Department	LCAP Goal Area	Rec. # in LCAP	Text from June 2016 LCAP	PSAC Priority Status (Highest or High)	Staff Report of Current Activities	Staff Report of Future Activities	Parent-Student Questions & Comments
English Language Learner and Multilingual Achievement	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 amoung in budget for the actions and the funding source. See recommendation for proposed deadlines.	Has not yet been included in the LCAP PSAC priority setting process	**June 2016 Superintendent Response:** OUSD's tool for the development of school site plans (SPSA's) includes and English Language Learners' Crosswalk that outlines a process for identifying the actions that would make up the requested report. We need to ensure that there is a dedicated budget for each item. The LCAP Program Manager will be able to report how schools are aligning resources to Goal 4 and ensure that the report is available. **September 2016:** The Office of Continuos School Improvement provided a report on September 2016. Gaps in reporting were identified by school sites were identified. Improvements to the SPSA tool and process are needed to ensure accurate reporting of SPSA actions and investments for Goal 4.	**November 2016:** The **January 2016** meeting of the English Language Learners Sub-Committee will include a presentation of the SPSA tool and process for schools to plan actions and investments in support of the English Language Development of English Learners (Goal 4). The sub-committee will recommend improvements to the tool and process so that site-based supports are clear and easily understood by the sub-committee and the larger community.	**September 2016:** Questions have been raised about the use of TSA's as coaches in lieu of intensive/small group support of ELL's. The fact/nature/amount of professional development and intervention focused on English Language Learners is not clearly outlined when the use of a Teacher on Special Assignment is listed as a Goal 4 action. Additional details on the use of TSA's for ELL/ELD professional development and intervention has been requested. *Are students receiving their mandated 30 minutes of individualized English Learning? How are we able to enforce this in each of our classes and schools? *Should all English Language Learners have an Individualized Learning Plan like an IEP?
Continuous School Improvement	4	1	See text above.				
Network Superintendents	4	1	See text above.				

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English Language Learner and Multilingual Achievement (ELLMA)	4,6	2	The Family, Student, and Community Engagement units along with the Network Superintendents will develop a plan that incorporates the suggestions of the LCAP EL Sub-Committee to ensure that school utilize the EL Snapshot as a tool to gather data and monitor the progress of English Learners, including students with Individualized Education Plans (IEP's) and to utilize the tool for formal goal setting and monitoring with parents and guardians. The plan will begin implementation on or before April 1, 2017. Implementation will happen during the 2016-17 school year with a report about implementation to the LCAP EL Sub-Committee at its last 2016-17 meeting.	Has not yet been included in the LCAP PSAC priority setting process	**June 2016 Superintendent Response:** The Chief of Schools will work with the Office of English Language Learner and Multilingual Achievement to ensure that a process is in place for academic year 2016-17 and that it is carried out by the Network Superintendents and their teams. **November 2016:** The ELL Sub-Committee engaged in dialogue with staff from ELLMA about possible ways in which to expand the use of the ELL snapshot by school sites. Collaboration with Network Superintendents and the ELL Site Committees is needed. No immediate actions have been identified as of 11/21/16.	**November 2016:** *See responses below for references to the work of ELLMA in collaboration with other units.	**November 2016:** Can use of the tool by principals and school sites be made mandatory? How many schools are using the tool? How can we best track which schools are using the tool and how? How do schools currently have access to the tool? How can access be made much easier so that school are more likely to use it? What are some examples of schools that are using the tool effectively?
Network Superintendents	4,6	2	See text above.				
Community Schools and Student Services (with English Language Learner and Multilingual Achievement and Network Superintendents)	6	2	See text above.		EL Sub Committee Recommendation #2 Community Schools and Student Services is working with 16 sites. They are helping School Site Councils develop Family Engagement goals in their site plans that are connected with goals for English Learners. They plan to add 4 schools for direct support. In the near future, they will be developing workshops with the Office of Multilingual Achievement and English Language Learner Development that use the English snapshot.	Collaborating with ELLMA office to develop EL/LTEL workshops utilizing snapshots, for targeted 16 sites who have opted in to this support and partnership with families. Recruit an additional 4 sites, for a total of 20 title one sites with SMART family engagement goals aligned to EL/LTEL SPSA goals/targets, implementing the EL snapshots.	

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Communications Department	6	2	See text above.		**November 2016:** The monthly Superintendent forum targets members of School Site Councils among other community participants. The forums include an ELL breakout group focused on the reclassification process, including the use of the ELL Snapshot. This session is being offered in collaboration with ELLMA and will include ways to help SSC leaders work with their school sites to adopt the ELL Snapshot.	See response to the left.	

