LCAP Public Hearing

Presented by Sondra Aguilera, Sr. Deputy Chief Continuous School Improvement
June 13, 2018
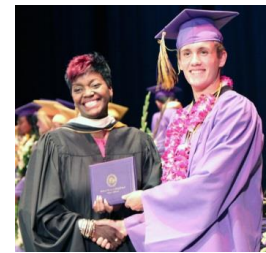
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Special Education in the 2018-19 LCAP

Presented to the OUSD School Board by the
Community Advisory Committee for Special Education

June 13, 2018

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Presentation Outcomes

➤ **Present Recommendations for the LCAP from the LCAP Parent Student Advisory Committee (PSAC) and Community Advisory Committee**

➤ **Review LCAP Highlights and LCAP Plan Summary**

➤ **Review 2018-19 Actions and Services supporting English Language Learners, Foster Youth, and Low Income students**

Who are students with dis/abilities?

All Racial and Ethnic Categories

All Genders and LGBTQIA

All Income Experiences

U.S. Born and Immigrants

English Language Learners and English Proficient

Foster and Homeless Students

Identified under 13 Overarching Dis/ability Categories

Have Many More Distinct Dis/Ability Experiences

Receive and Do Not Receive Special Education

Dis/ability includes ALL groups.

Dis/ability is a universal experience.

Students with dis/abilities who receive Special Education support are General Education students FIRST.

What is Special Education?

Special Education is a civil and human right.

Special Education is a service.

It supports Individualized Education Plans for individual student needs.

While Special Education must consider the learning environment, Special Education is <u>not</u> a place.

Two Plans; One System of Support

The Local Plan for
Special Education

The Local Control and
Accountability Plan (LCAP)

The Local Plan for Special Education

The Local Plan for Special Education is the basis for how Special Education programs are operated and administered.

A well-developed and widely embraced Local Plan for Special Education is the foundation for an LCAP that fully supports students with disabilities and IEP's.

LCAP PURPOSE: Special Education

→ To monitor the nature/level of specialized services available to students with IEP's

→ To explain impact under each goal for students with IEP's (e.g. explaining a decrease in suspensions as connected to level and quality of behavioral services)

→ To account for all types of Special Education positions. Each directly supports the development and progress of students with IEP's, who have different kinds of dis/abilities and diverse needs.

Funding the Education of **STUDENTS** with Dis/abilities

As of December 2017, more than **79% of Special Education students were in one or more of the 3 LCFF sub-groups**.

Special Education funds are intended to support the specific **disability-related** needs of students, not to supplant the programs and supports that Base and S&C funds provide.

Students with dis/abilities have the **civil right** to access all programs and services available to General Education students at public schools, independent of their funding source.

"Contribution" to Special Education

It is urgent that we advocate for better funding to support the dis/ability related needs of students.

At the same time, the idea that school districts "**contribute**" to Special Education perpetuates an attitude of separation.

It sends the message that educating students with dis/abilities is not part of the core educational mission of districts and schools.

Tracking Student Success in the Local Plan

The **Local Plan for Special Education** supports:

- **Student Access to Special Education**
- **Student Access to General Education**
- **Positive Outcomes for Special Education Students**

The Local Plan must address how special education students and programs are doing on the **17 Special Education indicators** (measures) that the state tracks.

Tracking Student Success in the Local Plan

The Local Plan for Special Education tracks **17 indicators** (measures) for student success.

The 2017-18 LCAP tracks **18 indicators.**

Only **4** indicators clearly overlap across plans.

This is where the work of inclusion and integration begins, in shared ownership of the success of students with disabilities.

All Student Groups Performance

Based on the California School Dashboard (Fall 2017)

	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	Green	n/a	Red	Red	Orange
Foster Youth	Yellow	n/a	Red	Orange	Orange
Homeless	Yellow	n/a	Red	Red	Red
Socioeconomically disadvantaged	Orange	n/a	Yellow	Red	Orange
Students with Disabilities	Red	n/a	Red	Red	Red
American Indian	Orange	n/a	*	Yellow	Orange
Asian	Blue	n/a	Yellow	Orange	Green
African American	Red	n/a	Yellow	Red	Red
Filipino	Yellow	n/a	*	Orange	Orange
Hispanic	Yellow	n/a	Yellow	Orange	Orange
Pacific Islander	Orange	n/a	*	Yellow	Yellow
Two or more races	Orange	n/a	*	Green	Green
White	Green	n/a	Orange	Green	Green

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

Two Sets of Recommendations

1. General Recommendations for Special Education in the LCAP

1. Specific Recommendations for the Different Sections within the LCAP.

General Recommendations for the OUSD LCAP

1. Review the LCAP and Local Plan indicators for Special Education students side-by-side for multiple years to clearly identify needs. This includes knowing how subgroups of Special Education students are doing (e.g. Foster Youth, English Learners)

1. Set measurable LCAP goals and indicators for Special Education students, including meeting IEP goals as a key indicator.

1. Identify targeted actions and indicators for Special Education students in the LCFF subgroups.

General Recommendations for the OUSD LCAP

4. Provide equitable access for Students with Dis/abilities to all programs and services available to General Education students at public schools, independent of their funding source.

5. Ensure that school sites include actions in their plans to improve outcomes for students with disabilities (with or without IEP's).

6. Require the monitoring of access to district and site-based programs and services by students with IEP's, especially to those programs that are aimed at improving specific outcomes and addressing specific needs.

General Recommendations for the OUSD LCAP

7. Provide staffing to design data tools, reports, and analyses focused on students with IEP's.

   This would include the capacity to forecast enrollment and other patterns, incorporate and track new indicators specific to Special Education, disaggregate subgroup data within Special Education, integrate data from different systems, etc.

Specific Recommendations for the 2018-19 LCAP*

*See appendix for findings from the LCAP on which the recommendations are based and for outcome data highlights. Important information about disability identification is also included in the appendix.

Special Education Program

Recommendations

1. **Include all Special Education positions** in the LCAP. Positions like *interpreters for the deaf, adaptive PE teachers,* and *job coaches* are crucial for students with dis/abilities.

1. **Include the number of staff (FTE) for each position.**

1. **Provide explanations for any changes in the Annual Update.**

1. **Provide analysis of efforts to increase or maintain the level and adequacy of services for students with IEP's** (e.g. staff to student ratios, service hours, access to trained staff, resource development for specific needs)

1. **Account for services provided under contract within analysis**

Improving the Inclusion Initiative

Recommendations

1. **Continue to plan within the LCAP for a continuum of Special Education experiences and inclusive practices** for students with IEP's.

1. **Identify basic structural and resource conditions for an expanded or continuing inclusion experience for students** (e.g. baseline set-aside of seats in General Education classrooms, staffing and design of paraprofessional support, space needs for specialized instruction and support, etc.)

Improving the Inclusion Initiative

Recommendations

3. Identify indicators for evaluating improved student engagement, learning, and other outcomes for those students who have "stepped down." Evaluate the impact of increased participation in General Education based on student experiential and outcome data.

4. Identify inclusion indicators for General Education teachers that evaluate participation, readiness, and effectiveness for inclusive instruction.

Recruitment & Retention of Special Education Teachers

Recommendations

1. **Identify an indicator to measure improvement in retaining Special Education Teachers**

1. **To design more responsive and effective solutions, gather survey and other data about the specific factors driving the particularly low retention rates of Special Education teachers.**

1. **Utilize signing bonuses for Special Education teachers as practiced by other school districts** (ranging from $1,000 to $10,000) **with incentives to remain a second year.**

Recruitment & Retention of Special Education Teachers

Recommendations

4. **Design and implement a broader recruitment strategy for Special Education Teachers**. This assumes and would further cultivate an inclusive culture for students with dis/abilities district-wide.

