Superintendent's Response to
LCAP Parent & Student Advisory Committee (PSAC):
Feedback and Recommendations for the 2024-27 LCAP

As adopted by consensus at the 6/5/24 LCAP PSAC Special Meeting

GENERAL INFORMATION

1. *Add foster students and unhoused students in the section entitled "About Oakland Unified School District."*

This data has been added to the LCAP narrative.

2. *The section entitled "About the OUSD LCAP" states that the LCAP "captures key actions and investments beyond the District's base program. Please explain in the LCAP how "base program" is defined and what makes up our "base program." Explain as well where we can see actions and investments for the different elements of our "base program."*

We have added this language to this section and included a link to the School Site Funding Profile, which provides an overview of base expenditures at schools.

COMPREHENSIVE SUPPORT & IMPROVEMENT

3. *Please add a brief summary of how CSI schools are identified to the section entitled "Comprehensive Support and Improvement." Please explain how the designation of CSI compares to/connects with other categories for identifying schools as needing targeted support.*

We have added an overview of the designation process and the other categories of support to this section.

4. *With so many additional schools designated as CSI, will central support adjust to match the number of schools? Please explain how current staffing will meet this increased need.*

We are not currently in a position to significantly increase Central supports for CSI schools due to the District's ongoing hiring freeze. We have increased the existing Central Teacher on Special Assignment role from 0.45 FTE to 0.5 FTE and will explore ways to provide additional Central support in the future.

ALL GOALS

5. *For all types of centrally-funded positions or services: explain the criteria for assigning them to schools and students. Please do so in each instance when a limited resource is mentioned, such as with centrally-funded early literacy tutors and math tutors.*

The assignment criteria for targeted positions is described in the school budget handbook.

- Every elementary school in OUSD is allocated at least one Early Literacy Tutor who supports teachers with foundational literacy instruction by teaching small groups of students decoding skills using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Bookshop Fonetica for Spanish tutoring.
- Students gain access to the services by being placed in groups supported by tutors using data that is analyzed by the school teachers and leaders.

- All of our Title 1 schools receive Early Lit Tutor Allocations based on their enrollment and number of Kindergarten classes. For example, a small school like Prescott, with one Kindergarten class, receives 1 central Early Lit Tutor Allocation whereas a large school like Greenleaf, with three Kindergarten classes, receives 3 Early Lit Tutor Allocations.

- Math tutors were allocated to sites using the site's i-Ready participation data and leader participation in OUSD's math coaching collaborative professional learning. Math tutors participated in a 6 week training program that included understanding and analyzing i-Ready Diagnostic Assessment results and lesson planning using lessons focused on two math domains: Number and Operations and Algebra and Algebraic Thinking. Students participated in small group tutoring and were selected based on their i-Ready Diagnostic Assessment results. This program will continue to grow to more schools as the program plan is implemented and takes root in pilot schools first, then expand to more schools.

6. *For all positions and services provided to schools: note the schools that are benefiting.*

The School Site Funding Profile details which schools receive which positions. Listing the school names for these investments in the LCAP itself would make the document even lengthier and more challenging to navigate for the reader. However, we can attach the School Site Funding Profile as an additional appendix to provide the school allocations at the time of LCAP adoption.

7. *The term "high-need" is used in action 1.1 and other sections of the LCAP to refer to students and schools. Please explain what is meant by the term "high need" in each instance.*

This language has been clarified throughout the document.

8. *The section entitled "About the OUSD LCAP" explains that "the document includes a detailed description of how school sites will invest their LCFF Supplemental and Concentration dollars based on their adopted School Plans for Student Achievement (SPSAs). For details on how a specific school is investing non-LCFF resources, including Title I and Title IV awards and local tax measures, please see the SPSA budget for that school." [emphasis ours]*

   If other resources such as Title I are being used by schools for investments that support a specific LCAP action, such as the Early Literacy action, those investments should be included within the LCAP. One purpose of the LCAP must be to show how OUSD is using all available resources to support the goals, outcomes, and actions identified through the LCAP process. If only S&C investments by schools are included in the LCAP, this would give the impression that schools are investing less than they actually do on particular actions.

All funds beyond the base that are allocated to school sites at the time of adoption are included in the LCAP details, including Federal Title I, II, III, and IV funds; state grants; local grants and donations; and PTA funds, among others.

9. *Is there a way to know positions and services that are being funded through PTAs? Can there be a statement about this within the LCAP?*

Staff positions that are funded by PTA donations transferred to the District are included in the LCAP. However, there is no policy that requires PTAs to provide their spending plans for non-labor investments to the district, and most do not. The District does not have a mechanism to track services funded directly by PTAs.

10. *Site-funded Teachers on Special Assignment show up in many places throughout the LCAP. Is the function of those TSAs clearly identified to the School Site Councils that show up as approving them? How are*

documents and processes set up so that they are?

TSAs are reported in the LCAP within the action related to the content area that they support. TSAs supporting literacy are within the literacy action and TSAs focused on math are indicated within the math action. In many cases, TSAs are supporting multiple content areas. If the TSA supports multiple subjects, they are listed within the equitable access action area.

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

1.1 Strong Readers: Early Literacy & Secondary Literacy $22,716,072

11. *Express in the LCAP that <u>all students</u> in the appropriate grades will be taking the i-ready and that they will all be included in i-ready data.*

(See response to PSAC feedback above, #7.)

12. *Explain the difference between the various librarian positions funded within the LCAP. Explain the difference in the services that they provide to students.*

A teacher librarian is a credentialed teaching position. A library technician is a classified library support position.

13. *Clearly define what is meant by "early literacy" in this action. To what ages, grades, or reading proficiency levels does it refer?*

Early literacy refers to literacy support and instruction for students in grades TK-2 at all ages and proficiency levels.

14. *Explain the difference between "early literacy tutors" and "literacy tutors." Explain the criteria for assigning the 16 centrally-funded tutors. How do schools and students gain access to the services that they provide? Explain if/how particular focal groups will benefit from them?*

Early literacy tutors focus on grades TK-3, while literacy tutors support intervention for grades 3-12. Additional one-time funding has allowed for the expansion of reading support for middle school aged students so secondary schools are now being allocated one tutor to pilot additional literacy support for students below grade-level in reading.

- Every elementary school in OUSD is allocated at least one Early Literacy Tutor who supports teachers with foundational literacy instruction by teaching small groups of students decoding skills using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Bookshop Fonetica for Spanish tutoring.
- Students gain access to the services by being placed in groups supported by tutors using data that is analyzed by the school teachers and leaders.
- All of our Title 1 schools receive Early Lit Tutor Allocations based on their enrollment and number of Kindergarten classes. For example, a small school like Prescott, with one Kindergarten class, receives 1 central Early Lit Tutor Allocation whereas a large school like Greenleaf, with three Kindergarten classes, receives 3 Early Lit Tutor Allocations.
- Focal groups of students benefit from small group instruction because they receive direct instruction in a small group based on their SIPPS level, which focuses instruction on the literacy gaps of students.

1.2 Excellence in Science, Technology, Engineering, Mathematics $6,805,450

15. *STEM investments are much lower than literacy investments. Is this choice the product of data analysis? Other reasons?*

The District is currently heavily focused on early literacy as we implement our strategic plan, which strives to ensure that students are strong readers by third grade. Our current Central investments reflect this focus. We have also received sizable state and philanthropic grants that are specifically focused on literacy, and many of our schools have opted to fund literacy interventions with their own resources, contributing to the size of investments in the literacy action.

1.3 Equitable Access to a Broad Course of Study $7,180,084

16. *Please add some representative examples of what elementary prep teachers do within this section.*

Elementary prep teachers provide a wide range of instruction, and are listed in the LCAP in the area most closely aligned to their area of instruction. The majority of prep teachers in this action teach physical education, although they may also teach world languages, social studies, or other enrichment subjects. Prep teachers who teach music, art, dance, drama, and related arts areas are listed in the visual and performing arts action.

17. *What is the Base investment for World Languages? Please explain that as an important context to accompany the site-based investments that are listed here.*

Secondary schools are currently funded out of the base for six periods each day. It is at the discretion of the school to develop a master schedule that ensures that all students meet the course requirements for core classes at their grade level and also have access to electives. World languages are an elective at the middle school level. At the high school level, students must take at least two years of a language, so schools must provide staffing to ensure that students can meet this requirement. Some schools opt to provide several languages, while others prioritize other electives.

1.5 Early Childhood Learning $2,550,497

18. *Investments in this action went down significantly in the LCAP. It would be helpful to describe the reason in this section (new Early Childhood Base State funding.)*

Many Early Childhood investments previously subsidized by Title I funds at the district level have moved into expanded California State Preschool Program funding. This funding resource is not currently included in the LCAP, so preschool positions funded there do not appear. We will consider adding this resource in future years. In the interim, we have added a line explaining this change in this action area.

19. *Where can we review a comprehensive plan and budget for Early Childhood Education?*

We will need to add these details in the Annual Update or at a PSAC meeting that takes place during the school year. At the time of adoption, the Early Childhood Education budget and plan were being increased dramatically due to increased funding through the Oakland Children's Initiative. The spending plan will be adopted by the Board after the LCAP is adopted and therefore will not be reflected in the LCAP. We are still determining which early childhood resources to designate as LCAP resources moving forward.

1.6 Multilingual Programs $518,732

> *20. Who supports dual language programs and instruction at the secondary level?*

Support for dual language programs is determined by the network and assigned ELLMA specialist, a teacher on special assignment (TSA). Because our only two secondary dual language programs are both TK-8s in network 3, they are supported by the network 3 ELLMA specialist with additional support from the Multilingual Pathway Coordinator. Middle school teachers are also supported by the respective content coordinator or specialist of their content (e.g. math coordinator, science coordinator, etc.). We do not currently have any dual language programs at the high school level.

> *21. Explain the connection or relationship between secondary dual language instruction and world language instruction.*

Students who are not enrolled in a secondary dual language program have the opportunity to pursue, or advance, language study through world language courses. Because we do not have dual language instruction at high school, students who have attended dual language programs may request an advanced language course, typically Spanish 4 or AP Spanish. 8th graders at MLA and Greenleaf are given a language assessment called the AVANT, which can be used by counselors to inform course level placement.

> *22. How can students access Dual Language programs? What are the criteria for enrollment in Dual Language programs? Which students can participate? Incorporate these explanations within this action.*

To access Dual Language programs, families should reach out to the enrollment office. All students are eligible to enroll in any dual language program through 1st grade. There are some specific procedures to ensure that our "two-way" programs that serve students from English and Spanish-speaking backgrounds have the language balance necessary for the success of the program. More details follow.

