

Committees Feedback for the 2021-24 LCAP



Presented by Members of the Various OUSD Advisory Committees
May 18, 2022

LCP & LCAP 2021-22 Engagement Process

50 district-wide public virtual meetings of **6 advisory committees**

LCAP Parent & Student Advisory Committee, District English Language Learners Sub-Committee, Foster Youth Advisory Committee, Community Advisory Committee for Special Education, Committee to Empower Excellence in Black Students' Education, Latino Parent Advisory Group along with All City Council LCAP feedback sessions

to give **feedback on implementation and suggest revisions to the 2021-24 LCAP** with powerful **cross-committee solidarity**

and interpretation in up to **6 languages**

developed in **collaboration between parent, student, staff, and community leaders** through more than **75 member planning and preparation meetings**

To learn more about LCAP engagement in OUSD, go to:

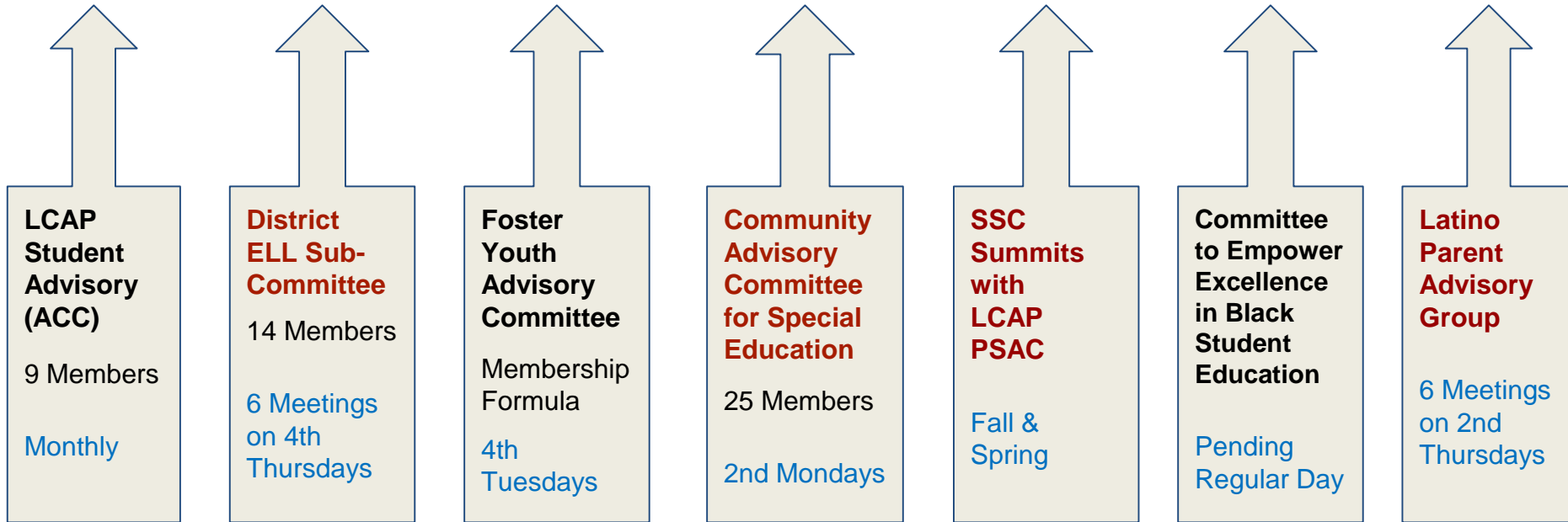
https://docs.google.com/presentation/d/1pk4mZaSit2bO7PMv-DUtAHo18tSZ_WjyudvtFrM7gWc/edit?usp=sharing

LCAP Parent and Student Advisory Committee

28 Parent Members from SSC's and 9 Student Members from ACC representing 7 Electoral Districts

Public Meetings: Monthly on the 3rd Wednesday

Planning and Check-In Meetings: 1st, 2nd, and 3rd Tuesdays



Information, Communication, and Leadership Support: Web Page, Notices & Postings, Calendar, Targeted Outreach, Elections Process, Parentsquare, Interpretation, Member Communications, Content & Data Support, Planning Meetings, 1-1 Support & Coaching, Orientation & Training Sessions

LCAP Parent & Student Advisory Committee

Presenters:

Melissa Ramírez-Medina, Caitlin Khurshid,
Verónica Martínez, Jen Darmstadt-Holm,
Alma Piedras, and Shelley González

