LCFF Budget Overview for Parents

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

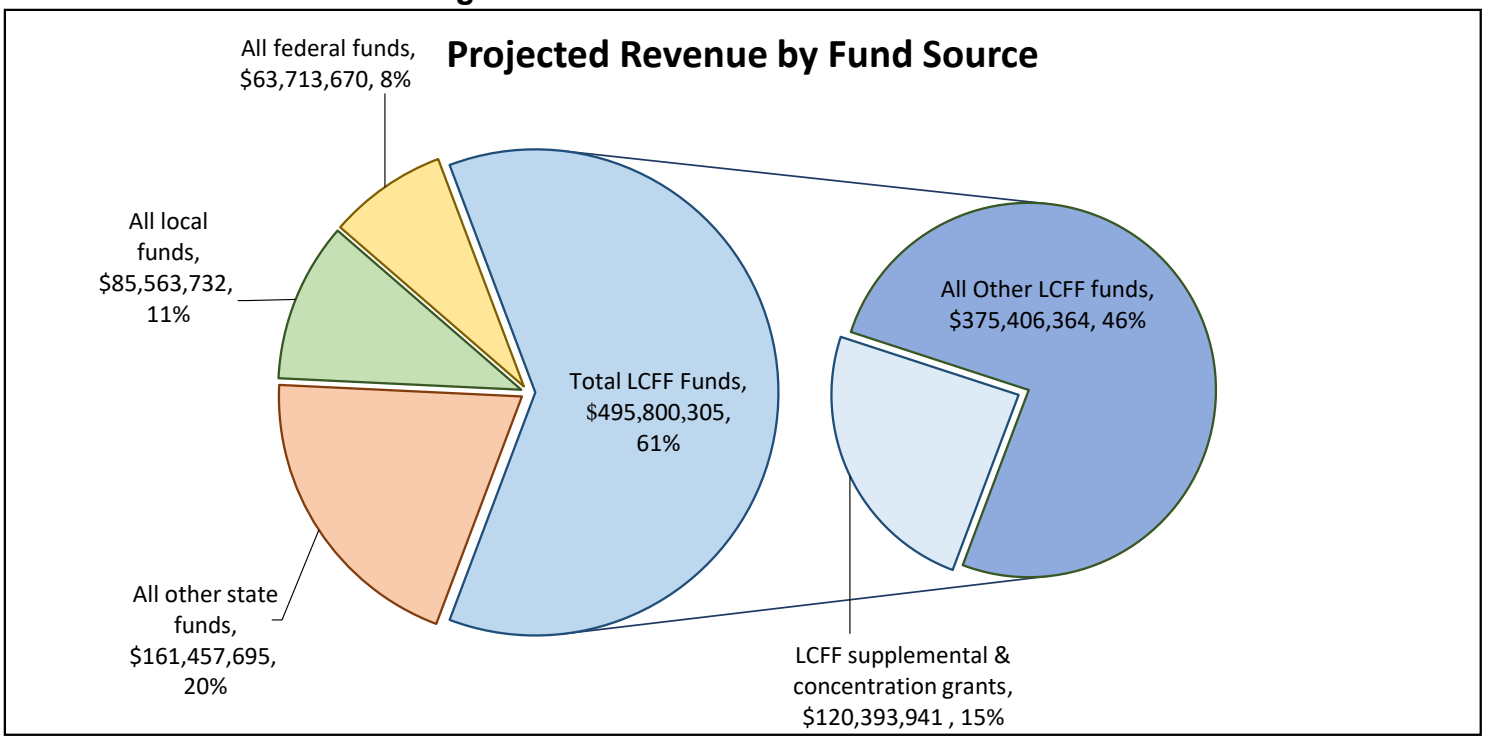
CDS Code: 01 61259 0000000

School Year: 2025-26

LEA contact information: 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 2025-26 School Year



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 $806,535,403, of which $495,800,305 is Local Control Funding Formula (LCFF), $161,457,695 is other state funds, $85,563,732 is local funds, and $63,713,670 is federal funds. Of the $495,800,305 in LCFF Funds, $120,393,941 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

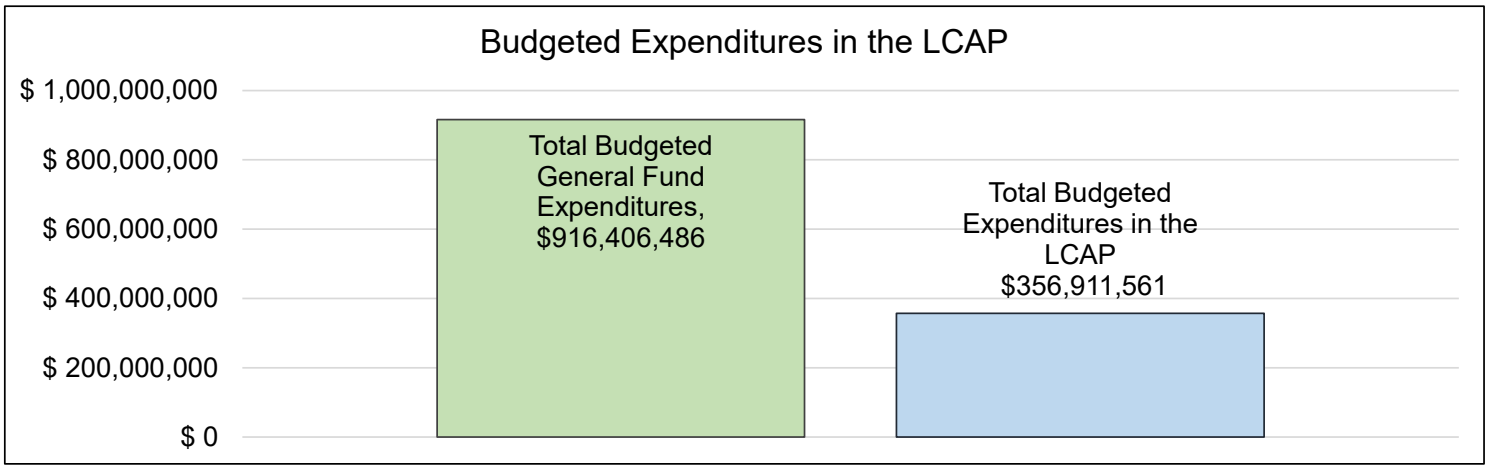
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Legislative File Id. No. 25-1634
introduction Date: 6/11/2025
Enactment No.: 25-1231
Enactment Date: 6/25/2025
By: er

Jennifer Brouhard, President, Board of Education 6/26/2025

Kyla Johnson Trammell, Secretary, Board of Education 6/26/2025

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Oakland Unified School District plans to spend for 2025-26. 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 $916,406,486 for the 2025-26 school year. Of that amount, $356,911,561 is tied to actions/services in the LCAP and $559,494,925 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

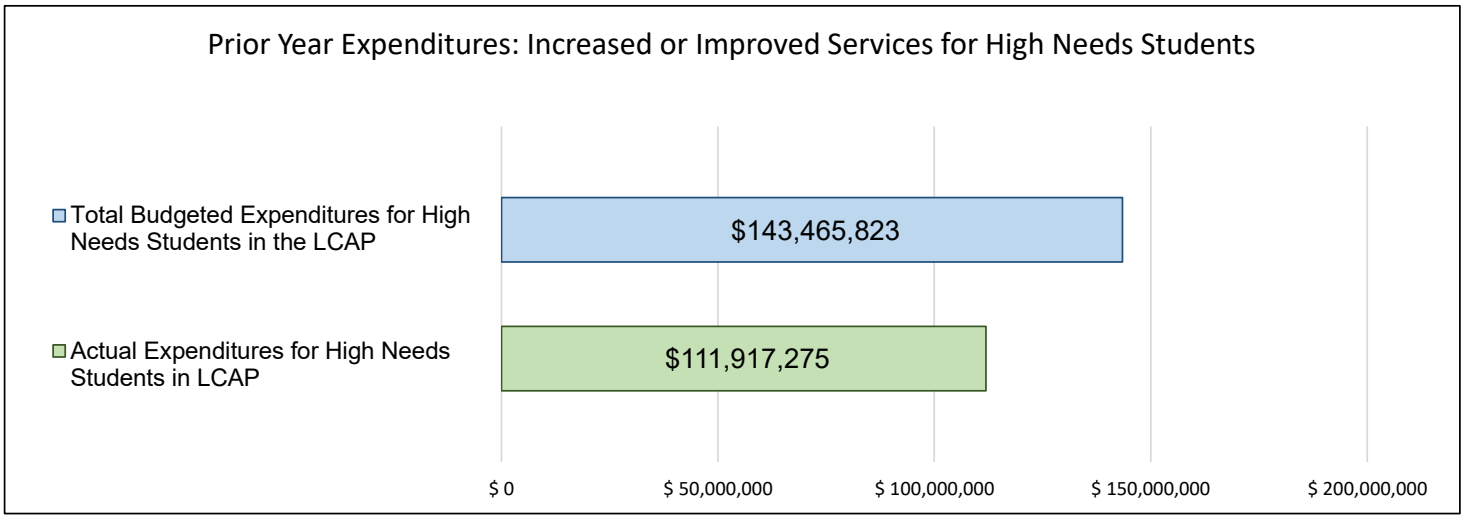
The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching and clerical support staff for school sites, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oakland Unified School District is projecting it will receive $120,393,941 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 $151,686,869 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 2024-25



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.

The text description of the above chart is as follows: In 2024-25, Oakland Unified School District's LCAP budgeted $143,465,823 for planned actions to increase or improve services for high needs students. Oakland Unified School District actually spent $111,917,275 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $31,548,548 had the following impact on Oakland Unified School District's ability to increase or improve services for high needs students:

During the 2024-25 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. Many positions went unfilled or were filled later than anticipated, so some LCFF Supplemental and Concentration funds were not fully expended. In some cases, investments initially planned for these funds moved into newly awarded grants or into the District's remaining one-time COVID relief funds. Finally, the District's LCFF Supplemental and Concentration grants both increased after LCAP adoption based on final ADA numbers. The District also anticipated new labor contracts with several of its labor partners in the 2024-25 school year that were likely to include retroactive costs for positions already funded in the LCAP, so funds were held in reserve pending more certainty on costs. Some of these contracts had not been settled by the close of the 2024-25 fiscal year, so many of the reserved funds for these costs will carry forward to 2025-26 to be paid then. All unexpended LCFF Supplemental and Concentration funds will carry over into the 2025-26 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 2 (2025-26)

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

Plan Summary for 2025-26

General Information

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

About Oakland Unified School District

The Oakland Unified School District (OUSD) serves the children of Oakland, California, a diverse city of over 435,000 that sits on the east side of the San Francisco Bay. Our current student enrollment of 33,970 students is 48.2% Latino, 19.4% African American, 11.7% White, 9.5% Asian, 7.0% multi-ethnic (two or more races), 0.8% Pacific Islander, 0.5% Filipino, and 0.3% Native American. More than four out of five (81.4%) qualify for free or reduced-price school meals, and 6.8% (2,298 students) are unhoused. Foster youth comprise 0.4% of our enrollment (134 students).

Approximately 18% of students in our District-run TK–12 schools and programs are students with disabilities who receive special education services. 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 1100 students who have Section 504 plans. Students receiving special education services are disproportionately African American (31.7% of students with IEPs and 32.5% of students with 504 plans, compared to 19.4% of the overall student population).

Half of our students speak one of over 69 world languages other than English at home, and one in three students are English learners. Among these are over 4,000 newcomer students—youth who have been in the United States for fewer than three years. In addition, nearly 3,000 students are former newcomers. Most of our newest arrivals fall into the status of refugee, asylee, asylum seeker, and/or unaccompanied minor and may be fleeing violence, human trafficking, or persecution in their home countries.

Given the demographic diversity of OUSD and data that reflects our student outcomes on State and local assessments, our plan aims to lift up the achievement of all students by focusing on our students that struggle academically. We cherish the cultural richness in our district and make no

exceptions when it comes to including learners with a wide variety of backgrounds and needs. For us, a strong District plan means providing each student with the academic, social, and emotional support they need to prepare for college, career, and community success in the future.

Our Schools

In the 2025-26 school year, Oakland Unified will operate 84 schools: 51 elementary schools (including seven Transitional Kindergarten (TK) programs based at early childhood centers and three TK-8 schools), 11 middle schools, 11 high schools (including three 6-12 schools), and six Alternative Education programs (including a partnership with Laney College to operate the Gateway to College program and a partnership with the Street Academy Foundation to operate Street Academy). We will have nearly 1,500 children enrolled in our pre-kindergarten programs at 24 early childhood education sites. Additionally, we implement a Young Adult Program that serves our 18-to-22-year-old transition-age youth with Individualized Education Programs and a Home and Hospital Program that serves students with a temporary illness or injury that makes school attendance impossible or inadvisable. We anticipate that in 2025-26 there will be 34 charter schools located within the District boundaries, 24 of which will be authorized by OUSD. In 2025-26, 15 District-run schools will receive Equity Multiplier funds and implement corresponding services and actions in accordance with the legislation. The schools are: Brookfield Elementary School, Burckhalter Elementary School, Markham Elementary School, and Sankofa Elementary School; Frick United Academy of Languages and Westlake Middle School; and Castlemont High School, Dewey Academy, Gateway to College, McClymonds High School, Oakland International High School, Bunche Academy, Rudsdale Continuation High School, Sojourner Truth Independent Study, and Street Academy.

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

We are committed to more than quality academic education—we take pride in providing enriching activities, school-based health centers, nutritious locally-sourced meals, and social emotional learning. We endeavor to bring joy to the academic experience while cultivating the skills to ensure our students are caring, competent, fully-informed, critical thinkers. We are proud of our enrichment programs including music, arts, athletics, and dual language Spanish-English immersion programs.

Our Graduate Profile

Our students will be:

- Resilient Learners;

- Collaborative Teammates;
- Community Leaders;
- Critical Thinkers; and
- Creative Problem Solvers.

Our Values

- **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.
- **Equity:** We provide everyone access to what they need to be successful.
- **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.
- **Integrity:** We are honest, trustworthy and accountable.
- **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.
- **Joy:** We seek and celebrate moments of laughter and wonder.

Our Strategic Direction

The 2021-26 OUSD Strategic Plan dovetails with the 2024-27 LCAP to focus on a narrow set of strategic actions. It is an opportunity to reimagine our work and to craft an Oakland school system that represents our highest hopes and dreams for generations to come. The 2021-2026 Strategic Plan focuses on four key initiatives, each representing a thread of the larger work of the LCAP:

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 are reflected by the 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 specific 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 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 next three-year LCAP cycle. We have also noted data trends for student outcomes in other areas.

- Academic Performance in English Language Arts/Literacy and Mathematics
- Graduation Rates
- College/Career Readiness
- Suspension Rates
- Chronic Absenteeism
- Teacher Retention

English Language Arts/Literacy

Based on the state Dashboard, performance on CAASP in English Language Arts increased by 8.7 points from 2023 to 2024, rising to 54.8 points below standard or 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, long-term English learners, and Latino students; six student groups in Orange: African American students, foster youth, unhoused students, Pacific Islander students, low-income students, and students with disabilities; and four student groups in Green: Asian students, Filipino students, multi-ethnic students, and White students. Focal students for English Language Arts are student groups in Red and Orange.

Mathematics

CAASPP Math performance on the Dashboard was 85 points below standard and increased from the previous year by 8.7 points, now at 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 long-term English learners; seven student groups in Orange: African American students, foster youth, Latino students, unhoused students, Pacific Islander students, low-income students, and students with disabilities; one student group in Yellow: Filipino students; and three student groups in Green: Asian students, multi-ethnic students, and White students. Focal students for Mathematics are student groups in Red and Orange.

English Learner Progress

Districtwide, status on the English Learner Progress Indicator (ELPI) declined by 5.1%. However, outcomes at individual schools varied, with some schools seeing significant gains and others declining markedly. The overall performance level is Orange and only 39.1% of the 7,290 students progressed in their English levels.

Graduation Rates

The District's overall combined four- and five-year graduation rate increased to 80.6%, an increase of 5.6 percentage points from 75.0% in 2023. Overall, there are two student groups are in the Red performance level for graduation: foster youth and unhoused students; one student group in Orange: White students; four student groups in Yellow: English learners, long-term English learners, Latino students, and students with disabilities; and four student groups in Green: African American students, Asian students, multi-ethnic students, and low-income students.

The four-year cohort graduation rates for several targeted student groups increased significantly:

- The graduation rate for Latino students increased from 67.1% to 75.8%.
- The graduation rate for African American students increased from 76.0% to 79.8%.
- The graduation rate for Newcomer students increased from 52.8% to 61.6%.
- The graduation rate for unhoused students increased from 56.6% to 65.9%.

Additionally, the rate of students in the four-year cohort who graduated and met the A-G requirements increased by 6.5 percentage points from 42.2% in 2023 to 48.7% in 2024.

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 2024 Dashboard, 43.4% of students are prepared for college and career, reflecting a significant increase from the previous year by 5.4% and an overall performance level of Green. While this increase demonstrates growth for our students, there remains concern for student groups that remain at the Orange and Yellow performance levels on the Dashboard. There are two student groups in Orange: foster youth and long-term English learners; four student groups in Yellow: African American students, English learners, unhoused students, and students with disabilities; and five student groups in Green: Asian students, Latino students, multi-ethnic students, low-income students, and White students. Focal students for College/Career Readiness are student groups in Orange and Yellow. 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, English learners and long-term English learners, African American students, unhoused 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 that Linked Learning will 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 89.1% in 2024-25.

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 promising strategy for increasing graduation rates.

Strengthening A-G Course Offerings
Over the past three 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 82% in 2024-25 yet still below the 88.4% participation rate for all students. Participation rates for students with disabilities, while growing, remain well below the District average, with 81.3% of Grade 10 students with disabilities participating in pathways in 2024-25. In contrast, participation rates for foster youth are below the district average, with 72.9% 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, including hundreds of unaccompanied immigrant youth who are entering our high schools each year. In 2024-25, 344 newcomer students entered District high schools for the first time, bringing the total for newcomer high school students to 1,206 students in Grades 9-12. 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 48.7% for all twelfth grade students in the 2023-24 cohort:

- 38.7% of African American students completed A-G requirements in 2023-24
- 43.2% of Latino students completed A-G requirements in 2023-24
- 40.9% of Pacific Islander students completed A-G requirements in 2023-24
- 28.6% of foster youth completed A-G requirements in 2023-24
- 31.3% of English learners completed A-G requirements in 2023-24
- 28.7% of students with disabilities completed A-G requirements in 2023-24
- 29.3% of unhoused students completed A-G requirements in 2023-24

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 2023-24. The total number of incidents decreased from 2,155 incidents last year down to 1,903 in 2024-25. While there is great progress, suspension rates for foster youth, foster youth with disabilities, African

American students, and African American students with disabilities remain higher than rates for any other student groups. In 2024-25, the overall suspension rate across the District was 3.5%. However, the suspension rate for foster youth was 18.3%, and for foster youth with disabilities, 31.4%. African American students were suspended at a rate of 8.8% overall, while 12.4% of African American students with disabilities were suspended, although these students comprised only 19% of the total District enrollment.

Chronic Absenteeism

Chronic absenteeism rates decreased from 31.9% in 2023-24 to 26.9% in May 2025 a significant decrease of 5%. We continue to see high rates of chronic absenteeism in specific student groups: Pacific Islander (54.2%); Latino (29.6%); African American students (38.9%); and English learners (29.2%) while White (12.6%) and Asian (11.2%) students are significantly less chronically absent. For schools that are performing at Yellow in Chronic Absenteeism and are significantly above the District Average in chronic absenteeism, case managers are being assigned as an emerging District strategy and an emphasis on building the capacity of case managers to improve attendance is the focus of this strategy.

Performance of Specific Student Groups and Schools

At the school level, the following schools and student groups have also been identified for improvement based on the 2023 Dashboard, which serves as the baseline year for metrics and actions in the 2024-27 LCAP.

Schools and Student Groups Identified for Low Performance

Student groups that received the lowest performance level at the District level on one or more indicators on the 2023 Dashboard included:

- Long-term English learners (ELA, Math, EL Progress, Suspension)
- Black/African-American students (ELA, Math, Suspension, Chronic Absenteeism)
- English learners (ELA, Math, EL Progress, Suspension)
- Foster youth (ELA, Math, Graduation, Suspension, College/Career)
- Latino students (ELA, Math, Suspension)
- Low-income students (ELA, Math, Suspension)
- Native American students (Chronic Absenteeism)
- Pacific Islander students (ELA, Math, Chronic Absenteeism)
- Students with disabilities (ELA, Math, Chronic Absenteeism)

Student outcomes for many of these groups improved in some or all of these areas based on the 2024 Dashboard, as reflected in the table that follows. Significantly, outcomes for Native American students, Pacific Islander students, low-income students, and students with disabilities all improved enough that there were no red indicators at all for these groups in 2024.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Yellow	Green	Yellow	Yellow	Green
English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Yellow
Long-Term English Learners	Orange	Yellow	Orange	Yellow	Red	Red	Orange
Foster Youth	N/A	Yellow	Red	Red	Orange	Orange	Orange
Homeless	N/A	Yellow	Green	Red	Orange	Orange	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Green	Orange	Orange	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Orange	Orange	Yellow
African American	N/A	Yellow	Red	Green	Orange	Orange	Yellow
American Indian or Alaska Native	N/A	Orange	Yellow	--	--	--	--
Asian	N/A	Yellow	Green	Green	Green	Green	Green
Filipino	N/A	Yellow	Orange	--	Green	Yellow	--
Hispanic	N/A	Yellow	Orange	Yellow	Red	Orange	Green
Native Hawaiian or Pacific Islander	N/A	Yellow	Yellow	--	Orange	Orange	--
White	N/A	Yellow	Green	Orange	Green	Green	Green
Two or More Races	N/A	Yellow	Yellow	Green	Green	Green	Green

N/A: Not Applicable

Schools Identified for Low Performance

In addition to the student groups identified at the district level for low performance, multiple schools received the lowest performance level for all students on one or more indicators on the 2023 Dashboard. These schools included:

- ACORN Woodland Elementary School (Chronic Absenteeism)
- Allendale Elementary School (Chronic Absenteeism)
- Bella Vista Elementary School (Chronic Absenteeism)
- Bret Harte Middle School (ELA, Math, Chronic Absenteeism)

- Bridges Academy at Melrose (ELA, Chronic Absenteeism)
- Brookfield Elementary School (ELA, Math, Chronic Absenteeism)
- Burckhalter Elementary School (Chronic Absenteeism)
- Castlemont High School (Math, Graduation, Suspension)
- Chabot Elementary School (Chronic Absenteeism)
- Claremont Middle School (Chronic Absenteeism)
- Cleveland Elementary School (Chronic Absenteeism)
- Coliseum College Prep Academy (Chronic Absenteeism)
- Crocker Highlands Elementary School (Chronic Absenteeism)
- Dewey Academy (College/Career Indicator, Graduation, Suspension)
- East Oakland Pride Elementary School (ELA, Math, Chronic Absenteeism)
- Edna Brewer Middle School (Chronic Absenteeism)
- Elmhurst United Middle School (ELA, Math, Suspension, Chronic Absenteeism)
- Emerson Elementary School (ELA, Math, Chronic Absenteeism)
- EnCompass Academy (ELA, Chronic Absenteeism)
- Esperanza Elementary School (ELA, Chronic Absenteeism)
- Franklin Elementary School (Chronic Absenteeism)
- Fred T. Korematsu Discovery Academy (Chronic Absenteeism)
- Fremont High School (ELA, Math)
- Frick United Academy of Language (ELA, Math, Chronic Absenteeism)
- Fruitvale Elementary School (ELA, Math, Suspension, Chronic Absenteeism)
- Garfield Elementary School (ELA, Math, Suspension, Chronic Absenteeism)
- Glenview Elementary School (Chronic Absenteeism)
- Global Family School (ELA, Math, Chronic Absenteeism)
- Grass Valley Elementary School (ELA, Math, Chronic Absenteeism)
- Greenleaf Elementary School (ELA, Chronic Absenteeism)

- Highland Community School (ELA, Math, Chronic Absenteeism)
- Hillcrest School (Chronic Absenteeism)
- Hoover Elementary School (ELA, Math, Chronic Absenteeism)
- Horace Mann Elementary School (Chronic Absenteeism)
- Sojourner Truth Independent Study (Math, College/Career Indicator, Graduation, Chronic Absenteeism)
- International Community School (ELA, Chronic Absenteeism)
- Joaquin Miller Elementary School (Chronic Absenteeism)
- La Escuelita Elementary School (Chronic Absenteeism)
- Laurel Elementary School (ELA, Chronic Absenteeism)
- LIFE Academy (Chronic Absenteeism)
- Lockwood STEAM Academy (ELA, Chronic Absenteeism)
- Madison Park Academy Upper (ELA, Math, Chronic Absenteeism)
- Madison Park Academy Primary (Chronic Absenteeism)
- Manzanita Community School (ELA, Math, Chronic Absenteeism)
- Manzanita SEED Elementary School (Chronic Absenteeism)
- Markham Elementary School (ELA, Chronic Absenteeism)
- Martin Luther King, Jr. Elementary School (ELA, Chronic Absenteeism)
- Melrose Leadership Academy (Chronic Absenteeism)
- Montclair Elementary School (Chronic Absenteeism)
- Montera Middle School (Suspension, Chronic Absenteeism)
- Oakland Academy of Knowledge (Chronic Absenteeism)
- Oakland High School (ELA, Math)
- Oakland International High School (Graduation)
- Oakland Technical High School (ELA)
- Peralta Elementary School (Chronic Absenteeism)
- Piedmont Avenue Elementary School (Chronic Absenteeism)

- Prescott Elementary School (Chronic Absenteeism)
- Ralph J. Bunche Academy (College/Career Indicator)
- Reach Academy Elementary School (ELA, Chronic Absenteeism)
- Redwood Heights Elementary School (Chronic Absenteeism)
- Roosevelt Middle School (Chronic Absenteeism)
- Rudsdale Continuation High School (ELA, Math, College/Career Indicator, Graduation)
- Sankofa United Elementary School (Math, Chronic Absenteeism)
- Sequoia Elementary School (Chronic Absenteeism)
- Skyline High School (ELA, Math)
- Street Academy (Suspension)
- Think College Now Elementary School (ELA, Chronic Absenteeism)
- Thornhill Elementary School (Suspension, Chronic Absenteeism)
- United for Success Academy (ELA, Math, Chronic Absenteeism)
- Urban Promise Academy (ELA, Math, Chronic Absenteeism)
- West Oakland Middle School (ELA, Math, Suspension, Chronic Absenteeism)
- Westlake Middle School (ELA, Math, Suspension, Chronic Absenteeism)

In addition to the districtwide and schoolwide challenges identified above, 74 schools had specific student groups identified within the school that received the lowest performance level on one or more indicators on the 2023 Dashboard. Due to the seven-day teacher strike in May 2023 and the resultant student absences, almost all District schools received a performance level of red, or very low, for chronic absenteeism. However, at 61 schools, at least one student group was identified for low performance on a Dashboard indicator other than chronic absenteeism. The complete list of schools and the student groups identified is available in the Required Actions Appendix.

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)*

Staff Retention Survey: OUSD recently completed our annual Staff Engagement and Retention Survey in the Spring of 2025 and those results will be available in the Fall 2025. In Spring 2024, the survey included 258 teachers, 199 support staff, 75 Central Office staff and 20 certificated school leaders. At the time of the survey, about 74% of teacher respondents reported planning to stay in their current position, a decrease of 10% from last year. Approximately 8% of teachers who took the survey indicated they were planning to leave their position voluntarily.

Learning Recovery Emergency Block Grant (LREBG)

The district has unexpended LREBG funds for the 2025-26 school year which can be found in Goal 1, Action 1.1 (Strong Readers: Early Literacy & Secondary Literacy); Goal 1, Action 1.2 (Excellence in Science, Technology, Engineering, and Mathematics); Goal 2, Action 2.6 (Unhoused Student Achievement); Goal 2, Action 2.7 (Foster Youth Achievement); and Goal 3, Action 3.7 (Community Schools).

Our LREBG Needs Assessment revealed significant needs in the following areas:

- **English Language Arts (ELA):** Fifty-eight schools had Low or Very Low status levels for ELA based on the 2024 Dashboard. In response, Action 1.1 funds Literacy Teachers on Special Assignment at all schools with Dashboard statuses of Low or Very Low for ELA and Secondary Literacy Tutors at middle and high schools with Dashboard statuses of Low or Very Low for ELA. FTE is based on school enrollment. The action aligns with allowable fund uses in Area B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff or by providing professional development and coaching on the ELA/ELD Framework for California Public Schools.
- **Mathematics:** Fifty-nine schools had Low or Very Low status levels for Mathematics based on the 2024 Dashboard. In response, Action 1.2 funds Math Tutors at schools with Dashboard statuses of Very Low for Mathematics. FTE is based on school enrollment. The action aligns with allowable fund uses in Area B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- **Chronic Absenteeism:** Sixty-two elementary and middle schools had high or very high rates of chronic absenteeism based on the 2024 Dashboard. Because the Dashboard does not include an indicator for high school chronic absenteeism, high school status was assessed using state data available through DataQuest. An additional 13 schools had high rates of chronic absenteeism based on this data. In response, Action 3.7 funds additional Community School Managers (CSMs) at schools with Dashboard statuses of high or very high for Chronic Absenteeism. FTE

is based on school enrollment. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

- **Supports for Unhoused Students:** Districtwide, unhoused students have a Very Low status level for ELA, a Low status level for Mathematics, and a Very High status for Chronic Absenteeism, the three areas considered by the LREBG Needs Assessment. In response, Action 2.6 funds a centrally-based case manager for unhoused students to reduce case loads and provide added support. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- **Supports for Foster Youth:** Districtwide, foster youth have a Very Low status level for ELA, a Low status level for Mathematics, and a Very High status for Chronic Absenteeism, the three areas considered by the LREBG Needs Assessment. In response, Action 2.7 funds a centrally-based case manager for foster youth to reduce caseloads and provide added support. The action aligns with allowable fund uses in Area C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Reflections: Technical Assistance

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

Oakland Unified currently receives technical assistance from the Alameda County Office of Education (ACOE). Our District met the criteria for differentiated assistance established as part of California's System of Support for local education agencies based on performance in each Local Control Funding Formula (LCFF) state priority area.

Under the LCFF statutes, districts are eligible for differentiated assistance based on:

- Student group performance in two or more LCFF state priority areas,
- Performance on local indicators in two or more priority areas, or
- A combination of student group performance in one state priority area and local indicator performance in one different priority area.

In 2023, OUSD had eight student groups identified for Differentiated Assistance given that they were at the lowest performance level: English Learners, low-income students, students with disabilities, African American students, Native American students, Latino students, and Pacific Islander students. As a result of improved outcomes on the 2024 Dashboard, seven student groups are no longer identified for Differentiated Assistance support, while foster youth remain a focal student group. We saw the following student outcome improvements on the 2024 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.

Schools were designated for CSI 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 2024-25 school year: Castlemont High School, Dewey Academy, Elmhurst United Middle School, Frick United Academy of Language, Sojourner Truth Independent Study, Martin Luther King, Jr. Elementary School, Oakland International High School, Rudsdale Continuation School, and West Oakland Middle School.

The following schools initially identified in 2023 exited CSI based on their performance on the 2024 Dashboard: Bret Harte Middle School, Brookfield Elementary School, East Oakland Pride Elementary School, Emerson Elementary School, EnCompass Academy, Fremont High School, Fruitvale Elementary School, Garfield Elementary School, Global Family Elementary School, Grass Valley Elementary School, Highland Community School, Hoover Elementary School, Madison Park Academy Upper, Manzanita Community Elementary School, Markham Elementary School, Skyline High School, Street Academy, United for Success Academy, Urban Promise Academy, and Westlake 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 2024-25 worked with the school community in the spring of 2024 to identify high-leverage, evidence-based actions to fund with CSI resources. These proposed actions were then reviewed by network superintendents and Central

Office academic leaders. If needed, schools received feedback to rethink or provide more information on proposed actions to ensure that CSI funding would be leveraged to effect change. Due to the seven-day teachers' strike in May 2023 that pushed chronic absenteeism rates across the district to the lowest performance level, a record 29 schools were designated for CSI for the 2024-25 school year. Many of these schools are new to the CSI grant and needed additional support to understand the funding and the planning process. We also anticipate that some of these schools will exit CSI as their chronic absenteeism rates return to more typical numbers.

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 2024-25 school year, and continues to explore longer term solutions:

- The District allocated additional student support staffing to high-need schools based on the Unduplicated Pupil Percentage (UPP).
- The District funded reduced class sizes at schools with UPPs above 90%.
- The District funded 17.6 FTE in additional teachers to help meet the needs of late-arriving newcomers who arrive after Census Day.

Credit Recovery & Intensive Case Management for CSI-Designated High Schools

The High School Linked Learning Office (HSLLO) provides a comprehensive central credit recovery model that ensures equitable access to all schools regardless of size or resources to increase the number of students graduating and A-G eligible. The HSLLO created the Central Academic Recovery (CAR) team to pilot several credit recovery and prevention efforts across CSI schools beginning in Spring 2022. Some examples of programming piloted include:

- **School Day Credit Recovery:** CAR School Day Credit Recovery options began with one Algebra class for students in Grades 9 and 10. School Day Academic Recovery (AR) has expanded to engage students in Grades 9-12 and provides access to all History classes, Spanish 1 & 2, English 1-4, Algebra 1 and Geometry. School Day AR happens at two of OUSD's comprehensive high schools and enrolls some of Oakland's most vulnerable youth. School Day AR options are accessible to students because the courses are embedded into the school's master schedule during the instructional day. Students are able to cycle through courses at an accelerated pace and demonstrate mastery of core concepts as part of their regular school schedule.
- **Summer Healing & Academics 4 Kids (HAcK) Program for Students in Grades 9 and 10:** During summer academic credit recovery, students participate in project-based and hands-on learning with engaging field trips, activities and internships relevant to their credit recovery courses in which they were enrolled. Summer HAcK '24 enrolled over 105 students and averaged a 95% pass rate. Summer HAcK 25 will host up to 150 ninth and tenth grade students at Life Academy this year. We will offer credit recovery options for: Algebra 1; Biology; English 1 & 2; Geometry; PE, and World History.
- **CAR Online Academic Recovery (COAR):** In addition to centrally-delivered credit recovery at school sites, the CAR team offers credit recovery online via zoom. Courses are offered for a period of ten weeks in Fall and Spring semesters. All OUSD high school students in Grades 10-12 can access the online classes, 80 students from eight high schools earned a C or higher in the following courses: Algebra 1; Geometry, English 1-3, World History, American Government, Economics, U.S. History, and Spanish 1 & 2.
- **Intensive Case Management for students in Alternative Education:** The Alternative Education Schools have a dedicated Case Manager that provides additional support with students in danger of failing by working in conjunction with the teacher of record. Providing guidance through 1:1 meetings, home visits, and tracking progress in order for students and families to stay up to date on the graduation status of students on their caseload.

The High School Network will continue to build out the credit recovery strategy for the 2025-26 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 at the site level to understand how their students are performing compared to other students across the district and across the state. Many of these metrics also appear in the School Plan for Student Achievement (SPSA). In addition, individual CSI schools are encouraged to identify additional metrics based on their specific need assessments and improvement strategies to track both implementation and effectiveness of their CSI plan actions. These vary widely given the diversity of needs in OUSD schools, but can include metrics such as teacher retention, percentage of teachers with full credentials, or percentage of families engaged with the school.

Ongoing Data Inquiry & Planning

CSI schools will focus their data inquiry and planning work on the specific high-leverage strategies they have identified to improve student outcomes as part of their CSI plans during regular meetings with their network teams. Network superintendents and partners, who coach school leaders in this work, will monitor completion of the inquiry and planning tool to document these inquiry cycles and will provide guidance on how each school can most effectively monitor the CSI plan. RAD continues to provide focused support to these schools to help leaders set and monitor targets to improve student outcomes and exit CSI, and to evaluate the implementation and impact of their planned actions. School Site Councils, school instructional leadership teams, and other key partners also review and evaluate key data points to determine how effective strategies are and whether schools should continue to implement these improvement efforts or adjust their plans.

Stakeholder Partnerships to Monitor CSI Plans

At the school level, CSI plans are monitored first and foremost by School Site Councils (SSCs). Oakland Unified has a strong culture of school governance that empowers SSCs—committees composed of parents, students, teachers, school staff, and principals—to participate actively in planning and budgeting for school improvement. The SSC tracks progress towards school goals and implementation of strategies in the CSI plan, and works with the principal and staff to amend the plan as needed throughout the year as conditions change.

At the district level, the LCAP Parent and Student Advisory Committee (PSAC) and its subcommittees—the District English Language Learners Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC)—review and provide input on districtwide investments and strategies for improvement. Throughout the year, each group chooses areas of interest for “deep dives”

and invites District staff to present on districtwide and school-specific approaches to improving student outcomes and resulting outcomes in the focal area.

Central Staff Resources for CSI Schools

In addition to support provided by network teams and Central Office content area specialists, OUSD also invests in three Central Office positions to help schools designated for CSI to research, implement, and evaluate the implementation and effectiveness of their CSI plans. The half-time CSI Specialist guides principals and school communities through plan development, coaching leaders in data review and helping school teams evaluate potential evidence-based strategies to address their identified needs. In addition, the LCAP Coordinator and Strategic Resource Planning Financial Operations Analyst are funded through the CSI grant to spend one day each week providing support for the CSI program, including development and monitoring of the CSI-specific sections of the SPSA and ongoing review of CSI investments to ensure that funds are spent in accordance with each school's approved improvement plan. Together, these Central staff also create the written guidance provided to schools that outlines how schools may plan and use CSI funds. The CSI Specialist also offers grade span-specific help sessions for school leaders, particularly those new to OUSD or new to the CSI grant, to create space for schools to ask questions and share best practices. As the CSI program develops, the District will continue to examine and refine these Central support roles.

Engaging Educational Partners

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

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

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

Overall Engagement Approach

The district advisory committees of the Oakland Unified School District serve as the foundation of the LCAP engagement process. The general process described in this section applies to the LCAP Parent and Student Advisory Committee (PSAC), the District English Language Learners Subcommittee (DELLS), the Community Advisory Committee for Special Education (CAC), and the Foster Youth Advisory Committee (FYAC). Committee members steer their own public processes in collaboration with staff. They fully embrace their role as representatives of families, students, and other OUSD stakeholders. This is reflected in their democratic election and decision-making structures, their messaging to community members, their monthly reporting segments at School Board meetings, and the open structure and process of their public meetings and activities. These committee members understand that they provide an essential forum for families, students, and other community members to shape the goals, metrics, actions, and investments that will be included in the LCAP, as well as to ensure their implementation and positive impact.

Committee members gather direct feedback from other families, students, and other stakeholders at public meetings or through other tools like surveys and fora. This feedback and ongoing collective reflection about their experiences as school leaders inform the annual priorities of committee members. Members identify those priorities at a retreat that takes place at the start of each school year.

Specific priorities are drawn from discussing the impact of past recommendations for the LCAP and from what was learned during the previous school year. The members then make sure that their adopted priorities remain in focus. They address those priorities within their Fall semester agendas that review the implementation of the LCAP and budget. Committee members also schedule separate meetings and study sessions with LCAP implementers to drill down on actions. Findings from the Fall and Winter allow members to set a direction for the Spring. Those findings also shape their comprehensive review of actions and investments for the new LCAP and budget. Members enter each Spring with a shared perspective of how successful (or unsuccessful) they have been in advancing their identified priorities.

The district committees of OUSD are deeply committed to ongoing reflection about their efficacy and impact. This commitment translates into numerous planning, check-in, and working group meetings that help to shape and strengthen what they discuss during public meetings. As public servants of the member-led process of committees, district staff attend these planning and working group meetings to provide members with timely information and support.