Enrollment in Dual Language programs is outlined in the Board's enrollment policy administration regulations, 5116.1 and 5116.2 and summarized below:

Dual language programs that are not officially designated as "two-way" programs, enroll students as outlined in 5116.1 and follow the same criteria as all other schools until 2nd grade. In two-way programs, students come from language backgrounds in both English and Spanish, with no less than 33% from one of the two languages. For two-way programs, two enrollment pools are established: one for Spanish proficient students and one for non-Spanish proficient students. Determination of Spanish proficiency is made by a district Spanish assessment administered by staff. The regulations read as follows:

During Open Enrollment, enrollment priorities as identified in BP 5116.1 will also be applied for all grades:

- Grade TK, K-1: Up to 66% of available seats will be reserved for applicants proficient in the pathway language, and a minimum of 33% of applicants not proficient in the pathway language. Pathway language fluency will be determined using an approved assessment.
- Grade 2-5: Students currently enrolled in an OUSD Dual Language Immersion program; OR Students who demonstrate grade-level proficiency using an approved assessment.

1.7 College and Career for All $19,526,711

23. *In this and other areas with very large investments, it would be especially useful to know the funding sources that are adding up to the total investment amount. Would it be possible to note that? Or, could you add a reference within the LCAP to an appendix document and state how we can access it?*

We have added an appendix to the LCAP detailing all investments.

1.10 Network-Based School Supports $3,368,671

24. *The Redesign of the Central Office is not reflected here. In light of that, will the 2024-27 LCAP stay the same during its three years? Please reflect any expected changes in this section and how those changes would be undertaken. Explain how and when those changes would be reflected within the plan.*

A redesign of the Central Office has not yet been determined or adopted by the Board, so there are no changes to reflect for network-based school supports. The LCAP provides a broad overview of these supports, but does not include detail on things like changes to intradepartmental reporting structures and supervision.

1.11 Continuous School Improvement $5,731,590

25. *The use of the acronym CSI has become confusing within OUSD. One designation is "Comprehensive Support and Improvement" for particular schools. A district office and a district division are both called "Continuous School Improvement." In this section, please explain the distinction and relationship (if any) between the two.*

We agree that this is confusing. The term "Comprehensive Support and Improvement" was adopted as part of the federal Every Student Succeeds Act (ESSA) after the naming of the OUSD division and department. To address this confusion, we will refer to the work of the Continuous School Improvement Department simply as "School Improvement" in the LCAP. The CSI Division's name will remain the same.

26. *If this action includes the restructuring of the school district (mergers and closures of schools), please explain it here.*

The Continuous School Improvement Department is responsible for implementing Board policy related to redesign and school improvement. The Continuous School Improvement Department is not responsible for restructuring of the school district. In the past, their work has included support for families, students, and staff as they transition to new schools.

27. *What types of Network-Based supports are provided under action 1.11. How often is the support given? Is there enough staff to provide this support? If not, please explain how the support is triaged for new teachers/principals or for schools with high teacher vacancies? Specify these details in the LCAP, especially given the use of Supplemental and Concentration dollars to support these investments.*

Continuous school improvement support is intensive coaching for school teams (staff, students, families, community) that have been identified through criteria named in the School Improvement framework. The process and the supports are detailed here and a include intensive support for schools.

28. *We request very specific content under "continuous school improvement" related to governance and shared decision-making. The support that will be provided for the cycles of inquiry and improvement*

undertaken within school site committees and within other school/district teams should be carefully described here, especially given the long-standing governance recommendations made by PSAC members during the span of the last LCAP and before.

Cycles of inquiry aligned to student learning goals is the work of the Network teams, alongside principals and their instructional leadership teams and within teacher led professional learning communities. Cycles of inquiry are implemented to improve instructional and school culture practices. There is no current cycle of inquiry on school governance at this time. The work described in the school improvement framework will be new work.

GOAL 2: Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.

Chronic absenteeism is a metric for almost all of the focal groups listed here. Please name some of the root causes within the narrative for this goal. Please name any analysis that has been undertaken about transportation as a probable root cause and how access to transportation is being supported.

2.1 African American Student Achievement $3,924,343

29. *Where is the work to reduce suspensions for disabled Black students described in this plan?*

Office of Equity staff are collaborators with the Middle School Network, to monitor suspensions of middle school school disabled Black students, and increase awareness of site based culturally responsive practices that support Black students to feel safe and engaged. Practices are lifted and implemented in real time and do not live in any formal written plan, but shared directly with principals and staff as part of the work we engage in.

30. *Why are the Executive Director and the Director listed only in this action when they oversee staff in many of the other actions?*

Our LCAP is organized by action areas, not by departments. The named staff leaders oversee staff across several action areas in Goals 2, 3, and 4. We have split the positions across the four actions that they are most directly involved in supporting: Actions 2.1, 2.2, 2.3, and 3.9. It is not feasible to reflect the costs in every action their work touches. (This is also the case for Central leaders who oversee other cross-action areas of work.)

31. *What is the approach for providing services at/to schools? Please explain how schools and students are prioritized for receiving the services of facilitators and others. Also, explain how many students are reached by these actions and for how long?*

Targeted Initiatives (AAMA, AAFE, LSA, AAPISA) are a site based Tier 2 academic and culture-climate option for sites to provide supplemental culturally based academic and SEL instruction for a small group of students in a classroom setting. Schools with the respective targeted student group population of 20% or more are encouraged to invest in allocating site resources for a targeted strategies facilitator. Facilitators are co-funded, 50/50 split with school site and central budgets. In our elementary programs, students are selected by principals and teachers. In secondary, students self-select (choose the class as one of their electives) and are also referred to by the principal or staff to maintain a ratio of "one third": students who are excelling, students who need some additional support to maintain progress, and students with higher needs. Students are enrolled in the class for one year, and some students return the following year at the request of the family or the student.

32. *Are there goals, actions, and investments based on disaggregated access and outcome data for African American students with other focal group experiences under Action 2? Please explain efforts to ensure*

access and outcomes for these students.

Targeted Strategies staff currently monitor attendance, grades, i-Ready, Sown to Grow, graduation (end of year) and suspension for their enrolled students on a quarterly basis. This outcome data is not disaggregated by other focal group experience. We do monitor disability experience for awareness on how to support each student's IEP, at the classroom facilitator level, not at a district level. In 23-24, 20% of students enrolled in targeted strategies programs had an IEP. Disaggregated IEP data was not collected.

2.2 Latino Student Achievement $1,104,384

33. *What is the approach for providing services at/to schools? Please explain how schools and students are prioritized for receiving the services of facilitators and others. Also, explain how many students are reached by these actions and for how long?*

(See response above, #31)

34. *Is there a plan to rename the action to include Native American students? Does the work to support Native American students include those who are not Latino?*

Office of Equity staff collaborate with the American Indian Child Resource Center (AICRC), and our OUSD Native American Education Title VI Coordinator, to support culturally based academic and SEL programming across OUSD schools for students who self identify (and are enrolled) as Native American. Collaboration with the Office of Equity includes recognition and celebration events of Native American student achievement, outside of the Latino Student Achievement events. There is no plan currently to rename the action, since OUSD Title VI Native American Education is a stand alone program, funded under the Expanded Learning, Community Schools Student Services department.

35. *Are there goals, actions, and investments based on disaggregated access and outcome data for Latino students with other focal group experiences under Action 2? Please explain efforts to ensure access and outcomes for these students.*

(See response above, #32)

2.3 Arab, Asian, and Pacific Islander Student Achievement $577,762

36. *What is the approach for providing services at/to schools? Please explain how schools and students are prioritized for receiving the services of facilitators and others. Also, explain how many students are reached by these actions and for how long?*

(See response above, #31)

AAPISA site based mentors are employed through primary partner agencies with contracts for targeted Arab American and Pacific Islander programs. Moving forward, staff will be planning to streamline the process for adding sites, and to align with our AAMA/AAFE/LSA site based model for facilitators.

37. *Are there goals, actions, and investments based on disaggregated access and outcome data for Arab, Asian, and Pacific Islander students with other focal group experiences under Action 2? Please explain efforts to ensure access and outcomes for these students.*

(See response above, #32)

2.4 Supports for Students with Disabilities $7,179,631

> 38. *Please share the document that lists specific Special Education positions at school sites.*

We cannot publish a document of this type because positions change throughout the year as enrollment and students' IEPs change, so we would risk it always being out of date. This is always available by request as a public records act request. Additionally, our Program Guide, published annually, contains a list of specific programs at each school and base staffing information.

> 39. *Our comments and requests here relate to recommendation #2.*
>
> *We are confused about what is listed in the LCAP and what isn't, especially if the goal is to show what we are doing to improve specific outcomes. Who decides what is included and what is not? How is it decided?*
>
> *If the LCAP includes actions beyond the Base Program, how is the Base program defined? And: how is a director or coordinator not part of the Base program for all of Special Education?*

The Special Education base program represents what is necessary to implement Individualized Education Programs (IEPs), which refers to the personnel (e.g., teachers, paraprofessionals, SLPs), materials (e.g., multisensory reading intervention curriculum, sensory tools), and technology (e.g., speech-generating devices, CCTVs), as well as the core central personnel required to govern the SELPA and ensure adherence to federal and state law and data reporting requirements. Supplementary investments include any staffing beyond the levels required to implement IEPs, professional development investments designed to coach teachers and enhance or expand their skill base, work tied to the Disability Access Resolution, and central office leaders that support each network's site leaders and network superintendents in ensuring a quality program for students with IEPs.

Whether or not a given investment is included in the LCAP is determined by the funding source for that investment. We do not include any positions or services funded by LCFF Base funds (Resource 0) or State Special Education funds (Resource 6500) since all investments in these base resources are mandatory and not supplemental in nature. During budget development each winter, positions and other investments are reviewed to ensure that they are correctly aligned to funding, and the funding resource is adjusted if they are not.

> 40. *Why are schools not allowed to buy their own paraeducators if they assess the need for them through their SPSA process? How are schools to define goals, outcomes, and actions for disabled students if they are limited in what they can do to improve those outcomes? Would a school not be allowed to add a teacher and an additional session of a Base class to support non-disabled students who need more individualized attention?*

There is a critical, statewide shortage of many types of Special Education personnel. As a unified school district, OUSD needs to consider the needs of all students across all schools. Until OUSD can fill all base positions that are needed to implement IEPs consistently, we are unable to allow a single site to recruit Special Educators beyond what they need based on enrollment and IEP-dictated services.

> 41. *If there is a document that lists "Base" and "Base-Funded" positions and investments, please attach/link it to the LCAP so that we can see LCAP investments in context.*

The School Site Funding Profile summarizes base staffing by site.

Base positions include:

- Teachers: TCHR RSP, TCHR SDC NON, TCHR SDC SEV, and the 11-month Classroom TSAs at McClymonds, Fremont, and Castlemont
- Support Staff: PARA EDUCAT, ISS
- Related Services: Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Teacher of the Deaf, Teacher of the Vision Impaired, Orientation and Mobility Specialist, Special Education Social Worker, Teacher of Adaptive Physical Education

42. *There seem to be many central/administrative positions in this action and not supplemental positions that work on the ground directly with students and teachers.*

Teacher coaching and administrator coaching are essential to the development of a compliant and quality continuum of services and aligned to OUSD's core priority of growing a diverse, stable workforce. The Department's IEP quality staff, Executive Director, SELPA Director, and Related Services Directors are considered core to operations and are therefore not funded as supplemental investments.