Members of the LCAP Parent & Student Advisory Committee

Student Members: **Anevay Cruz** (Oakland High), **Irea Vásquez** (MetWest)

District 1: **Alan Pursell** (Emerson), **Caitlin Khurshid** (Chabot)

District 2: **Norma Ventura** (Garfield), **Charlene Johnson** (Oakland High), **Michelle Gong** (Lincoln),
Lydia Alexandre (Franklin, Roosevelt)

District 3: **Jen Darmstadt-Holm** (MLK)

District 4: **Reginald Mosley** (Montclair), **Alma Piedras** (Laurel), **Monalisa Treviño** (Montera),
Michael Louden (Montera)

District 5: **Shelley González** (Edna Brewer), **Ingrid Martínez** (Global), **Veronica Martinez** (Global),
Karina Najera (ICS, Life)

District 6: **Bahijat Abdul** (Burckhalter), **Melissa Medina** (Frick United), **Marcela García-Castanón**
(Greenleaf)

District 7: **Ché Phinnessee** (Reach)



**Connecting School
Site and District
Committee Leaders!**

ONE OF OUR MAIN GOALS IN 2021-22



Representation at our meetings by members of School Site Councils and Site English Language Learners Subcommittees from a majority of OUSD schools.

SSC and SELLS members from 53 schools (68%) signed in at our meetings.

See Appendix A for a record by electoral district of the schools that have attended PSAC meetings.

PSAC Opposition to the Planned School Closures

2 minutes

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 Students & Families Thriving Taskforce, 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, and will cause grave and disproportionate harm to Black, low income, and disabled students, as well as to their families.

The lack of attention to the inequitable impact of the closures violates the spirit and purpose of the LCAP, which is to help OUSD carefully assess the diverse needs of students based on clear data, identify the actions and investments that can best meet those needs, and provide evidence of improved access and outcomes in full partnership with stakeholders.

Our school district must fully collaborate with school communities, our district's advisory bodies, and the larger OUSD community to develop alternatives to the school closures.

**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.

**Affirming our School
Governance
Recommendations
from June 2021**

We again highlight the urgent need to improve our school governance structures and request the following:

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

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

- 1. Identify the central positions and person(s) who will oversee and document the compliant establishment and effective functioning of the mandated advisory committees at school sites, the School Site Councils and Site English Language Learner Subcommittees.**

Clearly allocate FTE and staff time for this purpose.

The allocation must be distinct from the support that is provided for other aspects of the SPSA process and other types of engagement.

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.

We believe that network superintendents are primarily responsible for ensuring that the needed accommodations and supports are being provided to school site committees.

3. Provide 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's 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 and plan for improvements.

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

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.

5. The manual will guide the implementation of **foundational principal training** for the same purpose, which is also our request.

6. Implement a schedule of foundational training for parent and 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.

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

8. Implement 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 I CAP PSAC

9. Provide **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.

10. Given the earlier start date for the school year and to promote full participation in the first summit, we request that the **deadline for SSC establishment be set for no later than September 16.**

**School Board Support
for PSAC & other
Mandated Advisory
Committees**

We request that the Board set aside a segment at every general Board meeting, and 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.

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

**Recommendations
about Baseline
Family Engagement &
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.)

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 are: a welcoming school experience, opportunities for families and staff to communicate & collaborate, families can observe the school experience of their students, and families can provide emotional and mental health support to students

3) Monthly District-Level Question & Answer Forum for Families to Get Timely Information, Better Navigate OUSD, and Solve Problems.

(Related to Goal 3: Action 7)

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 better navigate OUSD and help all of us learn what information and support families most need. Families could also recognize when they have received strong support (shout-outs).

This forum must be designed in collaboration with committee

District English Language Learners' Subcommittee

of the LCAP Parent & Student Advisory Committee

Presenters: Monalisa Treviño, Ingrid Martínez,
Norma Ventura, Alma Piedras, Verónica Martínez

Members of the District English Language Learners' Sub-Committee

District 2	Norma Ventura (Garfield) Lydia Alexandre (Franklin)
District 4	Monalisa Treviño (Montera) Alma Piedras (Laurel)
District 5	Ingrid Martínez (Global) Veronica Martinez (Global)
District 6	Marcela García-Castañón (Greenleaf)

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_wdelMZJnM8fIKBg/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.

As part of LCAP PSAC and the District English Language Learners' Subcommittee, **we oppose the 2021-22 and 2022-23 school closures because they will cause terrible harm to high need students and families.**

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.