To inform and engage School Board directors, other district leaders, and the wider OUSD community, members of each advisory committee present monthly reports at ten regular meetings of the School Board, in addition to their presentation at the June public hearing for the LCAP. Outreach for the meetings and activities of the committees is ritualized and consistent. The OUSD community learns about these meetings and activities through a bi-weekly newsletter, mass text message reminders, email messaging, the main calendar of the OUSD website, postings on the LCAP page of the OUSD website, and through targeted outreach.

The public agendas, meeting documents, and recordings for all advisory committee meetings are available at ousd.org/LCAP.

EDUCATIONAL PARTNER(S)	PROCESS FOR ENGAGEMENT
LCAP Parent and Student Advisory Committee (PSAC)	The LCAP Parent and Student Advisory Committee (PSAC) is the committee that most integrates the voices and perspectives of parent, student, staff, and community leaders across the Oakland Unified School District. PSAC gathers the work of school and district advisory committees, and connects to other engagement initiatives, to promote a unified process of study and advocacy. *About PSAC* PSAC is composed of up to 28 parent members, four from schools in each of the seven electoral districts of Oakland. Parent members are elected for two-year terms each fall by other parent leaders from school site committees. Up to nine student members of PSAC are elected by the student leaders of All City Council (ACC), the student government of OUSD. Two students serve as at-large members and seven represent an electoral district. Thirteen parent members elected to designated English Learner (EL) seats on PSAC also serve on DELLS. PSAC meets on the third Wednesday of each month from August to May with additional special meetings. After their August 2024 Goal-Setting Retreat, PSAC members conducted a total of 10 public meetings in 2024-25. They held 40 additional member meetings dedicated to planning, study, and reflection. They also participated in a November 2024 joint meeting with members of the other advisory committees. PSAC engages directly with the student LCAP directors from ACC, DELLS, the CAC, the FYAC, and the Latino Parent Advisory Group (LPAG) through a formal reporting segment at the monthly PSAC meetings and through PSAC members who act as liaisons to other advisory committees. Additionally, up to nine members from ACC can be elected by other ACC student leaders to serve as voting members of PSAC, two at-large and one from each of the seven electoral districts of Oakland. Thanks to these reports and to formal connections across several of the governance bodies, the members of PSAC were able to reflect the work of other committees within their recommendations for the LCAP.

2024-25 PSAC Engagement Process and Priorities

Initially, at the start of the 2024-25 school year, PSAC identified the following committee priorities:

1) Continue to advocate for full implementation of the June 2022 recommendations for shared decision-making with committee members at the school and district levels.
2) Ensure that a parent member from the School Site Council (SSC) or Site English Language Learner Subcommittee (SELLS) of each school attends PSAC meetings.
3) Secure the participation of network superintendents in PSAC meetings so that they can engage with the members and with families from all schools.
4) Update PSAC's bylaws to increase the ways in which parents can become members.

Despite early efforts to promote their identified priorities, the members of PSAC were quickly pulled into a fast-moving districtwide conversation about possible school closures/mergers that coincided with the Fall 2024 elections season. PSAC's involvement in the conversation about school closures/mergers began in August within an Ad Hoc Committee to propose metrics that could guide any plan for the closure or merger of schools in OUSD under AB 1912 and CA Education Code, Section 41329. Barely coming out of their 8/17 goal-setting retreat, PSAC members were asked to send representatives to Ad Hoc Committee in-person meetings on 8/21, 8/26, and 9/4. These three meetings did not allow sufficient time for participants to develop unified recommendations to the School Board and other district leaders.

At the heels of their own September process to elect new members to vacancies in the committee, PSAC gathered district leaders into their October planning and public meetings so that they could, again, highlight their priorities, and so that they could clarify OUSD's budget challenges. Yet, by the first week of November, PSAC was placed in the impossible position to respond to a proposal for school/closures and mergers even as they prepared to review a proposal for specific budget adjustments for the 2025-26 LCAP/ budget—all within the same month. Those closures/mergers were listed within the proposal for budget adjustments as a source of savings that would reduce OUSD's deficit and that would allow for greater investments in the actions of the LCAP.

Recognizing the magnitude of these converging conversations and decisions, PSAC members joined a cross-committee emergency meeting on November 12th that was spearheaded by members of the Community Advisory Committee for Special Education. At that emergency meeting, committee members developed the following joint statement for the November 13th School Board Meeting: tinyurl.com/mwz7esc7.

These were the main messages of the joint statement developed in collaboration by members from three advisory committees: the CAC, DELLS, and PSAC.

	2024-25 PSAC Statements **PSAC Statement: The Recommendation for School Mergers and the Related Equity Impact Analysis** *"The equity impact analysis in the proposal to merge 10 schools is incomplete and insufficient. OUSD is not in the position to prevent great harm for specific groups of students. The analysis does not include qualitative evaluations of how schools serve specific populations of students" and "determinations of how the planned actions will maintain or exacerbate the segregation or isolation of particular demographic groups." Additional data points [as listed] must be included in the analysis to better reflect the demographic make-up of each school, analyze how that demographic make-up arose, and understand the impact of actions on particular groups of students.* *OUSD must define school stability and belonging for all students in collaboration with families. This includes identifying related metrics and committing to using them. Any proposals must begin with the assumption that each and all students can remain with their peers. OUSD schools must be designed to serve all OUSD students.* *We must work together to clarify what size of school population is most protective to high need students, even as we seek to increase the sustainable use of resources across schools. No matter their location, a few schools function as places of refuge and of last resort for these students.* *OUSD must draw lessons from its history of school design, re-design, mergers, and closures in developing this analysis. Any attempt to complete the analysis must be made in consultation and collective dialogue with the families at the impacted schools and in partnership with the advisory committees that represent them."* **PSAC Statement: The Proposed Budget Adjustments and Related Context** *"We need full dialogue with the staff and other leaders who developed the proposals for budget adjustments and who will oversee their implementation. We must all clarify how the named reductions and adjustments will impact schools and students. That requires a stated commitment from Board directors and administrators to engage in public two-way dialogue with us as collectives.* *We aim to protect the students who have been most neglected and who will be most harmed by the loss of programs and resources. In doing so, we ask that you focus on disabled students with Moderate and Extensive Support Needs, especially those who are members of other focal student groups. Our experience this Fall of 2024 was not a dialogue. Timelines for decision-making must be explained well in advance, must make sense to everyone, and must include clear information and time to weigh in.* *OUSD must face and express the historical implications of decisions about charters, open enrollment, the design and*

	marketing of particular district schools, and of the practices that have diminished our capacity to act as a unified school district for all students, even now. *Many of us are favorable to more centralized budgeting. We do not approve the lease of properties to charter schools. We do support using vacant properties to develop low income and below market rate housing for teachers and families. We also support housing for transitional age youth and a hub for services geared to them."* The proposal for closures/mergers was not taken up by the School Board at its December 11th meeting. At the same Board meeting, a list of budget adjustments known as Attachment C were adopted. PSAC members then pivoted quickly to helping families, students, and other stakeholders make sense of the recently adopted adjustments. They reviewed and discussed them at their December 18th meeting. In January of 2025, PSAC lead delegates met to reflect on the Fall 2024 experiences of the committee and to develop a proposal for what would be the committee's focus in Spring 2025. PSAC took up the following questions to guide their work in Spring 2025 and to determine the focus of each public meeting: ● **January:** What budget proposals did the Board just adopt in December? Which are the easiest to understand? Which are the most unclear or complicated? Which proposals will bring about the most significant changes? [Participants choose proposals to discuss in greater depth in February] ● **February:** What will change for schools after May 2025? How will the budget reductions and adjustments look and feel at schools? [School case studies to illustrate changes] ● **March:** Which services will go from budgeted at the school level to being budgeted centrally for the school year 2025-26? How will those services be managed? What are some suggestions for doing so? [Conversation with principals based on a survey sent to principals] ● **April:** How did our Local Control and Accountability Plan change as a result of the budget reductions and changes that were adopted this Winter? ● **May:** What are possible revisions for the 2025-26 Local Control and Accountability Plan? [Choice of specific focus areas for study based on survey of PSAC members] PSAC's June 2025 recommendations reflected their findings from the study of these questions. Their recommendations placed a strong emphasis on clarifying criteria for the allocation of funding and positions, on clarifying the role of specific staff, on accounting for specific types of revenues and expenditures within the LCAP, and on evidence of which students are gaining access to particular types of support.

	Nine of PSAC's recommendations relate to all or multiple actions within the LCAP. Five relate to specific actions. These are the specific LCAP actions that PSAC studied in greatest detail: • 1.1 Strong Readers: Early Literacy and Secondary Literacy • 1.2 Excellence in Science, Technology, Engineering, Mathematics • 1.7 College and Career for All • 1.9 Data-Driven Decision-Making • 2.4 Support for Students with Disabilities • 2.8 English Learner Achievement • 2.11 Alternative Education • 3.1 Safe and Welcoming Schools • 3.6 Youth Engagement and Leadership • 3.8 Quality Learning Environments To review the full text of PSAC's recommendations for the 2025-26 LCAP as adopted at their 5/15/23 public meeting, follow this link: tinyurl.com/ycycb5ds For the full text of the recommendations that PSAC made in June 2024 for the 2024-25 LCAP: tinyurl.com/42bsjd2z For PSAC's recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting: tinyurl.com/y2pjtrfa (slide 9). The Superintendent's responses to the Recommendations of the District Advisory Committees can be found here: PSAC and its advisory committees have asked that the responses and information requested within each of the recommendations be incorporated into the LCAP in the appropriate sections. They stated that, when it is not possible to do so, a document containing the information be attached to the LCAP as an appendix. They also requested that each document attached as an appendix be clearly referenced and linked within the appropriate section(s) of the LCAP.
District English Language Learners' Subcommittee (DELLS)	The District English Language Learners Subcommittee (DELLS) is currently made up of 15 parents/caregivers from 13 OUSD schools speaking five different languages—Spanish, Arabic, Cantonese, Mam, and English. All DELLS members also serve on Site English Language Learner Subcommittees (SELLS) at their schools or as EL representatives on School Site Councils. Up to 13 members of DELLS can serve on PSAC and are elected during the September PSAC elections by other parents of English learners serving on School Site Councils (SSCs) or SELLS. In addition to this, one EL parent representative from each OUSD school can become a member of DELLS but does not serve on PSAC. DELLS meets regularly on the fourth Thursday of each month from August to May, excepting holidays.

	DELLS members participated in the August 2024 Goal-Setting Retreat, conducted seven public meetings in 2024-25, participated in a November joint meeting with members from other advisory committees, and held a Language Access Fair in August 2025 to launch their new year of committee study and advocacy by directly advancing one of their priorities. This was the published purpose of the DELLS Language Access Fair: "... to celebrate our linguistic diversity, learn about language access rights, and appreciate the work of OUSD's interpreters and translators. The event also features an exhibit hall where community partners who prioritize language access can share their exceptional multilingual services with OUSD families." DELLS also held 13 additional member meetings dedicated to planning, study, and reflection and hosted one separate working group that met monthly from August until May. The working group brought together committee members, district-level Family Engagement staff, and staff from the Office of Strategic Resource Planning (in charge of compliance with laws and regulations related to English Learner programs). The working group sought to promote the DELLS goal for schools to establish freestanding ELL committees with authentic voice and decision-making for families of English Learners. During the 2024-25 school year, DELLS maintained the same priorities as in 2023-24. The committee sought the following: ● Proof that ALL English Language Learners are getting Designated English Language Development (ELD) at their level including all disabled English Language Learners and newcomers. ● 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. ● 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. Their monthly meetings reflected their priorities for 2024-25. Here is a snapshot of what they discussed and undertook: ● **September:** discussed basic start of year data about English Learners, rights to interpretation & translation, requirements for Site ELL Subcommittees, and content of annual Parent Notification Letters ● **October:** Discussed requirements for reclassification of English Learners as proficient in English; launched Needs Assessment Survey for Families; first Meeting of DELLS Working Group on Site ELL Subcommittees ● **November:** Reviewed Board and staff proposals to reduce OUSD's deficit; developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact ● **January:** Increased membership in the committee; discussed language programs in OUSD along with our rights to request them and to advise on their development

	● **February:** Discussed results of our Needs Assessment Survey for Families; launched new segment for reports from school representatives; learned about: protections for immigrant and refugee students, budget development process and impact on support for English Learner students ● **March:** Learned about summer programs and how to enroll; discussed progress on administering the ELPAC to students; learned about requirements to teach English Learners (the EL Authorization) ● **April:** Discussed outcomes on LCAP indicators for English Learners and related actions; discussed our June 2024 recommendations for the LCAP and developed follow-up recommendations Committee members have become more specific in the questions and requests that will support their ongoing priorities as OUSD enters the second year of the 2024-27 LCAP. These are the recommendations as presented to the School Board on 6/11/2025: 1) Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners. This must become a required practice across roles and levels whenever data is used, including within the LCAP. Basic disaggregated data for English Learners: by disability/Special Education status, by home language, by program. 2) Identify an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to [ahead of] reclassification. Explain how it will be used and monitored, how often, and by whom. 3) Describe in the 2025-26 LCAP current strategies and related investments to increase and improve access to language translation and interpretation. We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need. Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP. 4) We celebrate progress on one of our priorities: Establishment of freestanding Site English Language Learner Subcommittees (SELLS) at schools. We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to this priority. 5) Identify a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level. This includes all English Learners with IEPs and all newcomer students. We do not have data that demonstrates access to daily designated English Language Development (ELD) for students enrolled in Special Day Classrooms. We also need data to demonstrate that all elementary ELL students are receiving daily designated ELD.

	To review the full text of DELLS recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendation can be found after the ones made by the LCAP Parent and Student Advisory Committee. The full text of their June 2024 recommendations can be found on page 31 of this linked document: tinyurl.com/42bsjd2z The DELLS recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 35).
Foster Youth Advisory Committee (FYAC)	The Foster Youth Advisory Committee (FYAC) is currently composed of 13 members: three parents/caregivers, three representatives of community organizations or agencies that provide direct services to foster youth, the four staff of OUSD Foster Youth Services, and three other OUSD staff. FYAC meets regularly on the last Tuesday of each month from August to May, excepting holidays. FYAC members conducted a total of nine public meetings in 2024-25. They held eight additional member meetings dedicated to planning, study, and reflection. Along with representatives of the other district advisory committees, FYAC members offered monthly reports at School Board and PSAC meetings. They also presented formal recommendations at the LCAP public hearing. FYAC chose to focus its 2024-25 work on decreasing suspensions for foster youth, particularly disabled foster youth with IEPs. By the end of the 2024-25 school year, the percentage of foster youth without IEPs that were suspended stood at 11.8% and the percentage of suspended foster youth with IEPs stood at 31.4%. The combined percentage for both groups is 18.3% as of June 4, 2025. These rates have been steadily increasing since the return to in-person instruction after the Covid pandemic. The committee collaborated with staff from Attendance and Discipline, Community Schools and Student Services, Foster Youth Services, and Special Education to develop actions that could reduce suspensions. Jointly, they developed policies to protect foster youth that were presented to the School Board as their recommendations for the LCAP. Those policies were adopted by the School Board on June 11, 2025, a much anticipated success for the committee. Here is the link to the policy recommendations as adopted: https://ousd.legistar.com/gateway.aspx?M=F&ID=116664.pdf FYAC requests that, after adoption, the following take place: ● Reflect that the policy was adopted within the descriptions of the following LCAP actions, among others: ○ 3.1 Safe and Welcoming Schools ○ 3.2 Multi-Tiered Systems of Support, Social Emotional Learning and Restorative Practices

	○ 2.7 Foster Youth Achievement ● Identify and describe within the LCAP any initial actions and strategies to implement the policy. ● Amend the text related to suspensions within the introduction to the LCAP to reflect that foster youth have the highest suspension rates within OUSD, with foster youth IEP having much higher suspension rates than their foster youth without IEPs. To review the full text of FYAC's recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendations can be found after the ones made by the Community Advisory Committee for Special Education. The full text of their June 2024 recommendations can be found on page 36 of this linked document: tinyurl.com/42bsjd2z. The FYAC's recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 85).
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 the PSAC, one who serves DELLS, and one on the FYAC. The CAC meets regularly on the second Monday of each month from August to May, excepting holidays. CAC members. Along with representatives of the other district advisory committees, they offer monthly reports at School Board and PSAC meetings. They formally presented their recommendations for the LCAP to the School Board at the LCAP public hearing and made separate recommendations for the Special Education Local Plan (SELPA). CAC members participated in the August 2024 Goal-Setting Retreat, conducted 10 public meetings in 2024-25, hosted a School Board Candidates Forum in October of 2024, and spearheaded a November joint meeting with members from other advisory committees. They held 13 additional member meetings dedicated to planning, study, and reflection and hosted two separate working groups that met monthly from August until May. One working group of CAC members collaborated with the Middle School Network to implement actions to reduce suspensions for disabled Black students in middle school and to monitor the impact of those actions. The second working group of CAC members collaborated with leaders from the Talent Division to improve the hiring and retention of Special Education staff. In 2024-25, they focused on Special Education support staff. Together, they crafted content for study at two CAC meetings. The group also hosted two listening circles for paraeducators to connect to the direct lived experience of staff and to gather their perspectives. CAC members also attended meetings of the Measure N/H commission regularly to advocate for Linked Learning funding for

	students in the Young Adult Program (YAP) and to promote equal access to Linked Learning funding/programming for all disabled students, including those attending Special Education classrooms and those with extensive support needs. While this advocacy yielded funding for YAP in 2025-26 and some retroactive funding from 2023-24 and 2024-25 (a great success for the CAC), this happened after a decade of no Measure N/H funding for YAP students. The CAC also helped to identify grave gaps in access for high school students with IEPs that they will continue to address in 2025-26. The CAC seeks a more inclusive LCAP to promote a more inclusive OUSD. Their first four recommendations ask that the Superintendent, the School Board, and other district leaders explain how the 2025-26 LCAP will help to: 1) a) Increase and/or improve disability-related services for students: This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students. b) Promote equitable access to disability-related services and support for disabled students who are also Low Income, English Learners, Foster Youth, etc. 2) Ensure access for disabled students to the supplementary/targeted services that they are eligible to receive based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria. 3) Support greater disability accessibility (universal design) across programs and services: Disabled students are entitled to participate in all the educational and social experiences that their non-disabled peers enjoy. Those experiences must be made accessible by design. The members of the CAC requested that specific actions, strategies, and investments be identified within each of the explanations. Five 2024-25 initiatives of the Community Advisory Committee for Special Education relate to distinct areas of the LCAP. The recommendations of the CAC for the 2025-26 LCAP were developed to support their current initiatives. Those initiatives are: 1) Ensure access for disabled students to a community schools experience (with related services and experiences), and to overall school belonging, by stopping the practice of removing disabled students from their schools in the middle of a grade-span to close or re-purpose their classrooms. 2) Improve access for disabled students to academic and socioemotional supports outside of Special Education that their non-disabled peers enjoy (focus: afterschool programs, athletics, visual and performing arts, linked learning). This initiative connects to a Board Resolution that was adopted in June of 2021. 3) Continued implementation of the plan to reduce the highly disproportionate suspensions of disabled Black students in middle school (collaboration with the Middle School Network).

	4) Sufficient special education staffing for disabled students with IEPs: Recruitment and Retention of special education teachers, paraprofessionals, and Instructional Support Specialists (in collaboration with the Talent Division). 5) Improve access for Young Adult Program students and other disabled students with IEPs to all Linked Learning programs and resources; especially to career-exploration, work-based learning, Career-Technical Education, and internships. The members of the CAC also requested that the Superintendent clarify responses to their June 2024 recommendations and that they follow up on specific commitments made to the committee at that time. Their requests for clarification and follow-up related to the following LCAP actions: ● 1.1: Strong Readers: Early Literacy and Secondary Literacy ● 1.4: Visual and Performing Arts ● 1.7: College and Career for All ● 1.9: Data-Driven Decision-Making ● 2.4: Support for Students with Disabilities ● 3.1: Safe and Welcoming Schools ● 3.6 Youth Engagement and Leadership (Athletics) ● 4.1: Diverse and Stable Staff To review the full text of CAC's recommendations for the 2025-26 LCAP follow this link: tinyurl.com/ycycb5ds. Their recommendations can be found after the ones made by the District English Language Learners Subcommittee. The full text of their June 2024 recommendations can be found on page 23 of this linked document: tinyurl.com/42bsjd2z The CAC's recommendations for the 2025-26 LCAP as presented at the 6/11/25 School Board meeting can be found here: tinyurl.com/y2pjtrfa (slide 46).
All City Council (ACC)	Student members of the All City Council (ACC) also met throughout the year to engage middle and high school students in the District about ways to improve school conditions. In 2024-25, the ACC held four general high school meetings with students from 11 high schools and four general middle school meetings with students from seven middle schools. ACC student feedback included the following: **Student & Staff Relationships** ● Hold more events/opportunities for students to connect with staff/teachers to build community and space for more

	joy to improve student connection to school and achieve better academically. ● Consider introducing “chilling days”—days for community building with staff/teachers. Students want a connection to their teachers and want to know their teachers care about them and their success. **Culture & Climate** ● Foster more school spirit. Students at smaller schools want to see more events like pep rallies and sport teams. ● Better implement restorative justice (RJ) at all schools. RJ is not consistent at schools across the district. ● Incorporate more physical movement into classes, with community building activities like icebreakers and games. ● Encourage teachers to show up for school events and participate and show support. **Academic Rigor** ● Classes at some schools seem too easy, without enough effort required. ● Dual enrollment is a great opportunity to prepare for college and can help motivate students. ● There is a need for more classes that are academically rigorous. **College & Career** ● Provide more pathway choices, especially in areas such as engineering, sports, hospitality, architecture, business, and culinary. ● Offer events targeted towards careers, including career days, field trips to a variety of offices and job sites, guest speakers from different professions, and shadow days to shadow professionals with jobs students are interested in. ● Offer college tours of different colleges, rather than the same schools every year. **Safety** ● Address issues like gambling on school grounds. ● Vaping/smoking on campus is a concern. ● Some schools have school fights that must be addressed. **Facilities** ● Bathrooms are dirty and used for vaping, so students are “holding it” all day at some schools. ● School maintenance is needed: focus on cleanliness and updates to facilities. ● The District should better stock classrooms so that there is less burden on teachers to provide school supplies.

	Teacher Retention ● Teacher turnover/instability remains a huge problem. ● Students can't build relationships with teachers because they don't stay long enough.
School and Central Office Staff	The District also offered engagements for principals, teachers, classified staff, and Central Office leaders in a series of four listening sessions to gather input on needed adjustments to investments moving into the second year 2024-27 LCAP. Typically these engagements are held in April. However, in 2024-25 there were ongoing labor negotiations throughout the spring culminating in a planned teachers' strike in early May that created a challenging environment for hosting listening sessions. The engagements were consequently postponed until after the District reached an agreement with the Oakland Education Association. This meant that the listening sessions landed in the final weeks of the 2024-25 school year, so they were not well attended in comparison to prior years, with little feedback provided. However, some of the input provided in spring 2024 highlighted persistent needs that remain relevant for 2025-26: ● 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. ● 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. ● 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. ● 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. ● There is a need for resources to support more in-person District and site level family and staff engagement.
Labor Partners	Representatives of the District's labor partners worked with District staff throughout the 2024-25 school year to identify priority areas for labor negotiations, some of which are reflected in approved bargaining agreements. Among the priority areas identified in these agreements are: ● **Preservation of STIP Subs:** Labor partners asked that the district fund-a minimum of 65.0 FTE STIP (Substitute Teacher Incentive Program) Teacher positions for the 2025-26 school year and prioritize the assignment of these staff to high needs schools as site-based positions. ● **11-Month Teachers at Hard-to-Staff High Schools:** Teachers at Castlemont, Fremont and McClymonds High Schools

	will continue to have 11-month assignments through the end of the 2025-26 school year using supplemental and/or concentration carryover funds. ● **Nurses:** Nurse positions eliminated due to lack of funding should be restored if funding becomes available. Feedback provided by labor partners in the the spring of 2024 at the start of this three-year LCAP cycle also included the following areas of ongoing focus and improvement: ● 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. ● Many schools do not effectively engage staff and SSCs in development of their SPSA needs assessments and budgets. ● 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. ● It would be helpful to have the full LCAP budget in dashboard format. ● It often seems like SSCs rubber stamp school budgets and do not actually have a voice in decisions. ● 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 2025 that they might receive and should plan for these funds. Awards were confirmed in late February 2025 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 has 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:

- Restored 11-month teacher positions at Castlemont, Fremont, and McClymonds high schools using one-time LCFF Supplemental & Concentration carryover funds.
- Restored twelfth month of Community School Manager position districtwide using one-time LCFF Supplemental & Concentration carryover funds.
- Restored teachers for late-arriving Continuation students using one-time LCFF Supplemental & Concentration carryover funds.
- Added additional detail and links to funding formulas and school allocations throughout the document.
- Updated the suspensions data in the LCAP narrative to ensure that the LCAP accurately reflects the student groups with the highest need.

Details on which staff members hold this work and what implementation steps are planned for the 2025-26 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 all 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	--	-31.7	-1.8
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%	--	39.8%	+4.7%
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%	--	38.0%	+1.1%
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%	--	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%	--	34.6%	+0.6%
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%	--	25.8%	+4.1%
1.1.7	Decrease the percentage of students in Grades 6-8 reading three or more years below grade level on the spring administration of the iReady reading assessment.	36.7%	39.4%	--	30.7%	+2.7%
1.1.8	Decrease the percentage of students in Grades 9-11 reading three or more years below grade level on the spring administration of the iReady reading assessment.	70.0%‡	70.0%	--	66.0%	0.0%

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1.2.1	Improve performance on the SBAC state assessment in Mathematics, as measured by the average distance from standard (points above or below standard) without participation penalty.	-83.0	-83.9	--	-68.0	-0.9
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	--	-11.6	-0.9
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%	--	52.2%	-8.7%
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 yet available*	--	100.0%	*Not yet available*
1.4.1	Increase the number of elementary visual and performing arts (VAPA) positions districtwide.	38.11	45.15	59.10	55.00	7.04
1.5.1	Increase the number of three- and four-year-old children who are enrolled in District-run early childhood and transitional kindergarten programs.	1724	1987	--	2300	+263
1.6.1	Increase the number of students attaining biliteracy pathway awards in dual language schools.	665	537	--	700	-128
1.6.2	Increase the number of students completing the seal of biliteracy annually.	181	243	--	275	+62
1.7.1	Increase the combined four- and five-year graduation rate as reported on the California School Dashboard.	75.0%	80.6%	--	81.0%	+5.6%
1.7.2	Reduce the high school cohort dropout rate.	13.9%	10.0%	--	10.9%	-3.9%

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1.7.3	Increase the percentage of students who graduate prepared for college and career, as measured by the California College/Career Indicator.	37.9%	43.4%	--	43.9%	+5.5%
1.7.4	Increase student career pathway participation rate for Grades 10-12.	88.0%	90.8%	--	94.0%	+2.8%
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%	--	29.4%	+7.3%
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%	--	47.1%	+5.4%
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%	--	24.4%	-1.9%
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%	--	19.1%	+2.0%
1.8.5	Increase the completion rate for the FAFSA (Free Application for Federal Student Aid).	69.0%	60.1%	--	78.0%	-8.9%
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%	--	100.0%	+15.0%
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%	--	100.0%	+21.4%
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%	--	100.0%	+12.4%

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1.9.4	Increase the percentage of schools with 95% or more of eligible students participating in the California Alternate Assessment (CAA) in English Language Arts/Literacy.	30.0%	58.8%	--	100.0%	+28.8%
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%	--	100.0%	+28.4%
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%	--	100.0%	+35.9%
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%	--	60.0%	+8.3%
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%	--	30.0%	-0.8%
1.10.1	Increase the one-year retention rate for principals.	87.0%	79.5%	--	92.0%	-7.5%
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%	--	80.0%	-6.2%

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

Goal Analysis for 2024-25

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:** Implementation of Tier 1 Literacy curriculum: EL Education (K-5 SEI), Benchmark (K-5 dual language programs), SIPPS in Grades K-8, and Fishtank in high school.
- **Foundational Professional Learning:** Our August 2024 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 PD 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 PDs offered monthly and our August Institute for Early Literacy Tutors/Literacy Liberators in Grades K-12 to support initial training.
- **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 PD 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.
- **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 provide tailored, additional coaching.
- **Assessment:** We implemented a systematic assessment calendar with a focus on universal screening (i-Ready in Grades K-12) and progress monitoring with CEAs and DIBELS/Lectura (in Grades K-2).
- **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.

Implementation Challenges:

- Supporting continuity during site leadership transitions.
- Foundational Skill Data (SIPPS MT) isn't improving as significantly as we would want in K-2 despite the school level efforts.
- Grades 6-8 literacy tutoring was not fully implemented until midyear due to issues around schedules, supports, and resources.
- We are developing a robust plan for Tier 2 literacy needs in middle school that supports students reading multiple years below grade level in their core ELA class

Implementation Successes:

- Launch of New Teacher Professional Learning Series across strands as a collaboration across departments was met with positive teacher feedback and strong attendance.
- Increase in the % of students at/above grade-level in SIPPS in kindergarten and first grade as of January 2025.
- Over 90% fill rate for elementary Early Literacy Tutor positions.
- 100% of Coaches reported agree or strongly agree that Coaching Collaborative is effective in supporting coaches.
- Conducted a pilot for Tier 1 Foundational Skill curriculum for K-2 at four school sites and recommended a curriculum.
- Growth in SIPPS levels at sites with Secondary Literacy Tutors being coached.
- In Grades 6-8, students reading three or more years below decreased by 4% and students who are proficient increased by 4%.

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

OVERALL IMPLEMENTATION

- **Quality Curriculum:** We developed Oakland-specific scopes and sequences for: FOSS Science in Grades TK-5 and Grades 6-8, Eureka Math^2 in Grades K-5, and Illustrative Mathematics in Grades 6-12. We also adopted and began implementing a high school biology curriculum.
- **Standards-Based Assessments:** We aligned assessment calendar including diagnostic assessments in Grades K-12 using i-Ready Reading and in Grades K-5 using i-Ready Math. We also aligned assessments to support curriculum-embedded assessments two times a year for Mathematics in Grades 6-12, two times a year for FOSS science in Grades 6-8, and one time a year for Biology.
- **Foundational Teacher Professional Learning:** We facilitated high quality, curriculum-aligned professional development during the summer Standards and Equity Institute. New teachers in Grades 6-12 also received professional development during second Wednesday Professional Learning series and during our Professional Learning days in September and January. New teachers in Grades K-5 received content-based professional learning in three-week cycles throughout the academic year.
- **Curriculum-Based Professional Learning:** We supported the development and implementation of high quality Professional Learning

Communities to be held at all schools sites through our Coaching Collaborative for Math in Grades 6-8 and Teacher Leader Collaborative for Math in Grades 9-12 and Science in Grades 6-12.

- **On-Site Coaching:** We supported on site coaching through Coaching Collaborative for Math in Grades 6-8 and Teacher Leader Collaborative for Math in Grades 9-12 and Science in Grades 6-12. We supported learning walks at all sites at least two times a year and 1:1 with administrators. TSAs in Grades K-5 participated in monthly content based professional learning sessions.
- **Tiered Support Structures:** We developed and supported Tier 2 and 3 supports for Math in Grades 6-12 through the use of i-Ready Math diagnostic and My Path as well as Blueprint Fellows. We also implemented Tier 2 and 3 Math systems using i-Ready Personalized instruction lessons for small groups and classroom instructional support with Eureka Math[2].

Implementation Challenges:

- It is difficult to support new teachers in internalizing the curriculum to implement with integrity when many have not gone through teacher credential programs. This is connected to a challenge around retaining teachers in Math and Science.
- We have supported the capacity and skills of site leaders to facilitate high quality Professional Learning Communities and use data effectively to improve outcomes. We have made progress with some leaders, but don't have access to all of them if they don't participate in Math Coaching Collaborative or Teacher Leader Collaborative.
- We currently have strong Tier 2 support for students below grade level if the school site partners with Blueprint Fellows but currently do not have the program at all schools. There are not enough resources to provide strong Tier 2 instruction for math at all sites.
- We only have three Math coaches and no Science coaches in Grades 6-8, which makes it difficult to fully support site leaders to provide consistent observation and feedback.
- Limited applicants for our math vacancies resulting in multiple vacancies at our elementary sites.
- The Network 3 STEM Coordinator position was vacant at the start of the school year, making it difficult to provide direct math and science support to school sites in Network 3. A candidate was hired and onboarded in November 2024.

Implementation Successes:

- The performance of sixth graders on the Math interim 1 increased 10% in the number of students proficient from last year.
- The performance of seventh graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance of eighth graders on the Math interim 1 increased 14% in the number of students proficient from last year.
- The performance on the Algebra 1 interim 1 increased 4% in the number of students proficient from last year.
- The performance on the Geometry interim 1 increased 5% in the number of students proficient from last year.
- The performance on the Algebra 2 interim 1 increased 8% in the number of students proficient from last year.

Action 1.3: Equitable Access to a Broad Course of Study

OVERALL IMPLEMENTATION: DISTRICTWIDE
We developed an Oakland-specific scope and sequences for additional content areas in Grades K-5 (Physical Education, History/Social Studies and Foundational Skills).

OVERALL IMPLEMENTATION: 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

- Expanded Central support services for OUSD Visual and Performing Arts (VAPA) Increased Elementary Support by 0.4 FTE. The Elementary VAPA team now includes a 0.6 FTE Visual Art Teacher on Special Assignment (TSA), a 0.8 FTE Dance TSA, and a 0.4 FTE Music TSA.
- Expanded Central support services for secondary VAPA by 1.0 FTE. The Secondary VAPA team now consists of a 1.0 FTE Performing Arts Coordinator, 1.0, a 0.4 FTE Music TSA, and a 1.0 FTE Visual Art TSA.
- With the addition of positions funded by Arts & Music in Schools (Proposition 28) and the expansion of the elementary VAPA program additional support for professional development and coaching was required.

- Elementary TSAs provided weekly professional development sessions, as well as districtwide PD days three times per year. They also provided PD sessions at the new teacher institute.
- The secondary VAPA team provided new teacher coaching, monthly content PD sessions, two district PD days, and foundational PD at the Standards and Equity Institute. They also organize districtwide events, two art shows and three districtwide music festivals.
- Expanded and migrated the elementary VAPA to site based positions to ensure every elementary student has at least one VAPA class per week.

Implementation Challenges:

- Consistent attendance at weekly/monthly Professional Learning sessions makes longitudinal planning difficult. There are competing priorities with site based Professional Learning and central content Professional Learning.

Implementation Successes:

- Functioning networks of teachers at all levels. Elementary: Dance, Music and Visual Art. Secondary: Music, Dance/Drama, Visual art and CTE-Arts Media and Entertainment.
- We have successfully migrated the centrally based elementary teaching positions to school sites to ensure every elementary student has a VAPA class at least once per week.
- Developed a framework and processes to further expand VAPA offerings through Prop 28 funding.

Action 1.5: Early Childhood Learning

OVERALL IMPLEMENTATION

We have been utilizing Family Navigators to increase enrollment at our existing PK classes. Additionally, we have been collaborating with the Enrollment Office and the Department of Kindergarten Readiness to ensure continuity between our PK classes and enrollment into TK and K. We have increased our outreach and community presence. We are offering more tours and enrollment events. Additionally, we are moving forward with establishing new learning spaces for our youngest students.

Implementation Challenges:

The enrollment process for CSPP PK programs is extremely laborious and time consuming for families. We do not currently have sufficient early learning spaces to accommodate all of the demand for PK and TK in certain neighborhoods while in other areas we do not have enough students to fill all the seats. State licensing is taking up to a year to license new classrooms.

Implementation Successes:

- As of March, 2025, we have filled 97% of our PK seats; we currently have 1,086 students enrolled in PK versus 1,025 last year. Additionally, we opened five new TK classes and have grown our TK enrollment from 1,025 to 1,241.

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.
- Converting select one-way Spanish-English bilingual programs into two-way dual language immersion programs
- Launch of partnership with SEAL to strengthen dual language pedagogy in three of our dual language schools.
- Holistic analysis of writing to strengthen instruction that fosters cross-linguistic transfer

Implementation Challenges:
Spanish literary assessments have been in beta form for years now, and subpar compared to the English I-Ready. Each year, the performance level cut scores have shifted making year-over-year comparisons difficult. Starting next year, I-Ready has committed to pushing out their final product which will be adaptive opposed to the fixed assessment we currently have.

Implementation Successes:

- We are seeing an increase of integration in our three focal dual language schools who have participated in the DLI state grant.
- Strong increase in the number of seniors attaining the Seal of biliteracy from 181 to 243. For the 2024-25 school year, we have 231 students eligible for the SEAL to date, while we continue to assess students to qualify for the WL criteria using the AVANT assessment. We hope to reach at least 250 this year.
- Strong engagement and positive participant feedback in monthly Dual Language coaching collaborative across all dual language sites.
- Improved participation in Spanish literacy assessments.

Action 1.7: College & Career for All

OVERALL IMPLEMENTATION
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. 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.

- Consistent and strategic professional learning for pathway coaches and principals has increased collective understanding of the “unit” of the pathway team in driving student improvement. Pathway coaches and principals each have communities of practice and convene twice per

month with a focus on improvement.

- Pathway lead teachers in 2024-25 have participated in a monthly community of practice. Roughly ⅓ of pathway lead teachers have participated in the after-hours session once per month. Pathway lead teachers report greater role clarity and skill to lead teams of adults in the transformation work of linked learning pathways.
- CTE teachers receive support for credentialing, professional development focused on standards-based instruction, student-to-student talk, and authentic collaboration with industry partners, and project-based learning.
- Attention to data systems to improve CTE completer and work-based learning (to inform the CCI)
- Work-based learning staff convene twice monthly for a community of practice focused on improved data systems, expanded opportunities, and improved preparation for students furthest from opportunity for work-based learning, including internships. This team developed and has launched a work-based learning manual that is industry-facing and student and family-facing.
- College and Career Readiness Specialists and Career Transition Specialists receive central support (coaching, community of practice), with a focus on community college enrollment and transition to workforce training.
- OUSD Alumni Highway to Work has served multiple cohorts of graduates, leading in 2024 to 86% completion of training and paid internships at UCSF or Alameda Health System and 74% of students enrolling in a postsecondary program, industry-aligned employment, or further training the health sector.
- Dual enrollment systems for student access and success
- Capstone support shifted to a release day model, with three offerings designed to ground teachers in shared expectations for high quality Capstone projects: orientation for teachers new to capstone, research paper rubric calibration sessions, and spring presentation planning support. The Central team continues to provide targeted coaching, a facilitated space for reflection and future planning in May, and a bank of curated resources to support implementation.

Implementation Successes:
We provided 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.

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, APs, pathway lead teachers, and work-based learning staff.
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role.
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement.
- Development and launch of a new role: Internship Program Manager. They worked with central team members to develop work-based learning

manuals, one that is student and family facing and another that is industry-partner-facing.

- Work-based learning has increased family engagement by offering multiple information sessions for summer ECCCO 2025.
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

OVERALL IMPLEMENTATION: COUNSELING

- Collected baseline data to ensure individual school counselor contacts with students. Universal goal as follows: one contact for every student in Grade 5 with a school counselor; one contact for every student in Grade 8; one contact for students in Grades 9-11; and two contacts for every student in Grade 12.
    - Mid-year data from sites who have reported: Grade 5: 100%; Grade 8: 55.46%; Grade 9: 71.53%; Grade 10: 40.4%; Grade 11: 53.42%; Grade 12 (two contacts): 58.48%
- Professional development time for goal development and annual plans/calendar
- Family A-G presentation in collaboration with the Office of Equity.
- Pilot centralized communication for spring to families of A-G eligible or close to A-G eligible students to increase awareness and college planning using UC Compass eligibility data.
- School Counselor use of time study March 2025 to collect baseline data on counselor use of time to set goals around prioritizing delivery of services (direct and indirect services to students).

