# LCFF Budget Overview for Parents

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

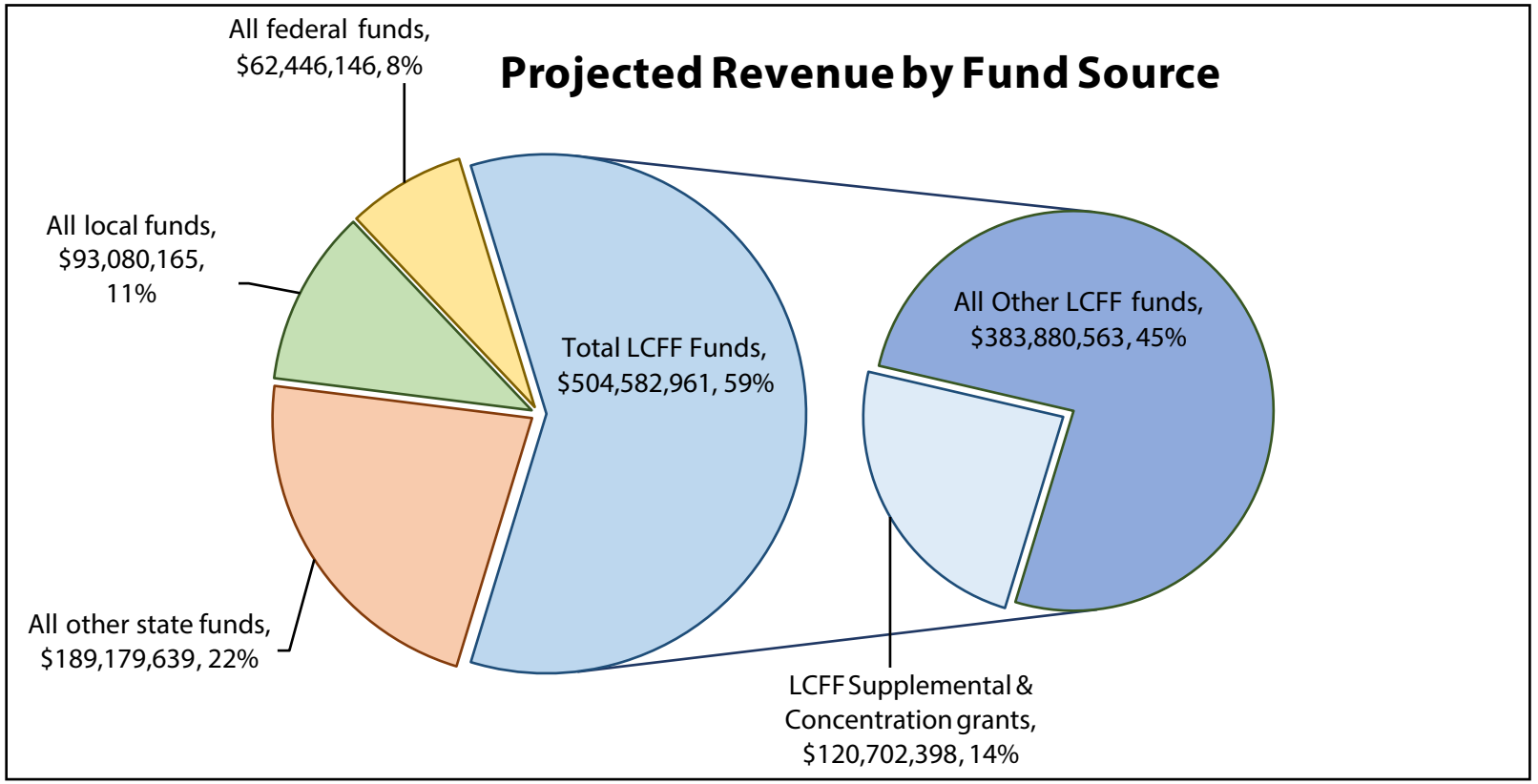
CDS Code: 01 61259 0000000

School Year: 2026-27

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

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

## Budget Overview for the 2026-27 School Year

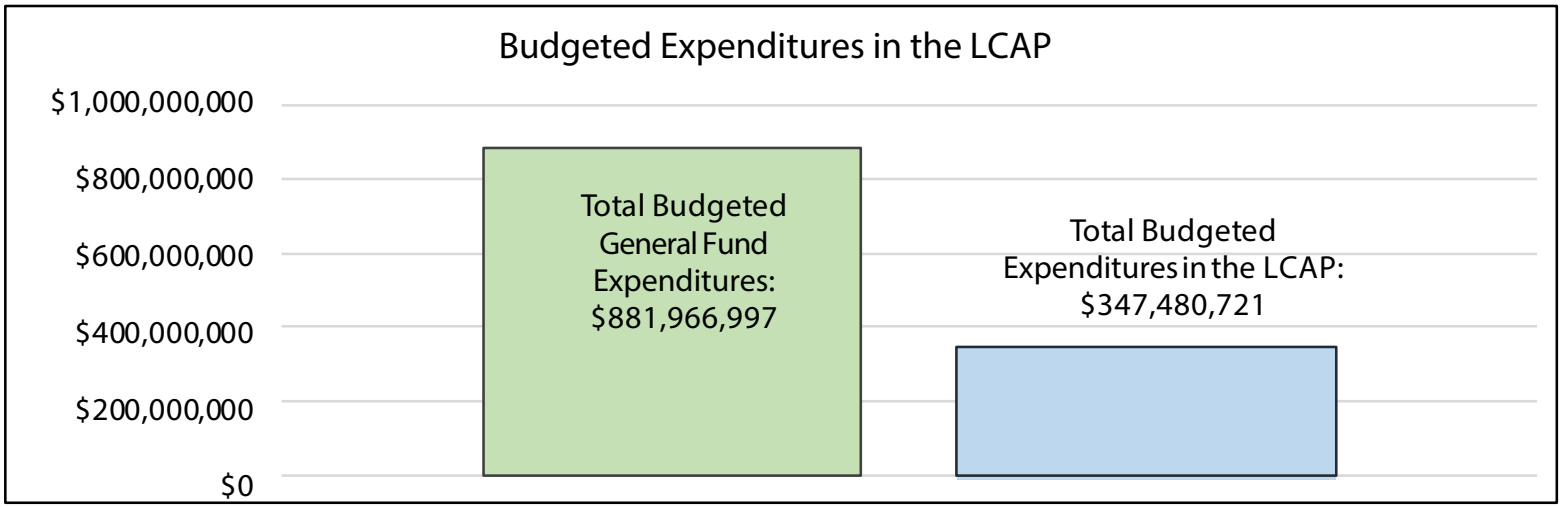


# LCFF Budget Overview for Parents

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

The text description for the above chart is as follows: The total revenue projected for Oakland Unified School District is $849,288,911, of which $504,582,961 is Local Control Funding Formula (LCFF), $189,179,639 is other state funds, $93,080,165 is local funds, and $62,446,146 is federal funds. Of the $504,582,961 in LCFF Funds, $120,702,398 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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




This chart provides a quick summary of how much Oakland Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Unified School District plans to spend $881,966,997 for the 2026-27 school year. Of that amount, $347,480,721 is tied to actions/services in the LCAP and $534,486,276 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

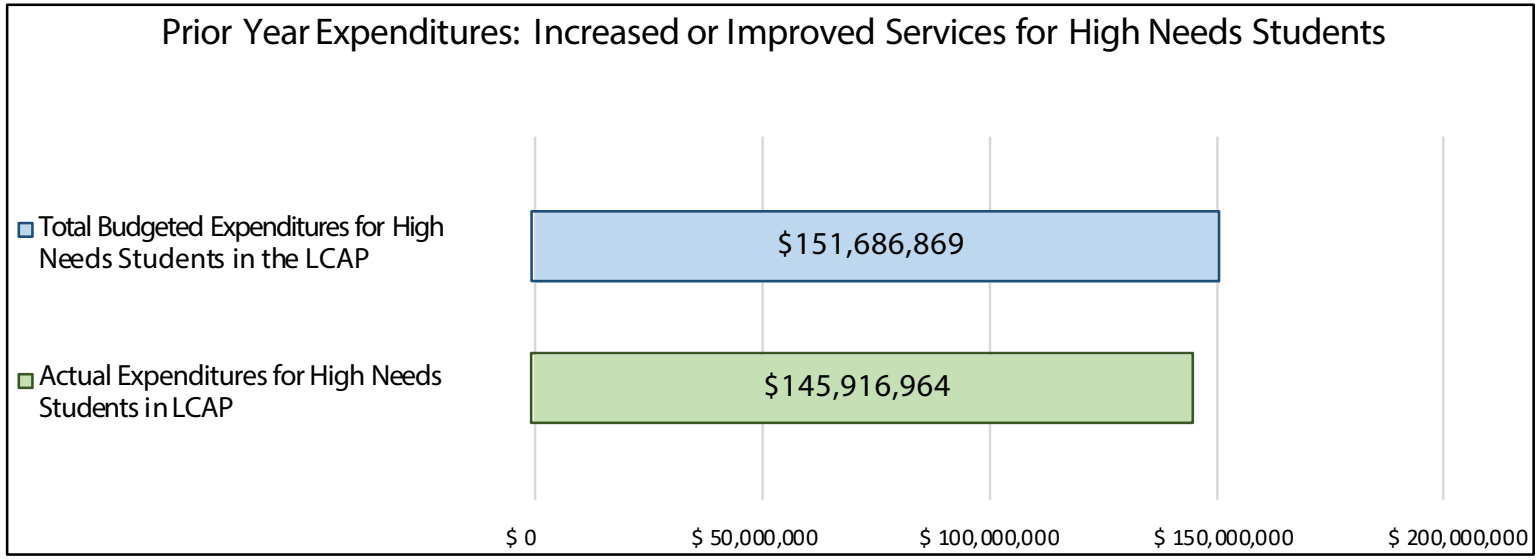
The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching and clerical support staff for school sites, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic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

# LCFF Budget Overview for Parents

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oakland Unified School District is projecting it will receive $120,702,398 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Unified School District plans to spend $120,702,398 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

# LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2025-26, Oakland Unified School District's LCAP budgeted $151,686,869 for planned actions to increase or improve services for high needs students. Oakland Unified School District actually spent $145,916,964 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $5,769,905 had the following impact on Oakland Unified School District's ability to increase or improve services for high needs students:

During the 2025-26 school year, Oakland Unified had a district-wide hiring freeze in place for all but essential positions that affected many positions in the LCAP if they were initially vacant or if staff left midyear. Even when positions were exempt from the freeze, the District continued to struggle with staffing vacancies, in part due to fiscal uncertainty. Many positions went unfilled or were filled later than anticipated, so some LCFF Supplemental and Concentration funds were not fully expended. The District also had a spending freeze in place in January and made mid-year reductions to budgeted expenditures for all LCFF resources to ensure that reserve requirements were met, which meant that LCFF Supplemental & Concentration funds intended for non-labor uses also went unspent. All unexpended LCFF Supplemental and Concentration funds will carry over into the 2026-27 school year and will remain available to fund staff and programmatic supports for high-need students in the new school year.

## Oakland Unified School District

# 2024-2027 Local Control and Accountability Plan, Year 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 440,000 that sits on the east side of the San Francisco Bay. Our current student enrollment of 33,688 students is 47.5% Latino, 19.4% African American, 12.0% 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 5.6% (1,878 students) are unhoused. Foster youth comprise 0.5% of our enrollment (162 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 nearly one in three students (31.5%) are English learners. Among these are over 1,000 newcomer students—youth who have been in the United States for fewer than three years. In addition, over 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: 52 elementary schools (including seven Transitional Kindergarten (TK) programs based at early childhood centers and three TK–8 schools), 11 middle schools, nine comprehensive high schools (including three 6–12 schools), three continuation high schools, and five Alternative Schools of Choice (including an online independent study program, 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, 16 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, Castlemont High School, Dewey Academy, Gateway to College at Laney College, Hoover Elementary School, Martin Luther King, Jr. Elementary School, McClymonds High School, MetWest High School, Oakland International High School, Prescott School, Ralph J. Bunche Academy, Rudsdale Continuation High School, Sojourner Truth Independent Study, Street Academy, Westlake Middle School, and West Oakland Middle School.

### *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:

- Academic Achievement, including Performance in English Language Arts/Literacy and Mathematics and English Learner Progress;
- Post-Secondary Outcomes, including Graduation Rates and College/Career Readiness;
- Suspension Rates;
- Chronic Absenteeism; and
- Teacher Retention.

We have also noted data trends for student outcomes in other areas.

*Academic Achievement*

**English Language Arts/Literacy**

Based on the state Dashboard, performance on CAASP in English Language Arts increased by 4.8 points in 2025-26, 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 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 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 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.

*Post-Secondary Outcomes*

**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 two student groups to six: English learners, foster youth, Latino students, unhoused students, low income students and students with disabilities; three student groups in Orange: Asian students, long term English learners, and multi-ethnic students; two student groups in performance level Yellow: African American students and White students. English 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.

### *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)*

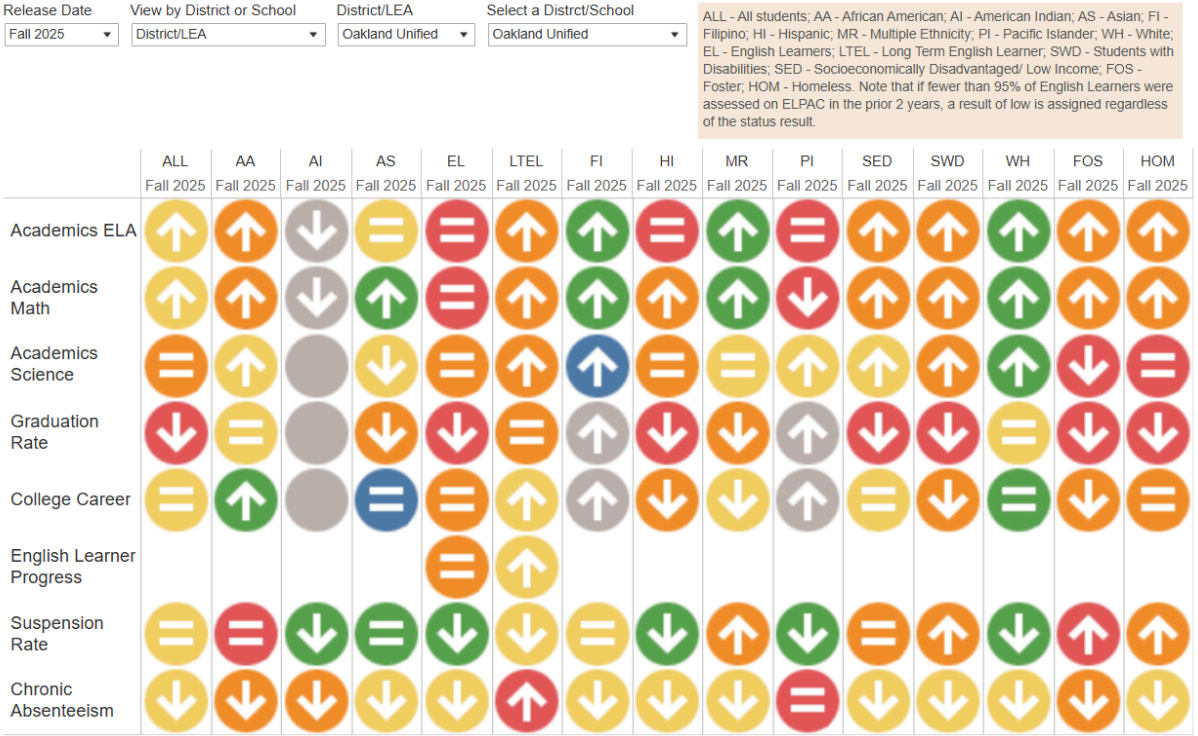
### *Performance of Specific Student Groups and Schools*

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 2023 Dashboard included:

- All students (Chronic Absenteeism)
- English learners (Chronic Absenteeism, Graduation, ELA, Math)
- Foster youth (Chronic Absenteeism, Suspension, Graduation, ELA, Math)
- Unhoused students (Chronic Absenteeism, Graduation)
- Low-income students (Chronic Absenteeism, ELA, Math)
- Students with disabilities (Chronic Absenteeism, ELA, Math)
- Black or African American students (Chronic Absenteeism, Suspension, Graduation, ELA, Math)

- Native American or Alaska Native students (Chronic Absenteeism, Math)
- Asian students (Chronic Absenteeism)
- Filipino students (Chronic Absenteeism)
- Latino students (Chronic Absenteeism, ELA, Math)
- Pacific Islander/Native Hawaiian students (Chronic Absenteeism, Suspension, ELA, Math)
- White students (Chronic Absenteeism)
- Students of two or more races (Chronic Absenteeism)

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. 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 five schools. Tremendous growth has happened at school sites as reflected on the 2025 CA Dashboard results, especially in their efforts to reduce chronic absenteeism.



**Schools Identified for Support Based on Low Performance**

The following schools were identified for additional support based on their performance on the 2023 California School Dashboard. Schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard included:

- ACORN Woodland Elementary: Chronic Absenteeism
- Allendale Elementary: Chronic Absenteeism
- Bella Vista Elementary: Chronic Absenteeism
- Bret Harte Middle: Chronic Absenteeism, ELA, Math
- Bridges: Chronic Absenteeism, ELA
- Brookfield Elementary: ELPI, Chronic Absenteeism, ELA, Math
- Bunche: College/Career
- Burckhalter Elementary: Chronic Absenteeism
- Castlemont High: ELPI, Graduation, Math, Suspension
- Chabot Elementary: Chronic Absenteeism
- Claremont Middle: Chronic Absenteeism
- Cleveland Elementary: Chronic Absenteeism
- Coliseum College Prep (CCPA): Chronic Absenteeism
- Crocker Highlands Elementary: Chronic Absenteeism
- Dewey: CCI, Graduation, Suspension
- East Oakland PRIDE Elementary: ELPI, Chronic Absenteeism, ELA, Math
- Edna Brewer Middle: Chronic Absenteeism
- Elmhurst United Middle: Chronic Absenteeism, ELA, Math, Suspension
- Emerson Elementary: Chronic Absenteeism, ELA, Math
- EnCompass: ELPI, Chronic Absenteeism, ELA)
- Esperanza Elementary: Chronic Absenteeism, ELA
- Franklin Elementary: Chronic Absenteeism
- Korematsu Discovery (KDA): Chronic Absenteeism
- Fremont High: ELPI, ELA, Math
- Frick United: Chronic Absenteeism, ELA, Math
- Fruitvale Elementary: Chronic Absenteeism, ELA, Math, Suspension
- Garfield Elementary: ELPI, Chronic Absenteeism, ELA, Math, Suspension
- Glenview Elementary: Chronic Absenteeism
- Global Family Elementary: Chronic Absenteeism, ELA, Math
- Grass Valley Elementary: Chronic Absenteeism, ELA, Math
- Greenleaf: Chronic Absenteeism, ELA
- Highland Community: Chronic Absenteeism, ELA, Math
- Hillcrest: Chronic Absenteeism
- Hoover Elementary: Chronic Absenteeism, ELA, Math
- Horace Mann Elementary: ELPI, Chronic Absenteeism
- International Community (ICS): Chronic Absenteeism, ELA
- Joaquin Miller Elementary: Chronic Absenteeism
- La Escuelita: Chronic Absenteeism
- Laurel Elementary: Chronic Absenteeism, ELA
- Life: Chronic Absenteeism
- Lockwood STEAM: Chronic Absenteeism, ELA

- Madison Park 6-12: ELPI, Chronic Absenteeism, ELA, Math
- Madison Park Primary: ELPI, Chronic Absenteeism
- Manzanita Community: Chronic Absenteeism, ELA, Math
- Manzanita SEED Elementary: Chronic Absenteeism
- Markham Elementary: ELPI, Chronic Absenteeism, ELA
- Martin Luther King, Jr. Elementary (MLK): ELPI, Chronic Absenteeism, ELA
- Melrose Leadership: Chronic Absenteeism
- Montclair Elementary: Chronic Absenteeism
- Montera Middle: Chronic Absenteeism, Suspension
- Oakland Academy of Knowledge (OAK): Chronic Absenteeism
- Oakland High: ELA, Math
- Oakland International High: Graduation
- Oakland Technical High: ELA
- Peralta Elementary: Chronic Absenteeism
- Piedmont Avenue Elementary: Chronic Absenteeism
- Prescott Elementary: Chronic Absenteeism
- Reach: Chronic Absenteeism, ELA
- Redwood Heights Elementary: Chronic Absenteeism
- Roosevelt Middle: Chronic Absenteeism
- Rudsdale Continuation High: ELPI, College/Career, ELA, Graduation, Math
- Sankofa United Elementary: Chronic Absenteeism, Math
- Sequoia Elementary: Chronic Absenteeism
- Skyline High: ELPI, ELA, Math
- Sojourner Truth Independent Study (SJT): ELPI, College/Career, Chronic Absenteeism, Graduation, Math
- Street: Suspension
- Think College Now Elementary: Chronic Absenteeism, ELA
- Thornhill Elementary: Chronic Absenteeism, Suspension
- United for Success (UFSA): Chronic Absenteeism, ELA, Math
- Urban Promise (UPA): Chronic Absenteeism, ELA, Math
- West Oakland Middle (WOMS): Chronic Absenteeism, ELA, Math, Suspension
- Westlake Middle: Chronic Absenteeism, ELA, Math, Suspension

In addition to the schools listed above, many schools had at least one student group that received the lowest performance level on one or more state indicators on the 2023 Dashboard. For a list of these schools, please see the Required Actions Appendix.

*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); 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.

# 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 Rudsdale Continuation High 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 2026-27 worked with the school community in the spring of 2026 to identify

high-leverage, evidence-based actions to fund with CSI resources as part of the process to develop the School Plan for Student Achievement (SPSA). 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 10 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 activities. They use this feedback and ongoing collective reflection about their experiences as school leaders to inform their annual priorities. 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 as they review the implementation of the LCAP and budget. Committee members also schedule separate meetings and study sessions with LCAP implementers to drill down on specific LCAP 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 year. Members enter each Spring with a shared perspective of how successful (or unsuccessful) they have been in advancing their identified priorities.

The OUSD district committees 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 shape and strengthen discussions 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 the advisory committees present monthly reports at ten regular meetings of the School Board. They also deliver a longer presentation with comprehensive feedback at the first public hearing for the LCAP in June.

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. Meeting information appears on the main OUSD calendar at ousd.org.

### *Education for Committee and Community Members about the Budget Process*

To support participation in conversations about the OUSD budget and specific investments; the LCAP Coordinator, the LCAP Engagement Program Manager, and the Senior Director of Strategic Projects in the Finance Division collaborated to develop and present three informational sessions listed below. Content from those sessions was reinforced within the public meetings of advisory committees.

- *How District Budgeting Works:* https://tinyurl.com/49xpej6a
- *Unpacking Our Centralized Budget:* https://tinyurl.com/336fdsjp
- *Understanding Budget Reports:* https://tinyurl.com/tyvdtpsb

The second of these sessions was especially well received by committee and community members because it helped to clarify the nature of centralized investments both within and outside the LCAP.

| EDUCATIONAL PARTNER(S) | PROCESS FOR ENGAGEMENT |
|---|---|
| **LCAP Parent and Student Advisory Committee (PSAC)** | The LCAP Parent and Student Advisory Committee 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 remains connected to other districtwide engagement initiatives, so that they can deliver a unified process of study and advocacy.<br><br>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, 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 the District English Language Learners Subcommittee (DELLS).<br><br>PSAC meets on the third Wednesday of each month from August to May with additional special meetings as needed. After their August 2025 Goal-Setting Retreat, PSAC members conducted a total of 10 public meetings in 2024-25. They held 33 additional member meetings dedicated to planning, study, and reflection.<br><br>PSAC engages directly with the student LCAP directors from All City Council, the District English Language Learners Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC) 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 9 members from ALL City Council can be elected to other ACC student leaders to serve as voting members of PSAC, two-at large and one from each of the seven electoral districts of Oakland. Thanks to these reports and to formal connections across several of the governance bodies, the members of PSAC are able to reflect the work of other committees within their recommendations for the LCAP.<br><br>Initially, at the start of the 2025-26 school year, PSAC prioritized the following recommendations from June 2025. They decided to seek the following during the 2025-26 school year:<br><br>1) *Having staff explain within the LCAP how the success of each action (and of related investments) is being evaluated. To evaluate if the investments in each action are effective, making clear which specific indicators will be tracked for each action.*<br>2) *[Given the large scale investment in Linked Learning across OUSD high schools] securing an explanation within the LCAP of how it is/was determined which pathway programs are located at which high schools. The LCAP narrative should describe the vision for pathway placement and the goals for pathway access across OUSD.*<br>3) *Securing a comprehensive explanation within the LCAP of how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of staff providing safety support (3.1) and behavioral health services (3.4). The support provided by these teams and the actions that they undertake are connected.*<br>4) *More generally: ensuring that the LCAP carefully describes what has been most successful in reducing suspensions. Having an LCAP action that is fully dedicated to describing the work being done to reduce suspensions.*<br><br>As in the previous school year, during the fall the members of PSAC were quickly pulled into a district-wide conversation about reductions to the district's budget. Their early efforts to promote the identified priorities were overtaken by the need to help community members make sense of scenarios being proposed at School Board meetings. This link offers one |

example of questions and answers from PSAC's October meeting: https://tinyurl.com/yc6a7b9z. With 14 new members elected in September, the committee had to organize itself very quickly to provide this important forum for budget discussions that would ultimately impact the adopted LCAP.

By the November PSAC meeting, PSAC members were already working to arrive at a shared perspective about two budget scenarios that the School Board would vote to adopt in December. The outcome was this statement to the School Board adopted by the members through a Gradients of Agreement consensus process: https://tinyurl.com/4hmddcfa

In their December statement to the School Board they offered feedback about:

1) the depth of cuts to special education being proposed;
2) the potential of not being able to finance the proposed restructuring;
3) the well-intentioned but confusing language that we make cuts that “do not directly impact students in schools”;
4) investments in student safety as the highest priority;
5) the need to focus on restoring the base budget and to reduce our reliance on reclassifying expenses;
6) the cuts to enrollment stabilization and maintenance as counterproductive to fiscal goals;
7) the need to consider reductions in salary or furloughs for high-level administrators;
8) school network consolidations as potentially reducing support for schools without being worth the reductions in expense;
9) the need to maintain custodial services;
10) the encouraging focus on reducing contracts through centralization and internal hires;
11) the impossibility of reaching the stated target without cutting school-site and district programming;
12) the need to explore the fiscal and community impact of recentering K-6 communities around their local schools;
13) the need to develop a "needs-based" assessment for cuts made to schools; and
14) [If school mergers or closures must happen] the need to undertake a thoughtful, community-led, and equitable process that: centers the needs of the most at-risk students first and does not compound the harm that has already been done to particular communities.

In their January meeting, PSAC members sought to complement the information about centralized investments presented by staff in the fall with a presentation about general fund investments located within school budgets. Their goal was to help

committee leaders at the school and district level understand the nature of those investments, and how specific funding sources affect what can be done within the intense budget development process that was underway in January.

The goal of members from February to April was to better understand the impact of budget reductions and changes adopted by the School Board. They discussed possible tradeoffs between the reductions and the investments that were being preserved or newly proposed. In their initial discussion, they highlighted LCAP actions with the largest cost, the largest number of positions, and that were most heavily funded by Supplemental and Concentration dollars. Subsequently, they selected the specific actions within the LCAP that were most experiencing changes.

Given the magnitude of the discussions and decisions within OUSD, PSAC joined forces in February with leads from the other two mandated advisory committees of OUSD, to help form the *OUSD Multistakeholder Engagement Group*. The stated purpose of this group is to support Phase 4 of OUSD's Financial Stabilization Plan in 2026-27. This phase will include a rigorous review of spending, evaluation of organizational structures, and alignment of staffing and services to student needs. As the District moves into this phase, how OUSD delivers education, and who delivers services within that structure, may evolve. The goal is not simply to close a gap in a single year. It is to ensure Oakland Unified emerges stronger, more stable, and positioned to thrive for generations to come. MSEG intends to build dialogue across OUSD communities, collect real suggestions from participants, compile findings and lessons, and build a network of engaged community members organized for action and accountability. For more information about this effort, go to https://ousd-mseg.org

PSAC's June 2026 recommendations gather lessons from the 2025-26 process and pose foundational questions about the nature of OUSD's budget process and the challenges that it generates. The recommendations also seek to impact the new 2027-30 LCAP by ensuring that specific requests made for during the 2024-27 cycle are finally and fully integrated into the new plan. To review the full list of requests, see slides 9 to 11 from their 6/10/26 presentation to the School Board: https://tinyurl.com/4v7eu4aj

The committee highlighted the following lessons from the 2025-26 process:

1) We need a clearly outlined and predictable budget process that engages all stakeholders right at the start of the school year.
2) We must not again fall prey to lack of time and be forced to take a reactive stance.
3) We must have time to discuss the impact of decisions.
4) We must dedicate time, effort, and resources to explaining information in simple and manageable ways. The depth and breadth of detail can be overwhelming to stakeholders when presented all at once.