5. Ensure that some **Instructional Teacher Leaders** are **targeted to provide support for Special Education teachers** and to support inclusive and team instruction by General Education teachers.

6. Cultivate a **Residency Program for Special Education teachers**

Reading Intervention for Students with IEP's

Recommendations

Given that even before disaggregating for other subgroup experiences, students with IEP's have **the lowest percentages of grade level reading in OUSD at all levels:**

1. **Monitor access to access to effective reading instruction and intervention** (e.g. site-based summer reading intervention programs) by students with IEP's **and report related impact**

2. **Include** **targeted reading indicators and actions in the LCAP for students with IEP's that include assessments beyond SRI and that account for growth**

Reading Intervention for Students with IEP's

Recommendations

4. **Include in the LCAP a detailed description of the design, implementation, and impact of reading clinic services for eligible students with dis/abilities,** including needs served and outcomes achieved.

5. Encourage reading development for students with IEP's through targeted programs and activities for students and their families.

Transition to College, Career, and Community for Students with IEP's and Linked Learning/Pathway Programs

- **Include the Special Education positions that support transitions in the 2018-19 LCAP. These positions support graduation and career/community participation for students with IEP's.**

- **Account for the participation of students with IEP's in overall and particular Linked Learning programs and supports. Describe the connection and collaboration between Special Education career transition support and those supports provided more generally to all students.**

Transforming School Culture in 2018-19

- **Given that students with disabilities have the highest suspension rates (even before disaggregating by other subgroups such as race and gender), this area needs specific strategies to create a positive school culture and climate for these students.**

- **Include similar Special Education positions in this action area (e.g. Educationally Related Mental Health Services and staff involved in Positive Behavior Intervention and Supports for students with IEP's and related professional development for staff) and explain their connection to the support provided for all students.**

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.

Appendix

Tracking Student Success in the Local Plan

The **Local Plan for Special Education** supports:

- **Student Access to Special Education**
- **Student Access to General Education**
- **Positive Outcomes for Special Education Students**

The Local Plan must address how special education students and programs are doing on the **17 indicators** (or measures) that the state tracks.

GREEN: Overlap with LCAP

What the 17 Special Education Indicators Measure

1. **High School Graduation**
2. **Drop-Out Rates**
3. **Participation in State Tests**
4. **Suspensions and Expulsions**
5. Participation in General Education Settings
6. Participation in Early Childhood Programs
7. Positive Social-Emotional Skills
8. **Parent Involvement**

GREEN: Overlap with LCAP
BLUE: Some overlap with LCAP

What the 17 Special Education Indicators Measure

9. Representation of Racial & Ethnic Groups in Special Education

10. Representation of Racial & Ethnic Groups in Specific Disability Categories

11. Evaluation for Special Education within 60 Days of Parents Giving Consent

12. Development of IEP's for Children Identified before the Age of 3

13. **Transition Planning for Life after High School**

14. Participation in Employment and Education after High School

15. Disputes that Went to Resolution Sessions and Were Resolved

16. Disputes that Went to Mediation and Were Resolved

17. **Plans to Improve Services (Example: For Students with Dis/abilities that are also identified as Low-Income, Foster Youth, and English Learners)**

What the OUSD LCAP Indicators Measure

1. **High School Graduation**
2. Completion of A-G Requirements for College
3. **Participation in State Assessments** and Advanced Placement Exams
4. **Participation in Career Pathways**
5. Correct Assignment of Teachers
6. Proficiency in State Tests
7. Implementation of Common-Core Standards Curriculum & Instruction
8. **Reduction in the Number of Overdue IEP's**
9. Schools that Have Board-Approved School Plans (SPSA's)

GREEN: Overlap with Local Plan   **BLUE: Some overlap with Local Plan**

What the OUSD LCAP Indicators Measure

10. Students Reading at Grade Level (Grades 3, 6, and 9)

11. Number of English Learners Who Reach Proficiency in English (Reclassify)

12. Attendance and Chronic Absences (including foster youth chronic absences)

13. **Suspensions and Expulsion Rates** (including by racial-ethnic group)

14. **Dropout Rates** (Middle and High School)

15. Facilities in Good Repair

16. Students Feeling Safe (5th Graders, Middle School, High School)

17. **Participation by Families in CA School Parent Survey** (Goal: +50 SpEd Families)

18. Schools Offering at Least 3 Academic Activities for Families per Year

GREEN: Overlap with Local Plan   **BLUE: Some overlap with Local Plan**

2017-18 LCAP Data Highlights

- **12% of students receive Special Education.**

- **77% of Special Education students are also Low-Income students.**

- **The retention rates for Special Education teachers are the lowest contributing to many annual teacher vacancies.**

- **More than half of our approximately 400 Special Education teachers are temporary or probationary early career teachers.**

- **The suspension rate for Special Education students is 10.7%. The rate for all students is 4.96%. African American students with dis/abilities and IEP's have a suspension rate of 20.2%. The rate for all African American students is 10%.**

2017-18 LCAP Data Highlights

The participation of Special Education students in Linked Learning has increased: Students with Disabilities (45.9% participation in 2015-16 to 68.4% in 2017-18). All Students: 79.7%

At 61.8%, the graduation rate for students with dis/abilities remains "very low" on the CA dashboard after an increase of 14.1%. Other groups at "very low" are Latino and Pacific Islander students at 65.3% and 60%, respectively.

The percentage of Special Education students reading at grade level in 2016-17: 15% (Grade 3), 8.1% (Grade 6), 8.6% (Grade 9)

2nd Lowest Group is Foster Youth: 30% (Grade 3), 19.1% (Grade 6), 15% (Grade 9)

Chronic absence rates for Special Education students are among the highest: 17.6% in 2016-17. Highest Subgroups**:** 21.9% American Indian, 20.7% Foster Youth, 17.7% African American

A NOTE ABOUT IDENTIFICATION: ONE EXAMPLE

BIAS AND EXCLUSION BASED ON DISABILITY, RACE, CLASS AND OTHER EXPERIENCES CAN NOT ONLY FUNCTION TO INCORRECTLY IDENTIFY STUDENTS, IT CAN ALSO **WITHHOLD** IDENTIFICATION FROM CHILDREN WITH DISABILITIES WHO NEED PROTECTION AND SUPPORT

Which children were more likely to be identified with ASD?

Boys were 4.5 times more likely to be identified with ASD than girls.

White children were more likely to be identified with ASD than black or Hispanic children. Black children were more likely to be identified with ASD than Hispanic children.

