



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# **District Advisory Committees:** Recommendations for the 2025-26 Local Control & Accountability Plan

May 2025

# **LCAP Parent & Student Advisory Committee**

**1. For all centrally-funded positions or services that are mentioned in the LCAP and that are centrally assigned to schools and students, include a brief explanation of the criteria and/or formula that are used to assign them *within the action where they appear*.**

For example, if assessment results or other student data are being used to define which schools get a particular type of staff or support, that must be noted with the LCAP.

# Superintendent's Response to #1

*PSAC*

Text

**2. For positions that support schools but that are not directly assigned to them under formula (e.g. central support provided through a focal school approach), explain the criteria used to identify which schools or students will receive that support.**

**Also, identify the maximum number of students or schools that can be served.**

Examples: Focal schools that are supported by the ELL specialists, Focal Schools supported by the Targeted Strategies in the Office of Equity

## Superintendent's Response to #2

*PSAC*

Text

**3. Provide a reference and a link to a document with the rules for how PTAs and PTOs are able to fund positions and other services at schools. This link can appear as a note whenever a PTA/PTO funded position appears in the LCAP.**

### [Related Action](#)

**Each fall** (before the start of budget development for the following year), **provide a list at a School Board meeting of the roles at each school that are funded by PTO/PTA groups.**

While PTAs/PTOs are not mandated to disclose their spending plans, principals can easily identify the persons that are providing services at their schools through PTA/PTO resources. This will offer us another tool for seeing what staffing gaps exist at schools.

## Superintendent's Response to #3

*PSAC*

Text



#### 4. Action Related to How TSAs are identified in the LCAP:

**Before final approval by School Site Councils of their School Plans for Student Achievement (SPSAs), Teacher on Special Assignment positions should be proactively loaded onto the SPSAs and other planning documents with an identifier that clarifies their function (e.g. literacy TSA; math TSA, etc.)**

**These strategic positions should be clearly identified for all decision-makers.**

## Superintendent's Response to #4

*PSAC*

Text

**5. If non-labor expenditures support specific LCAP actions, mention those expenditures in each action along with their funding sources.**

Many LCAP actions rely on non-labor contracts that we cannot see in the current version of the document. Those contracts have funding sources with rules and constraints that we must understand.

## Superintendent's Response to #5

*PSAC*

Text

**6. Include within the LCAP the name of the curricula that OUSD will use during the course of the LCAP and the assessments that will be used to evaluate its success.**

The choice of curriculum and assessments for each action is a strategic one. One example is the curriculum that the literacy tutors are using.

## Superintendent's Response to #6

*PSAC*

Text

**7. Explain how the success of each action (and of their related investments) is evaluated.**

How do we know that the investments in each action are effective? Specify what specific indicators will be tracked for each action.

## Superintendent's Response to #7

*PSAC*

Text



**8. Explain how central roles listed in the LCAP support site-level implementation. If any of those roles are involved only in central coordination, make sure to note that they are.**

## Superintendent's Response to #8

*PSAC*

Text

**9. Explain the extent to which the services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.**

## Superintendent's Response to #9

*PSAC*

Text

## **10. Action 1.7 College and Career for All**

**Explain in the LCAP how it is/was determined which pathways are at which high schools. Describe the vision for pathway placement and access across our district.**

## Superintendent's Response to #10

*PSAC*

Text

## **11. Action 3.1 Safe & Welcoming Schools**

**The Discipline Matrix is mentioned in action 3.1 but there is no explanation of what it is.**

**Please provide a brief explanation and a link to the document.**

## Superintendent's Response to #11

*PSAC*

Text



Action 3.1 Safe & Welcoming Schools

Action 3.4 Behavioral & Mental Health

**12. The staffing that supports safety and behavioral health at schools is not identified in LCAP actions 3.1 and 3.4. Please detail who provides direct support within those actions.**

**13. Please explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of staff providing safety support (3.1) and behavioral health services (3.4).**

These types of support and actions are connected. We should carefully describe in the LCAP what has been most successful in reducing suspensions.

