



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2020 Local Control Accountability Plan (LCAP)



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Outcomes

- 1. Understand changes to the 2017-2020 Local Control Accountability Plan template**
- 1. Review analysis from the 2016-17 Annual Update**
- 1. Review 2017-18 Actions and Services supporting English Learners, Foster Youth, and Low Income students**
- 1. Present recommendations from our Parent Student Advisory Committee (PSAC)**

OUSD Local Control Accountability Plan Goals

OUSD Local Control Accountability Goals were developed in the Spring of 2014.

| Goal Number | LCAP Goal |
|-------------|---|
| 1 | Graduates are college and career ready |
| 2 | Students are proficient in the state academic standards |
| 3 | Students are reading at or above grade level |
| 4 | English learners are reaching English fluency |
| 5 | Students are engaged in school every day |
| 6 | Parents and families are engaged in school activities |



Changes to LCAP announced Winter 2017

| 2014-2017 | 2017-2020 |
|---|--|
| Emphasis on PLANNING | Emphasis on PERFORMANCE |
| <p>3 Sections</p> <ul style="list-style-type: none">● Stakeholder Engagement during 2015-16● Goals, Actions, Expenditures, & Progress Indicators● Use of Local Control Funding Formula LCFF Supplemental and Concentration Grant funds and Proportionality | <p>5 Sections</p> <ul style="list-style-type: none">● Plan Summary (New)● Review of Performance (New)<ul style="list-style-type: none">- Greatest Progress- Greatest Needs- Performance Gaps- Increased or Improved Services● Annual Update for Current Year● Stakeholder Engagement● Goals, Actions, Service, & Expenditures for 2017-20 |



10 new State Indicators: Measuring performance, engagement, conditions for learning

The LCAP must address each of the 10 State and Local Indicators.

6 STATE INDICATORS

ACADEMICS

ENGLISH LEARNER

GRADUATION RATE

SUSPENSION RATE

CHRONIC ABSENTEEISM

CAREER & COLLEGE

4 LOCAL INDICATORS

BASIC CONDITIONS

IMPLEMENTATION OF
ACADEMIC STANDARDS

PARENT ENGAGEMENT

SCHOOL CLIMATE



LCAP: Greatest Progress

LCAP GOAL 1 - Cohort Graduation rates are going up

- Expanded Linked Learning Pathways to increase graduation (90.5% Pathway vs. 64.2% Non-Pathway 12th grade graduates in 2016)
- Expanded “A-G” course offerings to increase college readiness (51.6% in 2016, up from 45.4% in 2015 -- + 7.6 %)

LCAP GOAL 5 - Suspension rates are going down

- Suspensions nearly cut in half over 5 years (7.4% to 4.0%)
- Expanded effective programs to transform school culture
Restorative Justice at 34 schools; Positive Behavior Intervention and Supports (PBIS) -- at 60 schools, Manhood Development Program at 23 schools

LCAP: Greatest Needs

English Learner Progress

- Only 64.3% of our English Learners are making progress.
(Source: LCFF Evaluation Rubric with data from 2013-14 to 2014-15)

Teacher Retention

- Low average retention, especially in hard-to-staff content areas (Secondary Math & Science; Special Education)
- On average, 76.3% of teachers return to the same school the following year. Retention rates are lowest in schools serving the highest proportions of low income students and English learners, and in our middle schools where average one-year retention rate is 66.5%.

Performance Gaps -- State Indicators

Performance Gap Defined as 2 or more performance levels below the ALL Student Proficiency Levels from Highest to Lowest - Blue, Green, Yellow, Orange, Red

| | SUSPENSION | ENGLISH LEARNER PROGRESS | GRADUATION | ACADEMIC: ELA | ACADEMIC: MATH |
|----------------------------|--------------|--------------------------|---------------|---------------|----------------|
| ALL | GREEN | ORANGE | YELLOW | YELLOW | YELLOW |
| English Learners | | Orange | Red | Red | |
| Low Income | | | | Red | |
| Students with disabilities | | | | Red | Red |
| American Indian | Orange | | | Red | Red |
| African American | Orange | | | Red | Red |
| Filipino | | | | | |
| Latino | | | Red | | |
| Pacific Islander | | | Red | | |
| White | | | | | |

Addressing Performance Gaps - Example

LCAP GOAL 4 - English Learners are reaching English fluency

Addressing gaps for English Learners in Graduation and Academic English Language Arts (ELA) and Math through strategies such as:

ALL ENGLISH LEARNERS

- Professional development for Teacher about Integrated and Designated English Language Development (for all schools with English Learner students)

TARGETED: LONG-TERM ENGLISH LEARNERS (LTEL)

- LTEL courses at secondary grades using English 3-D, currently at 10 schools with high LTEL populations.

