# Committee Feedback for the 2023-24 LCAP

Presented by Members of the Various OUSD Advisory Committees

June 7, 2023

# LCAP 2022-23 Engagement Process

**Monthly district-wide public meetings** of **advisory committees** with additional special meetings

**LCAP Parent & Student Advisory Committee, District English Language Learners Sub-Committee, Foster Youth Advisory Committee, Community Advisory Committee for Special Education, Latino Parent Advisory Group,  All City Council LCAP feedback sessions**

to give **feedback on implementation and suggest revisions to the 2021-24 LCAP**

with powerful **cross-committee solidarity and consultation with school committees**

interpretation in up to **six languages**

and a process developed in **collaboration between parent, student, staff, and community leaders** through **weekly member planning and preparation meetings**

*To learn more about LCAP engagement in OUSD, go to:*
*https://docs.google.com/presentation/d/1pk4mZaSit2bO7PMv-DUtAHo18tSZ_WjyudvtFrM7gWc/edit?usp=sharing*

# LCAP Parent & Student Advisory Committee

**We, the members of the LCAP PARENT AND STUDENT ADVISORY COMMITTEE**, act as a representative body for the 78 schools and other educational programs in OUSD.

As parents, caregivers, and students, **we center those who are most impacted by decisions made in OUSD**.

We demand support and respect for the leadership of families and students in school site and district committees.

We rely on our connection to our school site committee peers, especially parents and students, so that we can reflect the experiences and priorities of school communities.

# HOW CAN SOMEONE JOIN PSAC?

Parents and guardians who are members of their school's School Site Council or Site English Language Learners Subcommittee can become LCAP PSAC members. Student members are selected by All City Council (the student leadership body of OUSD).

SSC and SELLS members participate in an annual election where they break up into electoral districts, accept nominations to membership in LCAP PSAC, and vote for those who will represent them.

28 parent/guardian members (4 from each electoral district) and 9 student advisors

# WHAT WE DO

As members of the Parent and Student Advisory Committee that advises on the development of the Local Control and Accountability Plan (LCAP), we:

Gather community input about the needs of students and about strategies to support those needs

Make recommendations about the best strategies and investments to meet goals for students

Help to evaluate the implementation and impact of those strategies and investments

# 2022-23 Members of the LCAP Parent and Student Advisory Committee

Student Members: **Anevay Cruz** (Oakland High),  **Kiana Diaz** (Skyline)

District 1: **Caitlin Khurshid** (Chabot), **Mahagany Gillam** (Sankofa), **Michelle Leonce Coker** (Claremont)

District 2: **Norma Ventura** (Garfield),  **Michelle Gong** (Lincoln), **Joe Manekin** (Bella Vista),

**Alexia Maciel** (MetWest)

District 3: **Zazzie Cribbs** (Prescott), **Tiffany Hampton-Amons** (Westlake), **Diana Manjárrez** (Hoover)

District 4: **Shelley González** (Edna Brewer), **Melissa Ramírez-Medina** (Bret Harte), **Josh Cline** (Sequoia),

**Monalisa Treviño** (Interim)

District 5: **Veronica Martínez** (Global), **Karina Najera** (ICS)

District 6: **Marcela García-Castañón** (Greenleaf), **Maihani Kawaihae** (Markham), **Elham Omar** (Lockwood)

District 7: **Ché Phinnessee** (Reach), **Marina Muñoz** (Madison 6-12), **Kristina Molina** (Korematsu),

**Vanessa Gutiérrez** (Brookfield)

We stand in solidarity with the *Community Advisory Committee for Special Education*. We are part of the OUSD Disability Justice Community.

PSAC members has six principles for the LCAP and Budget Process as adopted in December of 2019.

The sixth principle begins as follows:

"We affirm that students with dis/abilities are inherently diverse, have many overlapping experiences and needs that must be addressed by everyone, and have the right to participate as full members in all aspects of school and district life. "

Forcibly removing disabled students from their schools is exactly **the opposite** of supporting their PARTICIPATION AS FULL MEMBERS in school and district life.

