LCFF Budget Overview for Parents

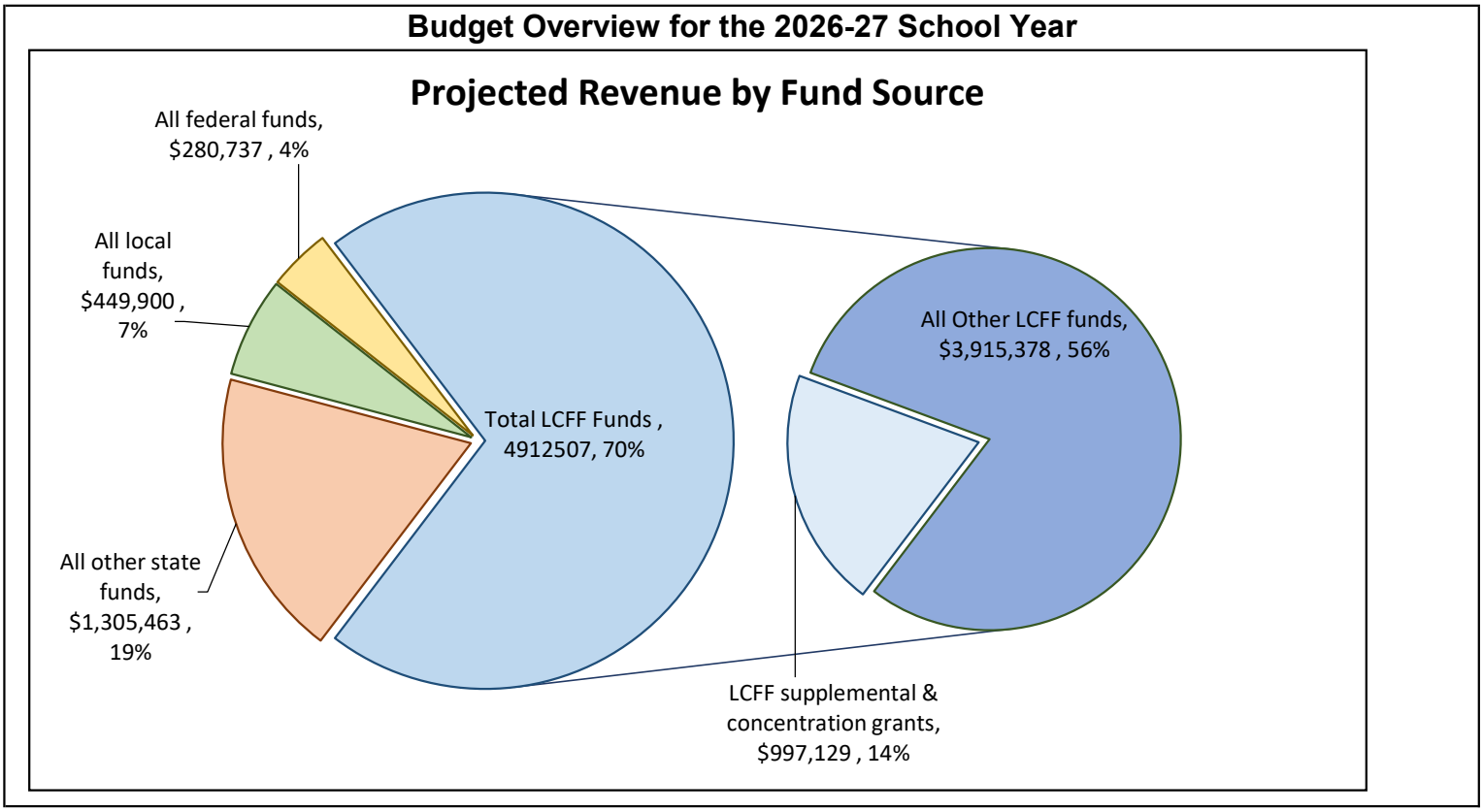
Local Educational Agency (LEA) Name: Oakland Unity High School

CDS Code: 1612590100065

School Year: 2026-27

LEA contact information: William Nee, (510)684-9375 wnee@unityhigh.org

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).

