

LCAP Public Presentation June 12, 2019



Presented by Dr. Sondra Aguilera, Chief Academic Officer
06/12/2019

Outcomes



- Learn about the Work of the LCAP Committees and Understand their Recommendations
- Understand 2018-19 Outcomes Data by Targeted Student Group.
- Understand 2019-20 Action & Services
- Understand Targeted Strategies for our Targeted Student Groups
- Understand Changes from 2018-19 to 2019-20

Recommendations from the LCAP Parent and Student Advisory Committee

EXPERIENCES

REPRESENTATION

DELIBERATION

MEMBER LEADERSHIP

DATA

CONSENSUS

INQUIRY

VISION

LCAP 2018-19 Engagement Process

40 district-wide public meetings of

4 advisory committees (LCAP Parent & Student Advisory Committee, District English Language Learner Sub-Committee, Foster Youth Advisory Committee, and Community Advisory Committee [CAC] for Special Education),

to give **feedback about LCAP outcomes, actions, & investments**

with powerful **support from community partner organizations**

in **collaboration between parent, student, staff, and community leaders**

through **35 cross-stakeholder planning meetings with LCAP PSAC Lead Delegates and other committee officers**

and **14 working group meetings with community partner organizations**

LCAP 2018-19 Engagement Process

Highlights from Our Process:

- Student Group Study within Meetings
- New Data Generated in Support of the PSAC Focus
- District Staff in Meetings as Partners in Study
- Stronger Integration of FYAC and CAC within PSAC
- Fully Member-Steered Process; Greater Time Commitment from Lead Delegates
- Strong Advocacy for Budget/LCAP Accountability and for Staffing to Support the Role of Committees

General Recommendations for the LCAP

1st) Support for the Focal Student Groups

a) Identify LCAP actions under each goal and action area for all of the student groups for which OUSD is receiving differentiated assistance, along with specific actions for students in more than one of the identified groups. (e.g. African American Students with IEPs). Ensure to identify the specific indicators that those actions and related investments aim to impact for each of the groups.

General Recommendations for the LCAP

Support for the Focal Student Groups

b) Continue to provide multiple years of ranked school-based data for students in the differentiated assistance groups (and for the students in more than one of the identified groups) to the PSAC by October 1st of each school year so that the information can be distributed amongst those studying the needs and strategies for the identified student groups.

General Recommendations for the LCAP

Support for the Focal Student Groups

c) Ensure that the school site plans (SPSAs) are including actions and indicators for these students groups as described in a) above to complement those that are happening centrally.

d) Identify LCAP actions for students with disabilities under each goal and action area, not just as an inventory of Special Education staff under a single action area in Goal 2. Account for all Special Education positions and services in the LCAP for effective evaluation of implementation & impact. (Also a recommendation for the 18-19 LCAP)

General Recommendations for the LCAP

2nd) Budget Transparency

a) Account for all actions, services, positions, and dollars used to support the goals, specific groups, and targeted outcomes identified in the LCAP. (Also a recommendation for the 2018-19 LCAP.)

--Examples of the funds that must be included in fully accounting for LCAP actions and services as described are Title I, Title II, Title III, Special Education Grants, Measure N, Measure G, etc.

--Name all staff positions included in the LCAP, not just ones funded with S&C

General Recommendations for the LCAP

2nd) Budget Transparency

b) The LCAP should include as much of the budget as possible to provide context for strategic actions and for the community to understand the base program offered to all students in support of the 6 district goals and the 8 state priorities

(Also a recommendation for the 2018-19 LCAP.)

General Recommendations for the LCAP

3rd) LCAP Process

a) Ensure completion of the *full* draft of the LCAP with translation into the languages of the LCAP PSAC members so that members and community can engage in full study and provide meaningful feedback during the month of May. (Also a recommendation for the 18-19 LCAP.)

Amendment to the Recommendation for the 2019-20 LCAP: The LCAP PSAC requests a *full draft* of the LCAP by May 1 for the subsequent year. Such LCAP should be the same in content and format as the one submitted to the Alameda County Office of Education.

General Recommendations for the LCAP

3rd) LCAP Process

b) The LCAP PSAC requests an accurate portrayal in January of each year of all district budget information for the subsequent budget cycle. Any budget changes that would substantially reduce, increase, or change current actions and investments in the LCAP for the following year must be directly and officially communicated to the LCAP PSAC in time for them to be discussed in its December meeting, or in time for the committee to hold a Special January meeting. The LCAP PSAC must be able to review such changes before the School Board reviews them so that the PSAC's feedback can be included in the decision-making process.

General Recommendations for the LCAP

3rd) LCAP Process

c) As in the December 2017 and January 2018 engagements about central services and investments, continue to support strong multi-stakeholder teams that can help align the budgeting process with LCAP PSAC engagement. Annual surveys about central services should continue as part of the planning and budgeting process with School Site Councils and other stakeholders. (Also a recommendation for the 2018-19 LCAP.)

General Recommendations for the LCAP

3rd) LCAP Process

d) Consult with teachers, students, families, and other staff before making decisions about which foundational data points to track and which indicators to monitor in the LCAP. Ensure that all data is accessible and easy to understand.

(Also a recommendation for the 2018-19 LCAP.)

General Recommendations for the LCAP

3rd) LCAP Process

d) Consult with teachers, students, families, and other staff before making decisions about which foundational data points to track and which indicators to monitor in the LCAP. Ensure that all data is accessible and easy to understand.

(Also a recommendation for the 2018-19 LCAP.)

General Recommendations for the LCAP

3rd) LCAP Process

e) Provide tools for year-to-year comparisons of the LCAP as part of the annual review process for advisory committees to give feedback for LCAP development and before adoption. It is difficult to understand and track the changes across years. (Also a recommendation for the 2018-19 LCAP.)

General Recommendations for the LCAP

4th) School Site Investments

- a) Clarify throughout the LCAP how the central office selects schools for implementing particular central strategies and assigning related resources. (This and the next recommendation were also made for 18-19.)
- b) Under each goal area, include school site investments in particular actions and services. School sites are the main LCAP implementers. Only by understanding what school sites are doing can we learn what is effective and analyze patterns across schools.

Goal-by-Goal Recommendations

Priority Recommendations for All Goals

LCAP PSAC adopted priority recommendations about the need to:

1. provide reliable, comprehensive, and targeted data about students with dis/abilities and IEPs (incl. overlaps with other groups “in the red”)
2. identify “bright spot” schools that serve the focal students well
3. give priority access to Foster & Unhoused students in schools and programs
4. discuss as an LCAP strategy the “equity formula” in use to allocate funds to school sites
5. provide a data-driven report showing what happened to students who attended closing schools (their outcomes) & how their families were supported.

Priority Recommendations for Goal 1

LCAP PSAC adopted priority recommendations about the need to:

1. Describe and analyze in the LCAP the Extended School Year provided to Students with IEPs
1. Link middle school to the Pathway Programs.
(Also a recommendation for the 2018-19 LCAP)
1. Increase and monitor access to summer learning, in particular for targeted groups. (Also a recommendation for the 2018-19 LCAP)

Priority Recommendations for Goal 2

LCAP PSAC adopted priority recommendations about the need to:

- 1. Provide base curriculum materials to all Special Education programs**
- 2. Ensure universal testing accommodations for Students with IEPs**
- 3. Explain how the increase in teacher compensation will specifically benefit the focal student groups**
- 4. monitor teacher retention as a comprehensive report showing baselines, the yield of pipeline programs, retention rates in schools level, data on equity, vacancies, & teachers on emergency credentials.**
- 5. provide an Academic Support Team to one hundred percent (100%) of Unhoused Students**

Priority Recommendations for Goal 3

LCAP PSAC adopted priority recommendations about the need to:

- 1. Track within the LCAP access to reading curriculum and assessments by Special Education programs and classrooms.**
- 1. Designate a targeted group of Special Education teachers to receive reading curriculum and related training (start of wider initiative)**
- 1. Identify within the LCAP the intensive supports specifically available to students who are multiple years below grade level in reading, and analyze their impact. (Also a recommendation for the 2018-19 LCAP)**

Priority Recommendations for Goal 4

LCAP PSAC adopted priority recommendations about the need to:

1. Provide a basic training at all school sites for Families of ELL students-- topics, format & participants described in detail.
1. Report on the reclassification of ELLs with IEPs within the LCAP
1. Require that Dual Language schools provide the opportunity for all students with IEPs to fully participate in their program.
1. Monitor that all ELLs with IEP's are receiving instruction for English Language Development with accommodations and modifications.