2.5 Supports for Low-Income Students $4,028,033

43. *As with other actions, please identify the schools that are benefitting within this action.*

This list has been added to the LCAP document.

2.7 Supports for Foster Youth $639,570

44. *Are there non-labor investments under this action? If so, please name them.*

In 2023-24, the Foster Youth Services team also invested in contracts for tutoring. This has been added to the LCAP narrative as a potential investment for 2024-25 as well. However, the primary focus is on maintaining positions over non-labor investments.

45. *Foster Youth Services in part employs a focal school approach. Please identify the schools that are prioritized under this action and the reasons why they are.*

Foster Youth Services focuses on secondary schools. Historically Skyline has been a focal school as it traditionally had the highest number of foster youth. In the past couple of years, we have seen foster youth populations at other schools increase, in part due to the equity enrollment priority for foster youth school preference. As a result, FYS has expanded their focal schools to include Skyline High, Sojourner Truth Independent Study, and Fremont High.

2.8 English Learner Achievement $7,880,404

46. *There is only one Teacher on Special Assignment for English Language Development. How is that TSA utilized?*

There are actually two Teachers on Special Assignment in this action area. Both are Elementary Language Specialists who support elementary schools within their network of schools.. Secondary positions can be found in Action 2.9. The LCAP narrative has been clarified.

47. *What is the approach for providing services at/to schools? Please explain how schools and students are prioritized for receiving the services? Identify which schools are benefitting.*

Specialists are assigned to support Networks of schools. There are two ways schools are assigned support: 1) all schools go through a common cycle of inquiry on language and literacy practices and 2) some schools may elect to implement more cycles of inquiry on this topic and therefore receive support from a specialist to implement the cycle of inquiry during teacher professional learning.

48. *Multilingual programs are often cited as supporting the English Language Development of English Language Learners. If so, those programs also need to be referenced and described under this action to explain how they support ELD.*

Multilingual programs are described in Goal 1, Action 1.6. You may find information about how English Language Learners benefit from multilingual programs in that section.

49. *There are bilingual programs that exclusively focus on the English Language Development of English Language Learners. Please capture actions and investments related to those programs here.*

There are no bilingual programs that exclusively focus on English Language Development. Please feel free to clarify the names of programs in which PSAC is referring.

2.9 Long-Term English Learner Achievement $650,500

50. *Is there an additional .8 for the Middle School Language Specialist. If so, please state where it shows up. If not, please state how the .2 provides service with one day of FTE per week.*

This position is only a 0.2 FTE by design to support ELD curriculum development at the middle school level. This part-time position is necessary because we develop our ELD content for middle school in-house so that it is aligned to the adopted ELA content,

2.10 Supports for Newcomers $7,595,139

51. *A Learning Lab is listed here as an investment. What is a Learning Lab? Where is it located?*

The reference in this section is to Newcomer Learning Lab Assistants, or Newcomer Assistants. Newcomer Assistants support with classroom instruction, pull small groups, and support newcomer student learning. We do also have a Newcomer Learning Lab that was established at Oakland International High School to improve education for newcomers. Its researcher-practitioner staff work to uplift promising practices and knowledge to educators, policymakers, and researchers. However, a number of schools across the district have Newcomer Learning Lab Assistant positions.

52. *We need specific data, actions, and investments for newcomers identified as unaccompanied minors.*

Of the nearly 3,700 newcomers in our district, 870 of them are listed in our student information system as unaccompanied minors and 247 are listed as refugee or asylee students. We know there are always students who we do not catch with our definitions and systems, but these data are well kept through our enrollment and student support systems. There are several different avenues of support we offer to these groups.

The Refugee and Asylee Student Assistance Program connects newcomer Refugee and asylum-seeking families with supportive resources as they enter and move through the OUSD system. Supports include:

- Support with School Enrollment & School Choice
- Family Orientation to U.S. /OUSD Schools
- School & teacher support & partnerships (including translation and interpretation)
- Provision of school supplies & transportation assistance (as needed)
- Referrals to key academic & enrichment programs (after school programs, tutoring/mentoring services, college readiness programs, technology access programs, job programs, etc.)
- Parent ESL & School Connectedness Programming
- Summer program offerings for Elementary, Middle & High School Students
- Supplemental Enrichment & Academic support (after school tutoring services, soccer programming, gardening groups, and summer soccer camp)
- Case management for particularly high need students and families (families at risk of homelessness, service coordination for severely traumatized students, etc)

The Newcomer Wellness Initiative

The NWI team focuses on the child as a whole and understands that in order to support attendance and academic efforts, students' general well-being needs should simultaneously be addressed. The NWI is a grant funded program that places bilingual Clinical Social Workers and School Counselors, at designated middle and high school newcomer sites to support the non-academic needs of these students, their families and caregivers. The Newcomer Wellness Team targets their work to address all levels of student need within the school setting, using the multi-tiered systems of support (MTSS) framework to guide their interventions.

Additionally, OUSD uses grant funding to support an unaccompanied minor reengagement specialist, an elementary newcomer wellness specialist, and several community navigators to support our refugee, asylee, and unaccompanied youth successfully access the learning environments that our schools nurture.

2.11 Alternative Education $1,432,022

53. *Please identify the various Alternative Schools and describe them. Their approaches are very different from each other.*

Alternative schools can be found on the OUSD Website via this link: https://www.ousd.org/our-schools/school-directory?post_category_id=7 . Families can click on each alternative education school's website for more details. The goal of alternative education is to support students to graduate from high school, be ready for college, career or community, and if possible, make up credits on a short term basis to return to a comprehensive high school setting if desired.

2.12 Expanded Learning Opportunities $53,182,495

54. *For positions that are often defined as Base (e.g. custodians), please describe how they are providing a service that is beyond the Base.*

All positions and investments in this action specifically support our summer and after-school programs, which are beyond the base because they are provided after the school day ends or during the summer months. The service itself is typically similar to a service that might be provided during school hours or during the academic year.

55. *Please explain how students across the focal groups identified under Goal 2 are having equitable access to all of the programs and services listed under the Goal, including programs and services under actions 2.11*

and 2.12.

We are exploring ways to track this access in the future, but do not currently have this student-level data available.

GOAL 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.

56. *We support staff health and wellness and welcomed the inclusion of related actions under Goal 4. We have some concerns about including actions principally directed to staff in a goal that was initially focused on student and family engagement/wellness.*

    Please carefully explain how evidence of impact for students and families will be provided for those actions that are principally directed to staff. How will students and families be able to attest to the impact of those actions? Please explain as well any instance when the alternative to particular investments for staff was to direct the services to students and families instead.

    Also, can you clearly identify the services that are principally directed to staff within the narrative and within the actions.

We have returned the staff wellness investments to Goal 4 based on this feedback. The intention in moving this area of work to Goal 3 was to provide a holistic picture of how all members of a school community are supported to be safe, welcomed, and engaged. Staff wellness investments are grant-funded with funding that is specifically designated for staff wellness supports. These dollars cannot be redirected to programs for students and families.

3.1 Safe and Welcoming Schools $11,869,684

57. *A dispatcher is named within this action. Please explain the role. Who/how do they dispatch?*

We have an internal OUSD phone number that sites can call if they need additional Central support for an escalated situation. When sites call this number, the dispatcher texts the Central Culture & Climate Ambassadors for escalated situations or the Behavioral Health Team if it is a mental health issue. This OUSD number is in place to reduce Oakland Police presence on campus, however, principals are still expected to call Oakland Police Department when a situation warrants police presence.

58. *With whom does the targeted work to reduce suspensions and find alternatives live? What does that work look like? The CAC and FYAC have maintained a strong focus on reducing suspensions in collaboration with staff. Please describe that work within the LCAP.*

Most of the intervention and alternatives to suspension sit in Community Schools Student Services. The creation and work of our Discipline and Intervention Matrix was created within this department. The interventions were predominately created and lifted up by our Behavioral Health Unit with implementation support from Student Support & Safety.

59. *What are the most common reasons for out-of-school suspension?*

About 70% of our out-of-school suspensions are for violence.

60. *What measures are being taken to prevent suspensions? Which ones have worked and not worked? What alternatives exist when those measures don't work to prevent suspension?*

OUSD has created a Discipline & Intervention Matrix that gives guidelines on what types of situations should

involve non exclusionary discipline and use other alternatives as well as what types of situations that could result in a suspension. Other alternatives besides suspension may include, restorative practices, detentions, community service

61. *Please describe how parents/guardians are being engaged to prevent suspensions. It is preferable to take actions like inviting parents/guardians to the school with their students instead of suspending students.*

Depending on the type of incident this is an option. Parent meetings/conferences due to a type of behavior is very common in our schools. It is not District policy to ask for families to be present in class in lieu of a suspension.

3.2 Social Emotional Learning & Restorative Practices $9,398,329

62. *What do you mean by a "student support position" under this action? Please explain the term.*

This term referred to a position awarded on a school site's budget one-pager as staffing to provide student support. For clarity, it has been removed from the LCAP narrative and all positions for each job class have been combined under either the centrally-funded or school site-funded section.

63. *The Multi-Tiered Systems of Support (MTSS) positions listed under this action focus on social-emotional and mental health support. Because of that function, what social work/mental health/case management experience and credentials are the staff in those positions required to have? If none are required, please explain why, given the sensitive nature of this work.*

MTSS is a framework that serves the whole child: academic, behavioral and SEL supports. It's implemented at the school level by teachers, principals, and support staff. The credential for the MTSS Partner requires a teaching credential and administrative credential in order to support site leaders with building systems and supports to implement MTSS effectively.

64. *Part of the work under this action must include identifying the connect or disconnect between the social-emotional and behavioral support practices of students, family, and school. Identify those holding the administrations' seats to the ongoing groups that are unsupported. Get the why?*

Administrators holding this work are the Director of Multi-Tiered Systems of Support, the Executive Director of Special Education and the Executive Director of Community Schools Student Services. Our why is to ensure that there is coordination among these complicated and important bodies of work to ensure our students receive services.

65. *Define what you mean by an "equitable, culturally relevant and responsive approach?" What specific practices should be included?*

Equitable means that not all schools are the same and warrant different support and culturally relevant and responsive means that the staff working to support the school will take into consideration the context of the school in order to respond.

66. *Do the MTSS positions require an administrative credential? If so, explain why.*

The Multi-Tiered Systems of Support Partners require an administrative credential so that they may supervise staff with credentials.