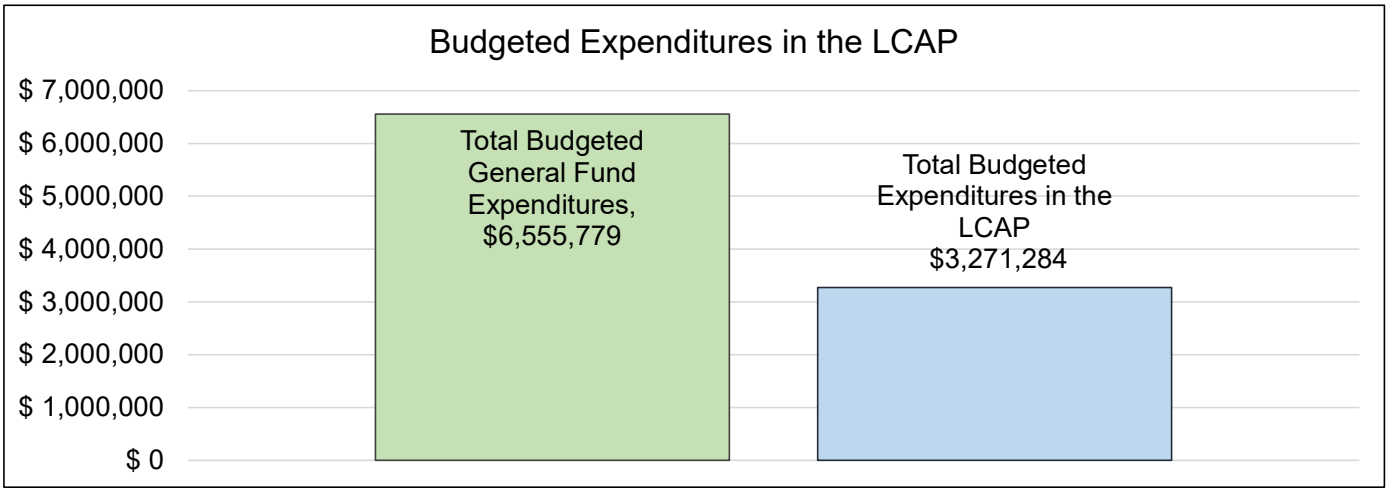


This chart shows the total general purpose revenue Oakland Unity High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Unity High School is $6,948,607.00, of which $4,912,507.00 is Local Control Funding Formula (LCFF), $1,305,463.00 is other state funds, $449,900.00 is local funds, and $280,737.00 is federal funds. Of the $4,912,507.00 in LCFF Funds, $997,129.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

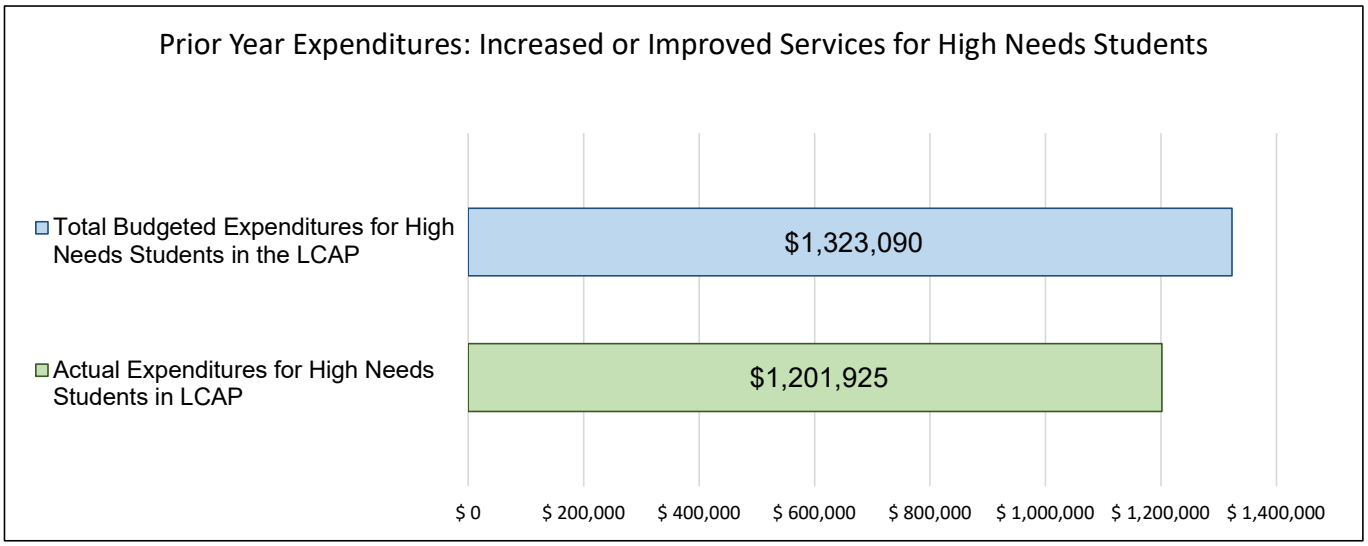
The text description of the above chart is as follows: Oakland Unity High School plans to spend $6,555,779.00 for the 2026-27 school year. Of that amount, $3,271,284.44 is tied to actions/services in the LCAP and $3,284,494.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Oakland Unity High School is projecting it will receive $997,129.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Unity High School must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Unity High School plans to spend $997,129.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Oakland Unity High School's LCAP budgeted $1,323,090.00 for planned actions to increase or improve services for high needs students. Oakland Unity High School actually spent $1,201,925.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $121,165.00 had the following impact on Oakland Unity High School's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unity High School	William Nee, Principal	wnee@unityhigh.org, (510) 635-7170

Plan Summary 2024-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Oakland Unity High School (OUHS) is a public high school chartered by Oakland Unified School District on October 9, 2002. Serving all students in Oakland, the school opened in the fall of 2003 and currently enrolls 295 9th to 12th grade students. Unity enrolls students from all neighborhoods in Oakland with our main feeder areas in East Oakland being the San Antonio, Fruitvale, Central East Oakland, and Elmhurst neighborhoods.

Grade 9 = 97
Grade 10 = 87
Grade 11 = 48
Grade 12 = 63

Males = 159
Females = 136

Asian = 3
Black or African American = 28
Hispanic/Latino = 264
White = 4
Two or More Race = 4

Unity is a school with a mission and vision of preparing all students for college and career, and on a broader level, empowerment of all young people in the City of Oakland for the betterment of the future. We are a California Distinguished School, recognized for our academic achievement at the state level.

