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Community Schools, Thriving Students

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To: Board of Education

From: LCAP Parent and Student Advisory Committee, District ELL Subcommittee, Community Advisory Committee on Special Education, and Foster Youth Advisory Committee

Re: 2019-20 LCAP and Budget Recommendations

COMMITTEE RECOMMENDATIONS FOR THE 2019-20 OUSD LCAP

The General Recommendations presented by the LCAP PSAC and the District ELL Sub-Committee are presented in the order of priority set by the committee members with the cluster entitled "Student Groups," as first and most important. Similarly, the recommendations in each cluster are presented in order of priority.

The goal-by-goal recommendations presented as a priority by the committees are designated as such.

Some of the general recommendations presented by LCAP PSAC and DELLS reflect elements of the resolution that was forwarded to the School Board for adoption. That resolution provides a useful context for responding to the general recommendations and can be found [here](#).

Recommendations from the Community Advisory Committee for Special Education (CAC) and the Foster Youth Advisory Committee (FYAC) follow those presented by the LCAP PSAC and DELLS. The recommendations from the CAC and FYAC were not separated by the degree of priority. Thus, all of them should be considered as equally important to the committees.

RECOMMENDATIONS FROM THE LCAP Parent and Student Advisory Committee and the District ELL Sub-Committee for the 2019-20 LCAP as adopted on 5/28/19

I. General Recommendations

1st) Student Groups

In August 2018, the LCAP PSAC decided to focus its 2018-19 study and recommendations on understanding where needs are greatest and where successes are most evident for the student groups designated to receive differentiated assistance in 2017-18. Those groups are African American Students, Students with Disabilities and IEPs, English Language Learners, and Unhoused Students. The following recommendations for 2019-20 emerged during the course of this year's study:

a) Identify LCAP actions under each goal and action area for all of the student groups for which OUSD is receiving differentiated assistance, along with specific actions for students in more than one of the identified groups. (e.g. African American Students with IEPs). Ensure to identify the specific indicators that those actions and related investments aim to impact for each of the groups.

Rationale: Targeted actions for the student groups as presented in the May 1, 2019 presentation for the 2018-19 Annual Update were not fully aligned with the LCAP's action areas nor were they clearly linked to specific outcomes. For example, it is unclear how the only targeted action presented for students with IEPs under Goal 5, creating a safe space for students with IEPs to share their experiences in All City Council meetings, will help staff and other stakeholders decrease suspensions for them as a whole. Suspension rates is the Goal 5 indicator for which they were designated as needing differentiated assistance. (5/1)

b) Continue to provide multiple years of ranked school-based data for students in the differentiated assistance groups (and for the students in more than one of the identified groups) to the PSAC by October 1 of each school year so that the information can be distributed amongst those studying the needs and strategies for the identified student groups.

c) Ensure that the school site plans (SPSAs) are including actions and indicators for these students groups as described in a) above to complement those that are happening centrally.:

d) Identify LCAP actions for students with disabilities under each goal and action area, not just as an inventory of Special Education program staff under a singular action area in Goal 2, Action 10. Students with disabilities are a focal group. We will not be able to analyze the effectiveness of strategies with the current approach.

We also need to once more include the list of Special Education staff that used to be included within the LCAP in past years under Goal 2 Action 10. The list was removed from the LCAP. These services are essential for Students with IEPs to improve outcomes. They should be understood and monitored.

2nd) Budget Transparency

a) Account for all actions, services, positions, and dollars used to support the goals, specific groups, and targeted outcomes identified in the LCAP. (This was also a recommendation for the 2018-19 LCAP.)
-Examples of the funds that must be included in fully accounting for LCAP actions and services as described are Title I, Title II, Title III, Special Education Grants, Measure N, Measure G, etc.
-Name all of the staff positions (FTE) included in the LCAP, not just the ones funded with S&C

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b) The LCAP should include as much of the budget as possible to provide context for strategic actions and for the community to understand the base program offered to all students in support of the 6 district goals and the 8 state priorities. (This was also a recommendation for the 2018-19 LCAP.)

