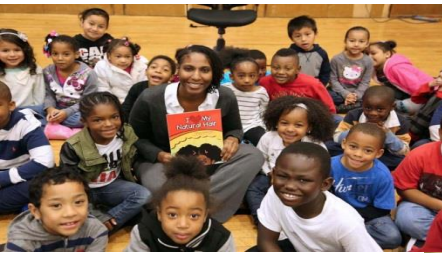




OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# 2022–2023 Local Control and Accountability Plan (LCAP) Update

May 25, 2022



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# Ask of the Board

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- Understand changes to the legislative requirements for the 2022-2023 Local Control and Accountability Plan (LCAP)
- Learn about updates to OUSD's LCAP Actions for 2022-23.

# Outline

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- Context
- Legislative Changes for 2022-23
  - Goals/actions for consistently low-performing student groups
  - Goals/actions for consistently low-performing schools
  - Tracking and reporting on LCFF S&C Carryover
- Updated Goals & Actions in the 2022-23 LCAP

# Context

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- The Local Control and Accountability Plan (LCAP) is the overall District plan toward our vision, Quality Community Schools.
- 2022-23 is **Year 2** of implementation for the 2021-2024 three-year LCAP.
- This is an adjustment year, not an overhaul year:
  - Review and adjust investments to better meet identified student needs.
  - Respond to legislative changes and new mandates.
  - Incorporate new funding and new data.

# Legislative Changes for 2022-23

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- The LCAP must include goals and actions to improve the performance of **consistently low-performing student groups** (identified for differentiated assistance based on the CA School Dashboard for 3+ consecutive years).
- For 2022-23, the following student groups are identified as consistently low-performing:
  - Black/African-American students
  - English Learners
  - Unhoused (homeless) youth

# Legislative Changes for 2022-23

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- To address the needs of these student groups, the 2022-23 LCAP includes the following new actions:
  - **Action 2.1, Targeted Initiatives for Black/African American Students:** Implement student achievement strategies to address the specific and unique needs of Black/African American students.
  - **Action 2.5, Unhoused Student & Family Supports:** Provide services to address the unique needs of unhoused students and families.

# Legislative Changes for 2022-23

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- The LCAP must also include a goal that focuses on disparities between **consistently low-performing schools** and the district overall if a school is red or orange on all but one state indicators for 2+ consecutive years, *and* if the districtwide performance of all students is at least one level higher on all of those indicators.
- OUSD does not have any schools identified for the 2022-23 LCAP cycle, but may in future years.

# Legislative Changes for 2022-23

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- Beginning with the 2022-23 LCAP, districts must separately track and budget for **LCFF Supplemental and Concentration carryover** each year.
  - OUSD began tracking these funds in 2020-21, ahead of the new state requirement.
  - All S&C carryover funds are reflected in Resource 6.
  - Beginning in 2022-23, the prior year's carryover will be reported and budgeted for in the LCAP.



# Updated Goals and Actions for the 2022-23 LCAP

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.1 Comprehensive & Cohesive Instructional Program:**  
Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.

## *Investment Areas:*

- Early Childhood Learning & Pre-Kindergarten Programs
- Academics & Instructional Innovation
- Early Literacy Program
- Visual & Performing Arts

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.2 Quality Standards-Aligned Curricula:** Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.

## *Investment Areas:*

- Curriculum Adoption
- Curriculum Implementation
- Instructional Technology

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.3 Equitable Access to High Quality Programs:** Create equitable access to high quality programs for all students.

## *Investment Areas:*

- Multilingual Programs
- Network-Based School Supports
- Building OUSD Middle Schools
- Linked Learning: Comprehensive Student Supports, Rigorous Academics, Work-Based Learning & Career Technical Education (CTE)
- Alternative Education
- Continuous School Improvement

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.4 System of Assessment:** Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards.

## *Investment Areas:*

- Site-based Instructional Leadership Teams

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.1 Targeted Initiatives for Black/African American Students:** Implement student achievement strategies to address the specific and unique needs of Black/African American Students.

### *Investment Areas:*

- Multi Tiered Systems of Support Tiered investments that address solid instruction in core content areas, progress monitoring to address graduation, A-G rate, and access to dual enrollment courses.

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.2 Targeted Initiatives for Latino Students:** Implement student achievement strategies to address the specific and unique needs of Latino students

### *Investment Areas:*

- Multi Tiered Systems of Support Tiered investments that address solid instruction in core content areas, progress monitoring to address graduation, A-G rate, and access to dual enrollment courses.