Reflections: Annual Performance

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

Summary

On the California School Dashboard, Unity surpassed the state average for all students and significant subgroups in ELA for both 2024 (access here) and 2025 (access here). Unity's College and Career prepared percentage is much higher than the state for all students and significant subgroups in 2024 and 2025. Unity's ELA and Math performance in 2023 is better than most of the comparison schools in the area, including charters, for all students and the majority of significant student groups, even though their Math performance was below the state average. The English Learner Progress is lower than the district and the state and comparison charters, but the 2023 ELA performance of English learners was better than all but one comparison school, the district, and the state, suggesting Unity is still serving English learners and recently reclassified students well. Our standing on the CA Dashboard captures our continuing progress: on three key indicators---SBAC scores, graduation rates, and suspension rates.

CAASPP

On the 11th Grade ELA SBAC, Unity student performance is consistently above all comparisons – neighboring district and charter schools, OUSD, and the state – since 2017. This is true across all student groups -- SED, EL, SWD, and Hispanic/Latino. (SWD was the only group lower than comparisons in 2022 and it was only 11 students.)

In the 11th Grade Math SBAC performance has dropped post-pandemic, but it's still better than most neighboring district and charter schools. This is true for SED, EL, and Hispanic/Latino students compared to neighboring schools as well. SWD are not performing as well.

Science performance as measured by the California Science Test is also better than most neighboring district and charter schools as well as OUSD. This is true for SED, EL and Hispanic/Latino students as well.

English Learners

Unity's English learner reclassification rate pre-pandemic was significantly higher than comparisons, but the state hasn't shared reclassification rate statewide since 2020-21.

Unity English learners consistently score higher on the ELPAC than comparison schools, the district, and the state on the ELPAC. There are fewer students scoring in Level 1 than the comparisons every year since 2018. The percentage of students "At-Risk" of becoming LTELs is much lower at Oakland Unity than comparisons but the percentage of students who are LTELs is in line with comparisons. The vast majority (91%) of Unity's English learners have been in US schools for 6+ years. This is higher than the comparisons.

Cohort Graduates

Unity has a higher graduation rate than neighboring district schools, OUSD, and the state and a much higher percentage of those graduating A-G complete. The graduation rate is similar to neighboring charter schools, but the A-G rate is higher.

College-going rate is better than neighboring district schools but similar to other comparisons.

Climate, Demographics & Teachers

Chronic absenteeism is much lower at Unity than all comparisons. This has been consistent back to 2017-18, and it's true for all student groups.

Unity has a lower percentage of “ineffective teachers” than the neighboring schools and the district.

Unity has a higher stability rate than all comparisons, indicating the students choose to stay at Unity a full year each year.

Unity has a slightly lower percentage of ELs and SWDs than the district, but a much higher percentage of SED students. There are also fewer African American and more Hispanic students at Unity than the district.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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.

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.

Educational Partner(s)	Process for Engagement
Teachers, Administrators, and School Personnel	Teachers and school staff complete a series of surveys at the end of each semester to provide feedback to school leadership regarding the operation and management of the school, the culture and climate, professional development and support, facilities, teaching materials, and the educational program.
Parents	Families complete an annual survey that provides them the opportunity to provide the school leadership with feedback regarding school governance, their children' s academic and social experience at school, and school safety and management. School leaders review parents' answers to the survey questions, analyze trends, and develop appropriate responses. These responses are reflected in LCAP goals. In addition, all families are invited to attend a monthly "Coffee with the Principal", a meeting in which the Principal updates families about upcoming school events and important topics that are relevant at different times in the school year. Parents are invited to express concerns and ask questions. When possible, parent concerns are addressed immediately, or when necessary, they are brought to the broader leadership team for consideration and response.
Students	Students provide school leadership with feedback on the biannual Unity Schools Student Survey. Students are asked to rate aspects of the school’s academic program, extracurriculars, climate and culture, and organization and management. Of particular value are students' answers to the open response question that asks, "Describe something that you think needs to be improved at Unity and ideas for improving it." School leaders review student feedback each semester, look for common trends, and develop appropriate responses. These responses are reflected in LCAP goals.

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

Stakeholder reinforcement of our existing goals is very strong as well as agreement that our past plans of action are still relevant. We must continue to conduct surveys of our students and their families to stay abreast of their changing circumstances and needs. This is crucial to our success. We remain steadfast in our commitment to community empowerment, educational excellence, and addressing the teacher shortage by developing a robust alumni teacher pipeline.

First and foremost, we are dedicated to ensuring all students have access to high-quality instruction. Smaller class sizes remain a priority, as stakeholders emphasized the need for more individualized attention, particularly for students from low-income backgrounds and English Language Learners (ELLs). In response, we are implementing strategies to reduce class sizes, enabling our educators to provide more focused and personalized support that will drive student engagement and academic success, especially in math.

Additionally, we are expanding language support programs to meet the needs of our ELL students, with the goal of improving both language proficiency and overall academic performance. This includes targeted language development courses and specialized programs designed to ensure ELL students thrive.

Recognizing the importance of students' social-emotional well-being, we are also incorporating comprehensive SEL (Social Emotional Learning) initiatives into our framework. With increased access to mental health resources and the hiring of additional counselors, we are prioritizing student well-being and resilience as a foundation for academic success.