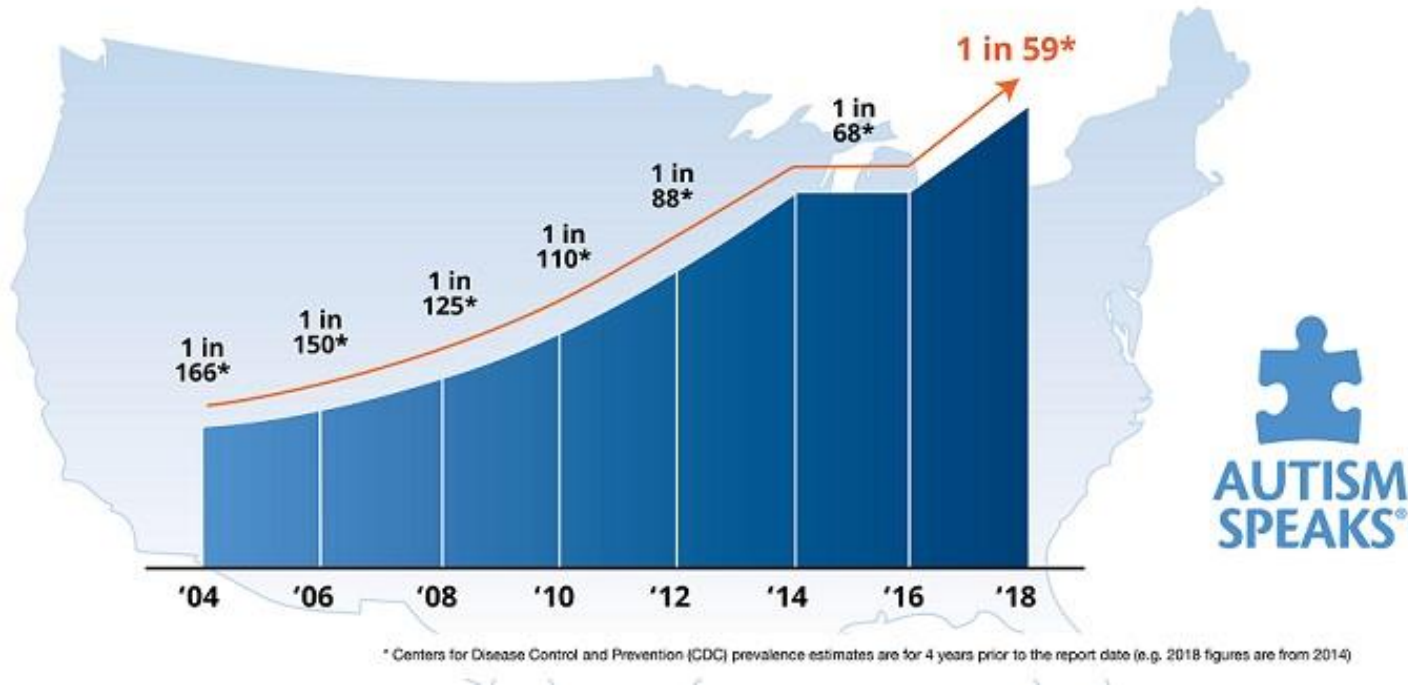**1.2x** MORE LIKELY — among white vs black children

1.5x MORE LIKELY — among white vs Hispanic children

1.3x MORE LIKELY — among black vs Hispanic children

Centers for Disease Control and Prevention • **Community Report on Autism** • 2016

RISE IN AUTISM PREVALENCE

Estimated Autism Prevalence 2018

1 in 59*

1 in 68*

1 in 88*

1 in 110*

1 in 125*

1 in 150*

1 in 166*

'04   '06   '08   '10   '12   '14   '16   '18

* Centers for Disease Control and Prevention (CDC) prevalence estimates are for 4 years prior to the report date (e.g. 2018 figures are from 2014)

AUTISM SPEAKS®

RISE IN AUTISM: California

This chart shows the number of students with autism statewide since 2001.

California public school students diagnosed with autism, 2001-2016
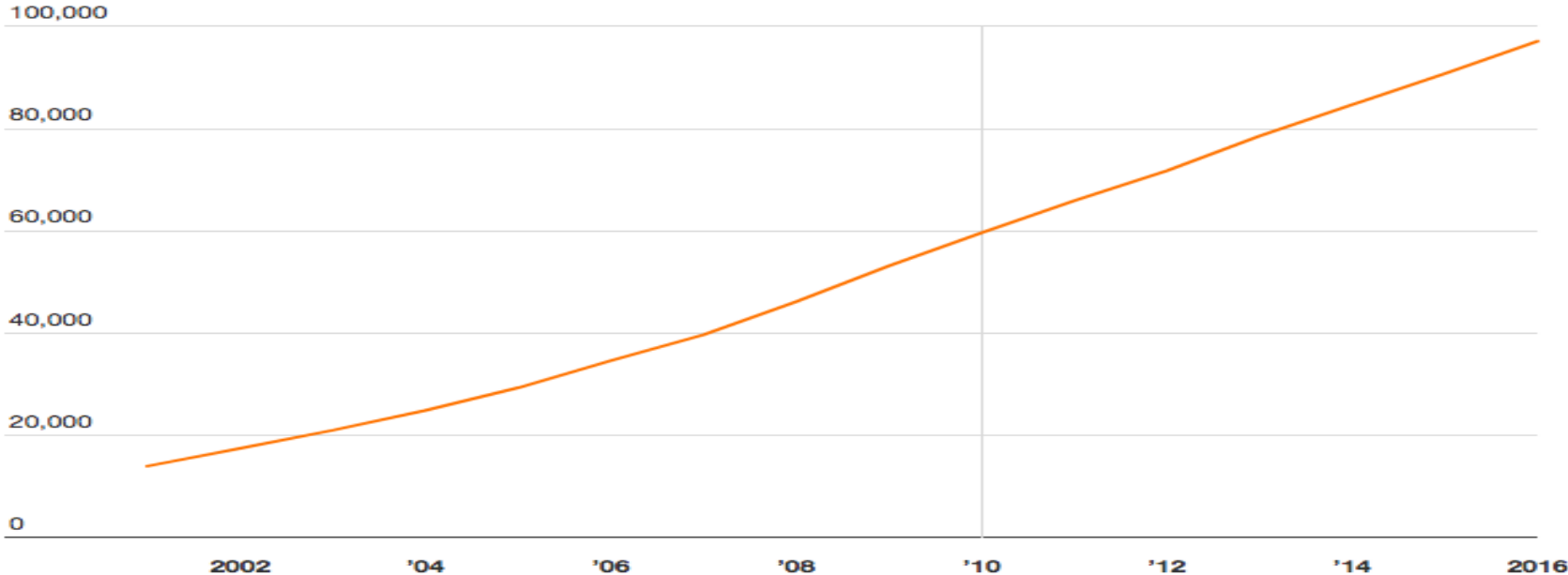

Source: California Department of Education Get the data

AUTISM IDENTIFICATION BY STATE

How did the percentage of children identified with ASD range across geographic areas?

The percentage of children identified with ASD ranged widely across geographic areas.

For example, in the areas where the ADDM Network reviewed both health and special education records, the percentage of children who were identified with ASD ranged from a low of 1 in 81 or 1.2% in areas of South Carolina to a high of 1 in 41 or 2.5% in areas of New Jersey.

