OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2018-19
Local Control Accountability Plan (LCAP)

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Outcomes

1. **Provide Some Preliminary Responses to the Community about their Feedback & Recommendations**

2. **Understand Some of the 2018-19 Local Control Funding Formula (LCFF) Supplemental & Concentration Investments**

3. **Adopt the Local Control Accountability Plan**

Overview of June 13 Public Hearing

- **Shared feedback from the Community Advisory Committee (CAC) for Special Education, District English Language Learner Subcommittee (DELLS), Foster Youth Advisory Committee, and the Local Control Accountability Plan (LCAP) Parent Student Advisory Committee (PSAC)**

- **Reviewed Student Performance Data**

- **Reviewed impact for some 2017-18 Services**

- **Shared overview of the 2018-19 Actions & Services**

Response to Some Community Feedback

- **Written responses to PSAC comments from the Superintendent will be included in the revised 6/27/18 LCAP**

- **Latino student data has been included in the LCAP narrative and 2018-19 goals and metrics.**

- **The LCAP office will provide a base funding investment report that will live outside of the LCAP (mid-September 2018)**

- **The LCAP Office will provide Single Plan for Student Achievement (SPSA) analysis outside of the LCAP (mid-August 2018)**

The Local Control Funding Formula (LCFF)

Local Control Funding Forumula = Equity Formula

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CONCENTRATION $$$
above **55%** unduplicated students

SUPPLEMENTAL $$$
per each unduplicated student

BASE $$$
Per Pupil Revenue for All Students

Supplemental & Concentration (S&C) dollars are based on the unduplicated count of English Learners, Low-Income, and Foster Youth students in the district. **LCFF unduplicated pupils = 77.37%**

2017-18 BASE PER PUPIL FUNDING:

TK - 3 = $7,409
4 - 6 = $7,520
7- 8 = $7,744
9-12 = $8,973

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Supplemental & Concentration Funding

- **Districts serving students with higher needs receive more state funding**

- **Supplemental and Concentration dollars are meant to increase student achievement, engagement, and social emotional development of our English Learners, Foster Youth, and Low Income students**

- **Districts are responsible for monitoring the implementation and impact of the investments for focal student groups**

Performance Gaps - State Indicators

Performance Gap Defined as 2 or more performance levels below ALL Students or "Red"

	Suspension	English Learner Progress	Graduation	Academic: English Language Arts	Academic: Mathematics
All Students Performance Level	Yellow	Yellow	Yellow	Orange	Orange
OUSD PERFORMANCE GAPS -- 2 or more performance levels below the "All Student" Performance					
English Learners			Red	Red	
Foster Youth			Red		
Homeless			Red	Red	Red
Low Income				Red	
Students with Disabilities	Red		Red	Red	Red
American Indian					
Asian					
African American	Red			Red	Red
Filipino					
Latino/a					
Pacific Islander					
Two or more races					
White					

Performance & Change Levels from Highest to Lowest: Blue, Green, Yellow, Orange, Red

Focal Student Groups

All Student Groups Included on California School Dashboard	OUSD Targeted Instructional Practices for:	LCFF Focal Student Groups Identified for All Districts *(Spring 2014)*	Focal Student Groups Identified for OUSD based on Performance Gaps *(Fall 2017)*	Focal Student Groups Identified for ACOE* Differentiated Assistance *(March 2018)*
• All Students • English Learners • Foster Youth • Homeless • Low Income • Students with Disabilities • American Indian • Asian • African American • Filipino • Latino/a • Pacific Islander • Two or More Races • White	• Latino/a • African American • English Learners • Students with Disabilities	• English Learners • Low Income • Foster Youth	• Students with Disabilities • African American • Homeless • English Learners • Low Income • Foster Youth	• Students with Disabilities • African American • Homeless • English Learners *Alameda County Office of Education*

Differentiated Assistance Provided by the Alameda County Office of Education (ACOE)

- A school district is eligible for support from its County Office Education if any student group is performing at "Red" or "Orange" levels for 2 or more LCFF state priorities as measured by the California School Dashboard.
  - OUSD is identified for four student groups:
    - Homeless (Academic ELA & Math, Graduation)
    - English Learners (Academic ELA, Graduation)
    - Students with Disabilities (Academic ELA & Math, Suspensions, Graduation)
    - African American (Academic ELA & Math, Suspensions)

- OUSD met with ACOE several times during Winter/Spring 2018 to launch the differentiated assistance/continuous improvement process, resulting in a focus and shift of some of the Actions and Services.

2018-19 Increased Actions & Services

LCAP Requires Districts to Prioritize

Two questions to guide decision-making about Actions & Services:

1. What Actions & Services are we providing for <u>all</u> students?

1. What Actions & Services will increase and accelerate the learning for our focal student groups?

LCAP GOAL 1
GRADUATES ARE COLLEGE & CAREER READY

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
Pathway Programs **College Counseling & Advising** **Data Collection** **Progress Monitoring** **Academic Guidance to Principals**	**Computer Science** **Additional College Counseling & Advising** **Summer School** **After School (extended day and enrichment activities)** **Data Disaggregation for Foundational Data Review & for Focal** **Student Data Profiles for Progress Monitoring** **School Site Transformation for identified school sites** **Additional academic support & guidance to identified schools**

LCAP GOAL 2
STUDENTS ARE PROFICIENT IN STATE ACADEMIC STANDARDS

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
Teachers **School Site Leaders** **Instructional Materials & Resources** **State Testing Support** **Teacher & Principal Recruitment** **Professional Learning** **Special Education**	**Additional Teachers for Underperforming Student Groups** **Teacher Collaboration Time** **Additional Instructional Materials & Resources** **Teacher Coaches** **Class Size Reduction** **Teacher Retention Programs** **Focus on Teacher Recruitment to Meet Needs of the Underperforming Student Groups** **Social Emotional Learning Supports** **Blended Learning Curriculum to Support Intervention** **Foundational Professional Learning for New Teachers**

