

This document will be updated as additional details become available for each response. The most up-to-date version is available at <http://www.ousd.org/lcap>.

Superintendent's Response to Feedback on the 2022-23 Oakland Unified School District Local Control and Accountability Plan (LCAP) from the LCAP Parent and Student Advisory Committee (PSAC) and its Subcommittees

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LCAP Parent and Student Advisory Committee

A) PSAC Support for the Feedback & Recommendations of Other Committees

We support the feedback and recommendations that are being presented by the other advisory committees.

We support the efforts of all committees to understand and address the diverse and intersecting experiences of the students for which they advocate.

We request that Board directors, the Superintendent, and other OUSD administrators carefully respond to the feedback and fully integrate the recommendations into the LCAP.

Response: Please see the pages that follow for responses to the feedback from the PSAC and each of its subcommittees.

B) PSAC Opposition to the Planned School Closures

We stand in opposition to the school closures that have been planned for the 2022-23 and 2023-24 school years in full alignment with the members of the *Community Advisory Committee for Special Education*, the *Black Families and Students Thriving Taskforce (Reparations for Black Students)*, and other OUSD stakeholders.

The closures:

- violate our district's standards for meaningful and shared decision-making with students and families,
- were made without an Equity Impact Analysis,
- will cause grave and disproportionate harm to Black, low income, and disabled students, as well as to their families,
- violate the spirit and purpose of the LCAP,
- were not decided in collaboration with school communities, our district's advisory bodies, and the larger OUSD community.

Together, we could have developed alternatives to school closures.

Response: Thank you for sharing feedback on school closures. While there is disagreement on the solutions, we respect your feedback and perspective.

C) Affirming our School Governance Recommendations from June 2021

The notes in blue italicized letters were developed this year to clarify our original recommendations.

All of the recommendations in this section align most closely to Goal 3: Action 7 and are essential to the effective implementation of all LCAP actions.

1. Clearly identify the central positions that will oversee and document the compliant establishment and effective functioning of School Site Councils and Site English Language Learner Subcommittees.

Clearly allocate FTE (Full Time Equivalency) and staff time for this purpose. The allocation must be distinct from support that is provided for other aspects of the SPSA process and other types of engagement.

Response: The role and responsibilities of establishing and the functioning of School Site Councils and Site English Language Learner subcommittees at school sites is the Strategic Resource Planning Specialist. The evidence that is collected and maintained on the campus is reviewed by the Strategic Resource Planning Specialist. Review of this evidence is available in the school office and available to families for review. The role of the Strategic Resource Planning Specialist is to ensure the compliant establishment of these committees. If a school site is struggling to establish School Site Councils or Site English Language Learner Subcommittees, the responsibility is then with the Network Superintendent to connect the school site leader to support in establishing these committees and hold site leaders accountable for completing the establishment. The Network Superintendent has the discretion to assign the Family Engagement Specialist to support the establishment of these family-based committees. In terms of effectiveness, there are tools provided to school sites to complete a self-reflection and monthly topics that should be reviewed at each meeting. An emphasis should be placed on the academic and social emotional health data to reflect how students are achieving in the school instructional program.

2. Make clear what accommodations and supports must be provided centrally and which must be provided by school sites so that family and student committee members can fully participate in the committee process. This includes:

- access to computers, internet, and virtual meeting platforms,
- technology support,
- adequate meeting outreach,
- refreshments and childcare,
- interpretation and translation of documents
- sufficient frequency and allocation of time for meetings, and
- specific support for committee chairs, among others.

Response: Yes, these accommodations and supports will be reflected in the tool of monthly guidance.

3. *Network superintendents should be primarily responsible for ensuring that needed accommodations and supports are provided to school site committees. This requires:*

Mandated expectations and clearly defined support so that principals can engage in transparent and authentic collaboration with school site committees and communities to develop the School Plan for Student Achievement (SPSA) and budget.

We request that the expectations and support plan be shared with us during August of 2022 so that we can review them and offer feedback.

Time must be set aside at an SSC meeting to support members so that they can complete the SSC Self-Assessment tool. Results must be shared with all SSCs at the first meeting of the following school year so that they can discuss the results and plan for improvements.

Response: There are roles and responsibilities assigned to specific roles within our District. As described above, the Strategic Resource Planning Specialist and Family Engagement Specialists are responsible for the support and guidance as detailed in their job descriptions. The role of the Network Superintendent is to connect schools with the support if a school is struggling in this area and decide what accountability actions to take when a school leader has not completed their duties.

4. In collaboration with school site and district committees, develop a Policies and Procedures Manual for principals and school communities. *We initially requested this by December 2021.*

The manual must explain State mandates, district requirements, and best practices for shared decision-making with School Site Councils and Site English Language Learner Committees.

Response: The Strategic Resource Planning Department will develop a Policies and Procedures Manual, starting with the compliance and guidance for establishing School Site Councils and Site English Language Learner Subcommittees.

5. Foundational principal training that provides the same knowledge and understanding as the manual described above. The manual should guide the implementation of the training.

Response: Yes, professional learning will be required for site leaders on the establishment of School Site Councils and Site English Language Learner Subcommittees three times during the school year.

6. Schedule of foundational training for parent and student members of School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS).

The goal of the training would be to empower parent and student members so that they can participate on equitable terms with principals and other staff in developing the School Plan for Student Achievement (SPSA) and the school budget.

The training should also incorporate the policies and procedures handbook for school site committees.

We request that this training schedule be shared with us in time for review and feedback at our August 2022 meeting.

Response: Yes, this learning will be created by the Family Engagement Team that is part of the Office of Equity and held regionally by the Network Superintendent. This training will take place three times a year.

7. As a districtwide requirement, public folders should be made available on the OUSD website for all School Site Councils and Site English Language Learners Subcommittees. Agendas and supporting meeting materials should be uploaded by staff to those folders 72 hours before each posted meeting, with minutes or recordings uploaded to the public folders within two weeks of each meeting.