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English Language Learner and Multilingual Achievement	4	3	2016-17 discussion to develop dual language programs in languages other than Spanish and other ways to promote the development of other maternal/third languages		**June 2016 Superintendent Response:** OUSD is hiring a Multilingual Pathway Coordinator in 2016-17, who will oversee this process and engagement. This PSAC recommendation fully aligns with the vision and mission of the Office of English Learner and Multilingual Achievement, which houses the World Languages Program. An investment is also being made in 16-17 in world language textbooks as a result of this PSAC recommendation. Spanish and French textbooks are being purchased and training offered to World Language teachers. Current textbooks are 12 years old. **November 2016:** The Multilingual Pathway Coordinator attended the November 2016 meeting of the ELL Sub-Committee to present on the models for dual language instruction and home language support and to address the questions of committee members about the use of those models in a language other than Spanish. Members of the ELL Sub-Committee were also invited to participate in the Multilingual Master Plan Working Group. The possibility of expanding dual language programs into Arabic was discussed. The adoption of the Seal of Biliteracy by OUSD was discussed as a way to promote language development.	**November 2016:** Meeting of the Multilingual Master Plan Working Group will take place on 1/18/17	**November 2016:** Based on the composition of English Learners in OUSD and on current school-wide programs, which language other than Spanish most lends itself to the development of dual language programs? *What models exist for including a 2nd/3rd language in the school curriculum? *Based on the experience of developing dual language programs in Spanish, what are some key factors to consider in proposing the development of such programs in another language? *What would be the initial steps to develop those programs? *How can we best advertise the seal of biliteracy to students? *How can we implement dual language learning without segregating our students? *How will we provide transportation to those families interested in those programs?
Continuous School Improvement	4	3	See text above.				

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English Language Learner and Multilingual Achievement	4	4	Develop and implement standards for the administration of the English Language Development Test, including accommodations and modifications for students with disabilities (IEP's and 504's). See the recommendation for proposed deadlines.		**June 2016 Superintendent Response:** While constraints are set by the state CELDT calendar, which limits timely access to test results, ELLMA and RAD (Research, Assessment, and Data) will work to plan for implementing this LCAP PSAC recommendation. **September 2016:** There was an initial discussion of areas of concern related to the administration and use of the English Language Development Test at the September 2016 meeting of the ELL Sub-Committee.		**September 2016:** In the meeting of the ELL Sub-Committee, parents had questions about the launch of the new English Language Development Test. Those questions could not be answered at that point due to lack of information from the State of CA.
Research, Assessment, and Data	4	4	See text above.				
Community Schools and Student Services	4	4	See text above.				
Teaching and Learning	4	4	See text above.				
Community Schools and Student Services	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**	**June 2016 Superintendent Response:** OUSD will continue to support the 2 current case manager positions, which have caseloads of approximately 40 students each. The fact that alternative high schools have a higher percentage of foster youth—as high as 20% of the students—has been recognized and the addition of a case manager position will be considered as funding becomes available. **No Report on October-November 2016.**	No Report on October-November 2016	**October 2016:** *About the use of current staff for other supports: My other concern is the number of staff people supporting foster youth. Lydell is only doing the minimum legal mandate to support students. There's 200 foster youth that are not being served by case managers at all – the current staff can only support 100 foster youth. *There are people who are interested in the position but that position is not there.*

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Community Schools and Student Services	5	6	Foster youth liaisons at school sites (the current implementation of this recommendation will be studied by the Foster Youth Advisory Committee)		**June 2016 Superintendent Response:** Most of 2015-16 was devoted to bringing on the foster youth case managers and related systems. In alignment with the recommendation made by the LCAP PSAC, Foster Youth partners, and other community members, OUSD will implement the Foster Youth school site liaisons in 2016-17 with a focus on the sites with minimal support by case managers (e.g. elementary schools with much lower numbers of foster and some middle schools.) **November 2016:** This recommendation has been placed on hold at this point. Partnerships with the full service community schools managers can provide for this support without additional funds.	See response to the left.	

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Community Schools and Student Services	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.	**High**	**June 2016 Superintendent Response:** The Foster Youth Program recommends a quarterly workshop series (4 over the course of the school year), which will be implemented by utilizing internal OUSD presenters (e.g. workshop about IEP's by Programs for Exceptional Children) and external partner organizations. The workshops will be developed based on topics identified by parents, caregivers, and guardians. **October 2016:** This is in the process of being developed, but it will not be 6 sessions for each grade. 4 Quarterly sessions are more feasible. Identify budget for childcare/refreshments.	**October 2016:** Identify the staff responsible for holding this work within the Transitional Students and Families (TSF) unit in the CSSS Department.	**October 2016:** *About the use of current staff for other supports: My other concern is the number of staff people supporting foster youth. Lydell is only doing the minimum legal mandate to support students. There's 200 foster youth that are not being served by case managers at all – the current staff can only support 100 foster youth. *There are people who are interested in the position but that position is not there.* *Will the schools offer foster youth workshops with their 3-4 parent workshops? *We are working to track a high number of schools right now.* *Community members wanted additional trainings with differentiation for age and disability – the needs of foster youth vary based on their age. The hope is that there will be additional trainings this year.
Community Schools and Student Services	5	8	Stipends to support the participation of current and former foster students in the advisory process and to support their communication with the community about that process. This support must incorporate foster students with special needs and IEP's and must address their specific needs.		**June 2016 Superintendent Response:** The Foster Youth Advisory was launched this year. For 2016-17, OUSD will aim to provide stipends for up to 4 former OUSD foster youth and 4 current OUSD foster youth. We will also ensure that there is representation for foster youth who are also receiving Special Education services **. October-November 2016:** This is undergoing planning currently. We continue to need the voice of foster youth to help drive our LCAP and our foster youth program. Students would be required to attend a certain number of FYAC meetings and have participate in PSAC for a small stipend.	**October-November 2016:** Continue to create a plan for this. There was no number set, but we are thinking of 5 former foster youth and 5 current foster youth. Stipends would be around 250 for a school year - finalizing resources.	