**We should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.**

## Superintendent's Response to #12

*PSAC*

Text

## Superintendent's Response to #13

*PSAC*

Text

## Action 3.8 Quality Learning Environments

**14. What is Action 3.8 really about? There are three distinct and disconnected areas of service in this action: technology, supplemental learning materials, STIP substitutes. They serve different needs and should be discussed as separate actions.**

## Superintendent's Response to #14

*PSAC*

Text

***Note: If information cannot be incorporated directly into the LCAP, we ask that it be attached to the LCAP as an appendix. Each document attached as an appendix should be clearly referenced and linked within the LCAP in the appropriate section(s)***

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Superintendent's Response to *Note*

*PSAC*

Text

**Link to the PSAC  
Recommendations for the  
2024-27 LCAP with Responses  
from the Superintendent**

**[tinyurl.com/42bsjd2z](https://tinyurl.com/42bsjd2z)**

Go to page 1.



**District English  
Language Learners  
Subcommittee**

**1) We continue to seek greater use of disaggregated data to address equity gaps, especially for disabled English Learners with IEPs. This must become a required practice across roles and at all levels whenever data is used.**

As we enter the second year of the LCAP, we will focus more closely on the use of disaggregated data for English Learners by disability/Special Education status, home language, and program. **The value of this type of data must be explained and modeled within the LCAP.**

**For example, this is the only indicator related to outcomes for English Language Learners with IEPs in the current LCAP:**

2.4.14 Increase the reclassification rate for students receiving Special Education services who are English learners.

**There are indicators in the LCAP for other specific groups of English Learners (for example, by grade span or long-term ELL status) that support their access to language instruction and that monitor their language development well ahead of reclassification.**

**While English Learners with IEPs are also in these groups, nothing in the LCAP *guarantees* that they will benefit from actions and investments related to those indicators.**

# Superintendent's Response to #1

*DELLS*

Text

**2) Please share an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to reclassification.**

**Please explain how it will be used and monitored, how often, and by whom.**

## Superintendent's Response to #2

*DELLS*

Text

**3) We request that the LCAP describe what strategies and related investments are being undertaken to increase and improve access to language translation and interpretation.**

**We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need.**

**Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP.**

## Superintendent's Response to #3

*DELLS*

Text



**We celebrate progress on one of our priorities:**



Establishment of freestanding Site English Language Learner Subcommittees (SELLS) at schools.

**We aim to stop the practice of School Site Councils absorbing SELLS and weakening their role.**

About 20% of schools have established freestanding SELLS, up from 5.7% in 2023-24.

**4) We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to this priority.**

## Superintendent's Response to #4

*DELLS*

Text

**5) We continue to request a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level.** This includes all English Learners with IEPs and all newcomer students.

**We do not have data that demonstrates access to daily designated English Language Development for students with IEPs enrolled in Special Day Classrooms.**

**We also need data to demonstrate that all elementary school ELLs students are regularly receiving this essential instruction.**

## Superintendent's Response to #5

*DELLS*

Text

**Link to the DELLS  
Recommendations for the  
2024-27 LCAP with Responses  
from the Superintendent**

[tinyurl.com/42bsjd2z](https://tinyurl.com/42bsjd2z)

Go to page 31.

**Community  
Advisory Committee  
for Special Education**

# **CAC Statements Supporting an Inclusive LCAP and District**

**June 2024 and June 2025**

We were told in June 2024 that the **Special Education Annual Service Plan and Annual Budget Plan** can substitute for the Local Control & Accountability Plan.

Yet, those are not strategic documents describing actions tied to specific strategies, investments, and outcomes. They include simple inventories of Special Education dollars by object code and the locations of very broadly-defined categories of service.



