During our two study sessions and an additional meeting to draft feedback statements for the 2025   -
26 LCAP, we discussed in detail ten LCAP actions, our related   recommendations from June 2024,
and the Superintendent's responses to our recommendations. These were the ten actions:

1.1   Strong Readers: Early Literacy and Secondary Literacy
1.2   Excellence in Science, Technology, Engineering, Mathematics
1.7   College and Career for All
1.9   Data -Driven Decision -Making
2.4   Support for Students with Disabilities
2.8   English Learner Achievement
2.11 Alternative Education
3.1   Safe and Welcoming Schools
3.6   Youth Engagement and Leadership
3.8   Quality Learning Environments

We also discussed our June 2024 general recommendations that related to multiple LCAP actions
along with the Superintendent's responses to them.

We now advise the School Board, the Superintendent, and other staff to make the follow   ing
revisions to the 2025   -26 LCAP:

A. Revisions and Requests Related to Multiple Actions in the LCAP

1. For all centrally funded   positions or services that are mentioned in the LCAP and that are
    centrally assigned to schools and students, include a brief ex   planation of the criteria and/or
    formula that are used to assign them   *within the action where they appear.*

    For example, if assessment results or other student data are being used to define which schools
    get a particular type of staff or support, that   must be noted with the LCAP.

2. For positions that support schools but that are not directly assigned to them under formula
    (e.g. central support provided through a focal school approach), explain the criteria used to
    identify which schools or students will   receive that support. Also, identify the maximum
    number of students or schools that can be served.

    Examples: Focal schools that are supported by the ELL specialists, Focal Schools supported by the
    Targeted Strategies in the Office of Equity

3. Provide a reference and a link to a document with the rules for how PTAs and PTOs are able
    to fund positions and other services at schools. This link can appear as a note when a
    PTA/PTO funded position appears in the LCAP.

    Related Action: Each Fall, befor   e the start of budget development for the following year:
    provide a list at a School Board meeting of the roles at each school that are funded by
    PTO/PTA groups. While PTAs/PTOs are not mandated to disclose their spending plans,
    principals can easily ident   ify the persons that are providing services at their schools through
    PTA/PTO resources. This will offer us another tool for seeing what gaps in staffing exist at
    schools.

4. Action Related to the Way in Which TSAs are identified in the LCAP: Before final app   roval by
    School Site Councils of their School Plans for Student Achievement (SPSAs), Teacher on
    Special Assignment positions should be proactively loaded onto the SPSAs and other
    planning documents with an identifier that clarifies their function (e.g. lit   eracy TSA; math
    TSA, etc.) These strategic positions should be clearly identified for all decision   -makers.

5. If non -labor expenditures support specific LCAP actions, mention those expenditures in each action along with their funding sources. Many LCAP actio   ns rely on non   -labor contracts that we cannot see in the current version of the document. Those contracts have funding sources with rules and constraints that we must understand.

6. Include within the LCAP the name of the curricula that OUSD will use during   the course of the LCAP and the assessments that will be used to evaluate its success.

   The choice of curriculum and assessments for each action is a strategic one.   One example is the curriculum that the literacy tutors are using.

7. Explain how the succes   s of each action   (and of their related investments) is evaluated.

   How do we know that the investments in each action are effective? Specify what specific indicators will be tracked for each action.

8. Explain how central roles listed in the LCAP support si   te-level implementation. If any of those roles are involved only in central coordination, make sure to note that they are.

9. Explain the extent to which the services listed under each action are reaching foster youth, English Learners, unhoused students, d   isabled students with IEPs, etc.

B. Revisions Related to Specific LCAP Actions

Action 1.7
10. Explain in the LCAP how it is/was determined which pathways are at which high schools. Describe the vision for pathway placement and access across our district.

Action 3.1
11. The Discipline Matrix is mentioned in action 3.1 but there is no explanation of w   hat it is. Please provide a brief explanation and a link to the document.

Actions 3.1 and 3.4
12. The staffing that supports safety and behavioral health at schools is not identified in LCAP actions 3.1 and 3.4. Please detail who provides direct support wit   hin those actions.

13. Please explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of staff providing safety support (3.1) and behavioral health services (3.4). These types of support and act   ions are connected. We should describe in the LCAP what has been most successful in reducing suspensions.

   We should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.

Action 3.8
14. What is Action 3.8 really about? There are three distinct and disconnected areas of service in this action: technology, supplemental learning materials, STIP substitutes. They serve different needs and should be discussed as separate actions.

If information c   annot be incorporated directly into the LCAP, we ask that it be attached to the LCAP as an appendix. Each document attached as an appendix should be clearly referenced and linked within the LCAP in the appropriate section(s) .