

LCAP ENGAGEMENT

Input on the new 2024-2027 LCAP Cycle

Diana Sherman, Coordinator, LCAP



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

WHAT
IS THE

LOCAL CONTROL AND ACCOUNTABILITY PLAN?



Under the state's **Local Control Funding Formula (LCFF)**, each district must develop a plan to describe how state dollars will be used to meet goals for students in line with state priorities. The plan also explains how additional LCFF funds will support the unique needs of **low-income, English Language Learner, and foster students.**

¿Qué
es el

PLAN DE RESPONSABILIDAD Y CONTROL LOCAL?



Bajo la **Fórmula de Financiamiento de Control Local** del estado (LCFF), cada distrito debe desarrollar un plan para describir cómo se cumplirán las metas para los estudiantes de acuerdo con las ocho prioridades estatales. El plan también aborda la forma en que los fondos adicionales de LCFF respaldarán las necesidades únicas de los estudiantes de bajos ingresos, los estudiantes que aprenden inglés y los estudiantes de crianza.

What the LCAP Explains

NEEDS
STUDENTS NEED?

WHAT DO ALL STUDENTS NEED? WHAT DO SOME

GOALS

WHAT DO WE WANT THEM TO ACHIEVE?

ACTIONS

WHAT ARE WE DOING TO HELP THEM?

INVESTMENTS

HOW ARE WE PAYING FOR IT? HOW MUCH?

IMPLEMENTATION HOW WELL ARE WE DOING IT?

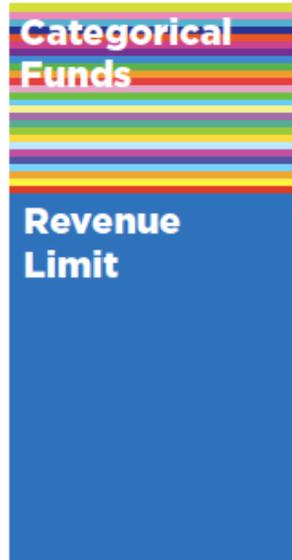
PROGRESS

ARE STUDENTS PROGRESSING? HOW MUCH?

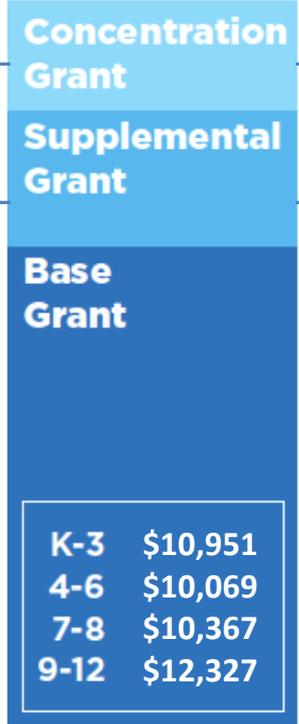
ENGAGEMENT

ARE WE LISTENING TO THE COMMUNITY? WHO? HOW?

Local Control Funding Formula (LCFF)



65% of Base



20% of Base

For high-need students above 55% threshold

For high-need students, defined by CA State Legislature as:

- English Learners
- Foster Youth
- Low-Income Students

(Graphics from ACLU)

Proposed 2024-27 LCAP Goals & Actions

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

Actions

- 1.1 Strong Readers: Early & Secondary Literacy
- 1.2 Excellence in Science, Technology, Engineering & Mathematics
- 1.3 Equitable Access to a Broad Course of Study
- 1.4 Visual & Performing Arts
- 1.5 Early Childhood Learning
- 1.6 Multilingual Programs
- 1.7 College & Career for All
- 1.8 Counseling & Equitable Master Scheduling
- 1.9 Data-Driven Decision Making
- 1.10 Academic Acceleration Supports
- 1.11 Network-Based School Supports
- 1.12 Continuous School Improvement

Goal 2: **Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.**

Actions

- 2.1 African American Student Achievement
- 2.2 Latino Student Achievement
- 2.3 Arab, Asian & Pacific Islander Student Achievement
- 2.4 Supports for Students with Disabilities
- 2.5 Supports for Low-Income Students
- 2.6 Supports for Unhoused Student & Families
- 2.7 Supports for Foster Youth
- 2.8 English Learner Achievement
- 2.9 Long-Term English Learner Achievement
- 2.10 Supports for Newcomers
- 2.11 Alternative Education
- 2.12 Expanded Learning Opportunities



