

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

Last revised December 12, 2019

GOALS for DELLS Input

1. Know the 4 Goals and action areas
2. Give feedback on 4 Goals and action areas
3. Understand ELLMA expenditures

GOAL 1: ALL STUDENTS GRADUATE COLLEGE, CAREER, AND COMMUNITY READY.

Proposed Actions & Services	ELLMA Support
1.1 Strong instructional program to ensure academic growth for all students Relevant LCAP PSAC Recommendations V.3, V.5 <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Differentiated support to sites: 7 ELL Specialists site support to about 30 schools• Foundational Professional Development to support ELLs - LTELs, Newcomers, Integrated ELD - ALLAS and GLAD• Reclassification support
1.2 Strong curriculum with ongoing training for teachers and leaders Relevant LCAP PSAC Recommendations V.4 <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Curriculum development for Designated ELD• Training on new <i>Adelante - Advance</i> Curriculum• Support of EL Education pilot
1.3 Equitable access to high quality programs for all students. Relevant LCAP PSAC Recommendations II.4, II.5, III.2, VI.3, III.4, III.5 <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Implementation of Dual Language enrollment policy• Spanish Language Assessment of Upper Grades at Dual Language Sites• Elementary Newcomer Teacher

<ul style="list-style-type: none"> ● 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. 	<p>Leaders - OEA</p> <ul style="list-style-type: none"> ● Support for dual language programs from assigned specialists and also the Multilingual Pathway Coordinator ● Support for improving early exit bilingual programs.
<p>1.4 Services that support students to reach high levels of academic and social emotional achievement.</p> <p><u>Relevant LCAP PSAC Recommendations</u> IV.8</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Building a Culture of Advocacy for All - Sanctuary Work, Individualized Reclassification, newcomer support, instructional initiatives that help ALL students
<p>1.5 Monitoring student progress with high-quality assessment and reporting.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Better data tools to help planning - dashboards in collaboration with RAD ● ELL snapshots ● RFEP snapshots ● Spanish Language Assessment of Upper Grades at Dual Language Sites ● Support of ELL Ambassadors

GOAL 2: FOCAL STUDENT GROUPS DEMONSTRATE ACCELERATED GROWTH TO CLOSE OUR EQUITY GAP.

Proposed Actions & Services	ELLMA Support
<p>2.1 Student achievement strategies to meet the needs of focal racial and ethnic student groups: African Americans, Asian Pacific Islanders, Latinos</p>	<ul style="list-style-type: none"> ● Elementary Newcomer Teacher Leaders - OEA ● Differentiated support to sites: 7 ELL Specialists site support to about 30 schools ● Foundational Professional Development to support ELLs - LTELs, Newcomers, Integrated ELD - ALLAS and GLAD
<p>2.2 Effective instruction and social supports for students with Individualized Education Programs (IEPs).</p> <p><u>Relevant LCAP PSAC Recommendations</u> IV.1, IV.2, V.1, V.2, VI.1, VI.4, VII.1 IV.6, IV.7</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Support of Individualized Reclassification and ELLPAC testing of ELLs with IEPs. ● Foundational trainings such as GLAD

<ul style="list-style-type: none"> • 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. 	
<p>2.3 Services to support families and students in transition: unhoused students, migrant students, foster youth, and refugee/asylee youth.</p> <p><u>Relevant LCAP PSAC Recommendations</u> II.3, IV.5, II.6, II.7, IV.12</p> <ul style="list-style-type: none"> • 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 Services. [This is the leading recommendation from FYAC.] • Include in the LCAP actions connected to increasing proficiency in the state academic standards for Unhoused Students. 	<ul style="list-style-type: none"> • ELLMA services for newcomers including refugee and asylees
<p>2.4 High-quality academic English language development to improve our reclassification rate.</p> <p><u>Relevant LCAP PSAC Recommendations</u> VI.1, IV.2, VI.2, VI.4, IV.11, VI.6, VI.7, VI.7</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Differentiated support to sites: 7 ELL Specialists site support to about 30 schools • Foundational Professional Development to support ELLs - LTELs, Newcomers, Integrated ELD - ALLAS and GLAD • Reclassification support