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| | Additionally, they posed the following questions:<br>1) What is the line between a normal and an abnormal budget process? Why does every other district develop their budgets so differently from OUSD?<br>2) What have been the consequences of our unique budget development process that prioritizes autonomous budgeting by schools and departments?<br>3) What can we learn from best practices in other districts?<br>To review the full text of PSAC's feedback for the 2026-27 LCAP as presented at the 6/10/26 School Board Meeting follow this link: https://tinyurl.com/4v7eu4aj<br>This is the full text of the recommendations that PSAC made in June 2025 for the 2025-26 LCAP: tinyurl.com/y2pjtrfa Go to slide 9. |
| **District English Language Learners' Subcommittee (DELLS)** | The District English Language Learners Subcommittee is currently made up of 15 parents/caregivers from 13 OUSD schools speaking four different languages—Spanish, Arabic, Mam, and English. All DELLS members also serve on Site English Language Learner Subcommittees at their schools or as ELL representatives on School Site Councils.<br>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 Site English Language Learner Subcommittees (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.<br>DELLS meets regularly on the fourth Thursday of each month from August to May, excepting holidays.<br>DELLS members participated in the August 2025 Goal-Setting Retreat and conducted seven public meetings in 2025-26. They also held nine additional meetings dedicated to planning, study, and reflection and hosted one separate<br>During the 2025-26 school year, DELLS maintained the same priorities as in 2024-25. The committee sought the following:<br>1) Proof that ALL English Language Learners are getting Designated English Language Development (ELD) at their level including all disabled English Language Learners and newcomers.<br>2) Strong Site English Language Learner Subcommittees (SELLS) with authentic voice and leadership from families of English Learners. Stopping the practice of School Site Councils absorbing SELLS and weakening their role.<br>3) Finding out if OUSD is meeting the language access needs of all English Language Learner families. Getting additional interpretation and translation to support the needs that we already know exist. |

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| | Their monthly meetings reflected their priorities for 2025-26. Here is a snapshot of what they discussed and undertook:<br>● *August:* Learned about rights to interpretation & translation, requirements for Site ELL Subcommittees, content of the annual Parent Notification Letters, and rights under OUSD's Sanctuary Policy.<br>● *September:* Launched a new meeting agreement "Speak to Be Understood" with related guidelines; revisited the topic of Site ELL Subcommittees; and voted to adopt goals for 2025-26<br>● *October:* Discussed basic start of year data about English Learners as compared to the start of 2024-25 and found out which schools met their reclassification goals the previous year.<br>● *December:* Reviewed reclassification data for disabled English Learners; discussed next steps for meeting the annual goals related to translation and interpretation; and discussed budget scenarios adopted by the School Board.<br>● *February:* Learned about the English Learner Proficiency Assessment of CA; continued to discuss recent actions to reduce and adjust the OUSD budget and the possible impact of those actions.<br>● *March:* Learned about 2026 summer programs; found out where language reclassification* rates are the lowest in OUSD schools and how families can help.<br>● *April:* Reviewed the purpose and content of the monthly newsletter published by the Office of English Language Learner and Multilingual Achievement; discussed changes taking place in 2026-27 budget in the areas of interpretation and family engagement.<br>Committee members continue to seek adoption by staff of the recommendations they made in June 2024 and June 2025. More specifically, they ask that the Superintendent and staff to:<br>1) require that everyone use disaggregated data for English Learners in all presentations so that we can address equity gaps. (Basic disaggregated data for English Learners: by disability/Special Education status, by home language, by language program);<br>2) identify LCAP indicator(s) strategies, and investments that will promote greater support for disabled English Learners <u>on their path</u> to reclassification;<br>3) establish an LCAP action that is solely dedicated to <u>increasing and improving</u> access to language translation and interpretation;<br>4) restore the family engagement team because it is essential to parent participation and leadership within school committees; |

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| | 5) focus on ensuring that ALL English Learners are receiving daily Designated English Language Development including all Disabled English Learners and Newcomers.<br><br>To review the DELLS recommendations as presented to the School Board on June 10, 2026, follow this link: https://tinyurl.com/4v7eu4aj See slides 32 to 44. |
| **Foster Youth Advisory Committee (FYAC)** | The Foster Youth Advisory Committee (FYAC) is currently composed of 11 members: three parents/caregivers, one representative of a community organization that provides 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 April, excepting holidays.<br><br>FYAC members conducted a total of five public meetings in 2024-25. They held four additional member meetings to develop the bylaws of the committee and improve committee processes. They also participated in monthly planning meetings dedicated to planning the public meetings, reflecting on progress, and steering the work of the committee. Along with representatives of the other district advisory committees, FYAC members offered monthly reports at School Board and PSAC meetings. They also participated in the August Goal-Setting Retreat and presented formal recommendations at the LCAP public hearing.<br><br>FYAC maintained its focus on decreasing suspensions for foster youth, particularly disabled foster youth with IEPs.They undertook this work in collaboration with staff from Attendance and Discipline, Foster Youth Services, Special Education, and school staff. Their goal was to promote full implementation of the policy changes adopted by the School Board in June 2025 to prevent foster youth suspensions. http://tinyurl.com/3crvr8us<br><br>End of year data presented to the School Board by FYAC on 6/10/26 showed that suspensions decreased for foster youth generally and foster youth with IEPs specifically in school year 2025-26.<br><br>To review the FYAC feedback and related information as presented to the School Board on June 10, 2026, follow this link: https://tinyurl.com/4v7eu4aj See slides 63 to 72. |
| **Community Advisory Committee for Special Education (CAC)** | 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 PSAC, one who serves DELLS, and one on the Foster Youth Advisory Committee. |

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| | 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, offer monthly reports at School Board and PSAC meetings. They formally present 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).<br><br>CAC members participated in the August 2025 Goal-Setting Retreat, conducted 10 public meetings in 2025-26, and hosted two working groups: one focused on studying Universal Design and its adoption across OUSD and the other on reducing suspensions for disabled Black students in middle school. Those working groups met monthly, adding a total of 18 meetings to the schedule of committee members. The CAC also held another 10 member meetings dedicated to planning and reflection in preparation for the public meetings. Finally, they held one LCAP study meeting and one emergency members meeting to discuss a pending resolution with district leaders.<br><br>The CAC's feedback for 2025-26 expresses a loss of faith in the LCAP process as one that can support planning for the success of disabled students in OUSD. These are their specific feedback statements:<br><br>*We are evaluating the benefit of our participation in the LCAP process. The LCAP has not been useful as a document or mechanism to plan for the success of disabled students. For the LCAP to do so, we would need a complete mindset shift from many administrators within our district. Historically, our recommendations for the LCAP have had minimal impact.*<br><br>*The Local Control and Accountability Plan must help all in OUSD plan how we will:*<br><br>1. Increase and/or improve DISABILITY-RELATED SERVICES & SUPPORT for all disabled students. This will impact all outcomes.<br>2. Ensure equitable access to DISABILITY-RELATED SERVICES & SUPPORT for Low Income students, English Learners, Foster Youth, and other focal student groups. This would require that we always disaggregate our data to show if different groups of disabled students are receiving services and benefiting from them.<br>3. Ensure that disabled students who are also part of other focal student groups are accessing the TARGETED SUPPORT & SERVICES that they are eligible to receive based on their membership in those groups. (For example: based on income, English Learner status, ethnicity, Foster status, reading fluency, etc.) Again, this would require that we always disaggregate our data to show how different groups of disabled students are receiving services and benefiting from them.<br>4. Design for greater disability accessibility across all programs and services. This is called "universal design" or "inclusive design." All Disabled students are entitled to participate in all of the educational and |

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| | socio-emotional experiences that their non-disabled peers enjoy. Those experiences must be made accessible by design and those who coordinate them must presume the participation of all Disabled students.<br><br>Committee members utilized their LCAP presentation to call attention to OUSD's requirements under Education Code Sections 56122 and 56205 and Title 20 of United States Code as expressed in page B11 of 46 of the adopted OUSD Local Plan for Special Education: Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205 (a)(2), "It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children."<br><br>They highlighted that the law does not limit the education of disabled children to the discreet goals and disability-related services outlined in their IEPs. They state that the rights enshrined under the *Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Individuals with Disabilities Education Act* intend for the full participation of Disabled children and youth in all educational experiences and all aspects of school life.<br><br>The members of the CAC continue to focus on the same access and improvement initiatives as those undertaken in 2024-25. They finally succeeded in one of their initiatives after three years of consistent and concerted effort. Their *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD* was adopted by the School Board on 6/15/26: https://tinyurl.com/zby55xf4<br><br>To review the CAC recommendations as presented to the School Board on June 10, 2026, follow this link: https://tinyurl.com/4v7eu4aj See slides 45 to 62. |
| **All City Council (ACC)** | All City Council (ACC) seeks to create positive change in our schools. ACC amplifies student voice by serving as a bridge between adult decision makers and the student body. Members are a diverse team of student leaders who represent or are elected by the masses of students at our schools. ACC organizes campaigns and activities to serve the assessed needs of student constituents, including addressing internalized, interpersonal, and institutional oppression in students' daily lives and the daily functioning of the District's schools and working towards solutions.<br><br>Student members of the All City Council (ACC) met throughout the year to engage middle and high school students in the District about ways to improve school conditions. This included meetings with 11 District departments. Students collectively committed 85 hours to ACC Board meetings and over 150 hours to check-ins with staff and adult allies outside of these meetings. In addition, they spent over 60 hours facilitating engagements with student leaders. Overall, ACC saw higher participation and engagement from middle and high school students in 2025-26 than in past years. |

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| | In 2025-26, the ACC held four general high school meetings with students from 13 high schools and four general middle school meetings with students from 15 middle schools. They also hosted the 16th annual Youth Action Summit and the 28th annual Peer Resource & Ethnic Studies Conference.<br><br>ACC priorities for 2025-26 included the following:<br><br>● **Career Exploration:** Young people in OUSD believe that their schools are doing well at preparing them for life after high school but would like to be exposed to more opportunities to explore their career and academic interests.<br><br>● **Inclusion:** ACC identified a lack of Special Education related representation in our student leadership spaces, and a general divide between students that are in general education and students who are in special education. In order to bridge that gap, ACC launched several different efforts at Skyline, and collaborated with the Disability Access team in the Central Office.<br><br>● **Nutrition:** ACC's assessment revealed significant concerns within the District's current school meal services, including age-inappropriate food portions, delayed scheduling, food waste, and meals that don't reflect our community's culture, all of which contribute to student hunger and missed classroom time. In response, students are proposing student surveys, a student-led task force, equitable portion sizes, local food sourcing, and dedicated funding to improve the overall meal experience. Through collaboration with the Nutrition Services Department, we hope to ensure that every student feels nourished, represented, and ready to learn.<br><br>**Student LCAP Directors**<br>ACC also has two student LCAP Directors who attended nine PSAC meetings during the 2025-26 school year. Student directors presented about ACC engagements, data from engagements, and represented the student voices pertaining to budget-related discussions. They also advocated for more accessible and student friendly engagement spaces so a wider range of students could participate in LCAP discussions.<br><br>Future ACC LCAP Directors plan to conduct classroom visits with high school leadership to explain the LCAP, collect feedback, and invite students to PSAC. They will teach students about the LCAP, LCFF, and district's budget, collect student feedback to bring to PSAC, and invite more students to PSAC meetings. They also plan to advocate for greater transparency around the district budget and expand outreach efforts to middle schools to encourage earlier student involvement in district advocacy and leadership spaces. |

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| **School and Central Office Staff** | The District also offered engagements for principals, teachers, classified staff, and Central Office leaders in a series of five listening sessions to gather input on needed adjustments to investments moving into the final year of the 2024-27 LCAP. However, in 2025-26, many staff were more actively engaged in the Board, committee, and public meetings about the District budget challenges. Consequently, these engagements were not well attended in comparison to prior years, with little feedback provided.<br><br>However, some of the input provided in earlier years highlighted persistent needs that remain relevant for 2026-27, particularly in the context of budget reductions:<br><br>● There is a continued need for additional interpreters to support Spanish-speaking families. There are many fewer schools required to translate into Mam, Arabic, or Cantonese, leading to imbalanced work loads for staff. This may be exacerbated by interpreter staffing reductions in 2026-27.<br>● Interpreters need proper training to ensure that parents can have a meaningful conversation. They often serve as a key connection to educational services for their students so must be supported to be able to engage all parents effectively, especially in IEP meetings.<br>● The District must do a better job understanding whether our investments are actually improving student outcomes, particularly for work that is contracted out to the same vendors year over year. This is particularly important as we reach the end of this three-year LCAP cycle and must determine which investments to continue funding. Many staff expressed frustration that the position eliminations and mid-year funding reductions did not feel grounded in a clear understanding of which work was effective in reaching LCAP goals.<br>● There should be more robust staff and family engagement in the programmatic elements of the budget to ensure that the District gets the investments right. This is especially high stakes as OUSD comes out of state receivership.<br>● There is a need for resources to support more in-person District and site level family and staff engagement. This will become even more important given the elimination of the majority of the District's family engagement team in 2026-27. |
| **Labor Partners** | Representatives of the District's labor partners worked with District staff to reach agreements for several new labor contracts in the 2025-26 school year. Among the priority areas identified in these agreements that directly impact LCAP actions are:<br><br>● **Compensation Increases:** Oakland continues to struggle to recruit and retain high-quality staff. Negotiated compensation increases, particularly for teachers, psychologists, nurses, and social workers, will help to address |

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| | retention.<br>● **11-Month Teachers at Hard-to-Staff High Schools:** Teachers at Castlemont, Fremont and McClymonds High Schools will continue to have 11-month assignments using LCFF Concentration funds.<br>● **Athletic Coach Stipends:** Coaches will receive higher stipends for their work coaching student teams.<br>● **Reduced Elementary Class Sizes:** Beginning in 2027-28, class sizes for kindergarten and first grade will be reduced.<br>● **Counselors:** Secondary academic counselor ratios will drop from 1:500 to 1:450.<br>● **Black Thriving Schools:** Teachers on Special Assignment focused on supporting Black Thriving Schools will continue to serve these schools.<br>● **Electives for English Learners:** Elective staffing at secondary schools will allow all English learners who are required to take English Language Development in place of an elective course to also take an elective class.<br>● **Newcomer Supports:** Enrollment thresholds to qualify for newcomer supports will be reduced and allocations for teachers for late-arriving newcomer students will be restored.<br><br>Feedback provided by labor partners earlier in this LCAP cycle also include the following areas of ongoing focus and improvement:<br>● Labor partners need time to spend with the draft LCAP and budget well in advance of the feedback session to authentically provide input. They also need to understand the full universe of funding available to the district in order to be able to prioritize investments.<br>● Many schools do not effectively engage staff and SSCs in development of their SPSA needs assessments and budgets.<br>● It is not always clear whether investments are effective; this should be part of the conversation as the District determines what to continue or discontinue.<br>● It would be helpful to have the full LCAP budget in dashboard format.<br>● It often seems like SSCs rubber stamp school budgets and do not actually have a voice in decisions.<br>● The District needs to be transparent about how each funding resource can be used and how decisions are made about how to allocate Centrally-funded dollars and positions. |
| **Educational Partners at Equity Multiplier Schools** | Site leaders at schools that District staff expected would be designated to receive Equity Multiplier funds were notified in January 2026 that they would likely receive and should plan for these funds. Awards were confirmed in late February 2026 |

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| | following the official notice from the California Department of Education. School leaders were asked to notify their school communities and to use their late winter SSC and staff meetings to engage staff, families, and students about potential uses of the funds to address identified student needs. To document this engagement, schools were required to submit evidence that they had agendized the Equity Multiplier at an SSC meeting. They were also asked to provide notes outlining the discussion with educational partners before the funds could be allocated. Central staff held consultation sessions with school leaders to ensure that proposed uses of the funds were evidence-based strategies to improve student outcomes and that schools were not supplanting existing spending. Central staff also provided school leaders with a slide deck to use to educate their school communities about the Equity Multiplier grant, its uses, and its requirements. Once they had collected ideas and input from SSC members and meeting attendees on how funds should be used to address identified needs, they were asked to share the final decisions on what to fund before asking the SSC to vote to recommend the School Plan for Student Achievement (SPSA) for Board approval. |

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:

- Continued funding for 11-month teacher positions at Castlemont, Fremont, and McClymonds high schools using LCFF Concentration funds.
- Funds reserved to restore teachers for late-arriving newcomer students using LCFF Concentration funds.
- Funds reserved for additional newcomer support staffing using LCFF Concentration funds.
- Funds reserved for additional elective teacher staffing to ensure all English learners also have access to a non-ELD elective course using LCFF Concentration funds.
- Funds reserved to reduce counselor ratios using LCFF Supplemental funds.
- Funds reserved to increase compensation for staff in accordance with new labor agreements.

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*

| 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 i-Ready 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 i-Ready reading assessment. | 70.0%‡ | 70.0% | 39.2% | 66.0% | -31.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 1.2.1 | Improve performance on the SBAC state assessment in Mathematics, as measured by the average distance from standard (points above or below standard) without participation penalty. | -83.0 | -83.9 | -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% | *Not available* | *Not available* | 100.0% | *n/a* |
| 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. | 1,724 | 1,987 | 2,127 | 2,300 | 403 |
| 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% |

‡*Baseline established using 2023-24 data.*

## *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 four 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 Math.
- Facilitated two districtwide 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 once 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 three times a year and ELA curriculum-embedded assessments twice 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 three 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 summer professional development for elementary new teacher Math core curriculum training and a Standards and Equity Institute Science in Math, CTE, Computer Science, and Engineering, as well as through monthly professional development.

**Ongoing Professional Learning:** We 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 three-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 Grades K–11. FOSS science in Grades 6–8 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 six 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 math in Grades 6–9. Implemented Tiered tutoring support in Grades 3–5 using i-Ready Personalized Instruction lessons for small groups and classroom instructional support with Eureka Math$^2$.

*Implementation Challenges:*

- High schools do 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** We 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 three times a year and ELA curriculum embedded assessments twice 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).

**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 2026-27. Some 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 seven 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 five of our dual language schools (three schools in their second year of implementation and an additional two 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 twice as many 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 2025-26 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 2025-26 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.
- 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*

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.

**OVERALL IMPLEMENTATION: LINKED LEARNING INSTRUCTIONAL TEAM & CTE**

Key milestones for implementation of this work included:

- Worked with focal pathways to increase pathway time dedicated to instructional improvement:
    - Six out of six team members embedded with a focal pathway team.
- Provided sector specific professional development (e.g., one-on-one coaching or collaborative professional development):
    - Provided one on one or team coaching to 18 pathways.
    - Offered monthly Second 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 two release days for Capstone teachers.
    - Provided planning and facilitation support for team Capstone calibration and scoring at three 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 Rudsdale.
- 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.
- Mainstreaming 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.

**OVERALL IMPLEMENTATION: WORK BASED LEARNING (WBL)**

Key milestones for implementation of this work included:

- Post secondary data was collected.
- The Summer Opportunities Fair was planned and implemented.
- Worked on developing WBL sequencing at school sites with the 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.
- Designing and implementing work-based learning activities to be inclusive. The needs of students with moderate to severe needs were considered 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**

Key milestones for implementation of this work included:

- 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 the mental health pathway through the Federal Department of Education grant, and an increase in 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 three continuation school sites to better inform students and families of alternative education options.
- 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, MetWest, and Oakland Tech;
  - Reviewing eleventh and twelfth 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**

Key milestones for implementation of this work included:

- 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 support (MS and HS), we also offer more individualized site support during 1:1 sessions six times a week beginning each February.
- The Master Schedule Expectations and Considerations document provides guidance and key considerations to help high school teams develop their master schedule.
- 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.
- 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.
- Seven of our comprehensive high schools have initialized their scheduling master schedule to begin building their master schedule for 2026-27.
- 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.
- Earlier course selection and enrollment of English 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**

Key milestones for implementation of this work included:

- 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.
- 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:*

- There is a need to fully implement CCGI with our junior class with the goal that 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.
- 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 19, 2026: 68% Financial Aid completion rate districtwide, with 64% on-time completion by March 2, 2026.
- Ten schools are already above the 70% Financial Aid benchmark: Life, McClymonds, Oakland High, Skyline Tech, MetWest, OIHS, CCPA, MPA 6-12, Castlemont.
- Close to 100% participation across sites in using CCGI to launch 4-year college applications for OUSD seniors.

**OVERALL IMPLEMENTATION: CREDIT RECOVERY**

Key milestones for implementation of this work included:

- 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 one alternative high school focused on seniors.
- Academic recovery “gradeboost” program at one alternative high school focused on English and Math.
- Currently recruiting for the fifth annual Summer Healing & Academics 4 Kids (HAcK) credit recovery program for ninth and tenth grade students happening June 8-July 2, 2026. Summer HAcK combines academics and social emotional development.
- Continue to implement and use Edementum/Apex for credit recovery during the school year and for summer academic recovery.
- Implemented a new credit recovery platform, Edgenuity, for our alternative education school sites.

*Implementation Challenges:*

- We did not implement three 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.
- Uncertainty about staffing for 2026-27 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 one high school.
- Fully implemented two credit recovery platforms and provided professional learning sessions for teachers and administrators.

### *Action 1.9: Data-Driven Decision Making*

**OVERALL IMPLEMENTATION**

Key milestones for implementation of this work included:

- 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**
Key milestones for implementation of this work included:

- *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**

Key milestones for implementation of this work included:

- **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, High School 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 2024-25 to 205 students in 2025-26 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. We adjusted the projected cost of the annual purchase of our EL Education curriculum in grades K–5 to provide teachers with the ELD extension materials.

The following positions in this action area were vacant for some or all of the school year:

- Secondary Intervention Teacher (0.4 FTE)
- Secondary English/ELD Teacher (0.8 FTE)
- Library support staff (1.0 FTE)
- Early Literacy Tutors (3.2 FTE)
- Literacy Teachers on Special Assignment (1.8 FTE)
- Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library (0.5 FTE)

In addition, LCFF Supplemental & Concentration funding intended for this action area was redirected to new investments in small elementary schools, alternative education schools, STIP (Substitute Teacher Incentive Program) subs, attendance specialists, and noon supervisors in order to address SY2025-26 budget shortfalls, so many curriculum purchases and professional development investments related to this action area did not take place as planned.

### *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.

The following positions in this action area were vacant for some or all of the school year:

- Elementary math tutor (0.8 FTE)

### *Action 1.3: Equitable Access to a Broad Course of Study*

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

The following positions in this action area were vacant for some or all of the school year:

- Secondary Elective Teacher (0.6 FTE)
- Ethnic Studies Teacher on Special Assignment (0.8 FTE)

### *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.

The following positions in this action area were vacant for some or all of the school year:

- Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts (0.5 FTE)
- Secondary Visual & Performing Arts Teacher (0.5 FTE)

### *Action 1.5: Early Childhood Learning*

Due 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.

The following positions in this action area were vacant for some or all of the school year:

- TK/PK Tutor (0.8 FTE)

- Research Associate, Early Childhood (1.0 FTE)
- STIP (Substitute Teacher Incentive Program) Teacher to support vacancies (1.0 FTE)
- Occupational Therapists (2.0 FTE)

### *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.

The following position in this action area was vacant for some or all of the school year:

- Work-Based Learning Site Liaison (1.0 FTE)

### *Action 1.8: Counseling & Equitable Master Scheduling*
Several site-based counselors were on leave, so substitute counselors had to be hired.

The following position in this action area was vacant for some or all of the school year:

- Academic Counselor (0.2 FTE)

### *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.

The following position in this action area was vacant for some or all of the school year:

- Network Superintendent, High School Network (0.8 FTE)

*Action 1.11: School Improvement*

The staffing costs of six small elementary schools shifted from LCFF Base into LCFF Concentration and therefore into the LCAP. Total cost for this new investment was $8,234,265.

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 (12%) above our 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 i-Ready 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.
- 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.
- 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.
- 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 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 two-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.

There were reductions to literacy tutors and teachers on special assignments (TSAs) at schools that did not qualify for the Learning Recovery Block Grant, 12 in total. Supplemental funding was prioritized to fund other investments like Alternative Education, Small Schools, and other school based staffing.

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

The planned reduction of -2 FTE in STEM Coordinators 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.

Middle Schools experienced a reduction in half of the FTE usually provided to implement elective courses in our Middle Schools, or a reduction in 22 FTE.

The non-labor budget for purchasing instructional materials (curriculum & licensing) was reduced by -$4 million in Supplemental funding.

### *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.

There is a reduction of the VAPA Director which will not be back-filled after a retirement: -1 FTE Director of VAPA.

### *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. 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.

There is also a reduction of -4.0 FTE in Early Childhood STIP subs.

### *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. 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 districtwide post-secondary access initiatives, including but not limited to financial aid completion, community college certificate completion, and overall success in dual enrollment college courses. 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). Partnerships with Community Based Organizations (CBOs) will be enhanced to provide social emotional & mental health support for Tier 2 and 3 students in credit recovery programs.

### *Action 1.9: Data-Driven Decision Making*
We will continue prioritizing high-impact, mission-critical projects, adding user statistics to identify and retire low-use dashboards and will expand the use of Artificial Intelligence (AI) to support coding and automate data processes, freeing up staff capacity for other projects. We will participate more proactively in the planning stage of projects involving data needs, enabling process improvements from the outset and involve Assessment team staff in more complex data projects to build their skills and help share the workload.

There is -1.0 FTE Data Analyst reduction.

### *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. The elementary network experienced reductions in -2 Network Superintendents, -2 Network Partners, -2 MTSS Partners, and -1 Counselor.

### *Action 1.11: School Improvement*
This department will be consolidated for the 2026-27 school year resulting in the elimination of -.5 FTE Clerical Staff and -2 FTE Director of Improvement.

