



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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# Local Control Accountability Plan Overview & Highlights

June 11, 2014

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# Local Control Accountability Plan

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- Section 1: Stakeholder Engagement
- Section 2: Goals & Indicators to Measure Progress for All Students and for Targeted Groups of Students
- Section 3: Budgeted Actions & Services
  - 3A: Base Budgeted Actions & Services
  - 3B: Supplemental/Concentration Budgeted Actions & Services for Low Income students, English Learners, and Foster Youth
  - 3C & 3D: Summary of increase in services and funds for Low Income Students, English Learners, and Foster Youth

# Section 1: Stakeholder Engagement

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## New additions in Section 1:

- Description of community partnerships and co-facilitators
- Description of diversity of participants
- Description of organized stakeholder input on aligning District Balanced Scorecard and LCAP goals and priorities
  - Input on adding focal student groups to Scorecard
  - Input on prioritizing LCAP and Scorecard indicators for measuring progress

# Section 2: Goals & Indicators of Progress

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## Changes in Section 2:

- Reduces # of overarching goals from 7 to 6
- Adjusts annual targets (S.M.A.R.T. – Specific, Measurable, Achievable, Realistic, Time-bound)
- Includes subgroups of students with targets
- Consistently uses percentage points to measure growth
- Includes baseline data wherever available

# Section 2: Goals to measure progress

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1. Increase college and career ready graduates
2. Increase proficiency on state standards
3. Increase grade-level reading
4. Increase rate of English Learners reaching English fluency
5. Increase student engagement
6. Increase parent & family engagement

# Section 2: Goals to measure progress

LCAP GOAL	Year 1	Year 2	Year 3
<b>GOAL 1:</b> Increase cohort graduation rate	+2 percentage points	+3 percentage points	+4 percentage points
<b>GOAL 1:</b> Reduce cohort dropout rate	-3 percentage points	-3 percentage points	-3 percentage points
<b>GOAL 1:</b> Increase college prep(A-G) course completion rate	+2 percentage points	+2 percentage points	+3 percentage points
<b>GOAL 1:</b> Increase Career Academy (Linked Learning participation rate	+5 percentage points	+5 percentage points	+5 percentage points
<b>GOAL 1:</b> Increase 10 <sup>th</sup> grade high school exit exam pass rate	+2 percentage points	+2 percentage points	+3 percentage points
<b>GOAL 2:</b> Increase proficiency on state standards	Establish baseline	+1 percentage point	+2 percentage points
<b>GOAL 2:</b> Standards-aligned materials for all	100% of schools	100% of schools	100% of schools
<b>GOAL 3:</b> Increase grade-level reading – Grades 3 & 6	+5 percentage points	+5 percentage points	+5 percentage points
<b>GOAL 3:</b> Increase grade-level reading – Grade 9	+4 percentage points	+5 percentage points	+5 percentage points

# Section 2: Goals to measure progress

LCAP GOALS & INDICATORS	Year 1	Year 2	Year 3
<b>GOAL 4:</b> Increase district English fluency reclassification rate for English Learners in Grades 1-12	+3 percentage points	+1 percentage point	+1 percentage point
<b>GOAL 4:</b> Increase English fluency reclassification rate for Long-Term English Learners	+5 percentage points	+2 percentage points	+2 percentage points
<b>GOAL 5:</b> Reduce district chronic absence rate	-0.5 percentage point	-0.5 percentage point	--0.5 percentage point
<b>GOAL 5:</b> Reduce district suspension rate	-1 percentage point	-0.5 percentage point	-0.5 percentage point
<b>GOAL 5:</b> Reduce district African American & African American male suspension rate	-2 percentage points	-2 percentage points	-2 percentage points
<b>GOAL 6:</b> Increase % of schools with at least 40% parent survey response rate	50% of schools meet target	80% of schools meet target	100% of schools meet target
<b>GOAL 6:</b> Increase % of schools offering 3 or more parent workshops related to academics	80% of schools meet target	90% of schools meet target	100% of schools meet target

# Section 3A: Base Budget/Services

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- Fully implement Common Core State Standards (English Language Arts & Math) and Next Generation Science Standards
  - Teacher professional development (Summer & Mid-Year Institutes, buy-back days, etc.)
  - Curriculum, assessments, books & materials
  - Culturally relevant books for middle & high schools
  - Cross-site “communities of practice”

# Section 3A: Base Budget/Services

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- Establish a comprehensive system to track student progress, including staffing and technology for:
  - Data Governance for data accuracy
  - Early Warning System and tracking interventions
  - On-track graduation and “A-G” status
  - Data Warehouse/Data Dashboards

# Section 3A: Base Budget/Services

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- Recruit, support & retain effective teachers
  - Increase support for new teachers including coaches for at least 300 beginning teachers
  - Increase services to improve performance of permanent teachers through intensive support
- Reduce class size in the early years:  
Transitional Kindergarten through grade 3

# Section 3A: Base Budget/Services

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## Students with Disability–Special Education

- Full access to the Common Core State Standards for students with mild-to-moderate disability
  - Professional learning for Special Day Class and Resource teachers
  - Collaboration time for Special Education inclusion teachers and general education teachers

# Section 3A: Base Budget/Services

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## Students with Disability—Special Education

- Increase support for students in Least Restrictive Environment
  - Professional learning for Special Day Class and Resource teachers
  - Collaboration time for Special Education inclusion teachers and general education teachers
- Mental and Behavioral Health supports for students with disability

# Section 3A: Base Budget/Services

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## **Students with Disability–Special Education**

- Staffing & Technology for Special Education Data Management and Reporting System
- Increase family engagement
  - Increase home language translation supports
  - Provide effective alternate dispute resolution services to resolve Special Education parent complaints

