



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# 2021–2024 LCAP Public Hearing

## June 16, 2021



[www.ousd.org](http://www.ousd.org)



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# Ask of the Board

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- Understand 2021-24 Local Control and Accountability Plan (LCAP) Goals & Actions
- Hear Feedback from the LCAP Parent and Student Advisory Committee (PSAC) and its Subcommittees
- Conduct a Public Hearing on the 2021-24 LCAP, 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (LCP) Annual Update, and Proposed District Budget for 2021-22

# Outline

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- Highlighted Changes for 2021-2024 LCAP
- Goals and Actions for 2021-2024 LCAP
- PSAC and Subcommittee Feedback for the 2021-24 LCAP

# Highlighted Changes for 2021-2024

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- New LCAP and LCAP expenditures template from CDE
- 2021-2024 LCAP includes:
  - 2019-20 LCAP and 2020-21 LCP Annual Updates
  - 2021-2024 Plan
  - 2021-22 Expenditures Table
  - 2021-22 Budget Overview for Parents
- New goal areas: Staff Recruitment, Retention & Development and COVID-19 Response

# Goals and Actions for the 2021-24 LCAP

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.1 Comprehensive & Cohesive Instructional Program:**  
Offer a comprehensive and cohesive instructional program to ensure that all students continuously grow towards meeting or exceeding academic standards.

## *Investment Areas:*

- Early Childhood Learning & Pre-Kindergarten Programs
- Academics & Instructional Innovation
- Early Literacy Program
- Visual & Performing Arts

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.2 Quality Standards-Aligned Curricula:** Provide and monitor the quality of standards-aligned curricula, ensuring all teachers and school leaders have appropriate materials, guidance and foundational training.

## *Investment Areas:*

- Curriculum Adoption
- Curriculum Implementation
- Instructional Technology

# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.3 Equitable Access to High Quality Programs:** Create equitable access to high quality programs for all students.

## *Investment Areas:*

- Multilingual Programs
- Network-Based School Supports
- Building OUSD Middle Schools
- Linked Learning: Comprehensive Student Supports, Rigorous Academics, Work-Based Learning & Career Technical Education (CTE)
- Alternative Education
- Continuous School Improvement



# Goal 1: All students graduate college, career, and community ready.

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- **Action 1.4 System of Assessment:** Manage a system of interim and summative assessment to support school teams in monitoring student progress towards standards.

## *Investment Areas:*

- Site-based Instructional Leadership Teams

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.1 Targeted Initiatives for Focal Student Groups:**  
Implement student achievement strategies to address the specific and unique needs of focal racial and ethnic groups.

### *Investment Areas:*

- Targeted Initiatives for African American, Latino, Pacific Islander, and Arab American Students

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.2 Special Education Support:** Implement Specialized Academic Instruction (SAI) and provide related service supports and resources to students with Individualized Education Programs (IEPs) participating in our Special Education Program.

### *Investment Areas:*

- Targeted supports for students with disabilities

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.3 Transitional Student & Family Support:** Provide services to transitional students and families to address the unique needs of unhoused students, foster youth, and justice-involved youth.
- **Action 2.4 English Language Development:** Implement quality integrated and designated English Language Development (ELD) to improve English Language Learner progress and reclassification.

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.5 Newcomer Support:** Implement responsive instructional and social emotional support for newcomers, migrant students, and refugee/asylee students.
- **Action 2.6 Expanded Learning Opportunities:** Provide expanded learning opportunities to students furthest from success in academic recovery and literacy acceleration.

### *Investment Areas:*

- Summer and Saturday Learning Programs
- After-School Programs

## Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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- **Action 2.7 Research & Data Analysis:** Provide data collection, analysis, and coordination support for comprehensive, interactive data dashboards for both state and local indicators.

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.1 Multi-Tiered System of Support (MTSS):** Implement a multi-tiered system of support to coordinate strategies to accelerate student learning, foster positive school culture and ensure student safety.