Proposed 2024-27 LCAP Goals & Actions

<p>Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.</p>	<p>Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.</p>
<p>Actions</p> <ul style="list-style-type: none">3.1 Safe & Welcoming Schools3.2 Social Emotional Learning & Restorative Practices3.3 Student & Staff Health & Wellness3.4 Behavioral & Mental Health3.5 Attendance Supports3.6 Youth Engagement & Leadership3.7 Community Schools3.8 Quality Learning Environments3.9 Family Partnerships & Language Access3.10 Enrollment Supports3.11 District Communication	<p>Actions</p> <ul style="list-style-type: none">4.1 Diverse & Stable Staff4.2 Staff Growth & Development4.3 New Teacher Support & Development



Proposed 2024-27 LCAP Goals & Actions

New Equity Multiplier Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.

Actions

- 5.1 Academic Acceleration & Instructional Improvement at KDA
- 5.2 Academic Acceleration & Instructional Improvement at Markham
- 5.3 Academic Acceleration & Instructional Improvement at Prescott

New Equity Multiplier Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.

Actions

- 6.1 Academic Acceleration & Instructional Improvement at Castlemont
- 6.2 Social Emotional Supports at Castlemont
- 6.3 Social Emotional Supports at McClymonds
- 6.4 Family Engagement at McClymonds
- 6.5 Social Emotional Supports at Oakland International
- 6.6 Academic Acceleration & Instructional Improvement at Oakland International



Proposed 2024-27 LCAP Goals & Actions

New Equity Multiplier Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.

Actions

- 7.1 Social Emotional Supports at Dewey
- 7.2 Social Emotional Supports at Bunche
- 7.3 Academic Acceleration at Rudsdale
- 7.4 College & Career Supports at Rudsdale
- 7.5 Social Emotional Supports at Rudsdale

New Equity Multiplier Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.

Actions

- 8.1 Academic Acceleration at Home & Hospital
- 8.2 Social Emotional Supports at Sojourner Truth
- 8.3 Academic Acceleration & Instructional Improvement at Sojourner Truth
- 8.4 Placeholder for Street
- 8.5 Placeholder for Gateway



Next Steps

- May: Ongoing engagement with all community members; refinement of ideas and investments
- May 10, 2024: 2024-27 LCAP Draft #1 available for review
- **May 16, 2024: PSAC General Meeting on LCAP**
- May 17, 2024: 2024-27 LCAP Draft #2 available for review
- May 20, 2024: Board Study Session on 2024-27 LCAP
- May 21, 2024: Board Teaching & Learning Committee Meeting on 2024-27 LCAP
- June 1, 2024: Revised Draft 2024-27 LCAP available for review
- June 5, 2024: Public Hearing for 2024-27 LCAP; plan revised based on input
- June 29, 2024: Board votes on revised 2024-27 LCAP

Equity Multiplier Overview

WHY	Why is My School Receiving this Money?
HOW	How Much Funding is My School Receiving?
WHAT	What are the Rules for the Equity Multiplier?
HOW	How do I operationalize my responsibilities? How am I supported through the Process?



Equity Multiplier Schools

Bunche -	\$117,531	\$122,103
Castlemont -	\$935,180	\$971,559
Dewey -	\$209,731	\$217,890
Gateway to College -	\$85,108	\$88,419
Home and Hospital -	\$48,128	\$50,000
Korematsu -	\$253,300	\$263,153
Markham -	\$381,975	\$396,834
McClymonds High School -	\$334,355	\$347,361
Oakland International -	\$466,071	\$484,201
Prescott -	\$134,755	\$139,997
Rudsdale -	\$475,189	\$493,674
Sojourner Truth -	\$966,590	\$1,004,190
Street Academy -	\$100,306	\$104,208

TOTAL = \$4,370,959

Per the CDE, districts need to account for the indirect costs. Therefore, allocations have been adjusted down to include this.

Equity Multiplier (EM)- Resource 7399

Eligibility

The Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with a **prior year non stability rate** (rate of students starting and ending the school year at the same school) **greater than 25 percent AND a prior year socioeconomically disadvantaged pupil rate greater than 70 percent.**

Is the funding allocation for every school the same amount every year?

Schools are designated each school year based on the most recent data, and both the schools and the funding amount will change every year.

