

LCAP PSAC Principles for the LCAP and Budget Process

1. **Our Local Control and Accountability Plan (LCAP) brings together all plans in our district.** It helps us to show transparently how OUSD is using all available resources to meet our goals¹ for all OUSD students in support of the state priorities². As an integrating plan, the LCAP must:
 - a. Include all actions, services, and investments that support:
 - i. our Annual Measurable Outcomes³ for all students,
 - ii. areas of need that have been identified for specific student groups
 - iii. targeted outcomes for those specific student groups.
 - b. Include as much of the budget as possible to give context for strategic actions and to help the community understand the basic program that is provided to all students.
 - c. As a first step, include in the LCAP all actions and services that are funded with federal and state categorical dollars⁴, not just with Supplemental and Concentration⁵ dollars. These funds are all similar in that they address opportunity gaps and support the specific needs of high need students.

2. OUSD must embrace the mandated advisory role of LCAP PSAC. To that aim:

- a. Any proposals for budget changes that would, in the next school year, significantly reduce, increase, or change current LCAP actions and investments, must be directly and officially communicated to the LCAP PSAC.

The changes must be communicated to the committee before December so that the members can review them at their December meeting or so that they can hold a Special January meeting.
- b. The School Board directors must review and discuss the committee's recommendations at a public School Board meeting before making any decisions about the budget that would have an impact on the LCAP. Not doing so would be the same as adopting an LCAP without the feedback of the committee.
- c. The Board and administration must sustain the staffing and structures that directly support the LCAP advisory committees and the overall LCAP and budget engagement process.

Any reductions or restructuring of the staffing and structures must come from a needs assessment process led by the members of the committees (e.g. LCAP PSAC, CAC, FYAC) in collaboration with the people they represent. One element of that process must be to understand what the committees have already achieved and how the committees currently work.

3. The LCAP is THE main equity plan for our district. To ensure that the LCAP performs that function, we must make sure that we do the following within the LCAP:

- a. Show with data that the student groups for which OUSD is receiving differentiated assistance⁶, and all overlapping (intersectional⁷) student groups, are having equitable access to all programs, actions, and services.
- b. Support schools and programs that have already shown that they improve access or specific outcomes for all of the groups under differentiated assistance.

Those schools and programs do the following: track the participation rates for all of the student groups, set access/participation goals, and set specific indicators⁸ to show that each of the student groups is benefitting.

One key way of addressing the needs of all the identified groups is to focus on students that have overlapping experiences (e.g. African Americans with IEPs, Unhoused English Language Learners, etc.)

- c. Engage directly and early with the other stakeholder committees⁹, as well as with the LCAP PSAC. We must understand the needs and priorities that these committees and their communities have identified so that we can better incorporate them into the LCAP and budget.
- d. We must continue to support fall and winter multi-stakeholder¹⁰ dialogues for feedback on our annual budget priorities and the overall budget. These dialogues must continue to be planned in collaboration by committee members, OUSD staff leaders, and School Board directors.

4. We must focus primarily on the following key outcomes for the groups under differentiated assistance and for overlapping student groups:

- a. increased access to needed/effective programs and services
- b. improvement in reading development (reading growth at all grade levels)
- c. reduction in suspensions, especially highly disproportionate suspension

These core indicators cut across grade levels and experiences. They are also crucial for ensuring that students have positive life outcomes and that we interrupt key inequities.

- d. For the same reasons, we must also focus on actions and investments that increase the reclassification¹¹ rate of English Language Learners (ELLs) with a special emphasis on ELLs who are also part of other identified student groups (e.g. Students with Dis/abilities, Pacific Islanders, Unhoused, etc.)

5. We must better express through our LCAP how central and school site actions complement each other. We must avoid either/or arguments about the merits of school site and central planning and budgeting. For this reason, we must do the following:

- a. Show access and outcomes for specific student groups across our district through analyzing ranked school site data¹². In doing so, we must understand the specific student populations and experiences at the schools that are showing increased outcomes and the schools that are not. District-wide data is necessary but not sufficient.
- b. Identify and describe school site actions and investments under each goal and action area.

Schools are the main implementers of the LCAP through the choices they make in their School Plans for Student Achievement¹³ (SPSAs) and their daily practices. We must know what schools are doing and what they are choosing to fund so that we can learn what is effective and understand patterns across our district.