Implementation Challenges:

- An effective tool for tracking school counselor contacts with students, Aeries is not the most efficient system for entry or pulling data in an efficient manner.
- Ample time for staff professional development.
- School leader buy-in and preparation around the school counselor role.
- Declining enrollment resulted in increased multi-site assignments and increased caseloads for counselors at high need sites.

Implementation Successes:

- More than half of school counseling programs have submitted data-driven program goals and annual plans of interventions and programming.

OVERALL IMPLEMENTATION: MASTER SCHEDULING

- Continue to improve our master scheduling supports and create clear protocols for schools to adopt new courses.

- Continue to work with high school principals and pathway coaches to solidify the program of study and course sequencing for CTE academies/pathways to clearly state their academy's introductory, concentrator and capstone courses.
- Continue to run reports to identify non A-G courses and A-G courses in OUSD.
- Working on creating a standardized Aeries report that will inform us of school's section counts so that we can work with schools to maximize student enrollment to maximize the use of limited funding and decrease in FTE allocation.
- Creating a report to inform us of students' enrollment in pathways/academies per Linked Learning expectations; students in Grades 10 and 11 have at least three core and one CTE course and twelfth graders are enrolled in at least ELA, Government, Economics and one CTE course.
- Creating master scheduling resources to help principals and master scheduling teams build an equitable master schedule, such as Section Planning Tool and Students' Program of Study by grade level and academy/pathway.

Implementation Challenges:

- **Technology:** Using Aeries to maximize its capability to generate reports for us to inform principals and HSN the status of their master schedules: student enrollment in course sections are at OEA maximum and students are enrolled in at least three cores and one CTE course in tenth and eleventh grades or ELA, American Government and Econ and one CTE for twelfth graders.
- Principals' and master scheduling team's reluctance to use master scheduling resources because they already have their own tool. However, we aim to standardize our practices and templates across all high schools.

Implementation Successes:

- The High School Network Equity in Master Scheduling team does not work in a silo and collaborates across OUSD departments.
- Working with Technology team to identify our CTE courses (introductory, concentrator and capstone) and tag them in Aeries so that we are informed of what we offer in our schools' pathways and academies.
- Running reports from UC CMP, Aeries (with support from RAD) and CCGI to identify course mismatches or non A-G approved courses to clean the mismatches and get A-G approval from UC of non A-G approved courses. This includes inactivating our courses that are non A-G approved and creating new course codes for A-G approved courses.
- Identifying and naming the High School Network's top three priorities for school leaders to create a more equitable master schedule for our students:
    - Ensuring ELs, Newcomers and SpEd are integrated into CTE program of study.
    - Reviewing student's IEPs to best support and implement a program that will support them to ensure success.
    - Identifying and finalizing schools' CTE program of study to ensure that students are enrolled in the proper courses to meet A-G and CTE program of study.

- Engaging principals and their master scheduling teams during HSN PPL for master schedule planning and support.
- Continuing to provide support for principals and master scheduling teams two Thursdays each month and twice a day; supports such as technical building of their master schedules, being a thought partner to think through some of their challenges and reminding teams of our HSN priorities in building an equitable master schedule.

OVERALL IMPLEMENTATION: POST-SECONDARY READINESS

- Cash for College events continue at various sites.
- Financial aid data integration with the postsecondary trackers has helped sites focus on completion for students by postsecondary plan, postsecondary provider, and academy.
- Resources (including guides and messaging) have been created, updated, and released (see OUSD Toolkit and Postsecondary Website).
- We are continuing to support scholars to submit financial aid by the extended Cal Grant A and B priority deadline of April 2. As of March 3, we are at 46% completion. This is roughly commensurate with where we were last year, but still behind where we want to be to reach our goal.

Implementation Challenges:

- Both FAFSA and CADAA were not fully accessible until December 31st (similar to last year, but three full months behind the usual app open date of October 1).
- While many issues have been fixed from the new FAFSA roll-out in 2023-24, some technical problems persist. The website for FAFSA has gone down during at least one Cash for College event, and we continue to see errors/lag time in our data as students complete the applications.
- The new federal administration has also led to fear and uncertainty, particularly for mixed immigration status families who are concerned about sharing sensitive information with the federal government.

Implementation Successes:

- In order to address the concerns of mixed status families, OUSD collaborated with partners and staff to create messaging, slides (English/Spanish/Staff Facing), and host family nights via Zoom to encourage financial aid completion (FAFSA or CADAA).

Action 1.9: Data-Driven Decision Making

OVERALL IMPLEMENTATION

Historical data and real-time data have been incorporated in the same dashboards to help understand patterns over time and reflect on current status. Our data tools always 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. Data dashboards have been utilized to monitor assessment participation, facilitating early identification and intervention. Consequently, our participation rates have been steadily increasing:

- For local assessments, secondary schools have reached record-high participation rates in iReady.
- For state assessments, we achieved our 95% participation goal for the first time in the 2024 summative ELPAC. Initial ELPAC has an on-time rate of over 96%. Additionally, CAASPP participation has increased across all test subjects, contributing to an overall rise in DFS used as Academic Indicators in California School Dashboard.

Action 1.10: Network-Based School Supports

OVERALL IMPLEMENTATION

- *Principal Supervision:* observation/feedback cycle; coaching; differentiated, one on one.
- *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, addressing challenges, and ensuring compliance with district policies and state regulations, Overseeing school site budgeting and providing HR 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:* All networks trained principals twice monthly on how to support staff at their sites. The High School Network 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.

Implementation Successes:

- All school sites are implementing 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.

Action 1.11: School Improvement

OVERALL IMPLEMENTATION
The school improvement framework and rubric developed in 2024-25 have not yet been approved by the Board of Education for implementation. However, these tools have been used by staff to inform budgeting processes, by identifying the staffing needs for a quality community school. In addition, a Design Team has been launched at Brookfield, which was identified by the Board of Education as the first site for a whole school redesign. The team has been meeting regularly since January to develop mission, vision, graduate profile, and core values; and to explore potential instructional program models.

Implementation Challenges:

- The Board of Education has been focused on other priorities and hasn't yet approved this framework and rubric for widespread use. Recent change in Board membership will require educating new Board members about this work.

Implementation Successes:

- Using the data collected during Spring 2024 pilot use of the school improvement rubric to inform the Brookfield Design Team.
- Ongoing support of additional schools that are engaged in improvement efforts, including Grass Valley, East Oakland PRIDE, Markham, and Alt Ed schools.

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

Teacher extended contracts for Professional Learning were slightly above the budgeted amount for the beginning of the year for DIBELS PD. There was additional expenditure in Grades K-5 for EL Education Hub school coaches to support focal schools in each network (funded through philanthropy). We had a handful of Early Literacy Tutor Vacancies in Grades K-5. Our Network 3 Literacy Coordinator position is still vacant (as of Feb 2025) due to the transition of the coordinator into our Literacy Director role. The Collaborative Classroom contract for supporting the coaching of our Early Literacy Tutors in Grades 6-12 has been very expensive. We are looking for alternatives for this support that are less costly for 2025-26.

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

We hired a High School Math Coordinator in October of 2023. The position was vacant for about one year because we could not find a qualified candidate. We have six elementary math tutor vacancies due to a limited candidate pool. Some professional development 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.

Action 1.3: Equitable Access to a Broad Course of Study

We hired a High School Math Coordinator in October of 2023. The position was vacant for about one year because we could not find a qualified candidate. Elementary Network 3 had one vacancy for a STEM coordinator for the start of the 2024-25 school year. We started the 2024-25 school year with a vacancy for the Director of Early Literacy position. Once a candidate was hired, that created a Network 3 Literacy Coordinator position. We currently have a vacancy for the Network 3 Literacy Coordinator position. 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.

Action 1.4: Visual & Performing Arts

All central positions were filled successfully, by the start of school. All non-labor costs were close to the planned activities.

Action 1.5: Early Childhood Learning

We had planned on using $2.4 million dollars from Measure AA to remodel and reopen Washington CDC. However, when we dug deeper into this project, we realized that the building was not able to be renovated and we would have to start from the ground up which would greatly increase the cost estimate. We are planning to use the $2.4 million to do all the pre-work, including architectural drawings, demolition, and prep, and will work with Measure AA to secure funding to complete the project next year, adding six new classes for three- and four-year-olds in a high demand location.

Action 1.6: Multilingual Programs

There are no material differences to report. However, 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.

Action 1.7: College & Career for All

Vacancies in Work Based Learning (WBL) Assistant and CTE Program Manager impacted progress with work-based learning goals and OUSD Alumni Highway to Work. The latter is a program focused on graduates, and we have no related metrics for this area. For WBL, the WBL assistant was meant to be at Oakland High School. 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.

Action 1.8: Counseling & Equitable Master Scheduling

High School Network School Counseling Services has to seek out and provide additional support at these schools with substitute school counselors, who are mainly retired school counselors, so that we can serve our students and schools. School counseling vacancies or partial FTE allocations have had an impact on our ability to deliver consistent school counseling services at some of our schools.

Action 1.9: Data-Driven Decision Making

The Data Architect position remained vacant for the first two months of the school year. Additionally, one Data Analyst position has been vacant since

November after the previous employee transitioned to the Data Architect role, and a hiring freeze has been in place since the end of November. The third State & Local Assessment Specialist position has remained vacant and will be eliminated starting in the 2025-26 school year. The cost to administer the initial and summative ELPAC is lower due to a decrease in newcomer students and the waiver of TK students from testing starting this year.

Action 1.10: Network-Based School Supports

We closed the field supervisor for the high school network and a deputy superintendent position was opened and filled. 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, while others were ultimately funded with non-LCAP resources.

Action 1.11: School Improvement

There were no material differences. 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, while others were ultimately funded with non-LCAP resources.

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

- Coaching Collaborative is supporting our site-based coaches in K-12 with facilitation of literacy-focused Professional Learning Communities (PLCs). We saw an increase in the percentage of Literacy Coaches facilitating PLCs analyzing CEAs.
- Initial analyses from tutoring pilot shows students who received High Dosage tutoring (and met the minimum bar for attendance) improved in their i-Ready growth compared to like students who did not receive tutoring.
- Pilot of Foundational Skill curriculum was successful in resulting in a curriculum to recommend to the board for full adoption in 2025-26.

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

- The most effective strategy for improving the quality of site 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 the use of i-Ready Math and MyPath for intervention for Grades 6-8. Our data from the i-Ready Math diagnostic can steer teachers away from curriculum aligned to standards and the MyPath personalized learning platform is missing the key instructional components that need to be delivered by a teacher. We are considering increasing the Blueprint Fellowship as a better strategy for Tier 2 intervention for Math.

- It has been ineffective to have limited coaching and professional learning for elementary math tutors who provide Tier 2 and Tier 3 math interventions.

Action 1.3: Equitable Access to a Broad Course of Study

- Attendance at central PDs 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.
- 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

Professional development networks: the elementary VAPA teachers attendance at PD sessions continues to be consistent and feedback is good. The secondary networks are growing but attendance is inconsistent. With music there are competing priorities from schools, the dance/drama network is new and forming, the visual arts network has been established for several years and has more consistent attendance. Separating the networks has created job alike groups but the teachers comment that they miss the opportunity to connect across grade levels.

Action 1.5: Early Childhood Learning

Our strategies have been successful and our enrollment for PK and TK is growing.

Action 1.6: Multilingual Programs

Effective strategies included:

- 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.
- We have created more differentiated space for Dual Language (DL) principals, coaches, and teachers in our PD 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.
- The increased use of AVANT in our high schools has allowed us to award more students the Seal of Biliteracy.

Challenges to effective implementation of these programs included:

- We are over-assessing in our DL 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 practice.

Action 1.7: College & Career for All

- Regular and well-attended Professional Learning and Professional Learning Communities (PLCs) for pathway coaches, principals, AP's, pathway lead teachers, work-based learning staff.
- Relatively stable and highly skilled central linked learning staff, some with more than 10 years in the same role.
- Increased alignment between PLCs, with a focus on inquiry as a vehicle for learning and improvement.
- Capstone Professional Learning attendance has increased this year under the release day model.

Action 1.8: Counseling & Equitable Master Scheduling

Counseling

- School counselors are now being asked to track their 1:1 school counseling session with students to perform tasks such as transcript audits, check in with students on their academic progress or social emotional health to name a few. A checklist of items to cover during their 1:1 counseling sessions for all levels, elementary, middle and high school will be developed.
- Currently, we do not have a standard data collection template for counselors to track their 1:1 sessions with students. It is a work in progress to ensure that all students have at least one check-in with our school counselors; or at least two for our eleventh and twelfth graders and at least once for our ninth and tenth graders.

Equitable Master Scheduling

- Shifts in the master scheduling team leads meant counselors could assist with creating the master schedule but were not involved in the actual building of the master schedule in Aeries as in the past. Most high schools transitioned to having an assistant principal as the lead builder of our master schedule with support from school counselors. If they were willing to support, they received a stipend.
- The High School Network created an improved protocol and process for approving new courses for our high schools to maintain our course catalog and to ensure that our courses are meeting A-G as approved by UC in the CMP.
- We have been auditing our course offerings and course catalog to identify courses that are not A-G approved and work to get these courses A-G approved. This year, we identified 32 courses that we will work to get A-G approval.

Action 1.9: Data-Driven Decision Making

We have increased cross-training efforts to mitigate the potential impact of future staff retirements. This has helped create a more agile and prepared

team. However, with anticipated higher turnover due to retirements, cross-training has become even more essential and necessary.

Action 1.10: Network-Based School Supports
The number of school site leaders leaving the principalship remains low at eight out of 84, or 9%.

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
In 2025-26, we will be implementing a new Foundational Skill Curriculum in K-2, after undergoing a multi-year review process and conducting two pilots and will be using mCLASS (DIBELS/Lectura) as our K-2 Reading Risk Screener. We will implement additional Foundational PL for our Reading Risk Screener and Foundational Skill curriculum adoption in K-2 and will scale our Tier 3 High Dosage Literacy Tutoring program to all elementary schools.

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics
Changes for 2025-26:

- Grades 6-12: Increase Blueprint Fellows as our key Tier 2 strategy for supporting students below grade level in Math.
- Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.
- Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.
- Grades K-5: Partner with Blueprint to provide ongoing coaching for math tutors.

Action 1.3: Equitable Access to a Broad Course of Study
Changes for secondary Math and Science:

- Increase Blueprint Fellows as our key Tier 2 strategy for supporting students below grade level in Math.
- Expanding the Teacher Leader Collaborative to support more Science and Math department chairs in leading effective PLCs.
- Adopting Physics, Chemistry, and AP Environmental Science curriculum for high school Science.
- Prioritize content sessions for new elementary teacher PD and focus on newly adopted curricula.

Action 1.4: Visual & Performing Arts
The VAPA department is phasing out the AIG mini-grant program providing arts experiences to students through community based partnerships. With the addition of Prop 28 funding and the requirement that 80% be spent on labor we are shifting our programs to primarily teacher based.

Action 1.5: Early Childhood Learning
For next year, we are using Measure A funds to hire a third staff for high demand TK classes in order to allow for enrollment up to 24 in some TK classes while still maintaining the newly mandated 1:10 ratio. We also plan on completing the new Washington CDC (6 new classrooms for PK and TK).

Action 1.6: Multilingual Programs
We are revisiting the metrics for English and Spanish foundational skills to ensure that the expected outcomes are aligned to research of biliteracy trajectories. 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. 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
No changes are planned.

Action 1.8: Counseling & Equitable Master Scheduling
No changes are planned.

Action 1.9: Data-Driven Decision Making
No changes are planned.

Action 1.10: Network-Based School Supports
No changes are planned.

Action 1.11: School Improvement
The framework and rubric have not yet been formally adopted by the Board of Education for widespread use. This is a goal for the upcoming school year.

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

Actions

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
1.1	**Strong Readers: Early Literacy & Secondary Literacy**	*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.* *Building Early Literacy* 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 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. Centralized supports include: ● implementation of high-quality curriculum, including a daily foundational skills block; ● coordination of a comprehensive system of literacy assessments including a universal screener, tiered assessments, dyslexia screening and progress monitoring ● foundational training in standards, curriculum and the science of reading ● ongoing professional learning for teachers and coaches/teacher leaders ● learning walks to assess practices and target coaching and support for schools; ● training and coordination of early literacy tutors grounded in core curriculum and assessment ● family literacy workshops and guidance for schools	$40,416,167	Yes

		Supporting Secondary Literacy The work developed over the previous three-year cycle of the LCAP and District Strategic Plan in early literacy allowed us to better examine the literacy needs for our secondary students reading multiple years below grade-level. The funding provided by the COVID relief funds has allowed for the investment in building the secondary literacy strategy. The successes of the early literacy focus are being scaled-up to the secondary level with an eye on implementing strategies appropriate for the secondary school context. These investments include an emphasis on providing a reading teacher to our secondary schools, reading tutors, and associated professional learning to broaden the capacity of people hired into these roles. The District's adopted curricula for English Language Arts are Creative Curriculum in TK, EL Education in Grades K-8, Benchmark Advance/Adelante in K-5 Dual Language Program), and Fishtank Plus in Grades 9-12. UFLI (University of Florida Literacy Institute), SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty, mCLASS, and Learning Without Tears are also used to support literacy intervention. *Ongoing and grant-funded Central investments that support this work include:* ● Director of PreK-12 Instruction (1.0 FTE) ● Elementary Literacy Coordinator, Network 2 (1.0 FTE) ● Elementary Literacy Coordinator, Network 3 (1.0 FTE) ● Elementary Literacy Coordinator, Network 4 (0.8 FTE) ● Site-Based Literacy Teachers on Special Assignment (48.8 FTE) ● Secondary Literacy Coordinators (2.0 FTE) ● Site-Based Secondary Literacy Tutors (12.8 FTE) ● Early Literacy Coordinator (1.0 FTE) ● Early Literacy Coaches (3.0 FTE) ● Teacher on Special Assignment, Early Literacy, Network 4 (1.0 FTE) ● Site-Based Early Literacy Tutors (68.4 FTE) ● District Teacher Librarian (1.0 FTE) ● Site-Based Teacher Librarians to support high-need high school students (4.0 FTE)		

		• Site-Based Library Support Positions: Library Techs and Teacher Librarians (54.1 FTE) • Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Literacy/Library (1.1 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Director of Early Literacy (0.6 FTE) • Site-Based Literacy Intervention Teacher (0.2 FTE) • Site-Based Literacy Teachers on Special Assignment (14.8 FTE) • Site-Based Secondary Literacy Tutors (3.2 FTE) • Additional secondary literacy supports *Site-funded positions that support this work include:* • Literacy Teachers on Special Assignment (25.25 FTE) • EEIP Teachers: Literacy/Library (4.85 FTE) • Secondary English/ELD Teachers (10.55 FTE) • Secondary Reading Intervention Teachers (1.4 FTE) • Librarian (0.5 FTE) • Library Technicians (1.5 FTE) • Early Literacy Tutors (17.5 FTE) **Learning Recovery Emergency Block Grant (LREBG) Investment** *LREBG Investment:* The District will support students with Literacy Teachers on Special Assignment (TSAs) and Secondary Literacy Tutors for schools at Low or Very Low performance levels on the English Language Arts indicator on the 2024 California School Dashboard. Research shows that high-impact, high-dosage tutoring is highly effective at increasing and accelerating student learning, which is why these funds are being invested in literacy tutors and Literacy TSAs doing intervention work and coaching.		

		Schools receiving LREBG-funded Literacy Teachers on Special Assignment in 2025-26: Allendale Elementary, Bella Vista Elementary, Brookfield Elementary, Burckhalter Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Emerson Elementary, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Laurel Elementary, Horace Mann Elementary, Markham Elementary, Piedmont Avenue Elementary, Madison Park Primary, Thornhill Elementary, Lockwood STEAM, ACORN Woodland Elementary, Carl B. Munck Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Manzanita SEED Elementary, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, Sankofa United Elementary, West Oakland Middle, Bret Harte Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, Melrose Leadership, UPA, Castlemont High, Fremont High, McClymonds High, Oakland High, Oakland Technical High, Skyline High, Young Adult Program, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation High, and Oakland International High *Schools receiving LREBG-funded Secondary Literacy Tutors in 2025-26:* West Oakland Middle, Bret Harte Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, UPA, and Life *Metrics Used to Monitor Investment:* Metrics 1.1.6, 1.1.7, and 1.1.8 *Total LREBG Funds Supporting Action:* $8,240,330		
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.* The Academics and Instruction team supports standards-based instruction across the district, fostering conditions for learning partnerships, multi-tiered systems of	$6,135,935	Yes

		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. 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. 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 underway. *Ongoing and grant-funded Central investments that support this work include:* ● High School Math Coordinator (1.0 FTE) ● High School Science Coordinator (1.0 FTE) ● Middle School Math Coordinator (1.0 FTE) ● Middle School Science Coordinator (1.0 FTE) ● Elementary STEM Coordinator, Network 2 (1.0 FTE) ● Elementary STEM Coordinator, Network 3 (1.0 FTE) ● Elementary STEM Coordinator, Network 4 (1.0 FTE) ● Site-Based Elementary Math Tutors (16.8 FTE) ● Instructional Technology Coordinator (1.0 FTE) ● Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Science/Mathematics (6.0 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Site-Based Elementary Math Tutors (5.6 FTE)		

		Site-funded positions that support this work include: ● Mathematics Teachers on Special Assignment (3.45 FTE) ● Secondary Mathematics Teachers (7.0 FTE) ● Secondary Science Teachers (4.55 FTE) ● EEIP Teachers: STEM (3.0 FTE) ● Elementary Math Tutor (0.8 FTE) **Learning Recovery Emergency Block Grant (LREBG) Investment** *LREBG Investment:* The District will support students with Math Tutors for schools at Low or Very Low performance levels on the Mathematics indicator on the 2024 California School Dashboard. Research shows that high-impact, high-dosage tutoring is highly effective at increasing and accelerating student learning, which is why these funds are being invested in math tutors. *Schools receiving LREBG-funded Math Tutors in 2025-26:* Brookfield Elementary, East Oakland PRIDE Elementary, Fruitvale Elementary, Highland Community, Horace Mann Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Korematsu Discovery Academy, Bridges, Manzanita Community, MLK Elementary, Prescott, International Community, and Think College Now Elementary *Metric Used to Monitor Investment:* Metric 1.2.1 *Total LREBG Funds Supporting Action:* $984,768		
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.* We will adopt and implement quality standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training. The impact is that teachers will have access to high quality curriculum and have a curriculum that assists them with teaching CA State Standards. The District's adopted curricula for Social Studies are Creative Curriculum (Grade TK), Reflections (Grades K-3), NewsELA (Grades 4-5), myWorld Interactive (Grades	$19,785,391	Yes

		6-8), and Teachers' Curriculum Institute (TCI) History Alive! (Grades 9-12). *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director of Elementary Instruction (1.0 FTE) ● Executive Director of Secondary Instruction (1.0 FTE) ● History/Social Studies Coordinator (1.0 FTE) ● Grants Manager (0.8 FTE; 1.0 FTE total) ● Ethnic Studies Teacher on Special Assignment (1.8 FTE) ● Physical Education Teacher on Special Assignment (1.0 FTE) ● Site-Based Secondary Elective Teachers (101.95 FTE) ● Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Physical Education (17.3 FTE) ● Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Other Elective Areas (2.0 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* ● Social Studies Teacher on Special Assignment (0.8 FTE) ● EEIP Teachers: Physical Education (4.6 FTE) ● EEIP Teachers: Other Enrichment Areas (2.2 FTE) ● Secondary Elective Teacher (4.975 FTE) ● Secondary History/Social Science Teacher (1.7 FTE) ● Secondary Physical Education Teacher (1.7 FTE) ● Secondary Ethnic Studies Teacher (0.5 FTE) ● Secondary World Language Teacher (0.2 FTE)		
1.4	**Visual & Performing Arts**	*Ensure that all students experience schools that nurture their sense of joy and curiosity, honor their identities, and provide an outlet for creative expression.* 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,	$15,995,803	Yes

		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. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Visual & Performing Arts (1.0 FTE) ● Coordinator, Elementary Visual & Performing Arts (1.0 FTE) ● Grants Manager, Arts & Music in Schools (0.8 FTE) ● Elementary Art Teacher on Special Assignment (0.4 FTE) ● Elementary Dance Teacher on Special Assignment (0.8 FTE) ● Elementary Music Teacher on Special Assignment (0.6 FTE) ● Secondary Music Teacher on Special Assignment (0.4 FTE) ● Secondary Visual Arts Teacher on Special Assignment (1.0 FTE) ● Site-Based Elementary Educational Enhancement/Intervention Program (EEIP) Teachers: Visual & Performing Arts (46.8 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* ● Teacher on Special Assignment, Visual & Performing Arts (1.0 FTE) ● EEIP Teachers: Visual & Performing Arts (26.95 FTE) ● Secondary Visual & Performing Arts Teacher (28.0 FTE) ● Para Educator, Visual & Performing Arts (1.6 FTE)		
1.5	**Early Childhood Learning**	*Offer opportunities for pre-kindergarten programs at locations across the district.* 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	$8,980,186	Yes

		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. The District's adopted curriculum for ECE and TK is Creative Curriculum. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Early Childhood Education (1.0 FTE) ● Director of Kindergarten Readiness (1.0 FTE) ● Coordinator, Early Childhood Education (1.0 FTE) ● Kindergarten Readiness Program Manager (1.0 FTE) ● Behavior Specialists (4.8 FTE) ● Early Childhood Education Family Navigators (10.0 FTE) ● Central Office Talent Partner, Early Childhood Education (0.25 FTE) ● Bilingual Administrative Assistant, Early Childhood Education (1.0 FTE) ● Multi-Tiered Systems of Support (MTSS) Partner, Early Childhood Education (1.0 FTE) ● Occupational Therapists (2.0 FTE) ● Research Associate, Early Childhood (1.0 FTE) ● Teachers on Special Assignment & Early Learning Coaches (7.0 FTE) ● TK/PK Tutors (36.8 FTE) ● STIP (Substitute Teacher Incentive Program) Teachers to support vacancies (12.0 FTE) ● Para educators to support vacancies in TK classrooms (4.0 FTE) *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*	$471,640	No

		earn the Seal of Biliteracy. 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. 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 professional development organization with expertise in dual language. *Ongoing and grant-funded Central investments that support this work include:* ● Multilingual Programs Coordinator (0.6 FTE) ● Spanish Literacy Specialists (2.0 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.* 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	$15,075,795	Yes

		education, work-based learning, and supports to help students stay on track. Linked Learning support services beyond the base high school program include additional academic and social emotional counseling, tutoring, parent engagement, mentoring, targeted interventions and monitoring, career assessment and exploration, and bridge programs to post-secondary education. These services are fundamental to the pathway experience and critical for ensuring students succeed in their challenging academic and technical coursework to improve graduation rates for student groups performing below the District average. Students are supported in setting and achieving goals and mapping a path to college and career success. These services support the development of productive dispositions and behaviors that students will need to succeed in post-secondary education, in careers, and in civic life. Services also include Dual Enrollment with Peralta Colleges. Dual Enrollment offers students an opportunity to complete college-level coursework, including Career Technical Education courses, to earn college credits with equivalent high school credits and GPA boost while they are pursuing a high school diploma. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Linked Learning (1.0 FTE) ● Coordinator of Career Technical Education (1.0 FTE) ● Coordinator of Computer Science (1.0 FTE) ● Career Technical Education Program Manager (1.0 FTE) ● Literacy Coordinator, Career Technical Education (1.0 FTE) ● College & Career Readiness Specialist (1.0 FTE) ● CTE Coach for Arts, Media & Entertainment Pathways (1.0 FTE) ● CTE Coach for Computer Science & Engineering Pathways (1.0 FTE) ● CTE Coach for Social Justice & Public Service Pathways (1.0 FTE) ● Teacher on Special Assignment, Equitable Grading Practices (1.0 FTE) ● Site-Based Pathway Coaches at 12 schools (4.6 FTE) ● Bilingual Administrative Assistant, Linked Learning (0.5 FTE) ● Dual Enrollment Manager (1.0 FTE) ● Teacher on Special Assignment, Dual Enrollment (1.0 FTE) ● Coordinator of Work-Based Learning (1.0 FTE) ● Coordinator of CTE Skilled Trades & Apprenticeships (1.0 FTE) ● Internship Program Manager (1.0 FTE)		

		• Work-Based Learning Site Liaison (1.0 FTE) • Coordinator of Measure N/H & Action Research (1.0 FTE) • Measure N/H Program Manager (1.0 FTE) • Measures N & H Administrative Assistant (1.0 FTE) • Assistant Principal, Central Academic Recovery (0.7 FTE) • Case Manager, Credit Recovery (1.0 FTE) • Teacher on Special Assignment, Central Academic Recovery (2.7 FTE) • Academic Counselor, Central Academic Recovery (1.0 FTE) • Central Academic Recovery (CAR) programs For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* • Assistant Principals, High (2.0 FTE) • Work-Based Learning Coordinator (0.9 FTE) • Work-Based Learning Site Liaisons (5.1 FTE) • Teachers on Special Assignment, College & Career (2.0 FTE) • Teachers on Special Assignment, Dual Enrollment (1.3 FTE) • Teacher on Special Assignment, Career Transition (0.8 FTE) • Site-Based Pathway Coaches at six schools (3.0 FTE) • Curriculum Coach (0.2 FTE) • Academic Counselor (0.2 FTE) • College & Career Readiness Specialists (8.2 FTE) • Career Pathway Transitions Specialists (2.1 FTE) • Secondary Elective Teachers (5.3 FTE) • Secondary Career Technical Education Teachers (3.8 FTE) • Secondary Dual Enrollment Teacher (1.0 FTE) • Secondary English/ELD Teacher (0.2 FTE) • Secondary World Language Teacher (0.5 FTE) • Newcomer Learning Lab Assistant (0.5 FTE) • Program Assistant (0.4 FTE)		

1.8	**Counseling & Equitable Master Scheduling**	*Provide expanded secondary counseling to ensure that students reach graduation and are prepared for college and career opportunities.* High School Linked Learning Office (HSLLO) Comprehensive Student Supports (CSS) team provides support to secondary schools to create equitable master schedules. An equitable master schedule aims to: ● 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 ● Provide teachers with collaboration time to create lesson plans with colleagues, discuss tiered intervention plans for struggling students, etc. ● Remove barriers to provide opportunities for students to have access to rigorous coursework, such as Dual Enrollment (DE) and Advanced Placement (AP) courses 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. The HSLLO CSS Team provides monthly professional development and/or training opportunities for school counselors, new counselor coaching, consultation, and intern recruitment and placement. School counselors meet 1:1 with students and families, provide class and/or small group curriculum on topics of graduation requirements, A-G completion, personal and academic development, stress and anxiety, and college and career planning. HSLLO supports school counselors to provide deep transcript and graduation reviews to ensure students are on track, are aware of their options, and parents are involved in their child's progress towards high school readiness, high school graduation, career, and college eligibility. HSLLO CSS also supports school counselors to use data to inform their interventions and practice. School counselors support their school's master scheduling team with course	$7,576,082	Yes

		selection, course development, and reviewing course offerings to ensure courses are A-G approved and are reflected in the University of California A-G Course Management Portal. The HSLLO CSS team provides bi-weekly master scheduling each spring for middle schools and high schools and supports school master scheduling teams to: ● Identify the school's priorities for their master schedules; ● Cohort students in specific academies and pathways; ● Create sections in the master schedule for student supports, intervention and credit recovery; ● Review the school's academic course offerings to make sure they are A-G approved and reflected in the UC CMP; ● Be strategic in ensuring that teachers have opportunities to plan and collaborate; ● Ensure that all students have access to all A-G courses and students are correctly enrolled in their required core academic classes, ELD classes and/or special education; ● Check for cohort purity in academies and pathways; ● Confirm that teacher credentials and certificates are up to date for their courses; and ● Embed time in the school day to allow students to work with their teachers on specific assignments so they may demonstrate mastery in content areas, recover learning loss, and earn grades of C or higher in A-G courses. *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator of Post-Secondary Readiness (1.0 FTE) ● Coordinator of College Access (1.0 FTE) ● Master Scheduling & Comprehensive Student Supports Manager (1.0 FTE) ● Secondary Master Schedule Support Specialist (1.0 FTE) ● Site-Based Academic Counselors (37.0 FTE) ● Bilingual Administrative Assistant, Counseling (1.0 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools		

		receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* ● Academic Counselors (8.8 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.* 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. **Assessments** OUSD uses data and assessment to drive continuous improvement efforts throughout our system. State and local summative assessments are administered at the end of the year to assess student learning of grade-level standards (e.g., SBAC, CAST, iReady), communicate to students and families about student learning progress, and reflect on the impact of practices implemented that year. To measure progress during the year, students at all schools take 2-3 interim assessments in ELA/Reading and Math that are aligned to end-of-year, summative assessments. Data Summits are held across school networks and at school sites to analyze data, assess the impact of focal practices, and develop plans for the next inquiry cycle. In Reading, all students take a universal screener at the beginning	$6,935,116	Yes

		and end of the year (certain grades take a mid-year assessment). This screening process supports schools in identifying students for deeper diagnostic assessment and developing targeted plans to accelerate learning. Teachers conduct formative, curriculum-embedded assessments through the year and use student work and other data to inform planning. Assessment data also helps teachers communicate with families about their child's progress through report card conferences and online communication. **Teacher Collaboration Time** OUSD provides an additional 30 minutes per week for teacher collaboration, planning, and professional development. Teacher collaboration is key to improving classroom instruction and to continuous school improvement, and particularly benefits new teachers. This dedicated time is particularly relevant for our schools that serve students who are farthest from opportunity, since it provides time for teachers to work with focal student data and better understand student performance. Studies find that the most effective professional development 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. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director of Research, Assessment & Data (1.0 FTE; 0.6 FTE contributing) ● Business Intelligence Data Architect (1.0 FTE) ● Data Analyst for Attendance, External Data Requests & Civil Rights Data Collection (1.0 FTE; 0.6 FTE contributing) ● Data Analyst for Community Schools, Student Services & Outdoor Experience Project (1.0 FTE; 0.85 FTE contributing) ● Data Analyst for English Learners & Newcomers (1.0 FTE; 0.8 FTE contributing) ● Data Analyst for High School & Pathways (1.0 FTE; 0.6 FTE contributing) ● Data Analyst for Special Education (1.0 FTE) ● Research Associate, Early Literacy (1.0 FTE)		

		● Statistician (1.0 FTE; 0.6 FTE) ● Thirty minutes per week of teacher collaboration time for teachers districtwide to review student data and build evidence-based practices *Site-funded positions that support this work include:* ● Teacher on Special Assignment, Data-Driven Decisionmaking (0.5 FTE)		
1.10	**Network-Based School Supports**	*Provide network-based school supports to ensure that school leaders and staff are supported.* 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. *Ongoing and grant-funded Central investments that support this work include:* ● Network Superintendent, High School Network (1.0 FTE; 0.8 FTE contributing) ● Deputy Network Superintendent, High School Network (1.0 FTE) ● Network Partner, High School Network (1.0 FTE) ● Network Superintendent, Middle School Network (1.0 FTE) ● Network Partner, Middle School Network (1.0 FTE) ● Middle School Program Manager (0.5 FTE; 1.0 contributing) ● Network Superintendent, Elementary Network 2 (1.0 FTE) ● Network Partner, Elementary Network 2 (1.0 FTE) ● Deputy Network Superintendent, Elementary Network 3 (1.0 FTE) ● Network Partner, Elementary Network 3 (1.0 FTE) ● Network Superintendent, Elementary Network 4 (1.0 FTE) ● Network Partner, Elementary Network 4 (1.0 FTE)	$3,744,075	Yes
1.11	**School Improvement**	*Develop and implement a continuous school improvement framework to improve school quality and student outcomes.* The School Improvement team leads the district strategy for school improvement. This office is responsible for developing a school improvement framework, which	$3,923,605	Yes

		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. The framework details steps for grounding in community voice, convening a community design team, developing a strategic plan, implementing that plan and monitoring progress towards school-wide goals. The process follows an analysis, reflection, and planning cycle of inquiry that school-based community design teams engage in with facilitation support from the School Improvement team team. It also includes regular communication and collaboration with the larger school community to monitor towards a shared vision for student success. 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. *Ongoing and grant-funded Central investments that support this work include:* ● Deputy Chief of Continuous School Improvement (1.0 FTE) ● Teacher on Special Assignment focused on school improvement at the CSI-designated elementary school (1.0 FTE at one school) ● Additional counselors to improve graduation rates at CSI-designated secondary schools (1.4 FTE total at four schools) ● Specialist, Comprehensive Support & Improvement (0.5 FTE) *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Funding for eleventh month of 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools *Site-funded positions that support this work include:* ● Elementary Intervention Teacher (1.0 FTE)		

Goal 2

GOAL #	DESCRIPTION	TYPE OF GOAL
2	Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Focus Goal

State Priorities addressed by this goal.