**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** | *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.*<br><br>***Focal Schools for Literacy:*** Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges, Brookfield Elementary, Carl B. Munck Elementary, Claremont Middle, CCPA, East Oakland Pride Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Fremont High, Frick United, Fruitvale Elementary, Garfield Elementary, Global Family Elementary, Grass Valley Elementary, Greenleaf, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita, Laurel Elementary, Lockwood STEAM, Madison Park 6–12, Manzanita Community, Manzanita SEED Elementary, Martin Luther King, Jr. Elementary, Montera Middle, OAK, Oakland High, Oakland Technical High, Piedmont Avenue Elementary, Markham Elementary, Reach, Roosevelt Middle, Rudsdale Continuation High, Sankofa United Elementary, Skyline High, Think College Now Elementary, United for Success, Urban Promise, West Oakland Middle, and Westlake Middle<br><br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br><br>*Building Early Literacy*<br>Our focus on early literacy ensures that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, we will dramatically increase the number of third graders who are reading at and above grade level and close equity | $31,684,913 | Yes |

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

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| | | used to support literacy intervention.<br><br>*Ongoing Central investments that support this work include:*<br>● Director of PreK–12 Instruction (1.0 FTE)<br>● Elementary Literacy Coordinators (2.8 FTE)<br>● Secondary Literacy Coordinators (2.0 FTE)<br>● Director of Early Literacy (0.6 FTE)<br>● Site-Based Early Literacy Tutors (68.8 FTE)<br>● District Teacher Librarian (1.0 FTE)<br>● Site-Based Teacher Librarians to support high-need high school students (4.0 FTE)<br>● Site-Based Library Support Positions: Library Techs and Teacher Librarians (58.8 FTE)<br>● Site-Based Elementary Prep Teachers: Literacy/Library (1.0 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Administrative Assistant, Early Literacy (1.0 FTE)<br>● Early Literacy Coordinator (1.0 FTE)<br>● Early Literacy Coaches (3.0 FTE)<br>● Teacher on Special Assignment, Early Literacy (1.0 FTE)<br>● Site-Based Secondary Literacy Tutors (9.6 FTE)<br>● Site-Based Literacy Teachers on Special Assignment (48.8 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Literacy Teachers on Special Assignment (33.0 FTE)<br>● Early Literacy Tutors (21.6 FTE)<br>● Secondary English/ELD Teachers (9.55 FTE)<br>● Secondary Literacy Tutors (4.8 FTE)<br>● Secondary Reading Intervention Teachers (4.8 FTE)<br>● Elementary Prep Teachers: Literacy/Library (2.25 FTE)<br>● Instructional Support Specialist (2.4 FTE) | | |

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| | | • Library Techs (1.5 FTE)<br>• Librarian (0.9 FTE)<br>• Bilingual Instructional Aide (0.8 FTE)<br>• Pathway Lead/Director (0.475 FTE)<br>• Case Manager (0.4 FTE)<br><br>**Learning Recovery Emergency Block Grant (LREBG) Investment**<br>*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.<br><br>*Schools receiving LREBG-funded Literacy Teachers on Special Assignment in 2026-27:* ACORN Woodland, Allendale, Bella Vista, Bret Harte, Bridges, Brookfield, Bunche, Burckhalter, Castlemont, CCPA, Dewey, Elmhurst United, Emerson, EnCompass, EOP, Esperanza, Franklin, Fremont, Frick, Fruitvale, Garfield, Global Family, Grass Valley, Greenleaf, Highland Community, Hoover, Horace Mann, ICS, KDA, La Escuelita, Laurel, Life, Lockwood STEAM, Manzanita Community, Manzanita SEED, Markham, McClymonds, MetWest, MLA, MLK, Montera, MPA Primary, MPA 6-12, Carl B. Munck, OAK, Oakland High, Oakland International, Oakland Tech, Piedmont Avenue, Reach, Roosevelt, Rudsdale, Sankofa United, Skyline, Sojourner Truth, TCN, UFSA, UPA, Westlake, WOMS, and the Young Adult Program<br><br>*Schools receiving LREBG-funded Secondary Literacy Tutors in 2026-27:* Bret Harte, CCPA, Elmhurst United, Frick United, Life, Montera, MPA 6-12, Roosevelt, Sojourner Truth, UFSA, UPA, Westlake, WOMS<br><br>*Metrics Used to Monitor Investment:* Metrics 1.1.6, 1.1.7, and 1.1.8<br><br>*Total LREBG Funds Supporting Action:* $8,499,507 | | |

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| **1.2** | **Excellence in Science, Technology, Engineering, and Mathematics** | *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.*<br><br>***Focal Schools for Mathematics:*** Allendale Elementary, Bret Harte Middle, Brookfield Elementary, Castlemont High, CCPA, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, Franklin Elementary, Fremont High, Frick United, Fruitvale Elementary, Garfield Elementary, Global Family Elementary, Grass Valley Elementary, Highland Community, Hoover Elementary, International Community, Korematsu Discovery, Laurel Elementary, Life, Lockwood STEAM, Madison Park 6–12, Manzanita Community, Martin Luther King, Jr. Elementary, Montera Middle, Oakland High, Oakland Technical High, Piedmont Avenue Elementary, Reach, Roosevelt Middle, Rudsdale Continuation High, Sankofa United Elementary, Skyline High, Sojourner Truth, United for Success, UPA, West Oakland Middle, and Westlake Middle<br><br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br><br>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.<br><br>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.<br><br>The District's adopted curricula for Science are Creative Curriculum in TK, FOSS Science in Grades K–8, and Science and Global Issues: Biology (LabAids) for high school biology. Adoptions for high school chemistry and physics are currently | $4,386,388 | Yes |

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| | | underway.<br><br>*Ongoing Central investments that support this work include:*<br>● Secondary Math Coordinator (1.0 FTE)<br>● Secondary Science Coordinator (1.0 FTE)<br>● Elementary STEM Coordinator (1.0 FTE)<br>● Instructional Technology Coordinator (1.0 FTE)<br>● Site-Based Elementary Prep Teachers: STEM (5.8 FTE)<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Site-Based Elementary Math Tutors (16.0 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>● Elementary Prep Teachers: STEM (4.7 FTE)<br>● Mathematics Teachers on Special Assignment (3.45 FTE)<br>● Secondary Mathematics Teachers (5.5 FTE)<br>● Secondary Science Teachers (2.85 FTE)<br>● Elementary Math Tutors (2.4 FTE)<br><br>**Learning Recovery Emergency Block Grant (LREBG) Investment**<br>*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.<br><br>*Schools receiving LREBG-funded Math Tutors in 2026-27:* Bridges, Brookfield, EnCompass, EOP, Fruitvale, Highland Community, Hoover, Horace Mann, ICS, KDA, Lockwood STEAM, Manzanita Community, Markham, MLK, Prescott, and TCN<br><br>*Metric Used to Monitor Investment:* Metric 1.2.1<br><br>*Total LREBG Funds Supporting Action:* $795,213 | | |

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| **1.3** | **Equitable Access to a Broad Course of Study** | *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.*<br><br>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 state standards.<br><br>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).<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director of Elementary Instruction (1.0 FTE)<br>● Executive Director of Secondary Instruction (1.0 FTE)<br>● History/Social Studies Coordinator (1.0 FTE)<br>● Grants Manager (1.0 FTE)<br>● Physical Education Teacher on Special Assignment (1.0 FTE)<br>● Site-Based High School Elective Teachers (31.1 FTE)<br>● Site-Based Middle School Elective Teachers (10.15 FTE)<br>● Site-Based Elementary Prep Teachers: Physical Education (9.4 FTE)<br>● Site-Based Elementary Prep Teachers: Other Enrichment Areas (4.3 FTE)<br>● Funds in reserve for additional middle school elective teacher staffing to implement the OEA Tentative Agreement<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Teacher on Special Assignment, Ethnic Studies (1.0 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>● Secondary Elective Teacher (8.5 FTE)<br>● Elementary Prep Teachers: Physical Education (6.0 FTE) | $15,061,783 | Yes |

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| | | ● Secondary History/Social Studies Teacher (1.7 FTE)<br>● Elementary Prep Teachers: Other Enrichment Areas (1.3 FTE)<br>● Secondary Physical Education Teacher (0.6 FTE)<br>● Teacher on Special Assignment, Social Studies (0.6 FTE)<br>● Pathway Lead/Director (0.125 FTE) | | |
| **1.4** | **Visual & Performing Arts** | *Ensure that all students experience schools that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.*<br><br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Elementary Visual & Performing Arts Coordinator (1.0 FTE)<br>● Grants Manager, Arts & Music in Schools (0.8 FTE)<br>● Elementary Art Teacher on Special Assignment (1.0 FTE)<br>● Elementary Dance Teacher on Special Assignment (0.8 FTE)<br>● Elementary Music Teacher on Special Assignment (0.6 FTE)<br>● Secondary Music Teacher on Special Assignment (0.4 FTE)<br>● Secondary Visual Arts Teacher on Special Assignment (1.0 FTE)<br>● Site-Based Elementary Prep Teachers: Visual & Performing Arts (47.6 FTE)<br>● Site-Based High School Elective Teachers: Visual & Performing Arts (21.7 FTE)<br>● Site-Based Middle School Elective Teachers: Visual & Performing Arts (11.3 FTE)<br>● Additional Site-Based TK-8 Visual & Performing Arts Teachers (1.4 FTE) | $23,567,629 | Yes |

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| | | For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>● Secondary Visual & Performing Arts Teacher (34.85 FTE)<br>● Elementary Prep Teachers: Visual & Performing Arts (VAPA) (31.8 FTE)<br>● Newcomer Learning Lab Assistant (1.0 FTE)<br>● Para Educator, Visual & Performing Arts (1.6 FTE)<br>● Teacher on Special Assignment, Visual & Performing Arts (1.0 FTE) | | |
| **1.5** | **Early Childhood Learning** | *Offer opportunities for pre-kindergarten programs at locations across the district.*<br><br>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.<br><br>The District's adopted curriculum for ECE and TK is Creative Curriculum.<br><br>*Ongoing Central investments that support this work include:*<br>● Director of Kindergarten Readiness (1.0 FTE)<br>● Kindergarten Readiness Program Manager (1.0 FTE)<br>● Behavior Specialists (4.0 FTE)<br>● Early Childhood Education Family Navigators (11.0 FTE)<br>● Credentials Associate, Early Childhood Education (1.0 FTE)<br>● Network Partner, Early Childhood Education (0.5 FTE) | $11,465,148 | No |

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| | | • Multi-Tiered Systems of Support (MTSS) Partner, Early Childhood Education (1.0 FTE)<br>• Research Associate, Early Childhood Education (1.0 FTE)<br>• Teachers on Special Assignment & Early Learning Coaches (9.0 FTE)<br>• Site-Based Transition Kindergarten (TK) Tutors (53.8 FTE)<br>• STIP (Substitute Teacher Incentive Program) Teachers to support vacancies (5.0 FTE)<br><br>*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.* | | |
| **1.6** | **Multilingual Programs** | *Provide quality multilingual programs that offer students across language backgrounds the opportunity to become bilingual and biliterate and eventually earn the Seal of Biliteracy.*<br><br>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.<br><br>Investments support program design/refinement, instructional materials, and professional development and coaching for teachers and leaders. New work includes aligning multilingual instruction between PK and TK–5 programs, converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs and improving instructional practices aligned to evidence-based dual language pedagogy in partnership with SEAL, a non-profit | $350,871 | No |

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| | | professional development organization with expertise in dual language.<br><br>*Ongoing Central investments that support this work include:*<br>● Multilingual Programs Coordinator (0.5 FTE)<br>● Spanish Literacy Specialist (1.0 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Secondary Dual Immersion Language Teacher (0.35 FTE) | | |
| **1.7** | **College & Career for All** | *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.*<br><br>***Focal Schools for College & Career and/or Graduation Supports:*** Bunche, Castlemont High, Dewey, Fremont High, Oakland High, Oakland International High, Rudsdale Continuation High, and SJT<br><br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br><br>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.<br><br>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 | $18,332,505 | Yes |

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| | | 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.<br><br>*Ongoing Central investments that support this work include:*<br>● Director of Linked Learning (1.0 FTE)<br>● Coordinator, Central Academic Recovery (1.0 FTE)<br>● Teachers on Special Assignment, Central Academic Recovery (3.0 FTE)<br>● Program Managers, College & Career for All Initiative (2.0 FTE)<br>● Measure N/H & Action Research Coordinator (1.0 FTE)<br>● Grants Manager, Linked Learning (1.0 FTE)<br>● Office Manager, Linked Learning (0.15 FTE)<br>● Site-Based Pathway Coaches (1.925 FTE)<br>● Central Academic Recovery (CAR) programs<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Coordinator of Career Technical Education (1.0 FTE)<br>● Coordinator of Computer Science (1.0 FTE)<br>● Coordinator of Pathway Quality (1.0 FTE)<br>● Career Technical Education Program Manager (1.0 FTE)<br>● CTE Coach for Arts, Media & Entertainment Pathways (1.0 FTE)<br>● CTE Coach for Computer Science & Engineering Pathways (1.0 FTE)<br>● CTE Coach for Social Justice & Public Service Pathways (1.0 FTE)<br>● Site-Based Pathway Coaches at 12 schools (2.475 FTE)<br>● Dual Enrollment Manager (1.0 FTE)<br>● Teachers on Special Assignment, Dual Enrollment (3.0 FTE)<br>● Teacher on Special Assignment, Post-Secondary Access (1.0 FTE)<br>● Teacher on Special Assignment, Career Transition (1.55 FTE)<br>● Coordinator of Work-Based Learning (1.0 FTE)<br>● Coordinator of CTE Skilled Trades & Apprenticeships (1.0 FTE)<br>● Internship Program Manager (1.0 FTE)<br>● Grants Manager, Linked Learning (1.0 FTE)<br>● Manager of CTE and College and Career Pathways (1.0 FTE) | | |

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| | | • Academic Counselor, Central Academic Recovery (1.0 FTE)<br>• Case Manager, Credit Recovery (1.0 FTE)<br>• Case Manager, Linked Learning Inclusion (0.5 FTE)<br>• Office Manager, Linked Learning (0.85 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>• College & Career Readiness Specialists (8.75 FTE)<br>• Career Technical Education Teachers (4.1 FTE)<br>• Pathway Coaches (3.9 FTE)<br>• Work-Based Learning Site Liaisons (3.7 FTE)<br>• Teachers on Special Assignment, College & Career (2.0 FTE)<br>• Teacher on Special Assignment, Dual Enrollment (1.0 FTE)<br>• Career Pathway Transitions Specialist (1.0 FTE)<br>• Pathway Lead/Director (1.05 FTE)<br>• Work-Based Learning Coordinators (1.7 FTE)<br>• Teacher on Special Assignment, Multi-Tiered Systems of Support (MTSS) (0.4 FTE)<br>• Program Assistant, Measure H (0.4 FTE)<br>• Secondary Elective Teacher (0.4 FTE)<br>• Secondary Mathematics Teacher, Credit Recovery (0.2 FTE)<br>• Secondary World Language Teacher (0.2 FTE)<br>• Secondary Dual Enrollment Teacher (0.1 FTE)<br>• Secondary English/ELD Teacher (0.2 FTE)<br>• Secondary History/Social Studies Teacher (0.2 FTE)<br>• Secondary Visual & Performing Arts Teacher (0.2 FTE) | | |
| **1.8** | **Counseling & Equitable Master Scheduling** | *Provide expanded secondary counseling to ensure that students reach graduation and are prepared for college and career opportunities.*<br><br>High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team provides support to secondary schools to create equitable master schedules. | $8,544,843 | Yes |

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| | | An equitable master schedule aims to:<br>● Ensure that all students have access to a well-rounded curriculum (cohorted in pathways/academies) and the courses they need for graduation and post secondary success<br>● Provide teachers with collaboration time to create lesson plans with colleagues, discuss tiered intervention plans for struggling students, etc.<br>● Remove barriers to provide opportunities for students to have access to rigorous coursework, such as Dual Enrollment (DE) and Advanced Placement (AP) courses<br>The High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team coordinates school counseling services in Grades 6–12. School counselors play a critical role in supporting students in the academic development, social/emotional development, and college and career planning domains. Counselors support students with graduation planning, decision-making, A-G readiness, post secondary planning, high school enrollment (for eighth graders), and coping with school life.<br>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.<br>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.<br>The HSLLO CSS team provides bi-weekly master scheduling each spring for middle | | |

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| | | schools and high schools and supports school master scheduling teams to:<br>● Identify the school's priorities for their master schedules;<br>● Cohort students in specific academies and pathways;<br>● Create sections in the master schedule for student supports, intervention and credit recovery;<br>● Review the school's academic course offerings to make sure they are A-G approved and reflected in the UC CMP;<br>● Be strategic in ensuring that teachers have opportunities to plan and collaborate;<br>● Ensure that all students have access to all A-G courses and students are correctly enrolled in their required core academic classes, ELD classes and/or special education;<br>● Check for cohort purity in academies and pathways;<br>● Confirm that teacher credentials and certificates are up to date for their courses; and<br>● 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.<br><br>*Ongoing Central investments that support this work include:*<br>● Coordinator of Post-Secondary Readiness (1.0 FTE)<br>● Master Scheduling & Comprehensive Student Supports Manager (1.0 FTE)<br>● Secondary Master Schedule Support Specialist (1.0 FTE)<br>● Site-Based Academic Counselors (33.5 FTE)<br>● Funds in reserve for additional counselors to implement the OEA Tentative Agreement<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*One-time and grant-funded Central investments that support this work include:* | | |

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| | | ● Coordinator of College Access (1.0 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Academic Counselors (13.9 FTE) | | |
| **1.9** | **Data-Driven Decision Making** | *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.*<br><br>The OUSD Research, Assessment, and Data (RAD) team collaborates with schools and Central Office teams to explore, plan, implement, and optimize data processes for progress monitoring, problem-solving and decision-making. The RAD team produces comprehensive online, interactive dashboards to track student learning, linked learning participation, A-G readiness, attendance and discipline, student social and emotional well-being, home access to computers and internet, and other key indicators included in our LCAP and the Strategic Plan. All the data dashboards allow users to examine results by student groups (e.g., English learners, students of different ethnicities, students with disabilities, unhoused students, foster students, etc.) to help with early intervention and targeted support. The research and analytics unit within RAD conducts in-depth data analytics and geo-special analysis as well as generating customized maps to support high-stake district initiatives such as the Quality Schools and Enrollment Equity work.<br><br>**Assessments**<br>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, i-Ready), 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 | $7,845,967 | Yes |

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| | | 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.<br><br>**Teacher Collaboration Time**<br>OUSD provides an additional 30 minutes per week for teacher collaboration, planning, and professional development. Teacher collaboration is key to improving classroom instruction and to continuous school improvement, and particularly benefits new teachers. This dedicated time is particularly relevant for our schools that serve students who are farthest from opportunity, since it provides time for teachers to work with focal student data and better understand student performance. Studies find that the most effective professional development consists of regular cycles of inquiry, led by and for teachers, and focused on the progress and needs of individual students. Through these inquiry cycles, teachers look at student data and student work, and make adjustments to their curriculum, instruction, and ways of assessing student learning in order to better reach and teach all students, and to accelerate learning for those who are performing below grade level standards in literacy, mathematics, science, and other content areas.<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director of Research, Assessment & Data (1.0 FTE)<br>● Business Intelligence Data Architect (1.0 FTE)<br>● Data Analyst for Attendance, External Data Requests & Civil Rights Data Collection (1.0 FTE)<br>● Data Analyst for English Learners & Newcomers (1.0 FTE)<br>● Research Associate, Early Literacy (1.0 FTE)<br>● Statistician (1.0 FTE)<br>● Thirty minutes per week of teacher collaboration time for teachers districtwide to review student data and build evidence-based practices<br><br>*One-time and grant-funded Central investments that support this work include:* | | |

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| | | ● Data Analyst for Special Education (1.0 FTE)<br>● Data Analyst for Community Schools, Student Services & Outdoor Experience Project (0.66 FTE) | | |
| **1.10** | **Network-Based School Supports** | *Provide network-based school supports to ensure that school leaders and staff are supported.*<br><br>Every OUSD school is part of a school network led by a network superintendent. The network team is composed of department partners that are responsible for providing direct support to school sites. Network teams provide coaching and direct supervision of principals, conduct school site visits, provide professional learning, assist school leaders with implementing the school plan, and support schools in analyzing data to understand student needs and plan interventions.<br><br>*Ongoing Central investments that support this work include:*<br>● Deputy Chief, Post-Secondary Readiness (1.0 FTE)<br>● Deputy Network Superintendents, High School Network (2.0 FTE)<br>● Network Partner, High School Network (1.0 FTE)<br>● Network Superintendent, Middle School Network (1.0 FTE)<br>● Network Partner, Middle School Network (1.0 FTE)<br>● Middle School Program Manager (1.0 FTE; 0.5 contributing)<br>● Deputy Chief, Continuous School Improvement (1.0 FTE)<br>● Deputy Network Superintendent, Elementary School Network (1.0 FTE)<br>● Network Partners, Elementary Network (2.0 FTE) | $3,123,315 | Yes |
| **1.11** | **School Improvement** | *Develop and implement a continuous school improvement framework to improve school quality and student outcomes.*<br><br>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.<br><br>The framework details steps for grounding in community voice, convening a | $9,828,637 | Yes |

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| | | 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 team. It also includes regular communication and collaboration with the larger school community to monitor towards a shared vision for student success.<br><br>In addition to framework development, the School Improvement team, alongside the Network Superintendents, directly supports identified school sites to implement an improvement plan created by the school site to address the areas identified after a school quality review. The office meets with members of the school site to progress monitor the implementation of the improvement efforts.<br><br>*Ongoing Central investments that support this work include:*<br>● Operational costs of six small elementary schools: Brookfield, Grass Valley, MPA Primary, Munck, Prescott, and Sankofa United<br>● Funding for eleventh month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Site-Based One-Time Positions (3.0 FTE)<br>● Additional site-based counselors to improve graduation rates at CSI-designated high schools (2.4 FTE total at five schools)<br>● Specialist, Comprehensive Support & Improvement (0.5 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 High 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 ***2023-24 data ‡Baseline established using 2023-24 data.*

## *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**

Implementation of African American Male Achievement (AAMA) Targeted Strategies included 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 implemented all activities as planned. Implementation of African American Female Achievement (AAFE) Targeted Strategies included 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 2024-25, and 33.1% in 2023-24. More African American 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 2023-24 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 fewer students were 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**
Implementation of Latino Student Achievement (LSA) Targeted Strategies and community collaboration and partnership to support Native American Student Achievement included 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. We also collaborated with the 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 2024-25 and 25% in 2023-24.
- More Latino students districtwide have attended school 95% or more: 46.2% so far this school year, compared to 41.8% in 2024-25 and 38.1% in 2023-24.
- 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**

Implementation of Arab, Asian, Pacific Islander Student Achievement (AAPISA) Targeted Strategies included: 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 2024-25. 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 2023-24.
- 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 adopted a 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 students in Grades 3–5 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 included scheduling and 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.
- 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. 2025-26 YTD suspension rates for African American/Black students with IEPs reduced by 1.1% compared to 2024-25 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 2022-23.
- 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 three 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 five-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 districtwide 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.
- The English Language Learner & Multilingual Achievement (ELLMA) team 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 English learners 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 English learners.
- We have also already met our 2025-26 goal for A-G completion for English learners.
- We are approximating the 2025-26 goal of college and career readiness.
- We have significantly decreased chronic absence rates for English learners 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. Implementation of this goal area included:

- 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 learning walk results

*Implementation Challenges:*

- A third of our long-term English learners 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 English learners. While we are seeing some incremental growth from last year, the gaps in performance and growth are stagnant.

*Implementation Successes:*

- Long-term English learners 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 three years.
- 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 and 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. Continuation schools also engaged

in learning walks with the 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.
- 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.
- 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 was 19,876, with the following breakdown of targeted student groups:

- Special Education students: 15%
- English Learners: 28%
- Students eligible for free/reduced price meals: 80%

Saturday Free YES! Sports Program - 2024 Fall/Winter program served 1,038 students, with the following breakdown of targeted student groups:

- Special Education students: 15%

- English Learners: 26%
- Students eligible for free/reduced price meals: 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.
- 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.
- Our Summer Program Average Daily Attendance (ADA) improved and increased integration of extensive needs sped students into the full-day TK–8 summer program. We saw 2,345 students recover credits to remain on track for graduation, and 65 students received their High School diplomas because of their summer learning participation. Eighty percent of elementary 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 four months due to delays with onboarding.

*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*

The costs of the class size reduction investment at high-need schools were lower than projected due to enrollment patterns at these schools that did not require supplemental staffing to reach the targeted lower class sizes.

*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*

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.
- A teacher at Rusdale was out on leave for most of the year, which impacted the master schedule and student access to credit recovery courses.

The staffing costs of seven alternative education schools shifted from LCFF Base into LCFF Concentration and therefore into the LCAP. Total cost for this new investment was $9,024,859.

### *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. However, because some after-school resources were awarded late in the budget process, they were not included in the LCAP at adoption but are reflected in the final costs. 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.
- 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, and survey courses.
    - Implementation of care management for all students, and family communication and engagement focused on relationship building and academic partnership.

### *Action 2.3 Arab, Asian & Pacific Islander Student Achievement*

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

- 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.
    - Requirement of school day attendance for participation in AAPISA programs and activities.

### *Action 2.4 Students with Disabilities Achievement*

Effective strategies to implement Special Education supports for students with disabilities included:

- 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 i-Ready 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.
- 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 included:

- The Sown to Grow mental health screener is a crucial tool in meeting our goals regarding tiered supports for our low-income students.
- The Sown to Grow tool ensures a regular check point on the well-being of our most vulnerable students. This checkpoint helps staff connect students in need of more support (mental health, academic support, SEL support) with the appropriate service.
    - Due to delayed implementation 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 2025-26 proved highly effective. Having staff physically present made them more accessible to families and students, resulting in improved service delivery and more consistent engagement.
- 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. 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 Linked Learning Office and school sites to provide ELL 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 English learners 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.
- 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. Areas to improve include addressing consistent student attendance and engagement, full realization of accelerated credit recovery at scale, and 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*

Planned changes include:

- *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 2023-24, 2024-25, and 2025-26 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. Lastly, reductions in non-labor

allocations have resulted in the elimination of key partnerships for Pacific Islander Achievement and Arab American Achievement, a reduction of approximately $600,000.00.

### *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. Additionally, the non-labor investment to support the Disability Access Resolution is being reduced by $2 million to balance the Supplemental and Concentration budget, although the hope is to restore this investment should new funds become available. There is also a reduction of -2.0 FTE: the Special Education Engagement Specialist and the -1 FTE Early Childhood Special Education Coordinator.

### *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. Planned changes include:

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:* As noted above, having a dedicated, embedded representative (Case Manager, Counselor, or Social Worker) ensures that when an MKV student needs academic or behavioral assistance, there is a timely response and appropriate support provided to them.

4. F*amily 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.

There were -2.0 FTE reductions in staffing: Title III Specialist and the English Language Development (ELD) Specialist.

### *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 English learners and before-during-after language routines. We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work. 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. There were reductions of 10.5 FTE of Social Workers assigned to support Newcomers and 11.0 FTE of Newcomer Teacher Leaders. Lastly, there was a reduction in additional staffing to accommodate newcomer students arriving to our District throughout the year so they would have adequate courses, a reduction of -17.6 FTE.

### *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.

There was a reduction of -4.4FTE when the late-arriving continuation student seats were eliminated.