TARGETED: NEWCOMERS

- Wrap-around support for Unaccompanied Minors, including initial screening for social services, basic school supplies, crisis response



Annual Update Analysis

| Goal | Analysis of Impact |
|--|--|
| Graduates are college and career ready | Expansion of Linked Learning pathways at all high schools has resulted in higher participation and higher graduation rates. |
| Students are proficient in state academic standards | Common Core Teacher Leaders have contributed to improved student performance at schools with high concentration of low-income students. |
| Students are reading at or above grade level | Technology investments in Blended Learning provide teacher and student access to engaging, online programs that support grade-level reading. |
| English learners are reaching English fluency | All schools are planning for 2017-18 implementation of Integrated and Designated English Language Development--expect gains in coming year. |
| Students are engaged in school every day | Expansion of effective programs (Restorative Justice, Positive Behavior Intervention & Supports, Manhood Development) = lower suspensions. |
| Parents and families are engaged in school activities | More schools are engaging families in activities related to academics. |



2017-18 - CENTRAL OFFICE

Increased Actions & Services - Beyond Base

Continued Actions - CENTRAL

Educator Effectiveness programs

Nutrition Services

Social Emotional Learning programs

Alternative Education

Continuous School Improvement

Summer Learning

School Security Officers (SSOs)

Additional teachers

New Actions - CENTRAL

Open newcomer continuation school

Expand Instructional Teacher Leaders

Expand Summer Learning

Increase Foster Youth case managers

Expand Office of Equity

Expand Special Education inclusion practices



Justification: 2017-18 New Actions - CENTRAL

| 2017-18 NEW ACTION | JUSTIFICATION |
|---|--|
| New Continuation High School for Older Newcomers Goal 1 | <ul style="list-style-type: none">● Increase graduation and college/career preparation● Enable students to work while in school● Prioritize older (16+) Unaccompanied Minors |
| Expand Instructional Teacher Leaders Goal 2 | <ul style="list-style-type: none">● Support implementation of Common Core● Support new teachers● Prioritize schools with highest concentrations of low-income students, English learners, and foster youth |
| Expand Summer Learning Goal 1 | <ul style="list-style-type: none">● Support literacy and offset “summer slide.”● Prioritize low-income students and English language learners. |



Justification for New Actions - CENTRAL

| 2017-18 NEW ACTION | JUSTIFICATION |
|---|--|
| Expand Case Managers for Foster Youth Goal 5 | <ul style="list-style-type: none">● Case management has been focused on comprehensive high schools. Expand to middle, elementary, and continuation schools. PSAC Recommendation |
| Expand Office of Equity Goal 1 | <ul style="list-style-type: none">● Build on strong foundation of African American Male Achievement to include African American Girls & Young Women Achievement, Latino/a and Indigenous Student Achievement, and Asian/Pacific Islander Student Achievement to help address performance gaps. |
| Expand Special Education Inclusion Practices Goal 2 | <ul style="list-style-type: none">● Increase access to Common Core instruction in general education settings for students with disabilities |



2017-18 - SCHOOLS

Increased Actions & Services - Beyond Base

Continued Actions - SCHOOLS

Restorative Justice Coordinators

Community Engagement Specialists

Classroom Libraries/Leveled Books in
English & Home Language

Stipends to support instructional
planning

Parent Education & Engagement

Incentives & award focused on reading
campaigns

New Actions - SCHOOLS

Social Emotional Learning Mentor

Student Advisor

Each school receives an allocation of Local Control Funding Formula (LCFF) Supplemental & Concentration dollars based on the number of low income students, foster youth, and English Language Learners. School Site Councils approved how this funding would be spent, selecting actions and services from a menu.