Response: Thank you. Moving forward, the Strategic Resource Planning (SRP) specialists will be responsible for maintaining these folders and ensuring they are posted online.

8. A December segment within a School Board meeting where all network superintendents report on the establishment and effective functioning of SSCs and SELLS. The report should also describe the support that school administrators have received to coordinate meaningful shared-decision making with the committees. The content and structure of this segment should be developed in collaboration with us, the members of LCAP PSAC.

Response: Yes, this will be agendaized. The Strategic Resource Planning Specialists, Family Engagement Specialists, and Network Superintendents will prepare the presentation. It is the responsibility of these

specific positions to ensure the establishment of these committees.

9. Extended pay for staff members of SSCs and SELLS to attend four summits, and stipends for parent/student members to do the same.

The first of these summits should be held at the end of September, once school site committees have been established.

A structure for peer-to-peer cross-school support should be established at the first summit for committee members to discuss how their committees are functioning and help each other.

The September summit would launch the beginning of a robust cycle of study and decision-making for the SPSA.

Response: There will be three summits held in the upcoming 2022-23 school year. The timing of these summits will be relevant to key milestones and due dates associated with these committees. The Executive Director of the Office of Equity is responsible for creating the content of these summits with the Family Engagement Specialists that she directs.

10. The deadline for SSC establishment should be set for no later than September 16 given the earlier start date for the school year and to promote full participation in the first summit.

Response: The Executive Director of the Office of Equity is tasked with scheduling the SSC summits, and will review the date of the first summit to ensure that it is held at a point in the fall that will allow as many SSC members as possible to participate.

D) School Board Support for PSAC & other Mandated Advisory Committees

We request that the Board set aside a segment at every general Board meeting, and that is scheduled at a reasonable hour for families, so that PSAC and other advisory committee members can share about their ongoing work.

The current structure of Board liaisons to the advisory committees has, for a long time, not served its intended purpose.

We have been elected and volunteer many hours of our time to represent families and schools at the district level. A direct line of communication with the School Board would affirm our representative function and would help to integrate our collective feedback throughout the year and not just during LCAP adoption in June.

This Aligns most closely to Goal 3: Action 7 and supports the implementation of all LCAP actions.

Response: The PSAC will be provided an opportunity to report out on progress on a quarterly basis which includes the public hearing where PSAC is provided time to share feedback on the LCAP. The updates will be part of the Superintendent's Report. PSAC Members will be invited to respond during the questions and answers segment from Board Members.

E) Recommendations about Baseline Family Engagement and Communication

1. Because of ongoing challenges related to educational technology access and support for families, PSAC will host a special meeting in August or September for families to discuss this area of need with tech support staff and community partners.

We request that our special meeting be followed by a Board segment dedicated to the same topic. The segment should integrate highlights from our Special meeting.

(Related to Goal 3: Action 4 and Goal 5: Action 2.)

Response: The PSAC will be invited to provide updates on a quarterly basis, as noted in response to recommendation D. It is suggested to the PSAC that their special meeting and subsequent Board update be organized in collaboration with the Technology Department.

2. Clear guidance and support so that families can have equitable access to school sites for the benefit of their children, especially during drop off and pick up.

(Related to Goal 3: Action 1 & Goal 3: Action 4)

Some schools cite the Covid pandemic as the reason for limiting reasonable and humane access by families to the school campus. This is happening while other schools maintain open and welcoming campuses, along with protocols for health and safety. We have observed that the contrast often connects to the race and class of the parent community at each school.

Our goals in requesting this are:

- a welcoming school experience,
- opportunities for families and staff to communicate & collaborate,
- for families to be able to observe the school experience of their students, and
- for families to be able to provide emotional and mental health support to their students.

Response: Thank you for raising this concern. We will ensure that school sites and their communities are aware of the latest public health guidance we are implementing from Alameda County. We do not want uneven or punitive procedures implemented in our schools. Moving into next year, we will likely return to pre-pandemic protocols around visitors on campus. State and county guidance no longer requires health screenings or capacity limits indoors, which were COVID safety protocols previously put forth from a public health policy perspective. Visitors are welcome to come on campus, as long as they follow district safety procedures, such as signing in at the front office, or keeping to certain areas so as not to disturb classes. COVID protocols do not prevent any visitors from coming on to school campuses unless they are COVID positive or symptomatic without a negative test, in which case they should be isolating away from others for 5-10 days.

3. Families often come to advisory committee meetings with many questions related to district and school processes. They sometimes cite getting caught in circular phone and internet communications without resolution.

We request a multi-language monthly live forum where questions and requests can be addressed and/or logged for follow-up. This would help families get timely information, better navigate OUSD, and solve problems. It can also help all of us learn what information and support families most need. Families could also recognize when they have received strong support (give shout-outs).

This forum must be designed in collaboration with committee leaders.

Response: Yes, this can be implemented. The Family Engagement Team within the Office of Equity and the Executive Director of the Office of Equity will be responsible for implementing this suggestion.

District English Language Learners' Subcommittee

A) Ongoing Concerns about the Harm of School Closures

Some very important questions about the school closures that we asked at our March 10 meeting have not been answered.

We also got some responses that are not really answers.

Link to document with questions and answers:

https://docs.google.com/document/d/1gJe8aNF9GhCN_trJ46_F00Vr3Hi_wdeIMZJnM8flKBg/edit?usp=sharing

We believe that the questions we asked should have been answered BEFORE deciding to close any school.

It would have helped to prevent harm and to find solutions together.

Our committee could have helped in finding those solutions.

We oppose the school closures scheduled for 2022-23 and 2023-24 because they will cause terrible harm to high need students and families.

Response: Thank you for sharing feedback on school closures. While there is disagreement on the solutions we respect your feedback and perspective.