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

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

Priority 8: Other Pupil Outcomes (Pupil Outcomes): Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 2 focuses on strategies to improve outcomes for specific student groups that are not yet reaching grade-level standards. We believe that identifying and interrupting practices that perpetuate achievement disparities will increase student achievement, including on-time graduation, for all students, while narrowing the academic and opportunity gaps between the highest and lowest performing students. We are focused and 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 dedicates resources to expanding programs that successfully improve outcomes for groups of students and our daily actions from hiring and budgeting to aligning instructional approaches to ensure rigorous standards are met exemplify how we aim to decrease performance gaps. We analyze student outcomes, develop professional learning experiences, and review financial allocations to ensure that students further 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	--	-71.9	+2.6
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	--	-113.3	+2.8
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%	--	82.3%	+4.6%
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%	--	40.8%	+2.1%
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%	--	35.1%	+2.7%
2.1.6	Reduce the chronic absenteeism rate for African American students.	70.5%	43.7%	--	39.7%	-26.8%
2.1.7	Reduce the number of student expulsions for African American students.	13	16	--	7	+3
2.1.8	Reduce the out-of-school suspension rate for African American students.	8.5%	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%	--	6.4%	+0.3%

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
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	--	-58.3	-4.4
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	--	-55.0	+27.5
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	--	-97.5	-3.4
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	--	-123.4	+28.3
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%	--	74.8%	+8.5%
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%	--	38.8%	+7.9%
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%	--	36.9%	+7.9%
2.2.8	Reduce the number of student expulsions for Latino students.	13	11	--	6	-2
2.2.9	Reduce the rate of chronic absenteeism for Latino students.	67.2%	34.9%	--	31.0%	-32.3%
2.2.10	Reduce the rate of chronic absenteeism for Native American students.	72.7%	43.5%	--	39.4%	-29.2%

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
2.3.1	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	--	-74.0	-1.6
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	--	-99.3	+2.2
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%	--	86.0%	-7.3%
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%	--	34.0%	+12.9%
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%	--	23.4%	+0.8%
2.3.6	Reduce the chronic absenteeism rate for Pacific Islander Students.	85.3%	60.8%	--	56.8%	-24.5%
2.3.7	Reduce the out-of-school suspension rate for Pacific Islander students.	7.1%	4.1%	--	2.1%	-3.0%
2.4.1	Increase the percentage of on-time annual IEPs (Individualized Education Programs).	92.8%	64.8%	--	95.0%	-28.0%
2.4.2	Increase the percentage of on-time triennial IEPs (Individualized Education Programs).	86.1%	73.6%	--	90.0%	-12.5%
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	--	-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	--	-131.8	+3.0
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	--	8.0	-0.7
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	--	4.2	-3.1
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%	--	74.2%	+7.3%
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%	--	25.4%	+7.8%
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%	--	23.7%	+6.5%
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%	--	20.0%	0.0%
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%	--	90.0%	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
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%	--	16.5%	-9.4%
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%	--	65.0%	+3.7%
2.4.14	Increase the reclassification rate for students receiving Special Education services who are English learners.	6.1%	3.4%	--	8.1%	-2.7%
2.4.15	Reduce the chronic absenteeism rate for students with disabilities.	69.2%	41.2%	--	37.0%	-28.0%
2.4.16	Reduce the out-of-school suspension rate for students with disabilities.	6.7%	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%	--	10.2%	-1.2%
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	--	-57.3	-0.8
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	--	-93.5	-0.9
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%	--	80.1%	+5.9%
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%	--	41.0%	+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
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%	--	43.7%	+5.6%
2.5.6	Reduce the chronic absenteeism rate for low-income students.	64.9%	36.9%	--	32.9%	-28.0%
2.5.7	Reduce the out-of-school suspension rate for low-income students.	4.2%	4.4%	--	3.0%	+0.2%
2.5.8	Increase the percentage of low-income students participating in after-school programs.	75.8%	81.9%	--	80.0%	+6.1%
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	--	-113.6	+13.1
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	--	-148.5	+15.5
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%	--	65.2%	+8.3%
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%	--	16.8%	+13.7%
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%	--	24.4%	+9.7%
2.6.6	Reduce the chronic absenteeism rate for Unhoused Students.	72.8%	46.5%	--	42.5%	-26.3%

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
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	--	-101.0	+20.3
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	--	-145.9	+27.1
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%	--	69.6%	-8.4%
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%	--	31.8%	+1.8%
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%	--	30.2%	+3.4%
2.7.6	Reduce the chronic absenteeism rate for Foster Youth.	68.7%	54.6%	--	50.7%	-14.1%
2.7.7	Reduce the out-of-school suspension rate for foster youth.	10.4%	13.8%	--	7.4%	+3.4%
2.7.8	Increase the percentage of foster youth participating in after-school programs.	0.5%	0.6%	--	5.0%	+0.1%
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	--	-104.3	-9.5
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	--	-127.3	-6.6

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
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%	--	68.0%	+8.1%
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%	--	24.8%	+5.1%
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%	--	29.8%	+6.1%
2.8.6	Increase the reclassification rate for English learners.	11.4%	7.4%	--	15.4%	-4.0%
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%	--	50.0%	-5.1%
2.8.8	Increase the number of current or former English learners completing the seal of biliteracy annually.	130	75	--	150	-55
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%	--	100.0%	-0.2%
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%	--	100.0%	+1.3%
2.8.11	Increase the percentage of English learners participating in after-school programs.	28.3%	29.4%	--	35.0%	+1.1%
2.8.12	Reduce the chronic absenteeism rate for English learners.	66.1%	35.8%	--	30.9%	-30.3%
2.8.13	Decrease the percentage of classes with English learners taught by teachers that are misassigned.§	30.3%*	36.4%**	--	25.0%	+6.1%

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
2.9.1	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	--	-128.3	0.0
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	--	-175.5	0.0
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%	--	80.1%	0.0%
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%	--	23.4%	+10.5%
2.9.5	Increase the reclassification rate for long-term English learners.	17.0%	11.1%	--	20.0%	-5.9%
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%	--	55.0%	-8.4%
2.9.7	Reduce the chronic absenteeism rate for long-term English learners.	67.9%	42.1%	--	36.4%	-25.8%
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%	--	14.0%	+0.1%
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%	--	20.0%	-12.8%

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
2.10.3	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%	--	20.0%	-14.6%
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%	--	33.0%	-3.4%
2.11.1	Increase the one-year graduation rate for Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	53.0%	67.2%	--	68.0%	+14.2%
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%	--	80.0%	+3.5%
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%	--	5.0%	-0.3%

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

§Metric 2.8.13 changed from "Decrease the number of misassignments of teachers of English learners" to "Decrease the percentage of classes with English learners taught by teachers that are misassigned" to align to the state metric on the Local Educational Agency Accountability Report Card. Data for the baseline year has also been adjusted to reflect this change.

Goal Analysis for 2024-25

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

- Coaching of Facilitators in both our classes for African American Male Achievement and African American Female Achievement has been implemented. There has been an increase in programming throughout the District.

Implementation Challenges:

- There was a new fiscal protocol to create new position control numbers (PCNs) for hiring which caused a 3-4 month delay with hiring two new facilitators. Central office staff covered site based classroom vacancies in addition to regular job duties.

Implementation Successes:

In African American Male Achievement classes:

- There is a higher sense of belonging and well being reflected in the midyear SEL screener, Sown to Grow, implemented in all secondary courses. Students report a higher sense of belonging at their school, with an average of 3.8 (on the STG five-point scale)
- There is increased student access to courses reaching an estimated 712 students, 20% of our African American male students districtwide, PK-12, including nearly 300 students in our high school dual enrollment courses. This is a 37% increase in our reach, since the 2023-24 school year.
- I-Ready literacy and math growth: At midyear, students participating in these courses who reached grade level reading increased from 14.7% in the fall I-Ready, to 19.7% at midyear. Similarly, the number of students participating reaching grade level in math increased from 3.8% in the fall to 6.7% in the spring.

In African American Female Achievement classes:

- Increased positive attendance: at midyear, 41.2% of our AAFE students have positive attendance compared to 34.3% non-enrolled AAFE students.
- Increased grade level reading: at midyear, 18.6% of our AAFE girls are at or above grade level on I-Ready, compared to 17.9% of non-enrolled female African-American students.
- Increased student access: At midyear, AAFE facilitators and partner teachers are reaching an estimated 450 students, 7% of our African American

female students. This is a 29% increase in our reach, since the 2023-24 school year.

The Middle School Network collaboration with Office of Equity and Community Advisory Committee for Special Education (CAC)'s Working Group to Support Black Students with Disabilities in Middle School led to the following successes:

- Decrease in overall suspensions, Grades 6-8, at midyear, 263 students suspended (4.8%), compared to 328 students (4.8%) last year (2023-24 midyear)
- Decreased incidents of suspension, reduction of 112 incidents at midyear (401 total incidents), compared to last year (514 incidents at 2023-24 midyear)
- At midyear, 53% of our middle schools (9 of 17 sites) have fewer suspensions of Black students with disabilities, compared to last year.

Action 2.2 Latino & Native American Student Achievement

OVERALL IMPLEMENTATION

- Coaching of Facilitators in Latino Student Achievement has been implemented. There has been an increase in programming throughout the District.

Implementation Challenges:

- New fiscal protocol to create new position control numbers (PCNs) for hiring, caused a 3-4 month delay with hiring five new LSA teachers to cover eight sites. Central OoE LSA staff covered site based classroom vacancies in addition to regular job duties.

Implementation Successes:

- Increased student access: At midyear, LSA facilitators and partner teachers are reaching an estimated 500 students, or 3% of our Latino students, districtwide, K-12. This is a 0.5% increase in our reach, since the 2023-24 school year.
- Increase in positive attendance: At midyear, 49.2% of our LSA students have positive attendance compared to 39.1% non-enrolled LSA students.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

OVERALL IMPLEMENTATION

- Coaching of Facilitators in Arab and Asian Pacific Islander classrooms has been implemented.

Implementation Challenges:

- Fiscal delay with accessing central supplemental allocation for our Arab American and Pacific Islander literacy mentoring programs caused a two-month delay with hiring, training, and deploying mentors to sites to begin programming.

Implementation Successes:

- Increased student access: At midyear, AAPISA mentors and partner teachers are reaching an estimated 500 students, or 15.4% of our Arab American students, districtwide, K-12, and 59.4% of our Pacific Islander students districtwide. These are increases of 9% and 26.4% respectively, since the 2023-24 school year.
- Increase in positive attendance: At midyear, 46.7% of Arab American (AAPISA) enrolled students have positive attendance compared to 44% non-enrolled home language Arabic students. And, all students engaged in PI programs including non-PI identified students, all have positive attendance since this is a requirement for participation this year, resulting in 107.9% positive attendance compared to 18.5% non-enrolled PI students.
- Increased grade level reading: By midyear, 20.1% of our Arab Am (AAPISA) enrolled students were reading at or above grade level, compared to from 8.7% in the fall.

Action 2.4 Students with Disabilities Achievement

OVERALL IMPLEMENTATION
We have implemented all strategies as planned.

Implementation Challenges:
- The Special Education Department completed a data analysis of past-due annual IEPs and reevaluations to determine the primary root causes of IEPs not being completed on or before the due date. The top two reasons provided by Special Education Case Managers were 1) lack of access to an interpreter and 2) parent/rights holder did not respond to attempts to schedule the IEP or did not attend the IEP. This has impacted our staff.
- To respond to this challenge, Department personnel collaborated with other departments' staff to revise protocols for interpretation requests and provided communication and retraining for Special Education personnel. Additionally, we re-issued clear guidance on procedures for parents/right holders who are not engaged in a multimodal format.
- Absence rates for students with disabilities remains disproportionately high despite targeted attendance interventions, and recent data show that our trends are moving toward greater daily absences rather than fewer.

Implementation Successes:
- We have surpassed our target for graduation and A-G graduation for students with disabilities for the 2023-24 cohort.
- We have reduced overall suspension for students with disabilities and have a successful partnership with families, network leaders, and principals at the middle school level that is driving specific reductions in Grades 6-8.
- The percentage of Special Educators who participated in a department-offered IEP development support session (such as an IEP training 'camp' or just-in-time office hours) increased by 24.8% between December, 2023 and December, 2024.
- Our IEP quality efforts are beginning to show impact. Department personnel complete comprehensive quality audits of a randomized sample set

of completed IEPs each month, and we are tracking growth in core IEP quality indicators resulting from Special Educator coaching and training efforts. For example:

  - The percentage of audited IEPs with adequate data in the present levels from multiple sources grew by just over 13% from September, 2024 to January, 2025.
  - The percentage of audited IEPs with goals that had complete, aligned baselines increased by 9% from September, 2024 to January, 2025.
  - iReady data show that students with disabilities in Grades K-8 are making accelerated growth, in part due to our training and support for educators using the Spire multisensory literacy intervention. This will prepare students for more robust performance on the SBAC.
  - Total % of students with IEPs at or above grade level increased +3.2% pts, from 28.9% in 2023-24 to 32.1% midyear 2023-24 to midyear 2024-25. This is compared with .6% growth for students without IEPs during that period.
  - Total % of students with IEPs 3+ grades below decreased -2.6% pts, from 30.2% to 27.6% midyear 2023-24 to midyear 2024-25. This is compared with a -.6% change for students without IEPs.

- We are making movement toward our goal of a more inclusive district by design, with fewer students spending most of their day in a segregated Special Education classroom.
- Our Disability Access Resolution initiatives have begun to produce results, including four high schools reporting more participation of students in self-contained programs being a part of after-school programming and sports, the launch of inclusive play groups and integrated Saturday sports, training PE teachers in partnership with Special Olympics, and starting our first Best Buddies chapter at Bridges.

Action 2.5 Low-Income Student Achievement

OVERALL 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 COST to assess the level of student need/support.

Implementation Challenges:

- The Board did not approve the Sown to Grow contract in June. The contract was then delayed and did not get approved until the end of September. This delayed the implementation start date till October.
- The late start made it much harder to implement and gain traction in the tool in service of students.

Implementation Successes:

- Low-income students achieved green in graduation rate and college/career readiness. Students also decreased in chronic absenteeism.

Action 2.6 Unhoused Student Achievement

OVERALL IMPLEMENTATION

Our team successfully stationed Case Managers at our partner site schools to provide direct support to McKinney-Vento (MKV) students. We actively participated in COST meetings on a weekly basis, advocating for MKV students and ensuring their enrollment in after-school programs. Additionally, our Academic Counselor conducted a thorough review of over 100 high school transcripts, supporting students in staying on track for graduation. Case Managers also played a critical role in attendance meetings, providing wraparound services to students and families while advocating for the importance of regular school attendance. The activities implemented were:

- Case Managers were present at partner schools to offer direct support and participate in weekly COST meetings to advocate for MKV students.
- Successful advocacy for student enrollment in after-school programs.
- The Academic Counselor reviewed over 100 high school transcripts and guided students toward graduation.
- Case Managers attended attendance meetings to provide comprehensive support to families.

Implementation Challenges:

- *Limited Resources:* Staff capacity remains a challenge, as the demand for services exceeds our current capacity. Case Managers are stretched thin across multiple sites, making it difficult to provide in-depth, individualized support at all times.
- *Systemic Barriers:* Navigating school bureaucracy and securing placements in after-school programs for MKV students required persistent advocacy, as spots were often limited.
- *Attendance Issues:* Encouraging consistent school attendance among MKV students remains a challenge due to external factors such as housing instability and transportation barriers.

Implementation Successes:

- *Impactful Student Support:* The direct engagement of Case Managers at partner schools created stronger relationships with students and provided much-needed consistency in their academic journey.
- *Academic Progress:* The Academic Counselor's review of over 100 transcripts ensured that high school students remained on track for graduation, which is a significant milestone for our program.
- *Increased Access to Services:* Through our advocacy efforts, more MKV students were successfully enrolled in after-school programs, providing them with additional academic and social-emotional support.
- *Collaboration & Advocacy:* Our participation in attendance meetings allowed us to support families holistically and emphasize the critical role of school attendance in student success.

Action 2.7 Foster Youth Achievement

OVERALL IMPLEMENTATION

- Providing all entitlements in accordance with AB 490 and ensure all academic records are obtained for each youth
- Improved collaboration with Special Education staff to ensure foster youth with disabilities are supported and served
- Participation in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care
- Evaluation of graduation status and continued work with High School Counselors
- Referrals to site-based Coordination of Services Teams for triage and mental health supports
- Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such
- Not implemented: Foster Youth Mentorship program. Due to changes in staff and attrition at the planned partner agency, we did not implement the mentoring program as planned. A discovery as we talked about this with youth, was that youth struggle more with feeling misunderstood by staff.

Implementation Challenges:

- In order to help serve foster youth and their respective schools, an effort is made to keep the list of youth in care and their adult teams up-to-date; however youth are faced with frequent changes in placement and in members of their adult teams, often with little or no notification made to anyone.
- Foster youth are in the middle of multiple agencies, with those that work outside the school district as the ones making decisions. This sometimes results in a delay of aligning youth in care with the proper resources/support.

Implementation Successes:

- Three case managers provide direct services to over 90 foster youth in OUSD. This has increased the partnership with school site staff and FYS to support youth in care, communicate needs, and align them with services.
- As a result of the board resolution that prioritizes school preference for foster youth, every foster youth that applied for a school received their top school of choice.
- There has been a significant increase in schools being in compliance with AB 740 (notification of suspension).

Action 2.8 English Learner Achievement

OVERALL IMPLEMENTATION

- Centrally provided PD on designated ELD during Language and Literacy institute and new teacher series

- Centrally provided integrated PD at January PD Day, PK-12 monthly inquiry cohort through Lead by Learning and Saturday PLCs on GLAD practices.
- ELLMA supported site-based PD provided on integrated and designated ELD at over 20 sites.
- Continued content development of ELD lessons grounded in the ELA curriculum.
- Capacity building of literacy TSAs to support integrated and designated ELD through elementary, middle school and high school coaching collaboratives.

Implementation Challenges:

- Despite our efforts, we see low results in the areas of reclassification, ELPAC growth, and ELPAC, and distance from standard in both ELA and math. We had a low percentage of students who attained an ELPAC score of 4 compared to previous years at 8.6% which is one of the state-required criteria for reclassification. Subsequently, our reclassification rates are also lower than previous years.
- While we have seen an increase of ELs enrolled in ELD in Grades 6-12 this year to 73.3%, more students need to enroll in these courses.

Implementation Successes:

- We have exceeded our goal of graduation of ELs, mostly due to a significant increase in newcomers' graduation rate.
- We have also already met our 2025-26 goal for ELs' A-G completion.
- We are approximating the 2025-26 goal of college and career readiness.
- We have significantly decreased chronic absence rates.

Action 2.9 Long-Term English Learner Achievement

OVERALL IMPLEMENTATION

- Content development of ELD lessons for LTELs grounded in the middle school ELA program.
- Development of integrated support for LTELs to support access to the newly adopted Fishtank ELA curriculum.
- Ongoing centrally and site-based PD on both integrated and designated ELD

Implementation Challenges:

- 32% of our long-term ELs also have an IEP, or are dual-identified as needing both EL and Special education services.
- The data on reclassification, ELPAC growth (ELPI) and SBAC results suggest we are undeserving our long-term ELs. They are one of the few subgroups who are not only demonstrating an opportunity gap but further slipping in growth. We have an urgent need to sharpen our focus on this group of students.

Implementation Successes:

- Long-term ELs have made significant strides in graduation rates and college and career readiness.
- We are seeing an improvement in chronic absence rates.

Action 2.10 Newcomer Achievement

OVERALL IMPLEMENTATION

- Social worker staffing to all high count newcomer secondary schools.
- PD and support for newcomer social workers to better meet the wellness needs of newcomer students.
- A social work internship program designed to build a pipeline of bilingual bicultural social workers and add capacity at sites.
- ENTL (elementary newcomer teacher leader) staffing at all 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 20% in the past two years.
- We have decreased our chronic absentee rates and increased our newcomer attendance rates.

Action 2.11 Alternative Education

OVERALL IMPLEMENTATION

- Using CSI funds we were able to hire a Credit Recovery Case Manager to conduct home visits with students at CSI-designated schools and set them up for in-person tutoring.
- Sites offered additional coursework in order for students to recover credits that would lead to graduating at an earlier date than their personalized plans suggested.

- Sites also offered flexible schedules to meet the needs of students that were chronically absent in previous semesters.

Implementation Challenges:

- Students continue to prioritize working, caring for family members, and finding housing instead of their education. This leads to a longer commitment in order to graduate.

Implementation Successes:

- There has been some success in improving attendance, however, students in alternative education are still attending at lower rates than their peers.

Action 2.12 Expanded Learning Opportunities

OVERALL IMPLEMENTATION

The total Expanded Learning (After School) enrollment was 19,075 students this year:

- Special Education students: 2,878 (15%)
- ELs: 5,393 (28%)
- Low-income (Free/Reduced Lunch) students: 15,259 (80%)

The Saturday Free YES! Sports Program in Fall/Winter 2024 served 1,038 students:

- Special Education students: 151 (15%)
- ELs: 274 (26%)
- Low-income (Free/Reduced Lunch) students: 770 (74%)

OUSD's Expanded Learning Office successfully implemented comprehensive after-school programming across all elementary, middle, and high schools, including Kaiser, Hintil, and Burbank TK sites. This includes the expansion of the Arts initiative, which incorporated over 20 art organizations into OUSD's after-school programs. ExLO continues to expose elementary school students to YES! Sports: students have access to free sports offerings on Saturdays.

Our total Summer Learning enrollment was 8,305 students:

- Special Education students: 1,992 (24%)
- ELs: 2,831 (34%)
- Low-income (Free/Reduced Lunch) students: 7,379 (90%)
- Credit recovery participants: 2,535 (30%)

Implementation Challenges:
After School: Staffing the demand for after-school programs in elementary and middle school continues to be challenging across the district. This year, we saw a 30% in staff transitions. Competition for high-quality staff continues to be challenging, with individuals prioritizing full-time positions with benefits over part-time roles. Due to the significant staff turnover, ensuring schools have trained veteran individuals with a long history at schools has been an ongoing challenge for many programs.

Summer Learning: Our average daily attendance rate for summer programs was lower than expected. Secondary students surveyed stated they wanted activities that connected them more to their community.

Implementation Successes:
Summer Learning: We expanded our offerings of full day programming to extensive needs sped students. We also implemented small group phonics instruction in all elementary summer programs. During the program, 82% of elementary students met their reading growth goals. During the summer session, 48 students earned their high school diploma. We saw a 72% increase in unhoused youth participating (349 to 599 students). There was a 42% increase in Newcomers participating (796 to 1,132 students) and a 49% increase in Transitional Kindergarten students participating (171 to 255 students).

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
Three total full time FTEs were vacant for 3-4 months due to delays with creating new PCNs for these positions, there may be a significant difference in actual salary expenditures for these three positions.

Action 2.2 Latino & Native American Student Achievement
Five total full-time positions were vacant for 3-4 months due to delays with creating new PCNs for these positions, so there may be a significant difference in actual salary expenditures for these positions.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement
There were no significant material differences in expenditures for this area.

Action 2.4 Students with Disabilities Achievement
There were no material differences between planned and actual expenses. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held

moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.5 Low-Income Student Achievement
There were no material differences between planned and actual expenses.

Action 2.6 Unhoused Student Achievement
There were no significant vacancies in our staff positions that impacted our planned services. However, due to capacity limitations at Community Education Partnerships (CEP), we faced challenges in referring new students to their program as originally planned.

Action 2.7 Foster Youth Achievement
There were no significant material differences in expenditures for this area.

Action 2.8 English Learner Achievement
There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.9 Long-Term English Learner Achievement
There were no significant material differences in expenditures for this area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.10 Newcomer Achievement
One of our contractual newcomer social workers at Roosevelt resigned midyear and there was a multi-month gap before we were able to hire and onboard a replacement. One of our grant funded newcomer wellness staff members was out on family leave for much of the school year. Our unaccompanied minor re-engagement specialist left the district and there was a multi-month gap before we were able to hire and onboard a replacement. 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, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 2.11 Alternative Education
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 2.12 Expanded Learning Opportunities

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.

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

Improved outcomes for Black students, as demonstrated by data listed above, involved:

- 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 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.
- Implementation of SEL screener in all classrooms.
- Collaboration with network superintendent teams to align focus and support on instructional priorities in each network: attendance, literacy, A-G completion.

Middle School Network successful strategies decreasing suspensions of Black students included:

- *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.
- *Special Education Middle School Behavior Analysts (BCBA):* BCBAs facilitated professional development in Principal Professional Learning to discuss Tier 1, 2, and 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans.
- *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:

- Intentional recruitment and retention of homegrown Latino educators, who have access to regular monthly professional learning for community building, shared learning, and coaching outside of the PLC, provided by central LSA specialists.
- Implementation of culturally responsive content and ethnic studies pedagogy via the Chicano/Latino Studies (LSA), g-elective, survey courses.
- 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:

- 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

Special Education supports for Students with Disabilities:

- While we are not yet seeing the movement we expect in on-time IEPs, we are starting to see improvements in IEP quality through our coaching and professional development efforts.
    - As shown above, IEP audit data show improvements in data-driven, aligned IEP present levels and goals.
    - The Department has provided PD content to Special Education teachers with over 2100 participants from August, 2024-February, 2025. The average participant response to our content was a 4.29/5 YTD, with participants endorsing that the content was clear and easy to understand (4.37/5) and that the presenter was engaging and provided opportunities for participation (4.21/5).
- Our foundational literacy strategy and Department-led educator supports are demonstrating efficacy.
    - As of the end of trimester one in 2024-25, 36% more students with IEPs received dedicated Spire reading intervention as compared with trimester one of 2023-24.
    - We achieved a 2.8% reduction in the students with IEPs in Grades K-5 who are below grade level in phonics.

- Our procedures and training for Alternative Diploma, credit analysis support, person-centered planning, and ITP deep dives with educators has contributed to more students with IEPs graduating with a diploma ready for college, career, and community.
- One ineffective strategy has been to attempt to provide credit recovery services in a parallel system through the Special Education Department. Because of personnel limitations, the number of students we were able to serve has been small, and students benefit more from an approach that is integrated at their school of attendance rather than separate. We plan to discontinue this and shift to a focus of stronger credit analyses and D/F engagement at sites, coupled with Special Education support during summer Academic Recovery.

Action 2.5 Low-Income Student Achievement

Effective strategies include:

- The Sown to Grow mental health screener is a crucial tool in meeting our goals regarding tiered supports for our low-income students.
- 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 (late contract approval) we did not see the same usage numbers for 2024-25, 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. (October implementation of anything is disruptive and challenging).

Action 2.6 Unhoused Student Achievement

Effective strategies included:

- The presence of our Case Managers in schools has been highly effective in supporting MKV students. By being integrated into the school culture and daily operations, Case Managers have played a crucial role in providing preventative behavioral support, advocating for students' attendance, and ensuring their access to essential services. They have successfully enrolled students in after-school programs, behavioral health support, counseling, and IEP evaluations, addressing multiple barriers to academic success.
- Despite these successes, the most significant challenge remains the lack of access to stable housing and emergency resources such as hotel vouchers. Families experiencing housing instability often have to move frequently or reside in unsuitable living conditions, which directly impacts students' ability to attend school consistently and on time. While our team continues to advocate for these families, the absence of immediate housing solutions remains a critical gap that affects student attendance and overall wellbeing.
- While the strategy of embedding Case Managers in schools has proven successful in providing comprehensive student support, addressing attendance barriers, and advocating for student needs, the broader issue of housing instability remains unresolved. Without access to stable housing solutions, students continue to face challenges in maintaining consistent school attendance, limiting the full impact of our interventions.

Action 2.7 Foster Youth Achievement

Effective strategies include:

- Continuous outreach and communication with the youth's interagency team to keep bringing education to the table.
- Consistent interaction with school staff to maintain awareness of who the foster youth are at their school.
- More coordination and training with Special Education has resulted in FYS being more knowledgeable about IEPs, as well as developing practices with Special Education to support foster youth with IEPs.

Ineffective practices included:

- Providing training to District-wide groups where the audience is already receiving a large amount of other information. Direct communication and smaller group trainings allow for their more specific questions to be answered

Action 2.8 English Learner Achievement

Effective strategies include:

- Our collaboration with the HS linked learning office and our school sites to provide ELs 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.
- We have seen an increase in designated ELD implementation at the elementary level as evidenced by the Stages of ELD self-assessment, instructional schedule submission, and learning walks.
- Collaborating with content teams to provide integrated ELD. We are seeing a more 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 over 38 dually-identified students during the winter cycle through the revamped process.

Ineffective strategies include:

- We will no longer fulfill requests for sites to support one-off PDs on ELD as we know from our own data as well as from research that these experiences are not effective.
- Due to the lift to improve quality instruction of designated ELD, we have spent less time supporting integrated ELD at the site-level. We will work to rebalance our support to ensure we are providing schools with support around comprehensive ELD strategies so that they understand the

leverage the connection between integrated and designated ELD.

Action 2.9 Long-Term English Learner Achievement

Effective strategies include:

- OUSD developed ELD lessons grounded in the ELA instructional materials showing promising results for long-term ELs compared to results seen in schools using other programs.
- Site- based PD on designated and integrated ELD and leadership coaching support in middle school has shown results year-over-year for LTELs, yielding the highest reclassification rates in the district. Even as rates fell in the middle school network compared to the previous two years, it was still at a strong 18%.

Ineffective strategies include:

- 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

Effective strategies Include:

- 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 PD and streamline social work PD 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

Effective strategies include:

- The district strategy of improving attendance while providing more targeted credit recovery has been successful on a limited basis. More work needs to be done to get students to school in order to take advantage of the opportunities of accelerated credit recovery.

Action 2.12 Expanded Learning Opportunities
Effective strategies include:

- OUSD's Expanded Learning Programs increased services to our highest needs community and created systems to ensure unduplicated and inclusive programming was taking place in our schools. For summer learning, this includes creating a targeted enrollment tool that invites high priority students and includes a waitlist system that allows us to quickly fill any open spots.

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
We aim 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 and 2024-25 with the Middle School Network to decrease suspensions for Black students and Black disabled students in both 2023-24 and 2024-25.

Action 2.2 Latino & Native American Student Achievement
Based on classroom observations and student data this year, we are noticing improved outcomes with attendance and literacy in survey courses taught by credentialed teachers in comparison to courses and spaces held by our community provider. We are considering moving community provided programming to after school and instead recruiting candidates who are already credentialed to staff the course at sites where this transition is feasible for 2025-26.

Action 2.3 Arab, Asian & Pacific Islander Student Achievement
Due to reductions in the non-labor budget projected for 2025-26, and the reduced availability of central concentration funds for this work, contracts with community based providers for targeted literacy programs will be reduced, and less students and school sites will be served.

Action 2.4 Students with Disabilities Achievement
We will be revising our section slightly to remove high school credit recovery services offered directly by the Special Education Department, as we no longer have the personnel to sustain that initiative. Additionally, this strategy has not been shown to be effective. All other investments, goals, and services are recommended for continuation.

Action 2.5 Low-Income Student Achievement
We did not adjust the plans or metrics. 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 president, 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 (building on this culture of fear). There may be a need to shift the strategy around family engagement and attendance for 2025-26 in light of this changing landscape. The team will be strategizing about these changes over the summer.

Action 2.6 Unhoused Student Achievement

Based on reflections from prior practices and an assessment of the effectiveness of current strategies, several key changes will be implemented for the coming year to improve the support and outcomes for McKinney-Vento (MKV) students and families. These changes are aimed at enhancing identification efforts, attendance interventions, academic and behavioral support, and family engagement.

1. McKinney-Vento Identification Support:

- *Change:* Strengthen outreach and training efforts for school staff to improve early identification of MKV students.
    - *Rationale:* In the 2025-26 school year, OUSD MKV program saw an increase of McKinney-Vento qualified students and families. More proactive engagement with school staff and direct outreach to families can increase enrollment.
    - *Action:* Implement additional training sessions for school staff and create more multilingual outreach materials.

2. Attendance Monitoring & Intervention:

- *Change:* Increase the frequency of attendance monitoring from bi-weekly to weekly for students flagged as chronically absent.
    - *Rationale:* A 10% decrease in absences over three months is the goal, but more frequent monitoring and intervention may yield better results.
    - *Action:* Introduce a tiered intervention approach, prioritizing high-need students for immediate intervention and leveraging school-based support teams.

3. Academic & Behavioral Support

- *Change:* Establish mentorship or tutoring partnerships to further support students academically.
    - *Rationale:* A 10% increase in academic performance and graduation rates is targeted, but additional structured academic support is needed.
    - *Action:* Partner with community organizations and universities to bring in volunteer tutors or peer mentors.
- *Change:* Strengthen behavior intervention plans by incorporating trauma-informed practices.
    - *Rationale:* Decreasing suspensions by 10% requires a more structured support system for behavioral interventions.
    - *Action:* Train school staff in restorative justice practices and increase access to school-based mental health resources.

4. Family Engagement & Outreach

- *Change:* Increase the frequency of family check-ins from bi-weekly to weekly for families with urgent needs.
    - *Rationale:* Ensuring that 100% of MKV families are informed and connected to resources requires more consistent engagement.
    - *Action:* Implement structured check-in schedules and expand partnerships with community resource providers to streamline referrals.
- *Change:* Expand community awareness efforts beyond four outreach events per year.
    - *Rationale:* Increasing visibility and understanding of the MKV program within the community will help reach more eligible families.
    - *Action:* Utilize social media, school newsletters, and local events to provide ongoing information about MKV rights and resources.

The coming year will focus on enhancing identification efforts, intensifying attendance interventions, expanding academic and behavioral support, and deepening family engagement. These strategic changes are expected to improve overall outcomes for MKV students and ensure that they receive the full support they need to thrive in school and beyond.

Action 2.7 Foster Youth Achievement

The effort toward a peer mentoring group will be re-directed this year to provide more training to staff in partnership with Behavioral Health. The feedback we have received from youth in care that they feel separates their situation from non-foster peers is their overall feeling that adults do not understand their unique needs. We will increase our efforts in not only ensuring AB 740 is implemented properly, but extending this practice/policy to include more restorative practices as an alternative to education.

Action 2.8 English Learner Achievement

We continue to dig into multiple data points, both quantitative and qualitative, to get to root causes for why we are not seeing more improvement. We are trying some new strategies out this year with ELPAC testing conditions. We plan to offer less isolated EL-focused PD in favor of more PD led on integrated ELD supports in the content areas in partnership with the academics team. There will also be a stronger focus on EL progress monitoring including incorporating a language lens in curriculum-embedded and other formative assessments.

In secondary, through collaboration between ELLMA and Academics, we have engaged ILTs across schools to collectively identify a common instructional focus for all middle and high schools to address the lack of adequate progress for ELs: student talk and scaffolding for rigor. Finally we plan to roll-out new guidance and support implementation for how to address the instructional needs of ELs who require both foundational literacy skill development and ELD.

Action 2.9 Long-Term English Learner Achievement

Due to concern about our results for LTELs, the academics and ELLMA teams engaged in a data dive and determined an instructional focus for the 2025-26 school year for all middle and high schools: student talk and scaffolding for rigor. All content area coordinators and specialists will hold this

focus through professional learning, coaching collaboratives, learning walks, and site support. We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work.

Action 2.10 Newcomer Achievement

We will give one more year to our newcomer social work internship program to see if those interns end up filling newcomer social work vacancies the following year. If not, we will likely discontinue the program. While having social work interns in our schools is wonderful, if they don't end up taking jobs with us, the supervision and support of that program might not be worth the effort and cost.

Action 2.11 Alternative Education

No changes are anticipated in the coming year.

Action 2.12 Expanded Learning Opportunities

OUSD's after-school programs will implement an online enrollment system that parallels the OUSD enrollment process so families can access a single platform. This will expedite communication with families and ensure that OUSD prioritizes our highest needs communities.

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.* 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. 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	$3,984,133	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		AAFE classes or circles be added to the after-school program offerings. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.5 FTE; 1.0 FTE total) ● African American Female Excellence (AAFE) Program Manager (1.0 FTE) ● Targeted Student Intervention Specialists, African American Male Achievement (2.0 FTE) ● Targeted Student Intervention Specialist, African American Female Excellence (1.0 FTE) ● Site-Based African American Male Achievement (AAMA) Manhood Development Facilitators (9.25 FTE) ● Site-Based African American Female Excellence (AAFE) Facilitators (3.0 FTE) ● Site-Based Teachers on Special Assignment to Support Historically Black Schools and help implement the Black Student Thriving Plan (5.0 FTE) ● Annual contracts to support targeted strategies work ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* ● African American Male Achievement (AAMA) Manhood Development Facilitators (2.5 FTE) ● Elementary African American Achievement Teacher (1.0 FTE) ● Secondary Intervention Teacher focused on African American students (0.4 FTE)		
2.2	**Latino & Native American Student 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*	$1,394,397	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		School Dashboard: Chronic Absenteeism, English Language Arts, and Mathematics. 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. *Latino Students* Our Office of Equity Latino Student Achievement (LSA) Initiative partners with The Unity Council to address high school readiness of middle school Latino boys, and college readiness of Latino boys and Latina girls, collaborating to implement the Latino Men and Boys and Latina mentoring programs, providing targeted academic and culturally responsive social and emotional support, and family partnership across eight sites. LSA partners with Bay Area Community Resources (BACR) to address safety for the highest risk Central American newcomer indigenous youth across four high schools, providing targeted academic and culturally responsive social and emotional support and mentoring, through the LSA Young Hawks program. LSA Specialists provide direct instruction on Latino history and culture via our LSA boys and girls circles at three secondary sites. Specialists also provide direct support to Latino student leadership clubs to celebrate Latino Heritage Month, facilitates Latino family engagement in the LCAP PSAC process through the Latino Parent Advisory Group, and facilitates the Maestr@s Latino teacher retention and recruitment program, in addition to working with the LSA Task Force to plan the annual Latino Student Honor Roll celebrating over 3,000 Latino middle and high school students with cumulative GPAs of 3.0 and above. LSA will continue to partner with Early Childhood to support Kindergarten readiness of Latino students and families, and with the Academic team to incorporate Latino history and culture within Social Science and History content in Grades TK-8 and via dual enrollment Chicano/Latino Studies courses at the high school level.		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Native American Students 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. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.25 FTE; 1.0 FTE total) ● Targeted Student Intervention Specialists, Latino Student Achievement (2.0 FTE) ● Latino Student Achievement Facilitators (5.5 FTE) ● Annual contracts to support targeted strategies work for Latino and Native American students ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work *Site-funded positions that support this work include:* ● Latino Student Achievement Facilitator (0.5 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 Language Arts, and Mathematics.* 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	$878,936	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. The AAPISA Network: ● Builds a strong network of staff, families, youth leaders, and community groups throughout Oakland supporting all AAPI students to achieve and thrive. ● Ensures that OUSD's systems, infrastructure, and school content are serving and reflecting the diversity of our over 45 Asian and Pacific Islander populations to better serve them. ● Lifts up AAPI voices and histories to inform and create safe, supportive, and inclusive community schools where all students experience belonging and empowerment to achieve. *Pacific Islander Students* Our Office of Equity Asian Pacific Islander Student Achievement program partners with the Oakland Oceania Collaborative and IKUNA to address low rates of college enrollment amongst Pacific Islander students through hosting Pacific Islander College Nights, Pacific Islander College Retreats and campus visits, and to conduct Wayfinder workshops for middle and high school students throughout the school year to support students to develop their sense of belonging, identity, culture, and purpose and pathways using culturally relevant frameworks and values. Our partners provide one-on-one sessions with Pacific Islander high school students to review OnTrack profiles, A-G completion status, and the college application process, and work with us to organize the annual Pacific Islander Honor Roll and Spring Celebration. We are also beginning the work early through targeted early literacy programs and intervention tutoring and mentoring with K-5 Pacific Islander students in five pilot schools, bolstered by direct family engagement with		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. *Arab American Students* 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. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing) ● Targeted Strategies Director (0.25 FTE; 1.0 FTE total) ● Targeted Student Intervention Specialist, Arab American Achievement (1.0 FTE) ● Targeted Student Intervention Specialist, Asian Pacific Islander Student Achievement (1.0 FTE) ● Annual contracts to support targeted strategies work ● Materials for targeted strategies celebrations and honor rolls ● Professional development to support targeted strategies work		
2.4	**Students with Disabilities Achievement**	*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 to ensure eligible students are provided with a free, appropriate public education*	$4,583,575	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		(FAPE) in the Least Restrictive Environment possible. 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. 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. 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. 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. To support the social-emotional and behavioral health of our students with		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. *Ongoing and grant-funded Central investments that support this work include:* ● Director, Elementary Special Education (1.0 FTE) ● Director, High Schools & Alternative Education, Special Education (1.0 FTE) ● Director, Middle School & Legal Support, Special Education (1.0 FTE) ● Compliance Coordinator (1.0 FTE) ● Early Childhood Special Education Coordinator (1.0 FTE) ● Disability Access Coordinator (1.0 FTE) ● Special Education Engagement Specialist (1.0 FTE) ● Special Education TK-12 Instructional Coach (1.0 FTE) ● Early Childhood Special Education Specialist (1.0 FTE) ● TK-12 Special Education Instructional Coaches (11.0 FTE total; 5.0 FTE contributing) ● Early Childhood Special Education Program Specialists & Early Learning Coaches (3.0 FTE) *Site-funded positions that support this work include:* ● Young Adult Program Instructional Coach (0.5 FTE) *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*		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Local Plan Area (SELPA) Annual Budget Update report, which is presented at the Board of Education annually.		
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.* While many of our actions benefit our low-income students, investments in this action are principally for the benefit of these students. For additional teaching positions, we prioritize smaller class sizes at the following schools with concentrations of unduplicated students above 90%: Allendale Elementary, Brookfield Elementary, Burckhalter Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Horace Mann Elementary, Markham Elementary, Madison Park Primary, Lockwood STEAM, ACORN Woodland Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, West Oakland Middle, Bret Harte Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, CCPA, UPA, Castlemont High, Fremont High, McClymonds High, Oakland High, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation, and Oakland International High *Ongoing and grant-funded Central investments that support this work include:* ● Additional teachers to support class size reduction at schools with an Unduplicated Pupil Percentage (UPP) of 90% or greater *Site-funded positions that support this work include:* ● Secondary Intervention Teachers focused on low-income students (2.0 FTE)	$3,208,283	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*	$2,061,266	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		performance level on the 2023 California School Dashboard: Chronic Absenteeism and Graduation Rate. 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. 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. Additionally, the following services are targeted to serve students and families participating within the transitional student and family support program. ● All housing insecure students will be referred to site based coordination of services teams (COST) for ongoing academic and mental health support. Community School Managers will support ongoing connections to services for overall wellness and basic needs at individual school sites. ● Golden Opportunity Tickets for After-School Program Enrollment is provided to unhoused families free of charge. Academic interventions for elementary and middle will be coordinated via continued partnerships with daytime and after-school staff to provide small group interventions. ● Case Managers will work with school counselors to support increasing the number of students on track to graduation and work to remove school site barriers to education. ● The McKinney-Vento Team will continue to work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees and evaluation of transcripts for students eligible for AB1806 partial credit and credit reduction entitlements. ● 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. ● All parents will be prioritized for participation in all parent engagement activities. *Ongoing and grant-funded Central investments that support this work include:* ● Program Manager, McKinney-Vento Program (1.0 FTE) ● Academic Counselor, Unhoused Youth (1.0 FTE) ● Unhoused Youth Case Managers (3.0 FTE) ● Transit passes for unhoused students and families **Learning Recovery Emergency Block Grant (LREBG) Investment** *LREBG Investment:* The District will support students with an Unhoused Student Case Manager. Research shows that unhoused students are at high risk of chronic absenteeism, which requires social work case management to help ensure that these youth attend school on a consistent basis. *Metric Used to Monitor Investment:* Metric 2.6.6 *Total LREBG Funds Supporting Action:* $117,646		
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.* 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	$640,138	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		the struggles foster youth face in education, putting them at an even greater risk of falling behind and widening the achievement gap. Three case managers provide direct support to foster youth at 12 high schools, with the goal of improving academic outcomes as before. These case managers work with youth and adults to advocate on the youth's behalf, attend applicable meetings, and set short and long term goals. Case managers are based out of the Central Office's Foster Youth Services with the understanding that foster youth have frequent school changes. The centralized model allows case managers to better advocate, support, provide a confidential resource, and serve as a consistent adult. 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: ● Providing immediate enrollment in accordance with AB 490 and ensure all academic records are obtained for each youth ● Improving collaboration with special education staff to ensure foster youth with disabilities are supported and served ● Participating in all relevant meetings and continue to strengthen work with partnering agencies that also support youth in care ● Evaluating transcripts for students eligible for partial credit and credit reduction entitlements. Continued work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees ● Referring foster youth to site-based Coordination of Services Teams for triage and mental health supports ● Improving/updating existing policies to name foster youth as a priority population and to be prioritized as such *Ongoing and grant-funded Central investments that support this work include:* ● Foster Youth Program Manager (1.0 FTE) ● Foster Youth Case Managers (3.0 FTE) ● Tutoring supports for foster youth		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Learning Recovery Emergency Block Grant (LREBG) Investment *LREBG Investment:* The District will support students with a Foster Youth Case Manager. Research shows that foster youth are at high risk of chronic absenteeism, which requires social work case management to help ensure that these youth attend school on a consistent basis. *Metric Used to Monitor Investment:* Metric 2.7.6 *Total LREBG Funds Supporting Action:* $137,693		
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.* A comprehensive ELD program that includes both integrated and designated ELD is critical to the language learning and academic success of our ELs. This explicit subgoal area is necessary as OUSD has struggled to implement quality comprehensive ELD across schools and classrooms. The work to implement ELD must include a focus on both the systems and structures held by the school leadership as well as quality classroom instruction. Therefore this goal area includes leadership development using effective use of continuous improvement tools towards equity-based instruction, professional development for teachers, coaches, and leaders, and content development of quality ELD materials aligned to the California English Language Arts (ELA)/ELD framework. With the development of OUSD-created designated ELD lessons that are connected and aligned to the ELA curriculum in Grades K-8 now reaching completion, we have a unique opportunity to implement an integrated learning model to accelerate language and literacy outcomes of our ELs. The comprehensive ELD improvement work is supported across central office teams, but is led by the English Language Learner and Multilingual Achievement (ELLMA) office that collaborates with all OUSD central office departments and schools to foster collective responsibility for our ELs to ensure language equity and access. The ELLMA team will support quality integrated and designated English Language	$1,917,412	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Development (ELD) by: ● Improving quality Designated ELD content and implementation by aligning designated ELD to the ELA content and curriculum (e.g., EL Education) through supported content development and teacher collaboration. ● Providing foundational and sustaining professional development to support integrated and designated ELD with particular focus on supporting all teachers, including secondary content teachers, to include language scaffolding and language-responsive instruction such as comprehensible input, student talk and productive engagement with complex text. ● Developing continuous improvement tools and processes for leaders to improve services and instruction for ELs including self-assessment of the implementation of comprehensive ELD, and use of EL-focused observation protocols such as EL Review and EL Shadowing. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, English Language Learner & Multilingual Achievement (1.0 FTE) ● Elementary Language Specialists (2.0 FTE) ● Literacy Curriculum Coordinator/ELD Specialist (1.0 FTE) ● Title III Specialist (0.5 FTE) *Site-funded positions that support this work include:* ● Teacher on Special Assignment, English Learner Supports (0.1 FTE) ● Secondary English/ELD Teacher (0.9 FTE) ● Bilingual Instructional Aide (0.8 FTE)		
2.9	**Long-Term English Learner Achievement**	*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.* 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	$491,724	No