Two LCAP outcomes under Goal 3 as measured through the CA Healthy Kids Survey:

**(Indicator 3.06) Increase the number of schools with at least 70% of students who feel connected to their school.**

**(Indicator 3.07) Increase the percentage of schools with at least 70% of parents who feel connected to their child's school.**

By deciding to forcibly remove disabled students from their schools, OUSD leaders have also decided that those students and their parents must become part of the 30% that **WILL NOT** feel connected to their school.

We call on all School Board Directors to vote in favor of the resolution being advanced by the *Community Advisory Committee for Special Education (CAC)* in collaboration with the School Board Liaisons to CAC and PSAC.

We cannot claim to promote equity in OUSD without opposing discrimination.

We support Board adoption of the *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD* because it combats the discrimination that disabled students face in our district and supports the work of schools to fully embrace them.

# PSAC Represents! Bringing Together the Voices of School Site Committee Leaders

Starting in February, we began our process for the 2023-24 LCAP and budget with a questionnaire for members of School Site Councils and Site English Language Learner Subcommittees.

We promoted the questionnaire through many announcements and presentations, and we discussed the responses within our public meetings.

In identifying our priorities for next year, we focused on responses to the following questions within the survey:

**1) What positions, services, and resources do you think have the greatest impact for students at your school?**

**2) What unmet needs exist at your school?**

# Respondents from School Site Councils and Site English Language Learner Subcommittees

| School | Role of Committee Member | School | Role in Committee Member |
|---|---|---|---|
| BELLA VISTA | 1 Teacher, 1 Parent, 1 Staff | ICS | 2 Parents, 1 Staff |
| BRET HARTE | 2 Teachers, 1 Parent | KOREMATSU | 1 Parent |
| BROOKFIELD | 1 Staff | LINCOLN!! | 4 Parents, 2 Teachers, 1 Staff |
| CARL MUNCK | 1 Staff | MANZAN. SEED | 1 Teacher |
| CHABOT | 1 Parent | MADISON SEC | 1 Student, 1 Parent |
| CLAREMONT | 2 Parents, 2 Teachers, 1 Staff | MONTCLAIR | 1 Teacher, 1 Principal |
| DEWEY | 1 Community, 1 Staff | OAKLAND HIGH | 2 Teachers, 2 Staff |
| EDNA BREWER | 2 Parents, 1 Staff | PRESCOTT | 1 Parent |
| ENCOMPASS | 1 Teacher | REDWOOD HTS | 2 Parents, 1 Teacher |
| ESPERANZA | 1 Staff | SEQUOIA | 1 Parent |
| GLOBAL FAMILY | 1 Parent | TCN | 2 Parents, 1 Teacher |
| HOOVER | 2 Parents, 3 Staff | | |

## ADDITIONAL SCHOOLS represented through a PSAC Member

| | |
|---|---|
| **Sankofa** | **Garfield** |
| **Skyline** | **Westlake** |
| **Met West** | **Greenleaf** |
| **Lockwood STEAM** | |

**Total Number of Schools Represented: 30**

*(Related comments by members of additional schools were also gathered in PSAC meetings.)*

## HIGHEST IMPACT

| | | |
|---|---|---|
| **Academic Intervention** | **14 schools** | **22 mentions** |
| **Teachers/In-Class Support** | **12 schools** | **16 mentions** |
| **Psych/Mental/Behavioral Health Staff** | **11 schools** | **15 mentions** |
| **Community Schools Managers** | **10 schools** | **18 mentions** |
| **Disability/Special Education Services** | **9 schools** | **12 mentions** |
| **Staff for Electives/Enrichment** | **9 schools** | **12 mentions** |
| –Prep Teachers/STIP Subs | 5 schools | 7 mentions |
| **Counselors** | **9 schools** | **11 mentions** |
| **Teachers on Special Assignment** | **8 schools** | **10 mentions** |
| **Supervision/Safety Staff, Culture Keepers** | **8 schools** | **8 mentions** |
| **Family Gatherings/Resources/Engagement** | **7 schools** | **11 mentions** |
| **Restorative Justice Staff** | **6 schools** | **8 mentions** |

## UNMET NEEDS

**Responses about unmet needs varied widely with 1-3 schools citing specific needs. The only three types of need that stood out from the rest were the following:**

