LCAP 2017-18 Engagement Overview

Note: Official Committee and Community Feedback & Report of Impact begins on page 12

The OUSD LCAP engagement process for 2017-18 included a combination of district-wide and small group meetings and sessions complemented by tools and materials to facilitate participation, share information, and gather feedback. OUSD staff collaborated on the design and implementation of our community engagement process with Lead Delegates from our Parent and Student Advisory Committee, representatives from the Foster Youth Advisory Committee, LCAP Student Advisors connected to the district-wide All City Council (ACC), representatives from the Community Advisory Committee for Special Education, and members of Community Based Organizations (including Californians for Justice, Public Advocates, Oakland Community Organizations, East Bay Community Law Center, Parent Leadership and Action Network, California Youth Connection, the Black Organizing Project and California Youth Together, among others.)

A total of **31 district-wide LCAP meetings and 3 public presentations at School Board meetings spearheaded by parent and student leaders** were held to gather and share feedback on student achievement data, program information, and the implementation of LCAP strategies, actions, and investments with the goal of making recommendations for the OUSD LCAP and budget. These meetings were open to the public and advertised to the entire OUSD community through webpage postings, email newsletters and communications, mass phone calls, and targeted outreach. **Additional meetings were organized by the LCAP Student Advisors of All-City Council** for other student leaders. **Individual coaching support** was provided **to the parent and student members** in charge of facilitation and coordination. **Individual consultation** was also provided **to key staff and parent leaders** from the host school sites for presentations at general meetings about the alignment of their school site plan (SPSA) actions with the district-wide LCAP goals and actions. Evaluation forms submitted by participants at each of these meetings contributed to the content and design of subsequent meetings.

Within two of the public LCAP PSAC meetings, LCAP PSAC members and community partners, in collaboration with the School Board directors and key OUSD staff, organized **2 district-wide engagements in Winter 2017-18** to help school site communities and all OUSD stakeholders understand the 2017-18 budget shortfall and the pattern of services, staffing, and investments of central departments across multiple years. The second of these meetings provided participants the opportunity for small group dialogue and for feedback about the impact of those services at school sites and district-wide with the goal of informing decisions about the 2018-19 budget.

Another district-wide study session about students with disabilities and Special Education at school sites was organized in collaboration between LCAP engagement staff and committee leaders to understand the population of students with IEP's at schools across OUSD and the related location of particular programs and services. The intention was to begin to locate Special Education services at the center of the wider conversation about how services are best targeted to improve outcomes for all students and students with dis/abilities, including those who have other intersecting needs as English Language Learners, foster students, low income students, students of color, etc.

It is important to note that at a time of grave and widespread concerns about the immediate financial well-being of the district and the impact on students, these district-wide study sessions demonstrated great responsiveness by LCAP PSAC and other committee leaders, alongside LCAP community partner organizations. With the full collaboration of staff, these leaders organized themselves to respond to the calls from numerous

stakeholders for more information and greater transparency about centrally-managed services and investments. In doing so, they strengthened community engagement in decision-making about how to best align resources to student needs in our LCAP and budget. Without the capacity added by community partner organizations, delivering these important engagements so near the holiday season and with a mere two to three weeks to design and implement for each one would have not been possible. The great power of cross-stakeholder leadership by parents, students, staff, and community partners was fully evident in this experience.

For the purpose of planning for effective engagement, we held **1 vision-setting retreat for members of the LCAP Advisory Committee (PSAC), 13 workgroup meetings with CBO partners, 11 Lead Delegates Agenda Setting and Planning Meetings**, **5 planning meetings for the English Language Learners' Sub-Committee, 6 planning calls for the Foster Youth Advisory Committee**, and **6 planning meetings** in preparation **for the December-January Study sessions, 2 planning meetings for the Special Education Study Session, and 5 planning meetings to prepare the presentations about students with dis/abilities and Special Education in the LCAP,** among many other smaller activities.

Translated tools and materials from these engagements are posted on our **district website LCAP page** and on the OUSD School Board page.

In-Person LCAP Stakeholder Engagement

PARENTS AND STUDENTS

LCAP Parent and Student Advisory Committee (PSAC)

OUSD parents who are elected by their school site council peers at a district-wide summit and election can represent their electoral districts on the **LCAP Parent and Student Advisory Committee**. The committee can include **up to 28 parent members** (4 from each electoral district, with 13 seats set aside for the English Learners' Sub-Committee). The members attend 4 quarterly meetings and 3 additional general meetings to inform the development, implementation, and evaluation of the LCAP for effective use of LCFF funds with a focus on the LCFF and LCAP target groups.

In school year 2017-18 the committee had a total of 18 parent members who together included 9 with economic hardship, 6 parents of English Language Learners, 3 foster parents, 1 parent of a child receiving Special Education services, 9 African- Americans, 6 Latinos, 1 Asian-American, and 1 White.

In addition to the parent members, **up to 9 LCAP Student Advisors** (2 at-large and 1 from each electoral district) can sit on the LCAP PSAC. They also make up the LCAP Student Advisory, a sub-committee of the All City Council, which is the student government of OUSD. The LCAP Student Advisors meet separately from the LCAP PSAC to discuss the LCAP and LCFF for OUSD. They then draft reports and make recommendations to be presented at the LCAP PSAC General Meetings. The LCAP Student Advisors are full members of the LCAP PSAC and can serve as Lead Delegates and in sub-committees. In school year 2017-18, All City Council elected 3 LCAP student advisors to serve as members of LCAP PSAC.

