LCAP Update for LCAP PSAC Meeting

2/21/18
Presented by Lisa Spielman, LCAP Program Manager

Report Topics

- Understand the changes to the LCAP
  - #1 - Implementation & Impact
  - #2 - Monitoring Student Progress
  - #3 - Accountability
  - #4 - Format & Organization
- Introduction to the 2018-19 Central Department Planning Spreadsheet (CDPS)

Aim – OUSD LCAP

The **LCAP** will be a **MEANINGFUL** document that will **DRIVE DECISION MAKING** about our academic and social emotional services and programs for students, with an emphasis on our African Americans, English Language Learners, Foster Youth, Homeless, Students with Disabilities, and Low-Income students.

The LCAP will provide **TRANSPARENCY** about the funding for our supports, services, and programs.
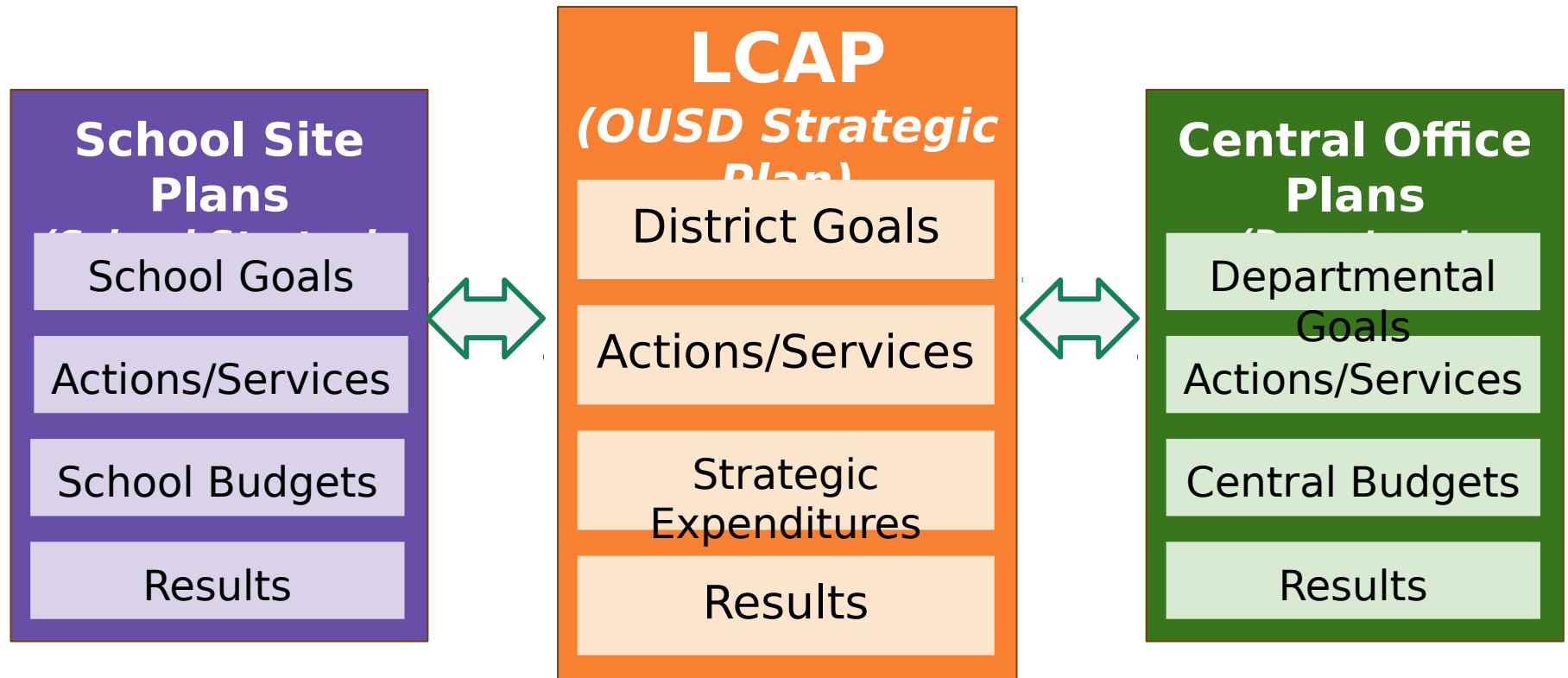
Information Included in the LCAP