<p>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.)</p> <p>b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites.</p> <p>c. Make sure to send key information home in multiple languages to parents, guardians, and caregivers who cannot attend trainings.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 7 ELL Specialists support to principal leadership and learning by network (N2, N3, N4, MS, HS)
<p>2.5 Effective instruction and social emotional support for newcomers.</p> <p><u>Relevant LCAP PSAC Recommendations</u> IV.11, VI.5</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Elementary Newcomer Teacher Leaders to provide direct instructional support and to build the capacity of other teachers to support newcomers • Other training and materials to support newcomers at all sites • Site-based and cross-site professional development • Coordination of services for newcomers

<p>2.6 Summer learning for students needing the most academic support with a focus on literacy.</p> <p><u>Relevant LCAP PSAC Recommendations</u> III.1, III.3, III.6</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Centralized Summer School Learning for newcomers
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GOAL 3: STUDENTS AND FAMILIES ARE WELCOMED, SAFE, HEALTHY, AND ENGAGED.

Proposed Actions & Services	ELLMA
3.1 Positive school culture. <u>Relevant LCAP PSAC Recommendations</u> VII.1, VII.2 <ul style="list-style-type: none"> ● 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. ● VII.5 Re-direct funds to hire fewer police officers and more School Security Officers. 	<ul style="list-style-type: none"> ● Building a Culture of Advocacy for All - Sanctuary Work, Individualized Reclassification, newcomer support, instructional initiatives that help ALL students ● Support of ELL Ambassadors
3.2 Improved attendance and reduced chronic absence. <u>Relevant LCAP PSAC Recommendations</u> VII.3, II.7 <ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Newcomer support to increase attendance and prevent drop outs.
3.3 Effective student health, safety, and wellness programs.	<ul style="list-style-type: none"> ● ELLMA services for newcomers at sites and centrally, including refugee and asylees
3.4 Enrichment and leadership opportunities for students.	<ul style="list-style-type: none"> ● Seal of Biliteracy
3.5 Strong student and family participation in school and district planning and decision-making <u>Relevant LCAP PSAC Recommendations</u> VI.2 <i>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.</i> <i>Also see principles related to the LCAP and Budget engagement process for other recommendations.</i> <ul style="list-style-type: none"> ● Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners. 	<ul style="list-style-type: none"> ● DELLS support ● Best Practices for ELLs parent learning walkthroughs ● Collaboration on establishment of SELLS.

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Assigned to Cintya Molina_

<p>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.)</p> <p>b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites.</p> <p>c. Make sure to send key information home in multiple languages to parents, guardians, and caregivers who cannot attend trainings.</p> <ul style="list-style-type: none"> ● Provide distinct district-wide opportunities to support school-level engagement for families of Students with IEPs. ● 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]. ● 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. ● 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. ● Provide distinct and district-wide engagement opportunities for families of Unhoused Families. ● 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. ● 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. ● Meaningful engagement must be measured. Include outcomes beyond participation, indicators that measure impact for students, families, school communities, and central services. ● 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). 	
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<ul style="list-style-type: none">• 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.	
3.6 Effective communication with OUSD/Oakland community in support of community partnerships	<ul style="list-style-type: none">• ELLMA newsletter, work with ELL Ambassadors

GOAL 4: ALL STAFF ARE HIGH QUALITY, PROVIDING OPTIMAL SERVICE TO OUR STUDENTS, FAMILIES, AND STAFF.

Proposed Actions & Services	ELLMA
<p>4.1 Recruit, retain, and develop high-quality, diverse teachers.</p> <p><u>Relevant LCAP PSAC Recommendations</u> IV.3, IV.4, VII.4, IV.6, IV.7, IV.9, IV.10</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Foundational Professional Development • 7 ELL Specialists support to principal leadership and learning by network (N2, N3, N4, MS, HS) • Recruitment and pipeline development support for teachers for dual language programs
<p>4.2 Strong school and district leaders and managers.</p> <p><u>Relevant LCAP PSAC Recommendations</u> VII.4</p> <ul style="list-style-type: none"> • Explain how ableism will be addressed within professional development about implicit bias. 	<ul style="list-style-type: none"> • 7 ELL Specialists support to principal leadership and learning by network (N2, N3, N4, MS, HS)
<p>4.3 High-quality, diverse classified employees.</p> <p><u>Relevant LCAP PSAC Recommendations</u> VII.4</p> <ul style="list-style-type: none"> • Explain how ableism will be addressed within professional development about implicit bias. 	<ul style="list-style-type: none"> • Training of clerical staff in parent notification, and parent requests for language programs