Furthermore, we are committed to strengthening the connection between school and community. Improved communication, especially with non-English speaking and low-income families, will be supported through multilingual platforms, regular community meetings, and parent workshops. These efforts will ensure that all families are well-informed and engaged in their children’s education.

Lastly, our focus on addressing the teacher shortage includes the development of a strong alumni teacher pipeline. By empowering our graduates to return as educators, we are investing in a sustainable future for Oakland Unity High School, ensuring that our community continues to grow stronger and more resilient.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Attract, hire, develop and retain excellent teaching staff (with growing capacity to support our students' college and career aspirations, by applying data-based inquiry and research-based practices).**	**Broad Goal**

State Priorities addressed by this goal.

1, 2, 4, 5, 6

An explanation of why the LEA has developed this goal.

We originally developed this goal during our WASC review. We recognized the need to continue to retain highly skilled teaching staff and grow our capacity to: 1. Build a strong data-driven culture as measured by an effective cycle of continuous improvement. School data should be consistently measured, salient, transparent, reflected upon, and considered in decision-making. 2. Improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes. 3. Build a career pathway to increase career readiness and relevance for our students as measured by the number of students participating in career pathway courses, identifying themselves as successful in the pathway, and graduate outcomes related to the pathway.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase the average rate of stay for the teaching staff from the previous year or maintain 90% or above	90%- In 2023–24, the staff retention rate was 90%, establishing a strong baseline for instructional stability.	In 2024–25, Unity maintained a 91% teacher retention rate, with only two certificated teachers departing during the year.	[Insert outcome here]	Maintain ≥90% teacher retention through continued investment in staff development, wellness, and leadership growth.	1% improvement from baseline.
2	Maintain high levels of job satisfaction from teaching and administrative staff that supports the metric above.]	High levels of satisfaction (The 2023–24 school year reflected overall satisfaction increased by about 5% from the prior year.)	In 2024–25, satisfaction reached very high levels, with over 90% of staff identifying OUHS as a positive and supportive workplace, marking continued improvement from 2023–24	[Insert outcome here]	Sustain 92% or higher overall satisfaction through ongoing leadership support, professional development, and staff recognition	None- (Satisfaction increased by approximately 7%)

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025-2026

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.

Teachers work in a highly supportive environment that values professional autonomy and trust. They are given broad flexibility in curriculum design and are supported through coaching to achieve the shared goal of high student academic achievement. The school maintains a small, family-centered community, with many multigenerational Unity families—siblings and children of former students—continuing the legacy of

connection and commitment. Alumni frequently return to serve as academic mentors, and two alumni now serve as fully credentialed, full-time educational staff, reflecting the school's enduring impact and strong sense of community.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Collectively, these actions have proven highly effective in attracting, developing, and retaining excellent teachers. There were no ineffective practices or identified areas for growth.

Teacher Leadership: The Instructional Leadership Team continues to effectively guide professional development and instructional improvement. Teachers report that the structure promotes collaboration, shared accountability, and clear alignment between classroom practice and schoolwide goals. Regular feedback cycles have improved instructional consistency and strengthened peer mentoring.

Administrative Experience: All current administrators previously served as full-time teachers, providing practical insight and credibility in decision-making. This continuity between classroom experience and leadership has enhanced staff trust and reinforced a culture of instructional excellence.

Hybrid Leadership Roles: Teachers are encouraged to assume hybrid roles that allow them to lead in areas where they have demonstrated expertise. These opportunities have expanded the school's leadership capacity, fostered professional growth, and deepened engagement in continuous-improvement efforts.

Compensation and Benefits: The school's competitive benefits and retirement package remain a key factor in teacher retention. Staff consistently note that these supports—combined with strong working relationships—contribute to long-term stability and satisfaction.

Working Conditions: OUHS maintains excellent working conditions characterized by collegial collaboration, small class environments, and open communication. Survey data confirm very high satisfaction levels, exceeding 90 percent, with staff citing morale, leadership support, and sense of community as major strengths.

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.

There were no changes to the standard goal, metrics, target outcomes, or actions for the coming 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
Action #1	Teacher Professional Development, Recruitment and Retention	1. Offer a 10% average raise to all teachers 2. Provide retention bonus from G-1 Funding. 3. Offer more leadership opportunities for teachers - 4. Continue Instructional Leadership Team 5. Provide professional development for teachers during Wednesday staff meetings for teachers to learn new strategies, provide support to one another, collaborate, and vertically align their practices. 6. Provide teacher training opportunities and exposure to external professional development 7. Continue high-intensity coaching model for new teachers - continue to provide coaching for Year 2 teachers 8. Subsidize teachers' Internship programs 9. Subsidize teachers' Induction 10. Recruit and support Academic Mentors/Tutors to become Instructors 11. Continue to use UTER for teacher evaluation.	$ 2,575,191	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	**Increase the college and career readiness of all Unity students.**	**Academic**

State Priorities addressed by this goal.

1, 2, 4, 5, 6

An explanation of why the LEA has developed this goal.