3.3 Student and Staff Health & Wellness $3,784,824

67. *How are we improving the availability of nursing in OUSD? There are many vacancies. We are currently using paraeducators to provide nursing services across classrooms. That affects the primary services that paraeducators and others are providing based on IEPs and based on program needs.*

We have substantially improved hiring practices and fill rates since Special Education merged with Health Services three years ago. Specifically, at the time of merger, we had seven school nurse vacancies, three Licensed Vocational Nurse (LVN) vacancies, and a long-term school nurse leave. Now, we have three School Nurse vacancies, of which two are short-term funded positions, and two LVN vacancies (one due to a very recent separation) with candidates that we selected recently and hope to onboard. The specific actions taken to address school nurse hiring include:

- Developing relationships with local school nursing programs
- Highlighting nursing positions in online job search platforms
- Streamlining the hiring process, including current nurses participating in initial school nurse interviews

68. *Describe how mental health screening works? How do you account for behavioral and mental health needs prior to entering school? Also, how do you identify mental health needs at the onset, during school? How do you do all of these to prevent compound trauma? Are the identifying factors clearly defined and understood by all staff?*

OUSD has adopted Sown to Grow as a universal SEL/Mental Health Screener. Many schools are implementing it with students as an ongoing opportunity to engage with students. Students who respond with specific areas are referred to COST for ongoing support and follow up. Students who may demonstrate additional needs can also be referred by adults (or self-refer) to COST to be connected to a clinical service provider for screening and connection to services as available.

Is there a uniform Multi-Tiered System of Support (MTSS) Plan across the District or by network? Where is the MTSS plan kept and shared at each site?

OUSD uses California's research-based MTSS Framework. The SPSA is aligned to this framework, and asks that schools indicate which components of the MTSS Framework that LCAP priority areas are aligned to, and how they serve targeted groups of students. MTSS serves the whole child: academic, behavior and social-emotional learning. The MTSS plan is held and implemented by key teams at the school, including the Instructional Leadership Team, Coordination of Services Team and the Attendance Team; some schools have a separate Culture and Climate Team.

3.4 Behavioral and Mental Health $16,719,897

69. *School Safety Teams: Do they focus mostly on interior safety related to student behavior or on external safety? What is their priority? Describe how and to what degree they focus on each?*

There are 2 types of safety teams/plans:

1) *Village Response Teams:* These site teams are designed to have a strategic plan on how and who to prevent and intervene by de-escalating situations on campus to prevent the need for law enforcement. We have a team of 6 Central Culture & Climate Ambassadors and 3 Behavioral Health providers that can also assist school sites if they need extra support.
2) *Comprehensive Safety Plan:* These site teams are designed to coordinate and respond to emergencies such

as earthquakes, fires, active shooters or dangerous incidents around the school community

70. *What does the support for Justice-Involved Youth and their families look like?*

This description is included in the LCAP: The Juvenile Justice program facilitates the re-engagement of youth returning from juvenile justice and ensures youth are enrolled and supported to re-enter school. The Juvenile Justice Center partners with Alameda County to serve as a resource and referral center providing warm hand-offs in partnership with other county agencies, and offers services to youth and their caregivers. The JJC ensures that students are connected and placed safely at schools, and that sites are able to support their successful re-entry into school.

71. *Increase customer service to avoid negative interactions. Speak to this in the LCAP.*

We are not sure which area about customer service is requested to improve. Largely, this work happens at the school level as a result of complaints that families, staff, and students have filed about an interaction at the school site. Please provide the details and we can provide a clearer response.

72. *Create valid check-ins for students and staff.*

While we agree that a check-in/check-out system are high leverage practices for schools to implement, it is not clear if that is the suggestion being lifted here by PSAC. Check-in/check out systems are suggested at school sites currently.

73. *Is the Human Trafficking School Safety Protocol (HTSSP) being implemented at all schools? If not, at which ones? How often is the protocol reviewed and run?*

There are two ways that schools access the support against human trafficking. There are specific lessons that are provided to teachers to build awareness that is meant to be preventive. These lessons are provided District-wide and meant for all schools to access. There are also incidents that students report to school site staff that prompt a specific intervention as detailed in the protocol at a school level.

3.6 Youth Engagement and Leadership $4,087,209

74. *The metric about access to athletics for students with disabilities should be linked to this action. All accessibility supports could be reflected in their respective areas: Athletics, Afterschool, etc.*

We have moved these metrics to the corresponding actions.

3.9 Family Partnerships and Language Access $3,001,753

75. *Family partnerships and language access should be separate actions given our urgent needs related to interpretation and translation.*

These actions are interdependent and family partnership success in part is measured by the ability to provide language access. Family partnerships cannot exist without language access to information and communication with families.

76. *Identify one additional Arabic and one additional Spanish interpreter here.*

We have added these positions for clarity. Because these roles are Base-funded to meet mandated translation and

interpretation requirements, they are not included in the LCAP budget.

For clarity, the Office of Equity Interpreters' team, there are five 1.0 FTE Spanish interpreters. We have one 1.0 FTE Arabic interpreter, not two. Additional Arabic language support is provided by OUSD approved interpreter-translator contractors for the departments and school sites who have allocated (or will designate) funds for any language access not available through district in-house staff.

77. *We need an explanation of what part the Uniform Complaint and Procedures plays in improving our partnerships with families? Key questions and comments: What types of Uniform Complaint Procedure complaints are being filed and at which schools? What steps "failed" before a complaint was filed? We need targets related to Uniform Complaint Procedure in the LCAP. Is the UCP process working? When correction is needed as the result of a complaint, how often is the correction made?*

We list Uniform Complaint Procedure (UCP) data here as a metric for how many families must use a formal complaint process to solve a concern or issue experienced at their school site. In addition to the CHKS parent survey data, the UCP data is a measure of the effectiveness of our family engagement capacity building efforts to increase staff knowledge, skill, and will to communicate, build relationships, and partner with families. When these Tier 1 structures and culture of family partnership are absent, we believe that families will use the UCP process to voice their concerns.

An annual UCP data report is usually submitted to the CDE, however data on "what steps failed" before a complaint was filed, how often "corrections" are made, or qualitative evaluation of our UCP process is not available or collected.

78. *Identify reasons for student absences based on a supportive connection with the family, if any. Work to resource the support. (For example: mental health needs, food, clothing, transportation, extra hours before/after school, child care coverage, etc.) The reasons should be tracked to determine which support could be given. Gathering, analyzing, and utilizing that data at schools and centrally should be a set of planned strategies that should be described within the LCAP.*

The comment is appreciated and will be relayed to Attendance Teams. Providing the resources needed is not always possible due to limited resources.

79. *What outreach beyond phone calls/messaging are in place to determine the reasons for chronic absenteeism? In community schools, coordination with the Community Schools Manager (CSM) must happen to personally connect with families.*

The Community School Manager facilitates the Attendance Teams at every site. Outreach varies across school sites and is not data currently tracked therefore making a response impossible.

80. *What is meant by "Shared Decision-Making" in this action? How is that reflected in School Site Council (SSC) representation and governance?*

Shared decision making in the metric for this action is defined as schools scoring "2: Developing" or better for School Governance Standard #2: Meaningful Student, Family, and Community Engagement on the annual School Site Council Self Assessment.

81. *What are ongoing structures for meaningful partnership? Specify within the LCAP key examples that are promoted as models (e.g. PTO/PTA, mandated committees, home visits, specific observances and celebrations , etc.?)*

Ongoing structures for meaningful family partnership are Tier 1 practices for family engagement linked to learning. The defined expectation is that schools have at least one example practice in each of the Tier 1 areas: relationships, academic communication, language access to communication, and evidence of shared decision making. Examples are collected throughout the school year on our OUSD Family Engagement Data Collection tool. Examples in each area include:

Relationships:
- Parent-Teacher Home Visit Model
- Hopes & Dreams 1:1 Conversations
- Listening campaign with families of targeted population
- Community Building Circles between teachers and families by affinity group

Academic Partnership & Communication:
- Academic Parent-Teacher Team (APTT) Data Conference Model
- Traditional Parent-Teacher Conferences
- Teacher-led academic classroom meetings or workshops for families
- Parent academic workshop series on Math/Science led by teachers
- Early Literacy Milestones Workshops
- Parent academic workshop series on Literacy led by teachers
- Family workshop on Attendance
- Family workshop for ELL families on Reclassification
- Family workshop for ELL families on Language Program Options
- Family workshop series for SPED families
- 1:1 appointments over the phone, zoom, or in person to discuss family questions or concerns regarding academic, instructional, classroom issues
- Family workshop on Social-Emotional Learning in the classroom
- Family workshop on Universal Design for Learning (UDL) to support diverse learners in the classroom
- Affinity family committee linked to learning (ie: African American Parent Advisory, Yemeni Parent Advisory, Pacific Islander Family Committee, Latino Parent Advisory, BIPOC Family Committee, etc)

Language Access to School Communication:
- Language Office Hours
- Robocalls/Autodialer or Parent Square Alert
- Parent Square Auto-Translated Text
- Multilingual Office staff and CSM are available to help
- Multi-lingual flyers
- Personalized messages, texts, or calls in the families' home language(s)
- External agency or community partner provided interpretation or translation

Evidence of shared decision making:
- SPSA Schoolwide Engagement Meeting Presentation(s) where SPSA strategies and investments for targeted populations were shared
- Stand alone SELLS committee

82. *What are the focal/targeted populations for this action? What is a baseline practice for these populations? We suggest that we host information/support nights for these specific families to connect.*

Targeted populations for this area are focal populations named in Goal Area 2 targeted initiatives: African American, Arab American, Latino, Native American, Pacific Islander.

GOAL 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.
No feedback provided.

GOAL 5-8: Equity Multiplier Goals

83. *Equity Multiplier Funding is assigned to schools with **high non-stability rates,** where more than 25% of the students were enrolled in the school for less than 245 continuous days in the previous year, among other factors.*

    Equity Multiplier funding and services must be principally directed to serving the students experiencing non-stability and to promoting their stability.

Under state law, Equity Multiplier funds must be used only for evidence-based services at schools designated for this funding, and the schools must make plans for this spending in consultation with their school communities. While some schools have opted to use these funds to address issues tied to non-stability, others have focused on academic supports. Both the State and the County have been clear that the District may not prescribe uses for these funds.

84. *What is the FTE for the investments listed under each school? What are contracted services? How many additional staff?*

We have added FTE information to the plan. Please see the actions under Goals 5-8 for a summary of additional staff provided through these funds.

5.3 Academic Acceleration & Instructional Improvement at Prescott $134,755

85. *Please explain which investments align with the suspension metric.*

Investments that address suspension rates can primarily be found in Action 3.1: Safe & Welcoming Schools. Prescott is using its Equity Multiplier funds to address academic intervention and improvement.

Some Key Themes within the Recommendations

- *Support for Governance; Shared Decision-Making (SRP and others)*

- *Disability-Related Supports (Plan that Integrates all Actions and Investments that support the disability-related needs of students, Full Picture of Investments)*

- *Equitable Access to Services (For all Focal Student Groups, Criteria for Prioritizing particular Schools/Students for certain services–especially when there is a limited number of staff or service hours/resources)*

- *Disaggregated Student Group Metrics (Within all Targeted Actions & Investments; Across the LCAP) –Expanding our Definition of Success to be more inclusive: Reading Growth, Diploma Pathways –What is a Base program? Where can we see actions and investments for Base programs? –Community Schools (Mental Health Access, CSMs and their role, Access to COST process)*

The committee will continue its work to identify key themes within the recommendations.