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		practices that ensure active engagement and student agency in student learning . Our foundational PD—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 PD spaces are invitational inquiry-based learning and others are provided through content-specific PD during contractual time. 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. *Ongoing and grant-funded Central investments that support this work include:* ● Secondary Language Specialist, High School Network (1.0 FTE) ● Secondary Language Specialist, Middle School Network (1.0 FTE) ● Middle School Language Specialist (0.2 FTE) ● Extended contracts for teachers for professional learning to support LTELs *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.* 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	$7,834,454	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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). *Ongoing and grant-funded Central investments that support this work include:* ● Director of Newcomer Programs (1.0 FTE) ● Program Manager, Newcomer & Refugee/Asylee Support (1.0 FTE) ● Elementary Newcomer Specialist, Refugee/Asylee Program (1.0 FTE) ● Newcomer Refugee Program Specialist (1.0 FTE) ● Unaccompanied Immigrant Youth Specialist (1.0 FTE) ● Elementary Newcomer Specialist (1.0 FTE) ● Academic Counselor, Newcomer Focus (1.0 FTE) ● Site-Based Elementary Newcomer Teacher Leaders (11.0 FTE) ● Site-Based Newcomer Social Workers (8.5 FTE) ● Additional site-based teachers to support late-arriving newcomer students (17.6 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *Site-funded positions that support this work include:* ● Learning Lab Co-Director, Oakland International (0.75 FTE) ● Unaccompanied Immigrant Child Program Specialist (0.4 FTE) ● Newcomer Social Worker (0.5 FTE) ● Elementary Newcomer Teacher Leaders (1.1 FTE) ● Secondary Newcomer Teacher (0.3 FTE) ● Newcomer Learning Lab Assistants (8.3 FTE)		

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.* 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. *Ongoing and grant-funded Central investments that support this work include:* ● Home & Hospital Program Manager (1.0 FTE) ● Alternative Education Enrollment Counselor (1.0 FTE) ● Reduced class sizes at continuation schools *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional teachers to support late-arriving continuation students (4.4 FTE)	$1,171,045	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. **Summer Learning Programs** The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.	$55,870,440	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		After-School Programs Oakland Unified School District supports 80 after-school programs. These after-school programs are designed to increase positive youth development and educational outcomes by providing safe and high-quality academic and enrichment activities at low- or no-cost during after-school hours. Expanded Learning Opportunities Programs (ELO-P) funding increased access to after-school programs to all unduplicated students (TK-6) and expanded programming to eight additional schools. These resources will provide additional literacy supports, after-school care to TK-K students, and professional development to staff to better support students with special needs. *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator, After School Programs (1.0 FTE) ● Coordinator, Summer Programs (1.0 FTE) ● Administrative Assistant, After School Programs (1.0 FTE) ● Custodial Services Coordinator, Expanded Learning Support (1.0; 0.4 FTE contributing) ● Data Analyst, Community Schools, Student Services & Outdoor Experience Project (0.51 FTE; 1.0 total) ● Data & Systems Management Specialist, Expanded Learning Programs (0.5 FTE) ● Specialist, Community Schools & Student Services Data & Systems Management (1.0 FTE) ● Head Custodians, Expanded Learning Programs (2.0 FTE) ● Custodial Field Supervisors, Expanded Learning Programs (2.0 FTE) ● Custodians, Expanded Learning Programs (9.0 FTE) ● Manager, Community Partnerships (1.0 FTE) ● Program Manager, Expanded Learning Programs (5.5 FTE) ● Program Assistants, Expanded Learning Programs (5.0 FTE)		

Goal 3

GOAL #	DESCRIPTION	TYPE OF GOAL
3	Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Broad Goal

State Priorities addressed by this goal.

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

Priority 3: Parental Involvement (Engagement): Ensuring that the school district and its schools seek input from all parents and caregivers, and engage families in school and district decision-making and in the education of their students.

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

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

Priority 8: Other Pupil Outcomes (Pupil Outcomes): Measuring other important indicators of student performance in all required areas of study.

An explanation of why the LEA has developed this goal.

Goal 3 reflects Oakland Unified's long, rich culture of robust student and family engagement. Active involvement by our students and families in our school communities is core to our theory of action to improve student academic outcomes and supporting social emotional development by creating Full Service Community Schools. To ensure student success, we implement a culturally responsive Multi-Tiered System of Support (MTSS) that integrates academics and behavior support alongside our tiered academic focus outlined in Goals 1 and 2. We serve our diverse groups of students using a coordinated, targeted approach of collaboration between Special Education, English Language Learner and Multilingual Achievement (ELLMA), Community Schools and Student Services (CSSS), Academics, and our Office of Equity. These departments play an integral role in guiding the wrap around support students need in order to access curriculum and instruction.

We believe all students must feel safe and connected to learn. Our data reflect that specific student groups have historically struggled to achieve academic and social emotional goals. This historical examination of local and national data reveals student needs and educator 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%	--	60.0%	-8.5%
3.1.2	Reduce the out-of-school suspension rate for all students.	3.5%	3.8%	--	2.0%	+0.3%
3.1.3	Reduce the number of expulsions for all students.	32	29	--	23	-3
3.1.4	Decrease the number of UCP (Uniform Complaint Procedures) complaints.	216	235	--	186	19
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%	--	90.0%	+8.3%
3.1.6	Increase the percentage of schools engaged in anti-racist learning.	72.5%	100.0%	--	90.0%	+27.5%
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%	--	50.0%	+5.8%
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%	--	50.0%	+29.9%
3.2.2	Increase the percentage of students who agree or strongly agree that there is a teacher or other adult from their school who checks on how they are feeling, as measured by the California Healthy Kids Survey (CHKS).	40.5%‡	40.5%	--	50.0%	0.0%
3.4.1	Increase the percentage of schools with the ability to provide centrally-funded direct student mental health services.	0.0%‡	0.0%	--	30.0%	0.0%
3.5.1	Increase the percentage of schools with average daily attendance rates of 96% or higher.	1.3%	2.4%	--	60.0%	+1.1%

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
3.5.2	Reduce the chronic absenteeism rate (missing 10% or more of school days) for all students.	61.4%	31.9%	--	27.8%	-29.5%
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%	--	20%	+2.0%
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%	--	5.0%	+0.2%
3.6.3	Increase the percentage of low-income students who participate in District-run sports.	7.6%†	8.9%	--	15.0%	+1.3%
3.6.4	Reduce the number of Grade 7 and 8 middle school dropouts.	64	43	--	58	-21
3.6.5	Increase the number of secondary schools represented on All City Council.	10	12	--	12	+2
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%	--	100.0%	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%	0.0%
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%	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%	0.0%
3.8.5	Increase the percentage of school facilities in good or exemplary condition.‡‡	97.4%†	91.1%	--	100.0%	-6.3%

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
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%	--	70.0%	+35.0%
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%	--	80.0%	+4.5%
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%	--	70.0%	-9.6%
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%	--	60.0%	0.0%
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%	--	80.0%	+9.0%
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%	0.0%
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%	--	12.5%	-3.7%
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%	--	68.0%	+1.7%
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%	--	70.0%	+1.4%

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
3.11.2	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%	--	50.0%	+5.1%

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

Goal Analysis for 2024-25

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

OVERALL IMPLEMENTATION: SAFETY

- Implementation of emergency resources, including emergency radios (five elementary schools, 10 middle schools, and 20 high schools), along with a visitor management system (VMS) for all school sites. The School Violence Prevention Grant (SVVP) funded the support and installation of school site evacuation maps.
- Radios for emergency use were ordered and delivered to all school sites.
- Visitor Management System delivered to 59 school sites with 24 complete, 17 in progress and 16 expired due to lack of use.
- Development, finalization, and installation of school site evacuation maps.

Implementation Challenges:

- **VMS:** Further implementation of the VMS at school sites was paused until the installation and setup of the 19 systems in progress were completed. The main challenge has been ensuring front office staff actively use the system and allocate time for proper training.
- **Evacuation Maps:** Thirty-one school sites have yet to respond to the final review of their assembly areas, delaying the completion of all evacuation maps.

Implementation Successes:

- Radios were delivered to all school sites.
- Positive feedback from sites using the VMS system, with many new sites interested in the system.

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.
- *Training:* We offered trainings in trauma-informed de-escalation prevention; Arab Families Cultural Awareness; CPI De-Escalation; CPR; Workplace Violence; and Threat Assessment.

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

OVERALL IMPLEMENTATION

A large part of the implementation of Social Emotional Learning (SEL) includes supporting the Caring School Community curriculum at the Elementary Level, and implementing our SEL Screener (Sown to Grow) across our K-12 schools. The team of five MTSS Partners supports SEL implementation across all OUSD schools. We must be strategic about the approach and focus of our support because there are varied needs among our schools. We've leaned heavily on our partnership with Lead by Learning to implement Professional Learning using an inquiry strategy to strengthen SEL instruction at the elementary level. The partnership with Sown to Grow and their on the ground support of teachers and leaders helped to scale up the implementation of this screener quickly with over 80% of schools launching in the past two years.

Implementation Challenges:

- Our presence was necessary to ensure that teams met, followed agendas, and created next steps. Site ownership of work is still an area of growth.
- Addressing a lack of leader vulnerability, we found that if a leader doesn't feel confident in an area (or can't delegate the duty—e.g., SEL curriculum or Sown to Grow protocols), they are less likely to push for the work to be done with fidelity at sites.
- There is a lack of shared vision at some levels of leadership.
- Moving to a monthly screener was a way to get more buy-in from staff.

- Sites continue to need resources to do SEL work, or at least someone to walk them through the resources already available.

Implementation Successes:

- We described, modeled, and reminded teams of the need for relational trust amongst team members.
- We improved teams' ability to be available at sites provided time, space, leading, attending, and support for Culture team, Attendance Team, and COST. (sometimes in the absence of site leaders).

Action 3.3 Student Health & Wellness

OVERALL IMPLEMENTATION

- *LGBTQ Programming:* Implemented Gay Straight Alliance (GSA) clubs at middle and high schools and offered training at schools as requested on policies and practices to create safe learning environments for LGBTQ students. Hosted GSA Day at Mills College in March to bring together students from across high schools and middle schools for learning and relationship-building. The day included community-building circles, workshops, and a health fair.
- *Alcohol, Tobacco, and Other Drug Intervention:* Implemented 10 hours of Tobacco Use Prevention Education coaching at seven high priority sites: Fremont, Skyline, Oakland High, Oakland Tech, McClymonds, Castlemont, and Dewey.
- *Health Education:* Developed elementary and middle school health education lessons. Implemented lessons in roughly half of elementary schools and classrooms and all middle schools through Science classes.
- *Human Trafficking Prevention:* Hired new Human Trafficking Prevention grant manager who has consulted with sites when they have identified students who are at-risk for trafficking, as well as begun to train school site staff.

Implementation Challenges:

- The need for substance abuse support services surpasses the current staffing and funding available through grants.
- The LGBTQ Programming Specialist resigned and the position will not be rehired. There was a three-month gap in staffing for the Human Trafficking Prevention Grant Manager, which delayed the roll-out of training and health education lessons.
- There is limited time for health education lessons and professional development for teachers.

Implementation Successes:

- We launched a Student Health Advisory Committee. 20 high school students meet monthly to inform health and wellness programming, so that we ensure that programs are meeting the identified needs and reaching students.
- We launched new elementary and middle school specific health education lessons in areas requested by students, teachers, and school sites.

Action 3.4 Behavioral & Mental Health

OVERALL IMPLEMENTATION
We implemented supplemental clinical support at 20 schools. Clinicians provide one to one services, group support, and school consultation. We also hired two additional Program Managers in Behavioral Health to align support by network, consult during crises, offer training to clinical staff across sites, and provide clinical supervision as required by labor contracts. We also participated in the Department of Health Care Services behavioral health expanded billing program under the Children and Youth Behavioral Health Initiative. In addition, we developed the Wellness Coach model as part of the Department of Health Care Services expanded behavioral health programs. Behavior Specialists support a tiered model of support, with an emphasis on coaching teachers to build strong Tier 1 behavioral strategies (at the elementary level). We have one Behavior Specialist dedicated to training site-level and district staff on Crisis Prevention Institute (CPI) to equip individuals with skills to prevent and de-escalate crisis situations.

Implementation Challenges:

- Department of Health Care Services implementation has taken longer than anticipated. OUSD continues to work on developing internal processes.
- Crisis response, including suicide risk screening, threat assessment, and support following the death of a school community member, continues to exceed the capacity of site and central clinical staff.

Implementation Successes:

- We are seeing success with our work with Peer Wellness, Mental Health Interns, and Clinicians.
- We updated protocols to support schools with behavioral health assessments
- We expanded Behavioral Health Program Managers by 2.0 FTE to increase consultation available for school sites (hired in December 2024).

Action 3.5 Attendance Supports

OVERALL IMPLEMENTATION
We made significant progress towards this goal as indicated by the improvement in both daily attendance and chronic absenteeism. The MTSS Team had a full-team in 2024-25 with a dedicated partner for each network with a clear focus on supporting attendance teams to reach their attendance goals. This was also a year without interruptions in the form of a strike or a COVID outbreak, the first such year since 2017. The aligned focus on attendance across the district was supported across multiple departments, and successes were communicated to school leaders regularly.

Implementation Challenges:

- We intended to hire a position to support High School with leading a Professional Learning Community (PLC) for Case Managers. The goal of this position will be to help Case Managers more strategically support students with high rates of absences and improve their attendance. We were

not able to hire for this position, and decided to change the job classification for 2025-26.

- After having steady improvements in attendance metrics for the first half of 2024-25, we began seeing a significant decline in both daily attendance and an increase in chronic absenteeism in January. We attribute some of this decline to the executive orders put forward by the Trump Administration targeting the immigrant community, threatening deportation of undocumented children and families, as well as eliminating birthright citizenship. In the span of a month we saw a significant decline in the gains we'd made towards reaching our attendance goals. These declines seemed to be highly concentrated in East Oakland, and are also impacting the Latino community disproportionately.
- We implemented a focus on following the SARB procedure with due diligence. The focus was using a new SART/SARB Tracker which tracks all the items needed for a successful SARB Referral. If a SARB was held and families were still not attending school then we could refer them to the Alameda County PACT team. The focus was directed at the district's Community School Managers and leaders of Attendance Teams.
- Some challenges were getting some schools to follow the SART/SARB procedures in a timely manner which would give us more time to implement attendance interventions.

Implementation Successes:

- SARB Increased the number of SARBs in the 2024-25 school year by 64%. Seven schools that did not have SARB referrals in the 2023-24 school year turned them in for the 2024-25 school year.
- We met both the daily attendance goal and chronic absenteeism goal in 2023-24, and there was a lot of positive momentum around building this strategy out across the District.
- Collaboration between RAD, Community Schools, MTSS, Administrative School Staff team and the Communications team supported to implement an aligned approach, highlighting the importance of this goal.

Action 3.6 Youth Engagement & Leadership

OVERALL IMPLEMENTATION: STUDENT LEADERSHIP

All City Council Student Leadership was implemented as planned. We accomplished the activities set forth in our work plan to engage youth and support them to lead their peers across the District. The major strategy implemented was lifting student voice to ensure that teachers, leaders and District central staff understood the student experience in our schools.

Implementation Challenges: Student Leadership

- Staff transition in October, caused social-emotional hardship for the elected students of the All City Council. However, this did not have an impact on operation and implementation of planned activities.
- Engaging students from Sojourner Truth has been challenging, and site based staff have not supported their participation.
- More site support is needed at high school sites for student participation.

Implementation Successes: Student Leadership

- Student representation from the majority of middle schools (14 out of 17) and high schools (12 out of 17) have been present at quarterly ACC middle and high school meetings through March 2025.

OVERALL IMPLEMENTATION: OAKLAND ATHLETIC LEAGUE (OAL)

All actions and services were implemented as planned. Implementation aligned closely to the original plan, and focused on clear communication with site Athletic Directors and consistent meetings with coaches at the start and end of each season of sports. We conducted training sessions for Athletic Directors to ensure readiness at the start of the school year and began a pilot program for Special Education students at Bret Harte Middle and Castlemont High.

Implementation Challenges: OAL

- Variability of administrator engagement and responsiveness caused a disconnect with program implementation.
- Special Education staff shortage required realignment of responsibilities.
- Event staff coverage for increased number of middle and high school events.

Implementation Successes: OAL

- A major initiative to increase participation was completed with overall 4% growth in high school and middle school.
- We have maintained progress in closing the gap in girls' participation. However, we are projected to end the year with a gap in male participation.

Action 3.7 Community Schools

OVERALL IMPLEMENTATION

We convened community partners for Resource Fairs so schools know what is available to their sites which led to an increased number of partnerships. 34 providers participated in 2024-25, up from 20 in 2023-24. We included partner highlights in the Community School Manager (CSM) professional learning community. We also facilitated meetings with Mental Health Providers to review program quality and identify areas for improvement.

Collaboration with enrichment and afterschool programs was also successful. During monthly PLCs, select partners, including Family Paths and the Alameda County PACT program, presented their resources and services to provide CSMs with a deeper understanding of their organizational programming. During the September CSM PLC, internal OUSD departments—including ELLMA, MTSS, McKinney-Vento, Special Education, and the Attendance Office—delivered presentations to all CSMs to enhance awareness and foster more meaningful partnerships.

Implementation Challenges:

- Some of our Community Based Organizations (CBOs) have experienced staffing shortages or logistical difficulties.

Implementation Successes:

- In our feedback survey from our Resource Fair, ALL partners shared that the Resource Fair was very organized and felt that attending was a good use of their time.
- Through fostering deeper connections to our internal partners, CSMs have now built their relationships with internal Department Leads as opposed to relying on the CSM Leadership Team to broker the partnership. This is true for seasoned and new CSMs.

Action 3.8 Quality Learning Environments

OVERALL IMPLEMENTATION

Create joyful learning spaces and ensure that students have equitable access to the tools they need to succeed, including instructional technology.

Implementation Successes:

- We continue to sustain 1:1 Chromebooks in OUSD classrooms to support learning, along with a high-speed, reliable, and secure network in every classroom.
- We continue to provide appropriate devices to teachers and other OUSD staff to support instruction and other work
- We continue to provide students and teachers access to high quality instructional materials. In coordination with the OUSD's book room staff and curriculum providers, we are able to ensure delivery of materials at the start of the school year. This has ensured that our school sites pass the Williams Instructional materials audit.

Implementation Challenges:

- The additional E-Rate program to support home hotspots for students with a need may be scaled back or eliminated at the federal level, making it unlikely that OUSD will be able to sustain the program for large cohorts of students
- When instructional materials are out of stock at the vendor level, it can cause a delay to delivery.

Action 3.9 Family Partnerships & Language Access

OVERALL IMPLEMENTATION

- All actions and services were implemented as planned in elementary networks. Due to staff injury and extended leave, support for family partnership in secondary schools was significantly reduced.

Implementation Challenges:

- Injuries on the family engagement team led to two FTEs taking extended leave throughout the fall semester and part of the spring semester, have reduced capacity to provide hands-on support to school sites in comparison to 2023-24 school year, resulting in only 56% of secondary

schools at midyear, reporting establishment of foundational structures for meaningful partnership with families of targeted populations.

- Due to interpreters' extended medical leave for the majority of the school year (impacting 1.0 FTE), and an out of state move (impacting 1.0 FTE) in-house capacity for Spanish and Arabic (in-person) interpretation was severely impacted, causing heavier reliance on overtime pay for current Spanish language interpreters to fill the need for both Spanish and Arabic interpretation.

Implementation Successes:

- 82% of elementary schools have established two of three foundational structures for meaningful family partnership with targeted populations.
- Supported sites to establish free standing SELLS committees, resulting in an increase from four sites (5.7% of schools) in 2023-24 to 41 sites in 2024-25 (53.9% of schools).
- Supported sites to establish SSC with a family parent of a student with disability, at midyear, 15 sites have SSC with a SPED parent member.
- In spite of staffing shortages for interpretation and translation, at midyear, the team was on track to meeting 95.5% of all requests (with 2,306 total requests filled by January 15, 2025).

Action 3.10 Enrollment Supports

OVERALL IMPLEMENTATION

- This was the second year of using the Enrollwise tool as our enrollment platform. A primary benefit of this tool in supporting low-income families is that it is mobile optimized, and we have learned from past engagements that low-income families are extremely likely to access the internet primarily through their mobile devices.
- We further sought to expand access by opening four satellite office locations to supplement the primary Enrollment office location at 746 Grand Avenue. These four satellite offices—located at WOMS, UPA, CCPA, and Elmhurst—are designed to be closer to the population centers most in need of in-person support and the charter populations that tend to rejoin the district after fifth and/or eighth grade.
- We utilized Enrollment Stabilization funds pursuant to BP 5115 to promote the on-time enrollment window through print and digital advertising, billboards, and radio.

Implementation Challenges:

- Although we work to provide extensive training to all stakeholders who engage in enrollment work at the school sites, the decentralized nature of OUSD staffing structures makes it challenging to identify job-alike enrollment "point people" at each site, and consistently reach those staff through similar communication or professional development channels.
- Although school-choice policies have been in place in Oakland for more than 20 years, there are still larger portions of the population who operate on a conventional wisdom model around timelines and practices, assuming that enrollment functions on a neighborhood- or automatic-assignment model, or a decentralized, school-based enrollment model. There is a continuing and constant need to provide

information about the district's practices.

Implementation Successes:

- We realized an increase in the percentage of low-income families submitting on-time applications, increasing 1.7 percentage points over the baseline year.
- Perhaps as a result, we also realized an overall increase in the number of on-time applications relative to the prior year.

Action 3.11 District Communication

OVERALL IMPLEMENTATION

We continue to use ParentSquare to reach families, students and staff via email, text, and use of the smartphone-based app. We also continue to use Finalsite to host our District website and the majority of our school websites, and use social media to increase reach in our community (Facebook, Instagram, LinkedIn).

Implementation Challenges:

- While our contactability rates are excellent, we continue to strategize ways to increase our open and click rates across all platforms.
- Communicating effectively across diverse constituencies on social media is increasingly complex, especially with platform fragmentation. The exodus from X (formerly Twitter) presented a challenge, requiring organizations to use emerging spaces like Bluesky and Threads, each demanding tailored content and engagement strategies.

Implementation Successes:

- Through ParentSquare, we have surpassed a 99% 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.
- 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. The District website is hosted on Finalsite. Currently 87% of school websites are also hosted on Finalsite, with an additional five school websites in the process of being transferred to Finalsite.
- Across all of our social media channels, we have demonstrated strong engagement with Facebook leading in views and reach, with over 392,000 views and 105,800+ reach followed by instagram's 288,000 views, and 71,400+ reach. While LinkedIn's impressions are lower at 59,706 it maintains active engagement with 1296 reactions.

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

Action 3.1 Safe & Welcoming Schools

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

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

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.3 Student Health & Wellness

The LGBTQ specialist separated from the District in November; the position was not filled. 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, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.4 Behavioral & Mental Health

The Director of Behavioral Health position remained vacant. We will eliminate this position and replace it with a Coordinator of Behavioral Health (onboarding in March 2025). We also hired a social worker to develop a Peer Wellness Program (January 2025). Six social worker positions remained vacant (initially posted in late fall 2024) but we hope to interview and hire these positions for an August 2025 start. 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, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.5 Attendance Supports

We intended to hire a position to support High School with leading learning for Case Managers. The goal of this position will be to help Case Managers more strategically support students with high rates of absences and improve their attendance. We were not able to hire for this position, and decided to change the job classification. This was a cost of about $150,000. We spent approximately $81,000 on Attendance Incentives for Middle School and High School. This was $60,000 over the $20,000 budget, due to increased dollars from the Community Schools grant. We had an increase in the number of SARB referrals for the 2024-25 school year. As a result of working with the Community Schools Managers Department. We also formed a partnership with the Alameda County Education Department Positive Attendance Care Team (PACT). PACT handles case management for students who did not fulfill

their SARB Contracts. 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, while other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.6 Youth Engagement & Leadership

Differences primarily resulted from adjustments to evolving needs to increase events scheduled based on teams submitted for Middle School and High School. We experienced an increase in the number of teams for high school and middle school and had increased expenditures for added coach positions due to increased teams participating. We also had increased overtime expenditures due to the increased number of events for Middle School.

Action 3.7 Community Schools

There were no material differences in this action area.

Action 3.8 Quality Learning Environments

There were no material differences in this action area. However, some professional development investments initially budgeted under this action for the 2024-25 school year are instead reported under Action 4.2: Staff Growth and Development, where this work will be held moving forward. Other planned professional development investments were ultimately funded with non-LCAP resources.

Action 3.9 Family Partnerships & Language Access

There has been an increase in the cost of translation services due to needing to provide services that District staff would be providing, but are on leave. 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, while other planned professional development investments were ultimately funded with non-LCAP resources.

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. We had four positions on our books that were unplanned, which came suddenly at the end of FY23-24 for FY24-25, although two of them were unfilled, and one was mostly unfilled. Additionally, when the two positions were moved to our department, there were two more of the same positions created unprompted, but those two remained vacant all 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

All schools have received radios/walkie-talkies for use in an emergency. Currently working on sites implementing and installing a visitor management system (VMS) to ensure accountability for visitors. Further VMS implementation is pending labor negotiation. Both radios/walkie-talkies and VMS are new safety resources for school sites so there is no data on effectiveness available at this time. Currently, all sites and ECE have radios/walkie-talkies. This year, 26 school sites completed VMS implementation and installation, and 18 are in the queue to be set up. We selected 27 high-risk school sites through the School Violence Prevention Program (SVPP) grant. Radios are a one-time purchase. However, VMS will include yearly subscriptions.

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

The increase of students that feel connected to their school is encouraging. However, we believe we still need more technical training for teachers to implement the SEL Curriculum, and offer SEL instruction in a holistic way (which is embedded in our core curricula). We also believe there is a connected link to Adult SEL. We plan to address this in our 2025 MTSS Institute for Elementary Leadership Teams.

Action 3.3 Student Health & Wellness

Pre-post surveys for puberty and sexual health education show increase in knowledge and skills around consent, as well as pregnancy and STI prevention. Pre-post surveys also show positive attitude change regarding willingness to seek supportive services and knowledge of where to access resources like school-based health centers. Longitudinal Youth Risk Behavior Survey data shows more students are delaying sexual onset, have fewer sexual partners, and fewer students are reporting experiencing physical dating violence and forced sex. At the same time, national trends are moving in the opposite direction.

For students who participate in their school's GSA and attended GSA Day, 67.7% of survey respondents said they agree or strongly agree that their school feels safe for LGBTQ Students. This is compared to only 31% of Lesbian and Gay high school students and roughly 36% of middle school students district-wide who reported feeling safe at their school. This indicates that GSAs are a protective factor for LGBTQ students and increase a sense of safety.

As more students and staff are trained to identify red flags and risk for human trafficking prevention, we are seeing 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:

- 91% reduced, quit, or tried to quit.
- 85% are attending school more regularly.
- 81% feel more connected to the school.

Action 3.4 Behavioral & Mental Health

Additional staffing has been helpful at schools with limited clinical support. We had 178 calls to the intake line for the incident type "Mental Health/5150," 28 calls for the incident type "escalated student," and 78 calls for the incident type "Report (Police, Missing Persons, CPS)." Behavioral Health specifically responded to 198 calls to the intake line through March 20, 2025.

Action 3.5 Attendance Supports

Successes included:

- Every network made their goal
- Attendance teams meeting regularly
- Consistent use of district attendance team agenda and protocols
- Making data-based decisions
- School based Tier 1 practices
- Greater central office support
- Technical training and assistance

Growth Areas include:

- Tightening meeting protocols
- Continue training and use of all sections of the attendance team agenda
- Create an year long attendance plan and enact the plan beginning at registration
- Switch from reactive to proactive
- Greater fidelity to distributive leadership
- Greater clarity on each member's role on the team

Action 3.6 Youth Engagement & Leadership

Student Leadership

Effective strategies for student leadership included:

- Student-led regular outreach to school sites
- Rotating the location of meetings to increase accessibility for students located in different parts of the city

- Site based staff supporting student participation with transportation and securing permission slips

Having weekly ACC Governing Board meetings on Thursday instead of Wednesday gave students less time to plan, and was less effective.

OAL
Effective strategies for OAL included:

- Targeted training for coaches and Athletic Directors
- Expanded sports opportunities for middle and high school
- Use of data to track student engagement in comparison to non-student athletes

We also continued using the OAL Dashboard to track participation based on school, gender, sport, and Special Education Program. We assigned specific school sites to OAL staff for increased communication and connectedness to OAL programming and problem solving.

Action 3.7 Community Schools
Through a focus on community schools and partnerships our site based staff increased their awareness of existing and potential partners with county, mental health, and expanded learning partnerships. We sustained most of the metrics from our baseline.

Action 3.8 Quality Learning Environments

Action 3.9 Family Partnerships & Language Access
Effective strategies included:

- Quarterly elementary sync up meetings with Network Superintendents and network partners, to set trimester goals based on data for family partnership linked to student learning.
- District family engagement specialists embedded within network specific structures and being in close proximity with principals during principal meetings.

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
As you can see in our numbers and successes listed above, our strategy has been successful not only in getting nearly all of our families onto our communications platforms including Parentsquare, social media, and our website, but also 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
No changes planned.

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices
No changes planned.

Action 3.3 Student Health & Wellness
We will shift from the practice of providing stipends to Human Trafficking Prevention leads, because site staff have limited capacity to take on this work. We also plan to expand Tobacco Use Prevention Education coaching for middle schools through the use of LEA Medi-Cal billing revenue. Next year we are planning to implement middle school health education lessons in Advisory classes instead of Science. We will also develop complementary caregiver lessons and materials to share information with families on health and wellness topics.

Action 3.4 Behavioral & Mental Health
No changes planned.

Action 3.5 Attendance Supports
We will need to determine how Trump's Executive Orders (targeting the immigrant community) may continue to impact the positive attendance of students, and especially our immigrant students given the sentiment of fear that is growing due to the administration's recent legislation. We are still determining how we may need to adjust this strategy, based on the quickly evolving political climate. Any potential labor action would also impact attendance goals and metrics. It’s not yet clear if we have a role in planning to circumvent this.

Action 3.6 Youth Engagement & Leadership
For student leadership, we plan to revise the metric for All City Council to more clearly define goals for middle and high school engagement, and add a metric for increasing student voice in decision making at their school sites. For OAL, we plan to review and revise data collected to track academic/engagement data for student athletes and will continue striving for 50% of students at each school site participating in at least one sport.

Action 3.7 Community Schools
We are continuing to gather feedback and data and will focus on school connectedness and resource sharing in the years to come.

Action 3.8 Quality Learning Environments
No changes planned.

Action 3.9 Family Partnerships & Language Access
We plan to set separate 2025-26 internal goals and outcomes for family partnership in secondary networks, in partnership with network superintendents.

Action 3.10 Enrollment Supports
We plan to maintain satellite offices. This kind of strategy needs to be consistent and reliable. Consider expanding the number of days satellite offices are open from one to two days per week. We will also pursue Mam language enrollment materials. This is a community we need to find ways to reach. Finally, we will further examine data to determine which outreach strategies yielded the best results and prioritize spending appropriately.