B) Goal 1: Action 4 Equitable Access to High Quality Programs

1. Families need information that is clear and easy to access about what language programs are available at which schools, how those programs work, the requirements for joining them, and how families can enroll their students.

That language program information must be part of the information that families get when they choose schools for their children. The information must be part of the individual school description AND part of a separate resource that describes all of the language programs that are available across OUSD.

The information about language programs at schools must explain how full access to the programs is provided to ALL students, including those who:

- speak a home language other than the non-English language of the program (example: students who speak Arabic for an English-Spanish Dual Language program),
- need mild to extensive disability support, and
- are entering the school after kindergarten.

Response: Yes, this information can be provided, translated, and included on our website for all to access. Additionally, OUSD is transitioning to a new enrollment platform that will make language program options (and other school program types) clearer to families. Language programs are currently listed on our [OUSD website](#). We will work to provide more robust communication materials as requested.

2. We request that a document be created in all available languages to guide families through the step-by-step process for requesting language programs at their schools.

The document must explain all language program options AND how the families will be supported through the request process.

Part of the process for requesting a language program must include planning for how the program will support the needs of:

- English-Only students
- English Language Learners who speak a language other than the one being requested
- English Language Learner and English Only students with dis/abilities (with mild to extensive support needs)

Response: Translated versions are currently provided in Spanish, Chinese, Arabic, and Vietnamese on our [Family Central google site](#). All language programs are required to serve all students, including the groups listed above. We will continue to support schools to ensure their programs are responsive to the needs of students with diverse language backgrounds and educational needs.

C) Goal 2: Action 7 English Language Development

To ensure access to English Language Development (ELD), we need:

1. evidence that ALL English Language Learners, including all English Language Learners with disabilities and newcomers, are receiving the mandated 30 minutes of Designated English Language Development. *How do we know that this is happening for all English Language Learners?*
2. an inventory of the specific resources and staff time available to provide English Language Development at each school
3. written explanation of how designated ELD is being provided in relation to integrated ELD. *Are schools allowed to substitute integrated ELD for designated ELD? If so, why and how?*

Response: Yes, this request can be implemented. The English Language Learner and Multilingual Achievement Department, led by the Executive Director, will be responsible for implementing this request.

D) Goal 3: Action 1 Positive School Culture and Climate & Goal 3: Action 4 Social Emotional Supports

We affirm the PSAC recommendation related to reasonable and humane access by families to the school campus. This has also been raised as a concern in DELLS meetings.

Response: Thank you for raising this concern. We will ensure that school sites and their communities are aware of the latest public health guidance we are implementing from Alameda County. We do not want uneven or punitive procedures implemented in our schools. Moving into next year, we will likely return to pre-pandemic protocols around visitors on campus. State and county guidance no longer requires health screenings or capacity limits indoors, which were COVID safety protocols previously put forth from a public health policy perspective. Visitors are welcome to come on campus, as long as they follow district safety procedures, such as signing in at the front office, or keeping to certain areas so as not to disturb classes. COVID protocols do not prevent any visitors from coming on to school campuses unless they are COVID positive or symptomatic without a negative test, in which case they should be isolating away from others for 5-10 days.

E) Goal 3: Action 7 Family and Community Engagement

1. We need a list of the documents that must be translated into other languages so that parent and community leaders can be informed participants in decision-making (example: School Plan for Student Achievement).
2. Similarly, we need clearly designated resources and support for the translation of the documents that were listed as necessary for shared decision-making.
3. Families must have clear and accessible information about how to request interpretation

services so that they can individually support their children.

Response: This list will be assigned to the Family Engagement Specialists within the Office of Equity. The request to translate documents can be addressed with internal capacity as much as possible then reported to the Executive Director of the Office of Equity for additional problem solving to translate items.

Community Advisory Committee for Special Education

A) Call to Protect Students with Disabilities by Rescinding School Closures (Unanimously Adopted on 2/14/22)

Link to Full Text:

https://docs.google.com/document/d/1l4sAx_8vBDCrqljUT6vh_gzailL3vmKv/edit?usp=sharing&ouid=107837068308632473483&rtpof=true&sd=true

Excerpt: "The members and community of the CAC for Special Education call on the leaders of the School Board, County, and State to immediately rescind the planned closure of schools in OUSD to prevent irreparable damage to disabled students, Black students, and other students of color. In doing so, they will protect school communities with a demonstrated history of embracing and supporting the most vulnerable of disabled students in OUSD.

Recognizing that these school communities are assets for disabled students and our district, OUSD must instead gather the families and staff from the schools that currently have the most SDC classrooms and students so that they can:

- name what they need at their school sites to continue to support disabled students, students of color, and disabled students of color in their schools within a vision for disability inclusion
- help OUSD define how it will provide a stable and supportive school experience to these students districtwide and how OUSD will become a model of disability justice in education."

What We Are Protecting:

- rare safe spaces for dis/abled students--especially Black dis/abled students and students with moderate to extensive needs
- schools that are models of dis/ability belonging and racial belonging
- stability and continuity for students who get moved around a lot
- long-standing and successful Special Education programs
- green, healthy, peaceful, and beautiful environments for sensitive students
- supportive class size and Special Day Classes with no more than 2 grade levels for better access to grade level learning
- well-established communities; relationships between dis/abled students and their non-dis/abled peers
- Dis/abled and non-dis/abled siblings and friends attending the same school
- the retention of Special Educators
- the mental health of students, especially those with developmental, behavioral, and emotional disabilities
- a larger vision for Disability Justice in Education in Oakland

Response: Thank you for sharing feedback on school closures. While there is disagreement on the solutions, we respect your feedback and perspective.

B) About the Stated Purpose of the LCAP as it relates to Students with Dis/abilities

Background Analysis

Quote from Action 2.2 in the 2021-24 LCAP:

In addition to the programs and services described in the LCAP, OUSD also makes strategic decisions around the use of LCFF base dollars and other “base” resources such as state and federal funding for required Special Education services. While these basic expenditures are not reflected in the LCAP, the District will provide summaries of base-funded investments that support focal student groups to provide a more comprehensive picture of the services provided to these students.

