Overview of Presentation

Review of Performance
LCAP Revision Process & Program Evaluation
LCAP Draft
Review of Performance

Greatest Progress 2018-2019
CA School Dashboard

<table>
<thead>
<tr>
<th>State Indicator</th>
<th>Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career</td>
<td>Yellow</td>
<td>Medium</td>
<td>Maintained</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Yellow</td>
<td>Low</td>
<td>Increased</td>
</tr>
<tr>
<td>State Indicator</td>
<td>Performance</td>
<td>Status</td>
<td>Change</td>
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<td>--------------------------</td>
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<tr>
<td>Chronic Absenteeism</td>
<td>Orange</td>
<td>High</td>
<td>Increased</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>Orange</td>
<td>Medium</td>
<td>Increased</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Orange</td>
<td>Medium</td>
<td>Declined</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Orange</td>
<td>Low</td>
<td>Maintained</td>
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</tbody>
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### Performance Gaps

**CA School Dashboard - Student Groups**

**Student Groups with Red Indicators**

- Foster Youth
- Students with Disabilities
- Homeless
- African American
- American Indian
Comprehensive Support and Improvement

Schools eligible for additional support and improvement
- Lincoln, Ocean Shores, San Luis Rey

Based on December 2018 California School Dashboard

Requires districts to support identified schools with:
- Conducting needs-assessment
- Selecting evidence-based interventions
- Identifying resource inequities
- Monitoring implementation and effectiveness of plans

LCAP Revisions & Program Evaluation
Stakeholder Engagement Process

Meetings at Schools
- Families: 84 meetings, 1,865 Participants
- Staff: 34 meetings, 552 participants

District Parent Advisory Committees
- DPAC: 43 parents/meeting
- DELAC: 16 parents/meeting

Surveys
- 3,516 Families
- 4,579 Students
- 524 Staff

LCAP Committee
- Board of Education
- Parents/Guardians
- CSEA Representatives
- OTA Representatives
- Site Administrators
- District Staff
Accomplishments  
**Goal 1 - Academic Achievement**

- TOSAs supported *workgroups, professional learning, pacing documents, selection of curriculum*
- Alternative education options offered for students
- Expansion of CTE pathways
- Additional hours and professional learning for Library Media Techs
- Support for new teachers
- Specialized instruction for PE and Music at elementary schools
Accomplishments
Goal 2 - Learning Environment

➔ Addressed physical safety of students
➔ Offered Alternative to Suspension (ATS) program
➔ Developed guidelines to monitor and track interventions
➔ Implemented systems to monitor attendance

Accomplishments
Goal 3 - Family and Community Engagement

➔ Additional hours for School Community Advisors to provide support for families
➔ Designated a Family Engagement TOSA to assist sites
➔ Updated websites
➔ Parent Academy
Strengths & Areas of Need
Goal 1 - Academic Achievement

Strengths
• Positive perception of staff and schools
• Interventions and academic support provided
• Use of technology to support learning
• Teachers use different strategies to support student learning

Areas of Need
• Evidence-based interventions and options to prepare students for the next level
• Enrichment opportunities
• Support for high needs students
• Meaningful professional learning for all staff
• Standards-aligned instructional materials
• Monitoring and evaluation of progress
• Increased technology to support instruction

Strengths & Areas of Need
Goal 2 - Learning Environment

Strengths
• Campus safety is addressed (check-in, staffing, fences, drills)
• Positive perception of staff and school
• Social emotional support provided

Areas of Need
• Additional social emotional support and/or counseling
• Increased staffing and systems to improve sense of safety
• Consistent discipline practices and expectations (rules, consequences, processes, systems, guidelines)
• Equity with facilities & campus maintenance
• Cleanliness of campus
• Offer more physical education, sports, and/or playground activities
Strengths & Areas of Need
Goal 3 - Family and Community Engagement

**Strengths**
- Opportunities to provide input
- Multiple methods of communicating with families
- Family engagement activities and events offered
- Informational meetings and workshops
- Volunteer opportunities

**Areas of Need**
- Consistent and increased communication and engagement opportunities across all schools
- Additional information about students’ progress and how to help at home
- More opportunities for input
- Additional support for social media and website communication