**If the LCAP is not the strategic document that will define and monitor actions to improve access and outcomes for disabled students in all areas, then what document is?**

Also: in the 2021-24 LCAP years, we were promised a *document that would show in detail OUSD's planned investments in everything defined as "Special Education."*

We still need that document ahead of LCAP and budget adoption.

## Superintendent's Response to General Statement Related to the Role of the LCAP

Text

**We continue to make the following  
recommendations related to the role of the LCAP  
in improving outcomes for disabled students:**

1. The LCAP must show how, OUSD is **increasing and/or improving disability-related services** for the students that need them.

This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.

Also, the great majority of **students with IEPs are also Low Income, English Learners, and/or Foster Youth**. The LCAP should be concerned about their ***equitable access to disability-related services and support.***

**Please explain how the 2025-26 LCAP will help to *increase and/or improve disability-related services for students.***

**Please explain how the 2025-26 LCAP will promote *equitable access to disability-related services and support* for disabled students who are also Low Income, English Learners, Foster Youth, etc.**

**We ask that you identify specific actions, strategies, and investments within your explanations.**

## Superintendent's Response to #1

*CAC*

Text

2. The LCAP must show *if/how disabled students are gaining access to supplementary and targeted services* that are provided to other eligible students throughout the plan.

These are services provided to students based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.

**Please explain how the 2025-26 LCAP will help to ensure *access for disabled students to the supplementary/targeted services that they are eligible to receive* based on specific demographic and outcome criteria.**

**Please identify specific actions, strategies, and investments within your explanation.**



## Superintendent's Response to #2

*CAC*

Text

3. The LCAP must show *how OUSD is improving disability accessibility across all programs and services*. This is a necessary universal and environmental approach. IEPs alone cannot provide accessibility.

Disabled students are entitled to participate in all of the educational and social experiences that their non-disabled peers enjoy. Those experiences must be made accessible by design.

**Please explain how the 2025-26 LCAP will support  
*greater disability accessibility (universal design)  
across programs and services.***

**Please identify specific actions, strategies, and  
investments within your explanation.**

## Superintendent's Response to #3

*CAC*

Text

## **In June 2024, our detailed recommendations for the LCAP related to:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>1) how the LCAP describes the OUSD student population</li><li>2) the use of the term "Base Program" to explain for excluding disability-related student support from the LCAP</li><li>3) the need for a non/stability indicator that shows how often students move schools</li><li>4) evidence of access to all services described in the LCAP</li><li>5) actions related to the 504 program</li><li>6) i-ready participation &amp; data</li><li>7) access to Dual Language programs for certain students with IEPs</li></ul> | <ul style="list-style-type: none"><li>8) making visible in the LCAP that there are diploma pathways other than A-G for students with IEPs</li><li>9) a comprehensive Special Education data dashboard</li><li>10) actions to reduce suspensions for disabled Black students</li><li>12) actions to increase access to English Language Development for ELLs with IEPs</li><li>13) access to independent study and home-based learning options</li><li>14) school stability for students learning in Special Day classrooms</li><li>15) improving the hiring and retention of Special Education staff under Goal 4</li></ul> |
|---|---|

**This year, the CAC studied in detail the LCAP actions and related June 2024 recommendations that *most connect to our current initiatives.***

**Our current initiatives are listed in the next two slides.**

**1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD***

Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

**2) Reducing Suspensions for Disabled Black Students in Middle School**

**3) Implementing *Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities***

After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

**4) Access and Equity for the Young Adult Program:  
Measure N/H Funding and Work-Career Opportunities for  
Disabled Young Adults**

**5) Sufficient Staffing for Disabled Students with IEPs:  
Special Education Teachers, Paraprofessionals, and  
Instructional Support Specialists**

**6) School Board Legislative Priorities Related to Special  
Education: Requirements for Charter Schools, Funding for  
Students with Intensive Services**



**Based on our study, we have specific follow-up questions and recommendations.**

*Blue letters with italics* indicate commitments made by staff in June 2024.