Goal 1: Action 4 **EQUITABLE ACCESS TO HIGH QUALITY PROGRAMS**

(1-Continued)

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.

Goal 1: Action 4 EQUITABLE ACCESS TO HIGH QUALITY PROGRAMS

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.

Goal 1: Action 4 EQUITABLE ACCESS TO HIGH QUALITY PROGRAMS

(2-Continued)

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 (mild to extensive)**

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?*

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

As members of LCAP PSAC and the District English Language Learners' Subcommittee, 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.

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)

Goal 3: Action 7 Family and Community Engagement

(continued)

2) Similarly, we need 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.

Community Advisory Committee for Special Education

Presenters:

Members of the CAC for Special Education:

Jonah Zimmerman-Bloch, Clio Rasler, Lateefa Ali, Jennifer Blake,
Kelly Bresso, Carol Delton, Ashley Demelo, Carmen Gómez,
Graham Harper, Sheila Haynes, Patty Juergens, Corvette Kirtman,
Alan Pursell, Lisa Rasler, Sayuri Sakamoto, Dulce Santos, Inga Wagar,
Monica Wheaton-Howell, Kristen Zimmerman, Gillian Davidson,
Daisy López, Kristina Molina, Joulanda Murphy

23 Members

Link to the Full Text of the CACs Feedback for Revisions to the 2021-24 LCAP:

<https://docs.google.com/document/d/19b3Q46O5SFWL0wQLBJuOxYRVJk2BxgUdTvAUbC2bQjQ/edit>

We request review of the full text of our feedback.

Excerpt from CAC Adopted Resolution: "Call to Protect Students with Disabilities by Rescinding School Closures"

"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."

LINK TO FULL TEXT OF THE RESOLUTION:

https://docs.google.com/document/d/1I4sAx_8vBDCrqljUT6vh_gzailL3vmKv/edit?usp=sharing&ouid=107837068308632473483&rtpof=true&sd=true

PROTECT:



- **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 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**

Link to the source flyer:
https://drive.google.com/file/d/1PLg-JFzOPj90U5MZrIrg9nlbsgt_iSmq/view?usp=sharing

1) All Special Education Plan (SEP) indicators must be brought into the LCAP in the sections where they most apply, along with actions and investments related to each of them.

Indicators in the SEP connect very closely to those in the LCAP.

Also, if increasing or improving how we provide a Special Education service can help to improve outcomes for Students with Disabilities (& all groups to which they belong), we must describe that in the LCAP.

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

Link to CA guide that explains the need for districts to integrate SEP indicators into their LCAPs and how to do it:

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

2) In general, the LCAP must clearly show how we are seeking to increase and improve *disability-related* supports for disabled students.

EXAMPLE:

Increasing the recruitment and retention of particular Special Education staff (such as low incidence teachers and case managers in Counseling Enriched classrooms), can improve outcomes for particular disabled students

3) The LCAP must clearly show how students with disabilities who are also Low Income , English Language Learners, and/or Foster Youth are receiving support and benefitting from investments for their needs that relate to being LI, ELL, and/or FY.

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.

4) Specify where the CAC and community members can access the addendum mentioned in Goal 2: Action 2.

It will allow us to easily track and monitor staffing, resources, and expenditures for providing disability-related supports to students, and allow us to engage in meaningful LCAP discussions to improve student access and outcomes.

The addendum should include staffing, resources, and expenditures for our 504 program, which also benefits students with dis/abilities.

We request that OUSD set up contracted support to integrate our Special Education indicators, actions, and expenditures from the Special Education Plan into the LCAP and to guide staff on how to sustain that integration.

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

Revisions to the LCAP Summary

5) 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.

See the feedback document for details.

COLLEGE AND CAREER READINESS (also in Goal 1.4)

6) Describe current work to provide linked-learning and other career-based opportunities to more students with disabilities, including students up to age 22.

This is briefly named as an area of need for students with dis/abilities but the work to support this need is not described.

Revisions to the LCAP Summary

TEACHER RETENTION (also in Goal 2.2 and 4.1)

7) Add specific data related to the retention of Special Education teachers and paraeducators, a description of the impact on students with dis/abilities, and explanation of actions to improve retention.

This is briefly named as an area of very high need but not discussed.

Data and impact on students by region, grade span, race/ethnicity is discussed with no details about disability and Special Education support.

8) The percentage of Special Education teachers on emergency credential must also be included. This is called out as especially important for Special Education without data and discussion.