(1 to 4 were all recommendations for the 2018-19 LCAP)

Priority Recommendations for Goal 5

LCAP PSAC adopted priority recommendations about the need to:

1. Identify targeted strategies to reduce suspensions for Students with IEPs, especially for students of color with IEPs.
1. Maintain the Restorative Justice Coordinators and Facilitators.
1. Fully develop and implement a tiered central support plan for School Site Attendance Teams
1. Explain how ableism will be addressed within professional development about implicit bias. (Also a recommendation for the 2018-19 LCAP)

Priority Recommendations for Goal 6

LCAP PSAC was not able to prioritize recommendations under Goal 6, yet past recommendations continue to surface about the need to:

- 1. increase engagement support for Special Education families and the Community Advisory Committee for Special Education**
- 2. ensure stability of staffing for the LCAP committees (part of a comprehensive resolution presented to Board members)**
- 3. increase and improve interpretation & translation services**
- 4. measure impact under family engagement, not just participation**
- 5. provide targeted support for specific communities (Unhoused,**

The LCAP PSAC Supports

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- 2. ensure stability of staffing for the LCAP committees (part of a comprehensive resolution presented to Board members)**
- 3. increase and improve interpretation & translation services**
- 4. measure impact under family engagement, not just participation**
- 5. provide targeted support for specific communities (Unhoused,**

We look forward to your full review and consideration of our recommendations for the 2019-20 LCAP.

The complete text of the recommendations as adopted on 5/28/19 is available here and at www.ousd.org/LCAP

The Other LCAP Committees in Focus

District ELL Sub-Committee (DELLS)

As a sub-committee of LCAP PSAC, the DELLS helped to shape the recommendations advanced today.

After this year's study of the schools with the highest or most improved reclassification rates, the DELLS will be touring some of those schools in 2019-20, as potential models for ELL support.

On May 23, the DELLS selected support for ELLs with IEPs as a central concern for the committee in 2019-20.

District ELL Sub-Committee (DELLS)

The DELLS will be choosing from among the following schools:

Elementary: Acorn Woodland, Allendale, Bella Vista, Bridges, Cleveland, EnCompass, Esperanza, Franklin, Global Family, Greenleaf, ICS, Korematsu, Laurel, Lincoln, MLA TK-8, New Highland, PRIDE, Reach, SEED, and TCN

Middle: CCPA, ECP, UPA, Life, MLA

High: CCPA, Life, Met West

Foster Youth Advisory Committee

The Foster Youth Advisory Committee drafted a proposal for COST teams to monitor the high school readiness and successful transition of middle school foster students.

This proposal was one positive outcome of this year's dialogue with middle school counselors and community schools managers.

FYAC will document the impact of fewer case managers for foster students (5 to 3 FTE). 2 high schools with high numbers of foster students (Castlemont and Bunche) will be the first impacted.

CAC for Special Education

This is the year of greatest integration for the CAC in the LCAP process. The LCAP PSAC 2018-19 focus was instrumental in achieving it; CAC members participated fully in PSAC's study.

PSAC increased its awareness of the needs of students with IEPs and advanced many recommendations to support them.

The CAC focused on improving how we all measure and monitor the success of students with dis/abilities through data and the LCAP. The CAC presented recommendations to the Board on 6/5.

Our Focus Continues

In 2019-20, the LCAP PSAC will continue to collaborate with existing committees, and with emerging ones, to learn where the needs are highest and successes most evident for our focal student groups, and for students with overlapping group experiences.

Actions and Services for the 2019-20 LCAP

The 2019-20 LCAP Narrative is Organized the Same as 2018-19

1. Cross-organizational collaboration is a thread throughout; no longer department-by-department.
1. It aligns all district-wide work under specific areas of service and support.
1. Feedback from Alameda County Office of Education is included.

LCAP Goals

Goal 1: Graduates are college and career ready.

Goal 2: Students are proficient in state academic standards.

Goal 3: Students are reading at or above grade level.

Goal 4: English Learners are reaching fluency.

Goal 5: Students are engaged in school every day.

Goal 6: Parents and families are engaged in school activities.



Looking at Our Data

Data by Targeted Student Group

CA State Dashboard Data: Targeted Students

Priority Area	State Indicator	English Learners	Homeless Unhoused	Stds w/ Disabil.	African American	Pacific Islander	Foster Youth
Priority 6: School Climate	Suspension Rate			RED	RED		RED
Priority 5: Pupil Engagement	Graduation Rate	RED	RED	RED			RED
Priority 4: Pupil Achievement	Academic: English Language Arts	RED	RED	RED	RED	RED	ORANGE
Priority 4: Pupil Achievement	Academic: Math	ORANGE	RED	RED	RED	ORANGE	RED
Priority 8: Broad Course of Study	College & Career Ready			RED			RED
Priority 5: Pupil Engagement	Chronic Absenteeism				RED	RED	

Data from Fall 2018

Data Profile: Students with IEPs

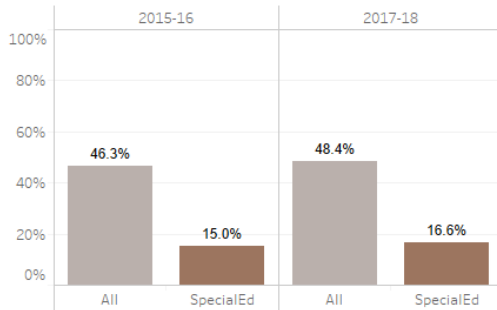
Early Literacy K-2 - Fountas & Pinnell, DRA/EDL

28.1% Students with IEPs at or above benchmark in Spring 2018
(vs. 59.7% students)

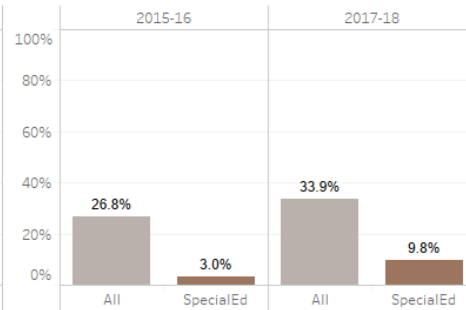
85.1% Students with IEPs participation rate (vs. 96.7% w/out IEPs)