**Implementing *Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities***

After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

## **1.1: Strong Readers: Early Literacy & Secondary Literacy**

### **June 2024 CAC Feedback**

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.

### **Superintendent Response to June 2024 CAC Feedback**

*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.*

## **1.1: Strong Readers: Early Literacy & Secondary Literacy**

### **Additional CAC Questions**

- a) Why is the i-ready deemed as not appropriate for students learning in Moderate-Extensive Support classrooms?
- b) How do we promote districtwide ownership for the reading/literacy development of so-called "exempt" students with IEPs? If not i-ready data, what data should the LCAP be monitoring so that we do?
- c) What role do individual IEP teams have in determining that a student is "exempt" from this assessment? Or, is the exemption a blanket one that is extended to all students learning in "Moderate-Extensive Support" classrooms, independent of their individual learning profile.

### **Additional Information Provided by the Special Education Director:**

*We're working on integration of TeachTown data with our dashboard system so there is transparency around growth for the students in the ESN spaces alongside Gen Ed metrics.*

**4) After addressing questions a-c for Action 1.1, please explain how the 2025-26 LCAP will monitor reading outcomes for students with IEPs who do not currently participate in the i-ready assessment.**

**Which actions, strategies, and investments will connect to the use of that data?**

## Superintendent's Response to #4

*CAC*

Text

## Other Related Superintendent Responses:

*... 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.*

## Other Related Superintendent Responses (Continued)

*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.***



## Other Related Superintendent Responses (Continued)

*Page 26 of Response to "Feedback and Recommendations for the 2024-27 LCAP"*

*"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."*

### Additional CAC Comments

It appears that the bulk of staffing/resource from the access resolution went to literacy intervention. Our resolution focused on various areas of learning and enrichment: After-School, Summer School, Athletics, Electives-VAPA, Linked Learning. How was the decision made?

## Additional CAC Questions for Action 1.1

- d) Are students with IEPs having equitable access to the literacy interventions that are available to other students as described in Action 1.1?
- e) Why are the 12 literacy interventionists not listed in 1.1?
- f) Are the 12 literacy interventionists a one-time investment that is temporarily making up for lack of access by students with IEPs to what is included in Action 1.1?

## Additional CAC Questions for Action 1.1 (Continued)

- g) Are the 12 literacy interventionists part of a separate program for certain students with IEPs that possibly has more specialized support?
- h) Is there ongoing literacy intervention for students with IEPs outside of that which was funded with one-time dollars through the access resolution? (e.g. past OUSD Special Education program: Reading Clinic.)
- i) Which students, programs, schools are benefitting from the support of the 12 literacy interventionists?

**5) Please address questions d-i to explain how:**

- students with IEPs are having equitable access to the literacy strategies and investments under Action 1.1**
- how the literacy strategies and investments described as part of the Access Resolution connect to the implementation of Action 1.1.**

## Superintendent's Response to #5

*CAC*

Text

## 1.7 College and Career for All

### June 2024 CAC Feedback

Describe in the LCAP actions and investments to improve access for disabled students with IEPs to the elements listed under this action.

### Superintendent Response to June 2024 CAC Feedback

*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.*

## Additional CAC Comment

An indicator was added to the LCAP for participation by students with Extensive Support Needs in after-school programs (Action 2.12)

**6) We request that staff include participation data and LCAP access indicators for disabled students with IEPs (especially those with Extensive Support Needs) in the other named areas related to the Board-Adopted Access resolution: Linked Learning, Athletics, Electives (especially Visual & Performing Arts).**



## Superintendent's Response to #6

*CAC*

Text

# **Reducing Suspensions for Disabled Black Students in Middle School**

## **2) Reducing Suspensions for Disabled Black Students in Middle School**

**June 2024 CAC Feedback**

**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.

## Superintendents Response to the June 2024 CAC Feedback:

*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.*

**7) Please provide an update on actions to collect school stability data for the named groups of students as requested by the CAC in its June 2024 recommendations.**

## Superintendent's Response to #7

*CAC*

Text

## **2) Reducing Suspensions for Disabled Black Students in Middle School**

### **June 2024 CAC Feedback**

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 . . .