Based on our WASC review we recognized that we 1. Needed to improve academic and career outcomes for students as measured by indicators of college and career readiness, college-going culture, and graduate outcomes. 2. Needed to build a career pathway to increase career readiness and relevance for our students as measured by the number of students participating in career pathway courses, identifying themselves as successful in the pathway and graduate outcomes related to the pathway. 3. Based on guidelines from CDE, we moved to displaying status on the Dashboard as the best measure of progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA Dashboard Metrics for College and Career	Unity strongly outperforms similar schools in this metric (Unity earned a "High" status on the CCI, outperforming the district average and similar schools.)	Unity maintained a "High" status, continuing to exceed district and state averages in college and career readiness.	[Insert outcome here]	Continue to outperform similar schools.Maintain "High" status (≥70%) for all student subgroups.	0% 22.3% increase above OUSD; 16.3% above similar schools.
2	Graduation Rate (4-Year Cohort)	School Year 2022–23, the graduation rate was 92.1%, compared to 75% for OUSD and 86.4% statewide.	School Year 2023–24, the staff report confirmed graduation rates higher for Unity, than the District rates for all years of the charter term.		Maintain ≥92% graduation across all subgroups.	17% above district average maintained and 6% above the state.
3	ELA Proficiency (Smarter Balanced Assessment)	In 2022–23 year: 57.8% of Unity students met or exceeded standards vs District 37.5%, and State 47.0%.	2023–24 year: Performance remained strong despite staff turnover; above district and state averages maintained.		Achieve ≥ 60% meeting/exceeding standards overall and maintain positive DFS.	20% above OUSD / and 10% above State.
4	A–G Completion Rate	In 2022–23 school year, 82% of graduates completed A–G requirements, compared to 57% districtwide.	In 2023–24, Unity's A–G completion rate remained higher than the District for all student groups.		Increase to 85% A–G completion overall.	25% above district average maintained.

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025-2026

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.

ELA performance has remained strong, even amid staffing changes in the English department. The 12th-grade English teacher departed at the end of 2024–25, while the 10th-grade English teacher, now in their fourth year of tenure, continues to provide consistency and stability. Much of the department's sustained effectiveness can be attributed to the 11th-grade English teacher and the Director of Instruction, both in their ninth year at Unity, whose experience and leadership have anchored instructional quality. Efforts this year focused on attracting and retaining strong English teaching candidates to maintain high levels of student achievement. Math scores declined following the departure of the 11th-grade math teacher, and leadership is prioritizing recruitment and support to strengthen that area moving forward.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Overall, Unity's actions implemented under this goal have been effective in maintaining strong academic outcomes and overall college and career readiness. There were no ineffective practices or identified areas for growth, though staffing transitions in key content areas have required responsive adjustments.

English Language Arts: Instructional leadership and experienced staff have sustained high ELA performance, with 57.8% of students meeting or exceeding standards, far above district and state averages. Coaching and retention of long-tenured teachers have supported instructional quality despite departmental turnover.

College and Career Readiness (CCI): Unity continues to perform at a "High" level on the College and Career Indicator, demonstrating the effectiveness of its comprehensive academic and support programs. Students consistently outperform peers districtwide in readiness measures.

Graduation and A–G Completion: Graduation and A–G completion rates remain among the school's strongest outcomes—92.1% and 82%, respectively—well above district averages. These indicators confirm that Unity's instructional strategies and guidance programs effectively prepare students for postsecondary success.

Mathematics Instruction: The decline in math scores following the departure of the 11th-grade math teacher highlights the need for greater instructional stability. Targeted recruitment and coaching are underway to strengthen math performance and restore previous gains.

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.

There were no changes to the standard goal, metrics, target outcomes, or actions for the coming 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
Action #1	Strategies to increase the college and career readiness of all Unity students.	Strategies to increase the college and career readiness of all Unity students. 1. Maintain Existing Successful Programs • Continue to offer AP Spanish, AP Calculus, AP US History • Continue to offer Community College class on campus • Continue to offer hybrid dual enrollment college class for seniors • Continue to offer College Counseling support for all students, increase financial literacy and parent education resources • Integrated Math Framework • Continue College and Career Readiness Committee 2. Make Improvements to Existing Programs • Staff and departments work on articulated vertical alignment by content area from 9th to 12th grade. 3. Invest in Digital Media & Information Technology Pathway • Document Measure N (now Measure H) deliverables, monitor expenses, contribute to quarterly reporting • Hire more CTE instructors and support them to get credentialed • Continue to offer 4 sections of Computer Science for all 10th graders • 4 sections of Digital Media for 12th graders • 1 section of CompTIA Certification for 12th graders • 1 section of Internship Program for 12th graders • Summer Program for students building Chromebook repair skills expanding into full-year 4.Career Exploration and Preparation: Hire and Internship Coordinator • Grow our Work Based Learning opportunities by expanding our internship, job shadowing, and other offerings. • Evaluate college and career exploration projects previously added to the Advisory curriculum. • Develop more industry partnerships focused on Digital Media and Information Technology Pathway 5. College Level Coursework • Offer AP and honor courses • Communicate what AP and honors courses are and what they mean for students. • Communicate the increased workload associated with AP courses to students and their families 6. SBAC Assessments & Analysis • Administer SBAC Interim and have all teachers score either the math or ELA constructed response items to continue to familiarize themselves with common core expectations • Math and ELA teachers will analyze SBAC Interim data results and develop corrective action plans based on results	$384,750	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	**Create a positive student climate and increase levels of student engagement**	**School Climate**

