Draft 2020-2023 Local Control & Accountability Plan (LCAP) Goals, Actions & Services

Last revised December 12, 2019

Goal 1: All students graduate college, career, and community ready.

Proposed Actions & Services	Potential District Metrics
1.1 Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards. *Potential Expenditures:* ● PreK Program ● Literacy Program, focus on Early Literacy Years ● Science, Technology, Engineering & Mathematics (STEM) Program ● History, Social Studies & Ethnic Studies Program ● Multilingual Programs	● Kindergarten Readiness ● Smarter Balanced Assessment Consortium (SBAC) Distance from Standard in ELA, Math, and Science (CAST) ● Fountas and Pinnell milestones at each grade level ● Reading Inventory ● Interim Assessment Blocks (IABs) ● English Language Proficiency Assessment of California (ELPAC) ● Avant language proficiency assessment
Relevant LCAP PSAC Recommendations **V.3,** V.5 ● **Identify "bright spot" schools from which to learn. Identify schools that are supporting the "Differentiated Assistance" groups well, how those students are being supported, and what can be learned and replicated at other sites**. ● Analyze within the LCAP the impact of investing in developing school libraries.	

1.2 Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training. *Potential Expenditures:* ● Curricula pilots and adoptions ● Professional learning to pilot and implement adoptions ● Educational technology (Chromebooks)	● Curriculum adoptions completed within three years by grade span ● Special Education curricula adoption status ● World Language curriculum adoption status ● Dual Language curriculum adoption status ● Physical Education curriculum adoption status ● Health curriculum adoption status
Relevant LCAP PSAC Recommendations V.4 ● To better target investments, include within the LCAP the results of a district-wide evaluation of the effectiveness of the different blended learning platforms for literacy development in use at the district.	
1.3 Create equitable access to high quality programs for all students. *Potential Expenditures:* ● Alternative Education ● Linked Learning Pathways ● Multilingual Programs ● Equitable Master Scheduling ● Funding formulas ● Blueprint ● Oakland in the Middle	● On-track to graduate rates in middle school and high schools ● Special Education and Language Learner participation and success in Pathways, A-G, and AP classes. ● Percent of high school students participating in a pathway and internship connected to their pathway choice. ● Percent of schools maximizing their site resources to provide engaging courses, A-G coursework, and equitable access to classes ● Percent of students with double attainment of the Seal of Biliteracy in three years ● Balanced language groups in designated two-way dual language schools ● Percent of multilingual programs meeting standards of quality ● [indicator for Blueprint cohorts]

II.4, II.5, III.2, VI.3, III.4, III.5

- **Provide a response to how the budget reductions made to school sites were done in an equitable manner. Provide on-going documentation as an LCAP strategy of equity formulas used in making reductions and allocations to schools.**
- **Provide a data-driven report within the LCAP showing what happened to the students who attended closing schools (their outcomes) and of how their families were supported.**
- **Link middle school to the Pathway Programs.**
- **Require that Dual Language Program schools provide the opportunity for all students with IEPs to participate fully in the program. (There are well-established dual language schools in which ELL and other students taught in Special Day Classes are almost fully isolated from the school's instructional and other programs.)**

- Develop and describe Dual Language Programs as Pathway Programs.
- Include translation services as a core element of Pathway Programs.

1.4 Implement services that support students to reach high levels of academic and social emotional achievement.	• Percent of schools with clear MTSS plans implemented at their school sites that align to our District framework
Potential Expenditures:	• Percent of secondary students in grades 6-12 receiving Academic Counseling
• Multi-Tiered Systems of Support (MTSS): District coaches school staff in implementing MTSS, and provides targeted interventions for students furthest from success. • Counseling	• Percent of students achieving the outcomes named in our Graduate Student Profile

IV.8

- We need clear information about the standard we are using for counselor-to-student ratio and how our contractual commitments to a specific ratio compares to state and national standards.