The co-chair of the **Community Advisory Committee for Special Education** and the co-chair of the **Foster Youth Advisory**, also an LCAP PSAC member, served as liaisons between the two committees and LCAP PSAC.

2017-18 LCAP PSAC Meetings and Engagements

Along with the main agenda topics and actions, each General meeting of the LCAP PSAC includes a report from the LCAP Student Advisors (All City Council), the English Language Learners' Sub-Committee, the Foster Youth Advisory Committee, and the Community Advisory Committee for Special Education.

Note: All documents referenced below can be found at www.ousd.org/lcap along with agendas, minutes, and other meeting information.

--August 15, 2017   *LCAP PSAC Vision Setting Meeting*

Members of the LCAP Parent and Student Advisory Committee met to build relationships, celebrate accomplishments from the previous year, review the cycle of inquiry and engagement, identify their individual roles in the committee, and set priorities for the 2017-18 school year. For a report of the priorities established at this meeting see "Notes from LCAP PSAC Vision Setting Meeting—8.15.17"

--October 18, 2017   *LCAP PSAC General Meeting*

Members of the LCAP Parent and Student Advisory Committee, along with participants from the community at-large, met to review and discuss sample school site snapshots combining different types of school-level data and information about groups of students enrolled, outcomes for all students and subgroups, teacher and principal retention, and key resources and investments at the school site and district levels. The goal of the review was to develop a community friendly tool that could help members and other stakeholders better understand the experiences, needs, and initiatives at each school as connected to student outcomes and to begin identify significant practices and district-wide patterns. This was a response to the goal from the prior year to better explain how school site planning aligned with district-wide LCAP goals, strategies, and investments.

--December 18, 2017 and January 18, 2018
LCAP PSAC General Meetings and Community Study Sessions

In collaboration with community partners, OUSD staff, and the OUSD School Board, the LCAP PSAC hosted two community engagements to help set priorities for the 2018-19 budget. The first engagement focused on OUSD Central Resources and Services to Schools with the purpose of helping school communities and other stakeholders understand the nature and cost of central services and resources provided to schools and raise questions that would inform the content and process of budget priority-setting in January 2018.

--February 21, 2018   *LCAP PSAC General Meeting*

Committee members and other participants reviewed community feedback about budget priorities and central services gathered on 12.18.17 and 1.18.18 to identify next steps for the committee. They received an update about the LCAP and budget development process for 2018-19, including a review of OUSD's differentiated assistance status.

--April 18, 2018   *LCAP PSAC General Meeting*

LCAP PSAC reviewed outcome data for the 4 focal student groups identified through differentiated assistance from the Alameda County Office of Education: African-American Students, English Language Learners, Students with Dis/abilities, and Homeless Students. They learned about elements of the differentiated support provided by ACOE and its impact in the development of the LCAP for 2018-19. District staff addressed the questions of members and participants to clarify and shape those changes.

--May 2, 2018   *LCAP PSAC General Meeting: Review of the 2017-18 LCAP Annual Update*

Members and other participants reviewed the implementation and impact of LCAP actions and services for 2017-18 and provided feedback to staff leaders about actions and services, and about the way in which those actions and services were documented within the LCAP along with related investments. Review of information from the Annual Update was complemented by a preview of how actions and services recommended by ACOE would be included in the LCAP and of how the way in which all actions and services would be organized differently in the LCAP for 2018-19.

--May 16, 2018   *LCAP PSAC General Meeting: Review of Actions and Services for the 2018-19 LCAP*

Members and participants reviewed actions and services presented by the Senior Deputy Chief of Continuous School Improvement and provided feedback to staff for the 1st reading by the School Board of the LCAP for school year 2018-19. They also received a budget update from the Director of Financial Services.

--May 24, 2018   *LCAP PSAC Lead Delegates Working Meeting*

This meeting was scheduled to finalize the LCAP PSAC feedback report and presentation for the 1st reading of the LCAP at the June 13 School Board meeting.

--June 20, 2018   *LCAP PSAC General Meeting--Reflection and Celebration*

STUDENTS

LCAP Student Advisory of All City Council (ACC)
Up to 16 student delegates, representing each of the OUSD high schools, make up the LCAP Student Advisory. 9 of the 16 are elected by their peers at the All-City Council annual district-wide election to serve as voting student members of the LCAP Parent and Student Advisory Committee. 3 of the 9 voting student member seats were filled this year with representation from the following subgroups: African American, Asian-American, English Learners, Economic Hardship, Foster Youth. The LCAP Student Advisory presented reports and provided feedback at the LCAP PSAC General Meetings. One of the advisors also served as a member of the Foster Youth Advisory Committee.

2017-18 Activities of the LCAP Student Advisory

The LCAP Student Advisors provided a bridge between the ACC and the LCAP PSAC, ensuring that the views of students at large are represented within the LCAP committee and process. This year they ensured that study was conducted by ACC about follow-up for the June 2018 recommendations advanced by the student advisors and adopted by the LCAP PSAC.