Reading at Grade Level -- Scholastic Reading Inventory

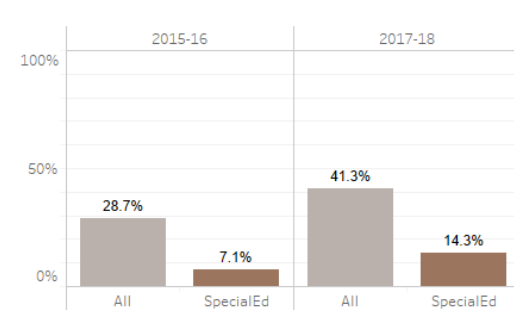
Grade 3 SRI
At/Above Grade Level



Grade 6 SRI
At/Above Grade Level

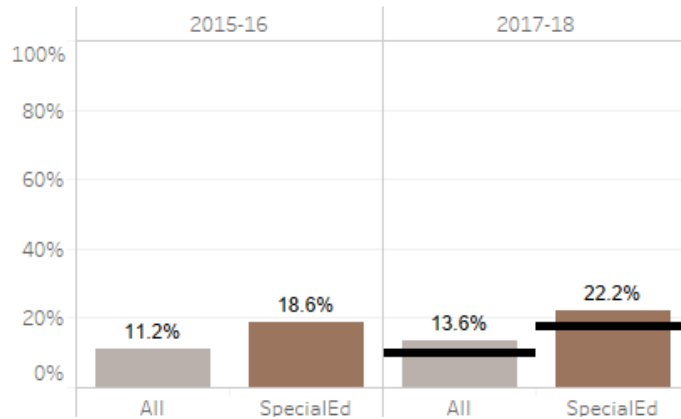


Grade 9 SRI
At/Above Grade Level

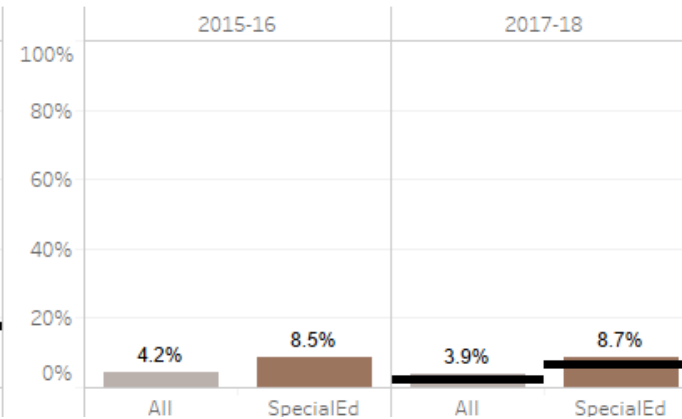


Data Profile: Students with IEPs

CHRONIC ABSENCE

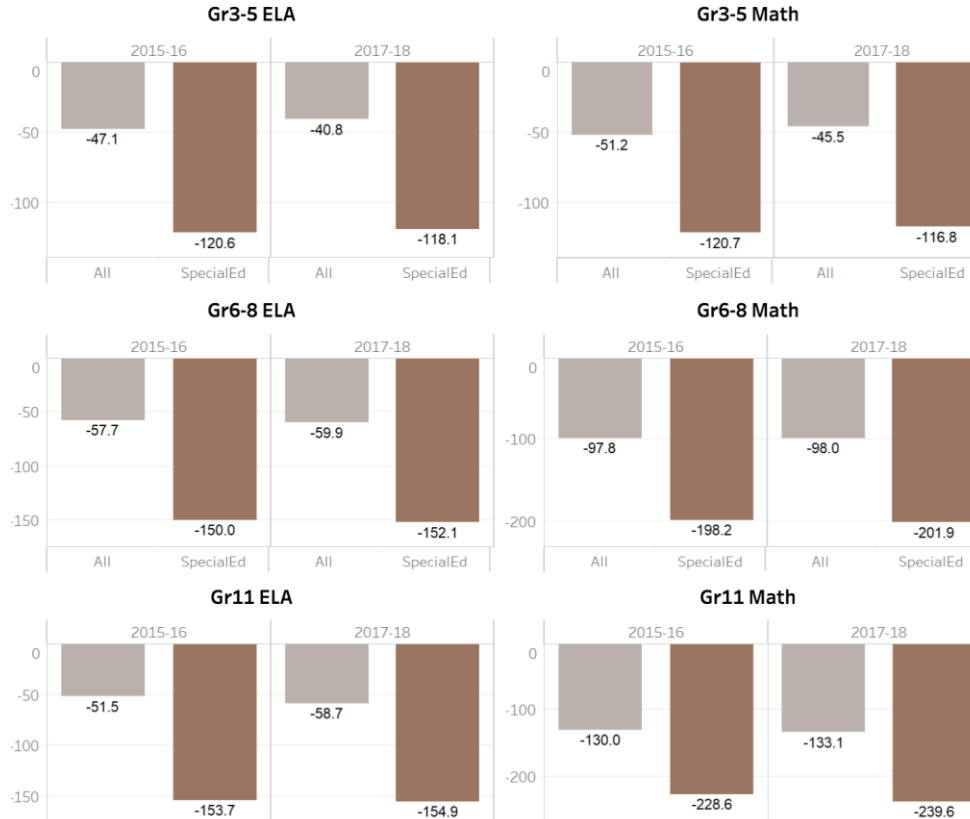


SUSPENSIONS



Data Profile: Students with IEPs

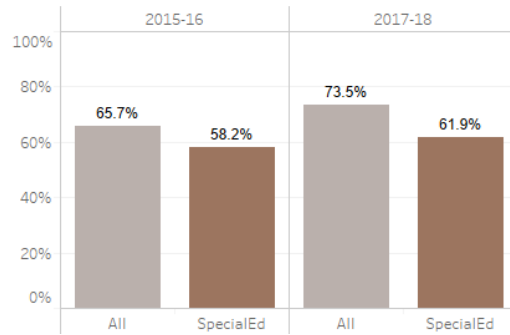
SBAC Distance from Standard



Data Profile: Students with IEPs

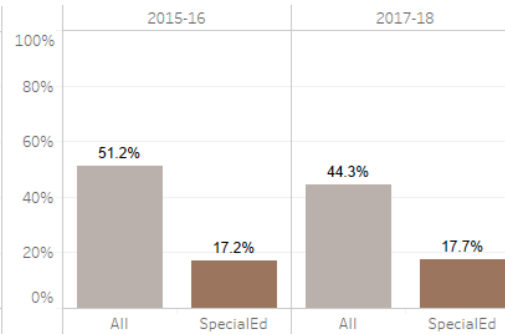
GRADUATION RATE

Four-year Cohort Graduation



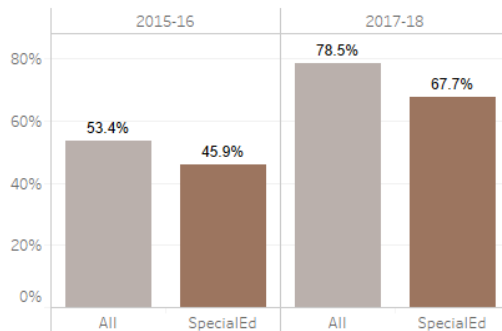
A-G COMPLETION RATE

A-G Completion (Gr 12 Only)



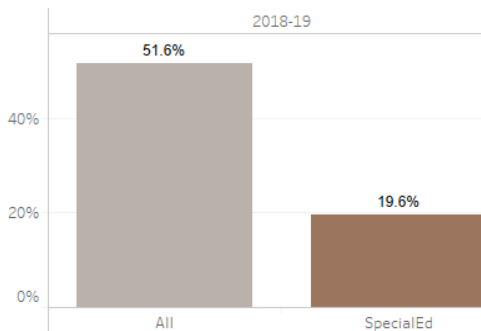
PATHWAY PARTICIPATION

Pathway Participation (Gr10-12)



ON-TRACK TO GRADUATE

On-track to Graduate (Gr12)



Data Profile: African American students

Early Literacy K-2 - Fountas & Pinnell, DRA/EDL

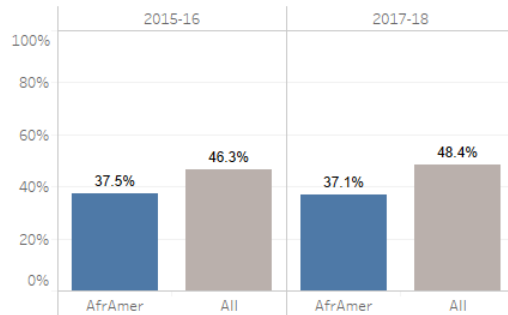
50.0% African American students at/above benchmark in Spring 2018
(vs. 59.7% students w/out IEPs)

94.8% African American participation rate (vs. 95.4% All Students rate)