- c. Provide strong, centralized support for small, high-need student groups who experience a large degree of mobility and instability: foster students, unhoused students, newcomer students. School-site planning and budgeting has not and cannot adequately support the needs of these students on its own without district-school collaboration.
- d. Clarify throughout the LCAP how OUSD is choosing specific schools to implement particular central services or receive specific resources.

6. We affirm that students with dis/abilities are inherently diverse, have many overlapping experiences and needs that must be addressed by everyone, and have the right to participate as full members in all aspects of school and district life. Special Education has been perceived for too long as a “catch-all” for all the needs of students with dis/abilities.

For these reasons:

1. We must understand that Special Education is an additional service that supports the disability-related needs of students. This means that Students with IEPs must also have access to all programs and services funded by Base, S&C, Federal, Local, and other dollars. The supports that we call “Special Education” complement or augment other programs and services; they do not replace them.
2. We must all become educated about specific dis/ability experiences, dis/ability as a whole, dis/ability access and inclusion, and about the purpose and functioning of Special Education. Dis/ability cuts across all experiences and equity cannot happen without understanding it.

Working for dis/ability equity must also include carefully understanding, developing, implementing, and integrating the Local Plan for Special Education as part of our school and district planning.

3. We must understand the true costs of providing full dis/ability supports for students and avoid stigmatizing the dis/ability-related needs and experiences of students. To do so, we must embrace these supports as a core function of our district, not as something to which our district “contributes.”

1. The current LCAP Goals are:

1. Students are College and Career Ready
2. Students are Proficient in the State Academic Standards & Next Generation Science Standards
3. Students are Reading At or Above Grade Level
4. Students are Reaching English Fluency
5. Students are Engaged in School Every Day
6. Parents and Families are Engaged in School Activities

A proposal for new goals and related action areas will be reviewed in 2019-20.

2. Districts must set goals that meet the eight state priorities:

- 1) Basic Services
- 2) Implementation of State Standards
- 3) Course Access
- 4) Pupil Achievement
- 5) Other Pupil Outcomes
- 6) School Climate
- 7) Student Engagement
- 8) Parental Involvement

3. Annual Measurable Outcomes. A specific outcome for one school year that is set for all students or for a specific student group. For example, if the goal is to reduce suspensions in general, an Annual Measurable Outcome might to reduce suspensions for all students by 3% during one school year as compared to the year before.

4. Categorical dollars. These are dollars (funds) that are given to schools or districts for specific children with specific needs (Title I, Title III, etc.) or for special purposes, such as transportation. This money is in addition to the funds for the general education program.

5. Supplemental and Concentration Dollars. Each student in California receives a Base number of dollars or Base grant from the State. Districts and charters also receive 20% of the Base grant for each student that is identified as Low Income, English Language Learner and/or Foster.

When students in these groups make up 55% of the enrollment in a school districts or charter, each student above that percent receives an additional 50% of the base grant (a concentration grant)

6. Differentiated Assistance. Districts qualify for Differentiated Assistance when at least one student group receives the lowest color rating (red) in 2 or more areas of achievement as measured by the California Schools Dashboard. They receive assistance from County Offices of Education to identify the root causes for the low achievement in the different areas and to plan for better supporting the student groups.

7. Intersectional or Overlapping Student Groups. This means that students can have overlapping experiences. They can be part of multiple groups--example, an African American can have a dis/ability and also be a foster youth.

8. Indicator. Something that is measured to show that there is progress towards a goal. For example, if the goal is that "students are engaged in school every day." one indicator could be the percentage of students who answer yes to a question on a survey about their school experience.

9. Other Stakeholder Committees.. District English Language Learners Sub-Committee, Community Advisory Committee for Special Education, Foster Youth Advisory, African-American Advisory, and other emerging committees that advise on the LCAP.

10. Multi-stakeholder Dialogues. Dialogues with many kinds of people who have a "stake" in the school district, who affect or can be affected by what happens to it--examples: students, parents, teachers, community members. etc.

11. Reclassification. When it is decided, through an exam and other means, that a student is no longer an English Language Learner because the student is proficient in English.

12. Ranked School Site Data. Presenting data in a way that the results of all schools can be seen and compared from least to greatest or greatest to least on a specific measure--for example, % of students suspended in a school year.

13. School Plan for Student Achievement--also known as Single Plan for Student Achievement. A plan and document that schools develop, review, and update every year. It reviews data about student outcomes, identifies needs, sets goals based on the needs, and describes what actions will be taken and what investments will be made to achieve the goals.