Ed Code Requirements

Ed Code specifies that EM funds be used **for evidence-based services and supports for pupils** at the designated schools, with a demonstration of how services and supports are increased or improved compared to what would have been offered at the school if EM funding were not provided.

Equity Multiplier (EM)

How can Equity Multiplier funds be spent?

EM funds must be used to provide ***evidence-based services and supports for students.***

Evidence-based supports and strategies are most commonly based on educational research, school or district metrics, and/or student performance outcomes.

What do Schools need to do to spend the EM funds?

Consult with the School Site Council.

If needed, ensure your Equity Multiplier expenditures are tied to your Needs Assessment (Part 1) and Strategies/Activities (Part 3) -- Just like Title I expenditures! (Information added on 3/26/24)

*The Local Control Accountability Plan (LCAP) must include the the Equity Multiplier Investments for every site. Strategic Resource Planning will provide the information for the LCAP from the SPSA.

Allocating and Aligning

Identify the Needs of your Students.

[Review the Dashboard](#) - focus on the red tier. The student groups in the red tier need to be the focus of investments. You will need to pull down your school site from the search section.

22, 2023

Release Date

Fall 2023

View by District or School

School

District/LEA

Oakland Unified

Select a District/School

ACORN Woodland Eleme...

There needs to be a through line from the metrics, needs assessment, and investments for support and services, *just like for Title I expenditures.*

Equity Multiplier (EM) Connected to LCAP

The LCAP will Include Information about Each School Site

Our 2024-2027 LCAP will include a new goal for school improvement with a specific action for each EM school.

The site-specific metrics for this action and spending plan to address them must be chosen in consultation with educational partners at each school and will address:

- All student groups that have the lowest performance level (red) on one or more state indicators on the Dashboard
- Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable

Approval of Investments

Network Superintendents, Strategic Resource Planning, and the Chief Academic Officer will Review the Site's Investments and will confirm with the school site that the investments are compliant with the legislation.

Please complete the [EM Budget Plan Form](#) as soon as possible.
We will base the approval on this form.

This information will be provided to your site's fiscal person.



Equity Multiplier- Supplement not Supplant

School Districts **cannot move any positions** or fund any investments from the Equity Multiplier that were funded from the following 2023-24 resources:

Expanded Learning Opportunities Program
(ELOP)

Resource 2600

Local Control Funding Formula (LCFF) Funds
Resources 0, 2, 3, 4, 5, 6

The CA Community Schools Partnership
Resource 6332

Literacy Coaches
Resource 6211

Example of Supplementing not Supplanting:
If the site is paying for a literacy TSA from Resource 6211 and would like to add another Literacy TSA out of the EM, then this is an example of supplementing. Therefore, a total of 2 FTE Literacy TSA.

Example of Supplanting - Do Not Do This
In 23-24 the School Site is paying for a Literacy TSA from Resource 6211, and in 24-25 this Literacy TSA will be paid from the EM grant. Therefore, 1 FTE.

All other funds are eligible and not counted as supplanting. Some examples include, Title I, CSI Funds, Measure G1

Engaging School Site Council

Per Ed Code, SSC/SELLS consultation must occur at the site.

If you did not discuss the Equity Multiplier at your March SSC/SELLS meeting and your regular meeting is after April 18th, schedule a Special SSC/SELLS meeting between April 8th and April 18th.

April SSC/SELLS Agenda should include:

Equity Multiplier as specific agenda item. (If you did not discuss at SSC mtg. last week of March). Take notes about the Equity Multiplier input from the SSC.

Use slide deck provided by SRP (include SPSA Needs Assessment and Strategies & Actions)

- Collect ideas and input from SSC Participants as to how funds should be used to address the SPSA Needs Assessment.
- If you plan to approve your SPSA at your April meeting, agendize the Equity Multiplier **before** the vote to approve the SPSA.
- Principal makes final decision based on the input from the SSC.

SPSA

School Districts are required to report out about the Equity Multiplier Grant. SRP will be updating the SPSA on behalf of schools for reporting to the State.

SRP will do a close read of the SPSA and if there is language missing, then SRP will reach out to you. If you don't hear from SRP, there's nothing to do.



Community Schools, Thriving Students



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

www.ousd.org



[@OUSDnews](https://www.instagram.com/ousdnews)