California's Tool for Monitoring Student Performance

1. **Academic Goals & Strategies**
2. **Identification of district's areas of Greatest Progress and Greatest Needs**
3. **Narrative about Student Performance including Targeted Student Groups**
4. **Annual Update on what was actually implemented/spent in current year including** **Quality of Implementation & Impact of Services**
5. **Planned Actions & Services with Funding Source and dollar amounts**
6. **Rationale for our investments for next year**
7. **Community Engagement Narrative - Parent Student Advisory Committee (PSAC) and other committees/engagements**

Local Control **Accountability** Plan (LCAP)

School Site Plans

- School Goals
- Actions/Services
- School Budgets
- Results

LCAP
(OUSD Strategic Plan)

- District Goals
- Actions/Services
- Strategic Expenditures
- Results

Central Office Plans

- Departmental Goals
- Actions/Services
- Central Budgets
- Results

Note: Information from the Federal Consolidated Application & most of the Local Plan for Special Education are integrated into the OUSD LCAP.

Student-Centered LCAP Goals

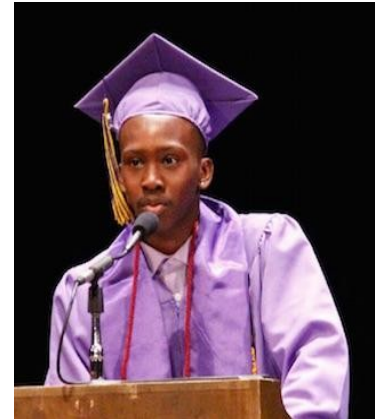**Goal 1:** Graduates are college and career ready.

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 English fluency.

Goal 5: Students are engaged in school every day.

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

CHANGE #1

LCAP EMPHASIS

Shift in LCAP Emphasis - Winter 2017

Shift Emphasis from Planning Document

to

Implementation & Impact Document

Shift to Performance

- Describe overall implementation (what did the dept./school site do)

- Describe overall effectiveness (how well did the dept./school site do it and what was the impact)

- Make a clear connection to the LCAP goal areas and metrics/student outcomes

LCAP Requires Districts to Analyze

1. How do we know our students are better off?

2. How are we measuring the relationship between our programmatic investments & student performance?

3. How do we know our program investments are improving student academic performance & social emotional development?

CHANGE #2

MONITORING STUDENT PROGRESS

Student Outcomes Must be Included in LCAP

6 State Indicators in California School Dashboard

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All 27 Student Outcome Metrics Established for LCAP in Ed Code

How California School Dashboard is used

Six State Indicators are used to identify targeted student groups.
Five Local Indicators are self-reported on Calif...... Dashb......

SIX STATE INDICATORS	*FIVE LOCAL INDICATORS*
ACADEMICS	BASIC CONDITIONS
ENGLISH LEARNERS	IMPLEMENTATION OF ACADEMIC STANDARDS
GRADUATION RATE	
SUSPENSION RATE	PARENT ENGAGEMENT
CHRONIC ABSENTEEISM	SCHOOL CLIMATE
CAREER & COLLEGE	**NEW for Fall 2018:** BROAD COURSE OF STUDY

Student Outcomes Data

1. Link to **California School Dashboard**

2. Click **here** for the list of the other student outcomes metrics organized by LCAP Goal & based on the 27 metrics

CHANGE #3

ACCOUNTABILITY

Support from Alameda County—Three Levels

Level 1 All	**State & local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance and narrow disparities among student groups across the LCFF priorities. The primary goal of the first level of support is to provide all LEAs & schools with early support so that they don't require more intensive assistance at the second & third levels of support, based on low performance.**
Level 2 Differentiated Assistance **OUSD at Level 2**	**County superintendents & the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for LEAs & schools, in the form of individually designed technical assistance, to address identified performance issues.** **Districts with one or more student group (with 30 or more students) that is "red" for Status and Change, or that is performing two or more levels below "All Students," is identified for Level 2 Differentiated Support.**
Level 3 Intensive	**The Superintendent of Public Instruction may require more intensive interventions for LEAs and/or schools with persistent performance issues & a lack of improvement over a specified time period. If district is struggling with performance for 3-4 years, then the state CAN TAKE OVER for Academics.**

Accountable for Improvement

-All California districts' performance and change are measured by California School Dashboard rubrics

-For OUSD, the dashboards identify that the performance of four student groups MUST improve:

- •African American students (Academic & Suspension)
- •Homeless students (Academic & Graduation)
- •Students with Disabilities (Academic, Graduation & Suspension)
- •English Language Learners (Academic & Graduation)

Student Performance Gaps Based on 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			Red	Red	Orange
Foster Youth			Red	Orange	Orange
Homeless			Red	Red	Red
Socioeconomically disadvantaged	Orange			Red	Orange
Students with Disabilities	Red		Red	Red	Red
American Indian	Orange				Orange
Asian				Orange	
African American	Red			Red	Red
Filipino				Orange	Orange
Hispanic				Orange	Orange
Pacific Islander	Orange				
Two or more races	Orange				
White			Orange		
Performance & Change Levels from Highest to Lowest: Blue, Green, Yellow, Orange, Red					

All Student Groups Performance Based on
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

CHANGE #4

ORGANIZING OUR 2018-19 NARRATIVE IN THE ACTIONS & SERVICES SECTION - SPECIFIC ORDER

CHANGE #4

2018-19 services will continue to be organized by **LCAP Goal**.