1.5 Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards. *Potential Expenditures:* ● Research Assessment and Data capacity to produce data accessible through our District Data Dashboard.	● Percent of schools participating in 95% of District assessments. ● Percent of schools creating and implementing a school-based formative assessment system aligned to the District assessment system ● Percent of schools creating a school calendar strategically using professional learning days and minimum days to support the analysis of key assessments

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Proposed Actions & Services	Potential District Metrics
2.1 Implement student achievement strategies to address the specific and unique needs of focal racial and ethnic student groups. *Potential Expenditures:* ● Office of Equity personnel to lead targeted intervention for focused group of students ● African American student achievement programs ● Asian Pacific Islander student achievement programs ● Latinx student achievement programs	● Smarter Balanced Assessment Consortium (SBAC) Distance from Standard in ELA, Math, and Science (CAST) ● Fountas and Pinnell milestones at each grade level ● Reading Inventory ● Interim Assessment Blocks (IABs)
2.2 Implement Specialized Academic Instruction (SAI) and specific social supports and resources to students with Individualized Education Programs (IEP) participating in our Special Education Program. *Potential Expenditures:* ● Special Education program (break out)	● Performance of students with IEPs on Smarter Balanced Assessment Consortium (SBAC) Distance from Standard in ELA, Math, and Science (CAST) ● Performance of students with IEPs on Fountas and Pinnell milestones at each grade level ● Performance of students with IEPs on Reading Inventory ● Performance of students with IEPs on Interim Assessment Blocks (IABs) ● Suspension Rates for Students with Disabilities ● Chronic Absenteeism Rates for Students with Disabilities ● Reviewing Progress on IEP goals annually
Relevant LCAP PSAC Recommendations **IV.1, IV.2, V.1, V.2, VI.1, VI.4, VII.1** IV.6, IV.7 ● **Provide base curriculum materials to all Special Education programs and classrooms, specifically in Moderate-Severe programs. Many Special Education students and teachers do not have base curriculum materials for instruction.**	

- **Ensure universal implementation of accommodations for testing to support progress and proficiency for students with IEPs in the SBAC and other assessments. (This requires timely IEPs and timely testing schedules.)**
- **Track access to curriculum and assessments for Special Education programs and classrooms within the LCAP. Many Special Education classrooms and students do not have access to the curriculum and assessments for reading development (e.g. F&P, Guided Reading materials and training, SIPPS, etc.) that other students have.**
- **Designate a targeted group of Special Education teachers to receive reading curriculum and related training.**
- **Report within the LCAP on the progress in English Language Development and Reclassification for English Language Learners with IEPs.**
- **Monitor that all English Language Learners with IEPs are receiving instruction for English Language Development with the accommodations and modifications needed.**
- **Suspension rates for Students with IEPs are alarmingly high, especially for students of color with IEPs. We need specific strategies for reducing them.**

- We need focused attention on retention and recruitment of Special Education teachers. Feedback from the 2018-19 meetings about this need has not yet received a Superintendent response.
- Given the shortage of Special Education teachers and low teacher retention, along with the high sensitivity of many children with IEPs, we need a central pool of substitutes for Special Education readily available.

2.3 Provide services to transitional students and families to address the unique needs of unhoused students, migrant students, foster youth, and refugee/asylee youth. *Potential Expenditures:* ● Central supports for transitional students and families ●	● Percent of transitional and unhoused students and families accessing the services provided to address their needs. ● Transitional student Distance from Standard on Smarter Balanced Assessment Consortium (SBAC) in ELA, Math, and Science (CAST) ● Transitional student performance on Fountas and Pinnell milestones at each grade level ● Transitional student performance on Reading Inventory and Interim Assessment Blocks (IABs)

Relevant LCAP PSAC Recommendations   **II.3, IV.5,** II.6, II.7, IV.12

- **Priority enrollment, targeted outreach, and evidence of access to schools and programs for Unhoused and Foster Students, including to equity initiatives when eligible (e.g. African American Male Achievement, African-American Female Excellence).**
- **One hundred percent (100%) of Unhoused Students are supported by an Academic Support Team focused specifically on Unhoused Students.**

- 100% of schools have an advocate for Unhoused Students. School-based advocates work with teachers at school sites to build teacher awareness of the needs of Unhoused Students.
- Improve absenteeism for Unhoused Students by providing more support to their families (e.g. transportation)
- Maintain the 2018-19 staffing levels (FTE) for Foster Youth. [This is the leading recommendation from FYAC.]
- Include in the LCAP actions connected to increasing proficiency in the state academic standards for Unhoused Students.