OUSD has long declared that "Special Education" is a base program that is not to be fully integrated into the LCAP. This is a technical response that can circumvent the purpose of the LCAP as the driving plan for equity in OUSD and the State. Actions to improve outcomes for Students with Dis/abilities could be better represented and integrated within the LCAP.

The CAC believes that the LCAP must show how OUSD is increasing and/or improving disability-related services to support the unique needs of students with dis/abilities, one of the focal groups within the LCAP. Goal 2: Section 2 mentions that "strategic decisions" were made using base dollars but that, as "base," they need not be included in the LCAP. The CAC believes that those "strategic decisions" are key to demonstrating how OUSD is working to improve outcomes for students with disabilities, regardless of how those actions are funded. Those decisions must be described in the LCAP.

Ignoring a service simply by calling it "base" does not demonstrate our commitment to improving outcomes for students with dis/abilities.

The LCAP must also pay special attention to how actions, services, and investments are benefiting those students with disabilities who are also identified under the LCFF categories of Low Income, English Language Learner, and/or Foster Youth.

Finally, the LCAP's focus on racial equity requires that attention be devoted within the plan to students of color with disabilities, both as it relates to their disability-related needs and their needs as students of color.

The CAC reviewed the "State Performance Plan Indicator Guide: A Resource for Understanding the California State Performance Plan Indicators." The guide has the stated purpose of "supporting school leaders in analyzing the wide range of valuable data within the APR [Annual Performance Report] in order to improve the quality of education for all students, with an emphasis on students with disabilities. (4)"

Link to the Guide:

<https://systemimprovement.org/uploads/resources/State-Performance-Plan-Indicator-Guide.pdf>

The guide is a resource for districts to understand how to integrate into the LCAP their Annual Performance Report (APR) and their Special Education Plans (SEPs), along with all related indicators and actions. As stated within the guide,

Analysis of State Performance Plan indicator data may support identifying areas of need or growth during the planning stages of LCAP development. Therefore, when applicable, potential connections between a specific indicator and a related LCAP priority will be provided within the Making Connections section of each indicator handout. (5)

The guide clearly and unquestionably asserts the urgency of making those connections, and so do we. That urgency is especially great for OUSD. Attention to OUSD disabled students with overlapping experiences of race, income, English Learner status, etc. will not only improve indicators for disabled students as a whole, it will also improve the overall indicators for other student groups.

- 1) We request that all Special Education Plan (SEP) indicators be integrated within the LCAP in the sections where they are most applicable along with actions and investments related to that indicator. If increasing or improving how we provide a so-called “base” Special Education

service clearly relates to improvements in that indicator, that service must also figure in the LCAP.

Response: The Special Education Plan (SEP) is being sunsetted by the California Department of Education's Special Education Division and will be replaced with a new plan focused on compliance of Individualized Education Programs and disproportionality intervention. As such, there is no plan to continue monitoring of SEP indicators beyond the 2022-23 school year. Much of the work highlighted in the SEP lives on in other bodies of work, however, and will be updated as relevant in the sections of the LCAP to which the indicators pertain.

- 2) We also request that the LCAP clearly identify how we are seeking to increase and improve *disability-related* support for disabled students.

For example, tracking the recruitment and retention of particular Special Education positions (e.g. low incidence teachers, teachers in Mild/Mod SDCs, case managers in Counseling Enriched classrooms, etc.) is essential for improving the outcomes of particular students with disabilities, especially those who are also LCFF unduplicated students. All of OUSD must know if services are increasing/decreasing in relationship to the number of students identified as needing different types of Special Education support.

Response: This information is presented annually during the Special Education Local Plan Area (SELPA) Annual Update and Annual Budget Update each year according to California Department of Education requirements. This year, these increases and decreases were presented on May 25, 2022 and annually prior to June 1st. Additionally, the positions in Special Education are also reflected in the District Budget adopted each year by the Board of Education annually by June 30.

- 3) We ask that the LCAP clearly demonstrate how students with disabilities who are also Low Income (LI,) English Language Learners (ELL), and/or Foster Youth (FY) are receiving increased or improved services for their needs that relate to being LI, ELL, and/or FY. Are they benefiting from LCFF S&C investments for those specific needs? We ask that you clarify how we monitor that access. An explanation of this must also be included in the LCAP budget overview.

Students with dis/abilities who qualify must receive services funded by Supplemental, Concentration, and similar funds just like other non-disabled students who qualify.

Special Education supports the disability-related needs of students. It must not be treated as a catch-all support for all needs or as a substitute for a full school experience.

Response: Thank you for this feedback. The Special Education Department will continue to partner with our other central office teams to ensure that students with disabilities are included in the Tier I services and supports across all subgroups.

- 4) We also request that the addendum mentioned in Goal 2: Action 2 be made available to the CAC and all stakeholders so that we can easily track and monitor staffing, resources, and expenditures related to providing disability-related supports to students, and so that we can engage in meaningful discussions related to our LCAP, student access, and improved outcomes. The addendum must include staffing, resources, and expenditures for our 504 program, which also benefits students with dis/abilities.

Response: The Special Education Department is in the process of creating a public-facing fiscal dashboard that will share key information about Department investments, including positions and specialized services. Because our investments must be driven by and sensitive to changes in individual students' IEPs, we believe a dashboard feeding live information would be a better way to inform the community of our investments than a static snapshot.

- 5) We request that OUSD set up contracted support dedicated to integrating our Special Education indicators, actions, and expenditures from the Special Education Plan into the LCAP and to guiding staff

about how to sustain that integration.

The LCAP must model disability inclusive practices and showcase district-wide equity efforts to improve outcomes for disabled students. It must demonstrate that OUSD clearly understands the intersecting experiences and needs of students.