Collaborative work has included mostly the Middle School Network Office and CAC members with some coordination support from the Office of Equity . . . 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.

## Superintendent Response to the CAC's Feedback

*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.*

## *Additional CAC Comments*

While the LCAP includes an indicator to reduce suspensions for Disabled Black students with IEPs, nowhere does the LCAP itself describe the actions that are specifically directed at that indicator nor who are the persons/teams most responsible for them. This is targeted work that must be approached in a targeted way.



**8) The LCAP has an indicator to reduce suspensions for Disabled Black students with IEPs. This is targeted work. We again ask that you include an explicit description of strategies, implementers, and/or investments that most support *this specific indicator* within all relevant LCAP actions. This description should include the work undertaken in collaboration by the Middle School Network and the CAC.**

## Superintendent's Response to #8

*CAC*

Text

**Sufficient Staffing for Disabled Students  
with IEPs: Special Education Teachers,  
Paraprofessionals, and Instructional  
Support Specialists**

## **4.1 Diverse and Stable Staff**

### **June 2024 CAC Feedback**

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

### **Response to June 2024 CAC Feedback**

*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.*

**9) We look forward to an update on our recommendation related to the hiring and retention of Special Education teachers and support staff as shared by us in June 2024.**

## Superintendent's Response to #9

*CAC*

Text

**Recommendation that can support  
all of the CAC's current initiatives**

## 1.9: Data-Driven Decision Making

### Additional CAC Comments

In June 2024, we were told we would have *a comprehensive dashboard for Special Education and a cheat sheet for the current OUSD dashboard.*

We also need to follow up on naming *which of the other dashboards still need to be disaggregated (by IEP status, 504 status, Program Type, Disability Type, etc.) and which ones have the DIY feature that can disaggregate for more than one student group at a time* (not just for all students with IEPs but for a specific group of students with IEPs).



**10) Please provide an update and/or next step for the development of a comprehensive Special Education dashboard and for the consistent disaggregation of data for disabled students across all dashboards.**

## Superintendent's Response to #10

*CAC*

Text

**Link to the CAC  
Recommendations for the  
2024-27 LCAP with Responses  
from the Superintendent**

**[tinyurl.com/42bsjd2z](https://tinyurl.com/42bsjd2z)**

**Go to page 23.**

# **Foster Youth Advisory Committee**

**After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, the members of the Foster Youth Advisory Committee present policy recommendations to the School Board directors for consideration and adoption.**

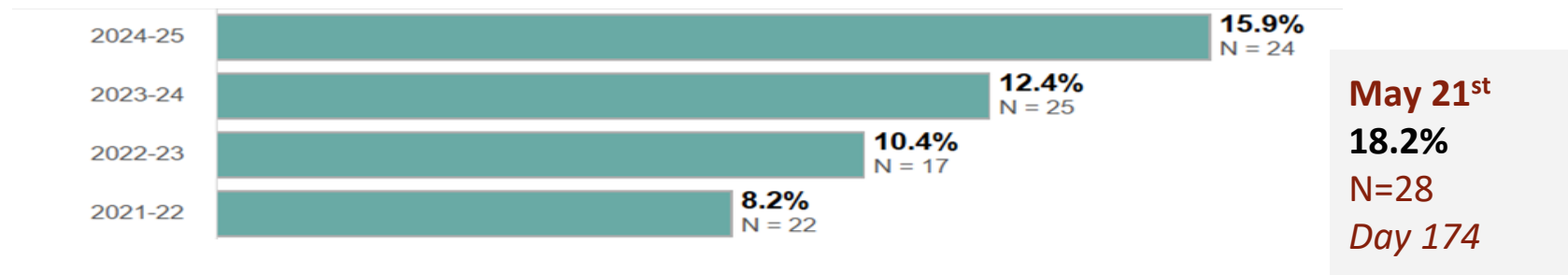
**The policy changes would help to decrease and prevent foster youth suspensions by ensuring that:**