2017-18 - CENTRAL OFFICE

Students with Disabilities

| Continued Actions & Services | New Actions & Services |
|--|---|
| <p>Provide training and support for inclusive practices for students with Individualized Education Plans (IEPs) at 29 schools.</p> | <p>Expand training and support for inclusive practices for students with Individualized Education Plans (IEPs) to 37 schools.</p> |
| <p>Provide professional development for Special Day Class teachers in small group instruction, and transitioning from whole group instruction.</p> | <p>Provide monthly two-hour Central professional development for ALL special educators and paraprofessionals.</p> |
| | <p>Provide drop-in office hours for case managers and teachers for compliance support, Special Education Information System (SEIS).</p> |

Feedback from LCAP PSAC and related bodies

| | Recommendations |
|----------|---|
| 1 | Continued attention to the LCAP Parent Student Advisory Committee (PSAC) highest priority recommendations from December 2016. |
| 2 | Local Control and Accountability Plan must be the comprehensive and strategic document driving the budget and the budget process. |
| 3 | Sustained focus on teacher retention, with special attention to highest need content areas and schools. |
| 4 | Early completion of full draft of LCAP, with translation into languages of LCAP PSAC members, and other languages, for committee and community feedback during month of May. |
| 5 | Review feedback from PSAC sub-committee and related bodies. |

Feedback from LCAP PSAC

1) Continued attention to LCAP PSAC highest priority recommendations from December 2016

Abbreviated Text of the Highest Priority Recommendations:

- Produce annual August report listing site-based actions and investments for the English Language Development of English Language Learners;
- Hire 3 additional case managers for Foster students in elementary, middle, and continuation schools, with clear support for students with special needs and Individualized Education Programs;
- Create a Community Engagement Specialist position for Special Education.

Feedback from LCAP PSAC

- Train teachers and staff at preschools and elementary schools on signs and symptoms related to physical and mental health for early intervention.
- Research-based proposal to increase site-based Family Engagement staff for implementation in 2017-18.
- High quality credit recovery options for all schools, accessible to all students, including 9th graders. Minimum of 2 Linked Learning, Service Learning, or Internship programs for all students.
- Student-focused LCAP Trainings for administrators, principals, school staff, and students.

Feedback from LCAP PSAC

2) Local Control and Accountability Plan must be the comprehensive *and* strategic document driving the budget and the budget process.

The LCAP PSAC raised the following related needs, among others:

- Accounting for all categorical dollars that address particular student groups and needs, or that focus on targeted outcomes.
(e.g., Title I, Title III, special education grants, Measure N, etc.)
- Continuing to include in LCAP as much of the budget as possible to provide context for strategic actions and for community to understand the base program for all students.
- Ensuring that all Performance Gaps are explicitly addressed in LCAP

Feedback from LCAP PSAC

3) Sustained focus on teacher retention, with special attention to highest need content areas and schools

- **Suggested practice:**
 - Regular and sustained surveying of all teachers for information to support teacher retention
 - Develop LCAP indicators to track progress on retention

4) Early completion of full draft of LCAP with translation into languages of LCAP PSAC Members, and other languages, for committee and community feedback during month of May.

Feedback from LCAP sub-committees & related bodies

English Language Learners Sub-Committee (DELLS)

- Need support in better tracking and understanding school-based strategies and investments for English learners and their impact.
- Concerns about the impact of the phase-out of the CA English Language Development Test on the reclassification of students.

Foster Youth Advisory Committee (FYAC)

- Presented analysis for higher foster youth program investment.
- Sustained discussion needed to support the role of foster youth case managers in light of potential service expansion.
- More outreach to foster parents and caregivers needed; initial outreach by FYAC revealed frequent requests for IEP support.

Feedback from LCAP sub-committees & related bodies

LCAP Student Advisory

- Additional support needed for LCAP student leaders.
- All City Council engaged in in-depth research of LCAP Goal 1 actions.

Community Advisory Committee for Special Education (CAC)

- 2017-18 LCAP must include actions, services, and investments to close identified performance gaps for Students with Disabilities. This information allows for discussion of implementation and effectiveness.

LCAP Questions and Support - Team LCAP

Dr. Devin Dillon, Interim Superintendent

Dr. Kyla Johnson-Trammell, Interim Deputy Superintendent Academic Social Emotional Learning

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EVERY STUDENT THRIVES!



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