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Community Schools and Student Services	5	9	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) *For full text see the Recommendation #9.* **This recommendation connects to Student Recommendation #22 and #17a (Goal 6).**	**High** (This recommendation was assigned "highest priority" status by All City Council LCAP Advisors.)	**June 2016 Superintendent Response:** Support to sites through a regular Community of Practice for site-based family engagement staff will continue in 2016-17. Our work with Parents Raising the Bar and the Parent-Teacher Home Visits Project will continue to focus on building relationships between teachers and parents. Additionally, we will continue to support students at the school sites with leadership classes at multiple sites and will work with sites to deepen that support, including continuing our partnership with site LGBTQ liaisons and partnering with site liaisons that will support foster youth. **October 2016:** See report from Sup-Youth Forum: https://docs.google.com/a/ousd.k12.ca.us/spreadsheets/d/1ZzR4DSigovpENSL2f2sYr2qkNad31kY_afM4sW135Ls/edit?usp=sharing	**October-November 2016:** 1) Gather site based engagement staff in high schools to set expectations for engagement and collaboration roles with engaging youth and families. 2) Provide guidance document to principals on role of engagement staff. The document will include instructional goals, and how to collaborate with central office for hiring, training, and evaluating engagement staff. 3) Provide guidance document to sites on how to use Measure N funds to hire site based engagement staff person (prioritizing elevation network high schools). 4) Partner with students from All City Council to provide feedback on job description for site based position **s**	
Network Superintendents	5	9	See text above.	High			

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Continuous School Improvement	5	9	See text above.	High	**October-November 2016:** The school performance framework (SPF) roll-out includes consistent messaging regarding the critical role of the School Site Council. We had engagement with student and parent leaders over the summer as advisory bodies that helped to shape the SPF reporting tools and to create ambassadors for the use of the SPF to help empower parents in school improvement. Funding allocations were made at 16 schools that specifically included investments for parent engagement through translation, childcare, and food. The Office of Community Engagement is working specifically with Elevation network schools to increase the capacity of parents to inform key decisions at the school site.	See response to the left.	

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Community Schools and Student Services	5	10	Increase staffing for Restorative Justice (RJ) at the school site level:--have them based at the school sites for more site-based support of RJ staff and students,--ensure that an RJ process exists at all school sites, --more support staff to support students with trauma (psychologists, counselors, etc.)	This recommendation was assigned "highest priority" status by All City Council LCAP Advisors.	**June 2016 Superintendent Response:** Along with the current Restorative Justice Managers at most secondary schools and some of our elementary school who support RJ practices, we are also working to provide district-wide trainings on restorative practices to increase awareness and engagement at all sites. These trainings are offered to a variety of staff, including teachers and support staff. We will also continue to offer these trainings to School Security Officers whom this year received multiple trainings from the Behavioral Health teams to deepen their awareness of Restorative Practices and positive relationships with students. **November 2016:** The OUSD RJ team has hired 33.5 FTE RJ Facilitators for the middle and high school networks. There is an elementary cohort of 8 schools creating an elementary model in 16-17 school year. Each RJ Facilitator is supervised and coached by an network specific RJ Program Manager, who supports them to develop a work plan with the site adminstrator to support whole school restorative justice. There are 4 RJ Program Managers; one for each network and one that supports youth engagement anfd leadership in RJ district-wide. The Project Prevent grant supports restorative trauma informed practces at the 6 comprehensive high schools in partnership with mental health staff from Catholic Charities of the East Bay.	**November 2016:** Hiring more RJ facilitators requires more funding to cover their salary and benefits. Most of the middle and high schools have RJ facilitators, but there is no funding for elementary. Implementing restorative justice in a school setting is a multi-year culture shift and requires full support from the site administrators and other adult staff. We are continuing our efforts to train, coach, and support staff at sites implementing RJ. We also encourage youth engagement and leadership across the district and networks. We will expand this part of our program in the coming months and years.	**November 2016:** *The 33.5 RJ positions--are they centrally funded? *Is that an expansion from last year? *Yes.* *Are there facilitators at all of the middle schools and high schools? *There are none at the alternative high schools.* * Are all of the positions filled? *Which 8 elementary schools are studying RJ for the elementary pilot right now? *Reach, Horace Mann, Greenleaf, Glenview, CUES, Futures, Fruitvale, Emerson, East Oakland Pride.* * Why are a few middle schools and high schools missing from the inventory? *Why did the initiative begin at the middle and high school levels? *Due to the amount of conflict at those levels and due to the constraints of funding. Socio-Emotional Learning is focused on the elementary schools.* *We need a complete snapshot of RJ staffing and level of staffing at all schools. *We need to target RJ to 5th grade to have more success at the middle school level and beyond. *We need more emphasis on elementary schools. *Are they adding a parent component to RJ? *How is the information coming out of individual RJ processes communicated to parents? Do parents know when their child is involved and what it is? How are the outcomes of a process communicated to parents? How can parents reinforce the outcomes? *How can school communities more generally learn about the role of the RJ facilitator at their school and about that the position exists. *How can we avoid circular RJ processes when a student returns over and over but there is no resolution? *There is a perception that RJ only comes to play when there is a conflict and not in a daily way? How can we build awareness of the 3 levels of restorative justice and how can we make sure that parents are aware and notified of those 3