Reading at Grade Level -- Scholastic Reading Inventory

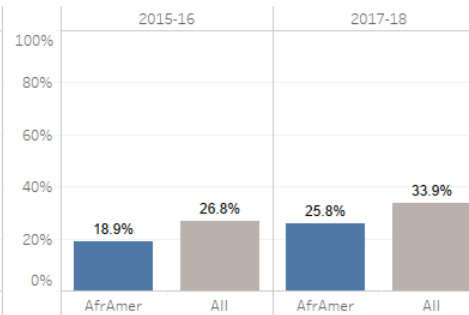
Grade 3 SRI

At/Above Grade Level



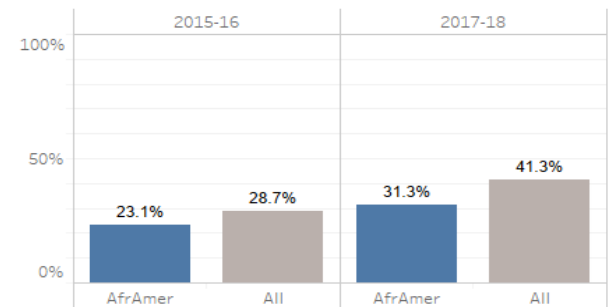
Grade 6 SRI

At/Above Grade Level



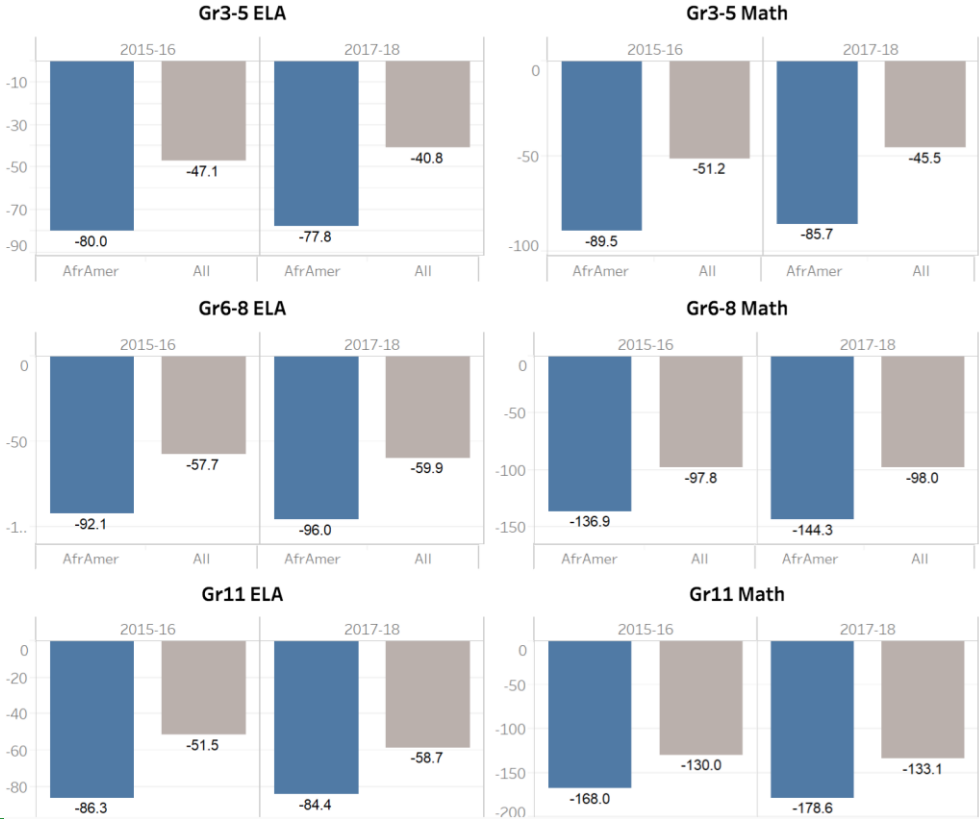
Grade 9 SRI

At/Above Grade Level



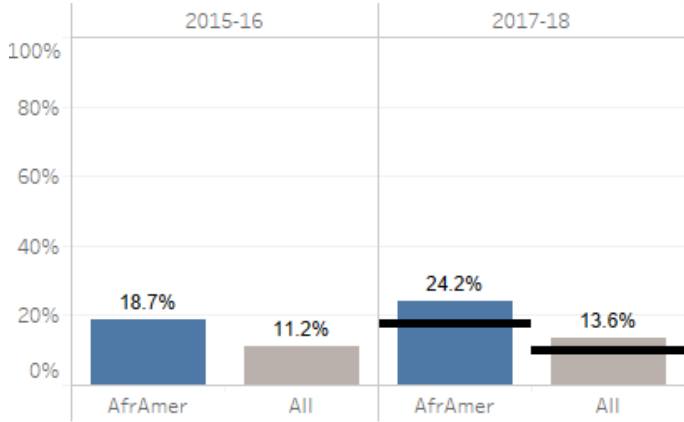
Data Profile: African American Students

SBAC Distance from Standard

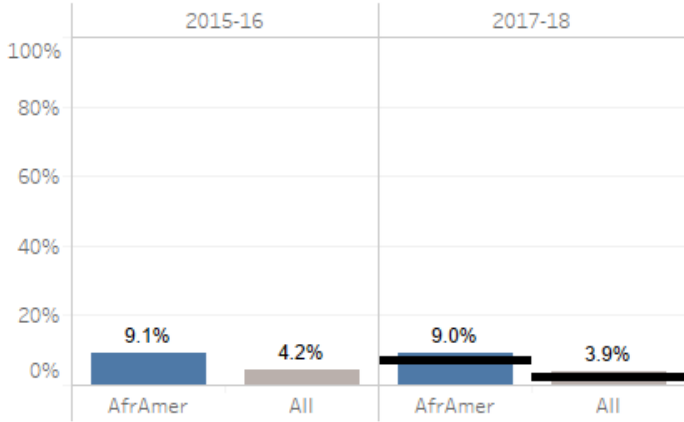


Data Profile: African American Students

CHRONIC ABSENCE



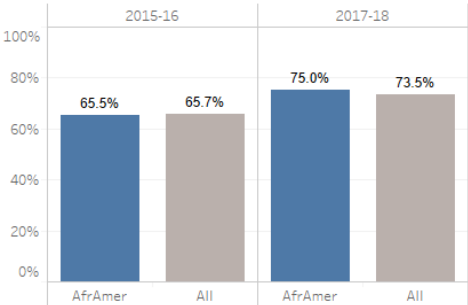
SUSPENSIONS



Data Profile: African American Students

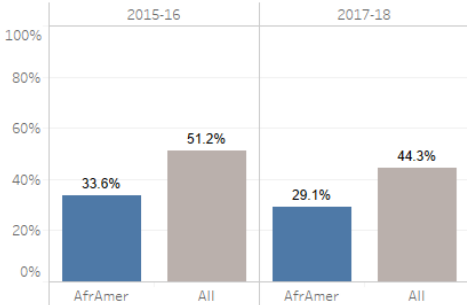
GRADUATION RATE

[Four-year Cohort Graduation](#)



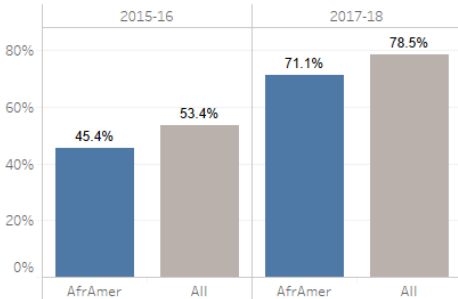
A-G COMPLETION RATE

[A-G Completion \(Gr 12 Only\)](#)



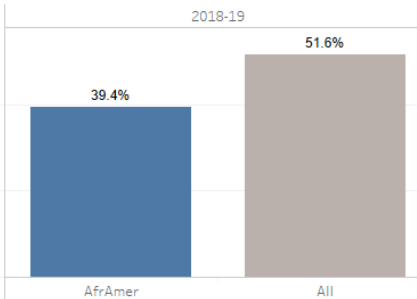
PATHWAY PARTICIPATION

[Pathway Participation \(Gr10-12\)](#)



ON-TRACK TO GRADUATE

[On-track to Graduate \(Gr12\)](#)



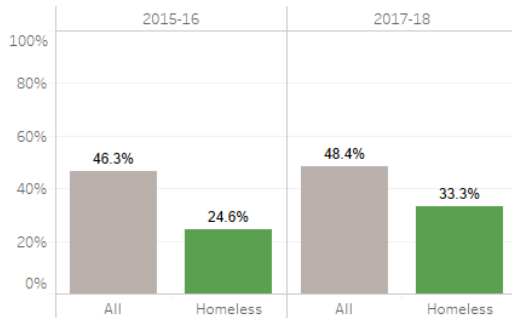
Data Profile: Unhoused Students

Early Literacy K-2 - Fountas & Pinnell, DRA/EDL

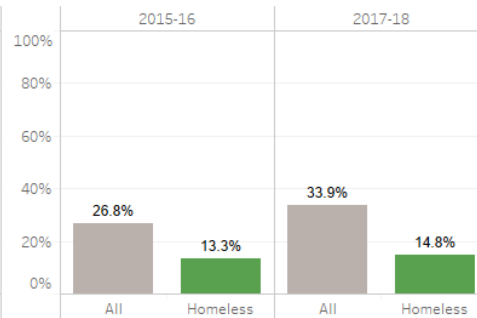
30.1% Unhoused students at or above benchmark in Spring 2018
(vs. 56.5% students Not Unhoused)

93.2% Unhoused students participation rate (vs. 95.5% All Students)
Reading at Grade Level -- Scholastic Reading Inventory