Leadership support and development activities, including many types of logistical support, were provided to the LCAP student advisors thanks to the partnership with *Californians for Justice.*

ENGLISH LANGUAGE LEARNERS

District English Language Learners' Sub-Committee of LCAP PSAC (DELLS)

1 or 2 parent members of the LCAP PSAC from each electoral district also sit on the LCAP English Learners' Sub-Committee for a total of up to 13 sub-committee members. The LCAP EL Sub-Committee meets quarterly

on the months when the LCAP PSAC does not meet to discuss the needs of English Language Learners (ELL's) and make recommendations for supporting them for the OUSD LCAP. They hold an additional meeting in late April to discuss actions and services for the 2017-18 LCAP and adding to a total of 5 meetings. The sub-committee members present formal reports from their meetings within the LCAP PSAC General Meetings. All agendas and materials are translated to Spanish for all PSAC and EL Sub-Committee meetings and activities per attendee language need.

The committee began the year with 7 members and ended with 6 members representing 4 of the 7 electoral districts. An additional participants attended all of the meetings and expressed their desire to serve as members of the sub-committee. To respond to that desire for greater leadership, members will present a proposal to incorporate into the structure of the DELLS some direct representation from ELL-site based committee members who are not members of the LCAP PSAC. This would require an amendment of the LCAP PSAC bylaws given that the DELLS is a sub-committee of LCAP PSAC with joint membership provisions.

2017-18 Meetings

 The following were the meeting dates and content for the District English Language Learners' Sub-Committee:

--September 21, 2017
Members and other participants learned about different aspects of the population of English Language Learners in OUSD at the start of the school year, reviewed the indicators that will be used to monitor their success, and discussed the role of the sub-committee in the process to develop OUSD's Local Control and Accountability Plan

--November 16, 2017
Members and other participants received a school by school report about the home language of students and ELL reclassification rates. They also studied school snapshots for 5 case study schools with the highest reclassification rates. Finally, they discussed progress in establishing Site English Language Learners' Sub-Committees (SELLS) throughout the district and reviewed establishment guidelines for SELLS.

--February 15, 2018 *In lieu of the January meeting*
Members and other participants learned about the roll-out of OUSD's new ELL reclassification data dashboard and participated in a demonstration of its use. They also reviewed progress on the implementation of the English Language Proficiency Assessment of CA (ELPAC) and mid-year district wide reclassification data. They continued to monitor progress for the establishment of Site English Language Learners' Sub-Committees and reviewed allocation and use of Title III roll-over funds for ELL support in Spring 2018. Finally, they set goals for the LCAP engagement process in Spring 2018.

--March 15, 2018
Members and other participants continued to monitor the establishment of Site English Language Learners' Sub-Committees (SELLS) and gave feedback for guidelines and actions to ensure strong SELLS and a clear connection between the SELLS and the district-wide sub-committee or DELLS. This included review of related Proposition 58 regulations.

--April 26, 2018
Members and other participants continued to provide feedback for the establishment of strong Site-Based ELL Sub-Committees. They received a progress report on the development of Dual Language Programs in OUSD and reviewed the information provided to families about language programs in OUSD. The purpose was to

gather feedback from members and participants about the nature and availability of programs and about the quality of related information provided to families. All feedback was gathered to inform the LCAP for 2018-19.

FOSTER YOUTH

Foster Youth Advisory Committee (FYAC)

The mission of the Foster Youth Advisory Committee is to understand the needs of foster students in OUSD, monitor and review district policies and procedures to address those needs, advice and support the OUSD Foster Youth Services Program, and to recommend actions and investments for foster youth at the school site and district levels.

The FYAC includes current and recently graduated foster youth, foster parents and caregivers, court-appointed special advocates, members of foster youth advocacy and service organizations, partners from community agencies, OUSD foster youth support staff, current LCAP PSAC members, and others with a target membership number of 18. The FYAC meets monthly and reports at the General meetings of the LCAP Parent and Student Advisory Committee so that members can incorporate feedback generated at FYAC meetings and support the initiatives of the FYAC. Finally, the Foster Youth Program provides a report to the FYAC at each of the committee's monthly meetings.

--August 29, 2017
After the addition of 3 Foster Youth case managers based on the recommendations of the FYAC and the LCAP PSAC for the 2017-18 LCAP, attendees learned about the services that would be provided by the Foster Youth Program in school year 2017-18, its unfolding vision, and its specific plans for the school year. Members and participants also reviewed the FYAC accomplishments in 2016-17 and identified 3 committee areas of focus to better support OUSD foster students in the new school year.

--September 26, 2017
Members and other participants met in small groups to develop plans for their three chosen areas of focus:
   --Develop a post-graduation transition planning process for foster youth in OUSD
   --Provide support in the development and implementation of Individualized Education Plans for foster
      youth with disabilities who need Special Education and their caregivers
   --Develop a leadership and mutual support group for foster students.

--October 24, 2017
Members, foster youth program staff, and other participants continued the development and initial implementation of their working group plans in the three areas of focus described in the above September 2017 entry. The foster youth case manager assigned to Skyline also shared experiences in creating social and other group structures to promote foster youth development and leadership.

--November 28, 2017
After a dialogue with the foster youth case manager assigned to Parker Elementary about supporting the unique needs of foster students at the elementary school level and after a report from the three working groups, the members finalized plans for an additional engagement planned by one of the groups, an IEP training for foster youth case managers and community organization partners. The training was provided by the Disability Rights Education and Defense Fund. Its purpose was to ensure strong support by case managers and other providers for students with IEP's and their caregivers.