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

We developed this goal because maintaining a positive student climate and high levels of student engagement is key to helping students become college ready. This goal is particularly important now as we support a generation of young people to recover from the effects of the COVID-19 crisis, in terms of mental health as well as learning loss.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA Dashboard Metrics for Positive Student Climate and Student Engagement: Suspension & Chronic Absence	Maintain a three year average for both suspensions and chronic absenteeism that is below both the rates for similar schools and below the state average.	Maintained below both state and district averages, reflecting strong student engagement and a positive climate.	[Insert outcome here]	Continue to maintain rates below state and similar schools for both indicators.	0%- maintaining favorable stability for a three-year trend.
2	Student Survey: Sense of Belonging and Engagement	2023–24 survey: 84% of students reported feeling safe, respected, and connected to peers and staff.	2024–25 survey: 87% of students reported positive engagement and belonging, reflecting improved campus climate initiatives and advisory support.	[Insert outcome here]	Maintain ≥ 90% positive responses on student belonging and engagement indicators.	3% improvement from baseline.
3	Student Participation in Extracurriculars and Leadership Opportunities	In 2023–24, 65% of students participated in at least one club, sport, or leadership activity.	In 2024–25, participation increased to 72%, supported by expanded after-school programs and student-led initiatives.	[Insert 2025–26 participation data here]	Achieve ≥ 80% participation across student body.	7% increase from baseline

4	Parent and Family Engagement in Student Activities	In 2023–24, average attendance at school events and family meetings was 50% of families represented.	In 2024–25, attendance increased to 60%, supported by stronger family communication, multilingual outreach, and community partnerships.	[Insert 2025–26 family data here]	Achieve ≥ 70% family participation in student-related events.	10% increase from baseline.

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025-2026

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.

Suspensions increased during the 2023–24 school year, prompting a focused response to strengthen student support and engagement systems. To address this, the school staffed a Dean of Students and a Dean of Black and Brown Students to provide culturally responsive discipline practices and proactive relationship-building. Additionally, an additional 0.75 School Social Worker was hired to expand social-emotional and mental health supports. These actions reflect a targeted shift toward restorative approaches and increased wraparound services designed to improve student climate and reduce exclusionary discipline practices.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Unity has been highly effective in fostering a positive student climate and increasing engagement across the school community. There were no ineffective practices or identified areas for growth.

Communication and Family Engagement:

Strong communication and consensus building with the parent community have strengthened home-school partnerships. The three-way contract between parent, student, and school ensures that all families are directly informed—in person—of community expectations and shared responsibilities for maintaining a supportive environment.

Positive Behavior and School Culture:

The implementation of Positive Behavior Intervention and Support (PBIS) systems, along with schoolwide Kindness, Respect, and Determination culture campaigns, has promoted positive behavior, improved relationships, and reinforced Unity's values across grade levels.

Advisory Program:

The Advisory program continues to be a cornerstone of Unity's student engagement model. Each student is paired with an academic advisor who serves as both homeroom teacher and advocate for all four years, creating meaningful relationships and individualized academic support.

Community Partnerships and Alumni Engagement:

Partnerships with the broader community have deepened student connection and belonging. The presence of **five academic mentors, two full-time teachers, and one operations manager—all Unity alumni—**reflects the school's enduring impact and commitment to fostering leadership from within its own community.

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.

There were no changes to the standard goal, metrics, target outcomes, or actions for the coming 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
Action #1	Climate, Wellness, Chronic Absence, Suspension Rates	1. Implement Successful Climate Strategies (see details below) • Develop new approach to communicating Unity values: Kindness, Respect, and Determination •I-Mentor partnership implemented 2. Maintain student Wellness program 3. Focus on addressing chronic truancy: reducing chronic absence 4. Address student discipline and keep suspension rates low. 5. Engage parent community on discipline issues. 6. Provide attendance support to students and families. 7. Provide more support for students to graduate by introducing the A-G requirements in 9th grade. 8. Enhance our school's support for Student Voice (Engagement). 9. Provide intensive Student Behavior Support (Climate) 10. Promote student community through advisory curriculum and other grade level activities	$111,554	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	**Increase parent engagement and involvement in the school.**	**Parent Engagement**

State Priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

Parents are essential partners in achieving Unity’s mission. Their engagement fosters stronger communication, academic accountability, and shared investment in student success. The goal is to deepen parent involvement in leadership, decision-making, and school events to ensure families remain informed, empowered, and connected to the Unity community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent engagement surveys	High levels of satisfaction and engagement	96% of parents reported positive or highly positive satisfaction in climate, communication, and student support	[Insert outcome here]	Maintain ≥ 95% positive satisfaction	+1% above baseline
2	Parent Participation at Events	75% of families attended at least one school event (Back-to-School Night, Advisory Conferences)	83% participated in school events such as Unity Night, college info sessions, and Advisory conferences	[Insert outcome here]	Maintain ≥ 85% participation	+8 pp
3	Parent Representation in Decision-Making	Initial baseline: limited representation in committees	Added two active parent representatives to School Site Council and Renewal Committee	[Insert outcome here]	Ensure parent representation on all leadership bodies	Improved representation
4	Family Communication and Accessibility	Consistent bilingual communication through newsletters and texts	Maintained 100% translation of key communications and live interpretation at schoolwide events	[Insert outcome here]	Sustain 100% multilingual access	Maintained

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025-2026

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.

