

LCAP PSAC Focus in School Year 2018-19

1) The Problem or Need

The LCAP PSAC sees a need for consistent and increased focus within all planning and support, at both the district and school site level, on the four student groups for which OUSD is receiving differentiated assistance from the Alameda County Office of Education.

“Differentiated Assistance” is *technical assistance* provided to school districts who need attention in two or more areas for a student group. It includes actions such as: helping districts analyze data to find out root causes, helping them develop strategies for needs that have been unaddressed, etc. Four groups in OUSD have been classified as in the “red” in two or more of these outcome areas: Graduation, Suspensions, English Language Arts-SBAC, and Math-SBAC.

The LCAP PSAC will support improved outcomes for the four groups (and subgroup experiences within those groups):

- *African-American Students,*
- *Students with Dis/abilities,*
- *English Language Learners*
- *Homeless Students*

2) Why We Chose to Focus on this Problem

The LCAP PSAC believes that in a time of financial challenges for OUSD, we must focus on these groups. We must protect them from any unexpected negative consequences that might come from the far-reaching and quick decisions being made about our budget and programs. Any decisions must have a deep equity lens that does not further marginalize and harm these groups, nor specific subgroups within those groups (for example; African American students who are homeless; English Language Learners with disabilities.)

The LCAP PSAC believes that this focus is at the heart of the purpose for which the LCAP process was established.

3) What Has and Has Not Been Done in the Past (by PSAC and Others) to Address the Problem

- OUSD does not have a comprehensive process for evaluating the impact of investments being made, even if a few OUSD programs or school sites have done so in the past. The analysis presented within the LCAP at times assumes impact or draws conclusions about it without providing evidence. Inputs and not impacts are being tracked. (e.g. # of trainings, # of students served by the support/service)
- OUSD does not track access and impact for all of the groups equally. The LCAP shifts between subgroups depending on the indicator instead of consistently tracking both access and impact for each subgroup under each action and indicator.
- The OUSD dashboards only disaggregate for race and gender, and for ELL status and language, and not all of the dashboards do so consistently. The LCAP has only begun to consider overlapping groups of students in passing references within the 2018-19 LCAP (e.g. extremely high suspension rates for African American students with disabilities as compared to other African American students and all students.)

- OUSD has not consulted consistently with each of these subgroup communities about how access and impact will be measured and monitored for those specific subgroups within the LCAP.

4) What Will the LCAP PSAC Do in 2018-19

We will investigate where the needs are highest and where the successes are most evident for these subgroups, along with exploring intersections within those groups. By intersections, we mean that students have multiple experiences at the same time--they are whole people--so all of their experiences (e.g. of race, gender, class, disability, language, etc.) must be taken into account if we are to understand their needs. This should be the approach at both the district and school site level.

Most importantly, we will work to ensure that there are consistent school site and district processes (and related mandates and expectations) for better understanding those needs and for addressing them. It should be evident to all stakeholders that the district and sites are focusing on the specific needs of these student groups (and on the overlapping needs of groups within those groups) and that they are identifying actions and resources for addressing them.

When resources are not available for actions that are needed, our district and school sites should make a clear statement of the trade-offs being made--what is being funded, what is not, and why-- and of what the costs of pay for those needed, and unfunded, actions would be.

5) First Steps in the Process

- **Study the LCAP Plan Summary (pp. 1-27) with a special focus on pages 18-27** about “Universal and Targeted Strategies” for the 4 groups under differentiated assistance. Breakout groups will provide initial feedback on what is planned within the LCAP to support these students. [OUSD 2018-19 LCAP](#)
 - This includes forming study/participant research groups. (We can’t forget that the folks in the room are experts and often have primary experiences that those writing the LCAP might not have.)
- **Request and review data reports to see the most obvious needs** (district-wide, disaggregated, by school, by type of program, etc.). Review types of data available to generate a list of questions for reporting, as well as identify what type of data/information is not available.
- **Establish questions and information requests for all OUSD committees and staff groups involved in making decisions about LCAP and budget.**
 - School Board Special Committee on Fiscal Vitality
 - OUSD LCAP Goal Teams
 - SPSA Monitoring Staff--related to the SPSA tool and planning process
 - School Board
 - Charter School Petitions and Re-Approvals

- Based on PSAC research and impact evaluation, **provide initial recommendations to OUSD and the Board that support improved outcomes for the four groups (and overlaps) under differentiated assistance and protect existing services and supports with likely or demonstrated impact.**
 - African-American Students,
 - Students with Dis/abilities,
 - English Language Learners
 - Homeless Students

5) Goals

What will we be true by June 2019, if we commit to our decision to “support improved outcomes for the four groups (and overlaps) under differentiated assistance (African-American Students, Students with Dis/abilities, English Language Learners, and Homeless Students)?

What will we be true by June 2020, if we commit to our decision to “ support improved outcomes for the four groups (and overlaps) under differentiated assistance (African-American Students, Students with Dis/abilities, English Language Learners, and Homeless Students)?

Student-Centered Goals

The students in the 4 identified subgroups will meet or exceed the annual expected measurable outcomes in all of the OUSD LCAP indicators and any other additional indicators identified by the study groups. Also, the disaggregated group of students within each subgroup with the lowest outcomes for any specific indicator (e.g. African-American students with dis/abilities) will show a higher increase than the rest of the subgroup.