--January 23, 2018
After a dialogue about with the Fremont High assistant principal about supporting high school foster students, the working groups presented updates on the implementation of their plans and revised their monthly objectives for the rest of the school year.

--February 27, 2018
Members, foster youth program staff, and other participants collaborated with representatives from the *Independent Living Program* and *Beyond Emancipation* to identify the essential elements of a foster youth transition planning tool based on a review of similar organizational tools. They also discussed how each agency and partner could play a role in streamlining and resourcing the process for OUSD students.

--March 27, 2018
After a dialogue with the foster youth case manager assigned to McClymonds High school about the supporting the unique needs of high school foster students with dis/abilities and all high school foster students, attendees participated in a DREDF scenario-based training tailored for foster parents and caregivers. The purpose was to address common challenges faced in IEP meetings and processes.

--April 24, 2018
After a dialogue with the foster youth case manager assigned to Oakland High School about school site collaboration for support of foster students, members and other attendees collaborated in the development of a survey to get feedback from foster students about their school experiences, their needs, and the quality of supports available to them.

--May 29, 2018
Members and other participants reviewed current and proposed actions in the LCAP focused on foster students and provided feedback for revisions to the LCAP in preparation for the June 13 School Board hearing.

--June 26, 2018   Reflection and Celebration Meeting

STUDENTS WITH DIS/ABILITIES WHO RECEIVE SPECIAL EDUCATION

LCAP Study and Review by the Community Advisory Committee for Special Education

--September 25, 2017   *Special Education Study Session--Sponsored by the CAC and LCAP PSAC*

Participants explored the following questions:
  --Which schools are most attended by Special Education students?
  --How do we know which schools provide wide support for Special Education students?
  --What must we understand about existing school communities to best support the diverse needs and experiences of students with disabilities?
  --How can Special Education families inform the LCAP and Blueprint for Quality Schools processes for the benefit of Special Education students and their peers?

--April 16, 2018   *Presentation about Students with Dis/abilities and Special Education in the 2017-18 LCAP*
CAC Members and other participants reviewed student indicators in the Local Plan and the LCAP for students who receive Special Education along with actions and services in the 2017-18 LCAP for students with IEP's.

They provided feedback about what is currently in the plan.

--*May 14, 2018   Presentation about Students with Dis/abilities in the Annual Update and 2018-19 LCAP*

CAC Members and other participants reviewed the implementation of actions and services LCAP for students who receive Special Education in the 2017-18 Annual Update, as well as the actions and services proposed for 2018-19. They provided feedback to staff in preparation for the June 13 LCAP hearing by the School Board and a related presentation by the CAC at the same School Board meeting.

--May 10, May 21, and May 30, 2018   Working Meetings for CAC Members and Staff

The purpose of these meetings was to develop the presentations and reports about students with dis/abilities and Special Education in the LCAP.

--June 13, 2018
CAC Presentation to the School Board about Students with Dis/abilities and Special Education in the LCAP: Findings and Recommendations

COMMUNITY PARTNER AGENCIES AND ORGANIZATIONS

All of the LCAP meetings, activities, and informational tools were developed in collaboration or with the advisement of key community-based organizations and agencies which provided a direct link to stakeholder groups and subgroups. The organizations are listed in the overview that begins this LCAP engagement narrative for OUSD.

LCAP Workgroup for Youth and Family Engagement Community-Based Organizations

A schedule of regular meetings was established to collaborate with community-based organizations in strategies to engage families and youth in the development of LCAP and the effective implementation of LCAP actions, services, and investments. The following were our meeting dates and topics, with additional working meetings to develop training materials and other educational content. Finally, a study session about the CA School Dashboard was organized and implemented solely by LCAP partners for student and parent leaders, and for the larger OUSD community.

--August 4, 2017
Discuss and align organizational and OUSD LCAP goals, review and refine 2016-17 engagement calendar, reflect on success and challenges from 2016-17, set goals and roles for improving the LCAP process in 2016-17, and define support roles for the August LCAP PSAC Vision Setting Meeting.

--September 21, 2017
Review outcomes from August and September engagements, identify organizational roles in supporting the LCAP PSAC vision for 2017-18, review October engagement and define roles for organizational partners

--October 12, 2017
Working meeting to develop school site snapshots and key questions for December study session exploring the relationship between student outcomes, student demographic information, investments, programs, and site conditions.

--October 27, 2017
Continued planning for December study session utilizing school snapshots.
Discussion about how to support parent and student leadership in the development of the study session.

--December 1, 2017
Reconcile goals prior to November Lead Delegates meetings with new decision by LCAP PSAC members to change the focus of engagement for December 2017 and January 2018. New focus: provide an opportunity for school communities and other stakeholders to understand central services and investments and provide related feedback for the 2018-19 budget. To understand the potential impact of the current budget challenges on the services and supports outlined in the LCAP for 2017-18. Identify information needs and roles for developing a gallery walk to study central investments and services by departments.