Parent engagement and feedback are consistently high satisfaction, with families emphasizing Unity's safe environment, dedicated staff, and strong college-preparatory focus. Families expressed appreciation for Unity's school communication, bilingual outreach, and the welcoming culture.Continued efforts will target expanding family workshops and leadership participation across all grade levels.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Unity's efforts have been effective in maintaining exceptionally high satisfaction and engagement levels among families, with no ineffective practices identified.

Family Communication and Outreach

Consistent bilingual communication through newsletters, texts, and direct outreach has strengthened trust and transparency with families.

Parent Workshops and Events

High turnout at Unity Night and family engagement workshops shows families' strong commitment to school-community collaboration.

Leadership Involvement

Increased parent participation in committees has given families a stronger voice in shaping school priorities.

Volunteer Engagement

Growth in volunteer hours reflects stronger community ownership and parent investment in student success.

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.

There were no changes to the standard goal, metrics, target outcomes, or actions for the coming 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
Action #1	Parent & Family Engagement	1. Develop the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 2. Create welcoming environments for all families in the community. 3. Support staff to learn about each family's strengths, cultures, languages, and goals for their children. 4. Develop multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 5. Provide professional learning and support to teachers and principals to improve a school's capacity to partner with families. 6. Provide families with information and resources to support student learning and development in the home. 7. Implement policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 8. Support families to understand and exercise their legal rights and advocate for their own students and all students.	$65,373	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	**Provide a robust and comprehensive support system for vulnerable students, including English Learners, immigrant students, students living in poverty, students experiencing and recovering from trauma, foster and homeless students.**	**Engagement**

State Priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

Throughout our history as a school, our vulnerable populations have had higher failure rates, attrition rates, and disciplinary consequences. The CA Dashboard masks these disparities because it looks at large groups and we have very small vulnerable populations. The students receiving Special Education, African American male, and long-term English Learners are a minority in our school; yet the majority of—disciplinary cases, academically low-performers, and chronically absent.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Learner Progress	Medium status on 2022–23 CA Dashboard; steady but below “High.”	Maintained Medium; growth in ELD participation and language development support.	[Insert outcome here]	Reach High status on CA Dashboard.	Stable.
2	SBAC ELA & Math (All Students)	2022–23: ELA proficiency 20 pp above OUSD; Math 15 pp above OUSD.	Maintained above-district performance; EL subgroup growth +3 pp in ELA, +2 pp in Math.	[Insert outcome here]	Maintain ≥15 pp above OUSD in both subjects	Maintained advantage.
3	Graduation Rate (4-Year Cohort)	2022–23: 92% (OUSD 75%, State 86%).	2023–24: Maintained above 90% with targeted EL and SPED interventions.	[Insert outcome here]	Maintain ≥90% for all subgroups.	+17 pp above district.
4	Suspension Rate	2022–23: <2%, below state and district averages.	2023–24: Slight increase but below 3%; improved culture via PBIS and Dean support.	[Insert outcome here]	Maintain <3%	+1 pp.
5	Chronic Absence Rate	2022–23: ~10%, below district and state.	2023–24: Maintained low rate via advisor outreach and attendance plans.	[Insert outcome here]	Keep ≤10%.	Stable.

Insert or delete rows, as necessary.

Goal Analysis for LCAP 2025-2026

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.

Implementation of this goal focused on strengthening systems of academic, language, and wellness support for Unity's most vulnerable student populations. The school refined its data-monitoring process to better track English Learner progress, chronic absenteeism, and academic performance through the Student Support Team (SST). Collaboration among the Wellness Team, advisors, and teachers ensured early identification of students needing intervention and expanded the reach of counseling and behavioral support across the school. These coordinated efforts have been effective in stabilizing outcomes, promoting equitable access to resources, and deepening Unity's capacity to meet the needs of students experiencing poverty, trauma, or other barriers to success.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Unity has been effective in expanding academic, language, and wellness support for Unity's most vulnerable students. Collectively, these coordinated actions have strengthened Unity's ability to provide equitable, holistic support for English Learners, foster and homeless youth, and students experiencing trauma or poverty, leading to improved engagement and overall school stability.

Wellness and Student Support Teams
The expanded Wellness Team, including the 0.75 School Social Worker, has greatly improved coordination between counselors, advisors, and teachers. Regular case-management meetings and shared data systems have allowed for earlier identification of students in need of support and more consistent follow-up across academic and wellness interventions.

Deans of Students and Restorative Practices
The addition of a Dean of Students and a Dean of Black and Brown Students has deepened the school's commitment to culturally responsive

and restorative approaches. These roles have reduced reliance on exclusionary discipline and strengthened relationships between staff and students, contributing to a positive school climate and lower suspension rates.

English Learner Support and Reclassification
Targeted ELD instruction, small-group tutoring, and integrated language supports within core classes have strengthened English Learner outcomes. Collaboration between general education and ELD teachers has improved monitoring of language growth, leading to gradual gains in proficiency and progress toward higher reclassification rates.

Academic and Attendance Interventions
The Student Support Team's data-driven approach has stabilized student attendance and maintained high graduation rates through ongoing progress monitoring. Advisors, working closely with families, provide individualized outreach for students showing early signs of academic struggle or chronic absence, reinforcing engagement and persistence.