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Network Superintendents	5	10	See text above.				
Continuous School Improvement	5	10	See text above.				
Community Schools and Student Services	5	11	Expand implementation of Restorative Justice to all staff and students: --training for all staff (teachers, administrators, SSO's, support staff) and students with systems to ensure that restorative justice processes are implemented at all school sites, --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	**High**	**June 2016 Superintendent Response:** See Impact for #10. **November 2016:** The RJ program offers multi-tiered professional learning opportunities at the district level and at school sites. Thousands of OUSD staff, community partners, students, and parents have been trained over the years that RJ has been implemented in OUSD. The OUSD RJ program also offers professional learning opportunities to deepen current practitioner's RJ practice. Every year, the Behavioral Health Unit trains every SSO in RJ, trauma-informed practices, and de-escalation.	See response to the left.	See questions and comments for Recommendation #10.
Executive Director-Personalized Professional Development	5	11	See text above.	High			
Talent Division	5	11	See text above.	High			
Network Superintendents	5	11	See text above.	High			
Continuous School Improvement	5	11	See text above.	High			

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Community Schools and Student Services	5	12	Coordinate social services for families to address underlying issues for student absenteeism--e.g. provide and coordinate transportation for students to support families, --hold the child welfare system accountable for transporting youth based on needs, --coordinate "families in transition" programs in schools, --connect students who are truant to emotional support service.		**June 2016 Superintendent Response:** The majority of schools implement have Coordination of Services Team (COST) to connect students to services in their schools or community covering a variety of needs. We will continue to support that work. $50,000 will be available in 2016-17 for bus passes through the Student Assignment Office (Welcome Center) **. November 2016:** The School Attendance Review Board (SARB) supports referred families by working to help address barriers to school attendance. Working in connection with the school site, referrals to service providers are made as needed.	See response to the left.	**November 2016:** *There need to be more details: What does the process look like? Who are the partners to support and offer services? Are there case managers? What are the services being offered?
Continuous School Improvement	5	12	See text above.				

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Community Schools and Student Services	5	13	Expand and improve strategies to educate and inform students and parents on attendance: --Create community-friendly language for explaining attendance and chronic absenteeism beginning with a parent-led campaign for naming attendance systems and policies, --Attendance letters sent to parents in their home language, --community-friendly language about transportation and other services for chronically absent youth, --educate students on chronic absenteeism and attendance through student government and student assemblies.		**June 2016 Superintendent Response:** The 1st Notice of Truancy Letter is currently translated into Spanish, Cambodian, Cantonese, and Vietnamese. Arabic will be added for 2016-17. Also, Attendance and Discipline Support Services will work with the Communications Department and Family Engagement to develop a family/student friendly one-pager explaining attendance and services available for chronically absent youth. **November 2016:** Attendance letters were revised to become more parent-friendly. Letters are mailed in the home language. Parent information handouts explaining chronic absence were provided to sites to distribute during back to school night. Schools were also encouraged to set up displays that highlighted the school's attendance goals. Laminated posters are being distributed to schools so that they can monitor their progress to reach a 96% daily attendance rate. Communication campaign included messages from the Superintendent about the importance of attendance.	See response to the left.	**November 2016:** *Parents of Special Needs students are not receiving information in their language (e.g. Oakland Tech). How can we make sure families are getting this. *I think it would ne helpful to have recommendations rooted in causes beyond an assumption that parents don't understand the importance. (e.g. Kids who are truant because they need to work to support their families or to care for siblings--example recs.: increased childcare supports; youth workforce development programs, internships, etc.) *How exactly is the district helping to prevent chronic absences? * **Not fully aligned with any one recommendation: *** When do 10th grade students get the results of the pre-SAT? How are the results given to parents? Do Special Education students take the same pre-SAT or SAT? Or do they take a different test?
Communications	5	13	See text above.				
Network Superintendents	5	13	See text above.				

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Community Schools and Student Services	5	14	Educate students and parents about available support services [for mental and physical health] with specific attention to making the contact information for site liaisons visible and to making the information about existing supports at schools easy to find. *See the recommendation for full text.*		**June 2016 Superintendent Response:** The majority of schools implement have Coordination of Services Team (COST) to connect students to services in their schools or community covering a variety of needs. We will continue to support that work. **November 2016:** Most schools are implementing a Coordination of Services Team (COST) meeting where students can be referred for specific needs. Parents, teachers, and community members can refer. Many schools have a community school manager that supports this. Pleasecopy this URL for the list: https://docs.google.com/spreadsheets/d/1h7FcoZn33GLodZW_1Euz9XjBI4ktecSaXi7LaHL9J0c/edit#gid=0	See response to the left.	**November 2016:** *There need to be more details: What does the process look like? Who are the partners to support and offer services? Are there case managers? What are the services being offered? *Parents of Special Needs students are not receiving information in their language (e.g. Oakland Tech). How can we make sure families are getting this. *Why don't all schools have full time nurses? *Why don't elementary schools have security guards? *Why do we have to wait until children have grown up for them to have counselors and not when they are young?
Network Superintendents	5	14	See text above.				
Communications	5	14	See text above.				
Continuous School Improvement	5	14	See text above.				