3rd) LCAP Process

a) Ensure early completion of the full draft of the LCAP with translation into the languages of the LCAP PSAC members so that members and community can engage in full study and provide meaningful feedback during the month of May. (This was also a recommendation for the 2018-19 LCAP.)

Amendment to the Recommendation for the 2019-20 LCAP: The LCAP PSAC requests a full draft of the LCAP by May 1 for the subsequent year. Such LCAP should be the same in content and format as the one submitted to the Alameda County Office of Education.

b) The LCAP PSAC requests an accurate portrayal in January of each year of all district budget information for the subsequent budget cycle. So that the LCAP PSAC can perform its mandated advisory function, any budget changes that would substantially reduce, increase, or change current actions and investments as outlined in the adopted LCAP must be directly and officially communicated to the LCAP PSAC in time for it to be included its December meeting, or in time for the committee to hold a Special January meeting. The LCAP PSAC must be able to review such changes before the School Board reviews them so that the Board directors can include the committee's feedback in its decision-making process.

c) Continue a promising practice--As in the December 2017 and January 2018 engagements about central services and investments, continue to support strong multi-stakeholder teams that can help align the budgeting process with LCAP PSAC engagement. Annual surveys about central services should continue as part of the planning and budgeting process with School Site Councils and other stakeholders. (This was also a recommendation for the 2018-19 LCAP.)

d) Consult with teachers, students, families, and other staff before making decisions about which foundational data points to track and which indicators to monitor in the LCAP. Ensure that all data is accessible and easy to understand.

(This was also a recommendation for the 2018-19 LCAP.)

e) Provide tools for year-to-year comparisons of the LCAP as part of the annual review process for advisory committees to give feedback for LCAP development and before adoption. It is difficult to understand and track the changes across years. (This was also a recommendation for the 2018-19 LCAP.)

4th) School Site Investments

a) Clarify throughout the LCAP how the central office selects schools for implementing particular central strategies and assigning related resources. (This was also a recommendation for the 2018-19 LCAP.)

b) Under each goal area, include school site investments in particular actions and services. (This was also a recommendation for the 2018-19 LCAP.)

Rationale: School sites are the main LCAP implementers. Only by understanding what school sites are doing can we learn what is effective and analyze patterns across schools. (This was also a recommendation for the 2018-19 LCAP.)

II. Recommendations Relevant to All Goals and School Sites

Priority Recommendations

1. 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.

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.

3. Priority enrollment, targeted outreach, and evidence of access to schools and programs for Unhoused and Foster Students, including equity initiatives (e.g. African American Male Achievement, African-American Female Excellence--eligible students.)

4. Provide a response to how the budget reductions made to school sites were done in an equitable manner. Provide ongoing documentation as an LCAP strategy of equity formulas used in making reductions and allocations to schools sites.

5. 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.

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Additional Recommendations

- 6. 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
- 7. Improve absenteeism for Unhoused Students by providing more support to their families (e.g. transportation)
- 8. Maintain the 2018-19 staffing levels (FTE) for Foster Youth Services.

III. Recommendations for Goal 1 - Graduates are college and career ready.

Priority Recommendations

- 1. Describe Extended School Year for Students with IEPs; analyze its impact within Summer Learning in Goal 1.4.
- 2. Link middle school to the Pathway Programs. (Also a recommendation for the 2018-19 LCAP)
- 3. Increase access to summer learning, in particular for targeted groups. Monitor access within the LCAP. (Also a recommendation for the 2018-19 LCAP)

Additional Recommendations

- 4. Develop and describe Dual Language Programs as Pathway Programs. (Also a recommendation for the 2018-19 LCAP)
- 5. Include translation services as a core element of Pathway Programs. (Also a recommendation for the 2018-19 LCAP)

6. Clarify and expand on the role of Summer Learning programs as an LCAP action. (Also a recommendation for 18-19 LCAP)

IV. Recommendations for Goal 2: Students are proficient in state academic standards.

Priority Recommendations

1. 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.
2. 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.)
3. Explain how the increase in teacher compensation will specifically benefit the targeted student groups, how this increase will promote greater equity for each of the groups. Compensation must include actions to increase teacher development and agency.
4. 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.
5. One hundred percent (100%) of Unhoused Students are supported by an Academic Support Team focused specifically on Unhoused Students.