PSAC QUESTIONS & RECOMMENDATIONS ON LCAP METRICS

a. *Make sure that all actions have a disaggregated metric and a metric that takes into account the experiences of students in more than one focal group. The intent must be to set goals for students who are not gaining equitable access to strategies and investments, and/or who are not experiencing positive outcomes related to specific actions.*

We have added disaggregated metrics in a number of areas. For some metrics (e.g., graduation rate), we receive data from the CDE and cannot easily replicate it with internal data, so we cannot disaggregate in ways other than what the state provides. In other areas the group of students in an overlapping group may be below our reporting threshold so is not included to protect student privacy (e.g., expulsions for some student groups). Disaggregated data for many metrics is available on the OUSD data dashboards at ousddata.org even if a specific metric for that group is not included in the LCAP.

(Goal 1 Metrics)

b. *Establish metrics and related targets in our LCAP for different diploma pathways, not just A-G. This supports the post-secondary outcomes of all students. It also helps to ensure that we follow all State laws and guidance related to high school diploma access for foster students and for students with IEPs, among other student groups*

In addition to A-G completion, the LCAP includes metrics for CTE sequence completion and for graduation for all students, which includes most alternative diploma pathways. The graduation metric does not include students who receive a Special Education Certificate of Completion, High School Equivalency Certificate, Adult Education High School Diploma, or who complete the California High School Proficiency Exam (CHSPE).

c. *Establish metrics that are specific to 1.7 Early Childhood Learning (ECE). Some of the metrics should address access: How many students are accessing ECE? What is our target for students accessing ECE? Some of the metrics must address outcomes: Do the students that attend ECE programs and Tk have better outcomes in Kindergarten? How will we measure the impact of students attending ECE programs and Tk?*

We have added the following metric:
● Metric 1.5.1: Increase the number of three- and four-year-old children who are enrolled in District-run early childhood and transitional kindergarten programs.

We will continue to explore ways to better assess the impact of our ECE and TK programs on student outcomes.

d. *Identify literacy and language arts metrics other than SBAC and iReady that are being used within OUSD. Could we include them in our LCAP? SBAC and iReady often do not offer a great picture of student knowledge/ability.*

i-Ready is our primary district reading assessment and will be used in all schools beginning in the 2024-25 school year. We also provide SBAC data in the LCAP because that is the primary state reading metric.

e. *Monitor reading outcome data by demographic groups within the LCAP.*

We include SBAC ELA data for a number of student groups in the LCAP. The OUSD local dashboards for i-Ready include filters for a range of demographic groups and allow users to examine disaggregated data for multiple student groups.

f. Set goals for reading growth in the LCAP, not just for grade level reading. This is a more inclusive approach to promoting reading outcomes for all students.

We have added the following metric:

- Metric 1.1.6: Increase the percentage of students in grades 3–5 reading three or more years below grade level who meet their stretch growth goal, as measured by the i-Ready reading assessment

As we roll out the i-Ready assessment to secondary grades, we will explore adding similar growth metrics for these students.

g. Please share data about Newcomer access to Dual Language programs. Newcomer students must have priority access to Dual Language programs so that they can continue to develop their home language.

We have added the following metric to address English learner access to dual language programs broadly:

- Metric 2.8.8: Increase the number of current or former English learners completing the seal of biliteracy annually.

We also hold seats for newcomer students in some of our dual language programs with newcomer supports available.

h. How are we ensuring that students have 1:1 access to a good working computer? Include repair and upkeep as a named action within the LCAP. And, do students have access both at school and at home? We would mention of actions to support students using their computer at home.

We have added the following metrics:

- Metric 3.8.2: Maintain the percentage of students in grades 4 to 12 with 1:1 access to technology devices.
- Metric 3.8.3: Maintain the percentage of low-income students in grades 4 to 12 with 1:1 access to technology devices.
- Metric 3.8.4: Maintain the percentage of foster youth in grades 4 to 12 with 1:1 access to technology devices.

We will clarify in the 2025-26 LCAP that this metric specifically references working technology devices at home, as this is part of the technology survey. Purchase, repair, and upkeep of classroom devices is base-funded so does not appear in the LCAP.

i. We request a metric about access to Tier 2 and Tier 3 mental health services at all sites.

We have added the following metric:

- Metric 3.3.1: Increase the percentage of schools with the ability to provide centrally-funded direct student mental health services.

We will collect baseline data in the upcoming school year and will provide a target in the 2025-26 LCAP.

j. Set general goals for the number/percentage of parents/students completing the CA Healthy Kids Survey.

We have added the following metrics:

- Metric 1.9.7: Increase the percentage of schools where at least 70 percent of eligible students complete the California Healthy Kids Survey (CHKS).
- Metric 1.9.8: Increase the percentage of schools where at least 40 percent of parents and guardians

complete the California Healthy Kids Survey (CHKS).

k. *Set targeted goals for parents/students completing the CA Healthy Kids Survey. We want a representative sample for our district.*

Because both the student and parent CHKS are completed anonymously, we are limited in how well we can track participation of members of our targeted student groups and their families. We do ask participants to self-report some demographic data and will monitor this. However, we do not ask participants to share their family income, language status (apart from home language), or foster youth status. Where it is available, information about demographics of participants is available on the CHKS dashboard at ousddata.org.

l. *Set targeted goals related to the staffing and retention of Special Education teachers and support staff.*

We will explore ways to track this retention in the future, but it is not currently among the teacher characteristics included in our data collection so we cannot add a metric at this time.

Superintendent's Response to
Community Advisory Committee for Special Education (CAC):
Feedback and Recommendations for the 2024-27 LCAP*
Most of these recommendations were carried forward from the recommendations that were made for the 2021-24 LCAP.

GENERAL INFORMATION

1) *We request that you include the following information about in the description of the students we serve:*
   - *Percentage/number of students with dis/abilities 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.*

We have added a statement that OUSD is a single-district SELPA responsible for service of infants with low incidence disabilities and ECE-Young Adult services via IEP in a variety of settings, including public schools, homes, hospitals, and specialized placements.

Demographic data is below and has been added to the LCAP document where applicable. There are currently 992 students with Section 504 plans.

For students with Section 504 Plans:
   - African American: 31.7% (315)
   - Latino: 31.2% (309)
   - White: 25.3% (251)
   - Asian: 8.9% (89)
   - Filipino: 1.3% (12)
   - Pacific Islander: .6% (6)
   - Unspecified: 1.0 (10)
   - ELL: 20.6% (204)
   - Foster Youth: .8% (8)

For students with IEPs:
   - African American 32.5% (2550)
   - Native American 0.6%   (44)
   - Unspecified 5.2% (411)
   - Latino   42.6%   (3346)
   - Asian   8.3%   (652)
   - Pacific Islander 0.7%   (52)
   - White   9.1%   (717)
   - Filipino 1.1%   (84)
   - ELL: 30.3% (2351)
   - Foster Youth 1.2% (96)

2) *The section entitled "About the OUSD LCAP" states that the LCAP "captures key actions and investments beyond the District's base program that support our goals to improve outcomes for Oakland students." It also states that:*

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 . . .

A. *The LCAP must show how, along with other types of services, OUSD is increasing and/or improving disability-related services to better support the unique needs of disabled students, one of the focal groups within the LCAP. This is a standard approach in the LCAP to addressing all identified types of student need.*

OUSD's leaders agree that OUSD needs to demonstrate the ways in which it is ensuring educational progress for disabled students. Progress for disabled students can be measured through the LCAP metrics focused on academic achievement, graduation, suspension, attendance, post-secondary outcomes, and family engagement. Additionally, we encourage the CAC to agendize CAC meeting topics focused on academic progress and curricular implementation regularly so the CAC members and community have ongoing opportunities to hear updates, review data, and ask questions about the work related to increased outcomes for disabled students, including those in other focal groups.

B. *Describing "strategic decisions," regardless of funding source, is how we demonstrate that OUSD is working to improve outcomes for disabled students, especially when those students are also members of other unduplicated student groups (Low Income, English Learners, and/or Foster Youth.) Improving outcomes for those students requires that we meet their disability-related needs alongside needs arising from and intersecting with their other student group experiences.*

OUSD's leaders agree that OUSD needs to demonstrate the ways in which it is ensuring educational progress for disabled students.

C. *The LCAP must show if/to what extent/how disabled students are gaining access to the supplementary and targeted programs and services that other eligible students receive. Two clear examples are designated ELD for English Learners with IEPs and Linked Learning for all high school/young adult students.*

We agree that more students with IEPs need access to appropriate ELD and Linked Learning/CTS Experiences. We are addressing this through improved collaboration with the ELLMA and Linked Learning teams. ELLMA and Special Education have jointly created a practice guide for school site leaders that provides explicit guidance on the manner in which ELLs with IEPs can receive D-ELD. Special Education and Linked Learning updated data dashboards to allow for disaggregation of data by program and disability type, and we are developing an ambitious three-year plan to ensure meaningful inclusion in Linked Learning pathways.

D. *The LCAP must show how OUSD is improving disability accessibility across all programs and services (a universal and environmental approach rather than an individualized approach constrained within individual IEP processes.) Improving accessibility in schools, classrooms, and programs involves both Special Education staff and other staff. Finally, this benefits other students along with disabled students.*

While there is considerable work to do in this area across most public school systems and in OUSD, the District has taken some strategic steps to make our school communities more universally accessible. Some examples include the purchase of sensory and calming corner kits for our general education early elementary classrooms, a supplemental investment in general education behavioral specialists supporting all elementary schools and focal middle schools, and ongoing partnership with the Visual and Performing Arts and Physical Education teams and teachers to provide professional

development aligned with the principles of Universal Design.

E. The Special Education Annual Service Plan and Annual Budget Plan are not strategic documents that detail program improvements or strategic resource allocations based on program or student goals/metrics or on assessments of need across schools/programs. Those two documents include simple inventories of Special Education dollars by object code and indicate the locations of broadly defined types of service.

As mentioned in another feedback item, Special Education staffing by discipline changes as students' IEP-defined needs and overall enrollment of students with IEPs changes, so it would not be possible to include a complete accounting of the full-time equivalents for every special education position in a three-year document like the LCAP.

F. Providing the CAC and other community members with a document detailing Special Education expenditures after the LCAP and budget have already been adopted does not allow opportunity to provide feedback about investments ahead of decisions. This also deprives stakeholders of the opportunity to discuss Special Education investments in relation to the other ones outlined in the LCAP.

The District provided the Local Plan's Annual Budget Plan to the community in March 2024, and commits to providing this document each spring. However, these investments are largely driven by IEP needs and do change over time as needs change, as outlined above. The District is not currently resourced to provide significant investments beyond what is required to implement IEP services.

G. Many of the services that support disabled students under the umbrella of Special Education have analogues within "General Education." We should account for those services within our LCAP. We should develop an integrated approach to strong instruction and support.