**Support for Disabled Students          7 schools     7 mentions**

**Individualized Support/Intervention   7 schools     14 mentions**

**Psych/Mental/Behavioral Health Staff  6 schools     10 mentions**

Go here to review all of the responses:

https://docs.google.com/document/d/1pGHPTXfXy6xWmPnNBUYIqWz0tHk7vlfT/edit?usp=sharing&ouid=1078370683086324 73483&rtpof=true&sd=true

# PSAC Priority Areas for 2023-24

1) **Implementation of PSAC's June 2022 School Governance Recommendations**

    Link to Source Document: See Section C of PSAC Recommendations

1) **Increase and Improve Targeted Support for Disabled Students**

→ implement the CAC's resolution to stop the forced removal of disabled students from their schools and the closure of programs: "Resolution to Promote School Stability and Belonging for Disabled Students in OUSD" (Connects to all LCAP Goals)

→ reinstate eliminated paraprofessional and instructional support specialist (ISS) positions; focus on recruitment and retention of those positions (LCAP Goal 4.1)

→ programmatic and district-level intervention and oversight to decrease the suspension rates for disabled Black students, especially in middle school (LCAP Goals 2.1, 2.4, 3.1, 3.2, 3.5, and 3.6)

→ districtwide implementation of Board Resolution 21-1489 Access to Social-Emotional and Academic Supports for Students with Disabilities (focus on Linked Learning/Career-Based Opportunities, After-School Programs, Athletics, Electives) (Connects to all LCAP Goals)

# PSAC Priority Areas (continued)

## 3) Individualized Support and Intervention

–evidence of access to designated English Language Development for all English Language Learners, including Newcomers and English Language Learners with IEPs (LCAP Goals 2.7 and 2.8)

–maintain and expand centralized case management and designated resources for foster students as identified by the *Foster Youth Advisory Committee* (LCAP Goal 2.6)

–monthly Board-level reporting by the Coordinator of the McKinney Vento Program on the level of service and support for unhoused students and families across OUSD schools and programs (LCAP Goal 2.5)

## 4) Psychological/Mental/Behavioral Health Staffing

–school/district level inventories of mental/behavioral services available to students

–increase access to Tier 2 and Tier 3 mental/behavioral services for students

(LCAP Goals 3.1, 3.2, and 3.4)

# Reference Slides: Our School Governance Recommendations from June 2021

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

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

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

   Clearly allocate FTE and staff time for this purpose.

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

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

→ access to computers, internet, and virtual meeting platforms,

→ technology support,

→ adequate meeting outreach,

→ refreshments and childcare,

→ interpretation and translation of documents

→ sufficient frequency and allocation of time for meetings, and

→ specific support for committee chairs, among others.

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

3. Provide **mandated expectations and clearly defined support so that principals** can engage in transparent and authentic collaboration with school site committees and communities to develop the school's SPSA and budget.

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

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

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

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

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

6. Implement a **schedule of foundational training** for **parent and members of School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS)**.

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

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

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

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

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

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

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

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

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

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

# Support for PSAC, other Mandated Advisory Committees, and Baseline Family Engagement

**We continue to celebrate this year's implementation of:**

→ a segment for PSAC and other advisory committee members to share about their ongoing work during School Board meetings

→ a monthly Question and Answer forum about key areas of OUSD service so that families can more easily navigate and solve problems in collaboration with staff

# District English Language Learners' Subcommittee

As a subcommittee of PSAC, we express our solidarity with the *Community Advisory Committee for Special Education*.

DELLS is part of the OUSD Disability Justice Community.

## Members of the District English Language Learners' Subcommittee

| | |
|---|---|
| District 2 | **Norma Ventura** (Garfield)<br>**Alexia Maciel** (Met West) |
| District 3 | **Diana Manjarrez** (Hoover) |
| District 4 | **Monalisa Treviño** (Interim)<br>**Melissa Ramírez-Medina** (Bret Harte) |
| District 5 | **Veronica Martínez** (Global) |
| District 6 | **Marcela García-Castañón** (Greenleaf)<br>**Elham Omar** (Lockwood STEAM) |
| District 7 | **Marina Muñoz** (Madison 6-12)<br>**Vanessa Gutiérrez** (Brookfield) |
| At-Large | **Lateefa Ali** (Multiple Schools) |

This year, DELLS has strongly promoted full access for disabled English Language Learners to the support that is provided to all English Language Learners.