Legend:
- 1% – 1.4%
- 1.5% – 1.9%
- 2% – greater
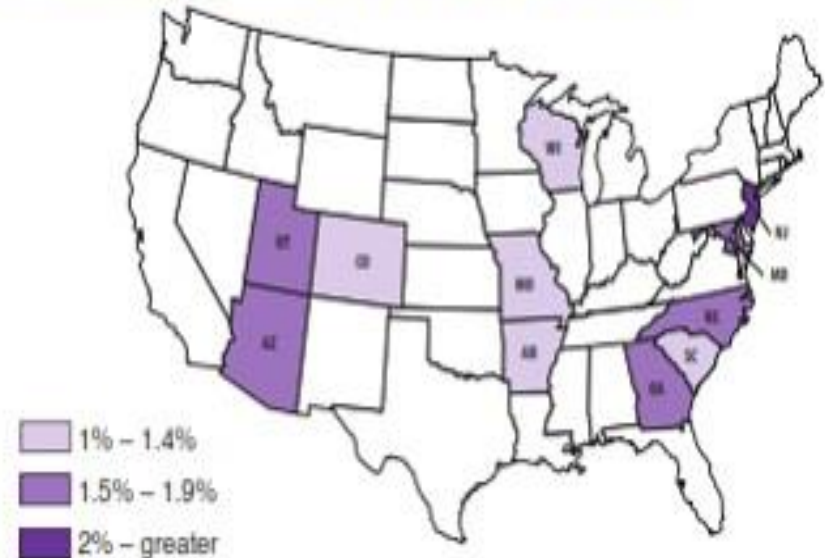
FINDINGS: Special Education Program

The document with planned actions for the 2018-19 LCAP only includes the following 13 Special Education positions: Coordinators, Program Specialists, Speech therapists , Occupational therapists, Psychologists, Social Workers, Attorney, Teachers: Non-Severe; Teachers: Severe; Para-educators, Instructional Assistants, Instructional Intervention Specialists, and Translators. The staffing levels for are also not included for 2018-19 nor are FTE changes explained in the 2017-18 Annual Update or in the Planned Actions.

The 2017-18 LCAP included 39 positions with the number of FTE for each position.

The number of students who need Special Education services has been increasing.

Number of students receiving Special Education services **in OUSD schools:**

- **October 2016: 4,832**
- **October 2017: 5,153**
- **School Year 2018-19: 6,464 (+ 867 pending evaluation)**

Staffing levels as planned for 2018-19 and as implemented in 2017-18 generally

Expanding the Inclusion Initiative

The Impact Statement for the Annual Update identifies **a total of 30 schools** as having participated in an Overview Training for this initiative or as continuing a second-year of implementation. It also states that **no General Education teachers participated in the training.**

- **The 2016-17 LCAP identified staffing to support inclusion; the 2017-18 LCAP did not, focusing only on training.**

These outcomes are cited as the positive impact of the initiative:

- Number of students (246) moving from Special Day Classes to General Education classes for all or most of the school day.

- School and central leaders becoming more educated on inclusive practices and seeing special education students as their students.

- More principals participating in Special Education hiring and in IEP meetings.

- Some schools prioritizing special education students in their master schedule planning.

- More schools setting special education goals for students to "step down" to a less restrictive environment wherever possible.

No actions to expand or strengthen Inclusion are named in the 2018-19 LCAP.

Recruitment & Retention of Special Education Teachers

346.4 Special Education Teacher Positions are listed in the 2017-18 LCAP.

As of April 2018, there were:

- **23 vacancies for teachers serving students with moderate-severe dis/abilities and mental health dis/abilities.**

- **72 anticipated Special Education teacher vacancies for the start of 2018-19**

50% of Special Education teachers are serving with an emergency credential

The 2017-18 LCAP describes a pipeline program to hire Special Education teachers by recruiting current paraprofessionals to become teachers .

The LCAP describes other pipeline programs to hire teachers in general by recruiting from after-school staff, other district staff, community members, etc.

Reading Intervention for Students with IEP's

4.4 teachers provided intensive reading intervention to 45-50 students for 2 hours with a 1:3 teacher-to-student ratio. Students traveled to **3 hub schools** to receive the service. The LCAP Annual Update source document states that **140 referrals were made this year.**

The plan was for Reading Clinic teachers to coach Resource Specialists from nearby schools to conduct reading intervention. **The coaching plan was implemented at only one school.**

The needs served were not described (e.g. reading levels; significant reading and processing dis/abilities such as dyslexia and language processing disorder, among others.)

No information was included about the duration of the service or about its impact for the 27-32 students who were exited or for those who participated as a whole, especially as compared to the different delivery model the previous year.

Reading Intervention for Students with IEP's

Citing costs, the statement describes the plan for 2018-19 as:

- **2 Reading Clinic Special Day Classes (SDCs) with Literacy Enriched programs and serving 10 students per clinic.**
- 2 itinerant teachers travelling to the students' schools rather than having the students come to them.

No information is included to explain how this itinerant model would, if at all, affect the structure, reach, intensity, frequency, duration, and ultimate impact of the service.

The Reading Clinic does not appear in the actions and services described in the Draft LCAP for 2018-19. No other reading intervention services for students with IEP's are described.

Seeing the Diversity of
Special Education Students

Including specific data for students with disabilities by race, ethnicity, gender, low-income status, foster care, language proficiency, disability category, etc, would help us to better understand student needs, identify gaps, set stronger goals, and effectively target support.

LCAP Public Hearing

Presented by Sondra Aguilera, Sr. Deputy Chief Continuous School Improvement

June 13, 2018

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Feedback from Parent, Student, and Stakeholder Advisory Committees
(LCAP PSAC & Others)

LCAP 2017-18 Engagement Process

31 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 **4 focused study sessions** with community members

and powerful **support from community partner organizations**

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

through **26 cross-stakeholder planning meetings with LCAP PSAC Lead Delegates and other committee officers**

and **16 working group meetings with community partner organizations**

General Recommendations for the LCAP

LCAP Parent and Student Advisory Committee

1. Include in the LCAP June 2018 Public Hearing a report of how and where LCAP PSAC Priority Recommendations from June 2016 have been reflected in LCAP up to the 2018-19 draft.

Areas of Focus: School Site Investments for English Language Learners, Foster Youth Case Managers, Staffing for Special Education Community Engagement, Training for Mental Health Early Intervention, Plan to Increase School Site Family Engagement Staffing, Credit Recovery, Linked Learning, Student-Focused LCAP Training

General Recommendations for the LCAP

2. At a hearing for review of the LCAP, demonstrate how the Local Control and Accountability Plan will operate as the comprehensive *and* strategic document driving the budget and the budget process.

Include:

→ all actions, services, and dollars that are used to address particular student needs and groups, or that are focused on LCAP outcomes

→ as much of the budgeted investments as possible to provide context for strategic actions and a description of the base program for all students

→ specific school site actions and investments under each strategy & goal

General Recommendations for the LCAP

3. Sustain Focus on Teacher Retention with Special Attention to Highest Need Schools and Areas (e.g. Special Education)

Include:

→ Teacher survey data and information to inform strategies

→ LCAP teacher retention indicators to track progress

→ Stronger evaluation of impact for specific strategies

General Recommendations for the LCAP

4. **Before making decisions about which foundational data to track, consult with:**

→ Teachers

→ Students

→ Families

→ Other School Staff

→ Each Relevant Subgroup

Also, ensure that all data is easy to access and understand.

General Recommendations for the LCAP

5. Improvements to the LCAP Process & Document

→ Completion of the 2018-19 Draft in April for Review in May

→ Actions & Indicators for Focal Groups in all Strategies & Goals

→ Fall Review of Central Services with SSC's, PSAC, and Others

→ Include Selection Criteria for Allocating Services and Resources

→ Key Student Outcome Measures for Each Strategy and Service, along with Scope of service and Cost

→ Explicit and Clear Year-to-Year Comparisons of LCAP Strategies and Actions before June LCAP Hearings

Goal by Goal Recommendations

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.

