

Notes from 8.17.17 Proposal for 2017-18 LCAP Committee

- Nicole Wiggins, Parent of student at Oakland High, LCAP PSAC Member
- Judith Mendez, Parent of students at International Community Schools (ICS), member of ICS SSC, LCAP PSAC Members, English Learner committee, LCAP PSAC, volunteer at OCO & Oakland SOL
- Marina Muñoz, Parent of 4 students, leader at PLAN and Causa Justa, LCAP PSAC Member
- Cesar Escalante, Community Relations at Hoover and parent of 2 students in OUSD, OCO leader, LCAP PSAC Member, Great Oakland Public Schools, Board of Attitudinal Healing
- Luis Ceja, Parent of 3 students in OUSD, youngest has Down Syndrome, Global Family SSC, LCAP PSAC Member
- Pernell Bailey, Parent of student in OUSD, McClymonds School Site Committee, LCAP PSAC Member
- Rocquel Johnson, Parent of student at Oakland Tech, Foster Youth Advisory, LCAP PSAC Member
- Ashea Fuller, Parent of student at Lincoln, LCAP PSAC Member
- Cintya Molina, LCAP Engagement
- Sarah, Public Counsel
- Angelica Jongco, Public Advocates
- Oscar Flores, Public Counsel
- Justine Santos, Californians for Justice
- Liz Sullivan, Director of Community Engagement
- Katy Nunez-Adler, Oakland Community Organizations
- Ray Bermudez, Community Engagement in OUSD

Discussion re role of PSAC in Blueprint process

- Ray discussed the basics of the Blueprint for Quality Schools
 - Kickoff on May 25
 - Focused on impacting student success
 - We are not running as efficiently as a district as we can (cost of running schools and seats at those schools)
 - Committee will work from now through end of February to make some recommendations
 - Blueprint member (Purnell): retreat has been informative and we are getting up to the point to make hard decisions
 - In Summer, had 3 retreats to build a common base of knowledge
 - Committee will discuss their findings with the community
 - Retreats: (1) Learn from the Past, (2) The Cost of Quality, (3) Economics of the District
 - Possibilities: (1) Expanding, merging, or closing schools are on the table; (2) Changing configurations of schools and central office; (3) Prioritizing upgrades to buildings and programs
 - Building upgrades: Unsafe schools are the priorities. The building conditions will be taken to the larger community to have dialogue. Prioritization is based on health and safety.
- Some schools lack air conditioning—we should focus on repairing those schools.
- Goals of LCAP:
 - Students will be college and career ready
 - Common Core
 - Reading at or above grade level
 - English Learners proficient
 - Students engaged every day
 - Parent participation
- The PSAC has focused on central spending, but not so much at school site budgets
- The Blueprint process is focused on school-based experiences
- Proposal:
 - 1. A clear map of all of the resources at each school

- 2. Add structural elements (school size, class size, admin to student ratios) to LCAP
- 3. Focus on strategic departments (Enrollment, Continuous School Improvement, Office of Equity, etc.)
- Priorities from last year:
 - Still have focus on teacher retention from last year
 - Still need follow up on our recommendations
 - Still need follow up on level of transparency in LCAP
- Discussion
 - Outcome of unsuccessful programs are just as important as successful programs (need better evaluation of program implementation – may only need small changes to turn program from unsuccessful to successful)
 - Can we see data compared to funding? (make the data visually simple)
 - Need data for whole district before we can move forward
 - We can streamline this process by asking the district to pull select data
 - How do we roll up our analysis from central <-> school sites?
 - Difficult to evaluate (RJ is different in different schools)
 - English Learners (students from Latin America may not speak Spanish, so they have to learn Spanish in order to then learn English)
 - We need to figure out why so many teachers are leaving? There are conflicts between teachers and school principals. Many teachers have said that once a particular principal leaves, they would go back.
 - Is there a way to prioritize the primary concerns for a particular issue. Don't want to lose the accountability at the departmental level.
 - Proposal: use option 1 to focus in on option 3
 - LCAP should be the driving strategic document in OUSD, so we should be included in the Blueprint process
 - Develop a one-on-one model in order to build partnerships (find common interests, follow up research, propose solutions/recommendations, evaluate)
 - Who retains teachers best for the hardest to teach students?
 - Are we tracking management skills? Admin retention?
 - There are students in the Blueprint process who began a study of small schools and which ones succeeded and which ones did not (fidelity of implementation)
 - Need to prioritize people from Oakland
- Preliminary outcome: Merge proposal 1 and 3 and focus on teacher and admin retention and the resources at each school