We believe that the staff positioned to do this work do not have the time to successfully undertake this systemwide project and to enable all staff to fully participate in implementation and monitoring.

Response: While we appreciate the CAC's concern for our staff and agree that integrating students with disabilities into all elements of the LCAP is a significant body of work, we feel well-positioned to affect change and continue integration with our general education partner departments. There are 7 Special Education Directors that are responsible for partnering with central departments and we can identify ways to make this work more visible.

C) Changes to the LCAP Summary and Related LCAP Goals/Areas

- 1) We request that you more fully and carefully describe the population of students with dis/abilities within the description of the students we serve. They have diverse and intersecting experiences that we must all see and understand.

Please include the following information in the description of students that we serve found in the LCAP summary:

- Percentage/number of students with dis/abilities who are supported by 504 plans
- Percentage/number of students with dis/abilities who are also Latino, African-American, Asian, White, Multi-Ethnic, Pacific Islander, Filipino, English Language Learners, Foster, etc.
- A statement that students 0-22 are also served in non-school placements (e.g. Infant Program, Home & Hospital, Nonpublic Schools). Our SELPA and our district are the same. We are a one-district SELPA. All of these students are OUSD students.

Response: There are 1,203 students with Section 504 plans.

Race/ethnicity data for students with IEPs is difficult to capture with complete accuracy because the Special Education Information System allows families to select multiple races or decline to state. However, present data indicate that about 33% of students with IEPs are Black/African American, 40% are Latinx/e, 12% are White, 10% are Asian American, about 2% are Filipino, about 2% are Native American, and 1% are Pacific Islander.

Almost one third of students with IEPs are English Language Learners (ELLs).

Currently, 105 students attend nonpublic day or residential schools pursuant to their Individualized Education Programs (IEPs), which represents about 2.3% of all students with IEPs and about 1.9% of all students with disabilities who have either IEPs or Section 504 plans.

- 2) COLLEGE AND CAREER READINESS: Describe current work to provide linked-learning and other career-based opportunities to more students with disabilities up to age 22 in the LCAP Summary and under Goal 1. College-Career readiness is named as an area of need for students with dis/abilities but the summary does not describe what work is supporting this need.

Response: There have been several workstreams related to linked learning and career-based opportunities for students with disabilities, with deeper work planned for 2022-23 and beyond. Specific projects include:

- Creating and sharing guidance for general education pathways instructors specific to adapting and modifying pathways experiences for students with more significant special needs;

- Expanding internship opportunities to more students with disabilities;
- Better integrating pathways personnel and Career Transition Services case managers;
- Ensuring 100% of students with disabilities are a part of a pathway;
- Increasing the number of students in self-contained settings who participate in at least one general education pathways course.
- Creation of a short-term Equitable Master Scheduling position to audit our secondary schools and support schools to make adjustments. This work is part of the A-G improvement grant.

3) **TEACHER RETENTION:** The following quote is included in this section, "these average retention rates mean that we replace hundreds of teachers every year districtwide, and the turnover and vacancy rates are even higher at some schools in our communities with the most need, and in some content areas such as Special Education, secondary math and science, and bilingual education."

Despite the fact that Special Education is specifically called out as an area of higher need, data related to teacher retention for Special Education teachers, who specifically support students with disabilities, is not provided. It is provided for other areas of need (e.g. by region, by grade span, by race/ethnicity.)

→ We request that you add specific data related to the retention of Special Education teachers and paraeducators.

Similarly, the impact on students with disabilities is neither mentioned nor described though the impact of low teacher retention is highlighted for other student group experiences, "The need to hold onto and develop our teachers is greatest in our schools with the highest concentrations of low-income students, English Language Learners, and foster youth. The majority of students in these groups also identify as Black, Latino, or Black Indigenous, People of Color (BIPOC)." This type of quote also avoids the reality that the great majority of disabled students are also in these student groups and that, because they are, they face compounded challenges.

→ Please add information related to the impact of low retention of Special Education teachers of students with disabilities.

→ The percentage of Special Education teachers on emergency credential must also be included, especially since Special Education is named in the LCAP summary as an area where this data is especially important.

Finally, actions focused on recruiting and retaining Special Education teachers are not described in this section.

→ Please add descriptions of actions to recruit and retain Special Education teachers so that we can be aware of them and so that we can monitor their implementation and impact.

Response: We will plan to include these data in the Goal Analysis for the retention section of the LCAP, Action 4.1: Staff Recruitment & Retention. In 2021-22, 9% (of 394) Special Education teachers were on emergency credential. (*Source: 2021-22 Teacher Credentials Report*)

4) **SUSPENSION RATES:** Under the subsection "Reducing Disproportionality in Suspensions for African-American Students, include actions from the CAC/OUSD plan to reduce suspensions for Black disabled students in middle school with reasons for those actions and related indicators.

This is the second year of CAC collaboration with families and staff to develop and implement a plan.

Response: The Attendance and Discipline Team will identify ways to incorporate the CAC plan in the plan to reduce suspensions.

D) Changes to Goal 2: Action 1

All actions directed at addressing the specific and unique needs of focal racial and ethnic groups must include description of how students with disabilities that are members of those racial and ethnic groups are accessing and benefiting from those actions.

The CAC has a sustained focus on the needs and experiences of Black disabled students who are being suspended at 9 times the rate of other OUSD students. This is an example of why we need this intersectional work.

Response: LCAP 2.1 reflects services by specific student groups by goal area.

E) Changes to Goal 2: Action 2

- 1) Change the title of the section to “Students with Disabilities” instead of “Special Education.”

Actions to improve access and outcomes for students with dis/abilities are not limited to those provided as Special Education. We must focus on the full focal group experience.

Response: The title of this section will be changed to reflect all students with disabilities.

- 2) Include all actions and investments to increase access for students with disabilities (not just Special Education) per adopted Board resolution 21-1489, as well as indicators to monitor access.