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Community Schools and Student Services	5	15	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.	**High** (This recommendation was assigned "highest priority" status by the All City Council LCAP Advisors.)	**June 2016 Superintendent Response:** Early intervention is being prioritized through the Department of Student Services with a deep focus on early literacy support with a generous grant from the Rainin Foundation, which provides ten full-time Common Core Teacher Leaders at targeted sites to support TK-1 Literacy and on track for success. **October-November 2016:** We have assigned program managers to each Network who are responsible for supporting school sites with their physical and mental health. They support Coordination of Services Teams which are also designed for early-intervention.	See response to the left.	**November 2016:** *There need to be more details: What does the process look like? Who are the partners to support and offer services? Are there case managers? What are the services being offered? *What does the process look like for this? How is a child referred? What are the services offered? How many children can receive support? Parents want more details for what this actually looks like. *Parents of Special Needs students are not receiving information in their language (e.g. Oakland Tech). How can we make sure families are getting this. *The assessments for newly referred students should be more in-depth, especially for students with IEP's but most importantly the teachers should be more prepared. *Why are we not hiring people that are more professional to help students with special needs that have behavior needs. That happens in hill schools that are both private and district schools which have staff that help students on a full-time basis. *Why aren't there therapists in all of the schools?
Executive Director-Personalized Professional Development	5	15	See text above.	High			
Continuous School Improvement	5	15	See text above.	High			

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Community Schools and Student Services	6	16	Process and Capacity Building for Shared Decision-making through trainings that will help build collective understanding and commitment to shared decision-making as a powerful strategy to achieve improved academic outcomes and social emotional wellbeing. Families and students will participate in helping to develop and facilitate some areas of the training. a. Training for Principals incorporated into regular principal Professional Development meetings ⬚ 1 in August as part of the Administrators' Retreat ⬚ 3-4 during the school year (possibly linked to the SSC planning and budget cycle –e.g. October, December, February, May)	This recommendation was assigned "highest priority" status by the All City Council LCAP Advisors.	**June 2016 Superintendent Response:** This idea will be brought to the Network Superintendents and their Network Teams as we plan for principal professional development. **October 2016:** 9/8-9/9: Family Engagement Learning Institute: Training for principals (PD) on 1) family engagement as strategy for school improvement/student learning, 2) school governance standards focusing on standards 1 and 3, 3) shared decision making expectations <u>On going from August</u> - current: Principal PD Thursdays in Networks 1, 2, 4, MS - Family Engagement Kiosks - One to One principal support with school governance/shared decision making	**October 2016:** Scheduled Family Engagement Learning Institutes: 11/5, 2/4, 4/22. Focus: Shared decision making and family engagement linked to student learning/school improvement, sub topics: 1) How to read budgets for strategic planning and decision-making, 2) How to make budgets understandable and accessible for all stakeholders to engage in strategic planning and decision-making, 3) How to facilitate effective shared decision-making, 4) How to engage teachers and staff in effective shared decision-making Collaborating with Network 3 and High School Network Superintendents on incorporating Family Engagement Professional Development/Kiosk during Thursday principal PD sessions	**October 2016:** *If you don't have a person that speaks your language you can't participate in these opportunities and they usually only have one person doing interpretation. *Were the students involved in developing the trainings for principals? *How do we expect principals to engage parents if there is not enough staff at schools for translation and to connect parents. We need to do that first.
Executive Director-Personalized Professional Development	6	16	See text above.				

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Community Schools and Student Services	6	16	School Site Council Summits with all stakeholders directly linked to principal Professional Development meetings ⬜ Scheduled to take place in the afternoon of the regular Principal meetings ⬜ All SSC teams participate. Summits are differentiated and structured to effectively support principals and teams in building capacity through doing the actual work.		**October 2016:** On going SSC Regional training for all stakeholders, in partnership with CTA/OEA: No longer named "SSC Summits". Topics: Training for all SSC members on school governance standards #1 & #3	**October 2016:** Trainings for School Site Councils based on school governance standards are scheduled for September 28, November 17, and January 10. They are offered to all of the schools in OUSD beyond the 16 that are receiving direct support from Family Engagement staff. There are also Family Engagement kiosks at the Principal's Thursday ProfessionalDevelopment. Additionally, a mandatory district-wide principal professional development with school site council members has been scheduled for January 5. [9/28, 11/17, 1/10. Topics: 1) School Site Council (SSC) Establishment for new School Site Council members, and members not previously trained/oriented to their roles/duties, 2) Site English Language Learners Sub-Committee Establishment, Equity Mindset, and School Funding 101, 3) SSC Rubric & Self-Assessment]	**October 2016:** *If you don't have a person that speaks your language you can't participate in these opportunities and they usually only have one person doing interpretation. *Were the students involved in developing the trainings for principals? *How do we expect principals to engage parents if there is not enough staff at schools for translation and to connect parents. We need to do that first.
Executive Director-Personalized Professional Development	6	16	See text above.				