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 schools having at least 90% of students with one or more parents contactable, and we want to raise the 90% of students being contactable to 95%. 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. One more thing that we plan to do next year 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 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
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.* ***Focal Schools for Suspension Reduction:*** Castlemont High, Dewey, Elmhurst United Middle, Fruitvale Elementary, Garfield Elementary, Montera Middle, Street, Thornhill Elementary, West Oakland Middle, and Westlake Middle **School Safety Teams** In alignment with our resolution to eliminate school police, our school safety teams (Village Response Teams) consist of school site staff (i,e Culture Keepers, community partners, students, parents, leadership) who have supportive relationships with students, reflect the diversity of our students, and have been trained to skillfully respond with care to conflict or crisis situations using trauma informed de-escalation practices. **Reducing Suspensions** OUSD will provide training for administrative teams at each focal site using our Board-approved Discipline Matrix prior to the start of the 2024-25 school year. We will continue to review and monitor their suspensions to determine if there are any that are not aligned with the guidance from our Discipline & Intervention Matrix and will provide coaching throughout the year as needed. **Human Trafficking Prevention & Education** Oakland Unified will deliver human trafficking prevention education training for educators and other school staff and students. Additionally, all students in seventh and ninth grade at the target schools—more than 2,000 students in all—will receive human trafficking prevention education as a component of health education. With high risk students, we will also implement the survivor informed	$29,964,277	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		"Let's Talk About It" curriculum with a focus on African American girls and newcomer students most impacted by sex and labor trafficking. **Supports for Justice-Involved Youth & Their Families** In addition to site-based safety work, the Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school. The Juvenile Justice Center partners with Alameda County to serve as a resource and referral center providing warm hand-offs in partnership with other county agencies, and offers services to youth and their caregivers. The JJC ensures that students are connected and placed safely at schools, and that sites are able to support their successful re-entry into school. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Student Support & Safety (1.0 FTE) ● Coordinator of Juvenile Justice (1.0 FTE) ● Coordinator of School Safety (1.0 FTE) ● Site-Based Assistant Principals, High (23.0 FTE) ● Site-Based Assistant Principals, Middle (13.0 FTE) ● Site-Based Assistant Principals, Elementary (3.0 FTE) ● Teacher on Special Assignment, School Culture (1.0 FTE) ● Program Manager, Violence Prevention (1.0 FTE) ● Security & Safety Dispatcher (1.0 FTE) ● Site-Based Culture & Climate Ambassadors (14.0 FTE) ● Site-Based Culture Keepers (72.0 FTE) ● Additional Site-Based Noon Supervisors at high-need schools (1.7 FTE at eight schools) ● Increased violence prevention investments at secondary school sites to expand the violence prevention programs in high school and develop a middle school program. ● School safety work in partnership with the City of Oakland For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Site-Based Assistant Principals to support secondary schools not large enough to earn these positions by formula (6.0 FTE) ● Additional school safety work in partnership with the City of Oakland *Site-funded positions that support this work include:* ● Assistant Principals, High (2.0 FTE) ● Assistant Principals, Middle (3.0 FTE) ● Assistant Principal, Elementary (0.82 FTE) ● Teachers on Special Assignment, Culture & Climate (4.7 FTE) ● Culture Keeper (0.7 FTE) ● Noon Supervisors (13.65 FTE) ● Recess Coaches (1.4 FTE)		
3.2	**Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices**	*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.* **Multi-Tiered Systems of Support** A major strategy in cultivating joyful and supportive school environments is the implementation of Multi-Tiered Systems of Support (MTSS). MTSS includes a focused plan for Response to 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. 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	$7,095,165	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		so that the student and family can access support and resources to address the root cause for why a student may be struggling. These teams are composed of key individuals on a school campus that work together to coordinate services. The COST may include an Attendance Specialist, a community relations type position, a teacher, a resource specialist program teacher, a school psychologist, a counselor, an assistant principal and the principal. These teams are important in the identification of services and key to connecting students and families to resources, within and outside of the school. The COST focuses on both the academic and social and emotional needs of students so it is important to ensure that individuals that work on the campus are included to represent the best practices in the areas of supporting students academically and socially and emotionally. **Social Emotional Learning (SEL)** Integration of SEL is key to teaching the Common Core, and is an integral element of engaged instruction. We have invested in building community schools that serve the multiple needs of our students; social emotional learning is a key part of this model. We have developed our own standards for social and emotional learning for use with students and adults and will invest in a curriculum to support social emotional learning across our schools. The District's adopted curricula for SEL are Teaching Pyramid in TK and Caring School Community in Grades K-5. **Restorative Practices** Restorative Justice (RJ) was adopted by the Oakland School Board in 2009 as a strategy to transform our approach to community building, reparation, and discipline. After more than a decade, Oakland is a national leader in RJ, having trained thousands of teachers and staff in community building restorative practices. Today RJ is practiced in classrooms across the district as a model for morning meetings, to respond with healing following a loss or crisis, as an approach to foster youth leadership (Peer RJ Facilitators), and as a caring approach to building support and accountability in response to harm. Restorative justice is also a way that we honor and share the indigenous wisdom of the native		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. **Peer Restorative Justice** Students in elementary, middle and high school are trained as peer leaders in restorative practices. Peer RJ leaders facilitate community building circles in classrooms and with targeted groups, participate in leading Harm Circles following a fight or other peer-peer conflict, and serve as mentors to younger students and students re-entering school following a transition (truancy, JJC involvement, expulsion, homelessness, change of placement, etc.). *Ongoing and grant-funded Central investments that support this work include:* ● Director of Multi-Tiered Systems of Support (1.0 FTE) ● Multi-Tiered Systems of Support Partners (6.0 FTE) ● Coordinator of Restorative Justice (1.0 FTE) ● Lead Facilitator, Peer Restorative Justice (1.0 FTE) ● Case Manager, SARB/DHP (1.0 FTE) ● Network-Based Counselors to support COST teams, MTSS, chronic absenteeism, and crisis response (4.4 FTE) *Site-funded positions that support this work include:* ● Teacher on Special Assignment, Restorative Practices & Social Emotional Learning (1.0 FTE) ● Restorative Justice Facilitators (19.1 FTE) ● Social Workers (3.25 FTE)		
3.3	**Student Health & Wellness**	*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.* **Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs**	$4,771,527	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. **Health Services** The Health Services unit supports student health through Nursing Services, IEPs, 504, Health Assessments & Mandated Vision/Hearing Screenings, Case management and direct nursing services for students with health conditions. **School Wellness & Health Education** The Health and Wellness unit expands access to healthcare, health education, and healthy school environments. These programs include School-Based Health Centers, Healthy Oakland Teens Sexual Health Program, Healthy Oakland Kids Elementary Health Education Program, Safe and Supportive Environments for LGBTQ students/staff/families, Nutrition and Garden Education, Wellness Champion Program, and Staff Wellness. **Alcohol, Tobacco & Drug Intervention** 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. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Health & Wellness (1.0 FTE) ● Director of Programs at The Center (1.0 FTE) ● Education Coordinator of Environmental & Climate Change Literacy at the Center (1.0 FTE) ● Teacher on Special Assignment, Elementary Health Education (1.0 FTE) ● Teacher on Special Assignment, The Center (1.0 FTE) ● Coordinator of Health Education (1.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Coordinator of Oakland Goes Outdoors (1.0 FTE) • Administrative Assistant, Oakland Goes Outdoors (1.0 FTE) • Health Access Program Manager (1.0 FTE) • Human Trafficking Prevention Program Manager (1.0 FTE) • Medi-Cal Program Manager (1.0 FTE) • School Gardens Program Manager (1.0 FTE) • Tobacco-Use Prevention Education (TUPE) Grant Manager (1.0 FTE) • Wellness Specialist (2.0 FTE)		
3.4	**Behavioral & Mental Health**	*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.* 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: • Create classroom conditions that are safe, inclusive, and equitable; • Provide tiered supports that are accessible to all students based upon individual needs; • Provide culturally-responsive and healing-centered mental health services to address social, emotional and institutional barriers to learning; • Facilitate connections to supportive adults for all students. • Foster relationships that build supportive peer communities within our schools; • Respond to crises with immediate and individualized support; • Offer alternatives to suspension through trauma informed and restorative practices; and • Facilitate connectedness and student empowerment through peer leadership and mentoring. *Trauma-Informed Positive Behavioral Support*	$9,109,298	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. *Ongoing and grant-funded Central investments that support this work include:* ● Coordinator of Behavioral Health (1.0 FTE) ● Behavioral Health Program Manager (5.0 FTE) ● Behavior Specialists (3.0 FTE) ● Clinical Supervisor, Mental Health Intern Program (0.5 FTE) ● Social Worker, Peer Wellness (1.0 FTE) ● Social Workers (13.4 FTE) ● Behavioral health plan programmatic investments *Site-funded positions that support this work include:* ● Behavior Specialist (0.9 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.* ***Focal Schools:*** All 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. *Ongoing and grant-funded Central investments that support this work include:* ● Program Manager, Attendance & Discipline (2.0 FTE) ● School Attendance Review Board (SARB) Facilitator (1.0 FTE) ● Administrative Assistant, Attendance & Discipline Support Services (1.0 FTE)	$10,859,852	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Site-Based Case Managers at high-need schools with high chronic absenteeism (39.2 FTE) • Additional attendance staffing at high-need schools (12.8 FTE) *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Administrator on Special Assignment, Attendance (1.0 FTE) *Site-funded positions that support this work include:* • Case Managers (24.4 FTE) • Attendance Specialists (6.2 FTE) • Bilingual Attendance Specialists (6.05 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.* **Student Athletics** The Oakland Athletic League (OAL) serves middle and high school students across the district, helping to increase student engagement, which in turn has resulted in higher academic performance levels, lower suspension rates, and lower chronic absenteeism rates for our student athletes. **Enrichment Programs** 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. **Youth Leadership** Youth leadership investments in Oakland Unified provide students and adults the knowledge, skills, and confidence to develop youth-adult partnerships in decision-making spaces to advance literacy, attendance, A-G completion, and graduation rates. The District also sponsors the All-City Council Student Union (ACC), a diverse group of elected student leaders seeking to create positive	$658,105	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		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. *Ongoing and grant-funded Central investments that support this work include:* ● Student Engagement Specialist (1.0 FTE) *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Administrator on Special Assignment, Student Athletics (1.0 FTE) ● Student Engagement Specialist (1.0 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.* 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. 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.	$18,065,175	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Ongoing and grant-funded Central investments that support this work include: ● Executive Director of Community Schools & Student Services (1.0 FTE) ● Community School Leadership Coordinator (1.0 FTE) ● Community Partnerships Manager (1.0 FTE) ● Grants Manager, Community Schools (1.0 FTE) ● Community Schools Leadership Program Managers (3.0 FTE) ● Site-Based Community School Managers at high-need schools (46.25 FTE) For information on how each Centrally-allocated site-based position is awarded, please visit https://tinyurl.com/ousdformulas. For an overview of which schools receive which positions, please see the OUSD School Site Funding Profile at https://tinyurl.com/ousdschoolsitefundingprofile. *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Site-Based Community School Managers at schools that do not qualify for Concentration- or LREBG-funded CSM positions (9.3 FTE) ● Cost to maintain twelfth month of CSM positions districtwide *Site-funded positions that support this work include:* ● Community School Managers (20.38 FTE) ● Social Workers (1.55 FTE) ● Recess Coach (0.7 FTE) **Learning Recovery Emergency Block Grant (LREBG) Investment** *LREBG Investment:* The District will support students at schools with high chronic absenteeism with Community School Managers (CSMs). Research shows that chronic absenteeism is significantly lower in school districts with community schools initiatives. *Schools receiving LREBG-funded CSMs in 2025-26:* ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges, Brookfield Elementary, Burckhalter Elementary, Carl B. Munck Elementary, Castlemont High, Chabot Elementary, Claremont Middle, Cleveland Elementary, Dewey, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Frick United, Fruitvale Elementary, Garfield Elementary, Glenview Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hillcrest, Hoover Elementary, Horace Mann Elementary, International Community, Joaquin Miller Elementary, La Escuelita Elementary, Laurel Elementary, Life, Lockwood STEAM, Madison Park Primary, Madison Park Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, MLK Elementary, McClymonds High, Melrose Leadership, MetWest High, Montclair Elementary, Montera Middle, Oakland Academy of Knowledge, Oakland International High, Piedmont Avenue Elementary, Prescott, Bunche, Reach, Redwood Heights Elementary, Roosevelt Middle, Rudsdale Continuation High, Sankofa United Elementary, Sequoia Elementary, Sojourner Truth, Think College Now Elementary, Thornhill Elementary, United For Success, UPA, West Oakland Middle, Westlake Middle, and the Young Adult Program *Metric Used to Monitor Investment:* Metric 3.4.2 *Total LREBG Funds Supporting Action:* $4,985,916		
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.* 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. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Program Improvement (1.0 FTE)	$12,430,672	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		● Instructional Materials Specialist (1.0 FTE) ● Science Instructional Materials Specialist (1.0 FTE) ● School Technology Specialists (11.0 FTE) ● Stock Clerk to support curriculum implementation to ensure high needs students have access to culturally relevant books and supplemental curriculum materials (1.0 FTE) ● Curriculum and instructional materials *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* ● Additional curriculum and software licensing costs		
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.* 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). **Language Access for Families** Our translation and interpretation team facilitates monolingual family access to site and district communication structures, including implementation of Board policy on translation/interpretation. These staff ensure that both site-level and district-level meetings are accessible to all families. *Ongoing and grant-funded Central investments that support this work include:* ● Executive Director, Equity (0.2 FTE; 1.0 FTE total; 0.8 FTE contributing)	$4,977,273	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• LCAP Engagement Program Manager (1.0 FTE) • District Family Engagement Specialists (4.0 FTE) • Family & Community Engagement Specialist (1.0 FTE) • Arabic Translator/Interpreter (1.0 FTE; Base-funded) • Chinese Translators/Interpreters (2.0 FTE) • Mam Translator/Interpreter (1.0 FTE) • Spanish Translators/Interpreters (4.0 FTE total; 3.0 FTE contributing) • Interpretation & Translation Program Assistant (1.0 FTE) • Addition family engagement and translation/interpretation support *Site-funded positions that support this work include:* • Bilingual Community Relations Assistants (6.0 FTE) • Bilingual Community Assistant (1.0 FTE) • Community Assistant (1.0 FTE) • Bilingual Family/Parent Liaisons (1.9 FTE) • Family/Parent Liaisons (3.8 FTE) • Program Assistant (1.0 FTE) • Bilingual Administrative Assistants (1.9 FTE) • Bilingual Clerk (0.5 FTE)		
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.* 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. 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	$1,310,400	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		maintains student- and family-facing communication through the district website and social media. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Student Assignment (1.0 FTE) ● Student Welcome Center Director (1.0 FTE) ● Student Assignment Counselors (4.4 FTE) ● Student Welcome Counselors (3.0 FTE; 0.6 FTE contributing) ● Student Welcome Counselor, Newcomer Support (1.0 FTE)		
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.* 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. *Ongoing and grant-funded Central investments that support this work include:* ● Director of Communications (1.0 FTE; 0.6 FTE contributing) ● Manager, Internal & Web Communications (1.0 FTE; 0.6 FTE contributing) ● Manager, Publications (0.5 FTE; 0.4 FTE contributing) ● KDOL Producer (1.0 FTE; 0.5 FTE contributing)	$420,147	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%	--	24.92%	+3.68%
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%	--	80.0%	-30.3%
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%	--	75.0%	+4.7%
4.1.4	Increase the average one-year teacher retention rate for all teachers.	75.5%	75.0%	--	85.0%	-0.5%
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%	--	80.0%	+0.7%
4.1.6	Decrease the percentage of teachers who report that they want to leave OUSD because of salary.	54.0%	n/a[§]	--	51%	n/a[§]
4.1.7	Decrease the number of vacant teacher positions districtwide on Census Day.	25	29	--	20	+4
4.1.8	Decrease the number of vacant teacher positions at schools with UPPs of 90% or greater on Census Day.	17	29	--	14	+12
4.2.1	Increase the percentage of teachers satisfied with the total professional learning they have received from Oakland Unified.	41.0%	39.2%	--	47%	-1.9%
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%	--	60.0%	-2.4%
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%	--	60.0%	-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
4.2.4	Increase the percentage of all staff who have participated in foundational professional learning.	12.2%‡	12.2%	--	20.0%	+2.0%
4.3.1	Increase the percentage of new teachers districtwide who plan to continue teaching in OUSD.	89.0%	91.0%	--	94.0%	+2.0%
4.3.2	Increase the percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD.‖	*Not yet available*	*Not yet available*	--	*Not yet available*	*Not yet available*
4.3.3	Increase the percentage of new teachers who feel adequately supported by OUSD with their credentialing needs.	69.0%	69.0%	--	74.0%	0.0%

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

§*The District's annual staff retention survey had an extremely low response rate in 2024 due to labor issues at the time. Consequently, the 2023-24 data for this metric is not included, as it is not considered statistically valid.*

‖*This metric is still in development due to reduced staffing capacity in the District's Talent and Research, Assessment, and Data (RAD) divisions. We hope to begin providing this data in the 2026-27 LCAP.*

Goal Analysis for 2024-25

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

This year, we successfully maintained an active presence in the community and recruitment outreach efforts, collaborating with local Community-Based Organizations (CBOs) such as Lao Family Community Development, Alameda County, Oakland PIC, and Oakland Housing Authority to engage potential candidates. We expanded teacher pathway programs for both current employees and external candidates who reflect the student population, with notable progress in key programs: Classified-to-Teacher (95%), Salesforce Middle School Career Lattice Development (65%), and the Oakland Teacher Residency (88%). We also expanded our partnership with Teachers Rooted in Oakland (TRiO Plus) to provide housing stipends for Classified-to-Teacher program participants, helping to address financial barriers for aspiring educators. Additionally, we planned to support 50 Intern teachers with stipends through anonymous donor funding.

To enhance accessibility to job opportunities, we implemented bi-monthly application, resume, and cover letter support sessions, including on-site support at recruitment events and local libraries to reach community members. Furthermore, we expanded Early Childhood Education (ECE) Apprenticeships at Skyline, Oakland High, and Madison Park Academy, with plans to add Coliseum Prep Academy and Castlemont next year. The launch of the Early Education Youth Apprenticeship Program supported six staff members in obtaining a Master Teacher permit, with participants representing Black/African American and Latino educators (67%). The Early Educator Teacher Development Grant Program, in partnership with the Alameda County Office of Education, provided funding for 65 applicants, with 40 currently enrolled in classes to advance their education and credentials.

Implementation Challenges:

- **Barriers in Educator Licensure:** High-stakes licensure exams continue to disproportionately impact educators of color, making it difficult to retain and develop Black and Brown teachers.
- **Staffing and Case Management Support:** The growing number of participants in our pathway programs has increased the need for high-touch case management, but staffing limitations have made it difficult to provide consistent support.
- **Leadership Transitions:** The departure of the Director of Recruitment and Retention in May 2024, combined with an upcoming retirement in June 2025 (with the position not being refilled), has presented challenges, particularly as pathway programs continue to expand.
- **Social Media Presence:** Staffing shifts affected our ability to maintain a strong social media presence, limiting the reach of recruitment efforts.

Implementation Successes:

- Majority representation of educators who reflect our student population in our pathway programs.
- Strategic community partnerships that have provided housing stipends, stipends for intern teachers, and recruitment pipeline support.
- Intentional outreach efforts through in-person and virtual recruitment events, library-based support sessions, and collaborations with local organizations.
- Continued expansion of high school and early educator apprenticeships, creating long-term pathways into the teaching profession.
- Successful launch of the Early Education Youth Apprenticeship Program, providing opportunities for future educators to obtain a Master Teacher permit.
- Despite staffing and licensure challenges, our expanding pathway programs, strengthened partnerships, and targeted recruitment strategies have led to sustained educator retention and recruitment success. Moving forward, we will refine our strategies to address these challenges while maintaining and scaling our most impactful initiatives.

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 PD 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 PD limits impact

Implementation Successes:

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

Action 4.3 New Teacher Support & Development

OVERALL IMPLEMENTATION

All actions and services were implemented as planned. We have continued to develop and implement a strong system of support for new teachers that

includes weekly coaching, differentiated professional development, and credentialing support. For coaching, we paired approximately 625 teachers who are working on emergency permits, intern credentials, and preliminary credentials with a coach who provides weekly, individualized support. In 2024-25, we launched a coherent, districtwide approach to new teacher professional development that focuses on common areas of need: creating strong classroom culture, learning their content and curriculum, and making progress toward a clear credential. This professional development was offered throughout the year during contractual time. Approximately 300 new teachers participated, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice.

To improve credentialing, we have focused our efforts on supporting and monitoring the progress of emergency permit teachers as they work toward a credential. We developed clear guidance documents, offered beginning of year orientation sessions, and embedded professional development on credentialing into the new teacher PD scope & sequence. Lastly, we developed a data dashboard that reflects teacher-reported updates on their progress so that new teachers, coaches, school leaders, and our Talent Division can all access that information in one place.

Implementation Challenges:

- **New Teacher PD:** In this first year, the audience for new teacher PD included anyone who does not yet have a clear credential, which typically includes teachers who are in their first five years in the classroom. Additionally, engagement in the new teacher PD was not required. Rather, decisions and expectations about participation were made at principals' discretion. As a result, expectations for participation were somewhat unclear to both teachers and principals, which led to inconsistent attendance on the part of participants.
- **Credentialing:** Teachers continue to name lack of time and sense of overwhelm as the biggest barriers to earning a credential while teaching full time.

Implementation Successes:

- **Coaching:** New teachers continue to name their coach as the most helpful aspect of their overall support system.
- **New Teacher PD:** Approximately 300 new teachers participated in this PD, with an average attendance rate of 70%. Participants gave overwhelmingly positive feedback on the PD, with an average session rating of 8.9/10 and 97% likelihood that teachers would apply their learnings to their practice. As a result of this success, we are shifting in the 2025-26 school year to make new teacher PD required for all first-year teachers.
- **Credentialing:** We now have a strong system for monitoring emergency permit teacher's progress toward a credential. This system allows us to capture both aggregate and individual data. It ensures we can target our support and provides hiring managers with critical information to inform their staffing decisions.

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

Action 4.1 Diverse & Stable Staff
There were no material differences in this action area.

Action 4.2 Staff Growth & Development
There were no material differences in this action area.

Action 4.3 New Teacher Support & Development
There were no material differences in this action area.

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

Action 4.1 Diverse & Stable Staff
Active community partnerships, targeted grant funding, OUSD Pathway Programs, the expansion of our pathway programs, and community-focused recruitment strategies have contributed to the overall increase in educator recruitment and retention. These strategies, along with increased one-on-one support for candidates and staff, have proven successful in both attracting and retaining educators. Given that we have met our specific metrics for recruitment and retention, our strategies have demonstrated success in positively impacting educator retention and ensuring continued recruitment efforts to keep our classrooms fully staffed. At the start of the year, we had 27 teacher vacancies and achieved a 90% classified staff fill rate, highlighting the effectiveness of our approach. The combination of financial support, professional development pathways, individualized support, and a focus on local talent has created a sustainable pipeline of educators who are more likely to stay within the district. Moving forward, we will continue to refine and expand these initiatives to build on this success and address any remaining challenges.

Action 4.2 Staff Growth & Development
We will focus on:

- Higher levels of training in core curriculum for secondary teachers
- Increased rates on the IPG during bi-annual learning walks in standard based instruction and student to student talk
- Growth in i-Ready (secondary reading) scores

Action 4.3 New Teacher Support & Development

- **Coaching:** This strategy continues to be successful because the coaching provides teachers with individualized support that is tailored to their

specific needs and because we invest in the efficacy of our coaches through effective coach professional development and peer coaching.

- **New Teacher PD:** This strategy was largely successful because we worked in close alignment and partnership with multiple central office teams, maintained strong communication and coordination with school leaders, and focused the PD on topics new teachers have named as an area of need.
- **Credentialing:** This strategy is effective because prior to developing this system, information about teacher credential progress was mostly shared through various email exchanges.

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

Next year, we plan to enhance and expand our recruitment and retention strategies based on reflections from prior practice. Key changes include increasing partnerships with agencies that help staff obtain bachelor's degrees, such as EdVance and Reach University, while also providing support sessions to assist staff in applying to institutions that best meet their needs. We will launch a teacher apprenticeship program to create a structured pathway for entry-level educators to become credentialed teachers, further strengthening our educator pipeline.

Additionally, we are expanding high school apprenticeships from one school to three, providing more students with early exposure to careers in education. Our partnerships with institutions of higher education (IHEs) for the Oakland Teacher Residency will grow, allowing us to offer a wider range of credential programs for teacher candidates.

To strengthen recruitment, we will host both in-person and virtual events, while continuing to attend job fairs and mock interview sessions to engage with potential candidates. We will also increase our partnership with Oakland TRiO as a key recruitment strategy to bring in a more diverse pool of aspiring educators. Internally, we have refined our educator screening process by strategically utilizing administrative staff to more effectively identify and connect diverse, credentialed candidates with site leaders. In addition to teacher recruitment and development, we are investing in leadership growth through a partnership with UC Berkeley.

Action 4.2 Staff Growth & Development

We will build on the continued investment in ILT week for secondary sites to improve the capacity and growth of secondary leaders.

Action 4.3 New Teacher Support & Development

- **New Teacher PD:** In the 2025-26 school year, new teacher PD will be required for all first-year teachers.
- **Credentialing:** We will be able to use our new data management system from the beginning of the school year, which will ensure we can target

support for teachers throughout the year to help them stay on track with their credential requirements.

- **Target Outcomes and metrics:** We now have new baseline data on new teacher retention and credentialing progress, which may allow us to shift our metrics to focus on growth in these areas (as opposed to survey data that tells us how likely they are to return or how satisfied they are with the supports provided).

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
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:* ● *Strengthening partnerships across key stakeholder groups in the Bay Area, in particular with individuals and organizations of color;* ● *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* ● *Strengthen affinity-based support structures: Establishing dynamic, affinity-based support structures for educators across OUSD.* **Staff Recruitment & Retention** 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. Key recruitment and retention initiatives include: ● Partnership with Skyline to pilot strategies for HS to teacher pathway ● Partnership with Peralta Colleges to support staff needing to satisfy Basic Skills Requirement and working to develop apprenticeship options for Early Childhood staffing ● Host monthly recruitment events, pathway and information sessions for current and aspiring educators looking to grow in OUSD	$18,299,183	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Targeted recruitment and individualized support of Black and Brown educators • Targeted outreach to IHEs and student groups who serve Black and Brown students • Awarded grant funding to develop a teacher pathway for Black, male educators in partnership with CalStateTEACH and the Urban Ed Academy through the Oakland Teacher Residency program • Awarded grant funding to provide an additional $10,000 per resident in the Oakland Teacher Residency for Black educators • Applying for funding to continue the Classified-to-Teacher pathway program for an additional five years, expanding current program to include Multiple Subjects and Single Subjects candidates, as well as candidates from extended learning programs and Early Childhood educators **Teacher Compensation to Improve Retention** As outlined in the areas of need section, Oakland's challenge to recruit and retain is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates. Investing in our salaries is a means to invest in retaining our teachers because teacher turnover has a negative impact on our investment in professional development, new teacher supports, teacher collaboration at school sites, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. To bring Oakland's salary schedule up to the County average and ensure that we can be competitive in recruiting and retaining teachers, we have designated a portion of LCFF Supplemental funds for increasing teacher compensation. *Ongoing and grant-funded Central investments that support this work include:* • Coordinator, Diversity & Inclusion (2.0 FTE) • Coordinator of Retention & Employee Development (1.0 FTE) • Program Manager, Strategic Projects (1.0 FTE) • Retention Manager (1.0 FTE)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		● Human Capital Reporting Specialist (1.0 FTE; 0.6 FTE contributing) ● Talent Development Associate, Elementary Schools (1.0 FTE) ● Talent Development Associate, High School Network (1.0 FTE) ● Credentials Associate, Equity Multiplier Schools (1.0 FTE) ● Recruitment Assistant (1.0 FTE) ● Contributions to teacher salaries to bring compensation closer to county average to improve teacher retention (6.5% of teacher salary costs) *Site-funded positions that support this work include:* ● Teacher on Special Assignment, Teacher Retention (0.2 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* **Foundational & Asset-Based Professional Development** We will implement foundational professional learning and training, with a lens towards culturally responsive Best First Teaching/Tier I instructional practices. As part of this work, the District engages department and site leaders in designing and implementing system-wide equity learning and equity policy. We foster an equity/social emotional learning mindset and practices to establish ongoing foundational and integrated professional learning on asset-based practices. In OUSD, we have defined foundational professional learning as the following: ● Anti-Racist Learning; ● Standards & Equity Institute; ● Standards-based instruction focused on English Language Development, English Language Arts, Math, Science, and Music and Arts; ● Guided Language and Acquisition Design (GLAD); ● ALLAS;	$18,238,444	Yes

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Multi-Tiered System of Supports (MTSS); • Multi-Sensory Instruction; • Universal Design for Learning (UDL); • Positive Behavior Incentive System (PBIS); • Restorative Justice (RJ); • Oakland Educator Teacher Framework (OETF); and • Leadership Development. *School & District Governance Learning for Leaders* 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. *Ongoing and grant-funded Central investments that support this work include:* • Coordinator, PreK-12 Systems & Operations & LCFF (1.0 FTE; 0.6 FTE contributing) • Coordinator of Local Control & Accountability Plan (1.0 FTE; 0.8 FTE contributing) • Financial Operations Analyst, Strategic Resource Planning (1.0 FTE; 0.2 FTE contributing) • Central Office Partner (1.0 FTE; 0.4 FTE contributing) • School Partners (3.0 FTE) • Peer Assistance and Review (PAR) Coaches (2.0 FTE) • Specialist, Educator Effectiveness (1.0 FTE) • Specialist, School Site Support (1.0 FTE; 0.2 FTE contributing)		

ACTION #	TITLE	DESCRIPTION	TOTAL FUNDS	CONTRIBUTING
		• Centrally-funded professional development for teachers, principals, and classified staff *One-time Central investments funded in LCFF Supplemental & Concentration carryover that support this work include:* • Professional development for Board directors provided by a contract with the Council of Great City Schools • Additional centrally-funded professional development costs *Site-funded positions that support this work include:* • Teacher on Special Assignment, Instructional Leadership (7.15 FTE)		
4.3	**New Teacher Support & Development**	*Provide mentoring, coaching, and additional services to develop and retain new teachers.* 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. *Ongoing and grant-funded Central investments that support this work include:* • Director of New Teacher Support & Development (1.0 FTE) • Managers, New Teacher Support & Development (2.0 FTE) • Lead Mentor Teacher on Special Assignment, New Teacher Support & Development (8.0 FTE)	$2,137,350	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, Frick United Academy of Languages, and Westlake Middle School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

In consultation with their school communities, all of the elementary and middle schools that received Equity Multiplier funds for the 2025-26 school year identified instructional improvement and academic intervention as their highest priorities. Each school noted that state and district assessments in literacy and math highlight the need for improvement. Several of the schools also have high teacher turnover rates, with a need to support new teachers who are not familiar with OUSD's adopted curricula and who may need additional support in the classroom. Schools have proposed investments in instructional coaching, peer observation, data analysis, and other teacher supports. In addition, many of the schools plan one-on-one or small group intervention for identified students to improve academic outcomes and social emotional supports to improve attendance.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
5.1.1	Improve performance on the SBAC state assessment in Mathematics for low-income students at Korematsu Discovery Academy, as measured by the average distance from standard (points above or below standard).	-107.6	-109.6	--	-85.0	-2.0
5.1.2	Reduce the chronic absenteeism rate for African American students at Korematsu Discovery Academy.	88.9%	51.4%	--	25.0%	-37.5%
5.1.3	Reduce the chronic absenteeism rate for English learners at Korematsu Discovery Academy.	85.7%	41.0%	--	37.0%	-44.7%
5.1.4	Reduce the chronic absenteeism rate for Latino students at Korematsu Discovery Academy.	85.6%	41.0%	--	37.0%	-44.6%
5.1.5	Reduce the chronic absenteeism rate for low-income students at Korematsu Discovery Academy.	84.9%	43.9%	--	39.9%	-41.0%
5.1.6	Reduce the chronic absenteeism rate for students with disabilities at Korematsu Discovery Academy.	94.5%	57.7%	--	53.7%	-36.8%
5.1.7	Increase the one-year teacher retention rate at Korematsu Discovery Academy.	75.0%	83.3%	--	85.0%	+8.3%
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%**	--	60.0%	-10.7%
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	--	-126.6	-17.9
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	--	-113.1	-20.7

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
5.2.3	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	--	-117.9	-6.4
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%	--	50.6%	+11.5%
5.2.5	Reduce the chronic absenteeism rate for African American students at Markham Elementary.	84.6%	56.3%	--	52.3%	-28.3%
5.2.6	Reduce the chronic absenteeism rate for English learners at Markham Elementary.	80.8%	35.1%	--	31.9%	-45.7%
5.2.7	Reduce the chronic absenteeism rate for Latino students at Markham Elementary.	81.9%	38.5%	--	34.5%	-43.4%
5.2.8	Reduce the chronic absenteeism rate for low-income students at Markham Elementary.	81.5%	43.8%	--	39.8%	-37.7%
5.2.9	Reduce the chronic absenteeism rate for students with disabilities at Markham Elementary.	84.8%	56.1%	--	52.1%	-28.7%
5.2.10	Increase the one-year teacher retention rate at Markham Elementary.	52.6%	64.7%	--	90.0%	+12.1%
5.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Markham Elementary.	72.5%*	47.1%**	--	80.0%	-25.4%
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	--	-141.9	0.0
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	--	-134.4	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
5.2.14	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	--	-130.1	0.0
5.2.15	Reduce the out-of-school suspension rate for African American students at Markham Elementary.	6.6%‡	6.6%	--	4.6%	0.0%
5.3.1	Reduce the chronic absenteeism rate for African American students at Prescott Elementary.	66.7%	57.9%	--	25.0%	-8.8%
5.3.2	Reduce the chronic absenteeism rate for Latino students at Prescott Elementary.	67.6%	48.8%	--	44.8%	-18.8%
5.3.3	Reduce the chronic absenteeism rate for low-income students at Prescott Elementary.	71.0%	56.2%	--	52.2%	-14.8%
5.3.4	Reduce the out-of-school suspension rate for African American students at Prescott Elementary.	7.8%	2.1%	--	2.8%	-5.7%
5.3.5	Increase the one-year teacher retention rate at Prescott Elementary.	62.5%	50.0%	--	80.0%	-12.5%
5.3.6	Increase the percentage of teachers who are fully credentialed and properly assigned at Prescott Elementary.	100.0%*	70.0%**	--	100.0%	-30.0%
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%	--	38.5%	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	--	-117.3	0.0
5.5.2	Reduce the out-of-school suspension rate for African American students at Sankofa United Elementary.	6.4%‡	6.4%	--	4.4%	0.0%
5.5.3	Reduce the out-of-school suspension rate for low-income students at Sankofa United Elementary.	5.1%‡	5.1%	--	3.1%	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
5.6.1	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	--	-147.5	0.0
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	--	-156.7	0.0
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	--	-145.7	0.0
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	--	-152.5	0.0
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	--	-146.4	0.0
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	--	-181.6	0.0
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	--	-199.9	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
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	--	-204.3	0.0
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	--	-200.4	0.0
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	--	-218.3	0.0
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	--	-201.0	0.0
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	--	-198.1	0.0
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	--	-234.7	0.0
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%	--	30.6%	0.0%
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%	--	35.1%	0.0%
5.6.16	Reduce the out-of-school suspension rate for African American students at Frick United.	30.9%‡	30.9%	--	28.9%	0.0%
5.6.17	Reduce the out-of-school suspension rate for low-income students at Frick United.	13.1%‡	13.1%	--	11.1%	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
5.6.18	Reduce the out-of-school suspension rate for students with disabilities at Frick United.	17.8%‡	17.8%	--	15.8%	0.0%
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	--	-116.6	0.0
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	--	-178.9	0.0
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%	--	45.0%	0.0%

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

Goal Analysis for 2024-25

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 was unable to fill one tutor and one 0.45 FTE TSA position. The school opted to fund a 1.0 FTE TSA and 1.0 FTE prep teacher with the funds that were not needed for the originally planned positions.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Markham was unable to fill one tutor position and the one TSA position. Two of the tutor positions were filled, but one position became vacant during the school year. The school opted to fund a 1.0 FTE STIP sub position with funds that were not spent, but the position became vacant during the school year.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary
Prescott fully implemented their plan by filling one TSA position focused on instructional coaching.

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
Due to vacancies and late hires, KDA did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Due to vacancies and late hires, Markham did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary
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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 plans to continue investing in their literacy tutor and will add mental health services in 2025-26. However, they are not designated as an Equity Multiplier school for the 2025-26 school year so have only limited carryover funds to spend.

Action 5.2 Academic Acceleration & Instructional Improvement at Markham Elementary
Markham plans to continue investing in a TSA position focused on literacy to support professional development of teachers and provide direct services to students, and literacy tutors to improve academic outcomes for students for the 2025-26 school year. In addition, Markham plans a new investment to fund a family liaison position, for the 2025-26 school year, to do home visits and engage with families to improve chronic absenteeism, provide family literacy workshops, and help to keep students in school.

Action 5.3 Academic Acceleration & Instructional Improvement at Prescott Elementary
Prescott is not designated as an Equity Multiplier school for the 2025-26 school year and fully expended their funds in 2024-25, so will not have continuing investments under this LCAP action.

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**	At Korematsu Discovery Academy, invest in academic acceleration and instructional improvement in the following ways: ● Fund mental health services to support student wellbeing; and ● Fund a literacy tutor to improve academic outcomes for students. *Note: Korematsu Discovery Academy is not designated as an Equity Multiplier School for the 2025-26 school year, but will continue to implement improvement activities using carryover funds from this grant and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.*	$50,967	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: ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund a literacy tutor to improve academic outcomes for students; ● Fund a family liaison to do home visits and engage with families to improve chronic absenteeism, provide family literacy workshops, and help to keep students in school; ● Provide supplement literacy supports for students in Grades TK-2; and ● Promote positive school culture and climate by celebrating students and staff.	$461,300	No
5.3	**Academic Acceleration & Instructional Improvement at Prescott Elementary**	*Note: Prescott Elementary is not designated as an Equity Multiplier school for the 2025-26 school year, but may continue to implement some improvement activities using other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.*	$0	No

5.4	**Academic Acceleration & Instructional Improvement at Brookfield Elementary**	At Brookfield Elementary School, invest in academic acceleration and instructional improvement in the following way: ● 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.	$121,594	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: ● Fund a teacher on special assignment focused on mathematics to support professional development of teachers and provide direct services to students; ● Fund extended time for teachers to support instructional leadership and growth; and ● Fund a prep teacher to release classroom teachers for professional development and coaching.	$218,869	No
5.6	**Academic Acceleration & Instructional Improvement at Sankofa United Elementary**	At Sankofa United Elementary School, invest in academic acceleration and instructional improvement in the following ways: ● Fund teachers on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund an academic mentor to provide targeted academic support and intervention for struggling students; and ● Fund a literacy tutor to improve academic outcomes for students.	$234,503	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: ● Hire a half-time Latino Student Achievement Facilitator to provide culturally responsive teaching for Latino students; ● Hire full-time African American Male Achievement Manhood Development Facilitator to provide culturally responsive teaching for African American students as well as hold an advisory class; ● Fund a case manager to support severely chronically absent students and students with significant behavior challenges; ● Fund extended contracts for teachers who facilitate tutoring or enrichment opportunities after school; and ● Fund a teacher on special assignment to provide professional development for all staff and teachers and coach ELA and humanities teachers and support them in backwards planning, internalization of lessons, and classroom management.	$388,232	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: ● Fund a teacher on special assignment focused on literacy to support professional development of teachers and provide direct services to students; ● Fund additional teachers to reduce class size; ● Fund a case manager to provide additional on-site case management services for students; ● Fund a Family Liaison to improve family relationships in order to support improved academic outcomes for students; and ● Fund extended contracts to provide additional math intervention for low-performing students and social emotional support for struggling students.	$330,910	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, and Oakland International High School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

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

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

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

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

An explanation of why the LEA has developed this goal.

Castlemont, McClymonds, and Oakland International, the three high schools offering General Education programs that received Equity Multiplier funds for the 2024-25 school year, identified many common challenges based on student academic outcomes, graduation rates, and social emotional needs. Consequently, the three schools share a goal to improve student academic performance and increase graduation rates.

- At Castlemont, there is a need for reading and math intervention and instructional coaching planning. In addition, the school needs added support to build positive school culture, increase attendance, and decrease suspensions. The school plans to add direct student supports to better connect students to services, and will focus on executing a school reading intervention plan by providing academic intervention and coaching teachers and teams around literacy practices. To improve academic outcomes, there will also be an added focus on supporting the inclusion of newcomer students in General Education classes.

- At McClymond, the primary need is student and family engagement to re-engage students who are disconnected from school. The school plans to invest in expanded case management and behavioral supports for students to build school culture and climate; reduce dropout rates; and ensure that students are safe, healthy, and supported. A proposed family resource center will help ensure that families are empowered to be active partners in improving student outcomes and are connected with districtwide resources and advisory bodies to have a voice in district-level policy setting.
- At Oakland International, there is a need to expand mental health services and clinical case management to help build connectedness with focal English learner students and families and address non-academic needs that prevent full participation in schooling. Students enrolling with limited to no numeracy skills and a broader need to accelerate student mastery of math standards is identified as a need for SLIFE (Students with Limited or Interrupted Formal Education) focal students. There is also a need to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention/support class for SLIFE. Low cohort graduation rates and declining rates of post-secondary educational enrollment are also identified as areas of need for focal English learner students. Expanding counseling would allow the school to provide more individualized college and career counseling as well as academic guidance for students. Additional case management would build connectedness and address chronic absenteeism through a number of strategies, including sustaining affinity groups, connecting families with support accessing resources in the community including food, government benefits, and legal consultation to remove barriers to school attendance.

Measuring and Reporting Results

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.1	Improve performance on the SBAC state assessment in Mathematics for African American students at Castlemont High, as measured by the average distance from standard (points above or below standard).	-244.4	-154.5	--	-144.5	+89.9
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	--	-159.4	+60.0
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	--	-152.6	+69.4
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%	--	61.6%	+9.2%
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%	--	64.2%	+5.6%
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%	--	72.5%	+6.1%
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%	--	78.0%	+14.5%
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%	--	12.0%	+2.3%
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%	--	14.5%	+5.9%

METRIC #	METRIC	BASELINE (2022-23)	YEAR 1 OUTCOME (2023-24)	YEAR 2 OUTCOME (2024-25)	TARGET YEAR 3 OUTCOME (2025-26)	CURRENT DIFFERENCE FROM BASELINE
6.1.10	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%	+14.1%
6.1.11	Increase the one-year teacher retention rate at Castlemont High.	76.0%	86.3%	--	88.3%	+10.3%
6.1.12	Increase the percentage of teachers who are fully credentialed and properly assigned at Castlemont High.	35.5%*	38.0%**	--	50.0%	+2.5%
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%	--	10.3%	+6.4%
6.2.1	Reduce the out-of-school suspension rate for African American students at Castlemont High.	24.8%	20.8%	--	19.4%	-4.0%
6.2.2	Reduce the out-of-school suspension rate for low-income students at Castlemont High.	12.2%	8.6%	--	6.1%	-3.6%
6.2.3	Reduce the out-of-school suspension rate for students with disabilities at Castlemont High.	23.4%	19.9%	--	12.0%	-3.5%
6.3.1	Increase the one-year teacher retention rate at McClymonds High.	63.3%	60.0%	--	70.0%	-3.3%
6.3.2	Increase the percentage of teachers who are fully credentialed and properly assigned at McClymonds High.	66.1%*	61.0%**	--	75.0%	-5.1%
6.3.3	Improve performance on the SBAC state assessment in English Language Arts/Literacy for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-147.2‡	-147.2	--	-133.2	0.0
6.3.4	Improve performance on the SBAC state assessment in Mathematics for low-income students at McClymonds High, as measured by the average distance from standard (points above or below standard).	-241.9‡	-241.9	--	-231.9	0.0
6.4.1	Reduce the out-of-school suspension rate for African American students at McClymonds High.	21.4%‡	21.4%	--	19.4%	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
6.4.2	Reduce the out-of-school suspension rate for low-income students at McClymonds High	17.2%‡	17.2%	--	15.2%	0.0%
6.4.3	Reduce the out-of-school suspension rate for students with disabilities at McClymonds High	19.7%‡	19.7%	--	17.7%	0.0%
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%	--	71.6%	-2.7%
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%	--	65.4%	-2.9%
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%	--	73.0%	-3.8%
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%	--	64.3%	-0.4%
6.5.5	Increase the one-year teacher retention rate at Oakland International High.	71.0%	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%**	--	40.0%	+13.3%
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	--	-245.2	0.0
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	--	-251.7	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
6.5.9	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	--	-246.2	0.0
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%	--	20.2%	0.0%

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

Goal Analysis for 2024-25

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 two STIP positions.