Social-Emotional Learning and Trauma-Informed Services
Expanded counseling and SEL programs have broadened access to mental-health and behavioral supports for students facing trauma, poverty, or instability. Trauma-informed practices are now embedded in classroom management, advisory sessions, and staff professional development, ensuring that emotional wellness is a shared priority throughout the 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.

There were no changes to the standard goal, metrics, target outcomes, or actions for the coming 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
Action #1	Effective Interventions	1. Dean of Students and School Social Worker engage in Attendance Intervention and support to address Chronic Absenteeism. 2. Academic Mentor program and Study Center engage in small group and one-on-one high dose tutoring to address academic gaps that can contribute to academic risk factors. 3. Dean of Black and Brown Students runs Black Student Union organizing weekly meetings and school-wide events to support identity and belonging for African-American students and allies. 4. Schoolwide PBIS campaigns of KRD (Kindness, Respect, Determination) to support positive school culture.	$115,457	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,244,190.00	$0.00

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
32.029%	0%	0%	32.029%

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 and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Insert or delete rows, as necessary.

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 and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

California Department of Education
November 2023

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,244,190.00	$0.00

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

32.029%	0.00%	$0.00	32.029%

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 and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

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 and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

NA

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.

NA

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	$ 3,915,378	$ 997,129	25.467%	0.000%	25.467%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	otal Personn	Total Non-personnel
Totals	$ 2,367,732	$ 585,346	$ 203,775	$ 95,472	##########	$ 2,260,145	$ 992,180

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved	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	Teacher Professional Development, Recruitment and Retention	All	Yes	Schoolwide	All	Oakland Unity High	Ongoing	$1,789,583	$ 785,608	#########	$ 463,477	$ 161,349	$ 75,595	$ 2,575,191	0.000%
2	1	Strategies to increase the college and career readiness of all Unity students	All	Yes	Schoolwide	All	Oakland Unity High	Ongoing	$ 267,375	$ 117,375	$ 280,103	$ 69,246	$ 24,107	$ 11,294	$ 384,750	0.000%
3	1	Climate, Wellness, Chronic Absence, Suspension Rates	All	Yes	Schoolwide	All	Oakland Unity High	Ongoing	$ 77,523	$ 34,031	$ 81,213	$ 20,077	$ 6,989	$ 3,275	$ 111,554	0.000%
4	1	Parent & Family Engagement	All	Yes	Schoolwide	All	Oakland Unity High	Ongoing	$ 45,429	$ 19,944	$ 47,592	$ 11,766	$ 4,096	$ 1,919	$ 65,373	0.000%
5	1	Effective Interventions	English Learners	Yes	Schoolwide	English Learners	Oakland Unity High	Ongoing	$ 80,235	$ 35,222	$ 84,054	$ 20,780	$ 7,234	$ 3,389	$ 115,457	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,313,053.00	$ 3,022,155.30

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	Teacher Professional Development, Recruitment and Retention	Yes	$ 2,623,275	$ 2,392,942
2	1	Strategies to increase the college and career readiness of all Unity students	Yes	$ 391,934	$ 357,521
3	1	Climate, Wellness, Chronic Absence, Suspension Rates	Yes	$ 113,638	$ 103,660
4	1	Parent & Family Engagement	Yes	$ 66,593	$ 60,746
5	1	Effective Interventions	Yes	$ 117,613	$ 107,286

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
$ 3,915,378	$ 997,129	25.467%	0.000%	25.467%	$ 2,367,732	0.000%	60.473%	**Total:**	#########
								~~LEA-wide Total:~~	$ -
								~~Limited Total:~~	$ -
								~~Schoolwide Total:~~	$ 2,367,732

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
1	1	Teacher Professional Development, Recruitment and Retention	Yes	Schoolwide	All	Oakland Unity High School	$ 1,874,770	0.000%
2	1	Strategies to increase the college and career readiness of all Unity students	Yes	Schoolwide	All	Oakland Unity High School	$ 280,103	0.000%
3	1	Climate, Wellness, Chronic Absence, Suspension Rates	Yes	Schoolwide	All	Oakland Unity High School	$ 81,213	0.000%
4	1	Parent & Family Engagement	Yes	Schoolwide	All	Oakland Unity High School	$ 47,592	0.000%
5	1	Effective Interventions	Yes	Schoolwide	English Learners	Oakland Unity High School	$ 84,054	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)
$ 1,201,925	$ 2,459,468	$ 2,243,518	$ 215,950	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	Teacher Professional Development, Recruitment and Retention	Yes	$ 1,947,406	$ 1,776,417.00	0.000%	0.000%
2	1	Strategies to increase the college and career readiness of all Unity students	Yes	$ 290,955	$ 265,408.00	0.000%	0.000%

3	1	Climate, Wellness, Chronic Absence, Suspension Rates	Yes	$ 84,360	$ 76,953.00	0.000%	0.000%
4	1	Parent & Family Engagement	Yes	$ 49,436	$ 45,095.00	0.000%	0.000%
5	1	Effective Interventions	Yes	$ 87,311	$ 79,645.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	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)
$ 3,582,008	$ 1,201,925	0.000%	33.555%	$ 2,243,518	0.000%	62.633%	$0.00 - No Carryove	0.00% - No Carryover