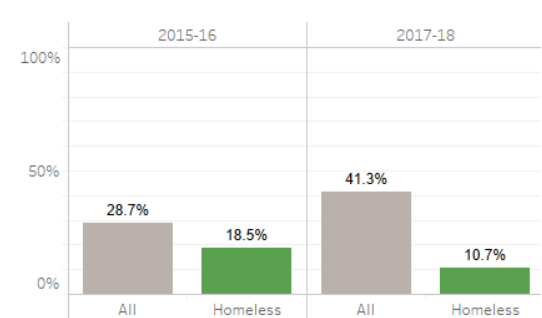
**Grade 3 SRI
At/Above Grade Level**



**Grade 6 SRI
At/Above Grade Level**

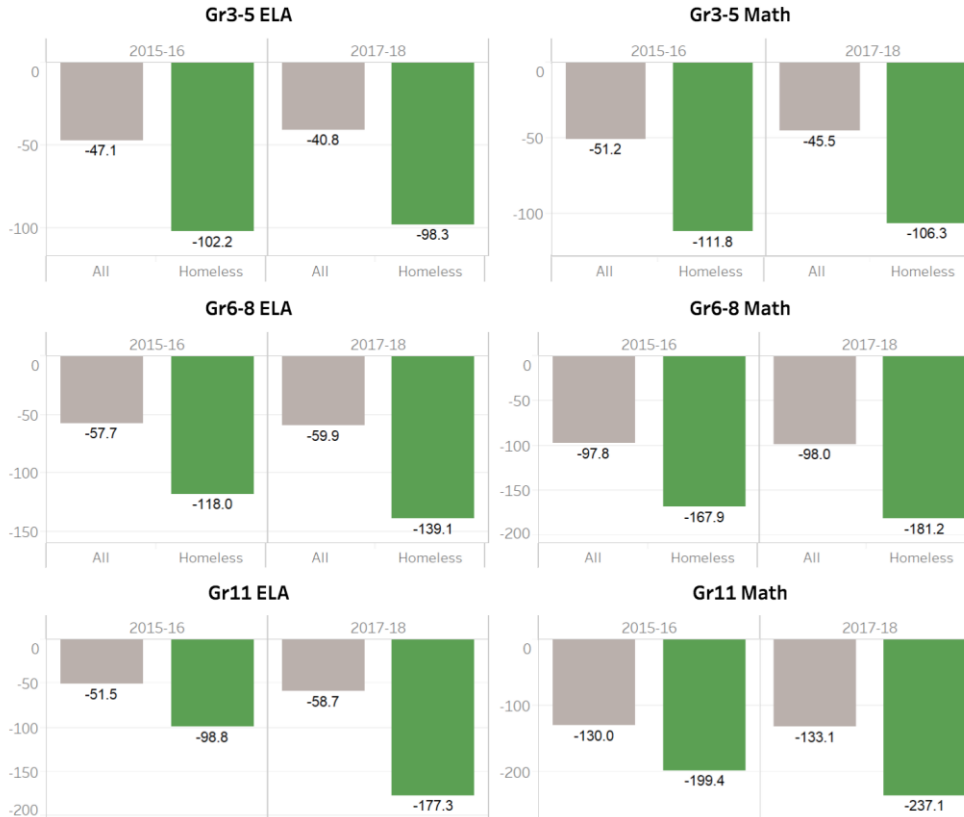


**Grade 9 SRI
At/Above Grade Level**



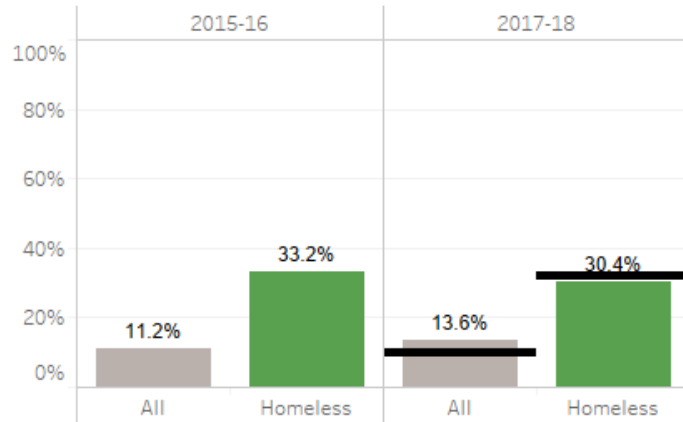
Data Profile: Unhoused students

SBAC Distance from Standard

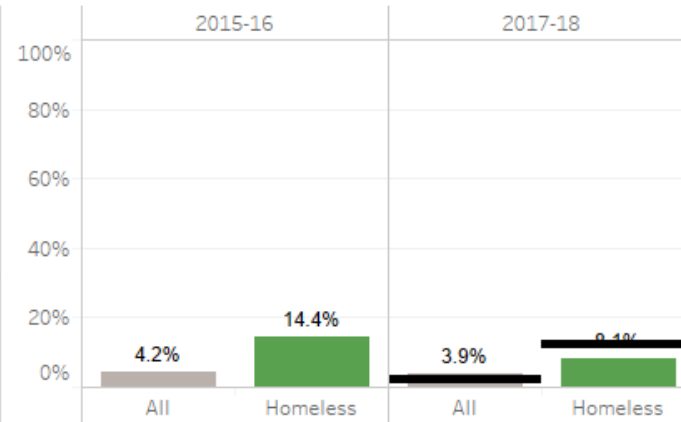


Data Profile: Unhoused students

CHRONIC ABSENCE



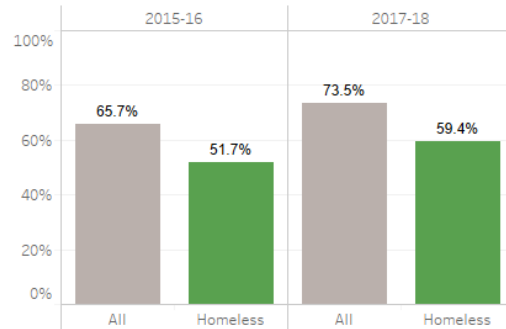
SUSPENSIONS



Data Profile: Unhoused students

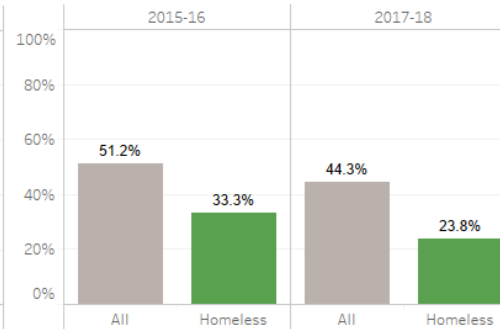
GRADUATION RATE

[Four-year Cohort Graduation](#)



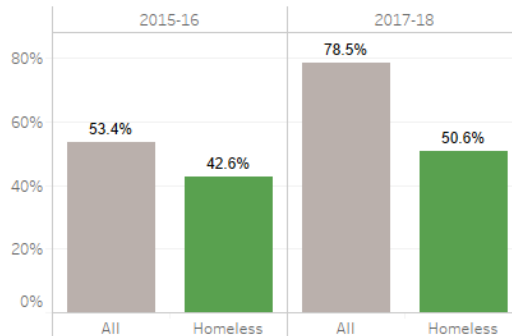
A-G COMPLETION RATE

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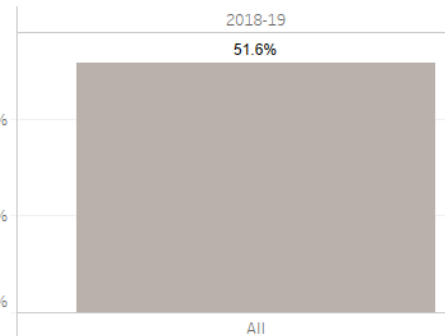
PATHWAY PARTICIPATION

[Pathway Participation \(Gr10-12\)](#)



ON-TRACK TO GRADUATE

[On-track to Graduate \(Gr12\)](#)



Data Profile: English Language Learners

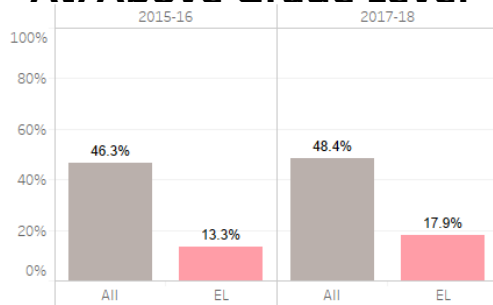
Early Literacy K-2 - Fountas & Pinnell, DRA/EDL

26.6% English learner students at or above benchmark in Spring 2018
(vs. 95.4% for English Only students)

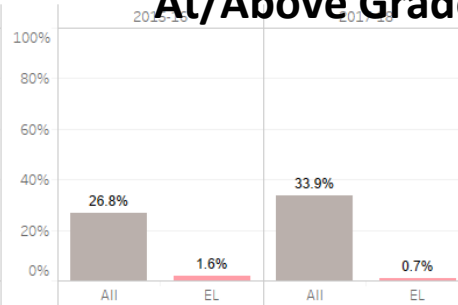
95.4% English learner students participation rate
(vs. 95.6% for English Only students)