## *Investment Areas:*

- Community Schools
- Restorative Practices
- Behavioral Health
- Human Trafficking Prevention & Education
- School Safety Teams
- Trauma-Informed Positive Behavioral Support
- Emergency Preparedness

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.2 Attendance Supports:** Implement programs to improve attendance and reduce chronic absence.
- **Action 3.3 Social Emotional Support:** Implement services that support students to reach high levels of academic and social emotional achievement.

## *Investment Areas:*

- Social Emotional Learning (SEL)
- Counseling & Equitable Master Scheduling



# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.4 Student Health & Wellness:** Implement student health and wellness programs.

## *Investment Areas:*

- Physical Education
- Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs
- Health Services & School Wellness
- Alcohol, Tobacco & Drug Intervention

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.5 Youth Engagement:** Provide enrichment and leadership opportunities for students.

## *Investment Areas:*

- Student Athletics
- Youth Leadership
- Peer Restorative Justice

# Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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- **Action 3.6 Family & Community Engagement:** Engage families and the broader Oakland community in learning partnerships and in site- and district-level decisions about student learning and school improvement.

## *Investment Areas:*

- Enrollment Supports
- Family Partnerships
- Language Access for Families
- Districtwide Communication Support

# Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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- **Action 4.1 Staff Recruitment & Retention:** Attract and retain staff reflective of Oakland's rich diversity.
- **Action 4.2 Staff Growth & Development:** Support the professional growth and development of all staff.

## *Investment Areas:*

- Foundational & Asset-Based Professional Development
- Staff Well-Being
- Teacher Collaboration Time
- School & District Governance Learning for Leaders

## Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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- **Action 4.3 New Teacher Support & Development:** Provide mentoring, coaching, and other supports to develop and retain new teachers.

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.1 Coordinated Districtwide Pandemic Response:**

Implement a coordinated districtwide response to the COVID-19 pandemic to provide students with stability during the pandemic.

*Investment Areas:*

- COVID-19 Response Coordination
- Staffing Stability & Continuity of Services
- Additional Staffing & Student Supports
- Additional Nutrition Services Support

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.2 Educational Technology & Technical Support:**  
Provide additional educational technology and technical support to ensure that students, families, teachers, and staff can participate in distance or hybrid learning.

## *Investment Areas:*

- Additional Devices & Educational Technology Platforms
- Additional Technical Support

# Goal 5: Students, families, and staff have the resources and support necessary to address the impacts of the COVID-19 pandemic.

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- **Action 5.3 COVID-19 Health & Safety:** Address health and safety concerns related to COVID-19 to provide safe environments for students, families, and staff.

## *Investment Areas:*

- Personal Protective Equipment (PPE)
- School Public Health Measures
- Improved Ventilation Systems
- Expanded Custodial Supports



# PSAC and Subcommittee Feedback for the 2021-24 LCAP

# LCP & LCAP 2020-21 Engagement Process

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This year, parents and community members joined over 52 districtwide virtual public meetings of six District advisory committees:

LCAP Parent & Student Advisory Committee (PSAC), District English Language Learners Subcommittee (DELLS), Foster Youth Advisory Committee (FYAC), Community Advisory Committee for Special Education (CAC), Committee to Empower Excellence in Black Students' Education (CEEBSE), and Latino Parent Advisory Group (LPAG)

To give **feedback about LCP, Covid-Relief, and Ongoing LCAP Actions, & investments**

With powerful **cross-committee solidarity**

And interpretation in up to **8 languages**

Developed in **collaboration between parent, student, staff, and community leaders**

Through nearly **100 planning and preparation meetings.**

*For more information about LCAP engagement in OUSD, go to: [tinyurl.com/npv4xrxu](https://tinyurl.com/npv4xrxu)*

# LCAP Parent and Student Advisory Committee

28 Parent Members from SSCs 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, News Releases, Translation & Interpretation, Member Communications, Content & Data Support, Monthly to Weekly Planning Meetings, 1-1 Support & Coaching, Orientation & Training Sessions

# LCAP Parent & Student Advisory Committee

# Current Members of the LCAP Parent & Student Advisory Committee

**Student Members:** Natalie Gallegos (Oakland High), Anevay Cruz (Oakland High)

**District 1:** Alan Pursell (Emerson), Caitlin Khurshid (Chabot), Rasheeda Johnson (Peralta), Carmen Velásquez (Sankofa)