 Some examples:

- Adaptive Physical Education Teacher: Physical Education TSA
- Resource Specialist: Intervention Teacher, TSA to Coach/Consult with Teachers, Case Manager
- SDC Teacher: Self-Contained Newcomer Program Teacher; Teacher in Elementary Classroom with Specially Designed Instruction (e.g. Bilingual Instruction)
- Occupational Therapy: Other Therapeutic Supports under Health and Wellness
- Special Day Classroom: allocation of additional staff for class size reduction and lower student-staff ratios
- Behavior Analyst/Behavior Tech: Behavioral Health Staff within General Education; Social Workers
- Augmented and Alternative Communication; ASL Interpretation/Instruction: Dual Language or Multilingual Programs
- Special Education multisensory phonemic awareness and phonics curriculum: High Quality General Education Literacy Curriculum

We agree that strong integration of general and special education is a part of a healthy system of support for disabled students and seek opportunities to ensure collaboration between general and special education personnel.

3) Address a related statement made under Goal 2.4:

Most Special Education services and associated positions are funded through LCFF Base resources and therefore not included in the LCAP, which includes only those investments considered to be beyond the Base program for all students.

The use of "Base resources" and the reference to "Base Program" are used interchangeably in the narrative for action 2.4. Please explain what is meant by Base Program. Note that the definition of "Base" and "Beyond the Base" can apply to students who receive Special Education.

All students with IEPs have their primary teacher(s) for mandated subjects/courses who are also the case

manager in the case of SDCs, basic instructional materials, centralized oversight, and any basic support that is provided through the school or district to all students. Anything beyond that is not part of the Base program.

This would include services such as case managers who are not the subject/course teachers, related services for specific students, paraeducators for SDC programs, consultation by case managers and others, specialized equipment to augment/adapt what is provided to all students, Special Education Extended School Year, etc.

This is addressed above. We can change the language to be more specific if desired (e.g. "Required to implement IEP services.") At this time, the only district investments in Special Education that are not required to implement IEP services are Special Education Teachers on Special Assignment/Program Specialists, school-facing Special Education Administrators, Disability Access Resolution Investments (12 additional literacy interventionists at the elementary level, funds for after-work professional development, specialized materials for after-school program access and Visual and Performing Arts courses, and one Coordinator and one TSA to manage and execute this work), and half of our Board Certified Behavior Analysts (6 positions). All teachers, support staff, psychologists, speech pathologists, motor and low incidence specialists and social workers/mental health clinicians are necessary to implement IEPs.

General Recommendations Related to the LCAP Metrics

4) *Add a stability indicator for disabled students as a whole and for Black disabled students specifically. "How many school changes have disabled students experienced before they enter middle school? CAC believes that this 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.*

We do not have stability and non-stability rate data for specific student groups, since these rates are calculated and provided by the California Department of Education at the schoolwide level. We also do not currently have data on how many times an individual student changes schools within a given grade span, but will explore what would be entailed in collecting this data in the future.

General Recommendations Related to the LCAP Actions and Investments

5) *Include all actions and investments to increase access for disabled students to academic and social-emotional services and supports. This stems from an adopted Board resolution and the requirement to provide a full educational opportunity to disabled students with IEPs.*

The key areas at this time are: Expanded Learning, Athletics, Linked Learning, Electives (especially Visual and Performing Arts). Identify metrics in the LCAP to monitor and improve access.

We have included an LCAP metric focused on increasing after-school program access for students with extensive support needs. We have $1,600,000 of total supplemental investment in Special Education access work, of which approximately $1,100,000 goes to supplemental literacy intervention in grades K-5, $100,000 goes to professional learning and specialized materials for after-school programming, $60,000 goes to general after-hours professional learning focused on access for students with disabilities, and the remainder goes to fund the two positions that support implementation of the access resolution.

6) *Include description of the 504 program with any actions to improve it. Add indicators for disabled students that are supported by 504s to the ones for disabled students with IEPs as separate metrics.*

Section 504 does not have a placement continuum in the same way Special Education does. Rather, it is a general education function whereby students with established disabilities that may impact their functioning at school can

receive codified accommodations to support their educational access. The Section 504 process begins with a request, followed by an evaluation period where district personnel consider student data and information supplied by the parent/guardian/rights holder to determine eligibility. From there, a multidisciplinary team convenes to prepare the Section 504 plan, which, once finalized, requires that the student receive the accommodations contained within the plan. Each school site must designate an administrator to be the Section 504 coordinator for the school, and the plans must be reviewed regularly and updated as students' needs change. The Central team that supports Section 504 implementation (partial FTE of a director and one program manager, shared with Health Services and nursing) provides written guidance, training for new administrators on the Section 504 information system, general training on reasonable accommodations and how to develop them, individual coaching and case consultation, and maintains a small budget for specific, tangible materials that may be necessary to implement students' plans (e.g., specialized seating, medical equipment, sensory tools). In addition, the district has two Section 504 tech positions that can provide fixed-term staffing support when a student has a more impactful health-related disability (e.g., toileting needs, mobility assistance).

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

1.1 Strong Readers: Early Literacy & Secondary Literacy

7) *Express in the LCAP that all students in the appropriate grades, including all students with IEPs, will be taking the i-ready and that they will all be included in i-ready data.*

The expectation is that schools are administering i-Ready to all non-exempt students. We will continue to support schools in ensuring that all eligible students are tested. For the spring administration, exempt students include Special Education students with Moderate-Extensive Support Needs and students in 90/10 dual language programs. All students are included in the i-Ready data, whether or not they are tested.

1.6 Multilingual Programs

8) *Please describe the level of access to multilingual progress for students with IEPs with different disability experiences and program experiences. Also, how are the criteria for enrollment in Dual Language programs established and implemented so as to prevent barriers to access for disabled students, independent of disability type and program designation?*

The enrollment process for dual language programs does not discriminate on the basis of disability or consider disability when determining enrollment. Any student with an IEP that spends most of their day in general education may attend a dual language program. The District operates a dual-language self-contained program at Melrose Leadership Academy across grades K-8, as well.

1.7 College and Career for All

9) *Please see #5 above. Describe actions and investments to improve access for disabled students with IEPs to the elements listed.*

The goals in this area are currently being developed and are expected to be finalized by the end of the summer. They can be shared once finalized.

10) *Establish metrics and related targets in our LCAP for different diploma pathways, not just A-G. This supports the postsecondary outcomes of all students. It also helps to ensure that we follow all State laws and guidance related to high school diploma access for foster students and for students with IEPs, among other student groups*

There is already a metric for increasing graduation holistically, which will allow us to report on the number of students newly participating in the Alternative Diploma pathway. The District is committed to increasing the number of students with Moderate-Extensive Support Needs participating in high school leading toward an Alternative Diploma over the next three years in addition to our commitment to increasing A-G access.

The California School Dashboard graduation metric includes students who earn a standard high school diploma through any diploma pathway. It does not include students who earn a Special Education Certificate of Completion, a High School Equivalency Certificate (GED or HiSET), an Adult Education High School Diploma, or who take the California High School Proficiency Exam (CHSPE).

1.9 Data-Driven Decision-Making

11) *In line with our recommendations for the 2024-27 Local Plan for Special Education:*

   The metrics on the dashboards do not reflect all areas of greatest need for Special Education (e.g. access to a full educational opportunity, Special Education staff retention, etc. Where is the comprehensive community-facing dashboard for Special Education students, families, staff, and other stakeholders that we were told would be available to us in 2023-24? Currently, stakeholders have to go to separate dashboards to filter for disabled students with IEPs and programs. In addition to this, disaggregation is not consistent across data sets. It is complex to advocate across the Local Plan and the LCAP, as well as across schools, programs, and content areas. We need this comprehensive dashboard to better understand and support the needs of disabled students.

Our data team will work with the Special Education team to continue to explore which internal dashboard can be made available to the public, and will create a "cheat sheet" for the CAC to map where dashboards of interest exist on the public-facing website. In the interim, our data team recommends that CAC members review the public dashboards to see what is already available and can be disaggregated by Special Education student group.

GOAL 2: Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.

12) *All actions directed at addressing the specific and unique needs of focal groups under Goal 2 must include a description of how disabled students that are members of those focal groups are accessing and benefiting from those actions. Specific metrics must accompany the work that is described under each action.*

While we will not be adding additional achievement metrics at this time, we will already be monitoring and reporting on progress in ELA, math, discipline, attendance, graduation, and family connectedness/belonging for students with IEPs, which can be further disaggregated by race/ethnicity, English Learner status, and socioeconomic status.

13) *The CAC has a sustained focus on the needs and experiences of Black disabled students who are being suspended at much higher rates than their peers. Suspensions for these students also increased from End-of-Year 2022 to End-of-Year 2023. (See the data copied below.)*

   Collaborative work has included mostly the Middle School Network Office and CAC members with some coordination support from the Office of Equity. Suspensions are beginning to trend downward for these students. The work should also incorporate staff from Attendance and Discipline and Community Schools. Describe current work to reduce suspensions for disabled Black students under this Goal and under action 3.1.

Each school has an administrative team and a culture team that looks at suspensions. Admin teams are responsible

for understanding the root cause of each suspension and then implementing strategies and solutions to address the root causes. These teams take seriously the patterns for disabled Black students and take steps at the school site level to address these patterns.

Link to related presentation from the December 2023 CAC Meeting:
https://docs.google.com/presentation/d/19EkXlmwuuejLvP7M8lgZMmIOIdZj2nExhKWCE8iNEtE/edit#slide=id.g2a11008717e_0_96

2.8 English Learner Achievement & 2.9 Long-Term English Learner Achievement

14) *We support the recommendation from the District English Language Learners Subcommittee to monitor and improve access to daily Designated English Language Development (ELD) for English Language Learners with IEPs independent of disability experience and program designation. This key instructional component must not be relegated to Special Education teachers who already teach content for multiple grade levels and in many contexts, and who attend to many other aspects of Individualized Education Plans. Students with IEPs must access the Designated ELD instruction that is being provided to other English Language Learners. Please explain current work and investments to increase access to Designated ELD for disabled students.*

We have provided sites with guidance on the options to ensure ELLs with IEPs have access to designated ELD instruction. This year, we will be rolling out additional guidance and training modules for ELL Ambassadors (ELL/reclassification leads at each site) and case managers to support implementation, in collaboration with SPED and ELLMA teams. We will also be closely monitoring enrollment of dual-identified students in designated ELD courses. There are no specific new investments in this area.

Link to related presentation from the December 2023 CAC Meeting:
https://docs.google.com/presentation/d/19EkXlmwuuejLvP7M8lgZMmIOIdZj2nExhKWCE8iNEtE/edit#slide=id.g26036a0de35_0_2084

2.11 Alternative Education

15) *In line with our recommendations for the 2024-27 Local Plan for Special Education:*

Clarify if/how alternative education, independent study, and home-based program options are available for disabled students, inclusive of the various disability experiences and program designations. As an example, Sojourner Truth is no longer an independent study option for any student. Also, disabled students have been counseled away by school site staff from applying for particular alternative schools. This is a question about access to alternative education options and not specifically about what is provided through the IEP process (e.g. NPS and Special Education Home & Hospital)

These options are often life-saving for disabled students with sensory, mental health, and other disability needs that are not being met in what can be highly stressful, unsafe, and chaotic school settings for those students. Some of these students are being harmed by environments that cannot be adjusted to meet their accessibility, socio-emotional, and psychological needs. The school setting is sometimes the source of the "substantial life event" or a series of such events that exacerbate or produce disability-related needs.