Revisions to the LCAP Summary

SUSPENSION RATES (also in Goal 3)

9) Under the subsection "Reducing Disproportionality in Suspensions for African-American Students," include data and actions from the CAC/OUSD plan to reduce Suspensions for Black Students with Dis/abilities in middle school with explanation for those actions and related indicators.

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

Revisions to Goal 2: Action 1

TARGETED INITIATIVES FOR FOCAL STUDENT GROUPS

10) All actions to address the specific and unique needs of focal racial and ethnic groups must show how Students with Dis/abilities that are members of those racial and ethnic groups are accessing and benefiting from those actions.

The CAC has a sustained focus on Black Students with Dis/abilities who are being suspended at 9 times the rate of other OUSD students. This is an example of why we need this intersectional work.

Revisions to Goal 2: Action 2

SPECIAL EDUCATION SUPPORT

11) Change the title of the section to “Students with Dis/abilities” 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.

12) Incorporate all actions and investments to increase access for Students with Dis/abilities (beyond Special Education) per adopted Board Resolution 21-1489 , as well as indicators to monitor access.

Revisions to Goal 2: Action 2

SPECIAL EDUCATION SUPPORT

13) Include description of 504 program and any actions to improve it,. This should also include access and outcome indicators for students supported by 504s plans.

14) Explain why a few specific Special Education positions are highlighted in Action 2.2. It is not clear why they are highlighted instead of others. If they relate to specific strategies for increasing or improving support for Students with Dis/abilities, please describe the strategies that they support.

Revisions to Remaining Actions Under Goal 2

15) Actions directed at addressing the specific and unique needs of focal groups under Goal 2 should include analysis 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 DELLS related to English Language Development for Students with Dis/abilities who are English Language Learners.

Revisions to Goal 3: All Actions

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

16) All actions under Goal 3 must describe how they are being implemented to reduce suspensions for Black Student with Dis/abilities. This is the group of students that is suspended the most.

Revisions to Goal 3: All Actions

17) Add a school stability indicator for Students with Dis/abilities as a whole and for Black Students with Dis/abilities specifically.

One question that such an indicator must immediately answer:
"How many school changes have disabled students experienced before they enter middle school?"

We believe that school stability is a driver for student engagement and helps to prevent suspensions.

The goal of actions directed at that indicator would be to provide school stability and a welcoming school experience to Students with Dis/abilities as a precondition for consistent and effective support.

Foster Youth Advisory Committee

Presenters:

Students, Foster Parent/Caregivers: 1) **Shelley González** (Parent Leader), 2) **Patty Juergens** (Parent Leader), 3) **RocQuel Johnson** (Parent Leader)

Community Members: Organizations, Agencies, Individuals: 4) **Raul Hernández** (Beyond Emancipation), 5) **Liz Tarango** (Alameda County Office of Education), 6) **Brian Blaisch** (Greater New Beginnings), 7) **Quijai Johnson** (CYC), 8) **Meribe Martin** (CYC), 9) **Miguel Almodóvar** (CYC), 10) **Tandra Debose** (Greater New Beginnings)

OUSD Foster Youth Services: 11) **Jennifer Tam** (FYS Coordinator), 12) **Anthony Bell** (OUSD FY Case Manager), 13) **Jesse Miller** (OUSD FY Case Manager), 14) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff: 15) **Taji Brown** (OUSD Office of Equity), 16) **Margy Salguera** (Case Manager, Westlake, Former OUSD FY Case Manager), 17) **JT Bullock, Jr.** (OUSD Paraprofessional), 18) **Aleja Rambonga** (OUSD Behavioral Health)

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**

- 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.)**
- 1. 40-50% of OUSD foster students have disabilities and need Special Education support. 58.2% are African American.**
- 2. About 35% are in elementary, 25% in middle, and 40% in high school.**
- 3. 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.**
- 4. 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.**

Our "Resolution to Provide Equitable School Access for OUSD Foster Students" fully aligns with the LCAP:

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.

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&ouid=107837068308632473483&rtpof=true&sd=true>

These were our top two recommendations for the LCAP in 2021:

→ **Five 12-month 1.0 FTE case managers specifically designated for foster students: TOP PRIORITY.**

→ **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.**



We celebrate our growth from 1 foster youth case manager to three!

Welcome to Jesse Miller and Miranda Magee who are already showing their immense impact on students. Join our meetings to learn about their work.

And thanks as well to Anthony Bell and Jennifer Tam (Foster Youth Services Coordinator) for their steadfast and passionate commitment to our students.