*Action 2.12 Expanded Learning Opportunities*

In After-School, there are no major changes planned for the upcoming school year. 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** | *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.*<br><br>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.<br><br>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 | $3,985,339 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | AAFE classes or circles be added to the after-school program offerings.<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director, Equity (0.25 FTE; 1.0 FTE total)<br>● Targeted Strategies Director (0.5 FTE; 1.0 FTE total)<br>● African American Female Excellence (AAFE) Program Manager (1.0 FTE)<br>● Targeted Student Intervention Specialists, African American Male Achievement (AAMA) (2.0 FTE)<br>● Targeted Student Intervention Specialist, AAFE (1.0 FTE)<br>● Site-Based AAMA Manhood Development Facilitators (6.75 FTE)<br>● Site-Based AAFE Facilitators (3.0 FTE)<br>● Annual contracts to support targeted strategies work<br>● Materials for targeted strategies celebrations and honor rolls<br>● Professional development to support targeted strategies work<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Site-Based African American Male Achievement (AAMA) Manhood Development Facilitators (2.5 FTE)<br>● Site-Based Teachers on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan (5.0 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>● African American Male Achievement (AAMA) Manhood Development Facilitator (2.3 FTE)<br>● African American Female Excellence (AAFE) Facilitator (0.8 FTE)<br>● Secondary Intervention Teacher focused on African American students (0.4 FTE)<br>● Elementary African American Achievement Teacher (0.15 FTE) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| **2.2** | **Latino & Native American Student Achievement** | *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 School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics.*<br><br>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.<br><br>*Latino Students*<br>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 | $1,069,633 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | 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.<br><br>*Native American Students*<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director, Equity (0.25 FTE; 1.0 FTE total)<br>● Targeted Strategies Director (0.25 FTE; 1.0 FTE total)<br>● Targeted Student Intervention Specialist, Latino Student Achievement (1.0 FTE)<br>● Latino Student Achievement Facilitators (5.5 FTE)<br>● Annual contracts to support targeted strategies work for Latino and Native American students<br>● Materials for targeted strategies celebrations and honor rolls<br>● Professional development to support targeted strategies work<br><br>*Site-funded positions that support this work include:*<br>● Latino Student Achievement Facilitator (0.3 FTE) | | |
| **2.3** | **Arab, Asian & Pacific Islander Student Achievement** | *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* | $451,103 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
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| | | *Language Arts, and Mathematics.*<br><br>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 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.<br><br>The AAPISA Network:<br><br>● Builds a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all AAPI students to achieve and thrive.<br>● 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.<br>● 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.<br><br>*Pacific Islander Students*<br>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 | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | process, and work with us to organize the annual Pacific Islander Honor Roll and Spring Celebration. We are also beginning the work early through targeted early literacy programs and intervention tutoring and mentoring with K–5 Pacific Islander students in five pilot schools, bolstered by direct family engagement with 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.<br><br>*Arab American Students*<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director, Equity (0.25 FTE; 1.0 FTE total)<br>● Targeted Strategies Director (0.25 FTE; 1.0 FTE total)<br>● Annual contracts to support targeted strategies work<br>● Materials for targeted strategies celebrations and honor rolls<br>● Professional development to support targeted strategies work | | |
| **2.4** | **Students with Disabilities Achievement** | *Implement Specialized Academic Instruction (SAI) and provide related service support and resources to students with Individualized Education Programs (IEPs) participating in our special education Program, with a focus on areas for which students with disabilities received the lowest performance level on the 2023 California School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics. Implement strong Child Find practices to identify students who may require special education services. Ensure consistent progress monitoring practices* | $3,843,617 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | *to ensure eligible students are provided with a free, appropriate public education (FAPE) in the Least Restrictive Environment possible.*<br><br>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.<br><br>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.<br><br>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.<br><br>To address our students' literacy and math skills, we provide allocation of, training in, and monitoring of implementation for evidence-based, multisensory phonemic awareness and phonics instruction, numeracy intervention curricula for Grades 3-8, and modified curricula for ELA and mathematics for our extensive support needs classes. Finally, the Special Education Department provides job-alike professional development and individual coaching and mentoring support for special education service providers through monthly professional learning communities, group sessions on specific topics, drop-in sessions, and IEP development coaching. | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | 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 BCBAs provide direct teacher and staff behavior coaching, complete Functional Behavior Analysis assessments (FBA), provide behavior emergency response services, and offer professional development for faculty. Finally, the Department has offered training in verbal deescalation, the principles of student behavior, and behavior emergency response to several hundred service providers.<br><br>*Ongoing Central investments that support this work include:*<br>● Director, Elementary Special Education (1.0 FTE)<br>● Director, High Schools & Alternative Education, Special Education (1.0 FTE)<br>● Director, Middle School & Legal Support, Special Education (1.0 FTE)<br>● Compliance Coordinator (1.0 FTE)<br>● Disability Access Coordinator (1.0 FTE)<br>● Early Childhood Special Education Specialist (1.0 FTE)<br>● TK–12 Special Education Instructional Coaches (11.0 FTE total; 5.0 FTE contributing)<br>● Early Childhood Special Education Program Specialists & Early Learning Coaches (3.0 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Young Adult Program Instructional Coach (0.5 FTE)<br><br>*Note: Most special education services and associated positions are necessary to implement IEPs and are funded through LCFF Base and state Special Education resources as part of the District's base program. They are therefore not included in the LCAP, which describes only those investments considered to be beyond the base program. A full list of funded special education positions will be provided to the community through the Special Education Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually.* | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| **2.5** | **Low-Income Student Achievement** | *Center the needs of low-income students to ensure that they have access to tiered academic and social emotional support.*<br><br>While many of our actions benefit our low-income students, investments in this action are principally for the benefit of these students.<br><br>**Class Size Reduction at High-Need Schools:** 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, 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 6-12, 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<br><br>*Ongoing Central investments that support this work include:*<br>● Additional teachers to support class size reduction at schools with an Unduplicated Pupil Percentage (UPP) of 90% or greater<br><br>*Site-funded positions that support this work include:*<br>● Secondary Intervention Teacher (6.0 FTE)<br>● Teacher on Special Assignment, Intervention (1.0 FTE) | $5,492,131 | Yes |
| **2.6** | **Unhoused Student Achievement** | *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.* | $921,173 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>Additionally, the following services are targeted to serve students and families participating within the transitional student and family support program.<br><br>● 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.<br>● 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.<br>● 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.<br>● 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.<br>● Tutoring will be provided free of charge,on-site for those students currently living in shelter and transitional housing and students in need of tutoring are matched with a tutor via a partnership with Community | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | Education Partners (CEP) to address any below grade level academics throughout the school year.<br>● All parents will be prioritized for participation in all parent engagement activities.<br><br>*Ongoing Central investments that support this work include:*<br>● Program Manager, McKinney-Vento Program (1.0 FTE)<br>● Academic Counselor, Unhoused Youth (1.3 FTE)<br>● Unhoused Youth Case Managers (2.0 FTE)<br>● Transit passes for unhoused students and families | | |
| **2.7** | **Foster Youth Achievement** | *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.*<br><br>OUSD Foster Youth Services (FYS) addresses the unique educational needs of foster youth and works to eliminate barriers to education in accordance with AB 490 and other foster youth education laws and entitlements. Foster Youth Services works to provide equitable access to education for foster youth on both programmatic and direct services levels. FYS focuses on improving academic outcomes for youth in care through providing social emotional support, advocacy, while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers. Targeted support is increasingly imperative with the added impact of COVID-19, which has further exacerbated 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 | $636,279 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult.<br><br>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:<br><br>● Providing immediate enrollment in accordance with AB 490 and ensure all academic records are obtained for each youth<br>● Improving collaboration with special education staff to ensure foster youth with disabilities are supported and served<br>● Participating in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care<br>● 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<br>● Referring foster youth to site-based Coordination of Services Teams for triage and mental health supports<br>● Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such<br><br>*Ongoing Central investments that support this work include:*<br>● Foster Youth Program Manager (1.0 FTE)<br>● Foster Youth Case Managers (3.0 FTE)<br>● Tutoring supports for foster youth | | |
| **2.8** | **English Learner Achievement** | *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.*<br><br>***Focal Schools for English Learner Supports:*** Brookfield Elementary, Castlemont High, East Oakland PRIDE Elementary, EnCompass, Fremont High, Garfield | $2,056,629 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | Elementary, Horace Mann Elementary, Madison Park 6–12, Madison Park Primary, Markham Elementary, Martin Luther King, Jr. Elementary, Rudsdale Continuation High, Skyline High, and Sojourner Truth<br><br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br><br>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 & Multilingual Achievement (ELLMA) office that collaborates with all OUSD central office departments and schools to foster collective responsibility for our ELs to ensure language equity and access.<br><br>The ELLMA team will support quality integrated and designated English Language Development (ELD) by:<br><br>● 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.<br><br>● 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 | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | scaffolding and language-responsive instruction such as comprehensible input, student talk and productive engagement with complex text.<br>● 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.<br>*Ongoing Central investments that support this work include:*<br>● Executive Director, English Language Learner & Multilingual Achievement (1.0 FTE)<br>● Elementary Language Specialists (2.0 FTE)<br>*One-time and grant-funded Central investments that support this work include:*<br>● Spanish Literacy Specialist (1.0 FTE)<br>*Site-funded positions that support this work include:*<br>● Secondary English/ELD Teacher (1.7 FTE)<br>● Teacher on Special Assignment, English Learner Supports (0.5 FTE) | | |
| **2.9** | **Long-Term English Learner Achievement** | *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.*<br>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 | $389,406 | No |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | Development spaces are invitational inquiry-based learning and others are provided through content-specific Professional Development during contractual time.<br><br>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-indented students are receiving quality designated ELD.<br><br>*Ongoing Central investments that support this work include:*<br>● Secondary Language Specialist, High School Network (1.0 FTE)<br>● Secondary Language Specialist, Middle School Network (1.0 FTE)<br>● Extended contracts for teachers for professional learning to support LTELs<br><br>*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.* | | |
| **2.10** | **Newcomer Achievement** | *Implement responsive instructional and social emotional supports for newcomers, migrant students, and refugee/asylee students.*<br><br>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). | $6,756,802 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | *Ongoing Central investments that support this work include:*<br>● Director of Newcomer Programs (1.0 FTE)<br>● Unaccompanied Immigrant Youth Specialist (1.0 FTE)<br>● Elementary Newcomer Specialist (1.0 FTE)<br>● Site-Based Elementary Newcomer Teacher Leaders (9.0 FTE)<br>● Site-Based Newcomer Social Workers (6.5 FTE)<br>● Funds in reserve for additional Elementary Newcomer Teacher Leader (ENTL) staffing to implement the OEA Tentative Agreement<br>● Funds in reserve for additional Newcomer Social Worker staffing to implement the OEA Tentative Agreement<br>● Funds in reserve for additional teachers for late-arriving newcomer students to implement the OEA Tentative Agreement<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Program Manager, Newcomer & Refugee/Asylee Support (1.0 FTE)<br>● Newcomer Refugee Program Specialist (1.0 FTE)<br>● Elementary Newcomer Specialist, Refugee/Asylee Program (1.0 FTE)<br>● Program Manager, Newcomer Wellness Initiative (0.8 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*Site-funded positions that support this work include:*<br>● Newcomer Learning Lab Assistant (8.0 FTE)<br>● Specialist, Unaccompanied Immigrant Child Program (2.0 FTE)<br>● Secondary Newcomer Social Workers (1.5 FTE)<br>● Elementary Newcomer Teacher Leaders (1.05 FTE)<br>● Secondary English/ELD Teacher, Newcomer Focus (1.0 FTE)<br>● Secondary Newcomer Teacher (0.8 FTE)<br>● Case Manager, Newcomer Focus (0.6 FTE)<br>● Secondary Reading Intervention Teacher, Newcomer Focus (0.3 FTE) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| **2.11** | **Alternative Education** | *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.*<br><br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Deputy Network Superintendent, Alternative Education (1.0 FTE)<br>● Alternative Education Enrollment Counselor (1.0 FTE)<br>● Operational costs of seven alternative education schools: Bunche Academy, Gateway to College at Laney College, Street Academy, Sojourner Truth Independent Study, MetWest High School, Rudsdale Continuation High School, and Oakland International High School | $13,274,946 | Yes |
| **2.12** | **Expanded Learning Opportunities** | 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.<br><br>**Summer Learning Programs**<br>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.<br><br>**After-School Programs** | $54,210,454 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | 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.<br><br>*Ongoing Central investments that support this work include:*<br>● Director, Community School Partnerships (1.0 FTE)<br>● Coordinator, After-School Programs (1.0 FTE)<br>● Coordinator, Summer Programs (1.0 FTE)<br>● Manager, Community Partnerships (1.0 FTE)<br>● Program Managers, Expanded Learning Programs (7.0 FTE)<br>● Program Assistants, Expanded Learning Programs (4.0 FTE)<br>● Administrative Assistant, After-School Programs (1.0 FTE)<br>● Data & Systems Management Specialist, Expanded Learning (1.0 FTE)<br>● Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE)<br>● Strategic Resource Planning Specialist, Expanded Learning (0.4 FTE)<br>● Student Welcome Counselor, Expanded Learning (1.0 FTE)<br>● Teacher on Special Assignment, Disability Access (1.0 FTE)<br>● Custodial Services Coordinator, Expanded Learning Support (1.0 FTE)<br>● Head Custodians, Expanded Learning Programs (7.0 FTE)<br>● Custodial Field Supervisors, Expanded Learning Programs (4.0 FTE)<br>● Manager, Community Partnerships (1.0 FTE)<br>● After-School custodial costs | | |

# 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 & 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 out-of-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 | *Not yet available* | 186 | *n/a* |
| 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% | 92.9% | 100.0% | -4.5% |
| 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% |

‡*Baseline established using 2023-24 data.* †*Baseline data updated from 2025-26 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 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 nine 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 districtwide 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.
- *Staffing:* Central Culture & Climate Ambassadors; Culture Keepers; Mental Health Staff; Restorative Justice Staff; Community School Managers; Community Partners (i.e., Department of Violence Prevention, Delinquency Prevention Network).

*Implementation Challenges:*

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

*Implementation Successes:*

- Prior to the GFR resolution, we were averaging about 2,000 calls per year for our internal Police Department. For the last three years we are averaging about 250 calls to local law enforcement for service.
- We partnered with community, city and county organizations to provide holistic approaches to safety needs. The Department of Violence Prevention through the City of Oakland provided full time Violence Intervention Prevention teams for seven of our high schools. These teams consisted of a Life Coach, Gender Based Violence Specialist and a Violence Interrupter.
- We trained at least one or two OUSD staff on each site to conduct a mental health screening if needed.
- We partnered with Alameda County Mental Health to be the first attempt in conducting a mental health assessment instead of law enforcement being the primary outreach.

- We partnered with the City of Oakland's MACRO unit to respond to mental health/unhoused individuals around our campus perimeter instead of first calling law enforcement.

**OVERALL IMPLEMENTATION: CULTURE & CLIMATE**
OUSD employs about 64 Culture Keepers, eight School Site Culture & Climate Ambassadors, and six Central Culture & Climate Ambassadors. The role of Culture Keepers and Ambassadors is to provide safety on school sites. Their approach is based on relationship building and then using the de-escalation skills in times of escalated incidents. 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 six-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 "six-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 six-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**
Key takeaways in overall implementation included:

- **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**

Key takeaways in overall implementation included:

- 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 six 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**

Key takeaways in overall implementation included:

- 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 three-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: OAKLAND ATHLETIC LEAGUE (OAL)**

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 High School Student Athlete Leadership Council (SALC/Project Rampart) in collaboration with our partner Under Armour. The program included planning and coordination of enrichment opportunities for High School 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*

- *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*

- Increa*sed Student Engagement & Opportunities:* Expanded leadership opportunities such as 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**

We successfully coordinated with the Business Services Division to bring budget updates and information to ACC High School delegates and maintained a full governing board of 11 positions.

*Implementation Challenges*

- Consistency of schools participating in ACC

*Implementation Successes*

- Participation of students in the Young Adult Program, including one who led a portion of the second 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. Thirteen 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.
- High levels of trust within the school community to request support.

*Action 3.8 Quality Learning Environments*

**OVERALL IMPLEMENTATION**

We worked to 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 2025-26, 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 2025-26, 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 also built digital resources and tools for use centrally, and distributed these to individual school sites for promotion. Finally, 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 fifth grade students applying to Grade 6, and for eighth grade students applying to Grade 9.
- 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 seven 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 vacancies for part of the year in both community partner and OUSD roles.

The following positions in this action area were vacant for some or all of the school year:

- Assistant Principals, High School (2.0 FTE)
- Culture Keepers (5.7 FTE)
- Noon Supervisors (0.8 FTE)
- Teachers on Special Assignment, Culture & Climate (1.6 FTE)

In addition, the staffing costs for all elementary noon supervisors shifted from LCFF Base into LCFF Supplemental and therefore into the LCAP. Total cost for this new investment was $929,528.

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

There were few 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.

The following position in this action area was vacant for some or all of the school year:

- Restorative Justice Facilitator (0.5 FTE)

### *Action 3.3 Student Health & Wellness*

For staffing, the 1.0 Wellness Specialist position was hired in January 2026. Another 1.0 position will remain unfilled due to change in federal funding. There were no significant changes in non-labor costs.

### *Action 3.4 Behavioral & Mental Health*

We only filled two of the five FTE for Behavior Specialists. 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.

The following positions in this action area were vacant for some or all of the school year:

- Social Workers (1.5 FTE)
- Behavior Specialist (3.0 FTE)

### *Action 3.5 Attendance Supports*

The following positions in this action area were vacant for some or all of the school year:

- Additional attendance staffing at high-need schools (0.2 FTE)
- Case Manager (4.8 FTE)

In addition, the staffing costs for all attendance specialists shifted from LCFF Base into LCFF Supplemental and therefore into the LCAP. Total cost for this new investment was $3,271,261.

### *Action 3.6 Youth Engagement & Leadership*

**OAKLAND ATHLETIC LEAGUE**

Overall the OAL remained largely aligned with the planned budget, but many costs initially planned for non-LCAP resources were moved into LCFF Supplemental and Concentration carryover funding or into Measure G to balance the district budget, and therefore moved into the LCAP. There have been periods throughout the year where key support positions were not filled or fully staffed for MS events. There were also higher than expected Expenditures for Championship Events and Operations, and increased use of offsite facilities such as Laney College or Merritt College increased the cost of championship events. Overall the OAL has met its plan to maintain 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*
LCFF Supplemental & Concentration funding intended for this action area was redirected to new investments in small elementary schools, alternative education schools, STIP (Substitute Teacher Incentive Program) subs, attendance specialists, and noon supervisors in order to address SY2025-26 budget shortfalls, so many curriculum and licensing purchases related to this action area did not take place as planned or moved into non-LCAP resources. School LCFF Supplemental funding was also reduced mid-year as part of budget balancing work, and many schools had planned to purchase items in this action area with these funds.

### *Action 3.9 Family Partnerships & Language Access*
For family engagement, there were few material differences between budgeted and actual expenditures. Differences for language access included:

- 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.

The following positions in this action area were vacant for some or all of the school year:

- Bilingual Family/Parent Liaison (0.4 FTE)
- Program Assistant (1.0 FTE)

### *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 were 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*

Outcomes for this work included:

- 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 districtwide 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*

**OAKLAND ATHLETIC LEAGUE**

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 included:

- 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*

- The investments in high quality materials has been effective in providing teachers with standards-based instructional materials. Similarly, the investment in chromebooks has provided students with access to learning support like platforms and accessing work from Google Classroom to ensure students do not miss assignments.

*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 three years in each of the metrics, with the greatest success in 2025-26, 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 the end of year and will be provided in future LCAPs.

*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.

There was a reduction in noon supervisors at high need schools by -1.7 FTE. Additionally, there was a reduction in the non-labor allocation for Safety Contracts of approximately $4 million.

*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.

There was a reduction in a Wellness Specialist, -1 FTE, the Oakland Goes Outdoors program (-2FTE) and at the Center (-2FTE). Oakland Goes Outdoors may be restored via continuing grants and a position at the Center may return due to a grant application.

*Action 3.4 Behavioral & Mental Health*

No program changes planned. There was a divestment in -3 FTE Behavior Specialists and -3 FTE Program Managers. Some Program Manager FTE may be restored by pending grant applications.

*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.

There were reductions of 12.7 FTE Centrally-allocated additional attendance specialists for high-need schools and the elimination of 39.2 FTE Centrally-allocated attendance case managers.

*Action 3.6 Youth Engagement & Leadership*

- **Oakland Athletic League:** 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. There were significant reductions to the non-labor allocation of -$20,000, resulting in reduced dollars to implement program activities.

*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."

There was a reduction/elimination of Centrally-allocated Community School Managers at non-LREBG eligible schools, -17.4 FTE, or -$2 million.

*Action 3.8 Quality Learning Environments*

Reduced spending on curriculum, licenses, and other materials will be necessary as compensation increases for staff go into effect.

There was an elimination of - 6 FTE School Technology Specialists (6.0 FTE total).

*Action 3.9 Family Partnerships & Language Access*

Planned changes include:

- 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 sixth Spanish interpreter, and accurately plan for increased investment in Overtime or +1 FTE.
- 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.
- A -1.0 FTE Interpretation & Translation Program Assistant was eliminated.

*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. There was a reduction of a Student Assignment Counselor, -1 FTE. 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. The majority of students attending these schools are low-income, Black, Latino, English learners, and/or receiving Special Education services. This investment will enable these students to remain enrolled in OUSD. New metrics will be added to this action area: 1) The percentage of students enrolled in the neighborhood school will maintain at an average of 38%, the current baseline for 2025-26; and 2) The average daily attendance percentage rate at these schools will maintain at an average of 90%, the current baseline for 2025-26.

*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. 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** | *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.*<br><br>***Focal Schools for Suspension Reduction:*** Bella Vista Elementary, Castlemont High, CCPA, Dewey, Edna Brewer Middle, Elmhurst United Middle, Fremont High, Fruitvale Elementary, Garfield Elementary, Greenleaf, Laurel Elementary, Madison Park 6–12, Montera Middle, Prescott Elementary, Sequoia Elementary, Skyline High, Street, Thornhill Elementary, UFSA, UPA, West Oakland Middle, and Westlake Middle<br><br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br><br>**School Safety Teams**<br>In alignment with our resolution to eliminate school police, our school safety teams (Village Response Teams) consist of school site staff (e.g., 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.<br><br>**Reducing Suspensions**<br>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. | $22,803,537 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | **Human Trafficking Prevention & Education**<br>Oakland Unified will deliver human trafficking prevention education training for educators and other school staff and students. Additionally, all students in seventh and ninth grade at the target schools—more than 2,000 students in all—will receive human trafficking prevention education as a component of health education. With high risk students, we will also implement the survivor informed "Let's Talk About It" curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking.<br><br>*Ongoing Central investments that support this work include:*<br>● Director of Student Support & Safety (1.0 FTE)<br>● Coordinator of School Safety (1.0 FTE)<br>● Site-Based Assistant Principals, High (26.0 FTE)<br>● Site-Based Assistant Principals, Middle (14.0 FTE)<br>● Site-Based Assistant Principals, Elementary (6.0 FTE)<br>● Program Manager, Violence Prevention (1.0 FTE)<br>● Security & Safety Dispatcher (1.0 FTE)<br>● Central Culture & Climate Ambassadors (6.0)<br>● Site-Based Culture & Climate Ambassadors (8.0 FTE)<br>● Site-Based Culture Keepers (70.0 FTE)<br>● Noon Supervisors at elementary schools districtwide (33.0 FTE)<br>● School safety work in partnership with the City of Oakland<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Additional school safety work in partnership with the City of Oakland<br><br>*Site-funded positions that support this work include:*<br>● Noon Supervisors (12.5 FTE)<br>● Teachers on Special Assignment, Culture & Climate (4.0 FTE) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | • Assistant Principals, High School (2.0 FTE)<br>• Assistant Principals, Elementary School (1.8 FTE)<br>• Assistant Principal, Middle School (1.0 FTE)<br>• Recess Coaches (2.1 FTE) | | |
| **3.2** | **Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices** | *Cultivate a joyful environment and caring relationships through an equitable, culturally relevant and responsive approach that respects diversity, integrates trauma-informed and Restorative Practices, and utilizes Transformative Social Emotional Learning (SEL) practices.*<br><br>**Multi-Tiered Systems of Support**<br>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 Intervention$^2$ (RtI$^2$) and Positive Behavioral Intervention Support (PBIS). RtI$^2$ 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.<br><br>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 | $6,174,492 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | practices in the areas of supporting students academically and socially and emotionally.<br><br>**Social Emotional Learning (SEL)**<br>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. The District's adopted curricula for SEL are Teaching Pyramid in TK and Caring School Community in Grades K–5.<br><br>**Restorative Practices**<br>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.<br><br>**Peer Restorative Justice**<br>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 | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | students re-entering school following a transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.).<br><br>*Ongoing Central investments that support this work include:*<br>● Director of Multi-Tiered Systems of Support (1.0 FTE)<br>● Multi-Tiered Systems of Support Partners (5.0 FTE)<br>● Case Manager, SARB/DHP (0.5 FTE; 1.0 total)<br>● Network-Based Counselors to support COST teams, MTSS, chronic absenteeism, and crisis response (4.0 FTE)<br>● Coordinator of Restorative Justice (1.0 FTE)<br>● Restorative Justice Facilitator, Early Childhood Education (1.0 FTE)<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Case Manager, SARB/DHP (0.5 FTE; 1.0 total)<br>● Social Worker (1.0 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Program Manager, Restorative Justice (1.0 FTE)<br>● Restorative Justice Facilitators (13.5 FTE)<br>● Case Manager (2.0 FTE)<br>● Teacher on Special Assignment, Restorative Practices & Social Emotional Learning (1.0 FTE) | | |
| **3.3** | **Student Health & Wellness** | *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.*<br><br>**Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs**<br>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. | $3,921,264 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | **Health Services**<br>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.<br><br>**School Wellness & Health Education**<br>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 & Supportive Environments for LGBTQ students/staff/families, Nutrition & Garden Education, Wellness Champion Program, and Staff Wellness.<br><br>**Alcohol, Tobacco & Drug Intervention**<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Medi-Cal Program Manager (1.0 FTE)<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Director of Health & Wellness (1.0 FTE)<br>● Director of Programs at The Center (0.5 FTE)<br>● Teacher on Special Assignment, Elementary Health Education (1.0 FTE)<br>● Coordinator of Health Education (1.0 FTE)<br>● Health Access Program Manager (1.0 FTE)<br>● Human Trafficking Prevention Program Manager (1.0 FTE)<br>● Tobacco-Use Prevention Education (TUPE) Grant Manager (1.0 FTE)<br>● Wellness Specialist (1.0 FTE) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | *Site-funded positions that support this work include:*<br>● Administrative Assistant, Health & Wellness Center (0.5 FTE) | | |
| **3.4** | **Behavioral & Mental Health** | *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.*<br>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:<br>● Create classroom conditions that are safe, inclusive, and equitable;<br>● Provide tiered supports that are accessible to all students based upon individual needs;<br>● Provide culturally-responsive and healing-centered mental health services to address social, emotional and institutional barriers to learning;<br>● Facilitate connections to supportive adults for all students.<br>● Foster relationships that build supportive peer communities within our schools;<br>● Respond to crises with immediate and individualized support;<br>● Offer alternatives to suspension through trauma informed and restorative practices; and<br>● Facilitate connectedness and student empowerment through peer leadership and mentoring.<br>*Trauma-Informed Positive Behavioral Support*<br>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.<br>*Ongoing Central investments that support this work include:*<br>● Coordinator of Behavioral Health (1.0 FTE) | $5,959,908 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | • Behavior Specialist (1.0 FTE)<br>• Social Workers (15.5 FTE)<br>• Behavioral health plan programmatic investments<br><br>*One-time and grant-funded Central investments that support this work include:*<br>• Behavioral Health Program Manager (5.75 FTE)<br>• Clinical Supervisor, Mental Health Intern Program (0.5 FTE)<br>• Social Worker, Peer Wellness (1.0 FTE)<br>• Social Worker (1.0 FTE)<br><br>*Site-funded positions that support this work include:*<br>• Social Workers (4.8 FTE)<br>• Behavior Specialist (0.15 FTE) | | |
| **3.5** | **Attendance Supports** | *Implement programs to improve attendance and reduce chronic absence, with a focus on schools and specific student groups that received the lowest performance level for chronic absenteeism on the 2023 California School Dashboard.*<br>***Focal Schools for Attendance Supports:*** ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges, Brookfield Elementary, Burckhalter Elementary, Carl B. Munck Elementary, CCPA, Chabot Elementary, Claremont Middle, Cleveland Elementary, Crocker Highlands Elementary, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Frick United, Fruitvale Elementary, Garfield Elementary, Glenview Elementary, Global Family Elementary, Grass Valley Elementary, Greenleaf, Highland Community, Hillcrest, Hoover Elementary, Horace Mann Elementary, International Community, Joaquin Miller Elementary, KDA, La Escuelita, Laurel Elementary, Life, Lincoln Elementary, Lockwood STEAM, Madison Park 6–12, Madison Park Primary, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, Martin Luther King, Jr. Elementary, Melrose Leadership, Montclair Elementary, Montera Middle, OAK, Peralta Elementary, Piedmont Avenue Elementary, Prescott Elementary, Reach, Redwood Heights Elementary, Roosevelt Middle, Sankofa United Elementary, Sequoia Elementary, SJT, Think | $10,171,090 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | College Now Elementary, Thornhill Elementary, UFSA, UPA, West Oakland Middle, and Westlake Middle<br>*A complete list of specific student groups identified for support at each school can be found in the Required Actions Appendix.*<br>Increasing student attendance is one of the primary focus areas for the Attendance and Discipline Support Services team. Staff provide guidance and coaching to site Attendance Teams in implementing their Attendance Multi-Tiered System of Support plans. This office also runs the School Attendance Review Board process and provides social work support to students and families struggling to improve their attendance at school everyday.<br>*Ongoing Central investments that support this work include:*<br>● Program Manager, Attendance & Discipline (1.0 FTE)<br>● School Attendance Review Board (SARB) Facilitator (1.0 FTE)<br>● Attendance Specialists at all District schools (53.8 FTE)<br>*Site-funded positions that support this work include:*<br>● Case Managers (35.7 FTE)<br>● Attendance Specialists (7.8 FTE)<br>● Bilingual Attendance Specialists (7.05 FTE) | | |
| **3.6** | **Youth Engagement & Leadership** | *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.*<br>**Student Athletics**<br>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. | $4,191,161 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | **Enrichment Programs**<br>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.<br><br>**Youth Leadership**<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Student Engagement Specialist (1.0 FTE)<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Teacher on Special Assignment, KDOL Youth Beat (0.4 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Student Engagement Specialist (0.65 FTE)<br>● Student Advisor (0.2 FTE) | | |
| **3.7** | **Community Schools** | *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.*<br><br>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 | $18,136,635 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Executive Director of Community Schools & Student Services (1.0 FTE)<br><br>For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousd2627formulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile.<br><br>*One-time and grant-funded Central investments that support this work include:*<br>● Community School Leadership Coordinator (1.0 FTE)<br>● Community Schools Leadership Program Managers (3.0 FTE)<br>● Grants Manager, Community Schools (1.0 FTE)<br>● Site-Based Community School Managers at high-need schools (47.7 FTE)<br><br>*Site-funded positions that support this work include:*<br>● Community School Managers (24.1 FTE)<br><br>**Learning Recovery Emergency Block Grant (LREBG) Investment**<br>*LREBG Investment:* The District will support students at schools with high chronic absenteeism with Community School Managers (CSMs). Research shows that | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | chronic absenteeism is significantly lower in school districts with community schools initiatives.<br><br>*Schools receiving LREBG-funded CSMs in 2026-27:* ACORN Woodland, Allendale, Bella Vista, Bret Harte, Bridges, Brookfield, Bunche, Burckhalter, Carl B. Munck, Castlemont, Chabot, Claremont, Cleveland, CCPA, Dewey, EOP, Edna Brewer, Elmhurst United, Emerson, EnCompass, Esperanza, Franklin, Fremont, Frick United, Fruitvale, Garfield, Glenview, Global Family, Grass Valley, Greenleaf, Highland Community, Hillcrest, Hoover, Horace Mann, ICS, Joaquin Miller, KDA, La Escuelita, Laurel, Life, Lockwood STEAM, MPA Primary, MPA 6-12, Manzanita Community, Manzanita SEED, Markham, McClymonds, MLA, MetWest, MLK, Montclair, Montera, OAK, Oakland High, Oakland International, Oakland Tech, Piedmont Avenue, Prescott, Reach, Redwood Heights, Roosevelt, Rudsdale, Sankofa United, Sequoia, Skyline, Sojourner Truth, TCN, Thornhill, UFSA, UPA, WOMS, Westlake, and the Young Adult Program<br><br>*Metric Used to Monitor Investment:* Metric 3.4.2<br><br>*Total LREBG Funds Supporting Action:* $7,612,431 | | |
| **3.8** | **Quality Learning Environments** | *Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.*<br><br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Instructional Materials Specialist (1.0 FTE) | $5,243,079 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | • Science Instructional Materials Specialist (1.0 FTE)<br>• School Technology Specialists (6.0 FTE)<br>• Stock Clerk to support curriculum implementation to ensure high needs students have access to culturally relevant books and supplemental curriculum materials (1.0 FTE)<br>• Curriculum and instructional materials<br><br>*One-time and grant-funded Central investments that support this work include:*<br>• Director of Program Improvement (1.0 FTE) | | |
| **3.9** | **Family Partnerships & Language Access** | *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.*<br><br>The family partnerships and school/district governance team builds capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and social emotional learning achievement for targeted populations and subgroups, at site and district level. This team also provides support and training for School Site Councils (SSCs) and for the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees: the District English Language Learner Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC).<br><br>**Language Access for Families**<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>• Executive Director, Equity (0.25 FTE; 1.0 FTE total)<br>• LCAP Engagement Program Manager (1.0 FTE) | $3,652,934 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | • Family & Community Engagement Specialist (1.0 FTE)<br>• Arabic Translator/Interpreter (1.0 FTE; Base-funded)<br>• Chinese Translator/Interpreter (1.0 FTE)<br>• Mam Translator/Interpreter (1.0 FTE)<br>• Spanish Translators/Interpreters (4.0 FTE total; 3.0 FTE contributing)<br>• Addition family engagement and translation/interpretation support<br><br>*Site-funded positions that support this work include:*<br>• Bilingual Community Relations Assistants (4.95 FTE)<br>• Community Relations Assistant (1.0 FTE)<br>• Site-Based Family/Parent Liaisons (2.9 FTE)<br>• Site-Based Bilingual Family/Parent Liaisons (1.4 FTE)<br>• Bilingual Administrative Assistants (1.5 FTE)<br>• Bilingual Community Assistant (1.0 FTE)<br>• Community Assistant (1.0 FTE)<br>• Bilingual Clerk (0.9 FTE) | | |
| **3.10** | **Enrollment Supports** | *Provide equitable access to the enrollment process for all families, with a focus on families who speak languages other than English.*<br><br>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.<br><br>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. | $1,640,627 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | *Ongoing Central investments that support this work include:*<br>● Director of Student Assignment (1.0 FTE)<br>● Student Welcome Center Director (1.0 FTE)<br>● Student Assignment Counselors (4.0 FTE)<br>● Student Welcome Counselors (3.0 FTE)<br>● Student Welcome Counselor, Newcomer Support (1.0 FTE) | | |
| **3.11** | **District Communication** | *Use timely and effective communication practices with staff, students and families to convey important messages through newsletters, websites, and other media.*<br><br>OUSD Communications is responsible for all district level internal and external communications, maintenance of the district website and support for school websites, and management of district social media accounts. The district website and associated calendar are continuously updated with current events, announcements, and photos as needed, often daily. Social media posts are scheduled on Facebook, Instagram and Twitter daily. External newsletters and communications are sent to the broader Oakland community on a regular basis to ensure that community members are kept informed about District activities. Similarly, the communications team works with district leadership to provide timely all staff messages as needed, and a weekly newsletter for school leaders.<br><br>*Ongoing Central investments that support this work include:*<br>● Director of Communications (1.0 FTE; 0.6 FTE contributing)<br>● Manager, Publications (0.5 FTE; 0.4 FTE contributing)<br>● KDOL Producer (1.0 FTE; 0.5 FTE contributing) | $308,730 | Yes |