Action 6.2 Social Emotional Supports at Castlemont High
Castlemont was able to fill the Newcomer Learning Lab Assistant position and the Restorative Justice Facilitator position, but was unable to fill the Social Worker position.

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 the TSA position.

Action 6.6 Social Emotional Supports at Oakland International High
Oakland International fully implemented their plan by filling the Academic Counselor position, the Case Manager position, and the Social Worker 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
There were no material differences.

Action 6.2 Social Emotional Supports at Castlemont High
Due to the vacancy, Castlemont did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 6.3 Social Emotional Supports at McClymonds High
There were no material differences.

Action 6.4 Family Engagement at McClymonds High
Due to the vacancy, McClymonds did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 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
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 6.1 Academic Acceleration & Instructional Improvement at Castlemont High
Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 investing in a TSA position focused on instructional coaching and professional development for the 2025-26 school year. Instead of hiring STIP subs, Castlemont will instead invest in a College and Career Specialist for the 2025-26 school year, to ensure all students are A-G eligible, and prepared to enter college or the workforce.

Action 6.2 Social Emotional Supports at Castlemont High
Castlemont plans to continue investing in the Newcomer Learning Lab Assistant position, the Restorative Justice Facilitator position, and the Social Worker position for the 2025-26 school year.

Action 6.3 Social Emotional Supports at McClymonds High
McClymonds plans to continue investing in a Behavior Specialist position and one Case Manager position for the 2025-26 school year. In addition to these, McClymonds plans on investing in a Restorative Justice Facilitator position for the 2025-26 school year.

Action 6.4 Family Engagement at McClymonds High
McClymonds plans to continue investing in an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center for the 2025-26 school year.

Action 6.5 Academic Acceleration & Instructional Improvement at Oakland International High
Oakland International plans to continue investing in a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention for the 2025-26 school year.

Action 6.6 Social Emotional Supports at Oakland International High
Oakland International plans to continue investing in a Social Worker position and a Counselor position for the 2025-26 school year. In addition to this, Oakland International plans on investing in two new Unaccompanied Immigrant Child Specialists positions for the 2025-26 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: ● Provide teacher release time and extended contracts to plan curriculum, align in departmental or pathway teams, attend professional development to improve instruction, and develop standards-based assignments; ● Hire two teachers on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Hire a College and Career Specialist to ensure all students are A-G eligible, and prepared to enter college or the workforce, through individualized college and career counseling as well as academic guidance for students to improve cohort graduation rates.	$571,821	No
6.2	**Social Emotional Supports at Castlemont High**	At Castlemont High School, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator to support classroom management, build positive school culture, increase attendance, and decrease out-of-school suspensions and Universal Referral Forms (URFs); ● Hire a Refugee/Asylee Program Specialist to support international students with social-emotional care and navigating immigration policies and support the attendance and COST teams; and ● Hire a Newcomer Learning Lab Assistant to support the inclusion of newcomers in all classes.	$321,410	No
6.3	**Social Emotional Supports at McClymonds High**	At McClymonds High School, provide the following social emotional supports to students: ● Hire a Behavior Specialist to engage students who are disconnected from school; ● Hire a Case Manager to coordinate, plan, and organize case management	$217,489	No

		activities and related functions in service of identified at-risk or high-risk students; and ● Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm.		
6.4	**Family Engagement at McClymonds High**	At McClymonds High School, hire an Arabic-speaking Bilingual Family Liaison to develop and staff a Family Resource Center, attend site-based and district professional learning communities, and work closely with the school principal, community school manager, teacher leaders, and community partners to align and implement family engagement strategies linked to student learning.	$64,783	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: ● Hire a teacher on special assignment focused on mathematics to support curricular and assessment coordination and rearticulation, coaching of teachers, and teaching of math intervention; and ● Fund extended contracts for teachers to provide additional teacher prep time to develop content to support SLIFE student acceleration.	$133,015	No
6.6	**Social Emotional Supports at Oakland International High**	At Oakland International High School, provide the following social emotional supports to students: ● Hire a social worker psychologist to expand mental health services and clinical case management to build connectedness with focal English learner students and families and address non-academic needs that prevent full participation in schooling; and ● Hire two Unaccompanied Immigrant Child Specialists to build connectedness and address chronic absence for newcomer students 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.	$347,402	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%	--	59.9%	+7.9%
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%	--	63.7%	+13.4%
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%	--	3.0%	0.0%
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%	--	3.0%	0.0%
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%	--	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%	--	5.0%	-6.8%
7.1.7	Reduce the out-of-school suspension rate for low-income students at Dewey Academy.	9.6%	5.7%	--	3.7%	-3.9%
7.1.8	Increase the one-year teacher retention rate at Dewey Academy.	69.2%	70.0%	--	90.0%	+0.8%
7.1.9	Increase the percentage of teachers who are fully credentialed and properly assigned at Dewey Academy.	35.7%*	33.3%**	--	50.0%	-2.4%
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%	--	69.0%	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
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%	--	55.5%	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%	--	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%	--	4.5%	-1.5%
7.2.3	Increase the one-year teacher retention rate at Ralph J. Bunche Academy.	40.0%	62.1%	--	75.0%	+22.1%
7.2.4	Increase the percentage of teachers who are fully credentialed and properly assigned at Ralph J. Bunche Academy.	37.6%*	56.5%**	--	60.5%	+18.9%
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%	--	69.6%	0.0%
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%	--	62.1%	0.0%
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%	--	67.5%	0.0%
7.2.8	Reduce the out-of-school suspension rate for African American students at Ralph J. Bunche Academy.	10.2%‡	10.2%	--	8.2%	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	--	-312.1	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
7.3.2	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	--	-334.1	0.0
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	--	-334.2	0.0
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%	--	75.5%	+18.0%
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%	--	57.9%	+21.0%
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%	--	56.2%	+23.9%
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%	--	60.3%	+9.2%
7.4.5	Increase the one-year teacher retention rate at Rudsdale Continuation.	72.2%	93.3%	--	75.0%	+21.1%
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%	--	6.5%	0.0%
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%	--	5.6%	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
7.4.8	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%	--	6.8%	0.0%
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%	--	6.2%	+2.2%
7.4.10	Increase the percentage of teachers who are fully credentialed and properly assigned at Rudsdale Continuation.	61.0%*	67.5%**	--	70.0%	+6.5%
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%	--	5.8%	0.0%

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

Goal Analysis for 2024-25

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 filled the Restorative Justice Facilitator positions, but was unable to fill the Case Manager position.

Action 7.2 Social Emotional Supports at Bunche Academy
Bunche fully implemented their plan by filling the Case Manager position

Action 7.3 Academic Acceleration at Rudsdale Continuation
Rudsdale was able to fill both STIP positions, but one position became vacant at the beginning of the school year.

Action 7.4 College & Career Supports at Rudsdale Continuation
Rudsdale was able to fill the Career Pathway Transitions Specialist position, but the position became vacant during the middle of the school

Action 7.5 Social Emotional Supports at Rudsdale Continuation
Rudsdale was unable to fill the Social Worker 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
Due to the vacancy, Dewey did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

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

Action 7.3 Academic Acceleration at Rudsdale Continuation
Due to the vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 7.4 College & Career Supports at Rudsdale Continuation
Due to the mid-year vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 7.5 Social Emotional Supports at Rudsdale Continuation
Due to the vacancy, Rudsdale did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 investing in a Restorative Justice Coordinator and a Case Manager for the 2025-26 school year. In addition to these Dewey also plans to invest in a TSA focused on instructional coaching and teacher professional development for the 2025-26 school year.

Action 7.2 Social Emotional Supports at Bunche Academy
Bunche plans on continuing to invest in the Case Manager position for the 2025-26 school year.

Action 7.3 Academic Acceleration at Rudsdale Continuation
Rudsdale will invest in a Newcomer Assistant position and a Counselor position for the 2025-26 school year (instead of investing in the STIP positions). These new positions are aimed at closing the equity gap for Newcomer students and non-Newcomer students by supporting students with college awareness, graduation requirements, applications and financial aid, career exploration, and employability & job readiness skills.

Action 7.4 College & Career Supports at Rudsdale Continuation
Rudsdale plans on continuing to invest in a Career Pathway Transitions Specialist position for the 2025-26 school year.

Action 7.5 Social Emotional Supports at Rudsdale Continuation
Rudsdale plans on continuing to invest in a Social Worker position for the 2025-26 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, provide the following social emotional supports to students: ● Hire a Restorative Justice Facilitator to manage conflicts, teach students how to deal with issues as they arise, and teach staff how to intervene in a manner that does not cause additional harm; and ● Hire a case manager to support students with executive functioning and dealing with life challenges.	$110,166	No
7.2	**Social Emotional Supports at Bunche Academy**	At Ralph J. Bunche Academy, provide the following social emotional supports to students: ● Hire a case manager to provide support to students in need of additional services in order to graduate; and ● Hire a Community School Manager to help increase daily attendance and decrease chronic absences and support culture and climate through student and family engagement.	$81,931	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.	$137,325	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.	$137,033	No
7.5	**Social Emotional Supports at Rudsdale Continuation**	At Rudsdale Continuation School, provide the following social emotional supports to students: ● 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	$169,461	No

		appropriate plans for students; and assist students and families in obtaining and utilizing necessary services; and ● Hire a Newcomer Learning Lab Assistant to support newcomer and SIFE students in class to improve language development and content mastery and outside the classroom through activities such as accessing the food bank, Medi-Cal signups, and communicating with parents.		
7.6	**Academic Acceleration & Instructional Improvement at Dewey Academy**	At Dewey Academy, invest in academic acceleration and instructional improvement in the following ways: ● Hire a teacher on special assignment to support with Instructional Leadership Team facilitation and planning, coaching of teachers during the year and into the summer, and support with observation walks as well as developing reading and math intervention plans; and ● Encourage students to explore college and trade through the California College Guidance Initiative (CCGI) and field trips.	$137,037	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 ways: ● Hire a teacher on special assignment focused on instructional leadership and English learners to help facilitate and plan Instructional Leadership Team, coach teachers year-round, support observation walks, and develop reading and math intervention plans with a focus on EL students; and ● Provide extended contracts for teachers to support leadership opportunities.	$71,665	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%	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	--	-82.6	-40.4
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	--	-121.4	+16.5
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%	--	46.6%	+11.6%
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%	--	41.1%	+21.7%
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%	--	52.3%	+13.9%
8.2.6	Increase the one-year teacher retention rate at Sojourner Truth Independent Study.	58.2%	83.1%	--	63.2%	+24.9%
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%	--	3.0%	+4.5%
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%	--	11.8%	+15.0%

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
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%	--	3.0%	+6.9%
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%	--	3.0%	+3.6%
8.2.11	Increase the percentage of teachers who are fully credentialed and properly assigned at Sojourner Truth Independent Study.	52.0%*	50.1%**	--	60.0%	-1.9%
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%	--	64.7%	-12.8%
8.3.2	Reduce the chronic absenteeism rate for English learners in grades TK–8 at Sojourner Truth Independent Study.§	94.7%	66.7%	--	64.7%	-28.0%
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%	--	75.0%	0.0%
8.4.1	Increase the percentage of teachers who are fully credentialed and properly assigned at Street Academy.	12.5%*	11.6%**	--	20.0%	-1.0%
8.4.2	Reduce the out-of-school suspension rate for African American students at Street Academy.	13.0%	18.9%	--	10.0%	+5.9%
8.4.3	Reduce the out-of-school suspension rate for low-income students at Street Academy.	13.1%	15.2%	--	11.6%	+2.1%
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%	--	64.1%	-12.6%

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

§OUSD does not currently track chronic absenteeism for alternative education schools, and state dashboard data only includes students in Grades TK-8. Consequently, this metric tracks only students in Grades TK-8.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

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

Action 8.1 Academic Acceleration at Home & Hospital Program
The Home & Hospital Program fully implemented their plan by filling one STIP position.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study
Sojourner Truth was able to fill the tutor position and the three TSA positions. However, one of the TSA positions became vacant during the school year.

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

Action 8.4 Academic Acceleration at Street Academy
Street Academy implemented their plan by hiring a Family Liaison.

Action 8.5 Academic Acceleration at Gateway to College
Due to a leadership transition, Gateway to College has yet to formulate a plan for their Equity Multiplier funding.

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

Action 8.1 Academic Acceleration at Home & Hospital Program
There were no material differences.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study
Due to a vacancy, Sojourner Truth did not spend as much as initially planned and will instead carry over these funds for use in the 2025-26 school year.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study
There were no material differences.

Action 8.4 Academic Acceleration at Street Academy
There were no material differences.

Action 8.5 Academic Acceleration at Gateway to College
Due to leadership transitions at Gateway to College, the school did not successfully develop and implement a spending plan for the 2024-25 Equity Multiplier funds. Gateway is working on a plan to use these carryover funds in 2025-26.

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

Action 8.1 Academic Acceleration at Home & Hospital Program
Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study
Because our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 our Year 1 data reflects end-of-year outcomes for the 2023-24 school year, we cannot yet determine how effective the 2024-25 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 is not designated as an Equity Multiplier school for the 2025-26 school year, and will only have a limited amount of carryover funds to spend during the 2025-26 school year.

Action 8.2 Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study
Sojourner Truth plans to continue investing in a literacy tutor three TSAs in the 2025-26 school year.

Action 8.3 Social Emotional Supports at Sojourner Truth Independent Study
Sojourner Truth plans to continue investing in two Case Managers for the 2025-26 school year.

Action 8.4 Academic Acceleration at Street Academy
Street Academy will continue to develop strategies to improve student academic outcomes and graduation rates.

Action 8.5 Academic Acceleration at Gateway to College
Gateway to College will continue to develop strategies to improve student academic outcomes and graduation rates.

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**	At the Home and Hospital Program, provide direct instructional support to students to improve academic outcomes. *Note: The Home & Hospital Program is not designated as an Equity Multiplier school for the 2025-26 school year, but may continue to implement some improvement activities using carryover funds from this grant and other available resources. Only Equity Multiplier-funded activities are included in this action; activities funded by other resources appear elsewhere in the LCAP.*	$13,284	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: ● Hire four teachers on special assignment to support with content-specific instructional coaching, planning, and data analysis to improve instruction; ● Continue to fund Literacy Tutors to support reading needs with SIPPS and small group instruction; and ● Fund up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers.	$794,010	No
8.3	**Social Emotional Supports at Sojourner Truth Independent Study**	At Sojourner Truth Independent Study, hire two case managers to build student connectedness and address chronic absenteeism.	$177,309	No
8.4	**Academic Acceleration at Street Academy**	At Street Academy, fund a Family Liaison and technology to support parent involvement and education to improve student academic outcomes.	$95,538	No
8.5	**Academic Acceleration at Gateway to College**	At Gateway to College, develop strategies to improve student academic outcomes and graduation rates.	$112,041	No

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% LCFF CONCENTRATION GRANT
$120,393,941	$14,430,420

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
33.98%	8.62%	$29,865,823	42.60%

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:** Strong Readers: Early Literacy & Secondary Literacy **Need:** While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below: *Average DFS on SBAC ELA (2024 Dashboard):* ● All Students: -52.7 ● English Learners: -125.3 ● Foster Youth: -122.0 ● Low-Income Students: -78.3 **Scope**: 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. 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. 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) ● i-Ready for All Students (Metrics 1.1.2–1.1.8) ● Average DFS on SBAC ELA for Unduplicated Student Groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.2	**Actions:** Excellence in Science, Technology, Engineering & Mathematics **Need:** While these actions serve all students, they are principally focused on students performing below grade level in reading and/or mathematics, who are disproportionately low-income students, English learners, and foster youth, as shown below: *Average DFS on SBAC Math (2024 Dashboard):* ● All Students: -83.0 ● English Learners: -142.3 ● Foster Youth: -160.9 ● Low-Income Students: -108.5 **Scope**: LEA-wide	As with our literacy investments, our investments in mathematics and science beyond our base program are focused on our highest need students. 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. As in Action 1.1, we also invest in supplemental books, curriculum, software licenses, and other materials beyond our base curricular materials. 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) ● Average DFS on CAST for All Students (Metric 1.2.2) ● Average DFS on SBAC Math for Unduplicated Student Groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Actions 1.3 and 1.4	**Actions:** Equitable Access to a Broad Course of Study; Visual & Performing Arts **Need:** While these actions also serve all students, they are principally directed towards our low-income students, who are more likely to be in schools with limited resources to supplement the core curriculum and ensure a wide array of elective and enrichment classes. 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. **Scope**: 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. 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. Centrally, we fund content-specific professional development in this action to ensure that students have access to highly qualified teachers. 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) ● Elementary VAPA positions (Metric 1.4.1) ● A-G Completion for All Students (Metric 1.8.2) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● Percentage of English learners who are enrolled in an elective class (Metric 1.3.2).

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.5	**Action:** Early Childhood Learning **Need:** There is an equity gap between our students from low-income families and their peers from families that are not low-income as students start school. 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. **Scope**: 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. 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) ● 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:** Multilingual Programs **Need:** Our English learners perform best when we build on their home language and cultural assets; therefore, there is a continued need to invest in multilingual programming, such as dual language programs, and culturally sustaining pedagogy. 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: ● Seven out of the eight dual language schools exceeded the district average in ELPAC growth in 2023-24 and five out of eight exceeded the average on preliminary results for 2024-25 ● The three schools that participated in Year 1 of the SEAL partnership (ICS, Greenleaf, and Esperanza) were amongst the top six schools in ELPAC growth, at more than 54% **Scope**: 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. 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) ● Graduation Rate for English Learners and Long-Term English Learners (Metrics 2.8.3 and 2.9.3) ● i-Ready for All Students (Metrics 1.1.2–1.1.8)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.7	**Action:** College & Career for All **Need:** We continue to see a gap in graduation outcomes between all students and our unhoused students (who are categorically low-income), foster youth, and English learners. While the graduation rate for all students increased to 80.6% based on the 2024 Dashboard, only 67.5% of unhoused students and 70.1% of English learners graduated. The graduation rate for foster youth fell to 55.2%. We see similar gaps in college/career readiness and A-G completion: *College/Career Readiness (2024 Dashboard):* ● All Students: 43.4% ● Long-Term English Learners: 27.9% ● English Learners: 23.9% ● Foster Youth: 27.6% ● Unhoused Students: 24.4% *A-G Completion Rates (2024 Dashboard):* ● All Students: 46.5% ● Long-Term English Learners: 30.1% ● English Learners: 29.9% ● Foster Youth: 27.6% ● Unhoused Students: 28.1% **Scope**: 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. 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. 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) ● Graduation Rate for Unduplicated Students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.8	**Action:** Counseling & Equitable Master Scheduling **Need:** College counseling and academic advising is particularly important for our low-income, English learner, and foster students, since many will be the first generation in their families to go to college. Most students report a desire and intention to go to college, but may not be familiar with the eligibility requirements, how to navigate the complex application and admissions processes, financial aid and scholarship resources, and other challenges. 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. **Scope**: 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. 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) ● A-G Completion for Unduplicated Student Groups (Metrics 2.5.5, 2.6.5, 2.7.5, and 2.8.5) ● College/Career Readiness for All Students (Metric 1.7.3) ● College/Career Readiness for Unduplicated Students (Metrics 2.5.4, 2.6.4, 2.7.4, and 2.8.4) ● FAFSA Completion Rate (Metric 1.8.5)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ADDRESS NEED(S) & WHY IT IS PROVIDED ON AN LEA-WIDE OR SCHOOLWIDE BASIS	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 1, Action 1.9	**Action:** Data-Driven Decision Making **Need:** The District's robust data collection and data dashboards provide key tools to ensure that teachers and leaders can identify and address achievement gaps and examine student-level data to ensure equitable outcomes for the lowest performing students, including low-income students, African American students, Latino students, English learners, and other student groups. 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: ● SBAC ELA: 57.7% ● SBAC Math: 52.6% ● CAST: 56.4% ● CAA ELA: 30.0% ● CAA Math: 27.5% ● CAA Science: 14.1% We are also working to improve CHKS student, parent, and staff participation rates. **Scope**: 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. 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. 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:** Network-Based School Supports **Need:** Our schools are organized into five networks: three for elementary schools, one for middle schools, and one for high schools. Network teams provide critical support for principals, helping to strengthen leadership and increase principal retention. 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. 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. **Scope**: 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. 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) ● 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:** School Improvement **Need:** These investments target the District's highest need schools and students to improve program offerings and ensure that students across the city have equitable access to high-quality schools. In 2024-25, the focal schools selected for this work were Brookfield Elementary, Markham Elementary, and East Oakland PRIDE Elementary. Work at these schools will continue in 2025-26. Additional schools may be added in future years and the LCAP update will reflect this. **Scope**: Schoolwide	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. Key investments in this action area include: ● Classified overtime and extended contracts for teachers and principals to compensate staff for after-hours participation in the redesign process to improve their schools ● Materials and meeting refreshments for staff and parent participants at meetings held throughout the redesign year	● Average DFS on SBAC ELA for unduplicated student groups (Metrics 2.5.1, 2.6.1, 2.7.1, and 2.8.1) at identified focal schools ● Average DFS on SBAC Math for unduplicated student groups (Metrics 2.5.2, 2.6.2, 2.7.2, and 2.8.2) at identified focal schools ● Graduation rate for unduplicated students (Metrics 2.5.3, 2.6.3, 2.7.3, and 2.8.3) at identified focal schools

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Goal 2, Actions 2.1, 2.2, and 2.3	**Actions:** African American Student Achievement; Latino and Native American Student Achievement; Arab, Asian, and Pacific Islander Student Achievement **Need:** Our data show that a significant proportion of students in our focal student groups are low-income: ● 91.7% of African American students are low-income. ● 92.8% of Latino and 92.7% of Native American students are low-income. ● 95.5% of Pacific Islander students are low-income. ● 98.1% of students who speak Arabic at home are low-income. Each of these student groups perform below all students on most academic metrics. **Scope**: LEA-wide	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. The targeted strategies work is led by the Targeted Strategies Director, who oversees all of the programs within Actions 2.1, 2.2, and 2.3. Each program also has a program manager. In addition to the staff who implement this work, we fund needed curricular materials (e.g., the Khepera Curricula, which focuses on reducing the impact of the cultural biases and low expectations of teachers in the classroom, while increasing the self-efficacy, esteem, and motivation of African American students), associated trainings for staff, and supplies for the program, which are delivered to each participating site. 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 ELA for focal student groups (Metrics 2.1.1, 2.2.1, 2.2.2, and 2.3.1) ● Average DFS on SBAC Math for focal student groups (Metrics 2.1.2, 2.2.3, 2.2.4, and 2.3.2) ● Chronic absenteeism for focal student groups (Metrics 2.1.6, 2.2.9, 2.2.10, and 2.3.6) ● Suspension rates for focal student groups (Metrics 2.1.8, 2.2.9, 2.2.10, and 2.3.7)

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Goal 2, Action 2.4	**Action:** Supports for Students with Disabilities **Need:** Students receiving special education services are disproportionately low-income, at 88.3%. One third of students with disabilities are English learners, in keeping with the districtwide percentage. Students with disabilities perform below all students academically as measured by the state SBAC assessments in English Language Arts/Literacy and Mathematics: ● In ELA, all students are -54.8 points below standard, while students with disabilities who take the SBAC are -130.5 points below standard. ● In mathematics, all students are -85.0, while students with disabilities who take the SBAC are -155.2 points below standard. **Scope**: 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. 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. 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) ● Average DFS on SBAC ELA and Math for students with disabilities (Metrics 2.4.3 and 2.4.4) ● Average DFS on CAA ELA and Math for students with disabilities (Metrics 2.4.5 and 2.4.6) ● Graduation rate for students with disabilities (Metric 2.4.7) ● College/career readiness for students with disabilities (Metric 2.4.9)

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Goal 2, Action 2.11	**Action:** Alternative Education **Need:** Our Alternative Education program provides school placements and individualized learning programs for our most at-risk students academically and socially, especially students who are 16 years and older and are off-track to graduation. For foster youth who may have moved between multiple schools over their school careers, alternative education programs can provide critical support to support students to graduate. Students in our continuation schools are overwhelmingly low-income, with low-income student percentages ranging from 96% to 100%. In 2023-24, our six Alternative Education programs had an average UPP of 97.7%. In contrast, our comprehensive high schools serve students from a wide range of incomes, and our districtwide UPP in 2023-24 was 82.3%. **Scope**: 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. Two key investments in this action include: ● Additional Teachers to Support Late-Arriving Continuation Students: These are students who move into an Alternative Education school after Census Day. Because our school staffing and funding are driven by enrollment counts on the 20th day of school (staffing) and Census Day (funding), schools that receive significant numbers of new students after Census Day are often insufficiently resourced to address the needs of these students once they arrive. Our enrollment team projects the expected number of new continuation students based on historic patterns and we provide S&C-funded staffing so that schools can have stable staff hired at the start of the school year. ● Reduced Class Sizes at Continuation Schools: We also use S&C resources to fund smaller class sizes at our continuation schools, with ratios of 1:22 (Dewey and Bunche) or 1:29 (Rudsdale, due to its larger size). These small classes ensure that students who have not been successful in large comprehensive high schools have instruction in a small group setting.	● 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:** Expanded Learning Opportunities **Need:** Many of our low-income students, English learners, and foster youth disproportionately experience unfinished learning and credit deficiency, indicating a need for credit recovery. Our after-school, summer school, and Saturday school programs target these students and take into account their unique needs, including language development. **Scope**: 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. 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. 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:** Safe & Welcoming Schools **Need:** Since the pandemic, the percentage of students reporting that they feel safe at school on the annual California Healthy Kids Survey (CHKS) has dropped, reaching a low of 47.6% in 2022-23. Students at our middle and high schools feel disproportionately less safe, with 45.5% and 42.5%, respectively, reporting that they felt safe or very safe at school. Because CHKS is administered anonymously, we do not have income data for the students taking it. However, we can see that fewer students report that they feel safe at our large high UPP schools. 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. **Scope**: 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. 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) • Out-of-school suspension rate for all students (Metric 3.1.2) • Out-of-school suspension rate for low-income students and foster youth (Metrics 2.5.7 and 2.7.7) • Percentage of parents and caregivers who feel that their child is safe at school (Metric 3.1.4)

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Goal 3, Action 3.2	**Action:** Social Emotional Learning & Restorative Practices **Need:** Supporting the needs of students with social emotional learning is a key part of Oakland's Community Schools model. As outlined above, we continue to see high rates of students feeling that they are not safe or connected to their schools. Fewer than half of students (49.7%) reported on CHKS that they felt connected to their schools. Only 52.6% felt close to people at their school and 48.9% felt happy to be at school. This means that half of all students do not have necessary social emotional supports at school. We know that as students disengage from school, they are more likely to be suspended and, ultimately, to leave school. Students at lower UPP schools and at smaller schools typically felt more connected to their schools. 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. **Scope**: 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. 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. 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) ● Percentage of students who feel that there is an adult at school who checks on how they are feeling (Metric 3.2.2) ● Out-of-school suspension rate for all students (Metric 3.1.2) ● Out-of-school suspension rate for foster youth (Metric 2.7.7)

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Goal 3, Actions 3.3 and 3.4	**Action:** Student Health & Wellness; Behavioral & Mental Health **Need:** Our school-based health services provide critical health care opportunities for our low-income students, with a focus on those who qualify for Medi-Cal. These centers are located on the campuses of high UPP schools in low-income neighborhoods. 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. 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. **Scope**: 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. In partnership with Alameda County, we operate 16 School-Based Health Clinics at the following high UPP sites: Bret Harte, Castlemont, Coliseum College Prep (also serving Lockwood STEAM), Elmhurst United (also serving Highland Community), Fremont, Frick United (also serving Bridges, EOP, and Greenleaf), La Escuelita (also serving Dewey and MetWest), Madison Park Academy (also serving Brookfield, Esperanza, and KDA), McClymonds, Oakland High, Oakland Tech (also serving Street Academy and Oakland International), Roosevelt (also serving Garfield), Skyline, United for Success Academy/Life Academy, UPA, and West Oakland Middle (also serving MLK). 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:** Attendance Supports **Need:** Districtwide, our preliminary 2023-24 chronic absenteeism rate is 31.8%. However, it is higher for our unduplicated student groups: ● Low-income students: 36.9% ● Unhoused students: 46.5% ● Foster youth: 54.7% ● English learners: 34.9% ● Long-term English learners: 40.4% Our attendance team prioritizes these student groups—and schools with high concentrations of unduplicated students—to improve attendance. **Scope**: 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. Among the investments in this area are: ● Attendance Specialists at school sites: Many schools braid LCFF Supplemental funds with their base Attendance Specialist awards to increase part-time positions to full-time. This added staff time allows for increased communication with families and more support to reduce absenteeism. ● Administrative Assistant, Attendance and Discipline Support Services: This position supports the Central Office attendance work, connecting with schools and families to provide key resources and ensuring that coaching and professional development sessions are scheduled.	● 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:** Youth Engagement & Leadership **Need:** A large majority of students who play on Oakland Athletic League (OAL) teams are low-income students, and for many, high school athletics provides a pathway to high school graduation and college. 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. **Scope**: 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. 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) ● Low-income student participation in District-run sports (Metric 3.6.3) ● Number of secondary schools represented on All City Council (Metric 3.6.5), with a focus on schools with UPPs above 95%

Goal 3, Action 3.7	**Action:** Community Schools **Need:** Community School Managers (CSMs) work to reduce chronic absenteeism and improve student connections to school to ensure that students are supported, feel safe and welcomed at school, and ultimately reach graduation. Districtwide, our 2024-25 chronic absenteeism rate is 27.5%. However, it is higher for our unduplicated student groups: ● Low-income students: 32.2% ● Unhoused students: 43.2% ● Foster youth: 44.0% ● English learners: 30.2% ● Long-term English learners: 35.5% CSMs work with both students and families to improve attendance and foster school success for students. **Scope**: 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. The following schools will have a Community School Manager funded in whole or in part with ongoing S&C funds in 2025-26: Allendale Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Garfield Elementary, Highland Community, Laurel Elementary, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Manzanita Seed Elementary, Esperanza Elementary, Bridges, Manzanita Community, Reach, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, Coliseum College Prep, Melrose Leadership, UPA, Castlemont High, Fremont High, Oakland High, Oakland Technical High, Skyline High, Sojourner Truth, Life, Rudsdale Continuation High, and Oakland International High The following schools will have a Community School Manager funded in whole or in part with one-time S&C carryover funds in 2025-26: Chabot Elementary, Cleveland Elementary, Crocker Highlands Elementary, Emerson Elementary, Glenview Elementary, Hillcrest, Lincoln Elementary, Joaquin Miller Elementary, Montclair Elementary, Peralta Elementary, Redwood Heights Elementary, Sequoia Elementary, Thornhill Elementary, Claremont Middle, West Oakland Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Westlake Middle, Melrose Leadership, and Dewey	● Chronic Absenteeism for Unduplicated Student Groups (Metrics 2.5.6, 2.6.6, 2.7.6, and 2.8.11) ● Student connectedness to school (Metric 3.2.1)

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	Action: Community Schools *(continued)*	The following schools will have a Community School Manager funded in whole or in part with LREBG funds in 2025-26: Allendale Elementary, Bella Vista Elementary, Brookfield Elementary, Burckhalter Elementary, Chabot Elementary, East Oakland PRIDE Elementary, Cleveland Elementary, Greenleaf Elementary, Global Family, Emerson Elementary, Franklin Elementary, Fruitvale Elementary, Garfield Elementary, Glenview Elementary, La Escuelita Elementary, Grass Valley Elementary, Highland Community, Hillcrest, Laurel Elementary, Horace Mann Elementary, Markham Elementary, Joaquin Miller Elementary, Montclair Elementary, Piedmont Avenue Elementary, Redwood Heights Elementary, Sequoia Elementary, Madison Park Primary, Thornhill Elementary, Lockwood STEAM, ACORN Woodland Elementary, Carl B. Munck Elementary, Oakland Academy of Knowledge, Hoover Elementary, Korematsu Discovery Academy, Manzanita SEED Elementary, Esperanza Elementary, Bridges, Manzanita Community, EnCompass, MLK Elementary, Prescott, International Community, Think College Now Elementary, Reach, Sankofa United Elementary, Claremont Middle, West Oakland Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Westlake Middle, Madison Park Upper, Frick United, United For Success, Elmhurst United Middle, Melrose Leadership, UPA, Castlemont High, McClymonds High, Young Adult Program, Bunche, Dewey, Sojourner Truth, Life, MetWest High, Rudsdale Continuation High, and Oakland International High	

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Goal 3, Action 3.8	**Action:** Quality Learning Environments **Need:** In the 2022-23 school year, over half of foster youth in Grades 4-12 did not have access to a Chromebook at home. The District met 100% of that need by prioritizing these students for home Chromebooks. Of all students requesting District support with access to technology at home, 85% were low-income. The District also met 100% of this need. **Scope**: 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. Among the Central and school investments funded in this action to support unduplicated students are: ● Software licensing costs for classroom management tools to provide a more stable classroom environment, especially for students receiving instruction from newer teachers. ● Materials and supplies at schools to enhance the learning environment. A common school use of these funds is to provide materials such as art supplies to low-income students; at low UPP schools, these supplies are typically provided by parents or by the PTA. ● Our Senior Computer Technician and School Technology Specialist help to support home Chromebooks provided to low-income students and supplement the base-funded staff in these roles. School technology investments vary, but typically enhance instruction for low performing students. ● Our Central Instructional Materials and Science Instructional Materials Specialists ensure that resource inequities across the district are addressed and that low-income schools have equitable access to supplemental learning materials. ● Substitute Teacher Incentive Program (STIP) Teachers: STIPs are substitute teachers who are assigned full-time to a specific school. At schools with high teacher absenteeism or teacher vacancies, STIPs ensure that students receive instruction from a qualified teacher that they know.	● Students in Grades 4 to 12 with 1:1 access to technology devices (Metric 3.8.2) ● Unduplicated students in Grades 4 to 12 with 1:1 access to technology devices (Metrics 3.8.3 and 3.8.4)

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Goal 3, Action 3.9	**Action:** Family Partnerships & Language Access **Need:** The pandemic and its aftermath heightened the need for improving our engagement with families as partners in their students' education. There is a continued need for tools and resources to ensure language access and meaningful engagement. 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. 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. **Scope**: 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. Some of the Central and school investments in this area include: ● Classified and Clerical Overtime to provide interpretation at engagement meetings at school sites. ● Software licensing for programs that translate home literacy messages to elementary families and provide a districtwide family communication tool for secondary schools to use to communicate student academic status and concerns to families. ● Outreach Consultants at schools who engage directly with families of students who are chronically absent, need additional supports, or have other needs. ● Postage to send mailings to low-income families who do not have access to reliable internet service at home.	● Title I Parent & Family Engagement Spending (Metric 3.9.5) ● SELLS Establishment (Metric 3.9.7)

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Goal 3, Action 3.10	**Action:** Enrollment Supports **Need:** Low-income families and families who speak languages other than English at home are less likely to be aware of the enrollment process and deadlines, and therefore less likely to participate in the on-time enrollment process to access their schools of choice. Foster youth may move between homes mid-year, disrupting school enrollment. 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. **Scope**: 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. 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)

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 3, Action 3.11	**Action:** District Communication **Need:** Half (50.0% in 2023-24) of our students speak a language other than English at home, and many speak a language that is not Spanish, Arabic, Cantonese, or Mam—languages we have interpreters to support. To support the families of our English learners, it is essential that we have a robust and flexible multilingual communication platform. **Scope**: 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. 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)

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 4.1	**Action:** Diverse & Stable Staff **Need:** Oakland's challenge to recruit and retain teachers is greatest in our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students—schools where we also see the highest concentrations of new teachers and teachers with emergency credentials, and where we often see higher teacher turnover rates. 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%. Our current average teacher retention rate districtwide is 75.5%. However, at schools with UPPs of 90% or greater, it is 72.6%. Districtwide, 32.7% of teachers were on steps 1-5 in 2022-23, meaning they were in their first five years teaching. At schools with UPPs of 90% or greater, though, this number was 36.5%. **Scope**: 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. 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. 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) • One-year teacher retention rate for schools with UPPs of 90% or greater (Metric 4.1.5) • Teachers who want to leave OUSD because of salary (Metric 4.1.6) • Teacher vacancies (Metric 4.1.7) • Teacher vacancies at schools with UPPs of 90% or greater (Metric 4.1.8) • One-year teacher retention rate for principals (1.10.1)

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 4.2	**Action:** Staff Growth & Development **Need:** As described above, we experience a higher rate of teacher and staff turnover at our high UPP schools than we see for the district overall. Consequently, there is an ongoing need to invest in professional development at these sites for both incoming and continuing teachers. We are developing a system to provide foundational professional learning across the district and to track participation in these PD sessions so that we can prioritize teachers and staff at our high UPP schools. 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 PD on our sanctuary policies and EL-responsive instruction is an ongoing priority. **Scope**: 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. Among the S&C-funded investments are: ● Central Office and School Partners, who support professional development and coach leaders at Central and school sites, respectively, with a focus on schools and departments that serve high numbers of unduplicated students. These staff supplement our base-funded Talent staff to allow for targeted focal school supports. ● A School Site Support Specialist who supports principals in developing their SPSAs, with a focus on ATSI schools. ● Travel, Conferences, and Other PD: 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:** New Teacher Support & Development **Need:** As outlined above, our schools with the highest concentrations of low income students, English learners, students with disabilities, foster youth, and unhoused students are where we also see the highest concentrations of new teachers and teachers with emergency credentials. Up to 35% of OUSD's teaching staff is still working to become fully credentialed in the state of California. With retention data showing the impact of those early years on a teacher's decision to stay or leave, we have made significant districtwide investments to develop a comprehensive system of support and professional learning that is effectively differentiated to meet the needs of new and early career teachers. For our new teachers, we want to ensure that everyone has access to the following pillars of support: weekly mentoring, differentiated new teacher professional learning, wellness and community building, and credentialing support and progress monitoring. **Scope**: 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. 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) • Percentage of new teachers at schools with UPPs of 90% or more who plan to continue teaching in OUSD (Metric 4.3.2) • Percentage of new teachers who feel adequately supported by OUSD with their credentialing needs (Metric 4.3.3)