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

RECOMMENDATIONS FOR THE 2022-23 SCHOOL YEAR

(Continued)

For all of these reasons, we are requesting:

a 1-week Extended Contract for Foster Youth Services staff to provide support before the first day of school

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 this purpose.

CEEBSSE



Committee to
Empower
Excellence in
Black Student
Education

Presenters: Ayedun Oludayo and Cindy Oludayo

The Committee to Empower Excellence in Black Student Education envisions an OUSD in which Black Students are performing at or above grade level in math, reading and literacy; feel safe and academically and emotionally supported in their school environments.



CEEBSE continues to prioritize investments related to:

- **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
- **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
- **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

→ Funding Directly Allocated for Trainings 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.

CEEBSE will resume meetings starting in August 2022!!





Latino Parent Advisory Group

Presenter: Adrienne Lazaro,

Parent at

MLA

Latino Parent Advisory Group

is a Committee of the LCAP PSAC Engagement Process

Purpose: To engage 2nd generation Latino family in unique ideas for advancement of Latino achievement and to see these reflected in our LCAP

Latino Achievement Focus Areas: Increase **Literacy, Attendance and A-G/Graduation** through Family Engagement, Latino Staff Recruitment and Retention, Cultural Responsiveness Training and more Chicano/Latino Studies in the classroom and school site.

Latino Parent Advisory Group

is a Committee of the LCAP PSAC Engagement Process

The Latino Parent Advisory Group (LPAG) held a total of 4 public meetings in 2021-22. The LPAG is prioritizing and recommending the following action and investment areas:

Family Engagement and Meaningful Communication

More meaningful engagement between teachers and parents to connect across the district

- More opportunities for Latino parents to talk to each other such as LPAG
- Regular newsletters and updates from teachers/principals to parents about students progress in English and Spanish
- Resources from teachers to parents on how to empower parents to support their students academics even if there is no homework

Include more relationship building and social emotional building between teachers and parents at beginning of year

Latino all-district outdoor activities for families to connect

Latino Parent Advisory Group

Training for Teachers/Administrators/Staff in Cultural Responsiveness

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

Latino Staff Recruitment and Retention

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

Latino Parent Advisory Group

Expand Raza Studies and Cultural Programming in classroom and school settings

Expand Raza Clubs to 5 middle and 5 high schools

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

- More Dual language programs

Latino Parent Advisory Group

College and Career Readiness

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

All City Council

Presenters: Irea Vásquez and Anevay Cruz
(LCAP Student Directors)

All City Council

Students recommend:

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

All City Council

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
- 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

All City Council

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.

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.

All City Council

6) Improving School Food

- Healthier, more affordable, and tastier options

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)

: iam OUSD 



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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Appendix A

*Self-Reported Attendance of
SSC and SELLS members at
LCAP PSAC meetings*

Electoral District 1

56%




 <u>Chabot</u>       	Claremont    	<u>Emerson</u>      
Hillcrest	Peralta  	Piedmont Avenue
Sankofa United	Oakland International	Oakland Tech    

Electoral District 2

91%

Electoral District 3

75%

<p>Hoover</p> 	<p> Martin Luther King, Jr.</p> 	<p>Prescott</p>
<p>Westlake</p> 	<p>West Oakland Middle</p> 	<p>McClymonds</p> 
<p>Bunche Academy</p>	<p>Street Academy</p> 	

Electoral District 4

90%

<p>Allendale</p> 	<p>Bret Harte</p>	<p>Horace Mann</p> 
<p>Joaquin Miller</p> 	<p><u>Laurel</u></p> 	<p><u>Montclair</u></p> 
<p><u>Montera</u></p> 	<p>Redwood Heights</p> 	<p>Sequoia</p> 
<p>Thornhill</p> 		

Electoral District 5 62%

Bridges



Edna Brewer



Fruitvale

Glenview



Global



International



Manzanita Community



Manzanita SEED

Think College Now



United for Success

Urban Promise

Fremont



Life



Electoral District 6 91%

Burckhalter



Carl Munck



East Oakland
Pride



Frick United



Greenleaf



Lockwood
STEAM



Markham

Melrose
Leadership



Parker



Coliseum College
Prep



Skyline



Electoral District 7

31%

Acorn Woodland	Brookfield	Castlemont	Elmhurst United 
EnCompass	Esperanza  	Grass Valley	Oakland Academy of Knowledge      
Korematsu	Madison Park (TK-5)	Madison Park (6- 12)	New Highland
<u>Reach</u>   	RISE	Rudsdale	Sojourner Truth      