6 | Increase the percentage of English learners at Ruidsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator. | 2.5% [‡] | 2.5% | 0.9% | 6.5% | -1.6% |
| 7.4.7 | Increase the percentage of English learners at Ruidsdale Continuation who make progress toward English proficiency as measured by the state English Learner Progress Indicator. | 4.5% [‡] | 4.5% | 3.5% | 5.6% | -1.0% |

| 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% | 0.8% | 6.8% | -2.0% |
| 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% | 1.1% | 6.2% | +1.1% |
| 7.4.10 | Increase the percentage of teachers who are fully credentialed and properly assigned at Ruidsdale Continuation. | 61.0%* | 67.5%** | 55.5% | 70.0% | -5.5% |
| 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% | 1.6% | 5.8% | -0.2% |

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

Goal Analysis for 2025-26

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

Coming in subsequent draft.

Action 7.2 Social Emotional Supports at Bunche Academy

Coming in subsequent draft.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Coming in subsequent draft.

Action 7.4 College & Career Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy

Coming in subsequent draft.

Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 7.2 Social Emotional Supports at Bunche Academy

Coming in subsequent draft.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Coming in subsequent draft.

Action 7.4 College & Career Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy

Coming in subsequent draft.

Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 7.2 Social Emotional Supports at Bunche Academy

Coming in subsequent draft.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Coming in subsequent draft.

Action 7.4 College & Career Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy

Coming in subsequent draft.

Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 7.2 Social Emotional Supports at Bunche Academy

Coming in subsequent draft.

Action 7.3 Academic Acceleration at Rudsdale Continuation

Coming in subsequent draft.

Action 7.4 College & Career Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.5 Social Emotional Supports at Rudsdale Continuation

Coming in subsequent draft.

Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy

Coming in subsequent draft.

Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy

Coming in subsequent draft.

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

Actions

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|----------|--|--|-------------|--------------|
| 7.1 | Social Emotional Supports at Dewey Academy | At Dewey Academy, provide the following social emotional supports to students: <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. | \$136,475 | No |
| 7.2 | Social Emotional Supports at Bunche Academy | At Ralph J. Bunche Academy, provide the following social emotional supports to students: <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. | \$159,407 | 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. | \$202,698 | 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. | \$137,211 | No |
| 7.5 | Social Emotional Supports at Ruidsdale Continuation | At Ruidsdale Continuation School, provide the following social emotional supports to students: <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 | \$254,139 | No |

| | | | | |
|-----|--|--|----------|----|
| | | <p>other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations to develop and implement 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. | \$85,768 | 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. | \$17,748 | 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% | 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 | -194.1 | -82.6 | -90.5 |
| 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 | -148.4 | -121.4 | -6.0 |
| 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% | 70.0% | 46.6% | +29.4% |
| 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% | 57.9% | 41.1% | +22.8% |
| 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% | 61.2% | 52.3% | +14.9% |
| 8.2.6 | Increase the one-year teacher retention rate at Sojourner Truth Independent Study. | 58.2% | 83.1% | 81.1% | 63.2% | +22.9% |
| 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% | 10.7% | 3.0% | +10.7% |
| 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% | 18.5% | 11.8% | +11.7% |

| 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 |
|----------|---|--------------------|--------------------------|--------------------------|---------------------------------|----------------------------------|
| 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% | 5.9% | 3.0% | +3.0% |
| 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% | 16.3% | 3.0% | +9.6% |
| 8.2.11 | Increase the percentage of teachers who are fully credentialed and properly assigned at Sojourner Truth Independent Study. | 52.0%* | 50.1%** | 60.6% | 60.0% | +8.6% |
| 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% | 70.5% | 64.7% | -24.2% |
| 8.3.2 | Reduce the chronic absenteeism rate for English learners in grades TK–8 at Sojourner Truth Independent Study. [§] | 94.7% | 66.7% | 56.8% | 64.7% | -37.9% |
| 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% | 64.9% | 75.0% | -30.1% |
| 8.4.1 | Increase the percentage of teachers who are fully credentialed and properly assigned at Street Academy. | 12.5%* | 11.6%** | 37.9% | 20.0% | +25.4% |
| 8.4.2 | Reduce the out-of-school suspension rate for African American students at Street Academy. | 13.0% | 18.9% | 9.3% | 10.0% | -3.7% |
| 8.4.3 | Reduce the out-of-school suspension rate for low-income students at Street Academy. | 13.1% | 15.2% | 8.7% | 11.6% | -4.4% |
| 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% | 53.0% | 64.1% | -5.1% |

*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 2025-26

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

Coming in subsequent draft.

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

Coming in subsequent draft.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

Coming in subsequent draft.

Action 8.4 Academic Acceleration at Street Academy

Coming in subsequent draft.

Action 8.5 Academic Acceleration at Gateway to College

Coming in subsequent draft.

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 was not designated as an Equity Multiplier school for the 2026-27 school year.

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

Coming in subsequent draft.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study

Coming in subsequent draft.

Action 8.4 Academic Acceleration at Street Academy

Coming in subsequent draft.