--February 2, 2018
Debrief December and January community study sessions and identify support needed for follow-up. Set partner goals to support the essential elements of the LCAP process up to June 2018.
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--March 22, 2018   *California Schools Dashboard Training and Exploration*
Californians for Justice, Public Advocates, and Oakland Community Organizations hosted a study session for parents, students, and community members to learn how to use the California School Dashboard as a resource for informed dialogue and meaningful shared decision- making in schools and districtwide.

--March 23, 2018
Review Spring 2018 Engagement Benchmarks and identify organizational roles for supporting the goals of the April 18 LCAP PSAC Meeting. Orientation and dialogue with new organizational partner, Youth Together.

--April 27, 2018
Evaluation of opportunities for committee impact on LCAP for 2018-19. Discussion of continuing concerns about the changing scope and content of the LCAP. Discussion of document outlining nature of differentiated support from ACOE, cross-organizational approach, and attention to focal groups. Feedback for the staff presentation for the May 2 LCAP PSAC meeting about the Annual Update. Conversation about role of new staff from partner organization, Parent Leadership and Action Network.

--June 1, 2018
Review of feedback from LCAP PSAC and other committees for the 2018-19 LCAP to generate ideas about how to best construct a report for staff and School Board use.

Additional planning and working meetings were held to with LCAP community partner organizations to develop materials and provide support for the December 2017 and January 2018 Community Study Sessions about Central Services and Investments and related follow-up. Those meetings took place on November 30, November 28, December 5, January 9, January 12, January 16, and February 6, with additional smaller check-ins and collaboration segments.

School Board LCAP Public Hearings and Engagements

Progress reports on 2017-18 LCAP and Budget Development.

--December 18, 2017
        Dually posted School Board meeting hosted in collaboration with the LCAP PSAC

Community Study Session for school communities and other stakeholders to understand the nature and cost of central services and resources provided to schools and raise questions that would inform the content and process of budget priority-setting in January 2018.

--June 13, 2018
First reading of 2017-18 LCAP and Budget; members of the LCAP PSAC share their official feedback for the for the LCAP and Annual Update before School Board adoption on June 27, 2018

--June 27, 2018
School Board Adoption of the OUSD 2018-19 LCAP and Budget

Communication and Engagement Tools

Beyond in-person meetings, the following tools were used to inform stakeholders about the LCAP process and to gather their input for the development and implementation of the LCAP and Annual Update:

Monthly LCAP Newsletter
This monthly newsletter was provided via OUSD's news and marketing platform to subscribers and all who attended the meetings and activities of LCAP PSAC and other advisory committees. The newsletter included detailed descriptions of engagements, outcomes, and learning opportunities with links to all relevant supporting documents and materials. The newsletter and documents were sent in both English and Spanish.

LCAP PSAC Calendar with information for all advisory committees
Available at www.ousd.org/LCAP

SPSA Tool
This tool was designed for School Site Council teams to align their budgets with the LCAP goals and strategies. Each school's Single Plan for Student Achievement (SPSA) will be posted on the OUSD website once it is approved.

LCAP Engagement Benchmarks Document
LCAP PSAC members and other meeting participants could track implementation of key elements of the LCAP engagement process.

OUSD LCAP Website Page
The LCAP page of the OUSD website includes an overview of LCFF and LCAP, the current approved LCAP, core LCAP documents for OUSD, LCAP communications, an archive of agendas and supporting documents for all of the meetings of the LCAP PSAC and its related committees, as well as training and data materials.

The CHKS survey captures stakeholder input on school culture and climate priorities, including student and family engagement indicators tracked in the LCAP. A summary of the data analysis is shared on the OUSD LCAP web page.

Visual and Audio Postings and Announcements
These include School Messenger auto-dialer calls, announcements and flyers distributed through LCAP lists and district newsletters via e-mail, OUSD web calendar postings, official posting of LCAP PSAC agendas and supporting materials on the School Board Legislative Information Center, etc.

Board of Education Presentation Materials on LCAP
These were made available on the OUSD website through the Legislative Information Center at
http://www.ousd.k12.ca.us/domain/67

Data and Information for the LCAP Process

Data Dashboard and Reports for LCAP Indicators (e.g. suspension rates, reclassification rates)
Based on the research and inquiry requests of LCAP PSAC members and other LCAP leaders, subgroup, school site, and other targeted data reports were generated for discussion at meetings and other engagements. These reports are available at http://www.ousddata.org.

Partnership and Collaboration Structures
We have established partnership and collaboration structures for the ongoing engagement of stakeholders that include LCAP parents and student leaders, OUSD staff, and community partners: These will continue into the future and include:

Monthly Youth and Family Engagement CBO Workgroup Meetings (August to June)
Monthly LCAP PSAC Lead Delegates Agenda, Planning and Training Meetings (September to June)
Focused Study Sessions on Chosen Topics and to Inform Budget Development (October to January)
3 School Site Council Summits (September to May)
6 LCAP Parent and Student Advisory Committee Meetings with Additional Meetings for Data Training and Goal Implementation Study for the Annual Update (October, December, February, April, May, May June)
5 Meetings of the LCAP EL Sub-Committee including official LCAP Review and Feedback Session (September, November, January, March, April)
1 SSC Summit with Elections (October or January--pending bylaws change)
LCAP Orientation (October or January--pending bylaws change)
LCAP Orientation for Labor Partners (October, March—postponed to provide Community Study Sessions for all stakeholders for feedback on central services)
Foster Youth Advisory Committee (September to June)
4-6 LCAP Reviews by the Community Advisory Committee for Special Education and Related Study Sessions (September to June)