Principios del LCAP PSAC para el Proceso de LCAP y Presupuesto

1. Nuestro Plan de Control y Responsabilidad Local (LCAP) une a todos los planes en nuestro distrito. Nos ayuda a mostrar de manera transparente cómo OUSD utiliza todos los recursos disponibles para cumplir con nuestras metas¹ para los estudiantes en apoyo de las prioridades estatales². Como plan unificador, el LCAP debe:

a. Incluir todas las acciones, servicios e inversiones que respaldan:

- I. nuestros resultados medibles³ anuales para todos los estudiantes,
- II. áreas identificadas de necesidad para grupos de estudiantes específicos, y
- III. resultados específicos para esos grupos de estudiantes.

b. Incluir la mayor cantidad del presupuesto posible para proporcionar un contexto para las acciones estratégicas y ayudar a la comunidad a comprender el programa base que se proporciona a todos los estudiantes.

c. Como primer paso, incluir todas las acciones y servicios del LCAP financiados con dólares categóricos⁴ federales y estatales, no solo dólares suplementarios y de concentración⁵. Todos estos fondos son similares en el sentido de que abordan las brechas de oportunidades y apoyan las necesidades específicas de los estudiantes con altas necesidades.

2. OUSD debe aceptar plenamente la función de asesoramiento obligatoria de LCAP PSAC.

Con ese propósito:

a. Cualquier propuesta de cambios en el presupuesto que, en el año escolar posterior, reduzca, aumente o cambie significativamente las acciones e inversiones actuales del LCAP, debe comunicarse directa y oficialmente al PSAC del LCAP.

Los cambios deben ser comunicados al comité antes de diciembre para que los miembros puedan revisarlos en su junta de diciembre o para que realicen una junta especial en enero.

b. Los directores de la Junta Escolar deben revisar y discutir las recomendaciones del comité en una reunión pública de la Junta Escolar antes de tomar cualquier decisión sobre el presupuesto que tenga un impacto en el LCAP. No hacerlo sería lo mismo que adoptar un LCAP sin las recomendaciones del comité.

c. La Mesa Directiva y administradores deben mantener la dotación de personal y las estructuras que apoyan directamente a los comités asesores del LCAP y al proceso general de participación en el presupuesto y LCAP. Cualquier cambio en el personal y las estructuras debe ser el resultado de un proceso de evaluación de necesidades dirigido y llevado a cabo por los miembros de los comités (LCAP PSAC, CAC, FYAC, etc.) en colaboración con las partes interesadas que representan. Parte de ese proceso debe ser comprender los resultados ya alcanzados por los comités y comprender cómo funcionan los comités actualmente.

3. El LCAP es el PRINCIPAL plan de equidad para nuestro distrito. Para garantizar que el LCAP realice esa función, debemos asegurarnos de que, como parte del plan, hagamos lo siguiente:

- a. Demostrar con datos que existe un acceso equitativo a todos los programas, acciones y servicios por parte de todos los grupos de estudiantes para los cuales el OUSD recibe apoyo diferenciado⁶ y todos los grupos de estudiantes superpuestos (interseccionales⁷).
- b. Apoyar a las escuelas y programas que ya han demostrado que mejoran el acceso o los resultados específicos para todos los grupos que reciben asistencia diferenciada. Esas escuelas y programas hacen un seguimiento de las tasas de participación para todos los grupos de estudiantes, establecen objetivos de acceso / participación y establecen indicadores⁸ específicos para mostrar que cada uno de los grupos de estudiantes se está beneficiando.

Una forma clave de abordar las necesidades de todos los grupos identificados es enfocarse en los estudiantes que tienen experiencias superpuestas (por ejemplo, afroamericanos con IEP, estudiantes de inglés sin hogar, etc.)

- c. Participar directamente con los otros comités⁹, así como con el LCAP PSAC. Todos debemos comprender de manera proactiva las necesidades y prioridades que los comités y sus comunidades han identificado, para que podamos incorporarlos mejor al LCAP y al presupuesto.
- d. Debemos continuar apoyando los diálogos entre múltiples partes interesadas¹⁰ en otoño e invierno para obtener opiniones acerca de nuestras prioridades presupuestarias anuales y el presupuesto general. Esos diálogos deben continuar siendo planificados en colaboración con miembros del comité, líderes de personal y directores de la Junta Escolar.

