

Resolution by LCAP PSAC to retain the position of OUSD LCAP Engagement Manager and related engagement structures

WHEREAS, The School Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP) are highly complex and integrated processes that impact all aspects of school and district life, including budgeting and measuring impact, and must incorporate an extremely diverse set of groups, roles, and experiences both collectively and separately;

WHEREAS, OUSD has not demonstrated that it can:

- Align the development of the budget to the LCAP so that advice from the committees has impact
- Provide information (e.g. Annual Update, Draft LCAP, Grant Applications) in a timely and complete manner so that the advisory committees can fulfill their role
- Seek feedback proactively for changes to the LCAP and budget
- Provide information in the LCAP that connects site and district decisions for investment
- Engage directly with sub-committees about actions and budget for specific groups (e.g. FYAC, CAC)

WHEREAS, in Spring 2015, the LCAP Parent Student Advisory Committee (PSAC), and other community stakeholders, advocated for and won: one (1) designated full-time staff person to support School Site Councils and engage other site-based bodies in developing and implementing SPSAs; and one (1) designated full-time staff person to support district-wide stakeholder engagement in the development of the LCAP and related district plans, based on their assessed needs and direct experiences with the process as parents, students, and community members.

WHEREAS, those groups contributed to the formation of the LCAP Advisory Committees, including, but not limited to the following: the Parent Student Advisory Committee, the Foster Youth Advisory Committee, the Community Advisory Committee for Special Education, the District English Language Learners Sub-Committee, and the LCAP Student Advisory of All City Council, and continue to do so.

WHEREAS, strong collaborative relationships have been maintained with partner organizations, including Californians for Justice, Public Advocates, Oakland Community Organizations, East Bay Community Law Center, California Youth Connection, Youth Together, Black Organizing Project, Alameda County Independent Living Program, and East Bay Children's Law Offices, among others, and those relationships have significantly increased the capacity for LCAP engagement and support for parent, student, and community leaders in OUSD,

WHEREAS, staff supporting an impactful LCAP engagement process must possess a highly specific set of skills, capacities, and experiences as described on the job description posted in 2015 for the LCAP Engagement Program Manager, a description that was developed by experienced OUSD staff in collaboration with student, family, and community stakeholders;

WHEREAS, the OUSD LCAP process has steadily developed to hold meaningful engagement for an increased and diversified list of stakeholder groups that through integrated and differentiated cycles of inquiry have learned how to improve outcomes for all students and for specific student groups through effective use of LCFF and other funds;

WHEREAS, OUSD LCAP PSAC and other committee members have fulfilled and exceeded the requirements of state and federal mandates under the Local Control Funding Formula (LCFF), the Every Student Succeeds Acts (ESSA), and related statutes for stakeholder engagement in the LCAP,

WHEREAS, the OUSD LCAP engagement process as coordinated by the LCAP Engagement Program Manager, within the Communications Division, has continually been designated by the Alameda County Office of Education as exemplary within its annual LCAP review process and has been held up by many organizations as a model for other districts throughout the state;

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WHEREAS, mandated and other LCAP Advisory Committees must be understood as elected, member-led, deliberative, consensus-driven bodies that themselves define the conditions that best support their volunteer leadership and representative roles;

WHEREAS, summary elimination, re-designation, re-organization, or reduction of the position that supports ALL the LCAP committees and its related processes, sends the message that such committees cannot themselves define the conditions that best support their role and violates the district's basic principle of meaningful engagement for shared decision-making;

WHEREAS, the impact of the position as it currently exists and of the structures that it supports has not been carefully assessed by district administrators and leaders in collaboration with those who have benefitted the most from the engagement and leadership of the position;

WHEREAS, OUSD faces a time of unprecedented organizational instability and transformation, as well as significant loss of community trust;

WHEREAS, the LCAP Advisory Committees and other LCAP engagement activities have provided stable, authentic, and trusted spaces for community dialogue and collaboration, often about challenging topics, and WHEREAS, those spaces have been effectively led by parent and student leaders from many schools and programs across OUSD;

BE IT RESOLVED THAT, the LCAP Parent and Student Advisory Committee supports the preservation of the LCAP Engagement Program Manager position and staff person at its current full-time equivalency and pay structure;

BE IT FURTHER RESOLVED THAT changes, if any, to the staffing and structures that directly support the LCAP advisory committees must be made only as the result of a needs assessment process led and undertaken by said committees in collaboration with the stakeholders they represent, and after detailed study of the outcomes already achieved by said committees and the current engagement process;

Be it further resolved, that the LCAP Parent and Student Advisory Committee calls on the OUSD School Board of Education to adopt this resolution before the 2019 public review of the LCAP so that the LCAP PSAC and other related committees can confidently perform their advisory roles knowing that their need for full and experienced support, as well as their service as parent, student, and community leaders, are respected and affirmed;

Be it further resolved that, the LCAP PSAC calls upon the School Board of Education to, upon adoption of the 2019-20 LCAP, designate a 2-day summer 2019 retreat led and implemented by the LCAP Advisory Committees to jointly, and with the participation of OUSD administrators:

- understand the history and development of the LCAP engagement process in OUSD,
- understand the roles and needs of the district advisory committees
- And identify or reaffirm the policies, resources, and practices that can improve, sustain, and expand what the process has accomplished to date.

Signed