Regular collaboration with staff in the LCAP engagement process included regular meetings (unless otherwise stated) with the LCAP Engagement Program Manager and the following staff:
Foster Youth Program Manager
ELL Coordinator
Special Education Executive Director
Research, Data, and Assessment
Central Office Leaders involved in LCAP development (Weekly or Bi-Weekly)
Family and Student Engagement Staff
Community Engagement Staff (Weekly)
School Governance Program Manager

Official Committee and Community Feedback & Report of Impact

GENERAL FEEDBACK FOR THE 2018-19 LCAP

LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

1. Include in the LCAP June 2018 Public Hearing a staff report of how and where "Highest" and "High" Priority Recommendations from June 2016 have been reflected in LCAP up to the 2018-19 LCAP.

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
--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
--High Quality Credit Recovery and Linked Learning 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

(For full document of the recommendations go to www.ousd.org/LCAP.)

2. At the final June 2018 public hearing for adoption of the LCAP, demonstrate how the Local Control and Accountability Plan will operate as the comprehensive *and* strategic document driving the budget and the budget process. This includes:

  a. Accounting for all actions, services, and dollars that are used to address particular student needs and groups or that are focused on targeted outcomes. (e.g. Title I, Title III, Special Education Grants, Measure N, etc.) from the school sites and central level.

  b. 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 in support of the 6 district goals and the 8 state priorities.

3. Demonstrate a sustained focus on Teacher Retention with special attention to highest need content areas (e.g. Special Education, Dual Language instruction) and schools. This includes:
  a. Regular and sustained surveying of all teachers for data and information to support retention work
  b. LCAP indicators to track progress on retention
  c. Stronger tracking of the impact of actions

4. Ensure early completion of the *full* draft of the LCAP with translation into the languages of the LCAP PSAC members so that members and community can engage in full study and provide meaningful feedback during the month of May.

--Having a well-informed and complete May and June process allows us to better collaborate with staff so that we can provide specific recommendations in December to impact the budget for the following school year.

--In the past, the LCAP PSAC was able to more carefully integrate recommendations from other committees and to narrow the number of recommendations because there was additional meeting time to discuss the draft LCAP. This was not possible this year because the draft LCAP was available only after the first of two May LCAP PSAC meetings to review it.

5. Continue a promising practice: As in the December and January engagements about central services and investments, continue to support strong multi-stakeholder teams that can help align the budgeting process with LCAP PSAC engagement. Annual surveys about central services should continue as part of the planning and budgeting process with School Site Councils and other stakeholders.

6. Under each goal area, include school site investments in particular actions and services.

--School sites are the main LCAP implementers. Only by understanding what school sites are doing can we learn what is effective and analyze patterns across schools.

7. Identify LCAP actions for students with disabilities under each goal, priority area, and strategy, not just as a single inventory of Special Education program staff under Goal 2.

--Students with disabilities are a focal group. We will not be able to analyze the effectiveness of strategies with this approach.

8. Clarify throughout the LCAP how schools are selected for implementing particular strategies and assigning related resources.

9. Include key outcome measures for each strategy and service, along with their cost and scope. Include specific measures of impact for students in the focal groups--students with disabilities, African American students, homeless students, and English Language Learners.

--Additional feedback was submitted by members of the Latino Education Network about the need to advocate for Latino students to be supported as a focal student group given their low levels of proficiency in Reading, English Language Arts, and Math. They also support the need to disaggregate by race/ethnicity within other focal student groups, such as English Language Learners.

10. Consult with teachers, students, families, and other staff before making decisions about which foundational data points to track. Ensure that all data is accessible and easy to understand.

11. Provide tools for year-to-year comparisons of the LCAP as part of the annual review process for advisory committees to give feedback for LCAP development and before adoption. It is difficult to understand and track the changes across years.

GOAL-BY-GOAL FEEDBACK

GOAL 1: Graduates are College and Career Ready

GOAL 1: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

12. Clarify in the plan for pathway programs are linked across between grade spans (elementary, middle, high)

13. Show focus on resource development from private sources as a strategy within the LCAP.

14. Pathway structures must include translation services to meet the needs of English Language Learners.

15. Add Dual Language Programs to this goal. It is a pathway with many linked learning elements and opportunities.

GOAL 1: FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

16. Ensure that the indicator to monitor students who are "on track to graduate" account for the lower credit requirement available to foster students under AB 167.

17. In addition to tracking the progress of all OUSD foster students, track progress on all indicators for the cohort of foster students that are continually enrolled in OUSD in a particular grade span (K-5, 6-8, 9-12, 9-12+) and those who are not. This is essential for evaluating the effectiveness of strategies, actions, and investments for foster students and to addressing the unique needs of those who are not continually enrolled.

18. Report data for drop-out rates by grade level within the drop-out indicator.

19. Given the particularly low participation rates of foster students in career pathways, develop specific actions and strategies to increase their participation.

GOAL 1: COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)

20. Include the Special Education positions that support transitions in the 2018-19 LCAP. These positions support graduation and career/community participation for students with IEP's.