Action 8.5 Academic Acceleration at Gateway to College

Coming in subsequent draft.

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 | <i>Note: The Home & Hospital Program is not designated as an Equity Multiplier school for the 2026-27 school year. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.</i> | \$0 | No |
| 8.2 | Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study | <p>At Sojourner Truth Independent Study, invest in academic acceleration and instructional improvement in the following ways:</p> <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. | \$560,916 | 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. | \$260,476 | 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. | \$110,668 | No |
| 8.5 | Academic Acceleration at Gateway to College | At Gateway to College, develop strategies to improve student academic outcomes and graduation rates. | \$326,026 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

| TOTAL PROJECTED LCFF SUPPLEMENTAL AND/OR CONCENTRATION GRANTS | PROJECTED ADDITIONAL 15% LCFF CONCENTRATION GRANT |
|---|---|
| \$ | \$ |

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 |
|---|-----------------------------|-------------------------|---|
| % | % | \$ | % |

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.</p> <p>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 |
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| <p>Goal 1, Action 1.9</p> | <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) |

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| 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) |

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| 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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| <p>Goal 2, Actions 2.1, 2.2, and 2.3</p> | <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 Ruidsdale. 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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| <p>Goal 3, Actions 3.3 and 3.4</p> | <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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| <p>Goal 3, Action 3.6</p> | <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% |

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| <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: 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: 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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| 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 |
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| | <p>Action: Community Schools <i>(continued)</i></p> | <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. 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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| <p>Goal 3, Action 3.9</p> | <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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| <p>Goal 3, Action 3.10</p> | <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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| <p>Goal 4, Action 4.1</p> | <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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| <p>Goal 4, Action 4.2</p> | <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 Professional Development 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 Professional Development 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 Professional Development: 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.

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| <p>Goal 2, Action 2.5</p> | <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) |

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| 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 |
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| 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) |

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| 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 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: Frick United, Elmhurst United Middle, Urban Promise, Castlemont High, Fremont High, Oakland High, Ruidsdale High, 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) |

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| <p>Goal 2, Action 2.10 (cont.)</p> | | <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 2026-27, the District will resource 16 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, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Manzanita Seed Elementary, Esperanza Elementary, Bridges Academy, International Community, and Reach. | |

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 3.1 (Safe & Welcoming Schools) and related Goal 3 actions:** Safety support positions at schools, including culture keepers and other safety roles. For 2026-27, the following schools with a UPP at or above 55% will receive safety supports: Bella Vista Elementary School, Greenleaf Elementary School, Garfield Elementary School, La Escuelita Elementary School, Markham Elementary School, Lockwood STEAM Academy, Martin Luther King, Jr. Elementary School, International Community School, Think College Now Elementary School, Reach Academy, Claremont Middle School, West Oakland Middle School, Bret Harte Middle School, Edna Brewer Middle School, Montera Middle School, Roosevelt Middle School, Westlake Middle School, Madison Park Academy Upper, Frick United Academy of Language, United For Success Academy, Elmhurst United Middle School, Coliseum College Prep Academy, Urban Promise Academy, Castlemont High School, Fremont High School, McClymonds High School, Oakland High School, Oakland Technical High School, Skyline High School, Ralph J. Bunche Academy, Dewey Academy, Life Academy, MetWest High School, Rudsdale High School, and Oakland International High School.
- **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): Allendale Elementary School, Brookfield Elementary School, East Oakland PRIDE Elementary School, Greenleaf Elementary School, Global Family School, Franklin Elementary School, Fruitvale Elementary School, Garfield Elementary School, La Escuelita Elementary School, Grass Valley Elementary School, Highland Community School, Horace Mann Elementary School, Markham Elementary School, Madison Park Academy Primary, Lockwood STEAM Academy, ACORN Woodland Elementary School, Oakland Academy of Knowledge, Hoover Elementary School, Fred T. Korematsu Discovery Academy, Esperanza Elementary School, Bridges Academy at Melrose, Manzanita Community School, EnCompass Academy, Martin Luther King, Jr. Elementary School, Prescott School, International Community School, Think College Now Elementary School, Reach Academy, West Oakland Middle School, Bret Harte Middle School, Roosevelt Middle School, Westlake Middle School, Madison Park Academy Upper, Frick United Academy of Language, United For Success Academy, Elmhurst United Middle School, Coliseum College Prep Academy, Urban Promise Academy, Castlemont

High School, Fremont High School, McClymonds High School, Sojourner Truth Independent Study, Life Academy, MetWest High School, Oakland International High School.

- **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 School, East Oakland PRIDE Elementary School, Greenleaf Elementary School, Global Family School, Franklin Elementary School, Garfield Elementary School, Highland Community School, Lincoln Elementary School, Markham Elementary School, Lockwood STEAM Academy, Hoover Elementary School, Manzanita Seed Elementary School, Esperanza Elementary School, Bridges Academy at Melrose, International Community School, Reach Academy, Frick United Academy of Language, Elmhurst United Middle School, Urban Promise Academy, Castlemont High School, Fremont High School, Oakland High School, Rudsdale High School, and Oakland International High School.
- **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 |