Limited Actions

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

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:** Supports for Low-Income Students **Need:** Our low-income students perform below all students on most state indicators, with the exception of College/Career Readiness and Graduation Rate. In addition, our English learners and newcomer students are disproportionately likely to be from low-income households. See related actions 2.8, 2.9, and 2.10 for more information on program supports for these students. 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. **Scope**: 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: ● Additional Assistant Principals at the following schools with an average UPP of 55% or greater based on the district funding formula: Castlemont, CCPA, Elmhurst, Fremont, Frick, Greenleaf, LIFE, Lockwood STEAM, MPA Upper, MetWest, Montera, Oakland High, Oakland International, Rudsdale, Skyline, UFSA, UPA, and Westlake ● Additional teachers to reduce class sizes at schools with a UPP of 90% or greater: ACORN Woodland, Allendale, Bridges, Brookfield, Burckhalter, Castlemont, CCPA, EOP, Elmhurst, EnCompass, Esperanza, Franklin, Korematsu Discovery Academy, Fremont, Frick, Fruitvale, Garfield, Global Family, Grass Valley, Greenleaf, Highland Community, Hoover, Horace Mann, ICS, La Escuelita, LIFE, Lockwood STEAM, MPA Upper, MPA Primary, Manzanita Community, Markham, MLK, McClymonds, MetWest, OAK, Oakland International, Prescott, Reach, Roosevelt, TCN, UFSA, UPA, WOMS, and Westlake ● One-time programmatic supports for targeted schools to stabilize programs and ensure that students at schools with declining enrollment, leadership transitions, or other challenges have equitable experiences. These investments are typically assistant principals or additional teachers. We plan to invest in the following schools in 2024-25: Bridges, Melrose Leadership, McClymonds, Westlake, and WOMS.	● Average DFS on SBAC ELA and Math for Low-Income Students (Metrics 2.5.1 and 2.5.2) ● Graduation rate for low-income students (Metric 2.5.3) ● Chronic absenteeism for low-income students (Metric 2.5.6)

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Goal 2, Action 2.6	**Action:** Supports for Unhoused Student & Families **Need:** Our unhoused students continue to have very high rates of chronic absenteeism and perform below all students academically across all metrics. **Scope**: 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) ● Graduation rate for unhoused students (Metric 2.6.3) ● 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:** Supports for Foster Youth **Need:** As the 2024-2027 LCAP was developed, the foster youth services team and partners identified the following needs: ● Additional Foster Youth case managers; ● Increased school stability for foster youth; ● Prioritized access to academic programs and credit recovery opportunities; ● Equitable access to schools and programs; and ● Mentorship programs. **Scope**: 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. **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) ● Graduation rate for unhoused students (Metric 2.7.3) ● College/career readiness for foster youth (Metric 2.7.4) ● A-G completion for foster youth (Metric 2.7.5) ● Chronic absenteeism for unhoused students (Metric 2.6.6) ● Out-of-school suspension rate for foster youth (Metric 2.7.7)

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:** English Learner Achievement **Need:** Support for English learners continues to be a primary area of focus for this LCAP cycle. There are needs for both improved instructional services for ELs via integrated and designated ELD and in improved ELPAC testing protocols and support to reach 100% assessment completion given the penalties assessed for schools that do not meet the 95% participation rate for the Summative ELPAC and for SBAC. 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. **Scope**: Limited	To accelerate the language and literacy outcomes of our ELs, we implement a multi-pronged set of strategies, including: **High impact actions to implement designated ELD:** ● Development and quality implementation of designated ELD lessons grounded in the texts and tasks of the ELA curriculum and aligned to the ELA/ELD framework ● Cross-site and site-based professional learning on quality designated ELD instruction, including on the use of the OUSD-developed materials to support academic reading, writing, and speaking. ● Assessment of language output in writing tasks **High impact actions to implement integrated ELD:** ● Summer foundational and inquiry-based, ongoing professional learning in GLAD (Guided Language Acquisition Design) for elementary educators ● Summer foundational and inquiry-based, ongoing professional learning in ALLAS (Academic language and LIteracy Acceleration) for secondary educators ● Leadership development and continuous improvement processes to build site-based advocacy and capacity for language equity ● EL Ambassadors at each school site to support the reclassification process and to serve as a champion for language equity and services ● Continuous improvement tools such as an EL Review process, EL Shadowing, and self-assessment and action-planning process on the “stages of ELD implementation”	● Average DFS on SBAC ELA and Math for English learners (Metrics 2.8.1 and 2.8.2) ● Reclassification rate for English learners (Metric 2.8.6) ● Progress toward English proficiency for English learners (Metric 2.8.7) ● Graduation rate for English learners (Metric 2.8.3) ● College/career readiness for English learners (Metric 2.8.4) ● Chronic absenteeism for English learners (Metric 2.8.11)

GOAL & ACTION #	IDENTIFIED NEED(S)	HOW THE ACTION(S) ARE DESIGNED TO ADDRESS NEED(S)	METRIC(S) TO MONITOR EFFECTIVENESS
Goal 2, Action 2.9	**Action:** Long-Term English Learner Achievement **Need:** Approximately 20% of our English learners are long-term English learners (LTELs), meaning students have been enrolled in a U.S. School for six years or more and have not been reclassified as fluent English proficient. 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. **Scope**: 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. In addition to the activities described in Action 2.8 that serve all English learners, we also invest in the following areas: ● "Leading for LTELs," a three-session series to build the capacity of instructional leaders, both teacher leaders and administrators, to center the language needs of ELs in school-wide efforts. ● Curriculum developed to meet the unique needs of LTELs to supplement the District's curricula for all ELs. ● A common instructional focus across all middle and high schools, scaffolding for rigor, with the goal of improving language, literacy, and academic outcomes for LTELs.	● Average DFS on SBAC ELA and Math for English learners (Metrics 2.9.1 and 2.9.2) ● Reclassification rate for English learners (Metric 2.9.5) ● Progress toward English proficiency for English learners (Metric 2.9.6) ● Graduation rate for English learners (Metric 2.9.3) ● College/career readiness for English learners (Metric 2.9.4) ● Chronic absenteeism for English learners (Metric 2.9.7)

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:** Supports for Newcomers **Need:** Newcomers currently make up approximately a third of our English learner students. The increase over the last decade has been particularly sharp in our high schools, where one of every seven students is a newcomer and nearly half of ELs are newcomers. Our two fastest growing populations are Yemeni Arabic-speaking students, Guatemalan Mam-speaking students, followed by Honduran and Nicaraguan Spanish-speaking students. These groups typically come to us with severely interrupted schooling and high levels of trauma. Our newcomers come with a wide diversity and array of prior educational experiences, and so require a continuum of services in order to access quality programs, grade-level instruction, and enrichment opportunities. This includes support with newcomer program design, clear application of entry/exit criteria, and bridge support as students transition from specialized newcomer courses to a fully mainstreamed environment. **Scope**: Limited	Investments to support newcomer students include the following: ● **Late-Arriving Newcomer Staffing:** Our newcomers arrive throughout the school year and need to be placed in programming that is responsive to their language, academic, and social emotional needs. Therefore, we staff schools for the newcomers students they are projected to receive throughout the school year to ensure student placement in specialized programs. ● **Newcomer Wellness Initiative:** The Newcomer Wellness Initiative provides social workers to all 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: Bret Harte Middle, Roosevelt Middle, Madison Park Upper, Frick United, United for Success, Elmhurst United, UPA, Castlemont High, Fremont High, Oakland High, Skyline High, Rudsdale Continuation, and Oakland International High. ● **Supports for SIFE Students:** The growth in OUSD's Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of Students with Interrupted Formal Education (SIFE) in OUSD. To meet the needs of these students in high schools, OUSD has leveraged grant support to provide additional staffing in our high school ELD courses to provide direct foundational literacy	● ELPAC level for newcomers (Metric 2.10.1) ● 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. • **Supports for SIFE Students:** The growth in OUSD's Unaccompanied Immigrant Youth (UIY) population has also brought a parallel growth in the number of Students with Interrupted Formal Education (SIFE) in OUSD. To meet the needs of these students in high schools, OUSD has leveraged grant support to provide additional staffing in our high school ELD courses to provide direct foundational literacy instruction to these students. This additional service will enhance the actions at school sites to provide Tier 2 and 3 instructional supports to address gaps in foundational literacy. • **Elementary Newcomer Teacher Leaders:** For 2025-26, the District will resource 18 elementary sites with teachers on special assignment, known as Elementary Newcomer Teacher Leaders, to provide both direct supplemental ELD support to students as well as professional development and capacity building work for the site as a whole. These teacher leaders are assigned to sites that had at least 40 newcomers in January of the prior year. The following schools will receive these positions: Allendale Elementary, East Oakland PRIDE Elementary, Greenleaf Elementary, Global Family, Franklin Elementary, Garfield Elementary, Highland Community, Laurel Elementary, Lincoln Elementary, Markham Elementary, Lockwood STEAM, Hoover Elementary, Manzanita SEED Elementary, Esperanza Elementary, Bridges, International Community, Reach, and Melrose Leadership.	

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

Not applicable.

Additional Concentration Grant Funding

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

Oakland Unified's planned use of the additional concentration grant add-on funding to support schools with high concentrations of foster youth, English learners, and low-income students includes the following:

- **Action 3.7 (Community Schools) and related Goal 3 actions:** Additional community support positions at schools, including community school managers, case managers, attendance specialists, and other student support roles. Oakland Unified uses a school staffing formula that awards additional student support positions to high need schools, defined as those schools with an unduplicated pupil percentage (UPP) at or above 55%. Specific type of allocation and amount of FTE are also based on school enrollment and the grade levels served. All schools above 55% UPP receive at least one additional position, although for very small schools it may be less than 1.0 FTE.

  For 2025-26, the following schools with a UPP at or above 55% will receive these supports: ACORN Woodland Elementary, Allendale Elementary, Bella Vista Elementary, Bret Harte Middle, Bridges Academy, Brookfield Elementary, Burckhalter Elementary, Carl B. Munck Elementary, Castlemont High, Claremont Middle, Coliseum College Prep, Dewey, East Oakland PRIDE Elementary, Edna Brewer Middle, Elmhurst United Middle, Emerson Elementary, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United Academy of Language, Fruitvale Elementary, Garfield Elementary, Global Family School, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Laurel Elementary, Life, Lincoln Elementary, Lockwood STEAM Academy, Madison Park Academy Primary, Madison Park Academy Upper, Manzanita Community, Manzanita SEED Elementary, Markham Elementary, Martin Luther King Jr. Elementary, McClymonds High, Melrose Leadership Academy, MetWest High, Montera Middle, Oakland Academy of Knowledge, Oakland High, Oakland International High, Oakland Technical High, Piedmont Avenue Elementary, Prescott, Ralph J. Bunche Academy, Reach Academy, Roosevelt Middle, Rudsdale Continuation, Sankofa United Elementary, Skyline High, Sojourner Truth Independent Study, Think College Now Elementary, United For Success Academy, UPA, West Oakland Middle, Westlake Middle, and the Young Adult Program.
- **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, Brookfield Elementary, Burckhalter Elementary, Castlemont High, CCPA, East

Oakland PRIDE Elementary, Elmhurst United Middle, EnCompass, Esperanza Elementary, Franklin Elementary, Korematsu Discovery Academy, Fremont High, Frick United, Fruitvale Elementary, Garfield Elementary, Global Family, Grass Valley Elementary, Greenleaf Elementary, Highland Community, Hoover Elementary, Horace Mann Elementary, International Community, La Escuelita Elementary, Life, Lockwood STEAM, Madison Park Upper, Madison Park Primary, Manzanita Community, Markham Elementary, MLK Elementary, McClymonds High, MetWest High, Oakland Academy of Knowledge, Oakland High, Oakland International High, Prescott, Reach, Roosevelt Middle, Sojourner Truth, Think College Now Elementary, United for Success, UPA, 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, Bret Harte Middle, Bridges, Castlemont High, East Oakland PRIDE Elementary, Elmhurst United, Esperanza Elementary, Franklin Elementary, Fremont High, Frick United, Garfield Elementary, Global Family, Greenleaf Elementary, Highland Community, Hoover Elementary, International Community, Laurel Elementary, Lincoln Elementary, Lockwood STEAM, Madison Park Upper, Manzanita SEED Elementary, Markham Elementary, Melrose Leadership, Oakland International High, Oakland High, Reach, Roosevelt Middle, Rudsdale Continuation, Skyline High, United for Success, and UPA.
- **Action 2.11 (Alternative Education):** Additional teachers will continue to support smaller class sizes at the following Alternative Education schools: Dewey Academy, Bunche Academy, and Rudsdale Continuation.

STAFF-TO-STUDENT RATIOS BY TYPE OF SCHOOL AND CONCENTRATION OF UNDUPLICATED STUDENTS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF 55% OR LESS	SCHOOLS WITH AN UNDUPLICATED STUDENT CONCENTRATION OF GREATER THAN 55%
STAFF-TO-STUDENT RATIO OF CLASSIFIED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:32	1:22
STAFF-TO-STUDENT RATIO OF CERTIFICATED STAFF PROVIDING DIRECT SERVICES TO STUDENTS	1:17	1:14

2025-26 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 %)
2025-26	$ 354,332,527	$ 120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	$ 151,686,869	$ 117,390,775	$ 56,895,460	$ 30,938,457	$ 356,911,561	$ 259,768,667	$ 97,142,894

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	$ 39,746,716	$ 669,451	$ 13,107,966	$ 12,092,361	$ 7,978,613	$ 7,237,227	$ 40,416,167	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,998,795	$ 137,140	$ 2,128,428	$ 1,307,034	$ 1,487,906	$ 1,212,567	$ 6,135,935	0.000%
1	1.3	Equitable Access to a Broad Course of Study	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 18,664,222	$ 1,121,169	$ 14,220,368	$ 1,119,999	$ 3,485,700	$ 959,324	$ 19,785,391	0.000%
1	1.4	Visual & Performing Arts	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 13,817,494	$ 2,178,309	$ 17,500	$ 6,943,781	$ 8,952,744	$ 81,778	$ 15,995,803	0.000%
1	1.5	Early Childhood Learning	All	Yes	LEA-wide	All	Specific Grades: Preschool & TK	Ongoing	$ 8,844,457	$ 135,729	$ 3,700	$ -	$ 8,976,486	$ -	$ 8,980,186	0.000%
1	1.6	Multilingual Programs	All	No	Schoolwide	All	Specific Schools: Dual Language	Ongoing	$ 463,656	$ 7,984	$ -	$ 133,833	$ 171,582	$ 166,225	$ 471,640	0.000%
1	1.7	College & Career for All	All	Yes	LEA-wide	All	Specific Grades: Grades 9–12	Ongoing	$ 11,311,028	$ 3,764,767	$ 797,926	$ 6,947,666	$ 5,811,008	$ 1,519,195	$ 15,075,795	0.000%
1	1.8	Counseling & Equitable Master Scheduling	All	Yes	LEA-wide	All	Specific Grades: Grades 6–12	Ongoing	$ 7,476,858	$ 99,224	$ 5,586,797	$ 1,287,534	$ 493,455	$ 208,296	$ 7,576,082	0.000%
1	1.9	Data-Driven Decision Making	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 6,896,206	$ 38,910	$ 6,561,942	$ 75,856	$ 296,407	$ 911	$ 6,935,116	0.000%
1	1.10	Network-Based School Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,172,075	$ 572,000	$ 2,855,307	$ -	$ 677,984	$ 210,784	$ 3,744,075	0.000%
1	1.11	School Improvement	All	Yes	Schoolwide	All	Specific Schools: CSI & Redesign Schools	Ongoing	$ 3,035,267	$ 888,338	$ 2,087,435	$ 50,000	$ 206,061	$ 1,580,109	$ 3,923,605	0.000%
2	2.1	African American Student Achievement	African American Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,592,928	$ 391,205	$ 2,155,154	$ 860,779	$ 811,657	$ 156,543	$ 3,984,133	0.000%
2	2.2	Latino & Native American Student Achievement	Latino and Native American Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,263,977	$ 130,420	$ 1,292,919	$ 15,420	$ -	$ 86,058	$ 1,394,397	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Arab, Asian, and Pacific Islander Students	Yes	LEA-wide	All	All Schools	Ongoing	$ 504,944	$ 373,992	$ 809,685	$ 19,251	$ 50,000	$ -	$ 878,936	0.000%
2	2.4	Students with Disabilities Achievement	Students with Disabilities	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,166,585	$ 1,416,990	$ 3,654,918	$ 90,090	$ 838,567	$ -	$ 4,583,575	0.000%
2	2.5	Low-Income Student Achievement	Low-Income Students	Yes	Limited	Low-Income	All Schools	Ongoing	$ 3,098,908	$ 109,375	$ 2,920,200	$ 3,775	$ -	$ 284,308	$ 3,208,283	0.000%
2	2.6	Unhoused Student Achievement	Unhoused Students	No	Limited	Low-Income	All Schools	Ongoing	$ 735,670	$ 1,325,596	$ -	$ 1,314,586	$ -	$ 746,680	$ 2,061,266	0.000%
2	2.7	Foster Youth Achievement	Foster Youth	No	Limited	Foster Youth	All Schools	Ongoing	$ 640,138	$ -	$ -	$ 137,693	$ -	$ 502,445	$ 640,138	0.000%
2	2.8	English Learner Achievement	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 1,413,126	$ 504,286	$ 468,412	$ 394,227	$ 334,394	$ 720,379	$ 1,917,412	0.000%
2	2.9	Long-Term English Learner Achievement	Long-Term English Learners	No	Limited	English Learners	All Schools	Ongoing	$ 441,724	$ 50,000	$ -	$ 52,000	$ 44,475	$ 395,249	$ 491,724	0.000%
2	2.10	Newcomer Achievement	Newcomers	Yes	Limited	English Learners	All Schools	Ongoing	$ 7,718,901	$ 115,553	$ 5,488,563	$ 905,161	$ 589,586	$ 851,144	$ 7,834,454	0.000%
2	2.11	Alternative Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,163,402	$ 7,643	$ 1,163,402	$ -	$ -	$ 7,643	$ 1,171,045	0.000%
2	2.12	Expanded Learning Opportunities	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 7,933,835	$ 47,936,605	$ 159,655	$ 47,704,724	$ 1,286,441	$ 6,719,620	$ 55,870,440	0.000%
3	3.1	Safe and Welcoming Schools	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 21,902,589	$ 8,061,688	$ 26,628,457	$ 1,510,994	$ 1,450,082	$ 374,744	$ 29,964,277	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 5,685,206	$ 1,409,959	$ 1,614,790	$ 3,024,892	$ 687,356	$ 1,768,127	$ 7,095,165	0.000%
3	3.3	Student Health & Wellness	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 3,009,973	$ 1,761,554	$ 251,566	$ 871,264	$ 3,648,697	$ -	$ 4,771,527	0.000%
3	3.4	Behavioral & Mental Health	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 4,887,890	$ 4,221,408	$ 6,209,318	$ 1,330,488	$ 750,581	$ 818,911	$ 9,109,298	0.000%

2025-26 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 %)
2025-26	$ 354,332,527	$ 120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	$ 151,686,869	$ 117,390,775	$ 56,895,460	$ 30,938,457	$ 356,911,561	$ 259,768,667	$ 97,142,894

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	3.5	Attendance Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 10,687,562	$ 172,290	$ 6,733,269	$ 1,774,066	$ 1,167,632	$ 1,184,885	$ 10,859,852	0.000%
3	3.6	Youth Engagement & Leadership	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 600,924	$ 57,181	$ 587,561	$ 29,014	$ 36,530	$ 5,000	$ 658,105	0.000%
3	3.7	Community Schools	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 16,329,928	$ 1,735,247	$ 6,759,226	$ 10,776,086	$ 442,875	$ 86,988	$ 18,065,175	0.000%
3	3.8	Quality Learning Environments	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,986,782	$ 10,443,890	$ 8,566,061	$ 3,312,534	$ 227,459	$ 324,618	$ 12,430,672	0.000%
3	3.9	Family Partnerships & Language Access	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 4,318,972	$ 658,301	$ 2,387,046	$ 1,873,829	$ 306,651	$ 409,747	$ 4,977,273	0.000%
	3.10	Enrollment Supports	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,310,400	$ -	$ 1,069,715	$ -	$ 240,685	$ -	$ 1,310,400	0.000%
3	3.11	District Communication	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 420,147	$ -	$ 420,147	$ -	$ -	$ -	$ 420,147	0.000%
4	4.1	Diverse & Stable Staff	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 15,930,932	$ 2,368,251	$ 15,989,435	$ 1,445,873	$ 211,554	$ 652,321	$ 18,299,183	0.000%
4	4.2	Staff Growth & Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 14,647,887	$ 3,590,557	$ 8,299,462	$ 4,314,113	$ 4,143,975	$ 1,480,894	$ 18,238,444	0.000%
4	4.3	New Teacher Support & Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 2,137,350	$ -	$ 690,539	$ 172,757	$ 1,088,317	$ 185,737	$ 2,137,350	0.000%
5	5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	All	No	Schoolwide	All	Specific School: Korematsu Discovery	One year	$ -	$ 50,967	$ -	$ 50,967	$ -	$ -	$ 50,967	0.000%
5	5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	All	No	Schoolwide	All	Specific School: Markham Elementary	One year	$ 338,280	$ 123,020	$ -	$ 461,300	$ -	$ -	$ 461,300	0.000%
5	5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	All	No	Schoolwide	All	Specific School: Prescott	One year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	5.4	Academic Acceleration & Instructional Improvement at Brookfield Elementary	All	No	Schoolwide	All	Specific School: Castlemont High	One year	$ 120,905	$ 689	$ -	$ 121,594	$ -	$ -	$ 121,594	0.000%
5	5.5	Academic Acceleration & Instructional Improvement at Burckhalter Elementary	All	No	Schoolwide	All	Specific School: Castlemont High	One year	$ 217,628	$ 1,241	$ -	$ 218,869	$ -	$ -	$ 218,869	0.000%
5	5.6	Academic Acceleration & Instructional Improvement at Sankofa United Elementary	All	No	Schoolwide	All	Specific School: McClymonds High	One year	$ 234,503	$ -	$ -	$ 234,503	$ -	$ -	$ 234,503	0.000%
5	5.7	Academic Acceleration & Instructional Improvement at Frick United Academy of Languages	All	No	Schoolwide	All	Specific School: Frick United Academy of Languages	One year	$ 388,232	$ -	$ -	$ 388,232	$ -	$ -	$ 388,232	0.000%
5	5.8	Academic Acceleration & Instructional Improvement at Westlake Middle	All	No	Schoolwide	All	Specific School: Westlake Middle	One year	$ 297,130	$ 33,780	$ -	$ 330,910	$ -	$ -	$ 330,910	0.000%
6	6.1	Academic Acceleration & Instructional Improvement at Castlemont High	All	No	Schoolwide	All	Specific School: Castlemont High	One year	$ 571,821	$ -	$ -	$ 571,821	$ -	$ -	$ 571,821	0.000%
6	6.2	Social Emotional Supports at Castlemont High	All	No	Schoolwide	All	Specific School: Castlemont High	One year	$ 321,410	$ -	$ -	$ 321,410	$ -	$ -	$ 321,410	0.000%
6	6.3	Social Emotional Supports at McClymonds High	All	No	Schoolwide	All	Specific School: McClymonds High	One year	$ 202,810	$ 14,679	$ -	$ 217,489	$ -	$ -	$ 217,489	0.000%
6	6.4	Family Engagement at McClymonds High	All	No	Schoolwide	All	Specific School: McClymonds High	One year	$ 64,783	$ -	$ -	$ 64,783	$ -	$ -	$ 64,783	0.000%
6	6.5	Academic Acceleration & Instructional Improvement at Oakland International High	All	No	Schoolwide	All	Specific School: Oakland International	One year	$ 131,040	$ 1,975	$ -	$ 133,015	$ -	$ -	$ 133,015	0.000%
6	6.6	Social Emotional Supports at Oakland International High	All	No	Schoolwide	All	Specific School: Oakland International	One year	$ 347,402	$ -	$ -	$ 347,402	$ -	$ -	$ 347,402	0.000%

2025-26 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 %)
2025-26	$ 354,332,527	$ 120,393,941	33.98%	8.62%	42.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	$ 151,686,869	$ 117,390,775	$ 56,895,460	$ 30,938,457	$ 356,911,561	$ 259,768,667	$ 97,142,894

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
7	7.1	Social Emotional Supports at Dewey Academy	All	No	Schoolwide	All	Specific School: Dewey Academy	One year	$ 110,166	$ -	$ -	$ 110,166	$ -	$ -	$ 110,166	0.000%
7	7.2	Social Emotional Supports at Bunche Academy	All	No	Schoolwide	All	Specific School: Bunche Academy	One year	$ 81,931	$ -	$ -	$ 81,931	$ -	$ -	$ 81,931	0.000%
7	7.3	Academic Acceleration at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	$ 137,325	$ -	$ -	$ 137,325	$ -	$ -	$ 137,325	0.000%
7	7.4	College and Career Supports at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	$ 133,012	$ 4,021	$ -	$ 137,033	$ -	$ -	$ 137,033	0.000%
7	7.5	Social Emotional Supports at Rudsdale Continuation	All	No	Schoolwide	All	Specific School: Rudsdale Continuation	One year	$ 169,461	$ -	$ -	$ 169,461	$ -	$ -	$ 169,461	0.000%
7	7.6	Academic Acceleration & Instructional Improvement at Dewey Academy	All	No	Schoolwide	All	Specific School: Dewey Academy	One year	$ 77,763	$ 59,274	$ -	$ 137,037	$ -	$ -	$ 137,037	0.000%
7	7.7	Academic Acceleration & Instructional Improvement at Bunche Academy	All	No	Schoolwide	All	Specific School: Bunche Academy	One year	$ 69,027	$ 2,638	$ -	$ 71,665	$ -	$ -	$ 71,665	0.000%
8	8.1	Academic Acceleration at Home & Hospital Program	All	No	Schoolwide	All	Specific School: Home & Hospital Program	One year	$ -	$ 13,284	$ -	$ 13,284	$ -	$ -	$ 13,284	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	$ 619,275	$ 174,735	$ -	$ 794,010	$ -	$ -	$ 794,010	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	$ 177,309	$ -	$ -	$ 177,309	$ -	$ -	$ 177,309	0.000%
8	8.4	Academic Acceleration at Street Academy	All	No	Schoolwide	All	Specific School: Street Academy	One year	$ -	$ 95,538	$ -	$ 95,538	$ -	$ -	$ 95,538	0.000%
8	8.5	Academic Acceleration at Gateway to College	All	No	Schoolwide	All	Specific School: Gateway to College	One year	$ -	$ 112,041	$ -	$ 112,041	$ -	$ -	$ 112,041	0.000%

2025-26 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
$ 354,332,527	$ 120,393,941	33.978%	8.624%	42.602%	$ 151,686,869	0.000%	42.809%	**Total:**	$ 151,686,869
								LEA-wide Total:	$ 140,722,259
								Limited Total:	$ 8,877,175
								Schoolwide Total:	$ 2,087,435

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	$ 13,107,966	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	LEA-wide	All	All Schools	$ 2,128,428	0.000%
1	1.3	Equitable Access to a Broad Course of Study	Yes	LEA-wide	All	All Schools	$ 14,220,368	0.000%
1	1.4	Visual & Performing Arts	Yes	LEA-wide	All	All Schools	$ 17,500	0.000%
1	1.5	Early Childhood Learning	Yes	LEA-wide	All	Specific Grades: Preschool & TK	$ 3,700	0.000%
1	1.7	College & Career for All	Yes	LEA-wide	All	Specific Grades: Grades 9–12	$ 797,926	0.000%
1	1.8	Counseling & Equitable Master Scheduling	Yes	LEA-wide	All	Specific Grades: Grades 6–12	$ 5,586,797	0.000%
1	1.9	Data-Driven Decision Making	Yes	LEA-wide	All	All Schools	$ 6,561,942	0.000%
1	1.10	Network-Based School Supports	Yes	LEA-wide	All	All Schools	$ 2,855,307	0.000%
1	1.11	School Improvement	Yes	Schoolwide	All	Specific Schools: CSI & Redesign Schools	$ 2,087,435	0.000%
2	2.1	African American Student Achievement	Yes	LEA-wide	All	All Schools	$ 2,155,154	0.000%
2	2.2	Latino & Native American Student Achievement	Yes	LEA-wide	All	All Schools	$ 1,292,919	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	LEA-wide	All	All Schools	$ 809,685	0.000%
2	2.4	Students with Disabilities Achievement	Yes	LEA-wide	All	All Schools	$ 3,654,918	0.000%
2	2.5	Low-Income Student Achievement	Yes	Limited	Low-Income	All Schools	$ 2,920,200	0.000%
2	2.8	English Learner Achievement	Yes	Limited	English Learners	All Schools	$ 468,412	0.000%
2	2.10	Newcomer Achievement	Yes	Limited	English Learners	All Schools	$ 5,488,563	0.000%
2	2.11	Alternative Education	Yes	LEA-wide	All	All Schools	$ 1,163,402	0.000%
2	2.12	Expanded Learning Opportunities	Yes	LEA-wide	All	All Schools	$ 159,655	0.000%

2025-26 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
$ 354,332,527	$ 120,393,941	33.978%	8.624%	42.602%	$ 151,686,869	0.000%	42.809%	**Total:**	$ 151,686,869
								LEA-wide Total:	$ 140,722,259
								Limited Total:	$ 8,877,175
								Schoolwide Total:	$ 2,087,435

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	3.1	Safe and Welcoming Schools	Yes	LEA-wide	All	All Schools	$ 26,628,457	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	LEA-wide	All	All Schools	$ 1,614,790	0.000%
3	3.3	Student Health & Wellness	Yes	LEA-wide	All	All Schools	$ 251,566	0.000%
3	3.4	Behavioral & Mental Health	Yes	LEA-wide	All	All Schools	$ 6,209,318	0.000%
3	3.5	Attendance Supports	Yes	LEA-wide	All	All Schools	$ 6,733,269	0.000%
3	3.6	Youth Engagement & Leadership	Yes	LEA-wide	All	All Schools	$ 587,561	0.000%
3	3.7	Community Schools	Yes	LEA-wide	All	All Schools	$ 6,759,226	0.000%
3	3.8	Quality Learning Environments	Yes	LEA-wide	All	All Schools	$ 8,566,061	0.000%
3	3.9	Family Partnerships & Language Access	Yes	LEA-wide	All	All Schools	$ 2,387,046	0.000%
	3.10	Enrollment Supports	Yes	LEA-wide	All	All Schools	$ 1,069,715	0.000%
3	3.11	District Communication	Yes	LEA-wide	All	All Schools	$ 420,147	0.000%
4	4.1	Diverse & Stable Staff	Yes	LEA-wide	All	All Schools	$ 15,989,435	0.000%
4	4.2	Staff Growth & Development	Yes	LEA-wide	All	All Schools	$ 8,299,462	0.000%
4	4.3	New Teacher Support & Development	Yes	LEA-wide	All	All Schools	$ 690,539	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$325,348,371	$290,178,722

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	$ 28,875,072	$ 24,371,923
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	$ 8,064,960	$ 6,155,486
1	1.3	Equitable Access to a Broad Course of Study	Yes	$ 15,138,005	$ 13,994,246
1	1.4	Visual and Performing Arts	Yes	$ 17,677,830	$ 13,332,969
1	1.5	Early Childhood Learning	Yes	$ 2,467,896	$ 2,165,306
1	1.6	Multilingual Programs	Yes	$ 929,446	$ 376,029
1	1.7	College & Career for All	Yes	$ 17,772,892	$ 18,808,045
1	1.8	Counseling & Equitable Master Scheduling	Yes	$ 8,017,085	$ 7,407,411
1	1.9	Data-Driven Decision Making	Yes	$ 8,614,055	$ 6,402,894
1	1.10	Network-Based School Supports	Yes	$ 3,811,035	$ 4,827,861
1	1.11	School Improvement	Yes	$ 4,516,663	$ 5,405,431
2	2.1	African American Student Achievement	Yes	$ 4,407,569	$ 3,495,024
2	2.2	Latino & Native American Student Achievement	Yes	$ 1,748,645	$ 985,326
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	$ 884,460	$ 756,596
2	2.4	Students with Disabilities Achievement	Yes	$ 7,488,894	$ 5,199,029
2	2.5	Low-Income Student Achievement	Yes	$ 7,889,743	$ 6,939,601
2	2.6	Unhoused Student Achievement	No	$ 785,882	$ 699,242
2	2.7	Foster Youth Achievement	No	$ 589,609	$ 630,264

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$325,348,371	$290,178,722

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	2.8	English Learner Achievement	Yes	$ 4,314,460	$ 2,154,181
2	2.9	Long-Term English Learner Achievement	Yes	$ 636,352	$ 527,337
2	2.10	Newcomer Achievement	Yes	$ 8,884,670	$ 8,517,282
2	2.11	Alternative Education	Yes	$ 1,448,864	$ 1,146,171
2	2.12	Expanded Learning Opportunities	Yes	$ 52,714,069	$ 50,741,163
3	3.1	Safe & Welcoming Schools	Yes	$ 15,512,140	$ 7,979,887
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	$ 8,567,757	$ 8,411,669
3	3.3	Student Health and Wellness	Yes	$ 3,698,072	$ 3,127,809
3	3.4	Behavioral & Mental Health	Yes	$ 12,917,232	$ 4,724,180
3	3.5	Attendance Supports	Yes	$ 4,122,077	$ 1,609,051
3	3.6	Youth Engagement & Leadership	Yes	$ 3,950,674	$ 3,807,767
3	3.7	Community Schools	Yes	$ 25,912,719	$ 24,420,929
3	3.8	Quality Learning Environments	Yes	$ 6,759,789	$ 9,040,733
3	3.9	Family Partnerships & Language Access	Yes	$ 3,817,048	$ 3,704,164
	3.10	Enrollment Supports	Yes	$ 1,174,679	$ 1,098,487
3	3.11	District Communication	Yes	$ 416,057	$ 468,182
4	4.1	Diverse & Stable Staff	Yes	$ 16,150,522	$ 16,871,603
4	4.2	Staff Growth & Development	Yes	$ 8,051,803	$ 14,958,546
4	4.3	New Teacher Support & Development	Yes	$ 2,111,427	$ 2,126,591

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$325,348,371	$290,178,722

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	5.1	Academic Acceleration & Instructional Improvement at Korematsu Discovery Academy	No	$ 253,300	$ 202,333
5	5.2	Academic Acceleration & Instructional Improvement at Markham Elementary	No	$ 381,975	$ 59,868
5	5.3	Academic Acceleration & Instructional Improvement at Prescott Elementary	No	$ 134,755	$ 134,735
6	6.1	Academic Acceleration & Instructional Improvement at Castlemont High	No	$ 512,005	$ 547,195
6	6.2	Social Emotional Supports at Castlemont High	No	$ 423,176	$ 130,256
6	6.3	Social Emotional Supports at McClymonds High	No	$ 276,987	$ 234,391
6	6.4	Family Engagement at McClymonds High	No	$ 57,367	$ -
6	6.5	Academic Acceleration & Instructional Improvement at Oakland International High	No	$ 185,487	$ 120,990
6	6.6	Social Emotional Supports at Oakland International High	No	$ 280,584	$ 282,802
7	7.1	Social Emotional Supports at Dewey Academy	No	$ 209,731	$ -
7	7.2	Social Emotional Supports at Bunche Academy	No	$ 117,531	$ 78,992
7	7.3	Academic Acceleration at Rudsdale Continuation	No	$ 193,564	$ 196,550

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$325,348,371	$290,178,722

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	7.4	College and Career Supports at Rudsdale Continuation	No	$ 158,728	$ 69,744
7	7.5	Social Emotional Supports at Rudsdale Continuation	No	$ 122,897	$ -
8	8.1	Academic Acceleration at Home & Hospital Program	No	$ 48,128	$ 42,200
8	8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	No	$ 788,116	$ 461,854
8	8.3	Social Emotional Supports at Sojourner Truth Independent Study	No	$ 178,474	$ 135,164
8	8.4	Academic Acceleration at Street Academy	No	$ 100,306	$ 93,233
8	8.5	Academic Acceleration at Gateway to College	No	$ 85,108	$ -

2024-25 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)
$ 114,805,644	$ 143,465,823	$ 111,917,275	$ 31,548,548	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	$ 6,754,968	$ 4,848,142	0.000%	0.000%
1	1.2	Excellence in Science, Technology, Engineering & Mathematics	Yes	$ 5,518,857	$ 3,445,116	0.000%	0.000%
1	1.3	Equitable Access to a Broad Course of Study	Yes	$ 9,073,781	$ 7,813,318	0.000%	0.000%
1	1.4	Visual and Performing Arts	Yes	$ 911,900	$ 693,295	0.000%	0.000%
1	1.5	Early Childhood Learning	Yes	$ 160,900	$ 21,788	0.000%	0.000%
1	1.6	Multilingual Programs	Yes	$ 490,000	$ 16,046	0.000%	0.000%
1	1.7	College & Career for All	Yes	$ 3,358,760	$ 4,194,908	0.000%	0.000%
1	1.8	Counseling & Equitable Master Scheduling	Yes	$ 6,392,037	$ 5,668,754	0.000%	0.000%
1	1.9	Data-Driven Decision Making	Yes	$ 8,336,005	$ 6,154,289	0.000%	0.000%
1	1.10	Network-Based School Supports	Yes	$ 3,488,832	$ 3,170,223	0.000%	0.000%
1	1.11	School Improvement	Yes	$ 965,962	$ 2,142,752	0.000%	0.000%
2	2.1	African American Student Achievement	Yes	$ 1,445,836	$ 1,646,025	0.000%	0.000%
2	2.2	Latino & Native American Student Achievement	Yes	$ 1,287,386	$ 928,068	0.000%	0.000%
2	2.3	Arab, Asian & Pacific Islander Student Achievement	Yes	$ 873,460	$ 712,836	0.000%	0.000%
2	2.4	Students with Disabilities Achievement	Yes	$ 6,902,618	$ 4,695,268	0.000%	0.000%
2	2.5	Low-Income Student Achievement	Yes	$ 7,752,026	$ 6,413,582	0.000%	0.000%
2	2.8	English Learner Achievement	Yes	$ 2,773,864	$ 952,919	0.000%	0.000%

2024-25 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)
$ 114,805,644	$ 143,465,823	$ 111,917,275	$ 31,548,548	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)
2	2.9	Long-Term English Learner Achievement	Yes	$ 150,000	$ 50,000	0.000%	0.000%
2	2.10	Newcomer Achievement	Yes	$ 5,727,547	$ 4,996,245	0.000%	0.000%
2	2.11	Alternative Education	Yes	$ 1,448,864	$ 1,143,504	0.000%	0.000%
2	2.12	Expanded Learning Opportunities	Yes	$ 294,332	$ 113,800	0.000%	0.000%
3	3.1	Safe & Welcoming Schools	Yes	$ 14,654,708	$ 6,129,266	0.000%	0.000%
3	3.2	Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices	Yes	$ 3,263,853	$ 3,250,245	0.000%	0.000%
3	3.3	Student Health and Wellness	Yes	$ 1,090,950	$ 851,281	0.000%	0.000%
3	3.4	Behavioral & Mental Health	Yes	$ 11,048,458	$ 3,570,976	0.000%	0.000%
3	3.5	Attendance Supports	Yes	$ 3,680,349	$ 1,269,803	0.000%	0.000%
3	3.6	Youth Engagement & Leadership	Yes	$ 324,329	$ 361,931	0.000%	0.000%
3	3.7	Community Schools	Yes	$ 6,441,308	$ 5,275,758	0.000%	0.000%
3	3.8	Quality Learning Environments	Yes	$ 5,059,966	$ 7,589,306	0.000%	0.000%
3	3.9	Family Partnerships & Language Access	Yes	$ 2,768,696	$ 2,908,559	0.000%	0.000%
	3.10	Enrollment Supports	Yes	$ 932,277	$ 865,882	0.000%	0.000%
3	3.11	District Communication	Yes	$ 416,057	$ 468,182	0.000%	0.000%
4	4.1	Diverse & Stable Staff	Yes	$ 14,783,246	$ 15,110,547	0.000%	0.000%
4	4.2	Staff Growth & Development	Yes	$ 4,042,429	$ 3,590,986	0.000%	0.000%
4	4.3	New Teacher Support & Development	Yes	$ 851,262	$ 853,675	0.000%	0.000%

2024-25 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)
$ 346,308,778	$ 114,805,644	7.79%	40.94%	$ 111,917,275	0.00%	32.32%	$ 29,865,823	8.62%

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).