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Community Schools and Student Services	6	17	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.	**Highest**	**June 2016 Superintendent Response:** The Family and Community Engagement teams would like to work with the PSAC leaders to design this process along with any member interested in working with staff. **October 2016:** Oakland Community Organizations (OCO) is helping to develop the research questions, OUSD looks to provide recommendations to best support for family engagement and develop quality community schools; Community Engagement Unit to lead research projects and process. This will hopefully be completed by December for the budget.		**October 2016:** *There is overlap between Goal 5 recommendations for Student/Community Engagement staff and this recommendation. *How are we supporting student leadership at the schools? *The requests for an additional student engagement liaison far exceeded the budget. This continues to be a priority . *Can we use the Measure N monies? This would be from central office and not Measure N monies. One would have to advocate at the site level for funds to support this need . *We are looking to change the name of the position (CES) because we want to localize it at the school site. Can the Measure N monies go to this? If there is an interest – you can create a position so when schools are ready they can allocate to it. It would be ready to go. This is something we can talk to Aurora to do. *The original intent of the Community Engagement Specialists was that they be hired at central--how will they be used? There is not a position yet.*
Continuous School Improvement	6	17	See text above.	Highest			
Network Superintendents	6	17	See text above.	Highest			
Community Schools and Student Services	6	17	Develop administrative regulations for the Family Engagement Policy				
School Board Staff	6	17	Develop administrative regulations for the Family Engagement Policy			Development. Additionally, a mandatory district-wide principal professional development with school site council	

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Community Schools and Student Services	6	18	Continue to support existing Community of Practice for Family Engagement Staff and Leaders.		**June 2016 Superintendent Response:** We will continue to support the Community of Practices for Family Engagement Staff and Leaders. **October 2016:** Family Engagement Community of Practice is now the Family Engagement Learning Institute. Dates: 9/8-9/9, 11/5, 2/4, 4/22 Collaborations across school will happen 3-times and sites meet monthly so all schools implement best practices. This is where all staff doing the work of community engagement are invited to learn, share, and participate in the process of developing best practices using family engagement as a strategy for improving student outcomes.	**October 2016:** Planning meetings are scheduled with Family Engagement-Community Based Organization (CBO) Planning Team: 9/1, 11/3, 1/5, 3/2, 5/4	
Community Schools and Student Services	6	19	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.	**Highest**	**June 2016 Superintendent Response:** A communications specialist from the Communication and Community Engagement team will align to support community engagement for Programs for Exceptional Children (PEC) for 16-17 school year. The requested focus by PSAC for this position was shared with PEC leadership and the Superintendent and will be implemented as a way to increase awareness about the ongoing improvement efforts within PEC. **October 2016:** Position not approved for the 16-17 budget cycle	No report.	**October 2016:** *I looked at the indicators for this goal in the Executive Summary. If we have almost 5,000 families of students in Special Education, why is our goal for families filling out the survey so low? Why wasn't this recommendation funded when the need is clear. We need to pay attention to all children in this process.
Communications	6	19	See text above.	Highest			

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Research, Assessment, and Data	6	20	**#20a:** 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. **#20b:** Build capacity for shared decision-making, especially at the school site level. This incorporates 2 District level metrics: ☐ Percent of administrators, teachers and staff who have participated in 3-4 professional development opportunities related to engaging parents/caregivers as decision makers. ☐ 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." **#20c:** 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:"	**High**	**June 2016 Superintendent Response:** In partnership with the network teams and human resources department, we will assess the family engagement staff at schools and provide the additional requested information. This information is not on-hand immediately and will take some time to research. **October 2016:** Family engagement working with research, assessment and data to include metrics in School Performance Framework (SPF), tracking numbers of events at sites.		**October 2016:** *How can we access the tracking of family engagement at schools? Is this information on the dashboards? *The 2 indicators that we track are on the dashboards: schools offering 3 academic workshops for parents with teachers, percentage of parents that fill out the survey for families.* *The questions that are being proposed for the survey should include ALL staff not just teachers. *What are the 16 school sites that the Family Engagement department is supporting? *Network 1: Franklin, Bella Vista, Carl Munck, Redwood Heights (Brittany Love); Network 2: Global Families, ICS, Manzanita SEED, Bridges, CUES (Arcelia Gonzalez); Network 3: Horace Mann, Greenleaf, Rise, New Highland (Andre Spearman); Network 4: Futures, TCN, Laurel, Fruitvale, Life (Karina Najera); High Schools Network: Skyline, Oakland High, Rudsdale (Nicole Wiggins); Elevation Network Schools: Supported by both the Community Engagement and Family Engagement departments (Sara Nuno, Ray Bermudez, Charles Cole, Chanee Anderson): West Oakland Middle, MLK, Lafayette, Hoover, Place@Prescott, McClymonds, Emerson, Sankofa, Reach, Brookfield, Alliance, Elmhurst Comm. Prep, Fremont, Frick, Castlemont, Westlake MS.* *What does the elevation network do? Those are the schools that are engaging in a process to re-design and improve their entire school program. There are multiple schools that are involved in this process to rebuild the feeder pattern of schools in neighborhoods, to rebuild quality schools at all levels in a neighborhood. There is a regional focus across schools so they are supported by Community Engagement staff. Family and community engagement is needed in*