# Goal 4

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

State Priorities addressed by this goal.

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

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

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

An explanation of why the LEA has developed this goal.

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

## *Measuring and Reporting Results*

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 4.1.1 | Decrease the percentage of teacher misassignments and teachers without credentials. | 27.98% | 31.66% | 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[§] | 45.0% | 40.0%[¶] | -9.0% |
| 4.1.7 | Decrease the number of vacant teacher positions districtwide on Census Day. | 25 | 29 | *Not yet available* | 20 | *Not yet available* |
| 4.1.8 | Decrease the number of vacant teacher positions at schools with UPPs of 90% or greater on Census Day. | 17 | 29 | *Not yet available* | 14 | *Not yet available* |
| 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% |

‡*Baseline established using 2023-24 data.* ¶*Target updated from 2025-26 LCAP.*

§*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. Therefore, this metric will not be in place for this LCAP cycle.*

## *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 (e.g., 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 first-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 top 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 2022-23 to 85% in 2025-26

- Maintained high levels of satisfaction with the support received from OUSD's New Teacher Support & Development team (range from 82%-86% since 2022-23)
- An increase in likelihood to return to teaching from 89% in 2022-23 to 94% in 2025-26
- 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 2022-23, we have seen an increase in the percentage 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%.

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*

The staffing costs for all STIP (Substitute Teacher Incentive Program) substitute teachers shifted from LCFF Base into LCFF Supplemental & Concentration carryover and therefore into the LCAP. Total cost for this new investment was $4,386,399.

*Action 4.2 Staff Growth & Development*

LCFF Supplemental & Concentration funding intended for this action area was redirected to new investments in small elementary schools, alternative education schools, STIP (Substitute Teacher Incentive Program) subs, attendance specialists, and noon supervisors in order to address SY2025-26 budget shortfalls, so many professional development investments related to this action area did not take place as planned. Some also shifted into non-LCAP resources.

*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, the 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, and 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 (average 8.9/10 Professional Development rating).
- We saw a significant increase in the average attendance rate from 2024-25 (42%) to 2025-26 (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 (average 72%–75%) than in the Fall (average 84%–89%)

While challenges persist, our overall strategy shows significant progress and suggests 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. Two Diversity & Inclusion Coordinators and a Retention & Employee Development Coordinator were eliminated (-3.0 FTE total). Lastly, we will 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.

Non-labor reductions in Supplemental & Concentration funding resulted in less funding for professional development, a reduction of $5 million in extended contracts, substitutes to cover classrooms while teachers attend professional learning, and professional development costs. The hope is to restore some of this work should new funds become available.

### *Action 4.3 New Teacher Support & Development*

The following changes are planned:

- Coaching:
  - Continue to offer new teacher coaching to all emergency permit, intern, and preliminary credentialed teachers.
  - Recruit more qualified Special Education and PE coaches.
  - 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 2025-26.
  - Continue to require new teacher Professional Development for all first-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.
  - 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** | *Attract and retain staff reflective of Oakland's rich diversity through staff recruitment and retention programs and additional teacher compensation, with a focus on:*<br>● *Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color;*<br>● *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*<br>● *Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD.*<br><br>**Staff Recruitment & Retention**<br>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. | $19,661,455 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | Key recruitment and retention initiatives include:<br>● Partnership with Skyline to pilot strategies for HS to teacher pathway<br>● Partnership with Peralta Colleges to support staff needing to satisfy Basic Skills Requirement and working to develop apprenticeship options for Early Childhood staffing<br>● Host monthly recruitment events, pathway and information sessions for current and aspiring educators looking to grow in OUSD<br>● Targeted recruitment and individualized support of Black and Brown educators<br>● Targeted outreach to IHEs and student groups who serve Black and Brown students<br>● 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<br>● Awarded grant funding to provide an additional $10,000 per resident in the Oakland Teacher Residency for Black educators<br>● 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<br><br>**Teacher Compensation to Improve Retention**<br>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 | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | in recruiting and retaining teachers, we have designated a portion of LCFF Supplemental funds for increasing teacher compensation.<br><br>*Ongoing Central investments that support this work include:*<br>● Program Manager, Strategic Projects (1.0 FTE)<br>● Retention Manager (1.0 FTE)<br>● Human Capital Reporting Specialist (1.0 FTE; 0.6 FTE contributing)<br>● Talent Development Associate, Elementary Schools (1.0 FTE)<br>● Talent Development Associate, High School Network (1.0 FTE)<br>● Credentials Associate, Equity Multiplier Schools (1.0 FTE)<br>● Recruitment Assistant (1.0 FTE)<br>● Site-Based STIP (Substitute Teacher Incentive Program) Teachers to support vacancies (44.0 FTE)<br>● Contributions to teacher salaries to bring compensation closer to county average to improve teacher retention (6.5% of teacher salary costs)<br><br>*Site-funded positions that support this work include:*<br>● Teacher on Special Assignment, Teacher Retention (0.4 FTE) | | |
| **4.2** | **Staff Growth & Development** | *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*<br><br>**Foundational & Asset-Based Professional Development**<br>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. | $9,203,369 | Yes |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | In OUSD, we have defined foundational professional learning as the following:<br>● Anti-Racist Learning;<br>● Standards & Equity Institute;<br>● Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts;<br>● Guided Language and Acquisition Design (GLAD);<br>● ALLAS;<br>● Multi-Tiered System of Supports (MTSS);<br>● Multi-Sensory Instruction;<br>● Universal Design for Learning (UDL);<br>● Positive Behavior Incentive System (PBIS);<br>● Restorative Justice (RJ);<br>● Oakland Educator Teacher Framework (OETF); and<br>● Leadership Development.<br><br>*School & District Governance Learning for Leaders*<br>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.<br><br>*Ongoing Central investments that support this work include:*<br>● Coordinator of Local Control & Accountability Plan (0.8 FTE; 1.0 FTE total)<br>● Financial Operations Analyst, Strategic Resource Planning (1.0 FTE; 0.2 FTE contributing) | | |

| ACTION # | TITLE | DESCRIPTION | TOTAL FUNDS | CONTRIBUTING |
|---|---|---|---|---|
| | | • Central Office Partner (1.0 FTE; 0.4 FTE contributing)<br>• School Partners (3.0 FTE)<br>• Peer Assistance and Review (PAR) Coaches (2.0 FTE)<br>• Associate Guest Teacher (1.0 FTE)<br>• Specialist, School Site Support (1.0 FTE; 0.2 FTE contributing)<br><br>*One-time and grant-funded Central investments that support this work include:*<br>• Coordinator of Local Control & Accountability Plan (0.2 FTE; 1.0 FTE total)<br>• Credentials Associate, Equity Multiplier Schools (1.0 FTE)<br>• Centrally-funded professional development for teachers, principals, and classified staff<br><br>*Site-funded positions that support this work include:*<br>• Teachers on Special Assignment, Instructional Leadership (8.6 FTE) | | |
| **4.3** | **New Teacher Support & Development** | *Provide mentoring, coaching, and additional services to develop and retain new teachers.*<br><br>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.<br><br>*Ongoing Central investments that support this work include:*<br>• Director of New Teacher Support & Development (1.0 FTE)<br>• Managers, New Teacher Support & Development (2.0 FTE)<br>• Lead Mentor Teachers on Special Assignment, New Teacher Support & Development (7.0 FTE) | $1,991,864 | 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 School, Martin Luther King, Jr. Elementary School, 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 2026-27 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% | -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% |
| 5.3.7 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for all students at Prescott Elementary, as measured by the average distance from standard (points above or below standard). | -106.0‡‡ | n/a | -106.0 | -99.0 | 0.0 |
| 5.3.8 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Prescott Elementary, as measured by the average distance from standard (points above or below standard). | -112.0‡‡ | n/a | -112.0 | -105.0 | 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 |
|---|---|---|---|---|---|---|
| 5.3.9 | Improve performance on the SBAC state assessment in Mathematics for all students at Prescott Elementary, as measured by the average distance from standard (points above or below standard). | -117.4‡‡ | n/a | -117.4 | -112.4 | 0.0 |
| 5.3.10 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Prescott Elementary, as measured by the average distance from standard (points above or below standard). | -121.5‡‡ | n/a | -121.5 | -116.5 | 0.0 |
| 5.4.1 | Increase the percentage of English learners at Brookfield Elementary who make progress toward English proficiency as measured by the state English Learner Progress Indicator. | 32.5%‡ | 32.5% | 42.0% | 38.5% | +9.5% |
| 5.4.2 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for all students at Brookfield Elementary, as measured by the average distance from standard (points above or below standard). | -98.5‡‡ | n/a | -98.5 | -91.5 | 0.0 |
| 5.4.3 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Brookfield Elementary, as measured by the average distance from standard (points above or below standard). | -98.5‡‡ | n/a | -98.5 | -91.5 | 0.0 |
| 5.4.4 | Improve performance on the SBAC state assessment in Mathematics for all students at Brookfield Elementary, as measured by the average distance from standard (points above or below standard). | -106.3‡‡ | n/a | -106.3 | -101.3 | 0.0 |
| 5.4.5 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Brookfield Elementary, as measured by the average distance from standard (points above or below standard). | -106.3‡‡ | n/a | -106.3 | -101.3 | 0.0 |
| 5.4.6 | Reduce the chronic absenteeism rate for all students at Brookfield Elementary. | 56.4%‡‡ | n/a | 56.4% | 51.4% | 0.0% |
| 5.4.7 | Reduce the chronic absenteeism rate for English Learners at Brookfield Elementary. | 52.8%‡‡ | n/a | 52.8% | 47.8% | 0.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 5.4.8 | Reduce the chronic absenteeism rate for low-income students at Brookfield Elementary. | 56.5%‡‡ | n/a | 56.5% | 51.5% | 0.0% |
| 5.4.9 | Reduce the chronic absenteeism rate for Latino students at Brookfield Elementary. | 60.9%‡‡ | n/a | 60.9% | 55.9% | 0.0% |
| 5.5.1 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students at Sankofa United Elementary, as measured by the average distance from standard (points above or below standard). | -131.3‡ | -131.3 | -139.8 | -117.3 | -8.5 |
| 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 |

| 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 |
|---|---|---|---|---|---|---|
| 5.6.5 | 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 |
| 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 |

| 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 |
|---|---|---|---|---|---|---|
| 5.6.13 | 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% |
| 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% |

| 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 |
|---|---|---|---|---|---|---|
| 5.7.4 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Westlake Middle, as measured by the average distance from standard (points above or below standard). | -125.9‡‡ | n/a | -125.9 | -118.9 | 0.0 |
| 5.7.5 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities at Westlake Middle, as measured by the average distance from standard (points above or below standard). | -182.7‡‡ | n/a | -182.7 | -175.7 | 0.0 |
| 5.7.6 | Reduce the chronic absenteeism rate for students with disabilities at Westlake Middle. | 56.3%‡‡ | n/a | 56.3% | 51.3% | 0.0% |
| 5.7.7 | Reduce the chronic absenteeism rate for students with disabilities at Westlake Middle. | 51.4%‡‡ | n/a | 51.4% | 46.4% | 0.0% |
| 5.7.8 | Reduce the chronic absenteeism rate for students with disabilities at Westlake Middle. | 48.5%‡‡ | n/a | 48.5% | 43.5% | 0.0% |
| 5.7.9 | Reduce the out-of-school suspension rate for all students at Westlake Middle. | 13.8%‡‡ | n/a | 13.8% | 12.8% | 0.0% |
| 5.7.10 | Reduce the out-of-school suspension rate for unhoused students at Westlake Middle. | 15.2%‡‡ | n/a | 15.2% | 14.2% | 0.0% |
| 5.7.11 | Reduce the out-of-school suspension rate for low-income students at Westlake Middle. | 14.7%‡‡ | n/a | 14.7% | 13.7% | 0.0% |
| 5.7.12 | Reduce the out-of-school suspension rate for students with disabilities at Westlake Middle. | 23.9%‡‡ | n/a | 23.9% | 22.9% | 0.0% |
| 5.7.13 | Reduce the out-of-school suspension rate for African American students at Westlake Middle. | 22.6%‡‡ | n/a | 22.6% | 21.6% | 0.0% |
| 5.9.1 | Reduce the chronic absenteeism rate for students with disabilities at Hoover Elementary. | 43.5%‡‡ | n/a | 43.5% | 38.5% | 0.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 5.9.2 | Reduce the chronic absenteeism rate for African American students at Hoover Elementary. | 44.0%‡‡ | n/a | 44.0% | 39.0% | 0.0% |
| 5.9.3 | Reduce the chronic absenteeism rate for students of two or more races at Hoover Elementary. | 46.3%‡‡ | n/a | 46.3% | 41.3% | 0.0% |
| 5.10.1 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for all students at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -121.7‡‡ | n/a | -121.7 | -114.7 | 0.0 |
| 5.10.2 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for English learners at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -129.3‡‡ | n/a | -129.3 | -122.3 | 0.0 |
| 5.10.3 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -121.5‡‡ | n/a | -121.5 | -114.5 | 0.0 |
| 5.10.4 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for students with disabilities at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -159.1‡‡ | n/a | -159.1 | -152.1 | 0.0 |
| 5.10.5 | Improve performance on the SBAC state assessment in Mathematics for all students at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -130.3‡‡ | n/a | -130.3 | -125.3 | 0.0 |
| 5.10.6 | Improve performance on the SBAC state assessment in Mathematics for English learners at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -116.2‡‡ | n/a | -116.2 | -111.2 | 0.0 |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 5.10.7 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -129.3‡‡ | n/a | -129.3 | -124.3 | 0.0 |
| 5.10.8 | Improve performance on the SBAC state assessment in Mathematics for students with disabilities at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -173.9‡‡ | n/a | -173.9 | -168.9 | 0.0 |
| 5.10.9 | Improve performance on the SBAC state assessment in Mathematics for African American students at Martin Luther King, Jr. Elementary, as measured by the average distance from standard (points above or below standard). | -136.1‡‡ | n/a | -136.1 | -131.1 | 0.0 |
| 5.10.10 | Reduce the chronic absenteeism rate for students with disabilities at Martin Luther King, Jr. Elementary. | 51.2%‡‡ | n/a | 51.2% | 46.2% | 0.0% |
| 5.10.11 | Reduce the chronic absenteeism rate for African American students at Martin Luther King, Jr. Elementary. | 55.9%‡‡ | n/a | 55.9% | 50.9% | 0.0% |
| 5.10.12 | Reduce the chronic absenteeism rate for students of two or more races at Martin Luther King, Jr. Elementary. | 63.9%‡‡ | n/a | 63.9% | 58.9% | 0.0% |
| 5.10.13 | Reduce the out-of-school suspension rate for students with disabilities at Martin Luther King, Jr. Elementary. | 6.7%‡‡ | n/a | 6.7% | 5.7% | 0.0% |
| 5.10.14 | Reduce the out-of-school suspension rate for students of two or more races at Martin Luther King, Jr. Elementary. | 7.7%‡‡ | n/a | 7.7% | 6.7% | 0.0% |
| 5.11.1 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students at West Oakland Middle, as measured by the average distance from standard (points above or below standard). | -131.4‡‡ | n/a | -131.4 | -124.4 | 0.0 |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 5.11.2 | Improve performance on the SBAC state assessment in Mathematics for all students at West Oakland Middle, as measured by the average distance from standard (points above or below standard). | -170.4‡‡ | n/a | -170.4 | -165.4 | 0.0 |
| 5.11.3 | Improve performance on the SBAC state assessment in Mathematics for all students at West Oakland Middle, as measured by the average distance from standard (points above or below standard). | -158.4‡‡ | n/a | -158.4 | -153.4 | 0.0 |
| 5.11.4 | Reduce the out-of-school suspension rate for all students at West Oakland Middle. | 22.9%‡‡ | n/a | 22.9% | 21.9% | 0.0% |
| 5.11.5 | Reduce the out-of-school suspension rate for low-income students at West Oakland Middle. | 23.9%‡‡ | n/a | 23.9% | 22.9% | 0.0% |
| 5.11.6 | Reduce the out-of-school suspension rate for African American students at West Oakland Middle. | 30.9%‡‡ | n/a | 30.9% | 29.9% | 0.0% |

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

## *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*
KDA did not qualify for Equity Multiplier funding during the 2025-26 school year. KDA will use its remaining carryover funds to invest in instructional improvement.

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary*
Markham fully implemented their plan by hiring three TSAs, two family liaisons, and one early literacy tutor roles to support academic Acceleration and instructional improvement.

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary*
Prescott did not qualify for Equity Multiplier funding during the 2025-26 school year, but spent a small amount of remaining carryover funds on supplies.

*Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary*
Brookfield fully implemented their plan by filling one TSA position focused on instructional coaching.

*Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary*
Burckhalter fully implemented their plan by filling one TSA position focused on instructional coaching and one teacher to do intervention work.

*Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary*
Sankofa fully implemented their plan by filling two TSA positions and an Early Lit Tutor position.

*Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages*
Frick partially implemented their plan by filling one case manager position and one African American Male Achievement facilitator.

*Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle*
Westlake fully implemented their plan by filling a TSA position, a Case Manager, a Family Liaison, and two intervention teacher positions.

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*
KDA did not receive Equity Multiplier funding in 2025-26. While the school had planned to expend carryover funds, this did not occur and these funds will instead be spent in the 2026-27 school year.

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary*
Markham did not fully expend their funds as planned and will instead seek ways to spend this carryover in the 2026-27 school year.

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary*
Prescott did not receive Equity Multiplier funding in 2025-26, but spent a small amount of remaining carryover funds on supplies.

*Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary*
Brookfield did not fully expend their funds as planned and will instead seek ways to spend this carryover in the 2026-27 school year.

*Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary*
There were no material differences.

*Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary*
Sankofa did not fully expend their funds as planned and will instead seek ways to spend this carryover in the 2026-27 school year.

*Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages*
The following position was vacant for all or part of the school year: Teacher on Special Assignment, Instructional Leadership (1.0 FTE).

*Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle*
There were no material differences.

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

*Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy*
Because KDA's Equity Multiplier investments ended after only one year, we cannot determine their effectiveness. However, since KDA improved on the Equity Multiplier eligibility metrics, we believe the investments helped KDA make progress on stability.

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary*
Because Prescott's Equity Multiplier investments ended after only one year, we cannot determine their effectiveness. However, since Prescott improved on the Equity Multiplier eligibility metrics, we believe the investments helped Prescott make progress on stability.

*Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary*
Because this is the first year the site received Equity Multiplier, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary*
Because this is the first year the site received Equity Multiplier, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary*
Because this is the first year the site received Equity Multiplier, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages*
Because this is the first year the site received Equity Multiplier, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle*
Because this is the first year the site received Equity Multiplier, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

*Action 5.1 Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy*
KDA is not designated as an Equity Multiplier school for the 2026-27 school year, so will not have continuing investments under this LCAP action except to expend any carryover funding.

*Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary*
Markham is not designated as an Equity Multiplier school for the 2026-27 school year, so will not have continuing investments under this LCAP action.

*Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary*
Prescott is a newly qualifying school for the 2026-27 school year.

*Action 5.4 Academic Acceleration & Instructional Improvement at Brookfield Elementary*
Brookfield plans to continue investing in a TSA position focused on literacy to support professional development of teachers and provide direct services to students for the 2026-27 school year.

*Action 5.5 Academic Acceleration & Instructional Improvement at Burckhalter Elementary*
Burckhalter is not designated as an Equity Multiplier school for the 2026-27 school year, so will not have continuing investments under this LCAP action.

*Action 5.6 Academic Acceleration & Instructional Improvement at Sankofa United Elementary*
Sankofa is not designated as an Equity Multiplier school for the 2026-27 school year, so will not have continuing investments under this LCAP action.

*Action 5.7 Academic Acceleration & Instructional Improvement at Frick United Academy of Languages*
Frick is not designated as an Equity Multiplier school for the 2026-27 school year, so will not have continuing investments under this LCAP action.

*Action 5.8 Academic Acceleration & Instructional Improvement at Westlake Middle*
Westlake plans to continue with the same Equity Multiplier investment plan for the 2026-27 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 |
|---|---|---|---|---|
| **5.1** | **Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy** | *Note: Korematsu Discovery Academy 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.* | $0 | No |
| **5.2** | **Academic Acceleration & Instructional Improvement at Markham Elementary** | At Markham Elementary School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a literacy tutor to improve academic outcomes for students;<br>● 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;<br>● Fund a noon supervisor to support student safety during recess and lunch by promoting safe transitions, encouraging safe play, and helping students resolve conflicts through the use of restorative practices;<br>● Provide supplement literacy supports for students in Grades TK–2; and<br>● Promote positive school culture and climate by celebrating students and staff.<br>*Note: Markham Elementary is not designated as an Equity Multiplier school for the 2026-27 school year, but will continue to implement some improvement activities using carryover funds and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.* | $332,250 | No |

| | | | | |
|---|---|---|---|---|
| **5.3** | **Academic Acceleration & Instructional Improvement at Prescott Elementary** | At Prescott School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a teacher on special assignment focused on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students; and<br>● Fund extended time for teachers to engage in weekly collaboration in PLC and PD to internalize core curriculum and data dives to monitor student progress.<br>*Note: Prescott Elementary is not designated as an Equity Multiplier school for the 2026-27 school year, but may continue to implement some improvement activities using carryover funds and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.* | $178,906 | No |
| **5.4** | **Academic Acceleration & Instructional Improvement at Brookfield Elementary** | At Brookfield Elementary School, invest in academic acceleration and instructional improvement in the following ways:<br>● 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;<br>● Provide extended contracts for teachers to provide parent workshops for families to help their child at home and provide resources for families;<br>● Provide materials and teacher stipends to support student interventions such as before school and afterschool reading, math, writing, and science instruction; and<br>● Provide materials to create a welcoming environment for students and families during school wide events, such as recognition and family engagement events. | $204,192 | No |

| | | | | |
|---|---|---|---|---|
| **5.5** | **Academic Acceleration & Instructional Improvement at Burckhalter Elementary** | At Burckhalter Elementary School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a teacher on special assignment focused on mathematics to support professional development of teachers and provide direct services to students;<br>● Fund extended time for teachers to support instructional leadership and growth; and<br>● Fund a prep teacher to release classroom teachers for professional development and coaching. | $0 | No |
| **5.6** | **Academic Acceleration & Instructional Improvement at Sankofa United Elementary** | *Note: Sankofa United Elementary is not designated as an Equity Multiplier school for the 2026-27 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.* | $0 | No |
| **5.7** | **Academic Acceleration & Instructional Improvement at Frick United Academy of Languages** | At Frick United Academy of Languages, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a case manager to support severely chronically absent students and students with significant behavior challenges; and<br>● 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.<br>*Note: Frick United Academy of Languages is not designated as an Equity Multiplier school for the 2026-27 school year, but will 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.* | $199,459 | No |

| | | | | |
|---|---|---|---|---|
| **5.8** | **Academic Acceleration & Instructional Improvement at Westlake Middle** | At Westlake Middle School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a teacher on special assignment focused on literacy to support professional development of teachers and provide direct services to students;<br>● Fund additional teachers to reduce class size;<br>● Fund a Family Liaison to improve family relationships in order to support improved academic outcomes for students;<br>● Fund a Bilingual Attendance Specialist Liaison to support attendance by communicating with students and parents regarding attendance and related issues; and<br>● Fund supplies and meeting refreshments for family engagements. | $416,113 | No |
| **5.9** | **Academic Acceleration & Instructional Improvement at Hoover Elementary** | At Hoover Elementary, invest in academic acceleration and instructional improvement in the following ways:<br>● A new 10-month TSA to coordinate schoolwide Tier 2/3 literacy systems.<br>● Fund Academic Mentor hours for high-dosage tutoring, specifically for Tier 3 intervention.<br>● Partially fund a Community School Manager to ensure student connectedness, reduce suspension rates, and reverse absenteeism trends.<br>● Fund extended contracts for teachers to deepen instructional capacity through Professional Learning Communities (PLCs), targeted PD, and curriculum development. | $412,593 | No |

| | | | | |
|---|---|---|---|---|
| **5.10** | **Academic Acceleration & Instructional Improvement at Martin Luther King, Jr. Elementary** | At Martin Luther King, Jr. Elementary, invest in academic acceleration and instructional improvement in the following ways:<br>● Partially fund a TSA to focus on school wide literacy work.<br>● Partially fund a Noon Supervisor to support academic intervention work.<br>● Partially fund a Community School Manager to ensure student connectedness, reduce suspension rates, and reverse absenteeism trends.<br>● Partially fund a Restorative Justice Facilitator to ensure student connectedness, reduce suspension rates, and reverse absenteeism trends. | $391,997 | No |
| **5.11** | **Academic Acceleration & Instructional Improvement at West Oakland Middle** | At West Oakland Middle School, invest in academic acceleration and instructional improvement in the following ways:<br>● Partially fund a Math teacher to provide math intervention for sixth and seventh grade students.<br>● Partially fund an ELD teacher to support intervention work for students with English Language Development needs.<br>● Partially fund a case manager to coordinate, plan, and organize case management activities and related functions in service of identified at-risk or high-risk students. | $249,924 | No |

# Goal 6

| GOAL # | DESCRIPTION | TYPE OF GOAL |
|---|---|---|
| 6 | Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, Oakland International High School, and MetWest 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 McClymonds, 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.
- At MetWest High School there is a need to continue to improve literacy levels across all grade levels at the school through literacy intervention. There is also a need for social-emotional support to build connectedness and address chronic absenteeism through a number of strategies, including coordinating, planning, and organizing case management activities and related functions in service of identified at-risk or high-risk students, as well as outreach to students and families struggling with chronic absenteeism.