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.3 Targeted Initiatives for Arab, Asian & Pacific Islander Students:** Implement student achievement strategies to address the specific and unique needs of Arab, Asian & Pacific Islander students.

### *Investment Areas:*

- Multi Tiered Systems of Support Tiered investments that address solid instruction in core content areas, progress monitoring to address graduation, A-G rate, and access to dual enrollment courses.



## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.4 Supports for Students with Disabilities:** Implement Specialized Academic Instruction (SAI) and provide related service supports and resources to students with Individualized Education Programs (IEPs) participating in our Special Education Program.

### *Investment Areas:*

- Supports for students with disabilities beyond basic programs and services

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.5 Unhoused Student & Family Supports:** Provide services to address the unique needs of unhoused students and families.
- **Action 2.6 Foster Youth Supports:** Provide services to address the unique needs of foster youth.

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.7 English Language Development:** Implement quality integrated and designated English Language Development (ELD) to improve English Language Learner progress and reclassification.
- **Action 2.8 Newcomer Support:** Implement responsive instructional and social emotional support for newcomers, migrant students, and refugee/asylee students.

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.9 Expanded Learning Opportunities:** Provide expanded learning opportunities to students furthest from success in academic recovery and literacy acceleration.

### *Investment Areas:*

- Summer and Saturday Learning Programs
  - After-School Programs
- **Action 2.10 Research & Data Analysis:** Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.1 Multi-Tiered System of Support (MTSS):** Implement a multi-tiered system of support to coordinate strategies to accelerate student learning, foster positive school culture and ensure student safety.

## *Investment Areas:*

- Community Schools
- Restorative Practices
- Peer Restorative Justice
- Behavioral Health
- Human Trafficking Prevention & Education
- School Safety Teams
- Trauma-Informed Positive Behavioral Support

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.2 Attendance Supports:** Implement programs to improve attendance and reduce chronic absence.
- **Action 3.3 Social Emotional Support:** Implement services that support students to reach high levels of academic and social emotional achievement.

## *Investment Areas:*

- Social Emotional Learning (SEL)
- Counseling & Equitable Master Scheduling

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.4 Student Health & Wellness:** Implement student health and wellness programs.

## *Investment Areas:*

- Physical Education
- Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs
- Health Services & School Wellness
- Alcohol, Tobacco & Drug Intervention

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.5 Youth Engagement:** Provide enrichment and leadership opportunities for students.

## *Investment Areas:*

- Student Athletics
- Youth Leadership



# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.6 Family & Community Engagement:** Engage families and the broader Oakland community in learning partnerships and in site- and district-level decisions about student learning and school improvement.

## *Investment Areas:*

- Enrollment Supports
- Family Partnerships
- Language Access for Families
- Districtwide Communication Support

# Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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- **Action 4.1 Staff Recruitment & Retention:** Attract and retain staff reflective of Oakland's rich diversity.
- **Action 4.2 Staff Growth & Development:** Support the professional growth and development of all staff.

## *Investment Areas:*

- Foundational & Asset-Based Professional Development
- Staff Well-Being
- Teacher Collaboration Time
- School & District Governance Learning for Leaders

## Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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- **Action 4.3 New Teacher Support & Development:** Provide mentoring, coaching, and other supports to develop and retain new teachers.

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.1 Coordinated Districtwide Pandemic Response:**

Implement a coordinated districtwide response to the COVID-19 pandemic to provide students with stability during the pandemic.

*Investment Areas:*

- COVID-19 Response Coordination
- Staffing Stability & Continuity of Services
- Additional Staffing & Student Supports
- Additional Nutrition Services Support

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.2 Educational Technology & Technical Support:**  
Provide additional educational technology and technical support to ensure that students, families, teachers, and staff can participate in distance or hybrid learning.

## *Investment Areas:*

- Additional Devices & Educational Technology Platforms
- Additional Technical Support

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.3 COVID-19 Health & Safety:** Address health and safety concerns related to COVID-19 to provide safe environments for students, families, and staff.

## *Investment Areas:*

- Personal Protective Equipment (PPE)
- School Public Health Measures
- Improved Ventilation Systems
- Expanded Custodial Supports

# Public Comment

# Feedback on Updates to the LCAP

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# Quality Schools in Every Neighborhood!



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