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Community Schools and Student Services	6	20	See text above.	High	**October 2016:** Currently, our LCAP metric includes % of sites offering 3 or more academic parent-teacher workshops on how parents can support learning (including Social Emotional Learning as a topic). Incorporating school governance as part of family engagement metric in SPF, scores will be based on SSC Self Assessment, focus on Standards #1, #3	**October 2016:** Supporting sites in each Network to schedule, log, and document their parent-teacher workshops. Any conversation about changing metrics on LCAP or SPF must be vetted with Jean Wing and David Montes. Recommendation 20b has very specific metric changes that have not been vetted.	See questions and comments above.
Network Superintendents	6	20	See text above.	High			
Communications		21	Information Request: Breakdown of positions and services provided --Use this URL for details:https://drive.google.com/file/d/0B1sgp0JnEdIzVFZTQ0F3bHNhNnc/view?usp=sharing		**June 2016 Superintendent Response to 21:** Responses to these information requests were provided by Chief Academic Officer, Dr. Devin Dillon, at the June 15, 2016, LCAP PSAC Meeting. Please see meeting minutes.		
Community Schools and Student Services		21	Information Request: Family Engagement Staffing --Use this URL for details:https://drive.google.com/file/d/0B1sgp0JnEdIzVFZTQ0F3bHNhNnc/view?usp=sharing		**October 2016:** Adult Education funds come from the state directly for that purpose and are shared with community colleges. District funds are not currently allocated to Adult Education.		
Post-Secondary Readiness, Deputy Chief		21	Information Request: Use of S&C dollars for Adult Education --Use this URL for details:https://drive.google.com/file/d/0B1sgp0JnEdIzVFZTQ0F3bHNhNnc/view?usp=sharing				

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Community Schools and Student Services	Student Recommendations --*can be connected to related recommendation #17a (Goal 6) and #9 (Goal 5).*	22	Hire site based Community Engagement Specialist (CES) at all 16 High Schools. The CES would be responsible for the engagement of all stakeholders (community, parent, students) in school-site decision-making processes, which would include the hiring committee, school site council, and LCAP student and parent engagement. The CES would provide training and professional development, technical assistance and support for all stakeholders and school site administration.	This recommendation was assigned "highest priority" status by the All City Council LCAP Advisors.	June 2016: In the 16-17 school year, we will complete an inventory of similar staff positions that currently exist in the high schools, and convene existing staff in these roles at the site levels for professional development and setting expectations for engagement of community, parents, and students. In this list, we will highlight sites that do not have a staff position, or where there are gaps for student and parent engagement, and provide recommendations to the site on how to fill these gaps using Measure N funds for 17-18. Superintendent has confirmed that all schools in elevation network will be required to have engagement staff in 16-17. Inventory of Engagement Positions at High Schools: Copy the following URL to view: https://docs.google.com/a/ousd.k12.ca.us/spreadsheets/d/1hGI_SMGnnSwELhzS9kTrvAvTeg1EGvZEo-mJC41k0k0/edit?usp=sharing	**October-November 2016:** 1) Convene site based engagement staff in high schools to set expectations for engagement and collaboration roles with engaging youth and families. 2) Provide guidance document to principals on role of engagement staff with instructional goals, and how to collaborate with central office for engagement staff hiring, training, and evaluation. 3) Provide guidance document to sites on utilizing Measure N funds to hire site based engagement staff person (prioritizing elevation network high schools). 4) Partner with ACC students to provide feedback on job description for site based positions	**November 2016:** *The school site should open and facilitate a family room or space to help parents feel welcome and discuss needs of their students. *[In Spanish] We parents want more equality and respect from school staff.

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Community Schools and Student Services	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**	**June 2016 Superintendent Response:** Superintendent has committed to possibly funding an additional Student Engagement Liaison position for 16-17, pending enrollment projections. This would bring us to a total of 2 dedicated Student Engagement staff positions to support all middle and high schools. **October 2016:** We are in the process of completing our first interim budget revision. We are working to identify the funds for an additional Student Engagement Liaison position, bringing us to 2 dedicated Student Engagement staff positions.	See response to the left dated October 2016.	**November 2016:** *It states that 1-2 additional staff for family and student engagement will be brought in; when are they to be chosen? How long does the process take? *Need for student engagement district staff to support middle school and elementary schools. *Need youth support in School Site Council. *What else can we do to advocate for staff at district to support middle and elementary school?
Community Schools and Student Services	5	24	Budget for outreach literature of student engagement opportunities. This would include a webpage on the OUSD website, leaflets, and other materials that would be distributed and accessible all school sites.		**June 2016 Superintendent Response:** Currently, no funds are specifically allocated in 16-17 to support professional printing of leaflets and special outreach materials, or funding to support web page re-design. We will work with existing staff to print in-house materials using available black and white copiers in the office, and work with existing communications department to update a web page with OUSD main page specifically for student engagement. **October 2016:** OUSD Meaningful Student Engagement Calendar has been posted, and disseminated to site leadership teachers, Restorative Justice coordinators, and community school managers.	**October 2016:** 1) Identify timeline for website re-design of youth engagement page with communications department. 2) Mobile App launch for students, parents, teachers (Communications Department)	
Communications	5	24	See text above.				