## *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% |
| 6.1.14 | Improve performance on the SBAC state assessment in Mathematics for all students at Castlemont High, as measured by the average distance from standard (points above or below standard). | -221.6‡‡ | n/a | -221.6 | -216.6 | 0.0 |
| 6.1.15 | Improve performance on the SBAC state assessment in Mathematics for English learners at Castlemont High, as measured by the average distance from standard (points above or below standard). | -213.5‡‡ | n/a | -213.5 | -208.5 | 0.0 |
| 6.1.16 | Increase the combined four- and five-year graduation rate for all students at Castlemont High as reported on the California School Dashboard. | 64.6%‡‡ | n/a | 64.6% | 66.6% | 0.0% |
| 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% |
| 6.2.4 | Reduce the out-of-school suspension rate for all students at Castlemont High. | 10.9%‡‡ | n/a | 10.9% | 9.9% | 0.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 6.3.1 | Reduce the out-of-school suspension rate for all students at McClymonds High. | 17.7%‡‡ | n/a | 17.7% | 15.7% | 0.0% |
| 6.3.2 | Reduce the out-of-school suspension rate for African American students at McClymonds High.¶¶ | 21.4%‡ | 21.4% | 18.7% | 19.4% | -2.7% |
| 6.3.3 | Reduce the out-of-school suspension rate for low-income students at McClymonds High.¶¶ | 17.2%‡ | 17.2% | 18.2% | 15.2% | +1.0% |
| 6.3.4 | 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% |

| 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 |
|---|---|---|---|---|---|---|
| 6.5.7 | 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 |
| 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% |
| 6.5.11 | Increase the combined four- and five-year graduation rate for all students at Oakland International High, as reported by the California School Dashboard as reported on the California School Dashboard. | 47.8%‡‡ | n/a | 47.8% | 50.0% | 0.0% |
| 6.5.12 | Improve performance on the SBAC state assessment in Mathematics for all students at Oakland International High, as measured by the average distance from standard (points above or below standard). | -292.0‡‡ | n/a | -292.0 | -287.0 | 0.0 |
| 6.5.13 | Improve performance on the SBAC state assessment in Mathematics for English learners at Oakland International High, as measured by the average distance from standard (points above or below standard). | -292.0‡‡ | n/a | -292.0 | -287.0 | 0.0 |
| 6.5.14 | Improve performance on the SBAC state assessment in Mathematics for unhoused students at Oakland International High, as measured by the average distance from standard (points above or below standard). | -303.4‡‡ | n/a | -303.4 | -298.4 | 0.0 |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 6.5.15 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Oakland International High, as measured by the average distance from standard (points above or below standard). | -292.0‡‡ | n/a | -292.0 | -287.0 | 0.0 |
| 6.5.16 | Improve performance on the SBAC state assessment in Mathematics for Latino students at Oakland International High, as measured by the average distance from standard (points above or below standard). | -295.9‡‡ | n/a | -295.9 | -290.9 | 0.0 |
| 6.7.1 | Increase the one-year teacher retention rate at McClymonds High.¶¶ | 63.3% | 60.0% | 65.0% | 70.0% | +1.7% |
| 6.7.2 | 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% |
| 6.7.3 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for all students at McClymonds High, as measured by the average distance from standard (points above or below standard). | -128.4‡‡ | n/a | -128.4 | -121.4 | 0.0 |
| 6.7.4 | 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 |
| 6.7.5 | Improve performance on the SBAC state assessment in English Language Arts/Literacy for African American students at McClymonds High, as measured by the average distance from standard (points above or below standard). | -144.2‡‡ | n/a | -144.2 | -137.2 | 0.0 |
| 6.7.6 | 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 |
| 6.8.1 | Increase the one-year teacher retention rate at MetWest High. | 64.1%‡‡ | n/a | 64.1% | 71.0% | 0.0% |

**2021-22 data **2022-23 data ***2023-24 data ‡Baseline established using 2023-24 data. ‡‡Baseline established using 2024-25 data. ¶¶Metric renumbered to align to LCAP action area.*

## *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*
Castlemont fully implemented their plan by filling two TSA positions–one focused on instructional coaching and the other on reading intervention–and a College and Career Specialist and a Work Based Learning Liaison.

*Action 6.2 Social Emotional Supports at Castlemont High*
Castlemont was able to fill the Newcomer Learning Lab Assistant, Social Worker, Refugee Specialist, and the Restorative Justice Facilitator positions.

*Action 6.3 Social Emotional Supports at McClymonds High*
McClymonds fully implemented their plan by filling both the Behavior Specialist position and the Case Manager position.

*Action 6.4 Family Engagement at McClymonds High*
McClymonds was unable to fill the Bilingual Family Liaison position.

*Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High*
Oakland International fully implemented their plan by filling two Specialist, Career Pathway Transition positions.

*Action 6.6 Social Emotional Supports at Oakland International High*
Oakland International fully implemented their plan by filling the Social Worker position and the Specialist Immigrant Child position.

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

*Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High*
Castlemont did not fully expend their funds in this action area as planned and will instead seek to spend this carryover in the future.

*Action 6.2 Social Emotional Supports at Castlemont High*
Due to the filling of vacancies after the start of the school year, Castlemont did not spend as much as initially planned and will instead carry over these funds for use in the 2026-27 school year.

*Action 6.3 Social Emotional Supports at McClymonds High*
The following position was vacant for all or part of the school year: Case Manager (0.4 FTE).

*Action 6.4 Family Engagement at McClymonds High*
The following position was vacant for all or part of the school year: Family Liaison (0.6 FTE). Due to the vacancy, McClymonds did not spend as initially planned and will instead carry over these funds for use in the 2026-27 school year.

*Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High*
There were no material differences.

*Action 6.6 Social Emotional Supports at Oakland International High*
Oakland International did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

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

*Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 6.2 Social Emotional Supports at Castlemont High*

Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 6.3 Social Emotional Supports at McClymonds High*

Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 6.4 Family Engagement at McClymonds High*

Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High*

Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 6.6 Social Emotional Supports at Oakland International High*

Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

*Action 6.1 Academic Acceleration & Instructional Improvement at Castlemont High*

Castlemont plans to continue many investments, but will also add a Work-Based Learning Site Liaison to better support students as they work towards graduation. The Newcomer Assistant will also provide more academic supports to students, and thus will move to this action area.

*Action 6.2 Social Emotional Supports at Castlemont High*
Castlemont will retain some current investments, but will also add a 0.5 FTE social worker, two case managers totaling 1.2 FTE, and a 0.9 FTE Site-Based Family/Parent Liaison to better support students and families.

*Action 6.3 Social Emotional Supports at McClymonds High*
McClymonds plans to invest in a Behavior Specialist, Restorative Justice Facilitator, and Student Engagement Specialist

*Action 6.4 Family Engagement at McClymonds High*
McClymonds will not invest in the Bilingual Family position in 2026-27. Instead, they will invest in a TSA position and a Bilingual Attendance Specialist.

*Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High*
OIHS plans to invest in two TSA positions for the 2026-27 school year.

*Action 6.6 Social Emotional Supports at Oakland International High*
OIHS plans to invest in a Case Manager position and a Bilingual Assistant position for the 2026-27 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 |
|---|---|---|---|---|
| **6.1** | **Academic Acceleration & Instructional Improvement at Castlemont High** | At Castlemont High School, invest in academic acceleration and instructional improvement in the following ways:<br>● 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;<br>● 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<br>● Hire a 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. | $565,893 | No |
| **6.2** | **Social Emotional Supports at Castlemont High** | At Castlemont High School, provide the following social emotional supports to students:<br>● 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);<br>● Hire a Social Worker to support international students with social-emotional care and navigating immigration policies and support the attendance and COST teams;<br>● Hire a case manager to support students with academic, behavioral, and attendance goals and support with conflict mediation;<br>● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes; and<br>● Contract with community based organization to support newcomer student populations. | $463,716 | No |

| | | | | |
|---|---|---|---|---|
| **6.3** | **Social Emotional Supports at McClymonds High** | At McClymonds High School, provide the following social emotional supports to students:<br>● Hire a Behavior Specialist and Student Engagement Specialist to engage students who are disconnected from school;<br>● Hire an Attendance Specialist to support attendance goals and reduce chronic absenteeism; and<br>● 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. | $375,508 | No |
| **6.4** | **Family Engagement at McClymonds High** | *Note: For the 2026-27 school year, McClymonds High School will not fund investments in this action area.* | $0 | No |
| **6.5** | **Academic Acceleration & Instructional Improvement at Oakland International High** | At Oakland International High School, invest in academic acceleration and instructional improvement in the following ways:<br>● Hire a teacher on special assignment focused on MTSS to support school wide intervention practices with a focus on intensive support for eleventh and twelfth grade students with significant literacy development needs;<br>● Hire a teacher on special assignment focused on teacher professional development, coaching program, and coherence between departmental work on language development and schoolwide work on portfolio competencies; and<br>● Hire an additional English/ELD teacher to support intensive literacy development for emergent bilingual students. | $349,274 | No |
| **6.6** | **Social Emotional Supports at Oakland International High** | At Oakland International High School, provide the following social emotional supports to students:<br>● Fund a Case Manager and an Attendance Specialist to triage supports for students to address chronic absenteeism. | $229,546 | No |

| | | | | |
|---|---|---|---|---|
| **6.7** | **Academic Acceleration & Instructional Improvement at McClymonds High** | At McClymonds High School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a teacher on special assignment to support literacy development work at the school site. | $36,424 | No |
| **6.8** | **Academic Acceleration & Instructional Improvement at MetWest High** | At MetWest High School, invest in academic acceleration and instructional improvement in the following ways:<br>● Fund a teacher on special assignment to support literacy development work at the school site. | $54,805 | No |
| **6.9** | **Social Emotional Supports at MetWest High** | At MetWest High School, provide the following social emotional supports to students:<br>● Fund 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 an Attendance Specialist to engage students who are disconnected from school. | $171,182 | No |

# Goal 7

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

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

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

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

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

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

## *Measuring and Reporting Results*

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 7.1.1 | Increase the combined four- and five-year graduation rate for Latino students at Dewey Academy as reported on the California School Dashboard. | 50.0% | 57.9% | 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% |
| 7.1.12 | Increase the combined four- and five-year graduation rate for all students at Dewey Academy as reported on the California School Dashboard. | 63.8%‡‡ | n/a | 63.8% | 66.0% | 0.0% |
| 7.2.1 | Increase the percentage of Latino students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator. | 3.3% | 0.0% | 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% |

| 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 |
|---|---|---|---|---|---|---|
| 7.2.9 | Reduce the out-of-school suspension rate for all students at Ralph J. Bunche Academy. | 12.2%‡‡ | n/a | 12.2% | 11.2% | 0.0% |
| 7.2.10 | Reduce the out-of-school suspension rate for low-income students at Ralph J. Bunche Academy. | 13.7%‡‡ | n/a | 13.7% | 12.7% | 0.0% |
| 7.2.11 | Increase the percentage of all students at Ralph J. Bunche Academy who graduate prepared for college and career, as measured by the California College/Career Indicator. | 0.0%‡‡ | n/a | 0.0% | 2.0% | 0.0% |
| 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 |
| 7.3.2 | Improve performance on the SBAC state assessment in Mathematics for Latino students at Rudsdale Continuation, as measured by the average distance from standard (points above or below standard). | -344.1‡ | -344.1 | -321.4 | -334.1 | +22.7 |
| 7.3.3 | Improve performance on the SBAC state assessment in Mathematics for low-income students at Rudsdale Continuation, as measured by the average distance from standard (points above or below standard). | -344.2‡ | -344.2 | -326.3 | -334.2 | +17.9 |
| 7.4.1 | Increase the combined four- and five-year graduation rate for English learners at Rudsdale Continuation as reported on the California School Dashboard. | 53.5% | 71.5% | 46.5% | 75.5% | -7.0% |
| 7.4.2 | Increase the combined four- and five-year graduation rate for Latino students at Rudsdale Continuation as reported on the California School Dashboard. | 51.9% | 72.9% | 48.0% | 57.9% | -3.9% |
| 7.4.3 | Increase the combined four- and five-year graduation rate for low-income students at Rudsdale Continuation as reported on the California School Dashboard. | 50.2% | 74.1% | 52.2% | 56.2% | +2.0% |

| 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 |
|---|---|---|---|---|---|---|
| 7.4.4 | Increase the combined four- and five-year graduation rate for unhoused students at Rudsdale Continuation as reported on the California School Dashboard. | 54.3% | 63.5% | 41.1% | 60.3% | -13.2% |
| 7.4.5 | Increase the one-year teacher retention rate at Rudsdale Continuation. | 72.2% | 93.3% | 77.6% | 75.0% | +5.4% |
| 7.4.6 | Increase the percentage of English learners at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator. | 2.5%‡ | 2.5% | 0.9% | 6.5% | -1.6% |
| 7.4.7 | Increase the percentage of English learners at Rudsdale Continuation who make progress toward English proficiency as measured by the state English Learner Progress Indicator. | 4.5%‡ | 4.5% | 3.5% | 5.6% | -1.0% |
| 7.4.8 | Increase the percentage of Latino students at Rudsdale 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 Rudsdale 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 Rudsdale Continuation. | 61.0%* | 67.5%** | 55.5% | 70.0% | -5.5% |
| 7.4.11 | Increase the percentage of unhoused students at Rudsdale 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% |
| 7.4.12 | Increase the percentage of long-term English learners at Rudsdale Continuation who make progress toward English proficiency as measured by the state English Learner Progress Indicator. | 10.5%‡‡ | n/a | 10.5% | 13.5% | 0.0% |
| 7.4.13 | Increase the combined four- and five-year graduation rate for all students at Rudsdale Continuation as reported on the California School Dashboard. | 51.8%‡‡ | n/a | 51.8% | 53.8% | 0.0% |

| METRIC # | METRIC | BASELINE (2022-23) | YEAR 1 OUTCOME (2023-24) | YEAR 2 OUTCOME (2024-25) | TARGET YEAR 3 OUTCOME (2025-26) | CURRENT DIFFERENCE FROM BASELINE |
|---|---|---|---|---|---|---|
| 7.4.14 | Increase the combined four- and five-year graduation rate for long-term English learners at Rudsdale Continuation as reported on the California School Dashboard. | 67.9%‡‡ | n/a | 67.9% | 69.9% | 0.0% |
| 7.4.15 | Increase the percentage of all students at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator. | 1.1%‡‡ | n/a | 1.1% | 3.1% | 0.0% |
| 7.4.16 | Increase the percentage of long-term English learners at Rudsdale Continuation High who graduate prepared for college and career, as measured by the California College/Career Indicator. | 0.0%‡‡ | n/a | 0.0% | 2.0% | 0.0% |
| 7.5.1 | Reduce the out-of-school suspension rate for African American students at Rudsdale Continuation. | 14.8%‡‡ | n/a | 14.8% | 13.8% | 0.0% |

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

## *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*
Dewey fully implemented their plan by filling the Restorative Justice Facilitator and Case Manager positions.

*Action 7.2 Social Emotional Supports at Bunche Academy*
Bunche fully implemented their plan by filling the Community School Manager and Case Manager positions.

*Action 7.3 Academic Acceleration at Rudsdale Continuation*
Rudsdale fully implemented their plan by filling the Newcomer Assistant position.

*Action 7.4 College & Career Supports at Rudsdale Continuation*
Rudsdale fully implemented their plan by filling the Specialist, Career Pathway Transitions position.

*Action 7.5 Social Emotional Supports at Rudsdale Continuation*
Rudsdale fully implemented their plan by filling the Counselor and Social Worker positions.

*Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy*
Dewey fully implemented their plan by filling the TSA position.

*Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy*
Bunche fully implemented their plan by filling the TSA position.

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

*Action 7.1 Social Emotional Supports at Dewey Academy*
Dewey did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

*Action 7.2 Social Emotional Supports at Bunche Academy*
There were no material differences.

*Action 7.3 Academic Acceleration at Rudsdale Continuation*
Rudsdale did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

*Action 7.4 College & Career Supports at Rudsdale Continuation*
There were no material differences.

*Action 7.5 Social Emotional Supports at Rudsdale Continuation*
Rudsdale did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

*Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy*
Dewey did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

*Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy*
Bunche did not fully expend their funds as planned and will instead seek to spend this carryover in the future.

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

*Action 7.1 Social Emotional Supports at Dewey Academy*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.2 Social Emotional Supports at Bunche Academy*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.3 Academic Acceleration at Rudsdale Continuation*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.4 College & Career Supports at Rudsdale Continuation*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.5 Social Emotional Supports at Rudsdale Continuation*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

*Action 7.1 Social Emotional Supports at Dewey Academy*
Dewey plans to continue to invest in the Case Manager position for the 2026-27 school year but will not invest in the Restorative Justice Facilitator position.

*Action 7.2 Social Emotional Supports at Bunche Academy*
Bunche plans on continuing to invest in the Case Manager position for the 2026-27 school year.

*Action 7.3 Academic Acceleration at Rudsdale Continuation*
Rudsdale plans to continue to invest in the Newcomer Assistant position for the 2026-27 school year.

*Action 7.4 College & Career Supports at Rudsdale Continuation*
Rudsdale plans to continue to invest in the Specialist, Career Pathway Transitions position for the 2026-27 school year.

*Action 7.5 Social Emotional Supports at Rudsdale Continuation*
Rudsdale plans to continue to invest in the Counselor and Social Worker positions for the 2026-27 school year.

*Action 7.6 Academic Acceleration & Instructional Improvement at Dewey Academy*
Dewey plans to continue to invest in the TSA position for the 2026-27 school year.

*Action 7.7 Academic Acceleration & Instructional Improvement at Bunche Academy*
Bunche plans to invest in a TSA position as well as partially fund an Attendance Specialist position for the 2026-27 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 |
|---|---|---|---|---|
| **7.1** | **Social Emotional Supports at Dewey Academy** | At Dewey Academy, hire a case manager to support students with executive functioning and dealing with life challenges. | $244,191 | No |
| **7.2** | **Social Emotional Supports at Bunche Academy** | At Ralph J. Bunche Academy, provide the following social emotional supports to students:<br>● Hire a case manager to provide support to students in need of additional services in order to graduate; and<br>● Hire an attendance specialist to reduce chronic absenteeism. | $180,453 | No |
| **7.3** | **Academic Acceleration at Rudsdale Continuation** | At Rudsdale Continuation School, hire an academic counselor to provide additional counseling support for continuation school and newcomer students who need individualized graduation plans and monitoring. | $249,006 | No |
| **7.4** | **College & Career Supports at Rudsdale Continuation** | At Rudsdale 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. | $139,229 | No |

| | | | | |
|---|---|---|---|---|
| **7.5** | **Social Emotional Supports at Rudsdale Continuation** | At Rudsdale Continuation School, provide the following social emotional supports to students:<br>● Hire a social worker to identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention counseling; consult with teachers, administrators, and other staff regarding social, emotional, and behavioral needs of students to evaluate and make recommendations to develop and implement appropriate plans for students; and assist students and families in obtaining and utilizing necessary services; and<br>● 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. | $266,386 | No |
| **7.6** | **Academic Acceleration & Instructional Improvement at Dewey Academy** | At Dewey Academy, invest in academic acceleration and instructional improvement in the following ways:<br>● 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<br>● Encourage students to explore college and trade through the California College Guidance Initiative (CCGI) and field trips. | $118,207 | No |
| **7.7** | **Academic Acceleration & Instructional Improvement at Bunche Academy** | At Ralph J. Bunche Academy, invest in academic acceleration and instructional improvement in the following way:<br>● 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 ***2023-24 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*
Home & Hospital did not receive Equity Multiplier funding in 2025-26.

*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 TSA position was vacant during the school year.

*Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study*
Sojourner Truth fully implemented their program by filling three Case Manager positions.

*Action 8.4 Academic Acceleration at Street Academy*
Street Academy implemented their plan by hiring a Family Support Specialist.

*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*
Home & Hospital did not receive Equity Multiplier funding in 2025-26, and did not expend carryover funds as planned. They will seek to do this in the future.

*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*
Street did not expend their funds as planned and is developing a plan to spend these dollars in 2026-27.

*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 their Equity Multiplier funds. Gateway is working on a plan to use these carryover funds in 2026-27.

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*
Home & Hospital did not receive Equity Multiplier funding in 2025-26.

*Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 8.4 Academic Acceleration at Street Academy*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

*Action 8.5 Academic Acceleration at Gateway to College*
Because we do not yet have two years of data, we cannot yet determine how effective the 2025-26 investments are in meeting our goals for Equity Multiplier investments. However, we will continue to monitor student outcomes over time to determine how effective these strategies are and will report on this in future LCAPs.

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

*Action 8.1 Academic Acceleration at Home & Hospital Program*
Home & Hospital 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*
SJT plans to continue to invest in three TSA positions as well as a literacy tutor for the 2026-27 school year.

*Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study*
SJT plans to continue to invest in three Case Manager positions for the 2026-27 school year.

*Action 8.4 Academic Acceleration at Street Academy*
Street Academy plans to continue to invest in a Family Support Specialist for the 2026-27 school year.

*Action 8.5 Academic Acceleration at Gateway to College*
Gateway to College is still formulating their Equity Multiplier investment plan for the 2026-27 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 |
|---|---|---|---|---|
| **8.1** | **Academic Acceleration at Home & Hospital Program** | *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.* | $0 | No |
| **8.2** | **Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study** | At Sojourner Truth Independent Study, invest in academic acceleration and instructional improvement in the following ways:<br>● Hire four teachers on special assignment to support with content-specific instructional coaching, planning, and data analysis to improve instruction; and<br>● Hire a teacher to improve literacy. | $584,546 | No |
| **8.3** | **Social Emotional Supports at Sojourner Truth Independent Study** | At Sojourner Truth Independent Study, hire three case managers to support the needs of target populations (African American and English Learner students) along with students who need extra support in all grade levels to build student connectedness and address chronic absenteeism. | $272,823 | No |
| **8.4** | **Academic Acceleration at Street Academy** | At Street Academy, develop strategies to support family outreach and support to help to connect students and families with school and improve attendance. | $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, including investing in counselors and social workers. | $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 |
|---|---|
| $120,702,398 | $14,388,578 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| PROJECTED PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR | LCFF CARRYOVER — PERCENTAGE | LCFF CARRYOVER — DOLLAR | TOTAL PERCENTAGE TO INCREASE OR IMPROVE SERVICES FOR THE COMING SCHOOL YEAR |
|---|---|---|---|
| 33.34% | 0.60% | $2,096,815 | 33.93% |

**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 | **Actions:**<br>Strong Readers: Early Literacy & Secondary Literacy<br>**Need:**<br>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:<br>*Average DFS on SBAC ELA (2025 Dashboard):*<br>● All Students: -50.1<br>● English Learners: -97.7<br>● Foster Youth: -114.0<br>● Low-Income Students: -76.8<br>**Scope**:<br>LEA-wide | 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.<br>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.<br>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. | ● Average DFS on SBAC ELA for All Students (Metric 1.1.1)<br>● i-Ready for All Students (Metrics 1.1.2–1.1.8)<br>● 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 | **Actions:**<br>Excellence in Science, Technology, Engineering & Mathematics<br><br>**Need:**<br>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:<br><br>*Average DFS on SBAC Math (2025 Dashboard):*<br>● All Students: -78.7<br>● English Learners: -117.4<br>● Foster Youth: -161.7<br>● Low-Income Students: -106.1<br><br>**Scope**:<br>LEA-wide | As with our literacy investments, our investments in mathematics and science beyond our base program are focused on our highest need students.<br><br>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.<br><br>As in Action 1.1, we also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials.<br><br>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. | ● Average DFS on SBAC Math for All Students (Metric 1.2.1)<br>● Average DFS on CAST for All Students (Metric 1.2.2)<br>● 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 | **Actions:**<br>Equitable Access to a Broad Course of Study; Visual & Performing Arts<br><br>**Need:**<br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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.<br><br>Centrally, we fund content-specific professional development in this action to ensure that students have access to highly qualified teachers.<br><br>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. | ● English learner enrollment in electives (Metric 1.3.2)<br>● Elementary VAPA positions (Metric 1.4.1)<br>● A-G Completion for All Students (Metric 1.8.2)<br>● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5)<br>● 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 | **Action:**<br>Early Childhood Learning<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>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. | ● i-Ready for All Kindergarten Students (Metric 1.1.2)<br>● 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 | **Action:**<br>Multilingual Programs<br>**Need:**<br>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.<br>There is a robust research base 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:<br>● Six out of the eight dual language schools exceeded the district average in ELPAC growth i on preliminary results for 2025-26<br>● T<br>**Scope**:<br>Schoolwide | 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.<br>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. | ● Students completing the seal of biliteracy and biliteracy pathway awards in dual language schools (Metrics 1.6.1 and 1.6.2)<br>● Graduation Rate for English Learners and Long-Term English Learners (Metrics 2.8.3 and 2.9.3)<br>● 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 | **Action:**<br>College & Career for All<br><br>**Need:**<br>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%.<br><br>We see similar gaps in college/career readiness and A-G completion:<br><br>*College/Career Readiness (2025 Dashboard):*<br>● All Students: 43.4%<br>● Long-Term English Learners: 32.9%<br>● English Learners: 23.4%<br>● Foster Youth: 19.5%<br>● Unhoused Students: 24.6%<br><br>*A-G Completion Rates (2024 Dashboard):*<br>● All Students: 46.5%<br>● Long-Term English Learners: 30.1%<br>● English Learners: 29.9%<br>● Foster Youth: 27.6%<br>● Unhoused Students: 28.1%<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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.<br><br>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. | ● Graduation Rate for All Students (Metric 1.7.1)<br>● Graduation Rate for Unduplicated Students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3)<br>● College/Career Readiness for All Students (Metric 1.7.3)<br>● 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 | **Action:**<br>Counseling & Equitable Master Scheduling<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>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. | • A-G Completion for All Students (Metric 1.8.2)<br>• A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5)<br>• College/Career Readiness for All Students (Metric 1.7.3)<br>• College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4)<br>• FAFSA Completion Rate (Metric 1.8.5) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 1, Action 1.9 | **Action:**<br>Data-Driven Decision Making<br><br>**Need:**<br>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.<br><br>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:<br>● SBAC ELA: 57.7%<br>● SBAC Math: 52.6%<br>● CAST: 56.4%<br>● CAA ELA: 30.0%<br>● CAA Math: 27.5%<br>● CAA Science: 14.1%<br><br>We are also working to improve CHKS student, parent, and staff participation rates.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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.<br><br>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. | ● Participation Rates for SBAC, CAA, CAST, CHKS, and ELPAC (Metrics 1.9.1, 1.9.2, 1.9.3, 1.9.4, 1.9.5, 1.9.6, 1.97, 1.98, and 2.8.10) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 1, Action 1.10 | **Action:**<br>Network-Based School Supports<br><br>**Need:**<br>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.<br><br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br>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. 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. | • One-year principal retention rate (Metric 1.10.1)<br>• Principal responses on Quality Service to Schools Survey (Metric 1.10.2) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 1, Action 1.11 | **Action:**<br>School Improvement<br>**Need:**<br>These investments target the District's high need schools and students to improve program offerings and ensure that students across the city have equitable access to high-quality schools.<br>Beginning in 2026-27, the focus of this work will shift from school improvement work led by the School Improvement team to specific investments in small elementary schools to ensure that these neighborhood campuses can remain open.<br>**Scope**:<br>Schoolwide | Beginning in the 2026-27 school year, this action will primarily focus on investments in six very small elementary schools: Brookfield Elementary, Grass Valley Elementary, Madison Park Academy Primary, Carl B. Munck Elementary, Prescott Elementary, and Sankofa United Elementary. These six schools all have enrollments below 250 students, making it difficult to sustain programmatic investments. All six schools also serve high percentages of unduplicated students. The influx of LCFF Concentration funding allows these schools to remain open and serving students locally. *Additional metrics to monitor the impact of this investment will be developed for the 2027-2030 LCAP cycle.*<br>This action also includes investments in additional academic counselors at CSI-designated high schools, the majority of which are designated for low graduation rates. These schools serve a disproportionately high percentage of unduplicated students. The additional counselors help to ensure that students are on track for graduation. Lower case loads than their counterparts at non-CSI schools allow them to provide added support for students. | • Average DFS on SBAC ELA for unduplicated student groups at targeted schools (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1) at identified focal schools<br>• Average DFS on SBAC Math for unduplicated student groups at targeted schools (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2) at identified focal schools<br>• Graduation Rate for Unduplicated Students at CSI high schools (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) |
| Goal 2, Actions 2.1, 2.2, and 2.3 | **Actions:**<br>African American Student Achievement; Latino and Native American Student Achievement; Arab, Asian, and Pacific Islander Student Achievement<br>**Need:**<br>Our data show that a significant proportion of | 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.<br>The targeted strategies work is led by the Targeted Strategies Director, who oversees all of the programs within Actions 2.1, | • Average DFS on SBAC ELA for focal student groups (Metrics 2.1.1, 2.2.1, 2.2.2, and 2.3.1) |

| 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 |
|---|---|---|---|
| | students in our focal student groups are low-income:<br>● 91.7% of African American students are low-income.<br>● 92.8% of Latino and 92.7% of Native American students are low-income.<br>● 95.5% of Pacific Islander students are low-income.<br>● 98.1% of students who speak Arabic at home are low-income.<br>Each of these student groups perform below all students on most academic metrics.<br>**Scope**:<br>LEA-wide | 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.<br>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. | ● Average DFS on SBAC Math for focal student groups (Metrics 2.1.2, 2.2.3, 2.2.4, and 2.3.2)<br>● Chronic absenteeism for focal student groups (Metrics 2.1.6, 2.2.9, 2.2.10, and 2.3.6)<br>● Suspension rates for focal student groups (Metrics 2.1.8, 2.2.9, 2.2.10, and 2.3.7) |

| 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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| Goal 2, Action 2.4 | **Action:**<br>Supports for Students with Disabilities<br>**Need:**<br>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:<br>● In ELA, all students are -54.8 points below standard, while students with disabilities who take the SBAC are -130.5 points below standard.<br>● In mathematics, all students are -85.0, while students with disabilities who take the SBAC are -155.2 points below standard.<br>**Scope**:<br>LEA-wide | 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.<br>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.<br>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. | ● IEP Timeliness (Metrics 2.4.1 and 2.4.2)<br>● Average DFS on SBAC ELA and Math for students with disabilities (Metrics 2.4.3 and 2.4.4)<br>● Average DFS on CAA ELA and Math for students with disabilities (Metrics 2.4.5 and 2.4.6)<br>● Graduation rate for students with disabilities (Metric 2.4.7)<br>● College/career readiness for students with disabilities (Metric 2.4.9) |