2.4 Implement quality integrated and designated English Language Development (ELD) to improve our reclassification rate. *Potential Expenditures:* - Differentiated site support focused on the needs of language learners - Foundational and sustaining professional learning on Integrated and Designated ELD	- English Language Learner Reclassification Rate - Long Term English Learner Reclassification Rate - ELPAC growth - Translation indicator of some sort

Relevant LCAP PSAC Recommendations   **VI.1, IV.2, VI.2, VI.4,** IV.11, VI.6, VI.7, VI.7

- **Report on the progress in English Language Development & Reclassification of English Language Learners with IEPs within LCAP.**
- **Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners.**

> **a. Provide a basic training at all school sites for families of ELLs covering key topics (e.g. Language program choices, the English Language Proficiency Assessment of California, how to monitor the English Language Development of your child, the reclassification process, ways to give feedback, committees and other leadership opportunities, etc.)**
> **b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites.**
> **c. Make sure to send key information home in multiple languages to parents, guardians, and caregivers who cannot attend trainings**.

- **Monitor that all English Language Learners with IEPs are receiving instruction for English Language Development with the accommodations and modifications needed.**

- We have a concern about the disproportionate impact of loss of teachers on English Language Learners, especially Newcomers. These students especially need continuity.
- We need to see Goal 4 site-level investments [investments to support the English Language proficiency of English Language Learners] to evaluate impact, outcomes, and growth for English Language Learners. A comprehensive report of school-site actions and investments for targeted support of English Language Learners was a request of the LCAP PSAC in June 2016 and December 2016 for the 2016-17 LCAP and the 2017-18 LCAP.
- Track and increase the level of translation services provided to students and families as part of supporting the academic and English Language Development of English Language Learners.

2.5 Implement instruction and social emotional support for newcomers. *Potential Expenditures:* - Elementary Newcomer Teacher Leaders to provide direct instructional support and to build the capacity of other teachers to support newcomers - Site-based and cross-site professional development - Coordination of services for newcomers	- ELPAC growth - Chronic absenteeism rate for newcomers - Suspension rates for newcomers - Quality of our newcomer programs

Relevant LCAP PSAC Recommendations IV.11, VI.5 ● We have a concern about the disproportionate impact of loss of teachers on English Language Learners, especially Newcomers. These students especially need continuity. ● OUSD must express a commitment to maintaining all of the Newcomer Academies as it looks to close school sites and establish a process for decision-makers to partner with parents, students, and other stakeholders who are concerned about the potential disruption or elimination of Newcomer Academies.	
2.6 Provide summer learning opportunities to students furthest from success in academic recovery and literacy acceleration. *Potential Expenditures:* ● Centralized Summer School Learning (Expanded Learning)	● Participation rates of identified students (credit recovery, reading acceleration, newcomers)
Relevant LCAP PSAC Recommendations **III.1, III.3,** III.6 ● **Describe Extended School Year for Students with IEPs within the LCAP and analyze its impact as part of Summer Learning.** ● **Increase access to summer learning, in particular for focal groups. Monitor access within the LCAP.** ● Clarify and expand on the role of Summer Learning programs as an LCAP action.	

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Proposed Actions & Services	Potential District Metrics
3.1 Foster positive school culture. *Potential Expenditures:* ● Implement school-wide Restorative Practices 　○ Targeted staff or all staff professional learning ● Positive Behavior Intervention Systems ● School Culture Teams to support school climate and discipline	● California Healthy Kids Survey (CHKS) ● Suspension rates
Relevant LCAP PSAC Recommendations　　**VII.1, VII.2** ● **Maintain the Restorative Justice Coordinators and Facilitators.** ● **Suspension rates for Students with IEPs are alarmingly high, especially for students of color with IEPs. We need specific strategies for reducing them.**	
3.2 Implement programs to Improve attendance and reduce chronic absence. *Potential Expenditures:* ● Tier 1 Attendance Strategies ● Attendance Teams	● Decrease Chronic absenteeism ● # of Quality Attendance Teams
Relevant LCAP PSAC Recommendations　　**VII.3,** II.7 ● **Fully develop and implement a tiered central support plan for School Site Attendance Teams with clear expectations, training, and regular meetings.**	