Services that we believe will accelerate outcomes for our **African American Students, English Learners, Homeless Students, and Students with Disabilities** will be the first actions listed under the appropriate LCAP Goal. S & C funding will be attached to these services as appropriate.

Tell the story of the services through the **Academic Focus Areas** - Language & Literacy, Standards Based Instruction, Conditions for Adult & Student Learning.

TURN AND TALK

What has been the most significant thing you have learned from the presentation so far? What questions do you still have?

Write your questions on a post-it note.

Departments Have Plans that Connect to LCAP

The Central Department Planning Spreadsheet (CDPS)

Making Meaning of the CDPS

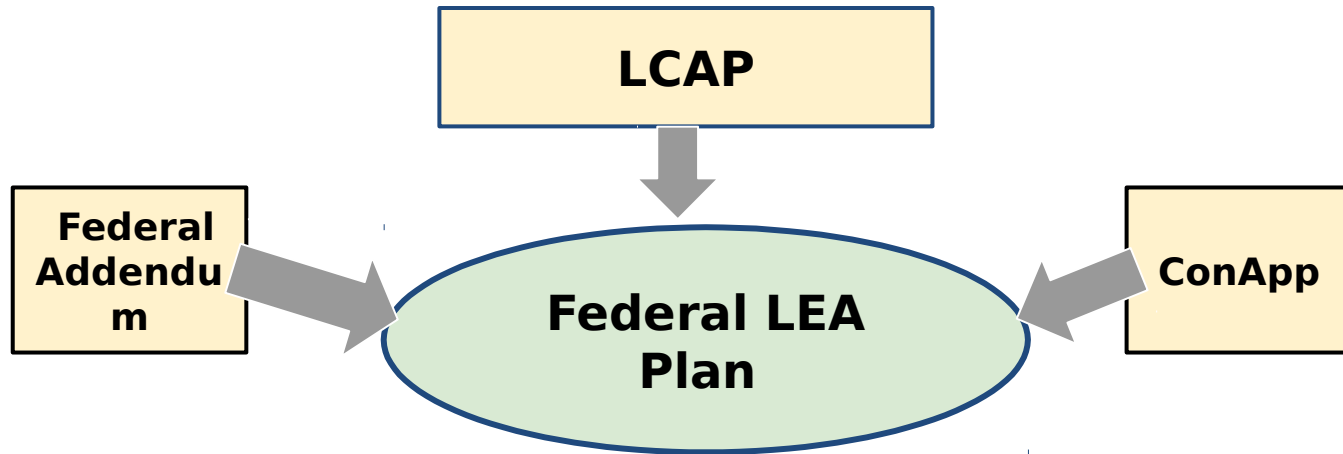## A Quick Overview of the CDPS

Click [here](#) to access the CDPS

Engaging with Department Planning

- **Which Central Department Plan are you most interested in studying?**

- **Name on specific outcome that would define success for this department.**

Where we are headed...

Summary

The OUSD LCAP document will be **meaningful, transparent, and drive decision making.**

LCFF made significant changes to California's accountability for schools and created a system that focuses on **EQUITY.**

Implementation, Impact, & Student Performance emphasized.

ONE report that provides recommendations from our parents and students, budget action items & funding allocations, student data outcomes, analysis about our performance, programs that will accelerate performance.

LCAP Questions and Support

Team LCAP

Dr. Kyla Johnson-Trammell Superintendent

Sondra Aguilera, Sr. Deputy Chief, Continuous School Improvement

Lisa Spielman, Coordinator, LCAP

Jean Wing, Executive Director, Research Assessment Data

Cintya Molina, Program Manager, LCAP Community Engagement

Keisha Smith, Fiscal Specialist

Nicole Knight, Executive Director, English Language Learners and

Multi-Lingual Achievement (ELLMA)

Diana Sherman, Coordinator, Single Plan for Student Achievement

Troy Christmas, Fiscal Transparency Specialist

Jody Talkington, Senior Director of Strategic Projects