

LCAP Goal Area	Rec. # in LCAP	Text of Recommendation	PSAC Priority Status (Highest or High)
4	1	The ELL Sub-Committee will receive a report listing each of the SPSA actions by each school to support Goal 4 along with the budget for the actions and the funding source. See original June 2016 recommendation for proposed deadlines.	Highest
5	5	3 additional case managers to support foster students in elementary schools, middle schools, and continuation high schools with clearly outlined support for students with special needs and IEP's.	Highest
6	7	Contract for a Resource and Support Series for Foster Youth Parents, Guardians, and Caregivers: 6 sessions at the Pre-School and Elementary level; 6 sessions at the Middle School Level; and 6 sessions at the Secondary Level in alignment with the start of the school year and marking periods. The resource series must address the specific needs of foster students with special needs and IEP's. Also, a web page must be developed and maintained to ensure that parents, guardians and caregivers can connect to the resources outside of the live sessions. An outreach plan and support must also be developed so that parents, guardians, and caregivers participate in the resource series to the maximum extent possible <i>with incentives and multiple means for participation such as live streaming</i> . [Revised language in italics was adopted by consensus at 12/7/16 LCAP PSAC meeting.]	High

5	9	<p>Increase spending and staff for student and family engagement to strengthen relationships between school sites and students/families: --use and share best practices in use at different school sites to engage students/families especially about attendance, --support student leadership and engagement, make leadership classes consistent, and implement site liaisons for subgroups such as LGBTQ and Foster Youth, --engage students and families in shared decision-making through the budget process by increasing the visibility of SSC's to students/families and helping them track actions/money) <i>For full text see the Recommendation #9. This recommendation connects to Student Recommendation #22 and #17a (Goal 6).</i></p>	<b>High</b>
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5	11	<p>Expand implementation of Restorative Justice to all staff, students, <i>and parents</i>: --training for all staff (teachers, administrators, SSO's, support staff), students, <i>and parents</i> with systems to ensure that restorative justice processes are implemented at all school sites <i>and parent RJ mentors at each site</i>, --RJ practices incorporated in classroom activities throughout the campus, not just used to resolve conflicts, --on-going training for all SSO's to help them develop relationships with students, <i>implementation of all restorative justice training and practices at elementary schools and in all programs focused on the needs of specific student group (e.g. African American Male Achievement, Special Education)</i> [Revised language in italics was adopted by consensus at 12/7/16 LCAP PSAC meeting.]</p>	High
5	15	<p>Prioritize early intervention by training teachers and staff at pre-school and elementary schools on signs and symptoms [related to mental and physical health] to increase opportunities for early intervention.</p>	Highest

6	17	<p>Develop a research-based proposal that includes a plan and budget to increase the number of site-based Family Engagement Staff to support improved academic outcomes, and social emotional well-being with a focus on LCFF+ students. 6 Strategy/Approach: Conduct a research process that includes multiple stakeholders, including parent/caregivers and student leaders, school site and district administrators, teachers, family engagement staff at school site and district levels, CBO partners, and Board members. Develop a proposal by December 1, 2016 to be considered by the LCAP PSAC and advanced with District leaders for implementation in 2017-18. This includes research into best practices and recommendations to address: · Multicultural responsiveness, inclusion and humility; and · Expansion of interpretation and translation services to better address the needs of diverse communities in schools and at the District level.</p>	<b>Highest</b>
6	19	<p>Create a Community Engagement Specialist position/s for Special Education to support the mandated function of the Community Advisory Committee with a focus on parents and students among other responsibilities, including assessing the needs for engagement support specific to families of students with special needs.</p>	<b>Highest</b>

6	20	<p><b>#20a:</b> Adopt the following LCAP metrics starting in the 2016-17 school year: a. Parent-Teacher Partnerships: Percent of schools that have at least two meetings scheduled each year between parents/caregivers and classroom teachers to collaborate in support of students' academic progress and social-emotional development. <b>#20b:</b> Build capacity for shared decision-making, especially at the school site level. This incorporates 2 District level metrics:</p> <ul style="list-style-type: none"><li>· Percent of administrators, teachers and staff who have participated in 3-4 professional development opportunities related to engaging parents/caregivers as decision makers.</li><li>· Percent of representatives (parents/caregivers, students, school administrators, teachers, school support staff, community members, and district staff) on school/district committees who have participated in 3-4 cross-trainings annually to support capacity of all stakeholders to participate in shared decision-making." <b>#20c:</b>Parents lived experience of schools: Set of Questions from the California School Parent Survey (from the California School Climate, Health, and Learning Survey (Cal-SCHLS) System) that have been incorporated into the OUSD School Performance Framework:"</li></ul>	High
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5	23	Hire 1-2 additional staff members for the Family and Student Engagement office. The new hires would provide professional development and technical assistance to the site-level Community Engagement Specialists, as well as, to OUSD central departments who have stakeholder engagement committees (e.g. Health and Food Services Department). These positions should model the Student Engagement Liaison job description.	High
1	26	Ensure that every school has high quality credit recovery menu of program options-- <i>including but not limited. to APEX</i> , that is accessible to all students, including ninth graders. [Revised language in italics was adopted by consensus at 12/7/16 LCAP PSAC meeting.] District Level: Ensure that every school has a minimum of two linked learning, service learning, or internship programs for all students to access.	Highest
5	27	Hire more counselors to lower the counselor to student ratio to 1:100	High
5	28	School site governing bodies (Student Government, School Site Councils, and all other interested students) will receive regional LCAP Orientations from the LCAP Adult Coordinator and LCAP Student Advisors	High

5	30	Family and Student Engagement office will provide LCAP trainings for administrators, principals, school staff and students on LCAP engagement. Student trainings will focus on informing them of their authority and responsibilities, as well as skills-building to participate fully in LCAP PSAC meetings. Administrators, principals and school staff trainings will focus on student engagement expectations at the school site, best practices of how to inform and engage students, and how to involve students in shared decision-making in the budget process.	<b>Highest</b>
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