Reading at Grade Level - Scholastic Reading Inventory

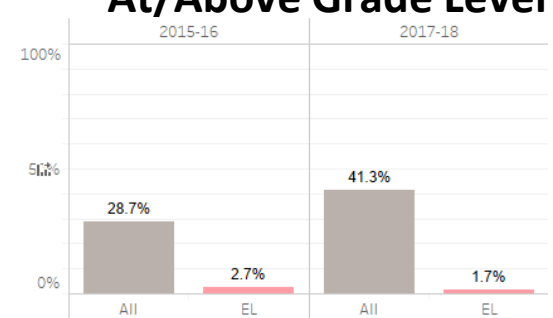
Grade 3 SRI At/Above Grade Level



Grade 6 SRI At/Above Grade Level



Grade 9 SRI At/Above Grade Level



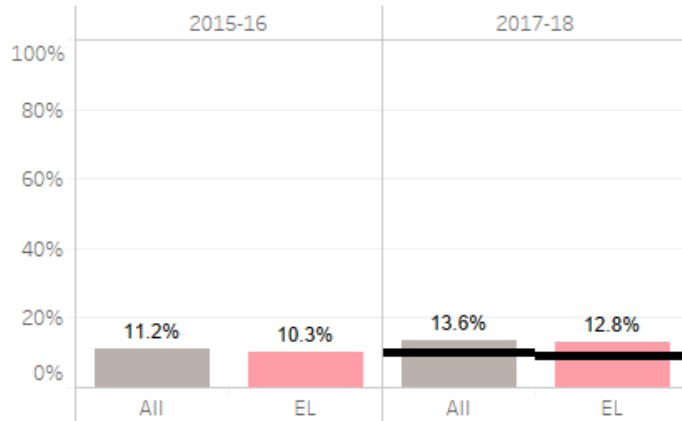
Data Profile: English Language Learners

SBAC Distance from Standard

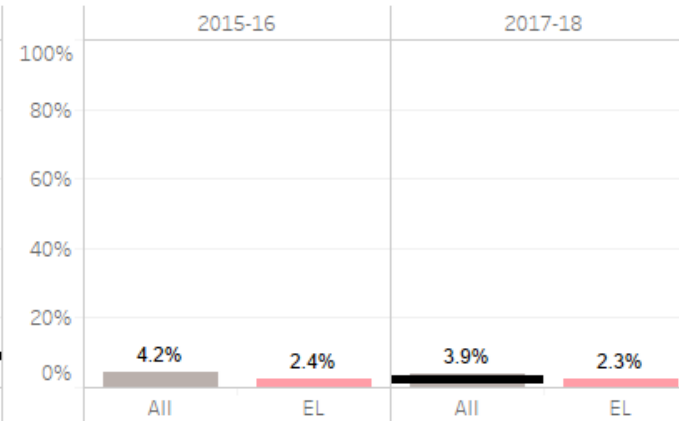


Data Profile: English Language Learners

CHRONIC ABSENCE



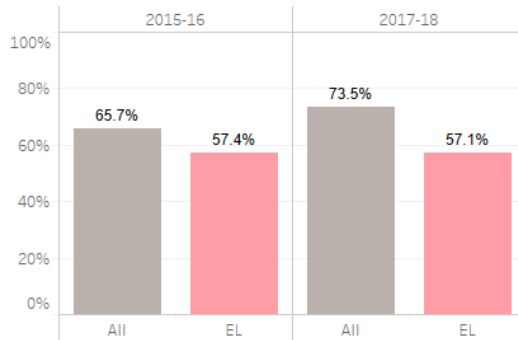
SUSPENSIONS



Data Profile: English Language Learners

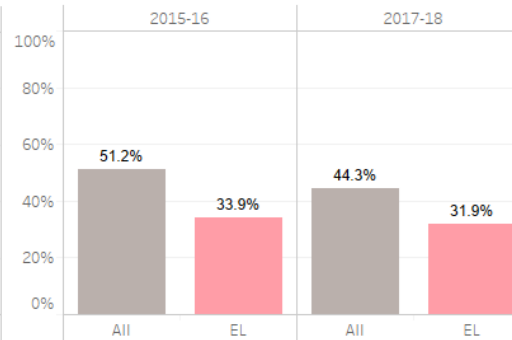
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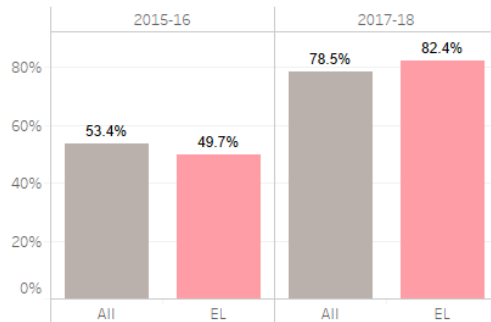
A-G COMPLETION RATE

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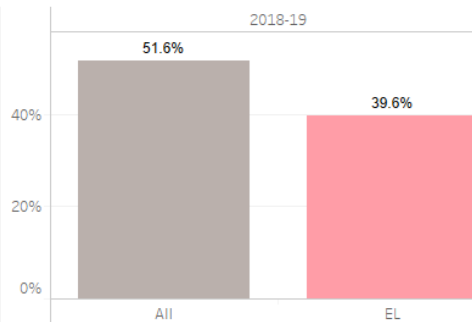
PATHWAY PARTICIPATION

[Pathway Participation \(Gr10-12\)](#)



ON-TRACK TO GRADUATE

[On-track to Graduate \(Gr12\)](#)



Understanding the 2019-20 Focus

Instructional Focus and How it Aligns to the LCAP

OUSD Instructional Focus

**Building
Conditions for
Adult Learning**

**Building
Conditions
for Student
Learning**

**Standards
Based
Instruction**

**Language &
Literacy Across
the Instruction**



Instructional Focus & the LCAP - Rationale

There are 40+ Action Areas within our 6 LCAP Goals.

There are over [45 LCAP Outcomes/Metrics/ Indicators](#) tied to the 6 LCAP Goals.

We have 5 Big Goals for student learning to FOCUS our SCHOOLS:

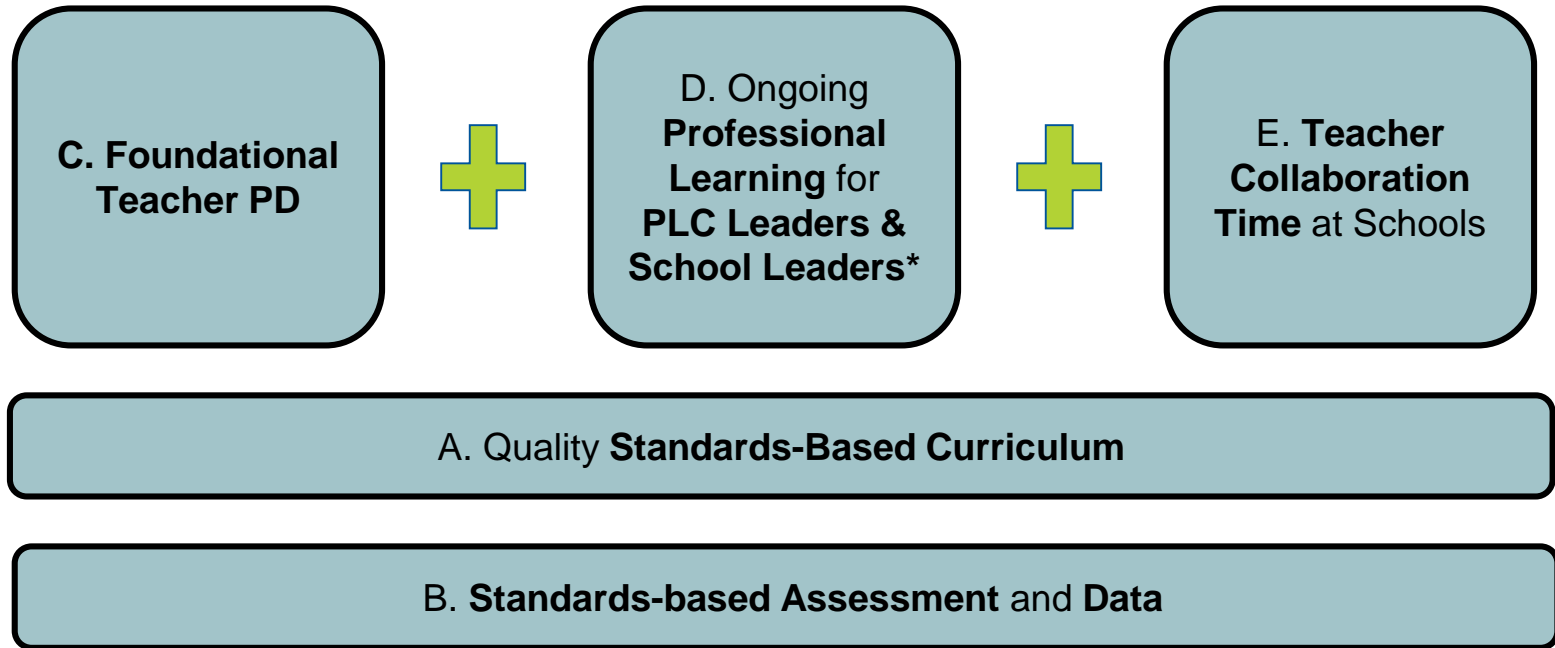
1. All students build relationships to feel connected and engaged in learning.
2. All students continuously grow towards meeting or exceeding standards in English Language Arts.
3. All students continuously grow towards meeting or exceeding standards in Math.
4. English Learners continuously develop their language, reaching fluency in 6 years or less
5. All students grow a year or more in Reading each year.