4. Debemos centrarnos principalmente en los siguientes resultados claves para los grupos con apoyo diferenciado y grupos de estudiantes con experiencias superpuestas:

- a. mayor acceso a programas y servicios necesarios / efectivos
- b. mejora en el desarrollo de lectura (crecimiento en lectura en todos los niveles de grado)
- c. reducción de suspensiones, especialmente suspensiones altamente desproporcionadas

Estos indicadores centrales atraviesan los niveles de grado y las experiencias. También son fundamentales para garantizar que los estudiantes tengan resultados positivos en la vida y para interrumpir las inequidades clave.

- d. Por las mismas razones, también debemos centrarnos en acciones e inversiones que aumenten la tasa de reclasificación¹¹ de los Estudiantes del Idioma Inglés (ELL) con un énfasis especial en los ELL que también forman parte de otros grupos de estudiantes identificados (por ejemplo, estudiantes con discapacidades, Isleños del Pacífico, estudiantes sin hogar, etc.)

5. Debemos expresar mejor a través de nuestro LCAP cómo las acciones centrales y escolares, y las inversiones relacionadas, se complementan entre sí. Debemos evitar

argumentos absolutos (de uno u otro) sobre los méritos de planificar y presupuestar al nivel de la escuela o del distrito. Por esta razón, debemos hacer lo siguiente:

- a. Mostrar acceso y resultados para grupos de estudiantes específicos en nuestro distrito a través del análisis de datos en escala¹² de las diferentes escuelas. Al hacerlo, debemos comprender las poblaciones y experiencias específicas de los estudiantes en las escuelas que muestran mejores resultados y las escuelas que no. Los datos del distrito son necesarios pero no suficientes.
- b. Identificar y describir las acciones e inversiones de las escuelas bajo cada meta y área de acción. Las escuelas son los principales implementadores del LCAP a través de lo que escogen hacer en sus Planes Escolares para el Rendimiento Estudiantil (SPSA)¹³. Sólo entendiendo qué están haciendo las escuelas y lo que están eligiendo financiar podemos aprender lo que es efectivo y analizar los patrones en todas las escuelas.
- c. Brindar un apoyo fuerte y centralizado a grupos de estudiantes pequeños y de alta necesidad que experimenten un alto grado de movilidad e inestabilidad: estudiantes de crianza, estudiantes sin hogar, estudiantes recién llegados. La planificación y el presupuesto del plantel escolar no han podido y no pueden apoyar adecuadamente las necesidades de estos estudiantes por sí solos sin la colaboración del distrito y la escuela.
- d. Aclarar a lo largo del LCAP cómo especificamos las escuelas para la implementación de estrategias centrales particulares y para recibir recursos relacionados.

6. La Educación Especial se ha percibido durante demasiado tiempo como el “contenedor” para todas las necesidades de los estudiantes con dis/capacidades. **Afirmamos que los estudiantes con dis/capacidades son inherentemente diversos, tienen muchas experiencias y necesidades superpuestas que todos deben abordar y tienen el derecho de participar como miembros con pleno derecho en todos los aspectos de la vida escolar y del distrito.**

Por esta razón:

1. Debemos entender que la Educación Especial es un servicio destinado a apoyar las necesidades relacionadas a la dis/capacidad de los estudiantes. Eso significa que los Estudiantes con IEPs también deben tener acceso a todos los programas y servicios pagados con fondos de Base, S&C, Federales, Locales y de otros dólares. Los apoyos que llamamos “Educación Especial” complementan o aumentan a los demás servicios; no los reemplazan.
2. Todos debemos educarnos sobre experiencias específicas de des/habilidad, des/habilidad en su conjunto, acceso e inclusión de des/habilidad, y sobre el propósito y función de la Educación Especial. La discapacidad (o des/habilidad) atraviesa todas las experiencias y la equidad no se logra sin ella. Trabajar por la equidad en relación a las discapacidades debe incluir comprender, desarrollar, implementar e integrar cuidadosamente el Plan Local para la Educación Especial como parte de nuestra planificación escolar y del distrito.
3. Comprender los verdaderos costos de proporcionar apoyo total para estudiantes con discapacidades y evitar estigmatizar las necesidades y experiencias de los estudiantes

con discapacidades. Para hacerlo, debemos adoptar estos apoyos como una función central de nuestro distrito, no como algo a lo que nuestro distrito "contribuye."