We have advanced greater access to school-based English Language Development (ELD) instruction, ELD assessment, reclassification, and shared decision-making with Site English Language Learner Subcommittees.

To benefit from all of these essential practices, disabled English Language Learners and their families must be full members of their school communities and must be allowed to remain in their schools.

Disabled English Language Learners and their families face additional obstacles within schools as they seek both language and disability access.

They also face exclusion due to their race and income.

Disabled English Language Learners and their families depend on the support, stability, and belonging that their school communities provide.

**We ask that you adopt the *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*.**

# 2022-23 DELLS Goals

**Goal 1: Monitor Access to Designated English Language Development for ALL English Language Learners**

Staff reports related to this goal were presented at our September, January, and February meetings.

Presentation materials and recordings are available in the committee's folder at ousd.org/LCAP and through this link: https://drive.google.com/drive/folders/1Gt_keY4LQt4Qw_VozF2rfRxZQMifyRfY?usp=share_link

# DELLS Goal 1

This goal has six specific recommendations or actions:

1. We request <u>evidence</u> 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.

# DELLS Goal 1

**Staff update:** At the elementary school level, we can begin to report on evidence that schools are providing Designated English Language Development (ELD) at their school sites. We are collecting this data in two ways. **1) a self-assessment in which Instructional Leadership Teams report on a variety of structures/systems and instructional practices required for quality ELD.** This includes a response on what percentage of students received Designated ELD, and **2) instructional schedules to see if Designated ELD is included.**

Self-Assessment rubric for school sites

| Essential Practices for ELLs | 1- Beginning Implementation | 2- Developing Implementation | 3 - Consistent Implementation | 4- Skillful Implementation |
|---|---|---|---|---|
| **Structures & Systems** | | | | |
| 2.5 Site has clear structures, expectations, and support for daily Designated ELD. ------------------- Evidence: schedules, school documents | **2.5a** Less than 50% of ELLs receive D-ELD. May be dependent on individual teachers and not school-wide schedules. **2.5b** No clear D-ELD curriculum in place. | **2.5a** More than 50% of ELLs receive D-ELD but not consistently implemented, or for only some ELLs (e.g., newcomers only) **2.5b** Common D-ELD curriculum aligned to CA ELD standards used at some grade-levels. | **2.5a** All ELLs receive D-ELD at least 4 days/week, or at least 120 minutes per week. **2.5b** Common D-ELD curriculum aligned to CA ELD standards consistently used at all grade-levels. | **2.5a** All ELLs receive daily ELD, or at least 150 minutes per week. **2.5b** Common curriculum consistently used at all grade-levels and aligned to both CA ELD standards and ELA content (e.g. Benchmark or EL Ed aligned D-ELD lessons). |

# DELLS Goal 1

**Staff update** (continued): **At the secondary level, we analyze master schedules** to determine what percent of English Language Learners are enrolled in Designated English Language Development.

OUSD has expanded the percentage of secondary students in designated ELD through increased funding to secondary sites. Through an internal district audit, we found:
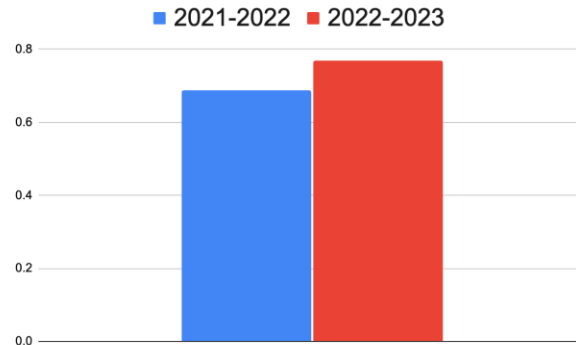
# DELLS Goal 1

2. an inventory of the specific resources and staff time available to provide English Language Development (ELD) at each school.