We are explicit about our focus for the instructional program in three areas:

- Teacher Practices
- Leadership Practices
- Organizational Practices

Growing *Collective Teacher Efficacy*

Central Office Practices to Leverage the Power of School Teams



*Supports leaders in creating conditions for adult learning, coaching and leading teams

2019-20 LCAP Action Areas & Investments

Action Areas are the Same as 2018-19

**Some of the Investments Have
Changed for 2019-20**

Goal 1: Graduates are College and Career Ready

- **Pathway Programs**
- **Rigorous Academics**
- **College Counseling & Advising**
- **Integrated Supports**
- **Academics & Instructional Innovation**
- **Progress Monitoring**
- **Data & Research**
- **School Improvement & Transformation**
- **School Sites Select from Goal 1 Menu of Choices**

*Goal 1: School Sites Make Choices about Supplemental & Concentration Funding

School sites select from a list of strategic actions and services to support college and career readiness, and opted to fund the following:

- Extended learning, including summer, extended day, and enrichment activities
- Instructional Teacher Leaders and Teachers on Special Assignment (TSAs)
- Teachers to support class size reduction and the eight-period day
- Dual enrollment supports
- College and career readiness supports
- Pathway development and support
- APEX and Credit Recovery Teachers to support students to get on track for graduation
- Licenses and technology to support intervention to promote college readiness
- Teacher stipends and release time to support professional development on college readiness and academic acceleration
- Fee coverage for low-income students to participate in Advanced Placement exams and other college readiness activities

Goal 1: Investments

Key Implementers:

Academic Program Leaders (STEM, Literacy, SPED, Visual & Performing Arts, ELLMA)

College & Career Readiness Specialists (Decrease in Central Funding)

Linked Learning/Pathway Program Staff

Research, Assessment, & Data Staff (Decrease in Central Funding)

School Improvement & Transformation Staff

Network Superintendents & Partners

Counselors

Alternative Education Program

Computer Science Program Staff

LCAP Coordinator

Summer School Staff

Targeted Strategies from 2018-19 Annual Update- Goal 1

Students with IEPs	<ul style="list-style-type: none">● HS Life Skills Course (to connect to job training, college/career)● Identified Transition Curriculum for 11th/12th Graders with IEPs
African American Students	<ul style="list-style-type: none">● Counseling and advising to increase applications to 2 & 4 year colleges and FAFSA/Dream Act applications● Transcript audits and advising to increase % completing A-G● Honor Rolls
English Language Learners	<ul style="list-style-type: none">● College/career counseling for newcomers & unaccompanied minors● Rudsdale Newcomer Continuation School--2nd year● Support for Seal of Biliteracy--programming & assessment
Unhoused Students	<ul style="list-style-type: none">● Priority enrollment in Summer learning programs● Case managers at Fremont--prioritize unhoused youth● Targeted support at Skyline through Americorps volunteer

Goal 2: Students are Proficient in State Academic Standards

- Quality Instructional Program
- Assessment Support
- College Counseling & Advising
- Teacher Recruitment & Retention
- Teacher Collaboration Time
- Curriculum Resources
- Curriculum Adoption
- Music Program
- School Sites Select from a Menu of Choices*

Goal 2: Investments

Key Implementers:

**Academic Program Leaders
(Literacy & STEM Coordinators)**

Instructional Technology Staff

Teacher Coaches

Assessment Staff

Recruitment & Retention Staff

Instructional Materials Staff

Music Teachers

Computer Technician

Special Education Staff

Additional Teachers

Non-Labor:

Instructional Materials

Teacher Professional Learning

Teacher Collaboration Time

Targeted Strategies from 2018-19 Annual Update - Goal 2

Students with IEPs	<ul style="list-style-type: none">● Training for Mod/Sev SDC Teachers to increase CAA participation● Fall Training for Resource Teachers on Read & Write web tool
African American Students	<ul style="list-style-type: none">● Partnership with Black Teacher Project● Interim assessments with results by ethnicity; setting goals and learn from schools accelerating results for Af-Am students● Tablet with unlimited data for students in AAMA & AAFE
English Language Learners	<ul style="list-style-type: none">● Professional development on supporting ELL access to content standards & developing academic language● Identified Dual Language Arts curriculum● Maestr@s Teacher Recruitment Program
Unhoused Students	Will work with Foster Youth and Unhoused Committee to discuss and implement strategies.

Goal 3: Students are at Grade Level in Reading

- **Access to Early Literacy**
- **Professional Learning and Progress Monitoring**
- **Honoring Student Mastery**
- **School Sites Select from a Menu of Choices**

Goal 3: Investments

Key Implementers:

Library Staff

Early Literacy Research & Data staff

Transitional Kindergarten Reading Tutors

Instructional Teacher Leaders **(No ITLs will be paid centrally)**

Non-Labor

Teacher Stipend for organizing the Martin Luther King Jr. Oratorical and Spelling Bee

Targeted Strategies from 2018-19 Annual Update- Goal 3

Students with IEPs	<ul style="list-style-type: none">● SpEd Department: Spire Professional Learning and resources (June 2019)--literacy development for struggling readers, dyslexia, processing disorders
African American Students	<ul style="list-style-type: none">● Reading Intervention programs at school sites● Teaching culturally-relevant complex texts at grade level
English Language Learners	<ul style="list-style-type: none">● District focus on supporting ELLs and Academic language learners to read complex text through guidance & professional development● Foundational literacy instruction--middle/high newcomers
Unhoused Students	<ul style="list-style-type: none">● Tutoring in reading and Language Arts through Community Education Program & at Mathilda Cleveland Transitional Housing● Pilot Program: Reading buddies at Sankofa Elementary

Goal 4: English Learners are Reaching English Fluency

- **English Language Learner Programs**
- **Professional Development for Educators of English Language Learners**
- **English Language Learners Assessment and Progress Monitoring**
- **School Sites Select from a Menu of Choices**

Goal 4: Investments

Key Implementers:

Multi-Lingual Pathway Coordinator

Director of Newcomer Programs

Coordinator of English Language Learners

Language Specialists

Targeted Strategies from 2018-19 Annual Update- Goal 4

Students with IEPs	<ul style="list-style-type: none">● Individualized Reclassification form & process for English Language Learners with IEPs
English Language Learners	<ul style="list-style-type: none">● Action 1: Language Programs (multilingual programs, newcomer programs, and Long-term English Learner courses)● Action 2: Professional Development in Designated and Integrated ELD at partnership sites and centrally (elementary, secondary).● Action 3: Assessments and monitoring of programs
Unhoused Students	<ul style="list-style-type: none">● Case management for unaccompanied immigrant youth and newcomers

Goal 5: Students are Engaged in School Every Day

- Behavioral Guidance
- Transforming School Culture & Climate (Decrease in Central funds - some positions will be paid by grants)
- Safe & Healthy School Climate
- Case Management (Decrease in Central funds - some positions paid by grants)
- Recognizing & Celebrating Student Success
- Athletics
- Student Leadership
- Nutrition Services
- School Sites Select from a Menu of Choices

Goal 5: Investments

Key Implementers:

Community Schools Student Services Staff (Foster Youth, Mental Health)

Restorative Justice Facilitators (**Decrease in Central Funding - Grants will be in Place**)

Behavioral Health Staff

Attendance & Discipline Staff

Athletics

Health Services

School Security Officers (**Decrease in Central Funding**)