- 1) pre-suspension interventions take place,**
- 2) there is communication and collaboration with the foster youth's adult team and the foster youth themselves.**

**The policy changes also include specific post-suspension actions to prevent recurring suspensions and strengthen the connection foster youth have to their schools.**

# Foster students urgently need these policy changes.

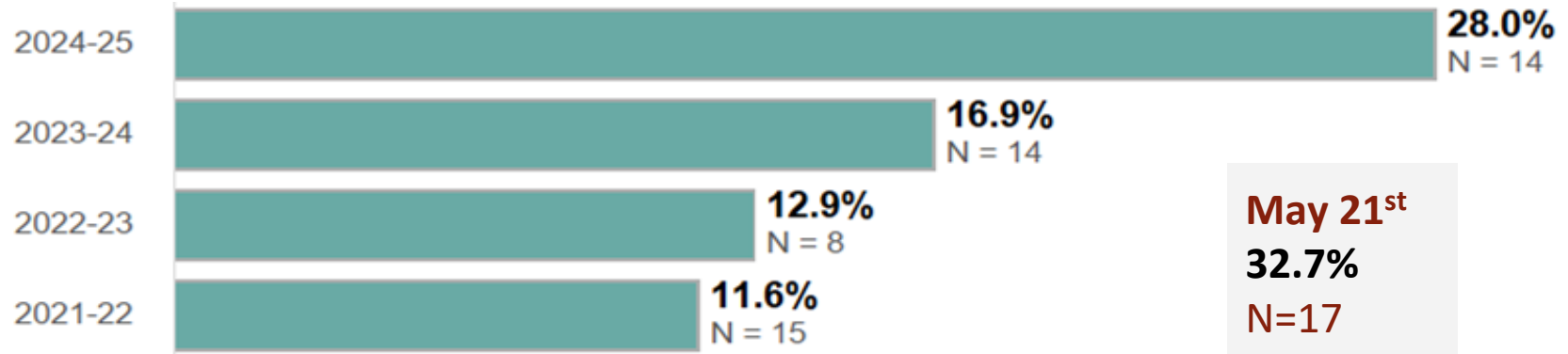
## Suspended Foster Students as of day 164 (5/8/25)



## Suspended Students Who Are Not Foster Youth as of Day 164



## Suspended Foster Students with IEPs as of Day 164



**May 21<sup>st</sup>**  
**32.7%**  
N=17  
*Day 174*



**Link to the Policy Recommendations:**  
**[tinyurl.com/3crvr8us](https://tinyurl.com/3crvr8us)**

These policies would be incorporated within BP 5144.1 and related Administrative Regulations.  
**[boepublic.ousd.org/Policies.aspx](https://boepublic.ousd.org/Policies.aspx)**

**These policy recommendations have been forwarded to the School Board for adoption this year and implementation in the 2025-26 school year.**

When adopted, the policy should be reflected in the strategies described under the following LCAP actions, among others:

**2.7 Foster Youth Achievement**

**3.1 Safe & Welcoming Schools**

**3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices**

A metric in the current LCAP connects to this policy and work: "Reduce the out-of-school suspension rate for foster youth."

The 2025-26 LCAP must clearly identify all the staff who are most responsible for monitoring this metric and for implementing related strategies.

# Superintendent's Response to the FYAC Recommendations

Text

Information about all committees at [ousd.org/LCAP](https://ousd.org/LCAP)  
Meeting details at [ousd.org/calendar](https://ousd.org/calendar)

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*Community Schools, Thriving Students*