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| Goal 2, Action 2.11 | **Action:**<br>Alternative Education<br>**Need:**<br>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.<br>Students in our continuation schools are overwhelmingly low-income, with low-income student percentages ranging from 96% to 100%. In 2023-24, our 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%.<br>**Scope**:<br>LEA-wide | 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.<br>The key investment for this action is the cost of operating seven Alternative Education schools:<br>● Two additional continuation programs at Bunche Academy and Rudsdale Continuation High School to supplement the District's primary continuation program at Dewey Academy; and<br>● Five Alternative Schools of Choice: Gateway to College at Laney College, Street Academy, Sojourner Truth Independent Study, MetWest High School, and Oakland International High School. | ● 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 | **Action:**<br>Expanded Learning Opportunities<br>**Need:**<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>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.<br>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. | • 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 | **Action:**<br>Safe & Welcoming Schools<br><br>**Need:**<br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>Among the investments in this action are a continued partnership with the City of Oakland to implement violence prevention strategies at target high schools: Fremont, Castlemont, McClymonds, Oakland High, Bunche, Dewey and Rudsdale. This work focuses on the implementation of violence prevention teams called the Village Response teams that collaborate to respond to incidents within the school community and identify possible conflicts that can be addressed in order to prevent an incident. These teams are composed of a Violence Interrupter, a Life Coach, and a Gender-Based Violence Specialist. The City of Oakland collaborates with OUSD to work with community-based organizations to staff the positions that form the Village Response Teams. Additionally, there is professional learning that is provided to the teams to ensure that teams are implementing best practices. | • Percentage of students who feel safe at school (Metric 3.1.1)<br>• Out-of-school suspension rate for all students (Metric 3.1.2)<br>• Out-of-school suspension rate for low-income students and foster youth (Metrics 2.5.7 and 2.7.7)<br>• 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 | **Action:**<br>Social Emotional Learning & Restorative Practices<br><br>**Need:**<br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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.<br><br>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. | • Student connectedness to school (Metric 3.2.1)<br>• Percentage of students who feel that there is an adult at school who checks on how they are feeling (Metric 3.2.2)<br>• Out-of-school suspension rate for all students (Metric 3.1.2)<br>• Out-of-school suspension rate for foster youth (Metric 2.7.7) |

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| Goal 3, Actions 3.3 and 3.4 | **Action:**<br>Student Health & Wellness; Behavioral & Mental Health<br><br>**Need:**<br>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.<br><br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>In partnership with Alameda County, we operate 16 School-Based Health Clinics at the following high UPP sites: Bret Harte, Castlemont, CCPA (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), MPA (also serving Brookfield, Esperanza, and KDA), McClymonds, Oakland High, Oakland Tech (also serving Street and Oakland International), Roosevelt (also serving Garfield), Skyline, UFSA/Life, UPA, and West Oakland Middle (also serving MLK).<br><br>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. | • Number of schools with Centrally-funded direct student mental health services (Metric 3.4.1) |

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| Goal 3, Action 3.5 | **Action:**<br>Attendance Supports<br>**Need:**<br>Districtwide, our preliminary 2023-24 chronic absenteeism rate is 31.8%. However, it is higher for our unduplicated student groups:<br>● Low-income students: 36.9%<br>● Unhoused students: 46.5%<br>● Foster youth: 54.7%<br>● English learners: 34.9%<br>● Long-term English learners: 40.4%<br>Our attendance team prioritizes these student groups—and schools with high concentrations of unduplicated students—to improve attendance.<br>**Scope**:<br>LEA-wide | 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.<br>The primary investment in this area is:<br>● *Attendance Specialists at all school sites*: Districtwide, we fund Attendance Specialists out of LCFF Supplemental funds. This staff time allows for targeted communication with families around attendance and supports to reduce absenteeism. Elementary schools are staffed at a 1:800 ratio, while secondary schools are staffed at 1:700. The minimum allocation is 0.5 FTE for all schools except Early Childhood TK sites. Positions are rounded to increments of 0.5, 0.6, 0.8, 1.0, 1.2, 1.5, 1.6, 1.8, 2.0, 2.2, or 2.5 FTE, with a maximum allocation of 2.5 FTE. | ● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) |

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| Goal 3, Action 3.6 | **Action:**<br>Youth Engagement & Leadership<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>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. | • Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11)<br>• Low-income student participation in District-run sports (Metric 3.6.3)<br>• 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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| Goal 3, Action 3.7 | **Action:**<br>Community Schools<br>**Need:**<br>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.<br>Districtwide, our 2024-25 chronic absenteeism rate is 27.5%. However, it is higher for our unduplicated student groups:<br>● Low-income students: 32.2%<br>● Unhoused students: 43.2%<br>● Foster youth: 44.0%<br>● English learners: 30.2%<br>● Long-term English learners: 35.5%<br>CSMs work with both students and families to improve attendance and foster school success for students.<br>**Scope**:<br>LEA-wide | 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.<br>The following schools will have a Community School Manager funded in whole or in part with LREBG funds in 2026-27: ACORN Woodland, Allendale, Bella Vista, Bret Harte, Bridges, Brookfield, Bunche, Burckhalter, Carl B. Munck, Castlemont, Chabot, Claremont, Cleveland, CCPA, Dewey, EOP, Edna Brewer, Elmhurst United, Emerson, EnCompass, Esperanza, Franklin, Fremont, Frick United, Fruitvale, Garfield, Glenview, Global Family, Grass Valley, Greenleaf, Highland Community, Hillcrest, Hoover, Horace Mann, ICS, Joaquin Miller, KDA, La Escuelita, Laurel, Life, Lockwood STEAM, MPA Primary, MPA 6-12, Manzanita Community, Manzanita SEED, Markham, McClymonds, MLA, MetWest, MLK, Montclair, Montera, OAK, Oakland High, Oakland International, Oakland Tech, Piedmont Avenue, Prescott, Reach, Redwood Heights, Roosevelt, Rudsdale, Sankofa United, Sequoia, Skyline, Sojourner Truth, TCN, Thornhill, UFSA, UPA, WOMS, Westlake, and the Young Adult Program | ● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11)<br>● Student connectedness to school (Metric 3.2.1) |

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| Goal 3, Action 3.8 | **Action:**<br>Quality Learning Environments<br>**Need:**<br>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.<br>Of all students requesting District support with access to technology at home, 85% were low-income. The District also met 100% of this need.<br>**Scope**:<br>LEA-wide | 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.<br>Among the Central and school investments funded in this action to support unduplicated students are:<br>● Software licensing costs for classroom management tools to provide a more stable classroom environment, especially for students receiving instruction from newer teachers.<br>● Materials and supplies at schools to enhance the learning environment are a common school use of these funds. This ensures that low-income students have access to materials such as art supplies that are typically provided by parents or by the PTA at low UPP schools.<br>● 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.<br>● 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.<br>● *S*ubstitute Teacher Incentive Program (STIP) teachers 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. | ● Students in Grades 4 to 12 with 1:1 access to technology devices (Metric 3.8.2)<br>● Unduplicated students in Grades 4 to 12 with 1:1 access to technology devices (Metrics 3.8.3 and 3.8.4) |

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| Goal 3, Action 3.9 | **Action:**<br>Family Partnerships & Language Access<br>**Need:**<br>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.<br>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.<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>Some of the Central and school investments in this area include:<br>● Classified and Clerical Overtime to provide interpretation at engagement meetings at school sites.<br>● 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.<br>● Outreach Consultants at schools who engage directly with families of students who are chronically absent, need additional supports, or have other needs.<br>● Postage to send mailings to low-income families who do not have access to reliable internet service at home. | ● Title I Parent & Family Engagement Spending (Metric 3.9.5)<br>● SELLS Establishment (Metric 3.9.7) |

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| Goal 3, Action 3.10 | **Action:**<br>Enrollment Supports<br><br>**Need:**<br>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.<br><br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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. | ● Low-Income Student Enrollment Applications (Metric 3.10.1) |

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| Goal 3, Action 3.11 | **Action:**<br>District Communication<br><br>**Need:**<br>Nearly half (48.0% in 2025-26) of our students speak a language other than English at home, and many speak a language that is not Spanish, Arabic, Cantonese, or Mam—the four languages we have interpreters on staff to support. To support the families of our English learners, it is essential that we have a robust and flexible multilingual communication platform.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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. | • ParentSquare contacts at schools with UPPs above 55% (Metric 3.11.1) |

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| Goal 4, Action 4.1 | **Action:**<br>Diverse & Stable Staff<br><br>**Need:**<br>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.<br><br>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%.<br><br>Our current average teacher retention rate districtwide is 75.7%. However, at schools with UPPs of 90% or greater, it is 73.0%. 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%.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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.<br><br>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. | ● One-year teacher retention rate for all schools (Metric 4.1.4)<br>● One-year teacher retention rate for schools with UPPs of 90% or greater (Metric 4.1.5)<br>● Teachers who want to leave OUSD because of salary (Metric 4.1.6)<br>● Teacher vacancies (Metric 4.1.7)<br>● Teacher vacancies at schools with UPPs of 90% or greater (Metric 4.1.8)<br>● One-year teacher retention rate for principals (1.10.1) |

| 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 |
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| Goal 4, Action 4.2 | **Action:**<br>Staff Growth & Development<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>LEA-wide | 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.<br>Among the S&C-funded investments are:<br>● 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.<br>● A School Site Support Specialist who supports principals in developing their SPSAs, with a focus on ATSI schools.<br>● 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. | ● Percentage of all staff who have participated in foundational professional learning |

| 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 4, Action 4.3 | **Action:**<br>New Teacher Support & Development<br><br>**Need:**<br>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.<br><br>**Scope**:<br>LEA-wide | 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.<br><br>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. | • Percentage of new teachers districtwide who plan to continue teaching in OUSD (Metric 4.3.1)<br>• Percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD (Metric 4.3.2)<br>• Percentage of new teachers who feel adequately supported by OUSD with their credentialing needs (Metric 4.3.3) |

*Limited Actions*

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

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.5 | **Action:**<br>Supports for Low-Income Students<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>Limited | 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:<br>● *Additional teachers to reduce class sizes at the following schools with a UPP of 90% or greater:* ACORN Woodland, Allendale, Bret Harte, Bridges, Castlemont, CCPA, EOP, Elmhurst United, EnCompass, Esperanza, Franklin, KDA, Fremont, Frick United, Fruitvale, Garfield, Global Family, Greenleaf, Highland, Hoover, Horace Mann, ICS, La Escuelita, Life, Lockwood STEAM, MPA 6-12, MCS, Markham, MLK, McClymonds, OAK, Reach, Roosevelt, TCN, UFSA, UPA, WOMS, and Westlake<br>● 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 2026-27: Melrose Leadership and MetWest High. | ● Average DFS on SBAC ELA and Math for Low-Income Students (Metrics 2.5.1 and 2.5.2)<br>● Graduation rate for low-income students (Metric 2.5.3)<br>● Chronic absenteeism for low-income students (Metric 2.5.6) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.6 | **Action:**<br>Supports for Unhoused Student & Families<br>**Need:**<br>Our unhoused students continue to have very high rates of chronic absenteeism and perform below all students academically across all metrics.<br>**Scope**:<br>Limited | 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. | ● Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.6.1 and 2.6.2)<br>● Graduation rate for unhoused students (Metric 2.6.3)<br>● Chronic absenteeism for unhoused students (Metric 2.6.6) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.7 | **Action:**<br>Supports for Foster Youth<br>**Need:**<br>As the 2024-2027 LCAP was developed, the foster youth services team and partners identified the following needs:<br>● Additional Foster Youth case managers;<br>● Increased school stability for foster youth;<br>● Prioritized access to academic programs and credit recovery opportunities;<br>● Equitable access to schools and programs; and<br>● Mentorship programs.<br>**Scope**:<br>Limited | **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.<br>**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. | ● Average DFS on SBAC ELA and Math for unhoused students (Metrics 2.7.1 and 2.7.2)<br>● Graduation rate for unhoused students (Metric 2.7.3)<br>● College/career readiness for foster youth (Metric 2.7.4)<br>● A-G completion for foster youth (Metric 2.7.5)<br>● Chronic absenteeism for unhoused students (Metric 2.6.6)<br>● Out-of-school suspension rate for foster youth (Metric 2.7.7) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.8 | **Action:**<br>English Learner Achievement<br><br>**Need:**<br>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.<br><br>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.<br><br>**Scope**:<br>Limited | To accelerate the language and literacy outcomes of our ELs, we implement a multi-pronged set of strategies, including:<br><br>**High impact actions to implement designated ELD:**<br>● 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<br>● 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.<br>● Assessment of language output in writing tasks<br><br>**High impact actions to implement integrated ELD:**<br>● Summer foundational and inquiry-based, ongoing professional learning in GLAD (Guided Language Acquisition Design) for elementary educators<br>● Summer foundational and inquiry-based, ongoing professional learning in ALLAS (Academic language and LIteracy Acceleration) for secondary educators<br>● Leadership development and continuous improvement processes to build site-based advocacy and capacity for language equity<br>● EL Ambassadors at each school site to support the reclassification process and to serve as a champion for language equity and services<br>● Continuous improvement tools such as an EL Review process, EL Shadowing, and self-assessment and action-planning process on the “stages of ELD implementation” | ● Average DFS on SBAC ELA and Math for English learners (Metrics 2.8.1 and 2.8.2)<br>● Reclassification rate for English learners (Metric 2.8.6)<br>● Progress toward English proficiency for English learners (Metric 2.8.7)<br>● Graduation rate for English learners (Metric 2.8.3)<br>● College/career readiness for English learners (Metric 2.8.4)<br>● Chronic absenteeism for English learners (Metric 2.8.11) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.9 | **Action:**<br>Long-Term English Learner Achievement<br>**Need:**<br>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.<br>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.<br>**Scope**:<br>Limited | 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.<br>In addition to the activities described in Action 2.8 that serve all English learners, we also invest in the following areas:<br>● "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.<br>● Curriculum developed to meet the unique needs of LTELs to supplement the District's curricula for all ELs.<br>● 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. | ● Average DFS on SBAC ELA and Math for English learners (Metrics 2.9.1 and 2.9.2)<br>● Reclassification rate for English learners (Metric 2.9.5)<br>● Progress toward English proficiency for English learners (Metric 2.9.6)<br>● Graduation rate for English learners (Metric 2.9.3)<br>● College/career readiness for English learners (Metric 2.9.4)<br>● Chronic absenteeism for English learners (Metric 2.9.7) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.10 | **Action:**<br>Supports for Newcomers<br>**Need:**<br>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.<br>**Scope**:<br>Limited | Investments to support newcomer students include the following:<br>● **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.<br>● **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, Elmhurst, UPA, Castlemont, Fremont, Oakland High, Rudsdale, and Oakland International.<br>● **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 | ● ELPAC level for newcomers (Metric 2.10.1)<br>● i-Ready scores for newcomers (Metrics 2.10.2 and 2.10.3) |

| GOAL & ACTION # | IDENTIFIED NEED(S) | HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S) | METRIC(S) TO MONITOR EFFECTIVENESS |
|---|---|---|---|
| Goal 2, Action 2.10 *(cont.)* | | 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.<br>● **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, EOP, Greenleaf, Global Family, Franklin, Garfield, Highland, Lincoln, Markham, Lockwood STEAM, Hoover, Manzanita SEED, Esperanza, Bridges, ICS, 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 2.5 (Low-Income Student Achievement):** Additional teachers will support smaller class sizes at the following schools with concentrations of low-income students, foster youth, and English learners above 90%, as measured by the Unduplicated Pupil Percentage (UPP): ACORN Woodland Elementary, Allendale Elementary, Bret Harte Middle, Bridges, Castlemont High, Coliseum College Prep, East Oakland PRIDE Elementary, Elmhurst

United, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery, Fremont High, Frick United, Fruitvale Elementary, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Life, Lockwood STEAM, Madison Park 6-12, Manzanita Community, Markham Elementary, Martin Luther King, Jr. Elementary, McClymonds High, Oakland Academy of Knowledge, Reach, Roosevelt Middle, Think College Now Elementary, United for Success, Urban Promise, West Oakland Middle, and Westlake Middle.

- **Action 2.10 (Newcomer Achievement):** Newcomer Teacher Leaders (at the elementary level) and Newcomer Social Workers (at the secondary level) will support newcomers at the following schools with high concentrations of newcomer students: Allendale Elementary, 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, International Community, Reach, Frick United, Elmhurst United Middle, Urban Promise, Castlemont High, Fremont High, Oakland High, Rudsdale High, and Oakland International High.
- **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 support: Bella Vista Elementary, Greenleaf Elementary, Garfield Elementary, La Escuelita Elementary, Markham Elementary, Lockwood STEAM, Martin Luther King, Jr. Elementary, International Community, Think College Now Elementary, Reach, Claremont Middle, West Oakland Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park 6-12, Frick United, United For Success, Elmhurst United Middle, Coliseum College Prep, Urban Promise, Castlemont High, Fremont High, McClymonds High, Oakland High, Oakland Technical High, Skyline High, Bunche, Dewey, Life, MetWest High, Rudsdale Continuation High, and Oakland International High.

| 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 | 1:27 | 1:20 |
| STAFF-TO-STUDENT RATIO OF CERTIFICATED STAFF PROVIDING DIRECT SERVICES TO STUDENTS | 1:16 | 1:13 |

## 2026-27 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2026-27 | $ 362,068,917 | $ 120,702,398 | 33.34% | 0.60% | 33.93% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| | $ 127,659,744 | $ 116,833,293 | $ 62,881,793 | $ 40,105,891 | $ 347,480,721 | $ 266,528,277 | $ 80,952,444 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-Personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Strong Readers: Early Literacy & Secondary Literacy | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 31,127,325 | $ 557,588 | $ 1,445,664 | $ 13,577,577 | $ 8,317,403 | $ 8,344,269 | $ 31,684,913 | 0.000% |
| 1 | 1.2 | Excellence in Science, Technology, Engineering & Mathematics | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 4,312,454 | $ 73,934 | $ 920,448 | $ 1,297,093 | $ 978,687 | $ 1,190,160 | $ 4,386,388 | 0.000% |
| 1 | 1.3 | Equitable Access to a Broad Course of Study | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 14,245,396 | $ 816,387 | $ 9,082,689 | $ 580,355 | $ 4,454,811 | $ 943,928 | $ 15,061,783 | 0.000% |
| 1 | 1.4 | Visual & Performing Arts | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 21,592,406 | $ 1,975,223 | $ 3,077,465 | $ 9,132,412 | $ 10,834,438 | $ 523,314 | $ 23,567,629 | 0.000% |
| 1 | 1.5 | Early Childhood Learning | All | No | LEA-wide | All | Specific Grades: Preschool & TK | Ongoing | $ 8,368,890 | $ 3,096,258 | $ - | $ - | $ 11,465,148 | $ - | $ 11,465,148 | 0.000% |
| 1 | 1.6 | Multilingual Programs | All | No | Schoolwide | All | Specific Schools: Dual Language | Ongoing | $ 350,871 | $ - | $ - | $ 134,998 | $ - | $ 215,873 | $ 350,871 | 0.000% |
| 1 | 1.7 | College & Career for All | All | Yes | LEA-wide | All | Specific Grades: Grades 9–12 | Ongoing | $ 12,926,174 | $ 5,406,331 | $ 530,245 | $ 9,106,340 | $ 6,306,638 | $ 2,389,282 | $ 18,332,505 | 0.000% |
| 1 | 1.8 | Counseling & Equitable Master Scheduling | All | Yes | LEA-wide | All | Specific Grades: Grades 6–12 | Ongoing | $ 8,544,843 | $ - | $ 6,390,176 | $ 619,653 | $ 860,571 | $ 674,443 | $ 8,544,843 | 0.000% |
| 1 | 1.9 | Data-Driven Decision Making | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 7,845,967 | $ - | $ 7,429,504 | $ 49,520 | $ 366,943 | $ - | $ 7,845,967 | 0.000% |
| 1 | 1.10 | Network-Based School Supports | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,788,315 | $ 335,000 | $ 2,702,382 | $ 316,000 | $ 104,933 | $ - | $ 3,123,315 | 0.000% |
| 1 | 1.11 | School Improvement | All | Yes | Schoolwide | All | Specific Schools: CSI & Identified Small Elementary Schools | Ongoing | $ 9,554,407 | $ 274,230 | $ 9,036,488 | $ - | $ - | $ 792,149 | $ 9,828,637 | 0.000% |
| 2 | 2.1 | African American Student Achievement | African American Students | Yes | LEA-wide | All | All Schools | Ongoing | $ 3,717,961 | $ 267,378 | $ 2,068,973 | $ 904,198 | $ 575,718 | $ 436,450 | $ 3,985,339 | 0.000% |
| 2 | 2.2 | Latino & Native American Student Achievement | Latino and Native American Students | Yes | LEA-wide | All | All Schools | Ongoing | $ 990,272 | $ 79,361 | $ 967,594 | $ - | $ 69,361 | $ 32,678 | $ 1,069,633 | 0.000% |
| 2 | 2.3 | Arab, Asian & Pacific Islander Student Achievement | Arab, Asian, and Pacific Islander Students | Yes | LEA-wide | All | All Schools | Ongoing | $ 134,638 | $ 316,465 | $ 451,103 | $ - | $ - | $ - | $ 451,103 | 0.000% |
| 2 | 2.4 | Students with Disabilities Achievement | Students with Disabilities | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,753,618 | $ 1,089,999 | $ 2,790,652 | $ 319,187 | $ 733,778 | $ - | $ 3,843,617 | 0.000% |
| 2 | 2.5 | Low-Income Student Achievement | Low-Income Students | Yes | Limited | Low-Income | All Schools | Ongoing | $ 3,941,622 | $ 1,550,509 | $ 1,554,540 | $ - | $ 62,500 | $ 3,875,091 | $ 5,492,131 | 0.000% |
| 2 | 2.6 | Unhoused Student Achievement | Unhoused Students | No | Limited | Low-Income | All Schools | Ongoing | $ 197,594 | $ 723,579 | $ - | $ - | $ - | $ 921,173 | $ 921,173 | 0.000% |
| 2 | 2.7 | Foster Youth Achievement | Foster Youth | No | Limited | Foster Youth | All Schools | Ongoing | $ 636,279 | $ - | $ - | $ - | $ - | $ 636,279 | $ 636,279 | 0.000% |
| 2 | 2.8 | English Learner Achievement | English Learners | Yes | Limited | English Learners | All Schools | Ongoing | $ 2,056,629 | $ - | $ 444,369 | $ 68,365 | $ 373,666 | $ 1,170,229 | $ 2,056,629 | 0.000% |
| 2 | 2.9 | Long-Term English Learner Achievement | Long-Term English Learners | No | Limited | English Learners | All Schools | Ongoing | $ 389,406 | $ - | $ - | $ - | $ - | $ 389,406 | $ 389,406 | 0.000% |
| 2 | 2.10 | Newcomer Achievement | Newcomers | Yes | Limited | English Learners | All Schools | Ongoing | $ 6,681,232 | $ 75,570 | $ 3,621,303 | $ 913,278 | $ 889,505 | $ 1,332,716 | $ 6,756,802 | 0.000% |
| 2 | 2.11 | Alternative Education | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 11,346,550 | $ 1,928,396 | $ 13,274,946 | $ - | $ - | $ - | $ 13,274,946 | 0.000% |
| 2 | 2.12 | Expanded Learning Opportunities | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 11,685,389 | $ 42,525,065 | $ 371,736 | $ 48,118,915 | $ 220,000 | $ 5,499,803 | $ 54,210,454 | 0.000% |
| 3 | 3.1 | Safe and Welcoming Schools | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 19,753,536 | $ 3,050,001 | $ 20,309,815 | $ 1,128,824 | $ 988,566 | $ 376,332 | $ 22,803,537 | 0.000% |
| 3 | 3.2 | Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 5,326,315 | $ 848,177 | $ 1,630,937 | $ 1,481,065 | $ 842,407 | $ 2,220,083 | $ 6,174,492 | 0.000% |
| 3 | 3.3 | Student Health & Wellness | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,066,823 | $ 1,854,441 | $ 225,270 | $ 136,984 | $ 3,514,010 | $ 45,000 | $ 3,921,264 | 0.000% |
| 3 | 3.4 | Behavioral & Mental Health | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 5,128,641 | $ 831,267 | $ 2,525,323 | $ 450,139 | $ 2,494,439 | $ 490,007 | $ 5,959,908 | 0.000% |
| 3 | 3.5 | Attendance Supports | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 10,153,250 | $ 17,840 | $ 4,149,130 | $ 1,871,756 | $ 1,552,477 | $ 2,597,727 | $ 10,171,090 | 0.000% |
| 3 | 3.6 | Youth Engagement & Leadership | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,892,639 | $ 2,298,522 | $ 312,090 | $ 234,437 | $ 3,541,657 | $ 102,977 | $ 4,191,161 | 0.000% |
| 3 | 3.7 | Community Schools | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 13,531,779 | $ 4,604,856 | $ 277,814 | $ 16,807,232 | $ 762,306 | $ 289,283 | $ 18,136,635 | 0.000% |
| 3 | 3.8 | Quality Learning Environments | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,321,575 | $ 3,921,504 | $ 4,554,289 | $ 12,982 | $ 124,582 | $ 551,226 | $ 5,243,079 | 0.000% |