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Community Schools and Student Services	2	25	Allocate a stipend budget for a Building and Grounds Student Delegate. The student representatives would work in partnership with their school peers and school site custodians to create a safe and clean environment. They would maintain a free hotline service, coordinate quarterly site-based facility walkthroughs, create monthly building and grounds reports, meet regularly with Building and Grounds district level staff, and generate school spirit among peers to build accountability for a clean and safe school environment. Superintendent Response from 2016-19 LCAP Document--Section 1: A small budget for ACC youth stipends are allocated in the 16-17 student engagement budget, one of these stipends can be reserved for a facilities delegate within ACC, with described duties above.		**June 2016 Superintendent Response:** A small budget for ACC youth stipends are allocated in the 16-17 student engagement budget, one of these stipends can be reserved for a facilities delegate within ACC, with described duties above. **October 2016:** A small budget for student stipends has been created within CSSS Department Student Engagement budget. First stipends are distributed Dec 15th.	**October 2016:** Identify facilities student delegate.	
Post-Secondary Readiness	1	26	Ensure that every school has high quality credit recovery menu of program options that is accessible to all students, including ninth graders.	This recommendation was assigned "highest" priority status by the All City Council LCAP Advisors. It has not yet been reviewed by the LCAP Parent and Student Advisory Committee for prioritization.	**June 2016 Superintendent Response:** Preston Thomas, Executive Director of College and Career Readiness, is currently examining this recommendation. **October 2016:** No staff lead identified to hold this work - Need to share what currently exists even if minimal and what is planned.	**October 2016:** Identify staff lead for this work	

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Post-Secondary Readiness	5	27	Hire more counselors to lower the counselor to student ratio to 1:100	**High**	**June 2016 Superintendent Response:** Bernard McCune, Deputy Chief of the Office of Post-Secondary Readiness, is currently examining this recommendation **. November 2016:** Negotiated ratio is 750:1. Actual ratio is between 650 and 500 to 1. OUSD has made additional investments to decrease the counselor to student ratio utilizing central and site-based Measure N funds.		
Community Schools and Student Services	5	27	See text above.	High		**October 2016:** Open to partner with students on getting feedback for new counselor contract.	
Community Schools and Student Services	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**	We are in the process of completing our first interim budget revision. We are working to identify the funds for an additional Student Engagement Liaison position, bringing us to 2 dedicated Student Engagement staff positions.	ACC students will be involved with interview process for 2nd Student Engagement staff candidate. Superintendent remains committed to hiring 2nd position by end of first semester.	
ASELT	5	28	See text above.				

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Community Schools Student Services	1, 5	29	Each school site will create a clear leadership pathway for students to become LCAP advisors and participants in the LCAP process.		**June 2016 Superintendent Response:** As part of site based engagement staff inventory and training described above, adults who support students in leadership roles will receive communication on expectations for developing student leadership structures, including clear pathway for students to become LCAP advisors and participants. **October-November 2016:** Creating student engagement learning sessions with staff in youth engagement roles in high schools, with focus on student elections/pathway to LCAP Student Advisory and ACC Student Union.		**November 2016:** *Resonated as important; all kinds of information to get caught up on; more explanations. *College retention; follow through on commitments. *Start leadership development in Elementary.
Linked Learning	1,5	29	See text above.				

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Community Schools Student Services	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.	**Highest**	**June 2016 Superintendent Response:** Student and Family Engagement team members will continue to provide school governance training, including the topic of LCAP and SSC roles, decision-making, and engagement responsibilities. As mentioned above, training will be provided to adults who support students in leadership roles, on student engagement structures, and also how to involve students in shared decision making in the budget. **October 2016:** 9/8-9/9: Family Engagement Learning Institute: Training for principals on 1) family engagement as strategy for school improvement/student learning, 2) school governance standards focusing on standards 1 and 3, 3) shared decision making expectation	**October 2016:** Scheduled Family Engagement Learning Institutes: 11/5, 2/4, 4/22. Focus: Shared decision making and family engagement linked to student learning/school improvement, sub topics: 1) How to read budgets for strategic planning and decision-making, 2) How to make budgets understandable and accessible for all stakeholders to engage in strategic planning and decision-making, 3) How to facilitate effective shared decision-making, 4) How to engage teachers and staff in effective shared decision-making. 9/28, 11/17, 1/10. Topics: 1) SSC Establishment (for new SSC members, and members not previously trained/oriented to their roles/duties), 2) SELL Establishment, Equity Mindset, and School Funding 101, 3) SSC Rubric & Self-Assessment	**November 2016:** *Training for principals is happening; there were parents but no students; parents asked where the students were; how is information about students being included in the training then communicated to students and the partners who work with them? * How are you ensuring youth voice is present and accounted for in key decisions (accountability)? *[In Spanish] We need groups of students in the School Site Council. *How is it going to involve youth in School Site Councils? *Need to have clear communication on student engagement and how sites can support on sites.
Communications	Student Recommendation, 5, 6	30	See text above.	Highest			
Community Schools and Student Services	2	**31**	**NEW RECOMMENDATION from Foster Youth Advisory Committee--September 2016:** Fully fund tutoring program for foster youth. This service was previously provided to foster youth through Title 1 funding and was not funded this school year 2016-17.				