Goal by Goal Recommendations

LCAP Parent and Student Advisory Committee

The LCAP PSAC made recommendations for the following areas and strategies:

Goal 1: -Linking Pathway Programs across Grade Spans

-Resource Development from Private Sources as an explicit LCAP strategy

-Dual Language Pathway within Goal 1-Pathway Programs

Goal 2: -Ethnic Studies and Algebra Support within Goal 2 Strategies

-Behavioral Health Staff for ALL Students, including students with IEP's

-Students, Families, and Community in Helping Address Implicit Bias

-Addressing Ableism within Implicit Bias Training

-Role of History Program and Curriculum in Addressing Implicit

Goal by Goal Recommendations

LCAP Parent and Student Advisory Committee (Continued)

Goal 2: -Specific and Targeted Strategies for Teacher Retention and Support
(cont.) -Evaluating the Effectiveness of *Teach for America* as a resource

-Support and Training for Inclusion of Students with IEP's

-Evaluation of Inclusion Initiative based on Student Experiences &

Outcomes

-Full Evaluation of Effectiveness of *Elevation Network* Strategy

Goal 3: -Evaluation of Effectiveness of Blended Learning Platforms for Literacy

-Clear Reading Intervention for Students Multiple Years Below Grade

Level

-Reading Clinic and other Targeted Literacy Intervention for Students

with IEP's

-Collaboration between Libraries & ELL support Staff for Literacy

Goal by Goal Recommendations

LCAP Parent and Student Advisory Committee (Continued)

Goal 4: -Tracking and Increasing Level of Translation Services

(cont.) -Balancing Class Size for Bilingual/Dual Language Model

Goal 5: -"Village-oriented" community engagement to improve student engagement

-Central office investments in staffing for restorative justice at schools

-Ableism awareness and inclusion mindset in school culture strategies

-Training Gen Ed staff to support students with disability-related behavioral needs

-Information & evaluation for strategy of "holistic" and "restorative" SSO's

-Equitable access to staff for student behavioral needs

-Supporting dietary needs of students who don't consume meat/animal products

Goal by Goal Recommendations

LCAP Parent and Student Advisory Committee (Continued)

Goal 6:
-Need for greater institutional buy-in for family engagement and a focus on impact

-Specific recommendations for key characteristics of family engagement strategies

-Family engagement actions for all goals, priority areas, and strategies

-Distinct section for actions to support district and school governance

-Family liaisons and resources for parent leadership as key strategies

-Central support to safeguard family engagement roles & provide capacity-building

-Translation support for school and district engagement with related monitoring

-Greater translation support for families who speak languages newly
 predominating in OUSD (e.g. families from Yemen and Mam-speaking)

Goal by Goal Recommendations

Foster Youth Advisory Committee

Goal 1:   -Indicator for foster students "on track to graduate" that accounts for AB 167

-Tracking cohort progress of foster students continually enrolled in a grade span

-LCAP data for drop-out rates by grade level

-Specific actions and strategies to increase very low participation of foster

students in career pathways

Goal 2:   -Targeted tutoring for foster students in the LCAP (as in 2017-18)

Goal 5:   -Separating out foster youth case management within general case management

-Tracking on in-school suspensions & related indicator for foster (and all) students

Goal 6:   -Specific indicator and related actions for foster parent & caregiver engagement

Goal by Goal Recommendations

District English Language Learners Sub-Committee

Goal 4:   -Follow-Up on DELLS Recommendations from June 2016 and June 2017

Regarding Reclassification Rates:
-Study session about best practices and elements of 5 schools with highest rates

-Document with annual reclassification rates expected for school sites and district

-Comprehensive reclassification report

Regarding Support for ELL Students Speaking Languages other than Spanish:
-Follow-up report of enrollment data, outcome data, and strategies for Mam-Speaking students with details for those in dual language programs

Goal by Goal Recommendations

District English Language Learners Sub-Committee (Continued)

Goal 6:   *Regarding Support for Site-Based ELL Sub-Committees*
            -Monthly report on the establishment of compliant ELL sub-committees
            -Guidelines and supports for review of ELL data at school sites
            -Suggested calendar of SSC and SELLS meetings and topics
            -Basic training for parent leaders in SELLS (reclassification process, Title III, etc.)

        Family and Community Engagement for Language Programs:
    -Implementation of Prop 58 policies to evaluate and develop language programs
    -Basic training about key topics for ELL families

Goal by Goal Recommendations

Community Advisory Committee for Special Education

The Community Advisory Committee for Special Education developed a comprehensive report and presentation of findings and recommendations for the 2018-19 LCAP.

To access the document entitled "Special Education in the 2018-19 LCAP" follow this link or go to the *2017 LCAP Development folder* at www.ousd.org/LCAP.

Following are the general LCAP areas for which the CAC made recommendations:
--Clear connection and integration of LCAP and Local Plan indicators
--Targeted indicators for Special Education students in all goals and areas
--Targeted actions and indicators for students with IEP's who also have other subgroup needs
--Equitable access to programs and services
--Requiring actions to improve outcomes of students with dis/abilities in School Plans (SPSA)
--Staffing for Data Analysis/Reporting for Students with Dis/abilities and Special Education

Goal by Goal Recommendations

Community Advisory Committee for Special Education (Continued)

Goal 1:   -Staffing for Special Education Program Services with Related Impact Analysis
-Access to Linked Learning
-Connection between Linked Learning and Special Education Transition Supports

Goal 2:   -Recruitment and Retention of Special Education Teachers
-Improving and Evaluating the Initiative for Inclusion of Students with IEP's

(including Capacity-Building for General Education Teachers and Staff)

Goal 3:   -Access to Reading Intervention for students with IEP's, including Reading Clinic
-Improved Tracking of Reading Development, including Reading *Growth*
-Family Engagement Opportunities for Literacy Development of Student with IEP's

Goal by Goal Recommendations

Community Advisory Committee for Special Education (Continued)

Goal 4: -Outcome Indicators for the English Language Development of
English Language Learners with IEP's (as part of approach to student data
that accounts for overlapping student experiences)
-Track Access by ELL students with Dis/abilities to Language Programs
and Services

Goal 5: -Strategies to Address Ableism and Promote System-Wide Inclusion of
Students with Dis/abilities and Special Education

Goal 6: **-**Staff Position in LCAP for Family and Community Engagement for Students
with dis/abilities & Special Education at all levels (individual, school, district)

The LCAP Plan Summary

Investments & Redesign Aligned to Student 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.

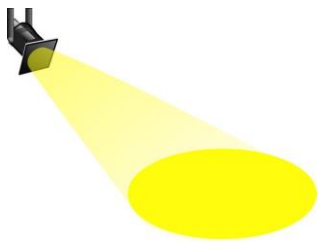**Goal 6:** Parents and families are engaged in school activities.

ACADEMIC FOCUS: 3 STRATEGY AREAS

LCAP Goal 1	**Conditions for Student & Adult Learning (LCAP Goals 5 & 6)**
	Standards-Based Instruction (LCAP Goal 2)
	Language & Literacy (LCAP Goals 3 & 4)

LCAP Highlights

1. Emphasizes themes of district-wide alignment of academic priorities, actions, and services.

1. Actions & Services reflect cross-organizational collaboration rather than department by department descriptions of work.