Response: The following actions have taken place or will take place in 2022-23 related to Board resolution 21-1489:

- Modification of the forms for OUSD contracts to include a section specific to the ways in which services provided by contractors will be accommodated or modified to meet the needs of students with disabilities;
- Training for after-school staff and general education teachers in Universal Design for Learning principles;
- Training and provision of specialized equipment for Oakland Athletic League coaches;
- Additional staff in specific after school programs with students with more significant disability impacts;
- Pilot implementation of Peer-Assisted Learning Strategies (PALS) at six elementary school campuses;
- Introduction of Students with Disabilities affinity groups at OUSD campuses with the largest populations of students with IEPs;
- Partnership with facilities to provide adaptive, inclusive play equipment to eight elementary school campuses;
- Increase in the number of supported and paid employment opportunities for students with disabilities.

The funding for this work is largely driven by one-time resources, such as our Special Education Learning Recovery dollars. We will continue to seek all available sources of revenue to expand and sustain the investments in the years to come.

Indicators to monitor access will include:

- Number of students with disabilities in after-school programs (by disability type);
- Number of students with disabilities participating in organized athletics (by disability type);
- Number of students with disabilities with active work permits and who are in supported paid employment experiences;
- Student listening sessions;
- Follow-up parent/caregiver survey in Spring, 2023, measuring feelings of student inclusion and access.

- 3) Include description of 504 program with any actions to improve it. This should include access and outcome indicators for students supported by 504 plans.

Response: Students with disabilities are supported by Section 504 plans that include reasonable accommodations designed to ensure access to the general education program. These accommodations are individualized based on each student’s needs and may include adaptations to setting, timing, response to instruction, behavior, physical mobility, or the use of specialized materials and equipment. The goals of

the Health Services Department in providing centralized support to sites in the development and implementation of Section 504 plans is to ensure instant access to students' plans to avoid any gaps in accommodation implementation, to ensure all site administrators receive training in the use of the Web504 system and the development of plans, to ensure all site administrators receive training in the evaluation of students' requested accommodations to ensure they meet the standard for reasonableness, and to facilitate implementation through the provision of materials, equipment and personnel when necessary.

- 4) Provide a link to the full inventory of positions and expenditures as promised in 2.2 so that it can be reviewed.

Response: Here is a link to our position counts by job class for 22-23:

https://docs.google.com/spreadsheets/d/1xrvShMQ_r3prQQhITXoO50sWLSQwCEge2ZKMBK0luno/

FTE and labor expenses can be pulled from the Escape system, but this sheet includes the contracted staff that supplement direct-hired employees to ensure compliant implementation of IEPs. As noted above, the Special Education Department believes that the development of a dashboard with real-time information is the most comprehensive way to ensure our community is informed about our expenses and investments.

- 5) Better explain why certain Special Education positions are highlighted in Action 2.2. (The list of highlighted positions might change based on our feedback above.)

Are they highlighted due to the source of funding? Tied to specific improvement areas? Note: Spell out CTS and clarify what is meant by the "itinerant teacher" position.

Response: CTS stands for Career Transition Services. Itinerant teachers provide support across multiple campuses, typically to address lower-incidence needs. The highlighted positions are included because they are tied to specific funding resources beyond our Special Education grants or LCFF general purpose investments.

F) Changes to Remaining Actions under Goal 2

All actions directed at addressing the specific and unique needs of specific focal groups must include description of how students with disabilities that are members of those focal groups are accessing and benefiting from those actions.

An example that we support is recommendations by the District English Language Learners' Subcommittee related to English Language Development for Students with Disabilities who are English Language Learners.

Response: The English Language Learner, Multilingual Achievement (ELLMA) Office and Special Education department are in collaboration to provide guidance to sites on how to ensure ELLs with IEPs receive both special education and ELD services. In recognition that our guidance was not clear and services to these students uneven across the district, last year we focused on researching best practices across the state and developing guidance. This year will be focused on beginning implementation.

G) Changes to Goal 3

All actions currently described in Goal 3 contribute to student engagement and the reduction of suspensions. Therefore,

- 1) All actions directed at reducing suspensions must highlight how they are being implemented to reduce suspensions for Black disabled students.

Response: The Attendance and Discipline Team will identify additional strategies to reduce suspensions for Black students with disabilities.

- 2) Include actions related to the CAC/OUSD plan to reduce suspensions for Black disabled students in middle school with reasons and related indicators.

Response: The Attendance and Discipline Team will identify ways to incorporate the CAC plan in the plan to reduce suspensions.

- 3) Add a stability indicator for disabled students as a whole and for Black disabled students specifically. One question that such an indicator must immediately answer: "How many school changes have disabled students experienced before they enter middle school?" CAC believes that school stability is a driver for student engagement (or lack of it) and for suspensions.

The outcome of actions directed at that indicator would be to provide school stability for students with disabilities as a precondition for consistent and effective support.

Response: At this time, there are no plans to add stability indicators, as there are not data to show a clear correlation between changes in schools and disciplinary, attendance or academic achievement-related challenges for students with disabilities. The Special Education Department plans to enhance data collection systems relative to school site changes in the 2022-23 school year to provide greater detail and more transparency about the number of times students change schools in the middle of a grade level band, however, and the Department has taken steps to eliminate all partial-grade programs in schools, so all campuses will support students for the same number of grade levels as typically-developing peers.

H) Changes to Goal 4

- 1) Include actions and investments to increase Special Education teacher and paraeducator retention—and to decrease the number of Special Education teachers with Emergency Credentials—as described in the section about the LCAP Summary.

Response: This item has been included in the section, “changes for this upcoming year,” within Goal 4 of the LCAP.