Additional Recommendations

6. 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.
4. 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. (This concern as expressed on 2/20/19 did not receive comment from the Superintendent in her formal responses to PSAC.)
5. We need clear information about the standard we are using for counselor-to-student ratio and how our contractual commitments to a specific ratio compare to state and national standards.
6. 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.

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- 7. Find ways to incentivize or secure a baseline, minimum years of service for teachers.
- 8. We have a concern about the disproportionate impact of loss of teachers on English Language Learners, especially Newcomers. These students especially need continuity.
- 9. Include actions connected to increasing proficiency in the state academic standards for Unhoused Students. The targeted action listed for Goal 2 in the Annual Update presentation is inadequate.

V. Recommendations for Goal 3: Students are reading at or above grade level.

Priority Recommendations

- 1. 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.
- 2. Designate a targeted group of Special Education teachers to receive reading curriculum and related training. Implement this as the start of a wider initiative to provide reading curriculum and training to all Special Education teachers.
- 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. (Also a recommendation for the 2018-19 LCAP)

Additional Recommendations

4. 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. (Also a recommendation for the 18-19 LCAP)
5. Analyze within the LCAP the impact of investing in developing school libraries. (Also a recommendation for the 18-19 LCAP)

VI. Recommendations for Goal 4: English Language Learners are reaching fluency

Priority Recommendations

1. Report on the progress in English Language Development & Reclassification of ELLs with IEPs within LCAP. (Also a recommendation for the 2018-19 LCAP)
2. Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners.
 - a. Provide a basic training at all school sites for families of ELL's 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.)
 - b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites
 - c. Make sure to send key information home in multiple languages to parents, guardians, and caregivers who cannot attend trainings. (2a to 2c are also recommendations for the 2018-19 LCAP)
3. 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.) (Also a recommendation for the 2018-19 LCAP)
4. Monitor that all English Language Learners with IEP's are receiving instruction for English Language Development with the accommodations and modifications needed. (Also a recommendation for the 2018-19 LCAP)

Additional Recommendations

5. 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.
6. We need to see Goal 4 site-level investments 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.

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7. 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. (Also a recommendation for the 2018-19 LCAP)

VII. Recommendations for Goal 5: Students are engaged in school every day

Priority Recommendations

1. Suspension rates for Students with IEPs are alarmingly high, especially for students of color with IEPs. We need specific strategies for reducing them.
2. Maintain the Restorative Justice Coordinators and Facilitators.
3. Fully develop and implement a tiered central support plan for School Site Attendance Teams with clear expectations, training, and regular meetings.
4. Explain how ableism will be addressed within professional development about implicit bias. (Also a recommendation for the 2018-19 LCAP)

Additional Recommendations

5. Re-direct funds to hire fewer police officers and more School Security Officers. (2/20, 4/17)

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

1. Provide distinct district-wide opportunities to support school-level engagement for families of Students with IEPs.
2. 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].
3. 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.