1. Calls out the need for a plan to share foundational data including for our targeted student groups.

1. Emphasizes the need to provide foundational professional development for our teachers.

Conditions for Student and Adult Learning

13.2% of students were chronically absent in 2016-17 (12.3% for year-to-date)

3.6% (1,508 students) received one or more out-of-school suspension in 2016-17

7.7% of African American students and **8.0%** of Special Education students received one or more suspension in 2016-17

56.6% of middle school students and **48.4%** of high school students Agree or Strongly Agree with the statement: I feel safe at my school

76.3% of staff agree that their school promotes trust and collegiality among staff

33% of teachers are Satisfied or Very Satisfied with the professional development they have received as an OUSD teacher (2018 Staff Retention Survey)

86.3% of parents say the school encourages them to participate in organized parent groups (councils, committees, parent organizations, etc.)

Standards-Based Instruction Data

Smarter Balanced (SBAC) state tests assess student learning of Common Core State Standards (Grades 3-8 & 11). 2016-17 results:

31.9% scored *Standard Met* or *Standard Exceeded* in English Language Arts/Literacy

* Average English Language Arts/Literacy score = -50.9 points below Standard Met

25.6% scored *Standard Met* or *Standard Exceeded* in Math

* Average Math score = -66.1 points below Standard Met

About half scored *Standard Not Met* in ELA or Math.
Modest gains across three years.

Language and Literacy Data

READING* AT OR ABOVE GRADE LEVEL

District: 34.0%   same as prior year

Grade 3: 46.4%   46.3% in prior year

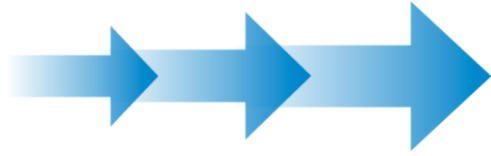**Grade 6: 34.3%**   26.8% in prior year - biggest gain

Grade 9: 26.3%   28.6% prior year

ENGLISH LANGUAGE LEARNER (ELL) PROGRESS*

67.3% of ELLs made progress toward English Language Proficiency and Fluency in 2016-17 (increased from 64.3%)

* Reading: Scholastic Reading Inventory, 2017 end of year; English Learner Progress: state EL Progress Indicator

LCAP: Greatest Progress

LCAP Goal 1 - Cohort Graduation rates are going up

- Expanded Linked Learning Pathways to increase graduation
  90.8% Pathway vs. 64.2% Non-Pathway 12th grade graduates in 2016

LCAP Goal 5- Suspension rates are going down

- Suspensions more than cut in half over 6 years (7.4% to 3.6%)
  Disproportionality remains: **7.7%** of African American students and
  8.0% of Special Education students received 1 or more suspension in 2016-17

- Sustained effective programs to transform school culture
  Restorative Justice at 28 schools; Positive Behavior Intervention and Supports
  (PBIS) at 78 schools; Manhood Development Program at 18 schools

LCAP: Greatest Needs

Academics

- Overall Performance on the State English Language Arts (ELA) & Math tests is Low:
  Average ELA score = -50.9 points below Standard Met
  Average Math score = -66.1 points below Standard Met

Teacher Retention

- Low Average Retention, especially in hard-to-staff content areas
  (Secondary Math & Science; Special Education; Bilingual)

  Fall 2017: 76.4% of teachers returned to the same school as prior year. Retention rates are lowest in schools serving the highest proportions of low income students and English language learners, and in our middle schools where one-year retention rate is 67.3%.

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

Performance Gaps - State Indicators

Student Groups with Orange or Red performance (status and change over time)

	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	**Orange**
Foster Youth			Red	Orange	Orange
Homeless			**Red**	**Red**	**Red**
Low Income	Orange			Red	Orange
Students with Disabilities	**Red**		**Red**	**Red**	**Red**
American Indian	Orange				Orange
Asian				Orange	
African American	**Red**			**Red**	**Red**
Filipino				Orange	Orange
Latino/a				Orange	Orange
Pacific Islander	Orange				
Two or more races	Orange				
White			Orange		

Performance & Change Levels from Highest to Lowest: Blue, Green, Yellow, Orange, Red
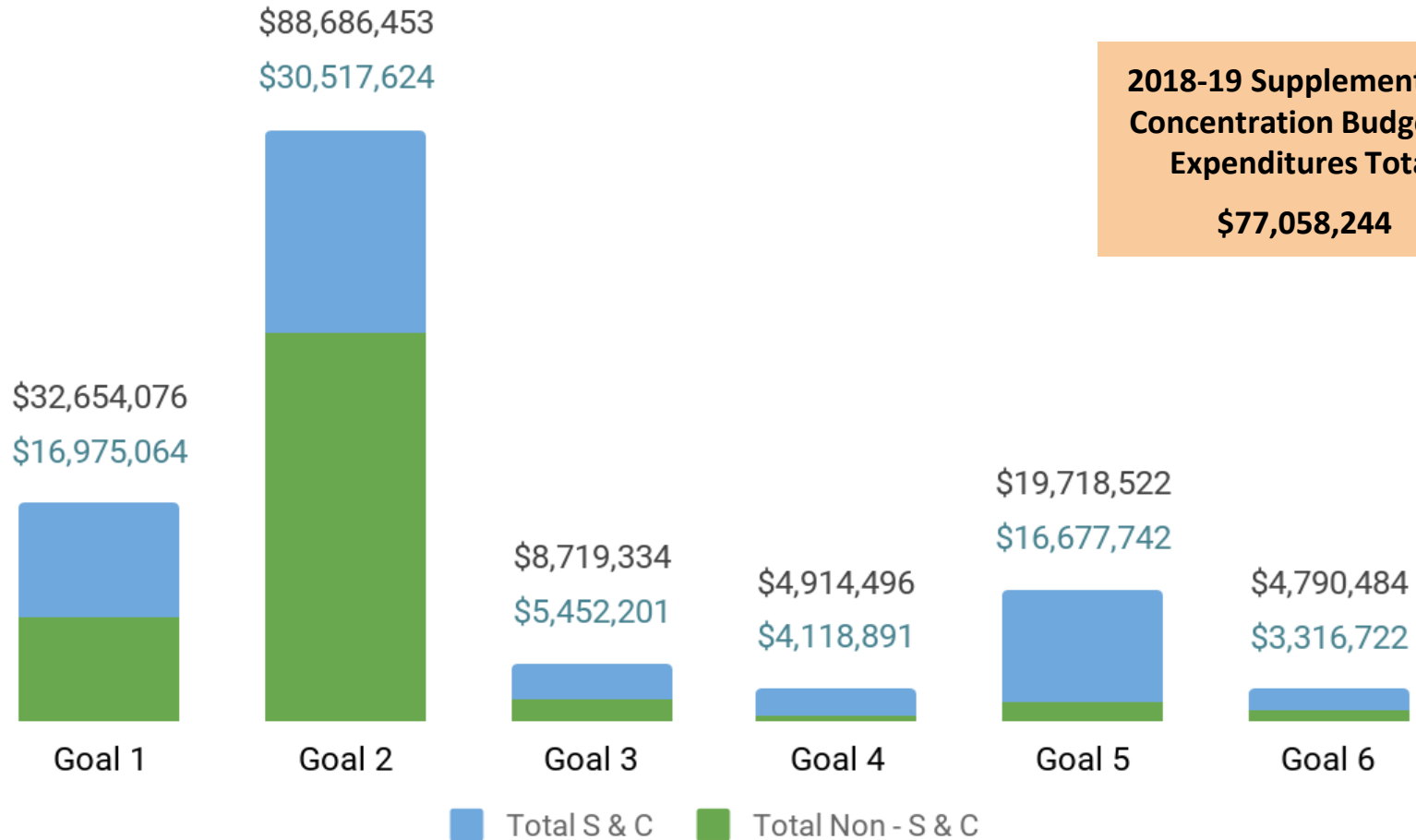
2018-19 Budget Summary