21. Monitor the participation of students with IEP's both in overall and particular Linked Learning programs and supports. Describe the connection and collaboration between Special Education career transition support and those supports provided more generally to all students.

GOAL 2: Students are Proficient in the State Academic Standards

GOAL 2: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

22. Re-incorporate Ethnic Studies and targeted Algebra support as LCAP Goal 2 strategies that school sites can implement. These areas were included in past LCAPs and are not included in the current draft.

23. Ensure that the LCAP identifies behavioral health staff and support for students with IEP's and all students.

--Currently, there are staff who state that they cannot work with students with IEP's despite a clear need and it is difficult to identify staff who provide that support.

24. Include students and community members in the development and implementation of training to address implicit bias.

25. Explain how efforts to address implicit bias will deal with lack of readiness and willingness by staff to participate.

26. Identify how the success of the implicit bias training will be measured.

27. Explain how ableism will be addressed within professional development to address implicit bias.

28. Explain the role of the history program and overall curriculum in addressing implicit bias.

29. Provide competitive teacher compensations for hard-to-staff school and content areas and consider access to housing as a recruitment and retention strategy.

----See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations.

30. Evaluate the effectiveness of providing teachers through Teach for America, both as it relates to improving teacher retention rates and to improving student outcomes. The impact report for Teach for America does not evaluate effectiveness.

31. Provide within the LCAP data gathered from teacher about what they need for the development of recruitment and retention strategies. Explain what support is needed and offered at both the district and school level for teachers with different years of experience and different instructional experiences (e.g. dual language and multi-grade classrooms). This includes the provision of teacher aides and preparatory resources for teachers for high stakes processes such as state testing, coaching for Social Emotional Learning, foundational professional development, and professional coaching opportunities.

------See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations about teacher retention

32. The biggest challenge cited for Special Education is the shortage of teachers. Identify within Goal 2 which targeted recruitment and retention strategies are being planned and implemented to address that challenge.

----See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations.

33. Provide adequate support for greater integration of students with IEP's in General Education classes, including capacity building for General Education teachers.

--See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations about inclusion support and about evaluating the quality of inclusion initiatives and actions based on student lived experiences and outcomes.

34. Include the Elevation Network within the LCAP if it still exists. Provide a full assessment of the effectiveness of this comprehensive strategy to improve student outcomes at high need schools.

35. See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for recommendations related to including all Special Education positions in the LCAP and to tracking level and impact of services as related to staff-to-student ratios.

GOAL 2: FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

36. Given the shifting school experiences of foster students and their need for flexible and accessible tutoring services, include in the LCAP targeted tutoring support and dedicated resources specifically for foster students This was included in the past as a contract with "Buddy Tutoring."

GOAL 3: Students are Reading At or Above Grade Level

GOAL 3: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

37. To better target investments, include within the LCAP the results of a district-wide evaluation of the effectiveness of the different blended learning platforms for literacy development in use at the district.

38. Identify within the LCAP the intensive supports specifically available to students who are multiple years below grade level in reading, including tutoring and extended learning opportunities. Connect and compare the impact of varying kinds of reading support to the impact of investing in the development of school libraries.

39. Include the Reading Clinic for students with disabilities in the LCAP as in past years. Identify all targeted literacy support and intervention that students with IEP's are receiving, especially now that they have been identified as a focal group for the district.

--See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations about reading clinic support for students with IEP's and other targeted literacy development and intervention.

40. See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations about better tracking progress in reading development and engaging families in reading development activities.

41. Highlight any collaboration between staff supporting English Language Development and library staff to provide literacy resources to ELL students.

42. Include in the LCAP investments and partnerships to support and improve access to technology in libraries as one way of providing technological resources to students who don't have access at home.

GOAL 4: English Learners are Reaching Fluency in English

GOAL 4: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

43. Track and increase the level of translation services provided to students and families as part of supporting the academic and English Language Development of English Language Learners.

44. Balance class size to maintain the bilingual/dual language model.

GOAL 4: DISTRICT ENGLISH LANGUAGE LEARNERS SUB-COMMITTEE (DELLS)

45. Continue Follow-Up on DELLS Recommendations from June 2016 and June 2017

46. Regarding Reclassification Rates:
  a. Create a study session highlighting best practices and other elements contributing to the reclassification rates of the five schools with the highest rates as of November 2017 (Lincoln, Acorn Woodland Elementary, Glenview, Cleveland, and Emerson). Update the list of schools as needed.
  b. Develop a document that clearly outlines the reclassification rates expected for school sites and district-wide and a comprehensive reclassification report.

47. Regarding Support for ELL students who speak languages other than Spanish:
Enrollment and outcome data report and report of strategies for Mam-speaking children (district-wide and by school site) with some details for Mam-speaking children in dual language programs.
--This is group has overlapping needs as indigenous students and learners of multiple languages who often have experiences as unaccompanied minors and as victims of traumatic situations.

48. Develop a plan to implement Prop 58 Policies for the evaluation and development of dual language programs and for related community/committee engagement and feedback.

49. Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners
  a. Provide a basic training at all school sites for families of ELL's covering key topics (e.g. Language program choices, the English Language Proficiency Assessment of California, how to monitor the English Language Development of your child, the reclassification process, ways to give feedback, committees and other leadership opportunities, etc.)
  b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites
  c. Make sure that key information is sent home in multiple languages to parents, guardians, and caregivers who cannot attend trainings.