• Improve absenteeism for Unhoused Students by providing more support to their families (e.g. transportation)	
3.3 Implement student health, safety, and wellness programs. *Potential Expenditures:* • Physical Education • Coordination of Services Team (COST) supports • Central Family Resource Center (CFRC) • School-Based Health Centers • School Nurses • School Wellness Programs • Nutrition Services / Central Kitchen? • Health, Nutrition, & Garden Education • Alcohol, Tobacco & Drug Intervention • Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs	• CHKS responses (See H&W TOA) • COST referrals connected to services • Physical fitness (Fitness Gram) • Number of families served by CFRC [focus on families in transition]
3.4 Provide enrichment and leadership opportunities for students. Potential Expenditures: • After School Programs • Student Leadership • Athletics • Co-curricular activities	• ASP attendance rates • Student Leadership Participation and implementation of student work group plans • Number of student athletes and Title IX benchmarks
3.5 Engage students and families in learning partnerships and site and district level decisions about student learning and school improvement.	• Direct student and parent feedback on opportunities for partnership and leadership: % of students and families that feel connected and engaged with student learning,

Potential Expenditures: ● Communication to families regularly and in accessible formats. ● Provide opportunities for students and families to give feedback on-site and district plans and initiatives to increase student achievement ● Provide training and support for students and families on site and district level committees ● Translation ● Regional and site based parent academies ● Parent-Teacher Home Visit (PTHV) training and implementation ● School site support for developing and implementing family partnerships, strategies, activities linked to SPSA goals ● Target Student Honor Rolls ● Enrollment Fairs	leadership and decision making (CHKS) ● Direct parent-teacher partnership for student learning: % of schools offering three or more opportunities for families to engage directly with teachers on how to support and monitor student academic growth (academic workshops held by teachers for families) ● SSC Self Assessment Score of "developing" and "thriving" for school governance standard 3: meaningful family, student, community engagement ● Percent of District documents translated in our major languages ● Number of teachers and sites implementing research based family engagement practices (APTT, PTHVs, parent academies)

Relevant LCAP PSAC Recommendations   **VI.2**

Go to the end of this document for the list of LCAP PSAC Recommendations related to Family and Community Engagement (2018-19 LCAP PSAC Goal 6). The committee ran out of time to prioritize those recommendations at the end of the 2018-19 LCAP process.

Also see principles related to the LCAP and Budget engagement process for other recommendations.

● **Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners.**
   a. Provide a basic training at all school sites for families of ELLs covering key topics (e.g. Language program choices, the English Language Proficiency Assessment of California, how to monitor the English Language Development of your child, the reclassification process, ways to give feedback, committees and other leadership opportunities, etc.)
   b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites.

c. Make sure to send key information home in multiple languages to parents, guardians, and caregivers who cannot attend trainings.	
3.6 Communicate to the broader Oakland community regularly and in accessible formats and build community partnerships. *Potential Expenditures:* ● District communication supports	● Click rates on District-wide communications.

Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

Proposed Actions & Services	Potential District Metrics
4.1 Recruit, retain, and develop high-quality, diverse teachers. *Potential Expenditures:* ● Foundational Professional Development ● Ongoing professional learning and coaching for school leadership ● Recruitment and pipeline development support for teachers with emergency permits, classified staff transitioning into teaching, and targeted supports for diverse educators	● Percent of teachers applying for vacant positions ● Percent of teachers who are staying and growing in the district in promotional opportunities (e.g. classified/substitute to teacher, teacher to TSA, TSA to site/district administrator) ● Retention rate in our District and at each school of teachers ● Percent of teachers reflecting our student demographics ● Percent of credentialed teachers ● Completion of our teacher evaluation rate and teachers rated as meeting standard or above ● Percent of educators participating in foundational professional learning ● Percent of educators accessing ongoing professional learning opportunities ● Percent of active professional learning communities at each