**Staff update:**  ELD is part of base staffing and scheduling, so it is provided by base-funded teachers.  There is currently no mechanism for staffing or collecting more detailed information.

# DELLS Goal 1

3. Written explanation of how designated English Language Development (ELD) is being provided in relation to integrated ELD at each school.

**Staff update:** The explanation of integrated and designated ELD is provided on p. 29 of the OUSD ELL Master Plan, which is the OUSD Board-adopted document that outlines the services that are legally required, as well as research-based best practices.

(see screenshot)

# DELLS  Goal 1

## PROGRAM FEATURES OF THE ENGLISH LANGUAGE ACCELERATION PROGRAM (ELAP)

**Students Served and Exit Criteria**

1. The program serves ELLs from "Pre-Emerging" to Bridging (ELPAC Levels 1-4). EOs, IFEPs and RFEPs enrolled in an ELAP classroom will also receive the supports provided by Integrated ELD in the *ELAP* model.

2. Once ELLs are reclassified and become RFEP, they are "exited" from Designated ELD but they continue to receive all other supports provided in *ELAP*, including robust Integrated ELD.

3. Interested parents are fully informed of the option to request an appropriate *Dual Language Program* in lieu of the *ELAP* instructional program.

**Program Components**

*(Continued on p29)*

1. For Designated ELD:

   - For Elementary, minimum 30 minutes per day as a protected time for study focused on language development embedded in content. At least 60 minutes or two periods is recommended for newcomer ELLs. For Secondary, at least one Designated ELD period a day with no Designated ELD in lieu of ELA, and two periods a day recommended for newcomers.

   - Teachers should use district-recommended supplemental materials to support Designated ELD when teachers or sites are at Stage II: Beginning Implementation or Stage III: Consistent Implementation for Designated and Integrated ELD in Stages and Next Steps for Elementary ELD Implementation (Essential Practice 2).

2. Both Integrated and Designated ELD will feature:

   - Standards-based instruction with differentiation and language development strategies in all content areas including:

     - Use of Content-Language Objectives to articulate demands and expectations for both content and language mastery and use

     - The Three High-Impact Language Practices: Using Complex Text, Fortifying Complex Output and Fostering Interaction

     - SDAIE, GLAD and other strategies for making content instruction understandable

     - Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students

     - Partner and group work to foster content and language learning, social emotional learning and cultural competence

     - Use of both core and supplemental curriculum

     - Leveraging of primary language for content and language learning.  See the document: Leveraging Primary Language to Accelerate ELL Achievement.

     - Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement

# DELLS Goal 1

4. To monitor that disabled English Language Learners with IEPs are receiving designated English Language Development at their level, we also need to know how many of them are being assessed every year using the *English Language Proficiency Assessments for California (ELPAC)*.
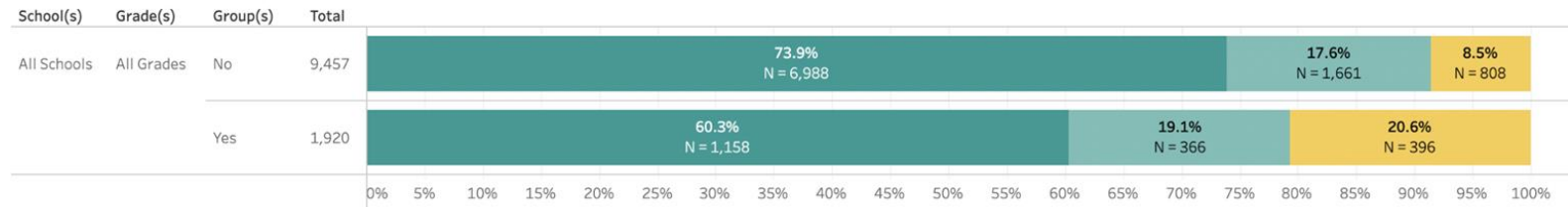
The ELPAC is used to find out their level of English and how it is improving.

# DELLS Goal 1

**Staff update:** Schools are still working to complete the ELPAC testing so this is not final data.

The top bar indicates English Language Learners who do not receive Special Education services. The bottom bar indicates ELLs who do receive Special Education services. Overall, participation rates are much stronger than last year at this time.