4. 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.
5. Provide distinct and district-wide engagement opportunities for families of Unhoused Families.
6. 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.
7. 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. (Also a recommendation for the 2018-19 LCAP)
8. Meaningful engagement must be measured. Include outcomes beyond participation, indicators that measure impact for students, families, school communities, and central services. (Also a recommendation for the 2018-19 LCAP)
9. 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). (Also a recommendation for the 2018-19 LCAP)
10. 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. (Also a recommendation for the 2018-19 LCAP)

RECOMMENDATIONS FROM THE Community Advisory Committee for Special Education as adopted on 5/13/19

We must finally achieve the following in 2019-20 for Students with Dis/abilities and IEPs:

Cross-Departmental Collaboration
Appropriate Curricula for All
Universal Inclusion Training
Data Access and Fidelity
Students with Dis/abilities Fully Reflected in the LCAP and School Site Plans

We are asking the School Board and District Leaders to adopt the following:

1. LCAP indicators to track access by all Special Education teachers and programs to robust Language Arts, Math, and Reading Curriculum; access to related Assessments already in use by General Education classrooms; and training for the use of both
2. At least one targeted strategy and related sub-indicator under each LCAP goal for students with IEPs. (See the list that follows.)

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3. All General Education teachers participate in professional development for inclusive practices and Universal Design for Learning
4. A minimum .5 FTE to support the leadership and participation of Special Education families at the district level
5. A data analyst who supports with Special Education data trends and forecasting

INDICATORS RECOMMENDED BY THE CAC:

GOAL 1

- Participation in different paths to graduation (high school diploma) for students with IEPs, including graduation with state credit requirements; graduation by 22.
- Access to alternative and continuation schools: % of students with IEPs enrolled in continuation and alternative schools
- Increase in Local Plan Indicator 14: Percent of youth who had an IEP, are no longer in secondary school, and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school (20 USC 1416(a)(3)(B))."

GOAL 2

- Access to Common Core Language Arts Curriculum/Materials for all Special Education Programs/classrooms (credit-bearing for high school)--
- Access to Common Core Math Curriculum/Materials for Special Education Programs/classrooms (credit-bearing for high school)
- Indicator to Monitor Retention of Special Education Teachers
- Participation by General Ed Teachers in OUSD Inclusion Training
- Participation by Special Ed Teachers in OUSD Inclusion Training
- Participation Rates for Students with IEPs in School Site and Centralized Math Intervention Programs (incl. summer & after-school)
- Indicator to measure success in meeting IEP goals

GOAL 3

- Access to Research-Based Reading Programs & Related Reading Assessments for all Special Education Programs/classrooms
- Participation in F&P/DRA/EDL by students with IEPs (all elementary). There is a desire to extend assessment of this type into middle school for students with IEPs given the extremely low reading outcomes for middle school students with IEPs and the need for continuing reading instruction.

-Reading Growth as Measured by F&P/DRA/EDL

-Participation Rates for Students with IEPs in School Site and Centralized Reading Intervention Programs (incl. summer and after-school programs)

GOAL 4:

-Percentage of English Language Learners with IEPs who make progress towards English fluency

-Reclassification Rates for Students with IEPs who are also English Language Learners

GOAL 5:

-Suspension Rates for Students with IEPs who are also in another group in the Red for Suspensions (e.g. African-American Students, Foster Students)

-Access by Students with IEPs to key actions and services focused on reducing suspensions (RJ processes, PBIS implementation, AAMA, etc.)

-Chronic Absence Rates for Students with IEPs who are also in another group in the Red for Attendance (e.g. African-Americans, Pacific Islanders)

GOAL 6:

-Schools Offering at Least 1 Activity to Support Families of Students with IEPs in Preparing for IEP meetings

-Schools Offering at Least 1 Activity to Build Community and Mutual Support among Families of Students with IEPs

RECOMMENDATIONS FROM THE OUSD Foster Youth Advisory Committee as adopted on 6/4/19

These recommendations were developed through the 2018-19 discussions of the Foster Youth Advisory Committee, which included former foster students, parent and caregivers, foster youth program staff, Community Schools Managers, counselors, other staff, agency and organizational representatives, and staff from the Alameda County Office of Education. They were formally adopted at the June 4, 2019 meeting of the Foster Youth Advisory Committee.