# Section 3B: Supplemental & Concentration Budget & Services

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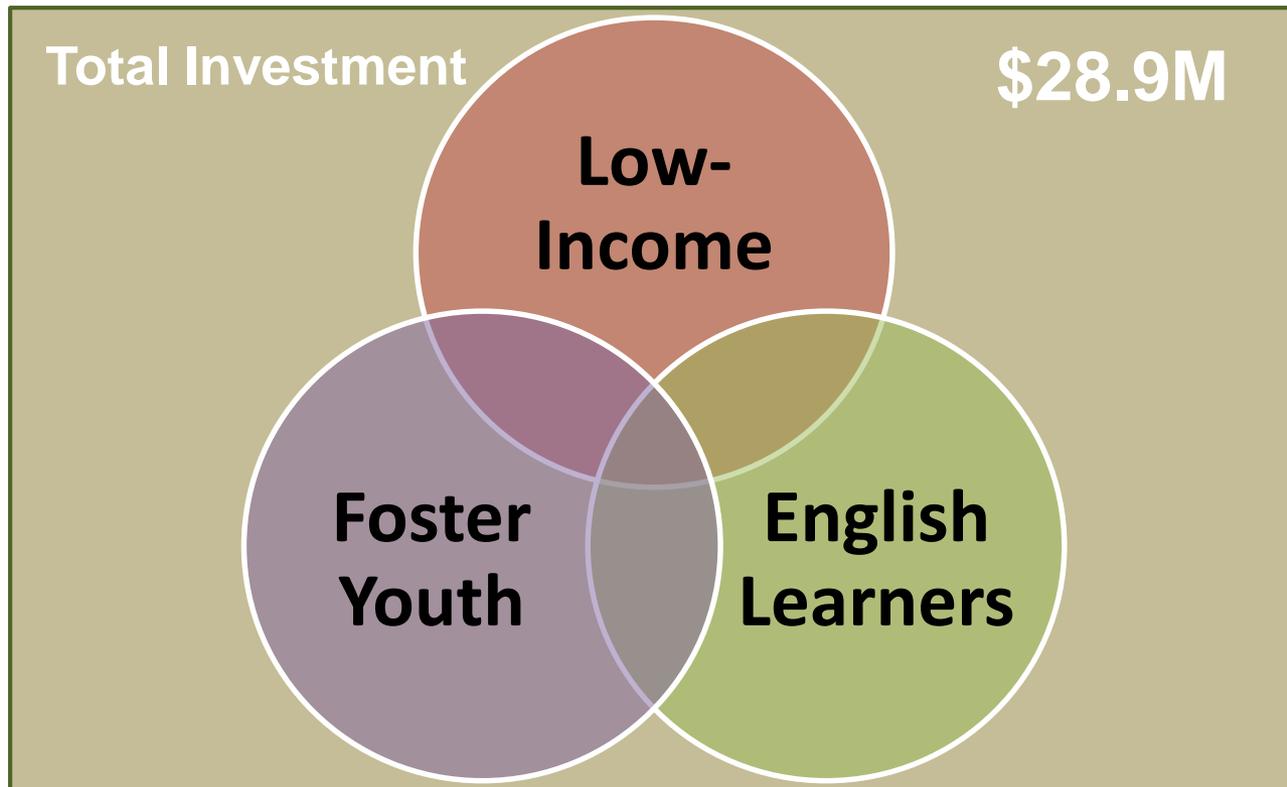
**\$ 28,875,125** in LCFF Supplemental and Concentration Funding (of which **\$17,135,948** is new in 2014-15) to serve Low Income students, English Learners, and Foster Youth

**\$14,500,000** allocated to schools

**\$14,375,000** allocated districtwide to provide services and supports to students

# Section 3B: Supplemental & Concentration Budget & Services

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# Section 3B: Supplemental & Concentration Budget & Services

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## For Low Income Students:

- Focus on reading/literacy from early childhood through high school
  - Comprehensive reading assessment for differentiated instruction
  - Coaching for teachers
  - Online content for Blended Learning

# Section 3B: Supplemental & Concentration Budget & Services

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## For Low Income Students:

- Increase access and success in Career Pathways
  - High quality internships for seniors
  - High quality pathways in Tier III high schools
  - Expand electives including career technical education
- Recruit, support & retain culturally responsive teachers and teachers for hard-to-fill subjects
- Priority support for Tier III high schools

# Section 3B: Supplemental & Concentration Budget & Services

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## **For Low Income Students:**

- Increased support for meaningful student engagement
  - In leadership opportunities;
  - In the classroom: social/emotional/physical/mental health services, Restorative Justice, Positive Behavior Intervention and Supports, Manhood Development Program,
  - Expand electives including career technical education
- Family engagement with academic focus, including Academic Parent Teacher Teams & school governance aligned to LCAP

**+ School site expenditures for Low Income students**

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# Section 3B: Supplemental & Concentration Budget & Services

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## For English Learners:

- Provide full access to the Common Core curriculum
- Accelerate English Language Development and English fluency redesignation
- Provide differentiated programs for newcomers and Long-Term English Learners
- Provide multi-lingual, multicultural family engagement related to student academic learning
- Monitor progress of Redesignated Fluent English Proficient students

+ **64 school site expenditures for English Learners**  
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# Section 3B: Supplemental & Concentration Budget & Services

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## For Foster Youth:

- Priority summer credit recovery, participation in afterschool programs
- Coordination of services at school sites
- Academic counseling with trained counselor
- Special engagements for foster parents linked to literacy and academic support at home

**+ 34 school site expenditures for Foster Youth**



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