

LCAP
2026-2027

GOALS 1 -4
(Extract)

GOAL 1

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

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%	-31.0%

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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%

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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%

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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.*

GOAL 2

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%

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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%

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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

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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%

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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%

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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. ⁵	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.

GOAL 3

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	<i>Not yet available</i>	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).	37.8% [†]	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%

**2021-22 data **2022-23 data †Baseline established using 2023-24 data. †Baseline data updated from 2025-26 LCAP.*

GOAL 4

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.	n/a	n/a	n/a	n/a	n/a
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.

^{||}Data for this metric is unavailable due to reduced staffing capacity in the District’s Talent and Research, Assessment, and Data (RAD) divisions and will not be in place for this LCAP cycle.