General Recommendations:

1. Monitor outcomes for foster students who continually enrolled in OUSD over multiple years as a separate cohort. This would help in evaluating the impact of actions and services for a cohort of students that continually changes.

2. Monitor in our LCAP foster student indicators related to those CA Schools Dashboard outcomes for which foster students are “in the red.” Identify specific actions related to those indicators. Make sure that actions in support of foster student outcomes are identified under all Goals and relevant Action Areas.

Foster Youth case managers are the only ones mentioned within LCAP under Goal 5 as implementing actions in support of the unique needs of foster students.

Example: There is no analysis or targeted strategies for foster students in relationship to suspensions within the LCAP. Foster students are “in the red” for suspensions.

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Example: Foster Students are uniquely mentioned as VERY LOW in Math and declining. The need for math intervention support could be specifically addressed.

Recommendations for Goal 1--Graduates are College and Career Ready:

ACTION 4: INTEGRATED SUPPORTS

Summer Learning

1. To ensure that foster students have priority access to Summer Learning programs, designate a day between the end of the school year and the 1st day of summer school to sign up foster students that enrolled in school after the deadline for applications. Waive all summer school deadlines for foster students. Reserve at least 10 seats in all centrally managed summer programs for credit recovery.
2. Extend the Golden Ticket system used for afterschool programs to all summer programs to benefit Foster Students and Unhoused Students. Any foster student that enrolls in a summer program is then referred to COST so that staff can track the student's participation and its benefit.

After-School Programs

3. Extend the Golden Ticket system used for afterschool to summer programs. FY that need or utilize summer schools are referred to the COST team so that COST team staff can track participation and its benefit.
4. Central office program staff present about Goal 3 actions and OUSD literacy interventions at all levels at FYAC's September meeting.

Recommendations for Goal 5--Students are Engaged in School Every Day:

ACTION 2: TRANSFORMING SCHOOL CULTURE AND CLIMATE

1. Provide to Foster Youth Services a weekly report of foster students who have been suspended to ensure that they receive Restorative Justice welcome circles.

Recommendations for Goal 6--Parents and Families are Engaged in School Activities:

ACTION 1: COMMUNICATIONS, STUDENT ASSIGNMENT/ENROLLMENT COUNSELORS

1. Priority enrollment for foster students at school sites.

Note: The FYAC has noticed that the schools with the highest graduation rates in OUSD enroll few to no foster students. One of those schools was recently assigned a case manager who was eliminated as staff for the Foster Youth Services. That staff used to serve foster students as a foster youth case manager at Castlemont High School, one of his assigned schools. Castlemont High School had the highest number of foster students at the end of 2018-19.

Initiative of the Foster Youth Advisory Committee

The following are elements of an emerging process to be proposed in Fall 2019 by the FYAC in collaboration with school site and central staff who participate in the FYAC meetings:

After conversations with middle school counselors and Community Schools Managers, the FYAC is proposing that a few COST team sessions per year are held in every school to monitor the progress of middle school foster students and to plan for their successful transition to high school. Where a COST team is not established, a central office staff person would monitor the progress of the foster students at the site.

These sessions would be held 4 times per year: in the first marking period, around the holidays, after spring break, and at the end of the school year to support the transition of 8th graders.

The sessions would initially utilize the [Foster Youth Quarter 1 Check-in](#). Additionally, Salesforce is developing a COST management tool for OUSD, and they should add a section for foster students.

The coordinator of these sessions would be designated by COST during the first week of school. That staff person would be responsible for reporting on foster students during the school year. The person would prepare a report 4 times per year and fill out the tool that would go to the Foster Youth Services Program Manager.

The sessions must include the OUSD required list of COST participants, the person designated to report on foster students, and the foster youth case manager (if one is assigned to the school site).

Following each session (4 times per year), a follow-up check-in would be set up with the foster student and foster parent/guardian if the student is identified as not doing well. The check-in must be done in such a way as to promote the voice and agency of the foster student.