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	school.
 ● **Explain how the increase in teacher compensation will specifically benefit the focal student groups, how this increase will promote greater equity for each of the groups. Compensation must include actions to increase teacher development and agency.** ● **The monitoring of teacher retention should include a report (not just one indicator) showing baselines, the yield of pipeline programs (including projected teachers coming into the pipeline), retention rates at the school site level, data on equity, measurement of vacancies, and how many teachers are on emergency credentials.** ● **Explain how ableism will be addressed within professional development about implicit bias.** ● We need focused attention on retention and recruitment of Special Education teachers. Feedback from this year's meetings about this need has not yet received a response. ● Given the shortage of Special Education teachers and low teacher retention, along with the high sensitivity of many children with IEPs, we need a central pool of substitutes for Special Education readily available. ● Implement and monitor Teacher credentialing support for Special Education teachers. This is a particular and urgent need. The failure to clear credentials is a major contributing factor to their low retention rate, among others. ● Find ways to incentivize or secure a baseline, minimum years of service for teachers.	
4.2 Recruit, retain, and develop strong school and District leaders and managers. *Potential Expenditures:* ● Foundational Professional Development ● Recruitment and pipeline development support for aspiring site leaders and targeted supports for diverse	● Percent of school leaders applying for vacant positions ● Retention Rate in our District and at each school for school leaders ● Completion of our leader evaluation rate and leaders rated as meeting standard or above

leaders	
[Relevant LCAP PSAC Recommendations](#) **VII.4** ● **Explain how ableism will be addressed within professional development about implicit bias.**	
4.3 Recruit, retain, and develop high-quality, diverse classified employees. *Potential Expenditures:* ● Foundational Professional Development for classified staff.	● Participation rate of classified staff in learning opportunities provided by our District ● Rate of professional learning opportunities for classified staff for each job classification. ● Percent of classified staff applying for vacant positions ● Retention Rate in our District and at each school for our classified staff ● Percent of classified staff reflecting our student demographics ● Percent of classified staff participating in professional learning opportunities
[Relevant LCAP PSAC Recommendations](#) **VII.4** ● **Explain how ableism will be addressed within professional development about implicit bias.**	

LCAP PSAC Recommendations without a Designated Action Area:

II.2   Address continuing concerns about the district's capacity to provide accurate, comprehensive, and targeted data for supporting the needs of Students with IEPs and other student groups. This includes providing disaggregated data sets. New data filters need to be created to find overlaps.
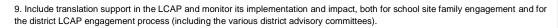
For example, while All Students with IEPs are not "in the red" for Chronic Absences, African American Students are "in the red." This calls for a focus on Students with IEPs who are African American, who happen to also be "in the red" for Chronic Absences though All Students with IEPs are not. Also, many inaccuracies continue to be identified within the data sets provided for Students with IEPs, including their percentage as part of the OUSD student population.

V.3   Identify within the LCAP the intensive supports specifically available to students who are multiple years below grade level in reading, including tutoring and extended learning opportunities, and analyze their impact.

 VII.5   Re-direct funds to hire fewer police officers and more School Security Officers.

VIII. Recommendations for Goal 6: PARENTS AND FAMILIES ARE ENGAGED IN SCHOOL ACTIVITIES

1. Provide distinct district-wide opportunities to support school-level engagement for families of Students with IEPs.

2. Ensure continuity of support for the Community Advisory Committee for Special Education. The CAC lost its designated partial FTE mid-year. This support only existed for a year. [Special Education engagement, including the CAC, needs one dedicated FTE. This has been a recommendation from the PSAC and CAC since 2016].

3. Provide easy-to-use resources, especially online resources, for parents of English Language Learners to support their children's learning at home, especially in reading and writing.

4. Targeted communication with families of Long-Term English Language Learners (LTELs), especially Parent-Teacher Goal-Setting at each marking period as a universal practice in OUSD.

5. Provide distinct and district-wide engagement opportunities for families of Unhoused Families.

6. Maintain the LCAP Engagement Program Manager and staff person. This person has provided focused spaces for specific stakeholder groups and committees and, at the same time, woven them into an integrated LCAP process. As part of this, the person has taken up some support for the CAC meetings after the loss of a dedicated partial FTE.

7. Family engagement should incorporate innovative outreach, be more relational and collaborative, promote connectivity, and support all goals. Incorporate family engagement actions and strategies under all goals, priority areas, and strategies in other parts of the LCAP.

8. Meaningful engagement must be measured. Include outcomes beyond participation, indicators that measure impact for students, families, school communities, and central services.

9. Include translation support in the LCAP and monitor its implementation and impact, both for school site family engagement and for the district LCAP engagement process (including the various district advisory committees).

10. We need greater translation support for families who speak languages that are newly predominating in OUSD--e.g. families from Yemen and Mam-speaking families.

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