Placement and services are always an IEP team decision, but the district is not obliged to and cannot reasonably maintain all types of programs at all campuses. All students who spend the majority of their day in a general education setting have access to Alternative Education programs, and we have resource specialist and related services FTE at each Alternative Education school. The District is unaware of any established process of counseling students with IEPs away from Alternative Education campuses, and on the contrary, the number of students with

IEPs at each Alternative Education campus grows considerably across each school year. In addition, the District has teachers and support staff to support a continuum of services through Sojourner Truth, including Mild-Moderate (2 programs), Extensive Support Needs (2 programs), and Mental Health (1 program) programming, beyond Resource Specialist services (3 teachers). Independent study, home-based learning, and hospital-based instruction are also options along the continuum of services pursuant to IEPs, and the District has one independent study instructor and four home-hospital Special Educators.

2.12 Expanded Learning Opportunities $53,182,495

16) *See #4 above.*

GOAL 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.

17) *A precondition for joyful community school experience in which students feel welcome, safe, healthy, and engaged; is for students to be able to remain in their school. The CAC aims to stop the practice of forcibly removing disabled students from their schools to close or repurpose Special Education classrooms or programs.*

    We affirm that disabled students are full members of their school communities and that they must not be targeted for displacement because of their disabilities and disability-related needs. Both disabled and non-disabled students must be able to attend the school to which they enroll for the entirety of that school's grade span.

    Our enrollment policies and practices must affirm the right of disabled students to experience stability and belonging.

    Please speak to this within this Goal as it relates: Safe & Welcoming Schools, Restorative Practices, Student Health and Wellness, Behavioral and Mental Health, Youth Engagement, Community Schools, Family Partnerships, and (Equitable) Enrollment Supports.

We acknowledge that transitions between schools can be challenging for all students, and especially challenging for students in self-contained programs. However, if there are insufficient students of a particular program type and grade band to continue to have the same number of classrooms, the District must adjust staff and fiscal investments to align to the number of seats that are needed. Given our current fiscal situation and the significant shortage of qualified Special Education personnel, it is not possible to keep very small programs open solely to avoid moving students. However, barring low enrollment that requires programmatic changes, we agree that students with disabilities should only be moved if enrollment or IEP team decisions indicate that such movement is necessary, or in accordance with established transfer procedures that are available to all students.

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

4.1 Diverse and Stable Staff

18) *Include metrics, actions, and investments to increase the hiring and retention of Special Education teachers, instructional support specialists, and paraeducators.*

We will explore adding these metrics to the 2025-26 LCAP. We do not currently collect hiring and retention data in a format that allows us to readily provide this information.

ADDITIONAL REFERENCE DOCUMENT: Link to the 2023-24 Initiatives of the OUSD CAC for Special Education:
https://docs.google.com/document/d/1RrJyAEOZAPXa3KdfMKC9u8dVYVTg_lRB/edit?usp=sharing&ouid=107837068308632473483&rtpof=true&sd=true

Superintendent's Response to
District English Language Learners Subcommittee (DELLS):
Feedback and Recommendations for the 2024-27 LCAP

Six out of seven members of the District English Language Learners Subcommittee are also members of the LCAP Parent and Student Advisory Committee. They attend the meetings and activities of both committees. Because of this, the PSAC recommendations are also the recommendations of DELLS members.
DELLS members add and highlight the recommendations listed below along with those advanced through the LCAP Parent and Student Advisory Committee.

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

1.6 Multilingual Programs

1) *Please explain in the LCAP the support that is provided to dual language programs and instruction at the secondary level.*

The ELLMA Specialist assigned to the network of the two schools with dual language programs supports the schools to implement appropriate dual language instruction at the secondary level. Additionally, the academic teams in math, science, and social studies work with the teachers to support content instruction in Spanish and/or English.

2) *Explain the connection or relationship between secondary dual language instruction and world language instruction.*

Students who are not enrolled in a secondary dual language program have the opportunity to pursue, or advance, language study through world language courses. Because we do not have dual language instruction at high school, students who have attended dual language programs may request an advanced language course, typically Spanish 4 or AP Spanish. 8th graders at MLA and Greenleaf are given a language assessment called the AVANT, which can be used by counselors to inform course level placement.

3) *Explain criteria for access to Dual Language programs by newcomer status, language, disability type, disability program, grade of entry into the programs, etc. Provide related access data.*

Dual language programs are offered at specific sites. If families want a dual language program, they would need to participate in the enrollment process to choose a school that offers dual language programs. These programs are open to all students, including newcomers and students with disabilities, until the 2nd grade where language proficiency must be assessed prior to entrance into a dual language program. We can provide data of representation across these groups at a later date due to the data analysis required.

1.9 Data-Driven Decision-Making

4) *Monitor ELPAC participation as a metric in the LCAP. Disaggregate for students with IEPs. Explain actions, including those within Research, Assessment, and Data, that are aimed at increasing participation in the ELPAC and the Alternate ELPAC. The ELPAC is not mentioned within this section.*

The ELPAC is a base function of testing as required by the California Department of Education. While we will report the data, ELPAC participation will not be part of new metrics.

1.11 Continuous School Improvement

5) *Add content in the LCAP about the support that is provided for the continuous school improvement process undertaken by school site committees, in particular Site English Language Learner Subcommittees. Describe the support that will be provided for the cycles of inquiry and improvement undertaken through SELLS in collaboration with SSCs. This is an urgent need in light of the longstanding recommendations for the LCAP made by PSAC and DELLS members in the past few years.*

The support to SELLS is provided by the Family Engagement unit of the Office of Equity. Continuous school improvement does not focus on SELLS since that is the work of the Family Engagement unit.

GOAL 2: Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.

2.8 English Learner Achievement

6) *Provide evidence through the LCAP that ALL English Language Learners, including all disabled English Language Learners and newcomers, are receiving the mandated 30 minutes of Designated English Language Development (ELD) at their level. Establish metrics for designated ELD access along with actions to support it.*

All schools must include Designated Language Development within their instructional minutes. ELLMA Specialists, academic department staff, and network teams will monitor the implementation of this instruction through classroom observations, instructional minutes, and master schedule analysis.

7) *Multilingual programs are often cited as supporting the English Language Development of English Language Learners. If so, those programs also need to be referenced and described under this action to explain how they support ELD for ELL students.*

It is true that dual language programs in particular support English language learners by building on students' home language(s). A separate description in this section is redundant because of the descriptions provided in 1.6 and because all actions in 2.8 are also relevant to multilingual programs, including the implementation of integrated and designated ELD.

There are bilingual programs that exclusively focus on the English Language Development of English Language Learners. Please describe actions and investments related to those programs.

There are no bilingual programs that exclusively focus on English Language Development. Please feel free to clarify the names of programs to which DELLS is referring.

2.10 Supports for Newcomers

8) *Please provide data for the number of newcomers who are also unaccompanied minors or refugee/asylee students in OUSD. Describe any metrics, actions, and related investments to support their unique needs.*

Of the nearly 3,700 newcomers in our district, 870 of them are listed in our student information system as unaccompanied minors and 247 are listed as refugee or asylee students. We know there are always students who we do not catch with our definitions and systems, but these data are well kept through our enrollment and student support systems. There are several different avenues of support we offer to these groups.

The **Refugee and Asylee Student Assistance Program** connects newcomer Refugee and asylum-seeking families

with supportive resources as they enter and move through the OUSD system. Supports include:

- Support with School Enrollment & School Choice
- Family Orientation to U.S. /OUSD Schools
- School & teacher support & partnerships (including translation and interpretation)
- Provision of school supplies & transportation assistance (as needed)
- Referrals to key academic & enrichment programs (after school programs, tutoring/mentoring services, college readiness programs, technology access programs, job programs, etc.)
- Parent ESL & School Connectedness Programming
- Summer program offerings for Elementary, Middle & High School Students
- Supplemental Enrichment & Academic support (after school tutoring services, soccer programming, gardening groups, and summer soccer camp)
- Case management for particularly high need students and families (families at risk of homelessness, service coordination for severely traumatized students, etc)

The Newcomer Wellness Initiative

The NWI team focuses on the child as a whole and understands that in order to support attendance and academic efforts, students' general well-being needs should simultaneously be addressed. The NWI is a grant funded program that places bilingual Clinical Social Workers and School Counselors, at designated middle and high school newcomer sites to support the non-academic needs of these students, their families and caregivers. The Newcomer Wellness Team targets their work to address all levels of student need within the school setting, using the multi-tiered systems of support (MTSS) framework to guide their interventions.

Additionally, OUSD uses grant funding to support an unaccompanied minor reengagement specialist, an elementary newcomer wellness specialist, and several community navigators to support our refugee, asylee, and unaccompanied youth successfully access the learning environments that our schools nurture.

GOAL 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.

3.9 Family Partnerships and Language Access

9) *Family partnerships and language access should be separate actions given our urgent needs related to interpretation and translation.*

These actions are interdependent and family partnership success in part is measured by the ability to provide language access. Family partnerships cannot exist without language access to information and communication with families.

10) *Clarify that there is one additional Arabic and one additional Spanish interpreter beyond those that are listed in the draft LCAP.*

There are five 1.0 FTE Spanish interpreters, including one who is in the Special Education Department budget, but only three are funded with LCFF Concentration funds; the other two are funded in the base to provide mandated translation and interpretation. There is one 1.0 FTE Arabic interpreter, not two. We have adjusted the funding for the Arabic and Mam interpreter positions to more accurately reflect mandated vs. supplemental interpretation. Additional Arabic language support is provided by OUSD approved interpreter-translator contractors for the departments and school sites who have allocated (or will designate) funds for any language access not available through district in-house staff.

11) *Set a metric and related actions to increase the number of standalone (Option 1) Site English Language Learner Subcommittees. Identify the departments and offices that would be involved in supporting this metric and describe related actions.*

   Mandated Site English Language Learner Subcommittees have largely disappeared in OUSD. ELL representatives within School Site Councils often exist only on paper. We lack concrete evidence that ELL families are being engaged and represented, and that topics related to the needs of ELL students are consistently discussed with them. Establishing standalone Site English Language Learner Subcommittees guarantees some level of direct and consistent engagement with ELL families.

We agree that standalone Site English Language Learner Subcommittees (SELLS) are the best practice for direct and consistent engagement with ELL families. However, we cannot mandate that sites go above and beyond what is legally required for establishment. Internally, the Office of Equity District Family Engagement Specialists (DFES) will advise and support school sites to establish standalone SELLS as a best practice. The Office of Strategic Resource Planning will support messaging to school sites that a standalone SELLS is the best practice and will encourage them to work with the Office of Equity for ELL family engagement in the SELLS. ELLMA will continue to work with DFES on the development of content for ELL family engagement in the SELLS. Through this cross department collaboration, we can expect at least ⅓ of sites required to establish a committee will establish as a stand alone committee.