2018-19 LCAP Budget Summary

General Fund Budget Expenditures for the LCAP year not included in the LCAP are as follows: General Education teaching and support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic operational functions.
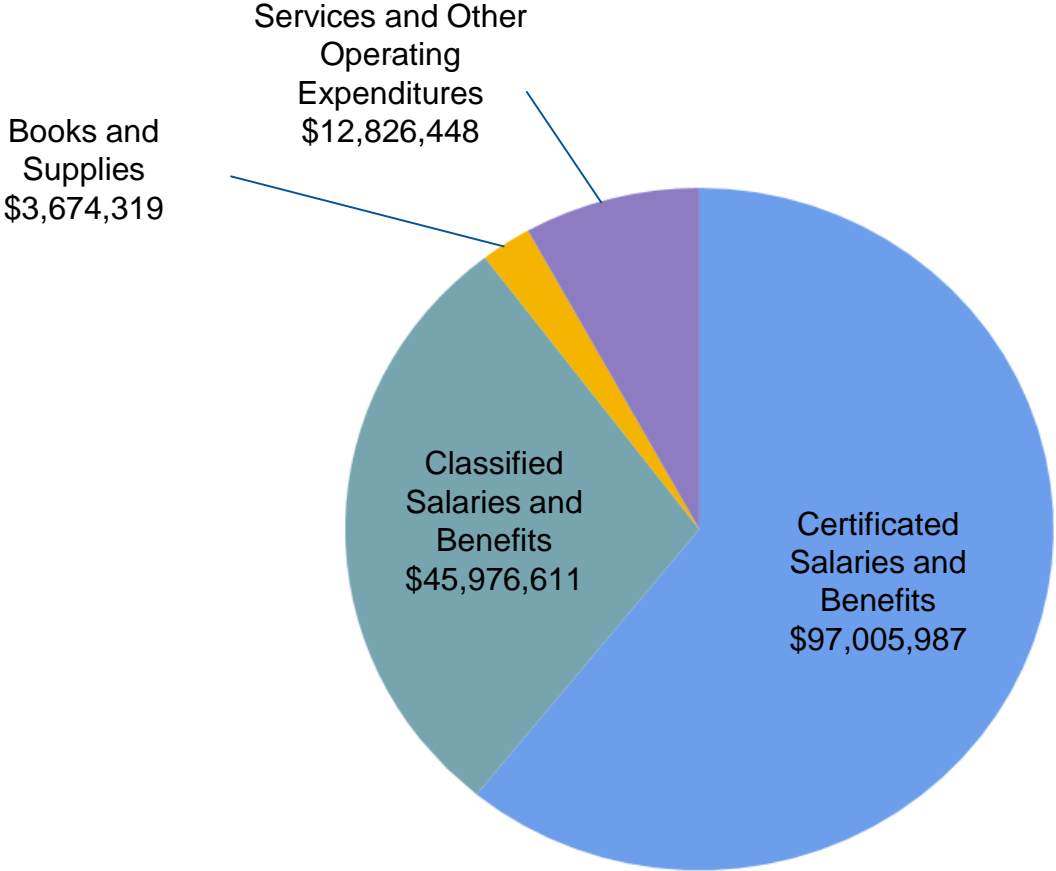
$159,483,365

$552,001,325
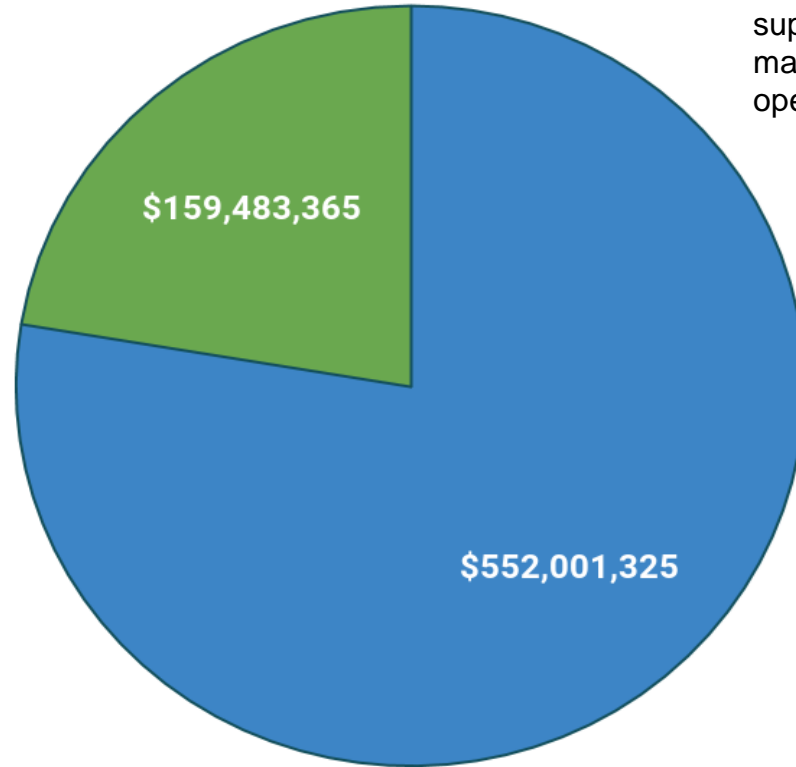
● Total General Fund Budget Expenditures   ● Total Funds Budgeted in the LCAP

2018-19 Total Budget Expenditures in LCAP by Object Type

Services and Other Operating Expenditures $12,826,448

Books and Supplies $3,674,319

Classified Salaries and Benefits $45,976,611

Certificated Salaries and Benefits $97,005,987

2017-18 Annual Update

2017-18 Annual Update Preview Analysis

Goal	Analysis
1 - Graduates are College & Career Ready	Historically underrepresented groups are increasing participation in Linked Learning pathways. For example, African American participation increased from 45.4% 2015-16 to 71.2% 2017-18.
2 - Students are Proficient in State Academic Standards	Focused activities this year to build the quality of site-embedded professional learning are generally having a positive impact on the quality of standards-based instruction. Investment in Instructional Teacher Leaders and Lead Teachers supports school based professional learning.
3 - Students are Reading at or Above Grade Level	Use of assessments like the Scholastic Reading Inventory and Fountas and Pinnell support schools to progress monitor students toward improving one grade level in reading each year. Staffing for school libraries has increased. At Frick Impact Academy, many of the students who reported never having been to a library before are now checking out an average of 5 books per month.
4 - English Learners are Reaching English Fluency	Projected to have a significant increase in reclassification rates at our school sites for 2017-18. We believe teacher professional learning in Designated and Integrated English Language Development (ELD) is foundational and will be investing further. A challenge to the growth of the Dual Language Programs is the availability of qualified bilingual teachers.
5 - Students are Engaged in School Every Day	Students who were assigned a mentor based on poor attendance did show improvement in academic, social, and emotional behaviors and improved attendance.
6 - Parents and Families are Engaged in School Activities	A result of site based parent workshops -- 100% of those who attended understood how literacy is measured and what they can do to support literacy at home.