**District 2:** Michelle Campbell-Mateo (Oakland High), Charlene Johnson (Oakland High), Norma Ventura (Garfield)

**District 3:** Ruqayyah Abdul-Rahim (Westlake), Jen Darmstadt-Holm (MLK)

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

**District 5:** Alejandra Mendez (Global), Shelley González (Edna Brewer), Angel Palencia (UFSA), Ingrid Martínez (Global)

**District 6:** Bahijat Abdul (Burckhalter)

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

# Feedback from PSAC

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- A. We support the recommendations advanced by our fellow committees. We ask that you respond directly and in detail to those prioritized recommendations and that you do the following within your responses:
1. Explain in detail how the diverse needs arising from the specific racial, ethnic, linguistic, disability, foster, housing, and other experiences of students will be met when a designated/targeted support was not approved
  2. When generalized services (e.g. tutoring, socioemotional supports) are cited as meeting a named need, explain how priority access will be made available and monitored for the specific student group and how access for students with intersecting experiences will be protected. Also, explain how the services will be designed and implemented to respond to the unique needs of the student group.

# Feedback from PSAC

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3. Clarify the scope of the service—the maximum number of students that can be served and the amount of the service that will be provided (e.g. frequency, number of hours, size of group if in small groups)
  4. Identify the criteria and process for identifying the students that will benefit.
  5. Identify the staff person or persons who can respond to questions and concerns related to resource allocation, design, and implementation
- B. We prioritize the following areas for investment during the following three years to help address the impact of the Covid pandemic:
1. Paid community and family engagement positions at all school sites, with a preference for hiring parents, guardians, and other family caregivers in those positions.
  2. Stipends for parents to help with parent education and engagement

# Feedback from PSAC

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3. Training for ALL staff in restorative justice and trauma-informed practice
4. Increased and easily accessible mental health support for all students (e.g., remove barriers to quick access such as Medi-Cal and other eligibility requirements)
5. Increased and improved support for students with emotional disabilities/needs
6. On-going anti-bias training that includes anti-ableism
7. Designated investments to decrease the suspension of African American students with dis/abilities
8. Literacy training and intervention at ALL grade levels
9. Math intervention at ALL grade levels



# Feedback from PSAC

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10. Transparent fiscal management that can demonstrate how funds are reaching schools and students. This includes incorporating parents and students within fiscal decision-making and oversight
  11. Increased support of all stakeholders to better understand and utilize technology, including for parents (e.g., services for hardware accessibility and repair, Zoom, Clever, ParentSquare, etc.)
- C. We highlight the urgent need to improve our school governance structures and processes. To that aim, we request the following:
1. Identify the central positions and person(s) who will oversee and document the compliant establishment and sustained functioning of the mandated advisory committees at school sites, namely the School Site Councils and Site English Language Learner Subcommittees.

# Feedback from PSAC

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2. Make clear what accommodations and supports must be provided centrally and by school sites to family and student committee members so that they can fully participate in the committee process; including access to internet meeting platforms like Zoom, basic outreach, food, childcare, interpretation, translation of documents, adequate allocation of time for meeting, among others.
3. Establish and maintain publicly accessible folders for school site advisory committees where members and the community can see posted agendas, minutes, and other documents used in the meetings of school site committees. This will help in the sharing of best practices, promote continuity of leadership, and is already the practice for all of the district-level advisory committees and the School Board.

# Feedback from PSAC

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4. Provide clearly defined support for principals to understand their responsibilities for transparent and authentic collaboration with the mandated school site committees and the larger school community in shared decision-making for the school site plan (SPSA) and the school budget.
5. In collaboration with school site and district committees, develop a policies and procedures manual by December 2021 for principals and school communities that explains mandates and best practices for shared decision-making with School Site Councils and Site English Language Learner Committees, including how to engage equitably with all stakeholders at school sites in the work of the committees. The handbook will guide the implementation of foundational principal training for the same purpose, which is also our request.