12) *Explain the process for assessing language access needs at schools and districtwide. How do we know that we are meeting the requirements for language access? What targets and best practices for interpretation and translation in OUSD are we setting?*

We follow guidance from Ed Code 48985, which determines that sites with 15% or more of the student home language is not English, the school site must provide interpretation or translation for those families. Currently, 60 sites meet this threshold for Spanish, 8 sites for Mam, 2 sites for Arabic, and 1 for Cantonese. These are the sites where we will be able to provide a district interpreter. Our goal is for sites to provide interpretation or translation for any other language needs in their community. Districtwide, the only language that meets the threshold is Spanish, and this is the only language we are able to provide for districtwide meetings. We are able to provide interpreting and translation in other languages when the requesting department provides a budget to secure the service from an external approved provider, or an inhouse interpreter if they are available.

Currently, we track requests for interpreting and translation through our internal request process. Any other request is not tracked or recorded centrally. The Code of Ethics for Education Interpreters guides the practice of our internal team of interpreters. External vendors that have been approved by Procurement have provided evidence of certification and qualifications for their agency interpreters.

   Explain the current allocation by language. Please note that right before the adoption of the 2021-24 LCAP there were 40% Mam speakers in OUSD as compared to now. Please explain how we are supporting the language access needs of these families.

In 2024-25, we have allocated 5 Spanish Interpreters, 2 Cantonese Interpreters, 1 Arabic Interpreter, and 1 Mam Interpreter, to meet the defined language needs at specific sites meeting the home language threshold, as well as the district wide interpretation need for IEP related services, and confidential, legally mandated interpreter needs for personnel related meetings, student attendance and disciplinary hearings. Mam speaking families receive oral interpreting only, as it is primarily an oral language, and families opt to use Spanish language translation for written

materials, and in some cases also request Spanish interpreting.

> *DELLS has provided analysis that we are not currently meeting our language access needs and requested that OUSD, at minimum, maintain the current number of interpreters. Instead, there were reductions in the FTE for interpreters.*

> *No evidence has been provided that sites are allocating resources to support these needs. We request this evidence in light of reductions to centralized interpretation and translation.*

Given the reduction of District-provided interpretation for 24-25 as COVID funds sunset, this will be our first year supporting sites to understand how to allocate funds for interpreting taking place after 4 pm, and how to create their own accounts to access external providers when district interpreters or languages are not available.

Superintendent's Response to
Foster Youth Advisory Committee (FYAC):
Feedback and Recommendations for the 2024-27 LCAP

The members of the Foster Youth Advisory Committee reviewed the draft goals, actions, and metrics for the 2024-27 LCAP at their 4/23/24 public meeting and gathered initial feedback. They met again on 5/9/24 to develop recommendations based on that feedback and on their current priorities.

Note: The members are now reviewing the complete draft of the 2024-27 LCAP, which became available on Monday, May 13th. They could share any additional feedback/recommendations after that review and before the first hearing of the LCAP.

ALL GOALS AND ACTIONS

The members of Foster Youth Advisory Committee agree with the following recommendation (#1) from the April 17th PSAC meeting and adopt it as their own:

1) **All actions under all goals must name a metric for at least one disaggregated student group and for one group within that group. The latter metric takes into account the experience of students in more than one of our focal groups. The intent of this must be to set targets for students who are not gaining access to specific strategies and investments.** *(4/17/24 PSAC Meeting)*

   This approach helped the members of FYAC to identify that foster youth with IEPs were being suspended at far higher rates than foster youth as a whole, especially at the high school level. This, in turn, led to FYAC fostering greater collaboration between OUSD Attendance & Discipline, Community Schools and Student Services (Community School Managers), Special Education, and Foster Youth Services. This collaboration is yielding specific actions to reduce suspensions for high school foster youth with IEPs and for foster youth generally.

Thank you for the feedback. Disaggregated student groups are present for most metrics. We will not be adding more metrics to the LCAP at this time.

LCAP GOAL 1
The members of Foster Youth Advisory Committee agree with the following recommendation (#2) from the April 17th PSAC meeting and adopt it as their own:

2) *Establish metrics and related targets in our LCAP for different diploma pathways, not just A-G. This supports the post-secondary outcomes of all students. It also helps to make sure that we follow State laws and guidance related to high school diploma access for foster students and students with IEPs, among other student groups. (4/17/24 PSAC Meeting)*

(See response to PSAC feedback above, #10.)

Additional feedback and recommendations from FYAC members for #2:

   a) *Identify how many foster youth are not accessing an A-G diploma, reduced credit diploma, or alternative diploma. By 2027, 90% of foster youth receive one type of high school diploma within 5 years.*

We have added this information to the LCAP.

> b) 100% of foster youth with IEPs who are not on track to receive either an A-G diploma or a reduced credit diploma during their sophomore year, have an IEP meeting at the beginning of their junior year where the student's team will discuss the options of an alternative high school diploma and extended years for completing the requirements towards high school graduation.

At our Continuation sites where students attend because they are off track for graduation, students are referred to the Student Success Team to assess best next steps to graduation. In cases where it is appropriate, a reduced credit diploma, an additional year, or referral to Adult Education is considered. Students that have IEPs and are off track for graduation are also considered for these referrals. The Special Education and foster youth case managers develop an early intervention plan to get students back on track, such as 1:1 tutoring, pull out and/or push in supports, credit recovery option such as Edgenuity.

The members of Foster Youth Advisory Committee agree with the following three recommendations (#3, 4, and 5) related to literacy development from the April 17th PSAC meeting and adopt them as their own:

> 3) Guarantee that ALL K to 2nd graders are taking the i-ready and that they are ALL included in the i-ready data that is reported in the LCAP (4/17/24 PSAC Meeting)

(See response to PSAC feedback above, #7.)

> 4) Monitor reading outcome data by demographic groups within the LCAP. (4/17/24 PSAC Meeting)

Data for specific student groups for SBAC English Language Arts/Literacy is included in the LCAP Metrics. Reading data for other assessments is available at the student group level on the OUSD data dashboards, which can be found at www.ousddata.org. We are currently still in the process of implementing i-Ready as our districtwide reading assessment, and will consider adding additional student group-specific metrics for this assessment in the future.

Additional feedback and recommendations from FYAC members for #4:

> a) Disaggregate the reading metrics for foster youth.

We have included a specific SBAC ELA metric for foster youth, and will evaluate adding an i-Ready metric once this assessment is fully implemented across all grade levels.

> 5) set goals for reading growth in the LCAP, not just for grade level reading. This is a more inclusive approach to promoting reading outcomes for all students. (4/17/24 PSAC Meeting)

We have added growth metrics for i-Ready in response to this feedback. Note that we will not have baseline data for some of these metrics until next year.

LCAP GOAL 2

The members of Foster Youth Advisory Committee agree with the following recommendation (#6) from the April 17th PSAC meeting and adopt it as their own:

> 6) Name a metric for at least one disaggregated student group within each focal student group. This metric takes into account the experience of students in more than one of our focal groups. The intent of this must be to set targets for those students within the group who are not gaining access to the targeted strategies

and investments and/or who are not experiencing positive outcomes/growth. (4/17/24 PSAC Meeting)

Data for disaggregated student groups for many metrics can be found at www.ousddata.org. We have added LCAP metrics for disaggregated student groups in specific areas of focus, but many LCAP metrics come from state data on the California School Dashboard, which provides data for a more limited set of student groups. It is our practice not to mix local data with state dashboard data to avoid confusion over non-comparable datasets.

Additional feedback and recommendations from FYAC members for #6:

    a) *Targeted actions for all focal groups listed under Goal 2 must address the needs of foster youth within the focal group and review disaggregated data to do so.*

Foster youth are prioritized for many of the actions within Goal 2, and where appropriate, staff review data to ensure that foster youth are accessing the service (e.g., summer school).

7) *Add the following items under the action 2.6 entitled "Supports for Foster Youth"*

    a) *Ensure implementation of suspension reporting requirements for foster youth under AB 740. Add a metric to support the implementation of this requirement.*

    Suggested metric: In 100% of actual or potential suspension incidents of any foster youth, and before the suspension is assigned or becomes effective, the foster parent/caregiver, education rights holder, minor's attorney, and county social worker of said foster youth will be notified in person or by phone call, as well as by email, of said suspension and will be offered a conference to discuss it.

Foster youth parents/guardians are notified when a suspension is issued via a phone call. Suspension paperwork is also sent home with students. District personnel (Misha Karigaca) also sends a weekly suspension list of all foster youth to East Bay Children's Law Office, who represents our foster youth in Oakland. Notifying the minor's education rights holder satisfies AB 740.

    b) *Clearly identify the types of non-labor investments to support foster youth and a related funding allocation. These investments could include: transportation, incentives, individualized academic materials and resources, etc.*

Non-labor investments currently planned to support foster youth include contract-based tutoring support. We have added this to the list of investments for clarity. If additional programmatic investments are made in 2024-25, these will be detailed in the 2024-25 LCAP Annual Update. The funding allocation is reflected in the budget for Action 2.7.

8) *Continue providing priority access for foster youth to summer school and afterschool programs. Generate data to monitor access.*

We will continue prioritizing foster youth for these programs.

LCAP GOAL 3

9) *Include the reduction of foster youth suspensions and the reduction of suspensions for foster youth with IEPs as metrics under Action 3.6 "Suspensions." Describe specific work and investments to support those metrics. Describe the collaboration between Community Schools, Foster Youth Services, Attendance and*

Discipline, Special Education, and the Foster Youth Advisory Committee to implement specific strategies as described in the Spring 2024 FYAC meetings and in Spring 2024 reports to the School Board.

We have added an LCAP metric to track the suspension rate for foster youth. We will explore disaggregating suspension incidents for foster youth with IEPs on the district dashboards.

10) *Disaggregate foster youth within the expulsion metrics. Given the heightened protections for foster youth and the need for increased monitoring/reporting for individual FY suspensions across OUSD, <u>the goal of 0 foster youth expulsions should be named in the LCAP.</u>*

It is our practice not to include metrics or provide dashboard data for student groups with 10 or fewer students to protect student privacy. The count of expelled foster youth is below this threshold. However, this data is available from the California Department of Education for interested parties.

LCAP GOALS 5-8

The members of the Foster Youth Advisory Committee agree with the following recommendation (#10) from the April 17th PSAC meeting, especially as it relates to foster youth, and adopt it as their own.

11) *Equity Multiplier funding is assigned to schools with high non-stability rates (where more than 25% of the students were enrolled in the school for less than 245 continuous days in the previous year, among other factors). Equity Multiplier funding and services must be principally directed to serving the students experiencing non-stability. (4/17/24 PSAC Meeting)*

(See response to PSAC feedback above, #81.)