Foster Youth Advisory Committee

Basic Context for Supporting Foster Students

Foster students:

1. experience abuse, neglect, and exploitation
2. experience trauma from and after the grave disruption of being removed from their families
3. face immense instability from frequent changes in foster home and school placements. The average foster student changes schools at least 3x in a year.
4. must navigate many disparate systems and providers who change frequently (e.g. foster parent and caregivers, court and juvenile justice employees, Education Rights holders, County social workers, Special Education providers, therapists, school site staff, etc.)
5. enter our district and schools at all times of the school year
6. have specified rights and processes unique to their experience
7. rarely have consistent family support and advocacy that other students have

About foster students within our district:

1. OUSD has the greatest number of foster students in Alameda County. (~200 & 4 to 5 times that of the district with 2nd largest #, Hayward Unified.)
2. 40-50% of OUSD foster students have disabilities and need Special Education support. 58.2% are African American.
3. About 35% are in elementary, 25% in middle, and 40% in high school.

4. School sites are not, on their own, able to support these highly mobile students across many contexts in the sustained and flexible ways that they need.
5. Adults providing foster placements faced immense challenges in meeting the increased parental responsibility of distance learning and in addressing the grave impacts of the Covid pandemic on foster children and youth. Those impacts persist to this day.

A) Our "Resolution to Provide Equitable School Access for OUSD Foster Students"

This resolution fully aligns with the LCAP under:

- Goal 1: Action 4, "Equitable Access to High Quality Programs"
- Goal 2: Action 3, "Transitional Student and Family Support"
- Goal 3: Action 7, "Family & Community Engagement–Enrollment Support"

We look forward to collaborating with staff to include equitable access to schools as a key LCAP strategy to improve foster student outcomes.[Note: This resolution was adopted by the School Board on 6/13/22.]

This includes paying special attention to school and program access for foster students with other focal group experiences, such as disability.

Link to the Resolution as introduced for Board adoption:

<https://docs.google.com/document/d/1ckalZPjuOIDY6MJzHBF5spCQzViFfFwS/edit?usp=sharing&oid=107837068308632473483&rtopof=true&sd=true>

Response: Yes, collaboration with staff will lead to better implementation.

B) We continue to support our recommendations from June 2021. These were our top two recommendations for the LCAP in 2021:

1) Five 12-month 1.0 FTE case managers specifically designated for foster students: TOP PRIORITY.
We celebrate our growth from 1 foster youth case manager to three in 2021-22.

2) Self-advocacy & peer mentorship program for foster students

The mentorship program, as well as the foster youth case managers, should have funds to provide incentives to students based on programmatic/ individual goals and to meet incidental needs.

The mentorship program would begin in partnership with the staff in residential treatment programs to support the most impacted foster students and with the schools that have the highest numbers of foster students.

Response: There is a Title 1 allocation to Foster Youth Services. If additional funds are needed, please submit them to the Chief Academic Officer.

C) New Recommendations for the 2022-23 School Year

2022-23 would be the first year with the fully hired team of 3 Foster Youth Case Managers. One case manager came on board in November and the other in February of 2022 and began their work immediately. There is a one-time need for initial team and capacity building, especially as related to disability support (an identified focus area for FYAC and Foster Youth Services).

We also need time before the start of the school year for the Foster Youth Case Managers to do the following (especially due to the persistent impact of the pandemic on foster students):

- outreach to students with trauma-related needs
- general outreach to students, caregivers, and school site staff to introduce themselves and the services that they provide

- gather all required and necessary student information and records
- help with enrollment and do intake for individual students
- review student records to address immediate need for coordination of services

1) For the reasons described above, we are requesting a 1-week Extended Contract for Foster Youth Services staff to provide support before the first day of school

2) We also continue to request funds so that foster youth case managers can provide incentives to individual students based on programmatic and individual goals.

These funds would also help to meet incidental needs related to the academic and social-emotional development of foster students.

The allocation of funds for this purpose would allow us time to develop community resources and partnerships dedicated to it.

Response: There is a Title 1 allocation to Foster Youth Services. If additional funds are needed, please submit them to the Chief Academic Officer.

Committee to Empower Excellence in Black Students' Education

CEEBSE continues to prioritize investments related to:

1) Literacy intervention and improved literacy instruction including additional literacy mentors at all grade levels, increased literacy through parent engagement and involvement, culturally responsive instruction, writing coaches for students from 6th-12th grade

Response: The investments in these areas can be reviewed in Goal 1 (literacy instruction, tutors, and 6-12 academic support), Goal 2 where specific details for African American students are described, and Goal 3 (parent engagement and involvement).

2) Support for mental health and wellness—including MSWs or MFTs to support the needs of Black students and families/caregivers, group sessions for Black students and/or families/caregivers, content that addresses race-based trauma and supports students in dealing with issues of systemic & personal racism impacting their education and families, more foster youth case managers

Response: School investments will provide the level of staffing in these areas. The school level details will be provided at the beginning of the academic year and discussion of this investment can be discussed to understand the level of investment in these specific mental health and wellness investments.

3) Hiring more qualified African American mentors and family liaisons including maintaining the current African American/Black male mentors, hiring additional literacy mentors at all grade levels, and greater transparency and fairness in the hiring of family liaisons.

Response: The level of staffing of tutors is being increased and recruitment for these positions is a current focus during the hiring season. We can provide data in these areas to discuss the areas of improvement using current data.

4) Funding Directly allocated for training sessions with Black families and students on how to address Anti-blackness/micro-aggression in their schools and the trauma it causes on black students and families.

Response: The first phase of the Black Thriving Indicators have been finalized and this suggestion can be discussed as an activity within the implementation plan for the Black Thriving Indicators.

Latino Parent Advisory Group

A) Family Engagement and Meaningful Communication

- 1) More meaningful engagement between teachers and parents to connect across the district
 - a) More opportunities for Latino parents to talk to each other such as LPAG
 - b) Regular newsletters and updates from teachers/principals to parents about students progress in English and Spanish
 - c) Resources from teachers to parents on how to empower parents to support their students academics even if there is no homework
 - d) Include more relationship building and social emotional building between teachers and parents at beginning of year
 - e) Latino all-district outdoor activities for families to connect

Response: The Targeted Student Achievement Specialists from the Office of Equity will be in communication with the Latino Parent Advisory Group for these items, including, to establish concrete guidance to schools regarding improving communication. The outdoor activities can also be implemented through the Office of Equity.