# Feedback from PSAC

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6. Implement a schedule of foundational training with the goal of empowering parent/student SSC and SELLS members to participate on equitable terms with principals and other staff in the process to develop the SPSA and school budget. This training should also incorporate the policies and procedures handbook for school site committees.
7. Implement a December segment within a School Board meeting where all network superintendents will report on the establishment and functioning of School Site Councils and Site English Language Learners' Subcommittees, as well as on the support provided to school administrators for coordinating meaningful shared-decision making with the committees. The content and structure of this report should be developed in collaboration with members of LCAP PSAC.

# Feedback from PSAC

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8. Provide extended pay for staff members in SSC and SELLS to attend four SSC/SELLS summits and stipends for parent/student members to do the same. The first of these summits should be held in September once school site committees have been established. At that summit, a peer-to-peer cross-committee support structure should be established for members to get assistance and review how well their committees are functioning. This September summit would launch the beginning of a robust cycle of study and decision-making for the SPSA.

# District English Language Learners' Subcommittee

of the LCAP Parent & Student Advisory Committee

Presenters: Alma Piedras and Norma Ventura

# **Current Members of the District English Language Learners' Subcommittee**

**Carmen Velásquez (Sankofa, PSAC)**

**Norma Ventura (Garfield, PSAC)**

**Ylda García (Met West, Site ELL Representative)**

**Lateefa Ali (Site ELL Representative)**

**Alma Piedras (Laurel, PSAC)**

**Monalisa Treviño (Montera, PSAC)**

**Alejandra Mendez (Global, PSAC)**

**Ingrid Martínez (Global, PSAC)**

**Fathiya Saleh (Bridges, Site ELL Representative)**

## **Our Top Priority. Multilingual family engagement staff at schools**

**Second Priority.** To address leaning loss during Covid, **small Group Instruction & Intervention for English Language Learners with special attention to English Language Learners with Disabilities and IEPs.**

We are highlighting the problem that English Language Learners with IEPs are often not receiving the basic 30 minutes of Designated English Language Development that are mandated by law. This has often been shared by parents at our meetings.

Also, ELLs with IEPs must not be excluded from the language programs provided at their school sites and across OUSD.

### **Other Priority Investments:**

**Expanded resources for multilingual programming** to ensure that as families request language programs for their students and schools, funds are available to support the requests. Language programming must expand for students to have **access in more languages.**

Set Aside **Funds for Unaccompanied Minor Support**



**Individualized Mentoring & Mental Health Support.** This can include expanding the number & reach of academic mentors already providing support at some schools.

**Staff Time to Orient and have Dialogue with Families of English Language Learners with IEPs** before & after student assessments. We need for the School Board and other OUSD leaders to identify which staff at school and centrally are responsible for providing this type of orientation.

**DELLS needs a list with the staff person at each school site in charge of ensuring that there are English Language Learner committees (SELLS) and representatives, and in charge of supporting them.** We have seen a serious decline of ELL committees and meetings at school sites, even before Covid. This has impacted our ability to fully represent as DELLS members.

# Community Advisory Committee for Special Education

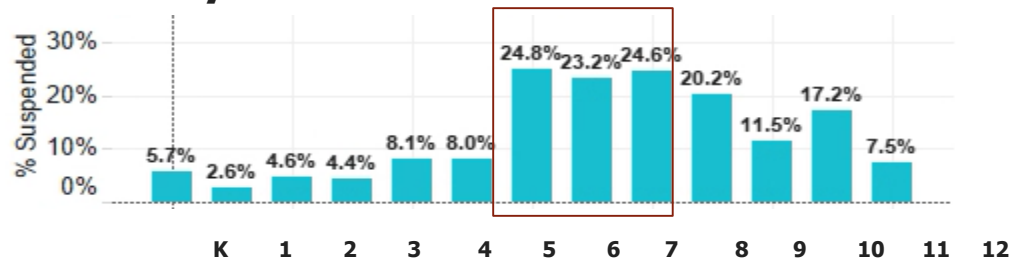
Presenters: Lateefa Ali and Patty Juergens