LCAP GOAL 3
STUDENTS ARE AT GRADE LEVEL IN READING

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
Classroom & School Site Libraries **Community/ District-wide Events such as the Martin Luther King Oratorical Festival & Spelling Bee** **Early Childhood Program**	**Reading Tutors for Transitional Kindergarten Students** **Reading Specialists & Reading Intervention Teachers** **Provide Student Data Focus on Early Literacy** **Instructional Teacher Leaders Focus on Literacy** **Reading Assessments, Programs, and Materials for Struggling Readers** **Professional Learning focused on Reading** **Academic Mentors**

LCAP GOAL 4
ENGLISH LEARNERS ARE REACHING ENGLISH FLUENCY

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
For this LCAP Goal, "All" students means All English Learners	**Foundational Professional Development for teachers at high English Learner-count sites (GLAD and ALLAS)** **Inquiry-based Professional Learning for teachers of English language learners (ELLs), newcomers, bilingual learners** **Supplementary English Language Development and Dual Language materials** **Support for quality implementation of language programs: newcomer, multilingual, Long-term ELL courses** **Wrap-around services for newcomers and social-emotional supports for all ELLs including coordination of health and social services, community navigators, etc.** **Central office practices and policies including reclassification, dual language enrollment, and Prop 58 implementation**

LCAP GOAL 5
STUDENTS ARE ENGAGED IN SCHOOL EVERY DAY

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
Behavioral Guidance & Support **Health & Wellness Support** **Safe & Healthy Environments** **Athletic Programs**	**Additional Behavioral Guidance & Attendance Support** **Additional Emotional Support & Wrap Around Support** **Restorative Justice Program** **Positive Behavioral Intervention Support (PBIS) Program** **Safer Learning Environments by Strategic Placement of School Security Officers** **Case Management for Homeless, Foster Youth, Unaccompanied Minors, Immigrant & Refugee/Asylee Youth** **Additional Social Workers** **Additional Nurses** **Additional Athletics** **Student Leadership**

LCAP GOAL 6
PARENTS AND FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES

BASE	INCREASED SERVICES
What Actions & Services are we providing to all students?	**What Actions & Services do we have in place to accelerate the learning of our focal student groups?**
Communications **Parent & Family Engagement Support**	**Additional support for communications to our community** **Additional family engagement support through the Family Engagement Liaisons** **Support for the LCAP Community Engagement Process**

2018-19 Demonstration of Increased Actions & Services

Demonstration of Increased Services
Example of Rationale

Teacher Recruitment Pipelines & Retention Programs
For this Action & Service Refer to the Goal, Actions, & Services Section (Found towards middle of the LCAP - Goal 2 Action 3)
To find the rationale below, Refer to Demonstration of Increased or Improved Services for Unduplicated Pupils Section (Found towards the end of the LCAP)

Our Parent Student Advisory Council (PSAC) inquiry on teacher retention in 2016-17, and our reflections as an organization, teacher recruitment and retention is a top priority. This 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 and the highest concentrations of new teachers with lower retention rates. This is a critical need because teacher turnover has a negative impact on the effectiveness of our professional development, new teacher supports, teacher collaboration, and coaching resources. It therefore affects the quality of classroom instruction and student learning and academic performance. Given the statewide teacher shortage, OUSD is investing in growing our own teachers through building pipelines for OUSD community members and staff (classified staff, special education paraeducators and instructional support specialists for special needs students, after-school providers, substitute teachers) to become teachers. They often live in Oakland and match the racial/ethnic, cultural, and linguistic diversity of our students. We will continue to provide and grow our four recruitment pipeline programs: Classified to Teacher, After-school to Teaching, Visiting Teacher, Maest@s Teacher Program (for Latino/a candidates - our most underrepresented ethnicity as compared to our students), while maintaining our contract with Teach for America and continuing the Newcomer teacher residency at Oakland International High School. Using findings from our first annual Staff Engagement and Retention Survey (Spring 2018), we will develop and implement recommendations to support teacher retention, with special attention to new teachers.

Demonstration of Increased Services
Example of Rationale

College Counseling & Advising

For this Action & Service Refer to the Goal, Actions, & Services Section (Found towards middle of the LCAP - Goal 1 Action 3)
To find the rationale below, Refer to Demonstration of Increased or Improved Services for Unduplicated Pupils Section (Found towards the end of the LCAP)

College counseling and academic advising is particularly important for our low-income, English language learner, and foster students, since many of these students 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, or how to navigate the complex application and admissions processes, financial aid resources. 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 language learners. Other aspects of college counseling and advising involves choosing and applying to colleges, so we continue to invest in maintaining the college recruitment networks and college fairs.

We also continue to invest in Alternative Education Student Assignment Specialists who support students transitioning to Alternative Education programs. The Alternative Education schools serve a disproportionate number of low-income and foster youth students with higher needs.

Role of LCAP Moving Forward

OUTCOMES	RATIONALE
Guides Academic District Decision-Making & Prioritization	LCAP Includes: ● Student Performance Data & Analysis ● Areas of Greatest Progress and Greatest Need ● Overview of Actions & Services ● Multi-Year Fiscal Information ● Implementation Analysis of Actions & Services ● Impact/Effectiveness Analysis of Actions & Services ● Community Engagement Narrative ● Rationales about Investments
Academic Focused Fiscal Transparency	● Communicates Fiscal Information in a Way That is Easy to Follow

Team LCAP

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EVERY STUDENT THRIVES!

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