17-18 LCAP Annual Update Expenditures

Note: Goal 1 excludes the updated expenditure amounts for Certificated and Classified staff based on student enrollment totaling $177,738,139

Legend: ■ 17-18 Budgeted Expenditures ■ 17-18 Estimated Actual Expenditures
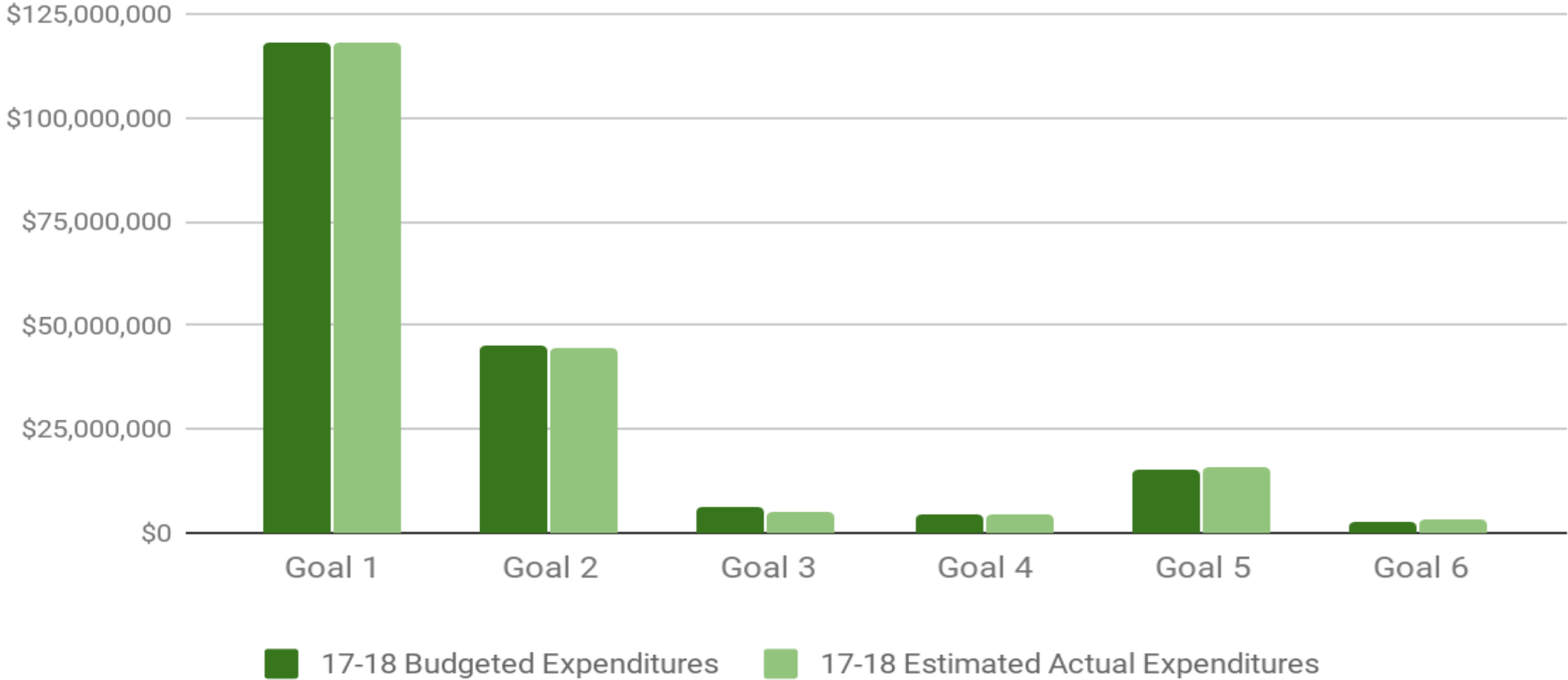
2018-19 LCAP
Goals, Actions, & Services

The 2018-19 LCAP Narrative is Organized Differently

1. Cross-organizational collaboration is a thread throughout – no longer department by department.

1. LCAP aligns all district-wide work under specific areas of service and support.

1. Incorporates Feedback from Alameda County Office of Education.

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

Goal 1: Investments

Key Implementers:

- Academic Program Leaders (STEM, Literacy, SPED, Visual & Performing Arts, ELLMA)
- College & Career Readiness Specialists
- Linked Learning/Pathway Program Staff
- Data Analysis & Support Staff
- School Improvement & Transformation Staff
- Network Superintendents & Partners
- Counselors
- Alternative Education Program
- Computer Science Program Staff
- LCAP Coordinator
- Summer School Staff

Goal 2: Students are Proficient in State Academic Standards

- Quality Instruction Program

- Assessment Support

- Teacher Recruitment & Retention

- Teacher Collaboration Time

- Curriculum Resources

- Curriculum Adoption

- Music Program

- Additional Teachers

Goal 2: Investments

Key Implementers:

- Academic Program Leaders (Literacy & STEM Coordinators)
- Network Partners
- Instructional Technology Staff
- Teacher Coaches
- State Testing Staff
- Recruitment & Retention Staff
- Instructional Materials Staff
- Music Teachers

- Computer Technician
- Special Education Staff
- Additional Teachers
- Class Size Reduction

Non-Labor:

- Instructional Materials
- Teacher Professional Learning
- Teacher Collaboration Time

Goal 3: Students are at Grade Level in Reading

- Early Literacy Development

- 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 and Data Staff

- Transitional Kindergarten Reading Tutors

- Instructional Teacher Leaders

Non-Labor

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

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:

- Executive Director, English Language Learner and Multilingual Achievement

- Multilingual Pathway Coordinator

- Director of Newcomer Programs

- Coordinator of English Language Development

- Language Specialists

Goal 5: Students are Engaged in School Every Day

- Behavioral Guidance
- Transforming School Culture & Climate
- Safe & Healthy School Climate
- Case Management
- Recognizing & Celebrating Student Success

- Athletics
- Student Leadership
- Nutrition Services

Goal 5: Investments

Key Implementers:

- Community Schools Student Services Staff (Foster Youth, Mental Health)
- Restorative Justice Facilitators (Decrease in central funding)
- Behavioral Health Staff
- Attendance & Discipline Staff
- Athletics (Decrease in central funding)
- Health Services
- School Security Officers
- Office of Equity Staff (Increase in central funding) SF Foundation and S & C
- Refugee/Asylee Staff
- Unaccompanied Minor Staff
- Student Engagement Staff
- Nutrition Services

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

- Parent & Family Engagement Staff

- Community School Managers

What Central Services Have Been Decreased

Staffing for Central Office Departments:

➜ Athletics Staffing

➜ Educator Effectiveness Office

➜ Office of Professional Development

➜ Office of Post-Secondary Readiness

➜ Continuous District Improvement

➜ Elevation Network

What Central Services Have Been Increased

Targeted Supports for our Focus Student Groups

➔ Case Management—Foster Youth,

Unaccompanied Minors, Refugee/Asylee Youth, Homeless

➔ Increased and Improved Monitoring of Student Progress

➔ Creating *Foundational Data Reports* and focal student

data profiles for all Stakeholders to understand and use regularly.

Team LCAP

Sondra Aguilera, Senior Deputy Chief of Continuous School Improvement

Lisa Spielman, Coordinator, LCAP

Jean Wing, Executive Director, Research Assessment & Data

Cintya Molina, Program Manager, LCAP Community Engagement

Nicole Knight, Executive Director, English Language Learners & Multilingual Achievement

Keisha Smith, Financial Analyst

Katema Ballentine, Budget Director

Diana Sherman, Coordinator, Single Plan for Student Achievement (SPSA)

Thuy Nguyen, Business Manager

i am OUSD

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Community Schools, Thriving Students

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