## **CAC Members:**

**Lateefa Ali** (Parent—All Levels), **Jonah Zimmerman-Bloch** (High School Student), **Jennifer Blake** (Special Education Director), **Kelly Bresso** (High School Parent), **David Castillo** (Elementary Parent), **Carol Delton** (Community Member), **Ashley Demelo** (Teacher—All Levels), **Carmen Gómez-Mandic** (High School Teacher) **Graham Harper** (Elementary Parent) **Sheila Haynes** (Elementary Parent), **Patty Juergens** (High School Parent), **Oscar López** (Community Organization Partner), **Michael Loudon** (Middle School Parent), **Alan Pursell** (Elementary Parent), **Clio Rasler** (Student, Young Adult Program) **Lisa Rasler** (Parent, Young Adult Program & Elementary Teacher) **Sayuri Sakamoto** (Middle School Teacher), **Dulce Santos** (High School Parent), **Inga Wagar** (Elementary & High School Parent), **Monica Wheaton-Howell**, **Kristen Zimmerman** (High School Parent)

**OUR TOP PRIORITY:** Designated actions and investments to address the root causes of the grossly disproportionate suspension of middle school African-American students with dis/abilities.

See the percent of African-American students in 6th to 8th grade suspended in 2018-19, the last full school year before Covid.



We are committed to partnering with OUSD to develop the first phase of a multi-year plan to reduce these suspensions that can be implemented in September 2021.

We also welcome greater investments in socio-emotional support and support for transitions back to school, counseling, psychological support, and restorative practices, and spaces. Students with disabilities must have full access to these investments, including those that happen outside of the school day.

- Fund **paraprofessionals at 1.0 FTE instead of 0.8 FTE** so that students can successfully transition into the school day and into after-school interventions and activities. Or provide gap contracts for the remaining 0.2 FTE.
- **Support circles** must help with reintegration and relationship for students with dis/abilities and students without—**on their own and across groups**.
- Mental health support must include **high-school based peer-to-peer mental health support trainings**, such as those that can be provided in partnership with groups like the *National Alliance for Mental Illness*.
- **In-house behavior support** must extend to Special Education students not just General Education students.

### **Additional school counselors.**

- Fully include all students with dis/abilities in the **planning and implementation of a restorative return to school** that includes focus on building relationships, reconnecting with families, home visits, etc. We join the wider community in the call for a restorative return to school in 2021-22.

**The indicators, strategic actions, and related investments within the Special Education Plan (SEP) must be fully reflected in the LCAP.**

The indicators in the plans coincide and differ in ways that must be understood if we are to improve outcomes for the diversity of Students with Dis/abilities, especially those who are also members of other focal student groups.

For example, the LCAP has historically cited "inclusive practices" as a blanket remedy for any need related to this student group without describing the actual work that Special Education staff and others are undertaking in support of access and inclusivity in specific areas (e.g. linked learning, alternative education, access to credit-bearing courses, literacy instruction, etc.) and for different disability experiences.

**We thank the staff leaders who are already in partnership with us and look forward to our School Board/CAC study meeting in August.**

# Foster Youth Advisory Committee

Presenters: Shelley Gonzalez and Miguel Almodóvar

## **Given that 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 3 times in a year.
- 4. must navigate many disparate systems and providers who often 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. do not have the consistency of parental and family support and advocacy that other students have**



## **And given that:**

- 1. OUSD has the greatest number of foster students in Alameda County—4 to 5 times that of the second district, Hayward Unified.**
- 2. OUSD currently demonstrates some of the very lowest outcomes for foster students in the areas of college/career readiness, suspensions, and attendance during Covid, among others**
- 3. foster students are dispersed across many OUSD schools**
- 4. school sites are not positioned or equipped to support these highly mobile students across many contexts in the sustained and flexible ways that they need**
- 5. adults in foster placements faced grave challenges in meeting the increased parental responsibility of distance learning and the other grave impacts of the Covid pandemic on children and youth**

**And given that the success of the OUSD foster youth case managers is remarkable and undeniable, as cited in our own LCAP documents:**

“In the first year of investing in 5 full time case managers (2017-18), foster youth four-year cohort graduation rates went from 35.8% (2016-17) to 47.4% across the high schools that had a foster youth case manager. The dropout rate decreased from 41.5% to 19.3%.