Recommendations
Goal 1 - Academic Achievement

➔ Continue to support for English Learners
➔ Standards-aligned instructional materials
➔ Professional learning for all staff
➔ System to evaluate and monitor progress and effectiveness of actions/services
➔ TOSAs to support instructional materials adoptions
➔ Collaboration time for staff
➔ Technology plan to address integration and access
Recommendations

**Goal 2 - Learning Environment**

➔ Elementary assistant principals and additional support
➔ Address students’ social emotional needs, especially at K-5
➔ Implement consistent discipline practices and processes
➔ System to assess and address facility needs
➔ Standards for campus cleanliness


Recommendations

**Goal 3 - Family and Community Engagement**

➔ Build skills of School Community Advisors to empower families
➔ Utilize the Family Engagement TOSA to assist sites with communication
➔ Attention to the needs of families of military and students with disabilities
➔ Create additional opportunities for parents to engage in two-way feedback
➔ Improve communication processes (*videos, social media, websites, phone calls, texts, media*)
OUSD 2019-2020 LCAP Goals

**Goal #1:** Advance academic achievement so all students graduate prepared for college and career

**Goal #2:** Enhance supports for social emotional and physical well-being in order to create safe and positive learning environments

**Goal #3:** Nurture meaningful family and community engagement

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**Actions and Services**

**Goal 1 - Academic Achievement**

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<tr>
<th>Proposed Action/Service</th>
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| **1.1** Provide all students with a base program so they graduate prepared for college and career  
Teachers, technology, counselors, district/site staff, basic operating expenses, instructional materials adoptions, and Special Education services |

| **1.2** Offer supplemental services to students, focusing on English Learners (EL), Foster Youth (FY), Low Income (LI), and Homeless to improve academic achievement  
Site/district staff to coordinate services, elementary assistant principals, college and career support, Two-Way Spanish Bilingual Immersion, elementary music program, professional learning, alternative education options, Career Technical Education pathways, and library media centers |

| **1.3** Provide targeted supplemental services to struggling and specific student groups  
Common assessments, academic support and interventions, professional learning, Migrant services, district staff to coordinate services, Teachers on Special Assignment to support professional learning, Career Technical Education support, and assistance for schools eligible for Comprehensive Support & Improvement (CSI) |
### Actions and Services

**Goal 2 - Learning Environment**

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| **2.1 Provide all students with a safe and supported learning environment**  
*Maintenance and Operations department, custodial support, standards for campus cleanliness, security staff and duty supervisors, activities to promote wellness and healthy habits, and crisis/safety coordination* |
| **2.2 Offer supplemental services to address the social emotional and behavioral needs of students, specifically English Learners (EL), Foster Youth (FY), Low Income (LI), and Homeless**  
*Site/district staff to coordinate services; system of support to address students’ social emotional, behavior, and/or attendance concerns; implementation of consistent discipline practices; School Resource Officers; and additional security staff* |
| **2.3 Provide targeted supplemental services to address the social emotional and behavioral needs of struggling students**  
*Support for students’ social emotional needs, Before and After School Programs, and site-specific evidence-based interventions* |

**Goal 3 - Family and Community Engagement**

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| **3.1 Provide all families with opportunities for meaningful engagement**  
*Opportunities to provide input on decisions, participation on site and district advisory committees, and offering parent meetings and information nights* |
| **3.2 Provide supplemental services to engage families of English Learners (EL), Foster Youth (FY), Low Income (LI), and Homeless**  
*District and site parent education activities and events, opportunities to participate and volunteer, School Community Advisors, Family Engagement Teacher on Special Assignment, professional learning for staff, and two-way communication in multiple formats and language families can understand* |
| **3.3 Offer targeted supplemental services to enhance family engagement**  
*Workshops and education options, family activities at schools, district and site family engagement policies, Family Engagement Teacher on Special Assignment, and support to assist sites with family engagement* |
Timeline

- Inform Stakeholders
- Monitor progress/review data
- Consult with stakeholders
- Determine OUSD priorities
- Monitor progress/review data
- Begin budget development
- Review stakeholder input
- Revise goals and actions based on data and input
- Develop 2019-2020 metrics
- Share draft LCAP with stakeholders and parent advisory committees
- Finalize draft LCAP
- Hold public hearing
- Adoption by Local Governing Board

Timeline:
- Fall 2018
  - September
- Winter 2019
- Spring 2019
  - June

Questions?

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