50. Regarding Support for English Language Learners with IEP's
  a. Require that Dual Language Program schools provide the opportunity for all students with IEP's to participate fully in the program. (There are well established dual language schools in which ELL and other students who are taught in Special Day Classes are almost fully isolated from the school's instructional and other programs.)
  b. Monitor that all English Language Learners with IEP's are receiving instruction for English Language Development with the accommodations and modifications needed.

Additional recommendations from DISTRICT ELL SUB-COMMITTEE are included under Goal 6.

GOAL 4: COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)

51. Develop and track outcome indicators for the English Language Development of students with IEP's who are also English Language Learners. In general, adopt an approach to student data that accounts for the overlapping experiences of students with disabilities--including race, gender, class, language fluency, etc.

52. Track access by ELL students with disabilities to all programs, services, and supports for English Language Learners.

GOAL 5: Students are Engaged in School Every Day

GOAL 5: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

53. "Village-oriented" community engagement for student engagement is missing from the Goal 5 strategies as described. Include this in the LCAP.

54. Include within the LCAP specific information about central office investment and staffing for Restorative Justice at school sites.

55. Explain how ableism will be addressed within professional development to address implicit bias.

--See related recommendations in Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION about about the creating and evaluation of strategies to address ableism and promote system-wide inclusion for students with disabilities.

56. Include within the LCAP actions to train "non-Special Education staff" in working with students with disabilities in disciplinary situations, especially those who have developmental and behaviorally-related disabilities.

--See Report of LCAP Findings and Recommendations from the COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION for related recommendations.

57. Provide in the LCAP more detailed and in-depth information about the "restorative" and "holistic" approach by School Security Officers and differences in their function as compared to traditional School Security Officers. Include how the success of this pilot program will be evaluated and what additional resources are being dedicated to it. Incorporate this strategy as well within "School Health and Safety" where police officers are included in the LCAP.

58. Ensure equitable access to behavioral health staff for students with IEP's.

59. Incorporate different dietary needs in addressing the quality of food at school (e.g. options available to students who do not consume meat or animal-based products.)

GOAL 5: FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

60. Separate out the foster youth case managers as a targeted action for foster students under the strategy of "case management" and include the number of FTE, their cost, and the funding sources. Include information about their function, how they are allocated, and how their effectiveness is measured as related to foster student outcomes.

61. Track in-school suspensions separately and develop related indicators to reduce in-school suspensions for foster students and all students.

GOAL 6: Parents and Families are Engaged in School Every Day

GOAL 6: LCAP PARENT AND STUDENT ADVISORY COMMITTEE (LCAP PSAC)

62. Demonstrate institutional buy-in for Goal 6. This part of the LCAP is less developed than other parts.

63. Family engagement should incorporate innovative outreach, be more relational and collaborative, promote connectivity, and support all goals. Incorporate family engagement actions and strategies under all goals, priority areas, and strategies in other parts of the LCAP.

64. Meaningful engagement is missing. Include outcomes beyond participation and that measure impact for students, families, school communities, and central services.

65. Separate out LCAP/school governance actions and strategies from Community School Managers. These areas are distinct and their connection is not explained in the LCAP.

66. Include family liaisons and resources for parent leadership (e.g. stipends for parents) as key strategies for family engagement at school sites. Include central support for family engagement staff to protect their role at sites and to provide needed capacity building and professional development.

67. Include translation support in the LCAP and monitor its implementation and impact both for school site family engagement and for the district LCAP engagement process (including the various district advisory committees).

68. We need greater translation support for families who speak languages that newly predominating in OUSD--e.g. families from Yemen and Mam-speaking families.

GOAL 6: DISTRICT ENGLISH LANGUAGE LEARNERS SUB-COMMITTEE (DELLS)

69. Regarding support for Site-Based ELL Sub-Committees:
  a. Provide monthly report on the establishment of compliant Site-Based ELL Sub-Committees
  b. Provide guidelines and supports for frequent review of ELL data by Site-Based ELL Sub-Committees and related connection to ELL data review by the District ELL Sub-Committee
  c. Develop suggested calendar of SSC and SELLS meetings with topics and outcomes that support coordination between committees and two-way feedback
  d. Develop calendar of SELLS and DELLS meetings with topics/outcomes that support coordination between committees and two-way feedback, with protected dates for district-wide meetings so that site-based meetings do not conflict with them
  e. Develop basic training for parent leaders in SELLS (e.g. reclassification process, use of Title III, etc.)

GOAL 6: FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

56. Develop a specific LCAP indicator and related actions to support family engagement for foster parents and caregivers. This is one example of how targeted actions for foster students should be incorporated throughout the LCAP under each goal.

GOAL 6: COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)

57. Include a dedicated 1 FTE of support in the LCAP for family and community engagement for students with disabilities and Special Education. This staff would promote and implement strategies at all levels (family, school site, and district-wide) including support for engagement in the development of the Local Plan and the LCAP to improve outcomes for students with dis/abilities.) This has been a continuous "highest priority" recommendation from the LCAP PSAC and CAC leaders.

IMPACT OF FEEDBACK AND RECOMMENDATIONS

A statement of impact will be included in the final version of the LCAP after official responses from the Superintendent and other district leaders.