Office of Equity Staff (**Decrease in Central Funding - Grants will be in Place**)

Refugee/Asylee Staff

Unaccompanied Minor Staff

Student Engagement Staff

Nutrition Services

Targeted Strategies from 2018-19 Annual Update- Goal 5

Students with IEPs	<ul style="list-style-type: none">● Safe space in All City Council for students with IEPs to give voice to their specific experiences in the classroom
African American Students	<ul style="list-style-type: none">● Training/support for Disproportionality Matrix to reduce suspensions● Circles for African American boys & girls needing intervention● Engage BSU/ AAMA student leaders with ACC campaigns/activities● African American students who experienced identified programs are assigned a case manager or connected to resources
English Language Learners	<ul style="list-style-type: none">● <u>Newcomer Wellness initiative</u>: Social workers--middle/high schools● Violence prevention and intervention (secondary newcomers)● Newcomer welcome circles (middle and high schools)
Unhoused Students	<ul style="list-style-type: none">● Partnership: McKinney Vento Program & Central Family Resource Center (Health insurance & CalFRESH enrollment, emergency food, other resources)● Transportation support for student attendance

Goal 6: Students & Families are Engaged in School Activities

- **Communication to our Community**
- **Parent and Family Engagement**
- **School Sites**

Goal 6: Investments

Key Implementers:

Enrollment Staff

Communications Staff (Reduction in Staff)

Parent & Family Engagement Staff

Community School Managers

School Sites Select from a Menu of Options

Targeted Strategies from 2018-19 Annual Update- Goal 6

Students with IEPs	<ul style="list-style-type: none">● SpEd parent workshop topics in monthly Parents Raising the BAR parent academies
African American Students	<ul style="list-style-type: none">● Site based (AAPAC) African American Parent Advisory Council Subcommittee to the School Site Council● Site- based African American parent workshop series● Site based family engagement and support for AAMA MDP families
English Language Learners	<ul style="list-style-type: none">● ELL topics in monthly Parents Raising the BAR academies● Workshops on ELPAC and reclassification

Big Overview of Central Investments

We will continue with many of the same investments that we had in 2018-19.

Investments in 2019-20 may be funded from some different funding sources than in 2018-19.

Increased Compensation has been calculated at 7% increase.

Changes to Central Services for 2019-20

Job Classification	Change
Goal 1 Action Area 1 - Pathway Programs	College & Career Specialists decreased from 6.5 FTE in S & C to 3 FTE in S & C, Restricted Funding from CTEIG and Some School Sites are Funding
Goal 1 Action 7 - Research, Data Tools, & Support	Reduced by 1 Data Analyst
Goal 1 Action Area 9 - Innovation & Transformation	Innovation Program Manager has been added. Low Student Performing Block Grant and Comprehensive Support & Improvement Grant Information Included
Goal 2 Action Area 3 - Recruitment & Retention	Added 1 position that will focus on expanding our support and services to new teachers. Added 1 position to focus on growth and development services and support for teachers and leaders.

Some Changes and Details to Central Services for 2019-20

Job Classification	Change
Goal 2 Action Area 5 - Curriculum Resources	-Consolidated 2 positions into 1 Position to Lead the Work Regarding Instructional Technology & Data -Eliminated Stock Clerk and Added Another Instructional Materials Specialist
Goal 2 Action Area 6 - Curriculum Adoption	Curriculum Pilots will be an added action for this upcoming year to ensure we have quality curriculum in Middle School and High School especially.
Goal 3 Action Area 2 - Prof. Learning & Prog. Mon.	Instructional Teacher Leaders No longer funded centrally from Title I

2019-20 Changes to Central Services

Job Classification	Change
Goal 5 Action Area 2 - Transforming School Culture & Climate	-Restorative Justice Facilitators, Foster Youth Case - Managers will be Paid from City of Oakland Funds -Social Emotional Learning Positions Paid by Kaiser
Goal 5 Action Area 3 - Safe & Healthy School Climate	School Security Officers will be Reduced by 24 FTE
Goal 6 Action Area 1 - Communication to Our Community	-Eliminated Communications Manager

2019-20 Changes to Central Services

Job Classification	Change
Goal 6 Action Area 2 - Parent & Family Engagement	<ul style="list-style-type: none">-Director of Community Engagement position is retiring and will not be filled.-Community School Managers will be funded from school sites and several different restricted funding sources.

What Services & Actions Have Been Increased

- **Foundational Professional Learning for Teachers**
Goal 2, Action Area 1 - Quality Instruction
- **Curriculum Pilots**
Goal 2, Action Area 5 - Curriculum Resources
- **Innovation Program Manager - New Position**
Goal 1, Action Area 9 - School Transformation
- **Increase/Repurpose of 3 positions to our Talent Department: Residency Coordinator, Principal and Teacher Specialist, and a Talent Partner**

EVERY STUDENT THRIVES!



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Appendix - School Sites

School Sites Make Decisions About the Use of Supplemental & Concentration Funds to Align with LCAP Goals & Instructional Focus

*Goal 1: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services to support college and career readiness and opted to fund the following:

- Extended learning, including summer, extended day, and enrichment activities
- Instructional Teacher Leaders and Teachers on Special Assignment (TSAs)
- Teachers to support class size reduction and the eight-period day
- Dual enrollment supports
- College and career readiness supports
- Pathway development and support
- APEX and Credit Recovery Teachers to support students to get on track for graduation
- Licenses and technology to support intervention to promote college readiness
- Teacher stipends and release time to support professional development on college readiness and academic acceleration
- Fee coverage for low-income students to participate in Advanced Placement exams and other college readiness activities

*Goal 2: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services to build proficiency in state standards and opted to fund the following:

- Teacher stipends and release time to support professional learning on standards-based instruction
- Instructional Teacher Leaders and Teachers on Special Assignment (TSAs)
- Teachers to support class size reduction
- Expanded course opportunities to support low-performing students
- Extended contracts to support academic acceleration and professional learning
- Additional bilingual teachers
- Professional learning and staff to support advisory models
- Books for classroom library collections and books sets
- Supplementary and intervention instructional materials
- Instructional Teacher Leaders and Teachers on Special Assignment
- Technology and software licenses for academic intervention

This goal also includes additional reserved LCFF Supplemental resources to increase per pupil funding for LCFF unduplicated students at all schools. This will help to offset the higher cost of staff following the Spring 2019 raises. These funds will be allocated to sites by formula based on the 20-day enrollment count in September 2019.

*Goal 3: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services to support reading intervention and opted to fund the following:

- Literacy Instructional Teacher Leaders and Teachers on Special Assignment
- Books for classroom libraries
- Library staff
- Academic mentors
- Professional development in literacy
- Staff and materials to support additional reading intervention classes
- Staff to support small group instruction and reading intervention
- Licenses and technology for blended learning reading intervention software
- Instructional support staff and reading intervention teachers
- Reading assessment, programs, and materials for struggling readers
- Contracts to support reading intervention
- Extended day/enrichment for struggling readers to receive small group acceleration.
- Supplementary ELD materials and other supplies to support reading intervention.

*Goal 4: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services for English Language Learners (ELLs) and Newcomers and opted to fund the following:

- Academic Mentors/Instructional Assistants to support ELLs
- Professional Learning to support ELLs and Newcomers
- Additional English Language Development teachers
- Newcomer teachers, instructional aides, and other program supports
- ELL or Newcomer Teachers on Special Assignment (TSA)
- Library staff and books to support reading for ELLs
- Staff to balance class size to maintain bilingual/dual language program model
- Supplies to support ELL instruction

*Goal 5: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services for students & families and opted to fund the following:

- Student Advisors
- Recess coaches and positive play supports
- Additional staff to support student engagement and positive behavior
- Additional attendance staff to address chronic absence
- Teacher stipends and release time to support professional development on school culture and climate
- Community Schools Managers and Teacher Leaders
- African American Male Achievement (AAMA) program
- Restorative Justice programs and supports
- Psychologists, counseling interns, social workers, therapists, case managers, and other mental health supports
- Climate and culture teachers
- Expanded in-school and afterschool intervention and enrichment programming
- Field trips with an academic focus to engage students in school

*Goal 6: School Sites Make Choices about Use of Supplemental & Concentration Funding

School sites select from a list of strategic actions and services for students & families and opted to fund the following:

- Community Schools Managers
- Extended contracts and substitutes to support teacher participation in family engagement work and to address chronic absence
- Family engagement activities such as workshops, incentives, and awards
- Family liaisons and community coordinators
- Outreach and communication to families