Additionally, college enrollment into four-year colleges increased from 14% to 18%; community college enrollment increased from 28% to 46%. Suspensions decreased from 42 (2016-17) to 26 (2017-18).”

**We suggest the following actions and investments to support foster students within the 2021-24 LCAP:**

→ **Five 12-month 1.0 FTE case managers specifically designated for foster students** continues to be the **TOP PRIORITY**.

→ **2nd priority: self-advocacy & peer mentorship program for foster students**

The mentorship program, as well as the 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 **school(s) that has the highest numbers of foster students**.

→ We understand that there is already wide interest from other stakeholders in expanding **individualized tutoring**. We would like for foster students to be **prioritized** within those services. We also envision services with the **flexibility** to accommodate this highly mobile students.

→ We still value all of our **other suggested investments** as **essential** but would like to communicate these as our priorities within those investments.

*For the full list of suggested investments, see the slides for the 6/8/21 FYAC meeting at [www.ousd.org/LCAP](http://www.ousd.org/LCAP)*

**Students, Foster Parent/Caregivers:** 1) **RocQuel Johnson** (Parent Leader), 2) **Shelley González** (Parent Leader), 3) **Kiara Shabbazz** (OUSD Graduate, CA Youth Connection—CYC), 4) **Patty Juergens** (Parent Leader), 5) **Jennifer Martínez** (OUSD Student, CYC), 6) **Jay Myrick** (OUSD Student)

**Community Members: Organizations, Agencies, Individuals:** 7) **Laksmi Lagares** (A Better Way), 8) **Paula Galvez-Anzano** (Students Rising Above), 9) **Miguel Almodóvar** (CYC), 10) **Raul Hernández** (Beyond Emancipation), 11) **Liz Tarango** (Alameda County Office of Education), 12) **Haley Fagan** (East Bay Children’s Law Office), 13) **Stephanie Brady** (Alive Students)

**OUSD Foster Youth Services:** 14) **Jennifer Tam** (FYS Coordinator), 15) **Anthony Bell** (OUSD FY Case Manager)

**Other OUSD Staff:** 16) **Taji Brown** (OUSD Office of Equity) 17) **Megan Williams** (School Psychologist), 18) **Margy Salguera** (Former OUSD FY Case Manager), 9) **Shamont Waters** (Former OUSD FY Case Manager)

**School Board Liaison:** 20) **Gary Yee**

# CEEBSSE



Committee to  
Empower  
Excellence in  
Black Student  
Education

## **From the 3/17/2021 Report to the LCAP Parent & Student Advisory Committee**

The Committee to Empower Excellence in Black Student Education (CEEBSSE) was formed in November 2019 to envision and develop recommendations on how the Oakland Unified School District (OUSD) can create the best school environments where the estimated 9,000 Black students and their families/caregivers thrive academically, emotionally, psychologically, and socially. As the worldwide pandemic continues to push the traditional ways education has operated, we continue to find the needs and aspirations of Black students in a constant state of turmoil. This is best evidenced by the very minimal plan of action and support listed between pages 28-38 of the 2020-21 [Learning Continuity and Attendance Plan \(LCP\)](#) specific to Black/African American Students. The continuous chaos experienced by Black students and families/caregivers continues to exacerbate any Adverse Childhood Experiences (ACEs) students and families/caregivers have incurred along with creating new traumas.

CEEBSE prioritized within its list of suggestions 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



# Latino Parent Advisory Group

Presenter:  
Judith Mendez



# Latino Parent Advisory Group

*is a Committee of the LCAP PSAC Engagement Process*

**Purpose:** To engage second 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.

[Slide Deck from 1st Meeting on Dec 10th](#)

**Inaugural Meeting in December of 2020 had 111 participants.**

# **We recommend the following priorities for covid- relief and capacity-building investment:**

**→ Culturally responsive training for teachers**

**→ Latino teacher, principal, staff recruitment and retention**

**→ PreK-TK enrollment of Latino families**

**→ Latino student literacy and math growth**

**Latino family engagement and communication**, including language access to communication at site level, and building skills

to access tech-based engagement and communication

: iam OUSD  . .



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# Public Comment

# Feedback on LCAP and Annual Update

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# Quality Schools in Every Neighborhood!



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