



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

LCAP Committee Feedback for the 2017-20 LCAP

(Excerpt from the 6/14/17 LCAP Presentation to the School Board)



Presented by members of the LCAP Parent & Student Advisory Committee;
LCAP PSAC English Learners' Sub-Committee (DELLS);
LCAP Student Advisory of All City Council (ACC),
Foster Youth Advisory Committee (FYAC) , and the
Community Advisory Committee for Special Education (CAC)

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Goals of the OUSD Local Control & Accountability Plan

The OUSD LCAP Goals were developed in Spring 2014.

Goal Number	LCAP Goal
1	Graduates are college and career ready
2	Students are proficient in the state academic standards
3	Students are reading at or above grade level
4	English learners are reaching English fluency
5	Students are engaged in school every day
6	Parents and families are engaged in school activities

Performance Gaps -- State Indicators

Performance Gap Defined as 2 or more performance levels below the ALL Student Performance (Proficiency Levels from Highest to Lowest - Blue, Green, Yellow, Orange, Red)

	SUSPENSION	ENGLISH LEARNER PROGRESS	GRADUATION	ACADEMIC: ELA	ACADEMIC: MATH
ALL	GREEN	ORANGE	YELLOW	YELLOW	YELLOW
English Learners		Orange	Red	Red	
Low Income				Red	
Students with disabilities				Red	Red
American Indian	Orange			Red	Red
African American	Orange			Red	Red
Filipino					
Latino			Red		
Pacific Islander			Red		
White					

LCAP PSAC Feedback

1) Continued Attention to the LCAP PSAC Highest and High Priority Recommendations from December 2016

Abbreviated Text of the Highest Priority Recommendations:

- Annual August Report Listing Site-Based Actions and Investments for the English Language Development of English Language Learners)
- 3 Additional Case Managers for Foster Students in Elementary, Middle, and Continuation High Schools with Clear Support for Students with Special Needs and IEP's.
- Community Engagement Specialist Position for Special Education

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- **Training Teachers and Staff at Pre-Schools and Elementary Schools on Signs and Symptoms related to Physical and Mental Health for Early Intervention**
 - **Research-Based Proposal to Increase the Number of Site-Based Family Engagement Staff for Implementation in 2017-18**
 - **High Quality Credit Recovery Options for all Schools and Accessible to All Students, including 9th Graders. Minimum of 2 Linked Learning, Service Learning, or Internship Programs for all Students to Access**
 - **Student-Focused LCAP Trainings for Administrators, Principals, School Staff, and Students**

LCAP PSAC Feedback

2) The Local Control and Accountability Plan must be the comprehensive *and* strategic document driving the budget and the budget process.

The LCAP PSAC raised the following related needs, among others:

- **Accounting for all dollars that are used to address particular student needs and groups or that are focused on targeted outcomes.
(e.g. Title 1, Title III, Special Education Grants, Measure N, etc.)**
- **Continuing to Include as Much of the Budget in the LCAP as Possible to Provide Context for Strategic Actions and for the Community to Understand the Base Program Offered to All Students**
- **Ensuring that All of the Performance Gaps of Particular Student Groups are Explicitly Addressed by Strategies and Investments in the LCAP**

LCAP PSAC Feedback

3) Sustained Focus on Teacher Retention with Special Attention to Highest Need Content Areas and Schools

Some Initial Suggested Practices: Regular and Sustained Surveying of All Teachers for Data and Information to Support Retention Work, LCAP Indicators to Track Progress on Retention

4) Early Completion of the Full Draft of the LCAP with Translation into the Languages of the LCAP PSAC Members, and other Languages, for Committee and Community Feedback During the Month of May

LCAP Sub-Groups and Sub-Committees



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English Language Learners' Sub-Committee (DELLS)

- Need support in better tracking and understanding school-based strategies and investments for ELL's and their impact
- Concerns about the impact of the phase out of the CA English Language Development Test on the reclassification of students

Foster Youth Advisory Committee (FYAC)

- Presented analysis for higher foster youth program investment
- Sustained discussion needed to support the role of foster youth case managers in light of potential service expansion
- More outreach to foster parents and caregivers needed; initial outreach by FYAC revealed frequent requests for IEP support

LCAP PSAC Feedback

LCAP Student Advisory

- Additional support needed for LCAP student leaders
- ACC engaged in the in-depth research of LCAP Goal 1 actions

Community Advisory Committee for Special Education (CAC)

- Students with disabilities are an LCAP focal student group for addressing performance gaps. The LCAP for 2017-18 does not include actions specific to serving these students and closing these gaps. As compared to the prior two years, the 2017-18 LCAP does not enumerate actions, services, and investments for the department that oversees special education services. That information must be included in the LCAP to allow for discussion of implementation and effectiveness.