## 2026-27 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2026-27 | $ 362,068,917 | $ 120,702,398 | 33.34% | 0.60% | 33.93% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| | $ 127,659,744 | $ 116,833,293 | $ 62,881,793 | $ 40,105,891 | $ 347,480,721 | $ 266,528,277 | $ 80,952,444 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-Personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.9 | Family Partnerships & Language Access | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 3,308,178 | $ 344,756 | $ 1,516,042 | $ 1,171,606 | $ 350,714 | $ 614,572 | $ 3,652,934 | 0.000% |
| 3 | 3.10 | Enrollment Supports | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,640,627 | $ - | $ 1,425,241 | $ - | $ 215,386 | $ - | $ 1,640,627 | 0.000% |
| 3 | 3.11 | District Communication | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 308,730 | $ - | $ 308,730 | $ - | $ - | $ - | $ 308,730 | 0.000% |
| 4 | 4.1 | Diverse & Stable Staff | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 18,883,083 | $ 778,372 | $ 17,956,027 | $ 364,791 | $ 181,773 | $ 1,158,864 | $ 19,661,455 | 0.000% |
| 4 | 4.2 | Staff Growth & Development | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 8,726,526 | $ 476,843 | $ 5,620,577 | $ 894,521 | $ 592,830 | $ 2,095,441 | $ 9,203,369 | 0.000% |
| 4 | 4.3 | New Teacher Support & Development | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,991,864 | $ - | $ 688,182 | $ - | $ 1,106,546 | $ 197,136 | $ 1,991,864 | 0.000% |
| 5 | 5.1 | Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy | All | No | Schoolwide | All | Specific School: Korematsu Discovery | One year | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 5 | 5.2 | Academic Acceleration & Instructional Improvement at Markham Elementary | All | No | Schoolwide | All | Specific School: Markham Elementary | One year | $ 264,014 | $ 68,236 | $ - | $ 332,250 | $ - | $ - | $ 332,250 | 0.000% |
| 5 | 5.3 | Academic Acceleration & Instructional Improvement at Prescott Elementary | All | No | Schoolwide | All | Specific School: Prescott Elementary | One year | $ 178,906 | $ - | $ - | $ 178,906 | $ - | $ - | $ 178,906 | 0.000% |
| 5 | 5.4 | Academic Acceleration & Instructional Improvement at Brookfield Elementary | All | No | Schoolwide | All | Specific School: Brookfield Elementary | One year | $ 134,530 | $ 69,662 | $ - | $ 204,192 | $ - | $ - | $ 204,192 | 0.000% |
| 5 | 5.5 | Academic Acceleration & Instructional Improvement at Burckhalter Elementary | All | No | Schoolwide | All | Specific School: Burckhalter Elementary | One year | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 5 | 5.6 | Academic Acceleration & Instructional Improvement at Sankofa United Elementary | All | No | Schoolwide | All | Specific School: Sankofa United Elementary | One year | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 5 | 5.7 | Academic Acceleration & Instructional Improvement at Frick United Academy of Languages | All | No | Schoolwide | All | Specific School: Frick United | One year | $ 198,169 | $ 1,290 | $ - | $ 199,459 | $ - | $ - | $ 199,459 | 0.000% |
| 5 | 5.8 | Academic Acceleration & Instructional Improvement at Westlake Middle | All | No | Schoolwide | All | Specific School: Westlake Middle | One year | $ 371,384 | $ 44,729 | $ - | $ 416,113 | $ - | $ - | $ 416,113 | 0.000% |
| 5 | 5.9 | Academic Acceleration & Instructional Improvement at Hoover Elementary | All | No | Schoolwide | All | Specific School: Hoover Elementary | One year | $ 379,643 | $ 32,950 | $ - | $ 412,593 | $ - | $ - | $ 412,593 | 0.000% |
| 5 | 5.10 | Academic Acceleration & Instructional Improvement at Martin Luther King, Jr. Elementary | All | No | Schoolwide | All | Specific School: MLK, Jr. Elementary | One year | $ 347,696 | $ 44,301 | $ - | $ 391,997 | $ - | $ - | $ 391,997 | 0.000% |
| 5 | 5.11 | Academic Acceleration & Instructional Improvement at West Oakland Middle | All | No | Schoolwide | All | Specific School: West Oakland Middle | One year | $ 239,843 | $ 10,081 | $ - | $ 249,924 | $ - | $ - | $ 249,924 | 0.000% |
| 6 | 6.1 | Academic Acceleration & Instructional Improvement at Castlemont High | All | No | Schoolwide | All | Specific School: Castlemont High | One year | $ 481,573 | $ 84,320 | $ - | $ 565,893 | $ - | $ - | $ 565,893 | 0.000% |
| 6 | 6.2 | Social Emotional Supports at Castlemont High | All | No | Schoolwide | All | Specific School: Castlemont High | One year | $ 463,716 | $ - | $ - | $ 463,716 | $ - | $ - | $ 463,716 | 0.000% |
| 6 | 6.3 | Social Emotional Supports at McClymonds High | All | No | Schoolwide | All | Specific School: McClymonds High | One year | $ 375,508 | $ - | $ - | $ 375,508 | $ - | $ - | $ 375,508 | 0.000% |
| 6 | 6.4 | Family Engagement at McClymonds High | All | No | Schoolwide | All | Specific School: McClymonds High | One year | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 6 | 6.5 | Academic Acceleration & Instructional Improvement at Oakland International High | All | No | Schoolwide | All | Specific School: Oakland International High | One year | $ 349,274 | $ - | $ - | $ 349,274 | $ - | $ - | $ 349,274 | 0.000% |
| 6 | 6.6 | Social Emotional Supports at Oakland International High | All | No | Schoolwide | All | Specific School: Oakland International High | One year | $ 229,546 | $ - | $ - | $ 229,546 | $ - | $ - | $ 229,546 | 0.000% |
| 6 | 6.7 | Academic Acceleration & Instructional Improvement at McClymonds High | All | No | Schoolwide | All | Specific School: McClymonds High | One year | $ 33,033 | $ 3,391 | $ - | $ 36,424 | $ - | $ - | $ 36,424 | 0.000% |
| 6 | 6.8 | Academic Acceleration & Instructional Improvement at MetWest High | All | No | Schoolwide | All | Specific School: MetWest High | One year | $ 48,339 | $ 6,466 | $ - | $ 54,805 | $ - | $ - | $ 54,805 | 0.000% |

## 2026-27 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2026-27 | $ 362,068,917 | $ 120,702,398 | 33.34% | 0.60% | 33.93% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| | $ 127,659,744 | $ 116,833,293 | $ 62,881,793 | $ 40,105,891 | $ 347,480,721 | $ 266,528,277 | $ 80,952,444 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-Personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6.9 | Social Emotional Supports at MetWest High | All | No | Schoolwide | All | Specific School: MetWest High | One year | $ 171,182 | $ - | $ - | $ 171,182 | $ - | $ - | $ 171,182 | 0.000% |
| 7 | 7.1 | Social Emotional Supports at Dewey Academy | All | No | Schoolwide | All | Specific School: Dewey Academy | One year | $ 244,191 | $ - | $ - | $ 244,191 | $ - | $ - | $ 244,191 | 0.000% |
| 7 | 7.2 | Social Emotional Supports at Bunche Academy | All | No | Schoolwide | All | Specific School: Bunche Academy | One year | $ 180,453 | $ - | $ - | $ 180,453 | $ - | $ - | $ 180,453 | 0.000% |
| 7 | 7.3 | Academic Acceleration at Rudsdale Continuation | All | No | Schoolwide | All | Specific School: Rudsdale Continuation | One year | $ 249,006 | $ - | $ - | $ 249,006 | $ - | $ - | $ 249,006 | 0.000% |
| 7 | 7.4 | College & Career Supports at Rudsdale Continuation | All | No | Schoolwide | All | Specific School: Rudsdale Continuation | One year | $ 139,229 | $ - | $ - | $ 139,229 | $ - | $ - | $ 139,229 | 0.000% |
| 7 | 7.5 | Social Emotional Supports at Rudsdale Continuation | All | No | Schoolwide | All | Specific School: Rudsdale Continuation | One year | $ 266,386 | $ - | $ - | $ 266,386 | $ - | $ - | $ 266,386 | 0.000% |
| 7 | 7.6 | Academic Acceleration & Instructional Improvement at Dewey Academy | All | No | Schoolwide | All | Specific School: Dewey Academy | One year | $ 118,207 | $ - | $ - | $ 118,207 | $ - | $ - | $ 118,207 | 0.000% |
| 7 | 7.7 | Academic Acceleration & Instructional Improvement at Bunche Academy | All | No | Schoolwide | All | Specific School: Bunche Academy | One year | $ - | $ 17,748 | $ - | $ 17,748 | $ - | $ - | $ 17,748 | 0.000% |
| 8 | 8.1 | Academic Acceleration at Home & Hospital Program | All | No | Schoolwide | All | Specific School: Home & Hospital Program | One year | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 8 | 8.2 | Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study | All | No | Schoolwide | All | Specific School: Sojourner Truth Independent Study | One year | $ 569,822 | $ 14,724 | $ - | $ 584,546 | $ - | $ - | $ 584,546 | 0.000% |
| 8 | 8.3 | Social Emotional Supports at Sojourner Truth Independent Study | All | No | Schoolwide | All | Specific School: Sojourner Truth Independent Study | One year | $ 272,823 | $ - | $ - | $ 272,823 | $ - | $ - | $ 272,823 | 0.000% |
| 8 | 8.4 | Academic Acceleration at Street Academy | All | No | Schoolwide | All | Specific School: Street Academy | One year | $ - | $ 110,668 | $ - | $ 110,668 | $ - | $ - | $ 110,668 | 0.000% |
| 8 | 8.5 | Academic Acceleration at Gateway to College | All | No | Schoolwide | All | Specific School: Gateway to College | One year | $ - | $ 326,026 | $ - | $ 326,026 | $ - | $ - | $ 326,026 | 0.000% |

## 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 362,068,917 | $ 120,702,398 | 33.34% | 0.60% | 33.93% | $ 127,659,744 | 0.00% | 35.26% | **Total:** | $ 127,659,744 |
| | | | | | | | | **LEA-wide Total:** | $ 113,003,044 |
| | | | | | | | | **Limited Total:** | $ 5,620,212 |
| | | | | | | | | **Schoolwide Total:** | $ 9,036,488 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Strong Readers: Early Literacy & Secondary Literacy | Yes | LEA-wide | All | All Schools | $ 1,445,664 | 0.000% |
| 1 | 1.2 | Excellence in Science, Technology, Engineering & Mathematics | Yes | LEA-wide | All | All Schools | $ 920,448 | 0.000% |
| 1 | 1.3 | Equitable Access to a Broad Course of Study | Yes | LEA-wide | All | All Schools | $ 9,082,689 | 0.000% |
| 1 | 1.4 | Visual & Performing Arts | Yes | LEA-wide | All | All Schools | $ 3,077,465 | 0.000% |
| 1 | 1.7 | College & Career for All | Yes | LEA-wide | All | Specific Grades: Grades 9–12 | $ 530,245 | 0.000% |
| 1 | 1.8 | Counseling & Equitable Master Scheduling | Yes | LEA-wide | All | Specific Grades: Grades 6–12 | $ 6,390,176 | 0.000% |
| 1 | 1.9 | Data-Driven Decision Making | Yes | LEA-wide | All | All Schools | $ 7,429,504 | 0.000% |
| 1 | 1.10 | Network-Based School Supports | Yes | LEA-wide | All | All Schools | $ 2,702,382 | 0.000% |
| 1 | 1.11 | School Improvement | Yes | Schoolwide | All | Specific Schools: CSI & Identified Small Elementary Schools | $ 9,036,488 | 0.000% |
| 2 | 2.1 | African American Student Achievement | Yes | LEA-wide | All | All Schools | $ 2,068,973 | 0.000% |
| 2 | 2.2 | Latino & Native American Student Achievement | Yes | LEA-wide | All | All Schools | $ 967,594 | 0.000% |
| 2 | 2.3 | Arab, Asian & Pacific Islander Student Achievement | Yes | LEA-wide | All | All Schools | $ 451,103 | 0.000% |
| 2 | 2.4 | Students with Disabilities Achievement | Yes | LEA-wide | All | All Schools | $ 2,790,652 | 0.000% |
| 2 | 2.5 | Low-Income Student Achievement | Yes | Limited | Low-Income | All Schools | $ 1,554,540 | 0.000% |
| 2 | 2.8 | English Learner Achievement | Yes | Limited | English Learners | All Schools | $ 444,369 | 0.000% |
| 2 | 2.10 | Newcomer Achievement | Yes | Limited | English Learners | All Schools | $ 3,621,303 | 0.000% |
| 2 | 2.11 | Alternative Education | Yes | LEA-wide | All | All Schools | $ 13,274,946 | 0.000% |
| 2 | 2.12 | Expanded Learning Opportunities | Yes | LEA-wide | All | All Schools | $ 371,736 | 0.000% |
| 3 | 3.1 | Safe and Welcoming Schools | Yes | LEA-wide | All | All Schools | $ 20,309,815 | 0.000% |
| 3 | 3.2 | Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices | Yes | LEA-wide | All | All Schools | $ 1,630,937 | 0.000% |
| 3 | 3.3 | Student Health & Wellness | Yes | LEA-wide | All | All Schools | $ 225,270 | 0.000% |
| 3 | 3.4 | Behavioral & Mental Health | Yes | LEA-wide | All | All Schools | $ 2,525,323 | 0.000% |
| 3 | 3.5 | Attendance Supports | Yes | LEA-wide | All | All Schools | $ 4,149,130 | 0.000% |
| 3 | 3.6 | Youth Engagement & Leadership | Yes | LEA-wide | All | All Schools | $ 312,090 | 0.000% |

## 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 362,068,917 | $ 120,702,398 | 33.34% | 0.60% | 33.93% | $ 127,659,744 | 0.00% | 35.26% | **Total:** | $ 127,659,744 |
| | | | | | | | | **LEA-wide Total:** | $ 113,003,044 |
| | | | | | | | | **Limited Total:** | $ 5,620,212 |
| | | | | | | | | **Schoolwide Total:** | $ 9,036,488 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.7 | Community Schools | Yes | LEA-wide | All | All Schools | $ 277,814 | 0.000% |
| 3 | 3.8 | Quality Learning Environments | Yes | LEA-wide | All | All Schools | $ 4,554,289 | 0.000% |
| 3 | 3.9 | Family Partnerships & Language Access | Yes | LEA-wide | All | All Schools | $ 1,516,042 | 0.000% |
| 3 | 3.10 | Enrollment Supports | Yes | LEA-wide | All | All Schools | $ 1,425,241 | 0.000% |
| 3 | 3.11 | District Communication | Yes | LEA-wide | All | All Schools | $ 308,730 | 0.000% |
| 4 | 4.1 | Diverse & Stable Staff | Yes | LEA-wide | All | All Schools | $ 17,956,027 | 0.000% |
| 4 | 4.2 | Staff Growth & Development | Yes | LEA-wide | All | All Schools | $ 5,620,577 | 0.000% |
| 4 | 4.3 | New Teacher Support & Development | Yes | LEA-wide | All | All Schools | $ 688,182 | 0.000% |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Strong Readers: Early Literacy & Secondary Literacy | Yes | $ 40,416,167 | $ 28,709,909 |
| 1 | 1.2 | Excellence in Science, Technology, Engineering & Mathematics | Yes | $ 6,135,935 | $ 6,210,222 |
| 1 | 1.3 | Equitable Access to a Broad Course of Study | Yes | $ 19,785,391 | $ 20,301,793 |
| 1 | 1.4 | Visual and Performing Arts | Yes | $ 15,995,803 | $ 14,065,664 |
| 1 | 1.5 | Early Childhood Learning | Yes | $ 8,980,186 | $ 6,842,490 |
| 1 | 1.6 | Multilingual Programs | No | $ 471,640 | $ 434,344 |
| 1 | 1.7 | College & Career for All | Yes | $ 15,075,795 | $ 12,652,412 |
| 1 | 1.8 | Counseling & Equitable Master Scheduling | Yes | $ 7,576,082 | $ 7,570,482 |
| 1 | 1.9 | Data-Driven Decision Making | Yes | $ 6,935,116 | $ 6,421,376 |
| 1 | 1.10 | Network-Based School Supports | Yes | $ 3,744,075 | $ 3,395,593 |
| 1 | 1.11 | School Improvement | Yes | $ 3,923,605 | $ 9,834,544 |
| 2 | 2.1 | African American Student Achievement | Yes | $ 3,984,133 | $ 3,657,953 |
| 2 | 2.2 | Latino & Native American Student Achievement | Yes | $ 1,394,397 | $ 1,162,977 |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.3 | Arab, Asian & Pacific Islander Student Achievement | Yes | $ 878,936 | $ 817,439 |
| 2 | 2.4 | Students with Disabilities Achievement | Yes | $ 4,583,575 | $ 4,270,306 |
| 2 | 2.5 | Low-Income Student Achievement | Yes | $ 3,208,283 | $ 3,840,858 |
| 2 | 2.6 | Unhoused Student Achievement | No | $ 2,061,266 | $ 853,018 |
| 2 | 2.7 | Foster Youth Achievement | No | $ 640,138 | $ 634,983 |
| 2 | 2.8 | English Learner Achievement | Yes | $ 1,917,412 | $ 1,112,153 |
| 2 | 2.9 | Long-Term English Learner Achievement | No | $ 491,724 | $ 393,412 |
| 2 | 2.10 | Newcomer Achievement | Yes | $ 7,834,454 | $ 7,553,497 |
| 2 | 2.11 | Alternative Education | Yes | $ 1,171,045 | $ 11,508,417 |
| 2 | 2.12 | Expanded Learning Opportunities | Yes | $ 55,870,440 | $ 67,063,246 |
| 3 | 3.1 | Safe & Welcoming Schools | Yes | $ 29,964,277 | $ 19,979,954 |
| 3 | 3.2 | Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices | Yes | $ 7,095,165 | $ 5,171,435 |
| 3 | 3.3 | Student Health and Wellness | Yes | $ 4,771,527 | $ 2,852,288 |
| 3 | 3.4 | Behavioral & Mental Health | Yes | $ 9,109,298 | $ 5,617,262 |
| 3 | 3.5 | Attendance Supports | Yes | $ 10,859,852 | $ 12,814,055 |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.6 | Youth Engagement & Leadership | Yes | $ 658,105 | $ 2,693,165 |
| 3 | 3.7 | Community Schools | Yes | $ 18,065,175 | $ 15,623,860 |
| 3 | 3.8 | Quality Learning Environments | Yes | $ 12,430,672 | $ 8,735,156 |
| 3 | 3.9 | Family Partnerships & Language Access | Yes | $ 4,977,273 | $ 3,963,654 |
| | 3.10 | Enrollment Supports | Yes | $ 1,310,400 | $ 1,298,303 |
| 3 | 3.11 | District Communication | Yes | $ 420,147 | $ 420,372 |
| 4 | 4.1 | Diverse & Stable Staff | Yes | $ 18,299,183 | $ 22,229,617 |
| 4 | 4.2 | Staff Growth & Development | Yes | $ 18,238,444 | $ 6,574,451 |
| 4 | 4.3 | New Teacher Support & Development | Yes | $ 2,137,350 | $ 1,983,595 |
| 5 | 5.1 | Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy | No | $ 50,967 | $ - |
| 5 | 5.2 | Academic Acceleration & Instructional Improvement at Markham Elementary | No | $ 461,300 | $ 275,832 |
| 5 | 5.3 | Academic Acceleration & Instructional Improvement at Prescott Elementary | No | $ - | $ 18 |
| 5 | 5.4 | Academic Acceleration & Instructional Improvement at Brookfield Elementary | No | $ 121,594 | $ 56,167 |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 5 | 5.5 | Academic Acceleration & Instructional Improvement at Burckhalter Elementary | No | $ 218,869 | $ 220,329 |
| 5 | 5.6 | Academic Acceleration & Instructional Improvement at Sankofa United Elementary | No | $ 234,503 | $ 149,469 |
| 5 | 5.7 | Academic Acceleration & Instructional Improvement at Frick United Academy of Languages | No | $ 388,232 | $ 113,598 |
| 5 | 5.8 | Academic Acceleration & Instructional Improvement at Westlake Middle | No | $ 330,910 | $ 299,054 |
| 6 | 6.1 | Academic Acceleration & Instructional Improvement at Castlemont High | No | $ 571,821 | $ 335,178 |
| 6 | 6.2 | Social Emotional Supports at Castlemont High | No | $ 321,410 | $ 145,366 |
| 6 | 6.3 | Social Emotional Supports at McClymonds High | No | $ 217,489 | $ 198,816 |
| 6 | 6.4 | Family Engagement at McClymonds High | No | $ 64,783 | $ - |
| 6 | 6.5 | Academic Acceleration & Instructional Improvement at Oakland International High | No | $ 133,015 | $ 121,711 |
| 6 | 6.6 | Social Emotional Supports at Oakland International High | No | $ 347,402 | $ 172,791 |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 7 | 7.1 | Social Emotional Supports at Dewey Academy | No | $ 110,166 | $ 86,376 |
| 7 | 7.2 | Social Emotional Supports at Bunche Academy | No | $ 81,931 | $ 79,188 |
| 7 | 7.3 | Academic Acceleration at Rudsdale Continuation | No | $ 137,325 | $ 28,771 |
| 7 | 7.4 | College and Career Supports at Rudsdale Continuation | No | $ 137,033 | $ 134,399 |
| 7 | 7.5 | Social Emotional Supports at Rudsdale Continuation | No | $ 169,461 | $ 54,478 |
| 7 | 7.6 | Academic Acceleration & Instructional Improvement at Dewey Academy | No | $ 137,037 | $ 81,791 |
| 7 | 7.7 | Academic Acceleration & Instructional Improvement at Bunche Academy | No | $ 71,665 | $ 83,366 |
| 8 | 8.1 | Academic Acceleration at Home & Hospital Program | No | $ 13,284 | $ - |
| 8 | 8.2 | Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study | No | $ 794,010 | $ 443,565 |

# 2025-26 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $356,911,561 | $332,506,154 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 8 | 8.3 | Social Emotional Supports at Sojourner Truth Independent Study | No | $ 177,309 | $ 161,636 |
| 8 | 8.4 | Academic Acceleration at Street Academy | No | $ 95,538 | $ - |
| 8 | 8.5 | Academic Acceleration at Gateway to College | No | $ 112,041 | $ - |

## 2025-26 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 117,656,805 | $ 151,686,869 | $ 145,916,964 | $ 5,769,905 | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Strong Readers: Early Literacy & Secondary Literacy | Yes | $ 13,107,966 | $ 4,140,676 | 0.000% | 0.000% |
| 1 | 1.2 | Excellence in Science, Technology, Engineering & Mathematics | Yes | $ 2,128,428 | $ 2,174,181 | 0.000% | 0.000% |
| 1 | 1.3 | Equitable Access to a Broad Course of Study | Yes | $ 14,220,368 | $ 14,385,046 | 0.000% | 0.000% |
| 1 | 1.4 | Visual and Performing Arts | Yes | $ 17,500 | $ 124,665 | 0.000% | 0.000% |
| 1 | 1.5 | Early Childhood Learning | Yes | $ 3,700 | $ 3,352 | 0.000% | 0.000% |
| 1 | 1.7 | College & Career for All | Yes | $ 797,926 | $ 761,875 | 0.000% | 0.000% |
| 1 | 1.8 | Counseling & Equitable Master Scheduling | Yes | $ 5,586,797 | $ 5,692,409 | 0.000% | 0.000% |
| 1 | 1.9 | Data-Driven Decision Making | Yes | $ 6,561,942 | $ 6,063,003 | 0.000% | 0.000% |
| 1 | 1.10 | Network-Based School Supports | Yes | $ 2,855,307 | $ 3,188,854 | 0.000% | 0.000% |
| 1 | 1.11 | School Improvement | Yes | $ 2,087,435 | $ 9,063,931 | 0.000% | 0.000% |
| 2 | 2.1 | African American Student Achievement | Yes | $ 2,155,154 | $ 2,007,771 | 0.000% | 0.000% |
| 2 | 2.2 | Latino & Native American Student Achievement | Yes | $ 1,292,919 | $ 1,103,948 | 0.000% | 0.000% |
| 2 | 2.3 | Arab, Asian & Pacific Islander Student Achievement | Yes | $ 809,685 | $ 817,439 | 0.000% | 0.000% |
| 2 | 2.4 | Students with Disabilities Achievement | Yes | $ 3,654,918 | $ 3,676,585 | 0.000% | 0.000% |
| 2 | 2.5 | Low-Income Student Achievement | Yes | $ 2,920,200 | $ 2,584,149 | 0.000% | 0.000% |
| 2 | 2.8 | English Learner Achievement | Yes | $ 468,412 | $ 380,505 | 0.000% | 0.000% |
| 2 | 2.10 | Newcomer Achievement | Yes | $ 5,488,563 | $ 5,415,029 | 0.000% | 0.000% |
| 2 | 2.11 | Alternative Education | Yes | $ 1,163,402 | $ 11,508,417 | 0.000% | 0.000% |
| 2 | 2.12 | Expanded Learning Opportunities | Yes | $ 159,655 | $ 142,634 | 0.000% | 0.000% |
| 3 | 3.1 | Safe & Welcoming Schools | Yes | $ 26,628,457 | $ 17,239,203 | 0.000% | 0.000% |
| 3 | 3.2 | Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices | Yes | $ 1,614,790 | $ 1,534,183 | 0.000% | 0.000% |
| 3 | 3.3 | Student Health and Wellness | Yes | $ 251,566 | $ 357,934 | 0.000% | 0.000% |

## 2025-26 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 117,656,805 | $ 151,686,869 | $ 145,916,964 | $ 5,769,905 | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Behavioral & Mental Health | Yes | $ 6,209,318 | $ 4,260,017 | 0.000% | 0.000% |
| 3 | 3.5 | Attendance Supports | Yes | $ 6,733,269 | $ 9,134,136 | 0.000% | 0.000% |
| 3 | 3.6 | Youth Engagement & Leadership | Yes | $ 587,561 | $ 712,521 | 0.000% | 0.000% |
| 3 | 3.7 | Community Schools | Yes | $ 6,759,226 | $ 5,754,638 | 0.000% | 0.000% |
| 3 | 3.8 | Quality Learning Environments | Yes | $ 8,566,061 | $ 8,034,693 | 0.000% | 0.000% |
| 3 | 3.9 | Family Partnerships & Language Access | Yes | $ 2,387,046 | $ 2,244,517 | 0.000% | 0.000% |
|  | 3.10 | Enrollment Supports | Yes | $ 1,069,715 | $ 1,071,428 | 0.000% | 0.000% |
| 3 | 3.11 | District Communication | Yes | $ 420,147 | $ 420,372 | 0.000% | 0.000% |
| 4 | 4.1 | Diverse & Stable Staff | Yes | $ 15,989,435 | $ 18,786,292 | 0.000% | 0.000% |
| 4 | 4.2 | Staff Growth & Development | Yes | $ 8,299,462 | $ 2,443,739 | 0.000% | 0.000% |
| 4 | 4.3 | New Teacher Support & Development | Yes | $ 690,539 | $ 688,822 | 0.000% | 0.000% |

## 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 352,169,070 | $ 117,656,805 | 8.62% | 42.03% | $ 145,916,964 | 0.00% | 41.43% | $ 2,096,815 | 0.60% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## *Purpose*

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## *Requirements and Instructions*

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

## Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

### Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## *Purpose*

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## *Total Planned Expenditures Table*

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## *Annual Update Table*

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## *Contributing Actions Annual Update Table*

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## *Calculations in the Action Tables*

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).