The students in the 4 identified subgroups will be at minimum proportionally represented within all of the services and supports provided within the LCAP whenever applicable. Additionally, the disaggregated group of students within each subgroup with the lowest rate of access to any given service or support will acquire a higher increase in the level of access than the rest of the subgroup on any given year until there is parity with the entire subgroup.

Institutional Goals

OUSD will:

- Establish baseline expectations for access and impact for the four groups under differentiated assistance: a) African-American students, b) students with dis/abilities, c) English language learners, and d) homeless students. This includes services, programs, partnerships, school sites, etc.
- Establish a Community of Knowledge and Practice to center the experiences and needs of the four student groups under differentiated assistance: a) African-American students, b) students with dis/abilities, c) English Language Learners, and d) Homeless Students, as well as ensure that the knowledge, experience, and practice are integrated into the culture of OUSD.

- Track and monitor access to both general and targeted services for the four groups under differentiated assistance: a) African-American students, b) students with dis/abilities, c) English Language Learners, and d) Homeless Students. This includes access for groups within those groups through the use of disaggregated data, as well as data generated from stakeholder feedback.
- Adopt and incorporate meaningful and comprehensive indicators for measuring the success of these specific student groups under differentiated assistance: a) African-American students, b) students with dis/abilities, c) English Language Learners, and d) Homeless Students, as well as groups within those groups (dis/aggregated student groups).
- Establish a feedback loop to evaluate whether programs/supports/services/investments are improving the lives of the four groups under differentiated assistance: a) African-American students, b) students with dis/abilities, c) English Language Learners, and d) Homeless Students, as well as groups within those groups (dis/aggregated student groups).
- Develop an LCAP/SPSA's and district/site budgets that incorporate the recommendations of the PSAC subgroup study.

6) Objectives (Specific, Measurable or Can Be Evidenced, Time-Bound)

Objective	Due Date	Main Implementers	Process Needs
Members understand subgroup access and impact as it shows up in the 2018-19 LCAP to <u>share key findings with LCAP writers/implementers, other OUSD leadership as identified, School Board, and community members</u>	October 2, 2018 <i>Lead Delegates Meeting</i>	CFJ with 6 students will review the LCAP Summary and provide feedback for subgroups	Members read LCAP Summary and Targeted Strategies. Generate additional reports/study of subgroup elements under each goal.
Members and staff share LCAP PSAC focus, engagement structures, and goals/objectives with CSI Team	October 8, 2018 <i>CSI Team</i>		Document explaining the purpose and process for the study groups for 10/8 and 11/15
Moments/groups to examine current structures for monitoring access and impact for each of the subgroups and for reviewing current data are established with balanced participation	October 15, 2018 <i>LCAP PSAC Meeting</i>		
Members of the LCAP PSAC recruit 3-5 CAC participants	November 5, 2018 <i>CAC Meeting</i>		

for the 12/15/18 LCAP PSAC and to the overall process			
SSC Members from each of the electoral districts sign up to participate in the 12/15/18 LCAP PSAC and in the overall process	November 15, 2018 <i>SSC Shared Learning Space</i>		
Participants understand current access and impact data available for each of the subgroups	December 15, 2018 <i>LCAP PSAC Meeting</i>		Identify indicators for district-wide subgroup snapshots-- <i>send request to Juan by F. 10/5</i>
Members and participants understand specific and intersecting subgroup needs as they feature in a school site case study by utilizing access and impact data. They identify structural and cultural barriers to analyzing and addressing those needs at the school site level.	December 15, 2018 <i>LCAP PSAC Meeting</i>		Develop school site snapshot and case study on <i>date</i>

- Resources Needed (Includes People, Time, Money, Information, Materials, etc.)

7) Other Possible LCAP PSAC Actions and Outcomes

- *Explore resource development opportunities for already identified areas of high need for these students. How could LCAP PSAC help to seek or leverage funds to support these highest need students? (E.g. SpEd teacher retention grants offered by the state)*
- *Develop surveys for School Site Councils about our selected focus.* This could include learning about the needs of the student groups at the sites and about what SSC's/sites are doing to support their specific needs. These surveys could be developed within subgroup specific sub-committees then shared across sub-committees to refine and integrate the questions.
- *Identify the school sites with the highest (and intersecting) concentrations of the subgroups and center our research and inquiry on those schools.* These school sites can be recruited intentionally to participate in a wider inquiry.

- *Ensure that all staff teams and OUSD committees demonstrate evidence of access, targeted strategies, and measures of impact for each of the identified subgroups. (This includes the committee and teams reviewed above.)*
- *Establish a strong connection between the emerging SSC/SELLS learning spaces and the LCAP PSAC focus.*
- *Ensure that everyone involved with LCAP PSAC (members, partners, allies) adopts a subgroup for study, outreach, and advocacy, and that this happens in an equitable way.*
- *Other Ideas*

6) Ways to Ensure Sustainable Impact of the Work of LCAP PSAC--even if/ after the focused work ends

7) Key Leaders in the Process and their Roles

8) Who Needs to Know about the Process (External Advocates and Enablers)