B) Training for Teachers/Administrators/Staff in Cultural Responsiveness

- 1) More training on cultural responsiveness as regular part of Professional Development (PD) and ongoing through the year
- 2) Cultural Responsiveness and Anti-racist training for teachers and site/district administration

Response: Yes, Anti-Racist learning is identified as Foundational Professional Learning for all staff within Goal 4.

C) Latino Staff Recruitment and Retention

- 1) Systems and programs in place for recruitment of Latino teachers in OUSD
- 2) Ongoing supports for Latino teachers to remain in OUSD

Response: There is an investment in a staff person, Coordinator of Diversity and Inclusion, included in Goal area 4 to recruit more Latino staff, including teachers. The description of activities is located within Goal 4 and the staff person can be invited to discuss the implementation at a future Latino Parent Advisory Group.

D) Raza Studies and Cultural Programming in Classroom and School Settings

- 1) Expand Raza Clubs to 5 middle and 5 high schools
 - a) Raza Studies classes and programs to help students feel seen and honored regularly in the classroom
 - b) supporting middle school electives, supporting middle school clubs, opportunities for clubs across schools to meet and connect, create a OUSD Latino Student Council
- 2) Include curriculum and lessons about Latinos in History and their experiences and celebrations and recognition and respect of culture and language in classroom
 - a) starting in elementary school, include books in classroom libraries
 - b) Latino guest speakers, create 2-4 lesson plans that teachers can easily use that are age appropriate to use in their curriculum and for various holidays/celebrations, have days where students can talk about their cultures

3) More Dual language programs

Response: Yes, this programming can be reviewed with the Latino Parent Advisory Group. It is recommended that the LPAG review metrics in each area to map the programming across the District. Also, a review of the ethnic studies curriculum can be done to provide an audit of the curriculum. The staff that will lead this work are the Targeted Student Achievement Specialists from the Office of Equity and the Teacher on Special Assignment developing the ethnic studies curriculum for our District.

E) College and Career Readiness

- 1) More college trips that connect with Latino organizations on college campuses
- 2) Arrange visits tailored to Latino students, include community college visits, UC campuses, and private schools
- 3) Latino guest speakers about what it's like to go to college and what resources are available on campuses
- 4) Latino guest speakers from different professions and careers
- 5) 2-3 High school readiness and A-G informational workshops for parents and students in the 7th and 8th grade

Response: Yes, these activities can be implemented by the High School Linked Learning Office in collaboration with the Targeted Student Specialists from the Office of Equity. There is an identified budget for these activities within the Linked Learning Office.

All City Council

- 1) Expanding Restorative Justice, especially at high schools, and to create space for RJ programs on every campus.

Response: Restorative Justice is identified as a priority within Foundational Professional Learning within Goal 4. A mapping of established programs can start the evaluation of Restorative Justice practices on our campuses and identify areas of growth.

- 2) More focus on health and wellness– more resources specifically around mental health (counselors, RJ connection to Mental Health)
 - Training teachers how to be a support system as well

Response: Yes, school site resources can be examined to understand the level of staffing existing at school sites. School sites can then be supported to improve and enhance these services.

- 3) Quality Teaching & Teachers. This includes:
 - Systems in place to support continued learning for students when teachers are on leave
 - Students having a say in who is hired at their schools
 - Updating HS curriculum to be more engaging, relevant and fun
 - High schools need updated textbooks and curricula.
 - More field trips to engage youth in what they are learning
 - Systems in place to support continued learning for students when teachers are on leave
 - Student/teacher relationships (HS)- this includes creating space for office hours (not during teacher's prep time), training to be better support system for students

Response: These areas can be examined during All City Council Meetings. The Departments that can collaborate with the All City Council to discuss these areas of concern are Talent, High School Linked Learning Office, Academics, and Master Scheduling. All City Council can be provided with initial data in these focus areas and work with Departments on improvements and progress monitoring regarding these

topics. The main organizer for this area of improvement is the Student Engagement Specialist from the Equity Office and Departments will collaborate to work with students on these improvement areas.

4) Trainings & Professional Development for Teachers (Elementary)

- Many elementary teachers need support in classroom management strategies.
- Supporting long-term English Language Learners before they transition to middle or high school
 - Consider more Elementary language academies and bilingual teachers to support elementary English learners.

Response: The New Teacher support team and the ELLMA Office will be assigned to work with the All City Council regarding the support provided to teachers regarding classroom management strategies and areas for improvement in this support. The ELLMA Executive Director can share the work that is taking place in schools and the professional learning provided to teachers on English Language Learners. This examination can include areas of improvement that should be implemented. Additionally, supporting English Language Learners district wide is identified as a priority within Foundational Professional Learning for OUSD teachers.

5) True Restorative Restart in August 2022

- Many students are still struggling with the transition back to the classroom, and especially with the increase in workload relative to distance learning.

Response: Yes, there are ongoing investments and support for students through the use of one-time COVID funds that are prioritized to ensure students access additional academic and social and emotional support.

6) Improving School Food

- Healthier, more affordable, and tastier options

Response: The Food Services Department will engage with ACC as a next step to explore specific improvements.

7) Fostering Student Leadership

- Stipends for teachers to lead leadership electives and activities
- Supporting the creation of leadership structures at ALL schools
 - not just some
- Funds for schools to put on events for students (heritage celebrations, community building, all-school events)

Response: Leadership structures and additional compensation (i.e., stipends and extended contracts) can be evaluated across our schools. School sites are provided with allocations in multiple funding sources to provide positive school culture activities to their students. One suggested use is to ensure that students are participating in SSCs with the goal of evaluating and informing the school plan.