(data from 4/18/23)

| School(s) | Grade(s) | Group(s) | Total | | | |
|---|---|---|---|---|---|---|
| All Schools | All Grades | No | 9,457 | 73.9%<br>N = 6,988 | 17.6%<br>N = 1,661 | 8.5%<br>N = 808 |
| | | Yes | 1,920 | 60.3%<br>N = 1,158 | 19.1%<br>N = 366 | 20.6%<br>N = 396 |

0%  5%  10%  15%  20%  25%  30%  35%  40%  45%  50%  55%  60%  65%  70%  75%  80%  85%  90%  95%  100%

# DELLS Goal 1

5. We also need evidence that all Individualized Education Programs (IEPs) for English Language Learners include goals for English Language Development..

# DELLS Goal 1

**Staff update:**

We currently don't have the staffing to support this monitoring and reporting, but the SPED department recommends that the DELLS committee be provided with some access to the instructional minutes tools for 2023-24 once they are available, or some district-wide synopsis of that information.

This would provide access to the information needed to verify that sufficient ELD is incorporated into each site's schedule without creating need for additional staff/resources centrally.

# DELLS Goal 1

6. We also request that a survey be given to all parents and teachers to tell us if all ELLs are receiving designated English Language Development. This will give us additional evidence that the instruction is being provided and will make all teachers and parents aware of this legal mandate for ELL students.

**Staff update:**
We recommend that the Needs Assessment Survey, developed in partnership with the Office of Equity and Strategic Resource Planning, be given to sites with this question incorporated into the survey.  Flier with link to survey in multiple languages [here](#).

# 2O22-23 DELLS Goals

## Goal 2: Improve Language Access and Overall Accessibility of Information

A staff reported related to this goal was presented at our October meeting

Presentation materials and the recording for this meeting are available in the committee's folder at ousd.org/LCAP and through this link:
https://drive.google.com/drive/folders/1Gt_keY4LQt4Qw_VozF2rfRxZQMifyRfY?usp=share_link

# DELLS  Goal 2

**This goal has 4 specific recommendations or actions:**

1) list of the documents that must be translated into other languages so that parent and community leaders can be informed participants in decision-making. (example: *School Plan for Student Achievement*)

2) resources and support for the translation of the documents listed as necessary for shared decision-making

# DELLS  Goal 2

**On October 27, we learned:**

→ the legal rights and requirements for interpretation and translation

→ how many centrally-managed interpreters and community navigators OUSD has and what they are able to do

→ about current efforts to expand access to interpretation and translation

→ how some schools are providing interpretation and translation for their school communities.

# DELLS Goal 2

We found out about OUSD's Board of Education AR 5124 ([English text](#) / [Spanish text](#) / [Chinese text](#) / [Khmer text](#) / [Vietnamese text](#)), an Administrative Regulation outlining the district's policy of communication with parents/guardians with limited English language proficiency. This regulation was adopted on October 9, 2013.

This regulation includes a list of the documents that must be translated, and in which languages.

# DELLS Goal 2

We found out about OUSD's Board of Education AR 5124 ([English text](#) / [Spanish text](#) / [Chinese text](#) / [Khmer text](#) / [Vietnamese text](#)), an Administrative Regulation outlining the district's policy of communication with parents/guardians with limited English language proficiency. This regulation was adopted on October 9, 2013.

This regulation includes a list of the documents that must be translated, and in which languages.

# DELLS Goal 2

**Current Centralized Interpretation Services Available**

| | |
|---|---|
| **Arabic**, 2 Full Time: *Fathiya Saleh, Tarek Alsamman* | **Mandarin**, 1 Full Time: *Alex Quan* |
| **Cantonese**, 2 Full Time: *Angel Ho, David Yuen* | **Spanish**, 6 Full Time: *Andres De la Torre, Eva Vargas, Cynthia Ovando, David Copenhaguen, Rebeca Walker Marquez, Dulce Fajardo* |
| **Khmer**, 1 Part Time: *Lang Prasit* | **Vietnamese**, 1 Full Time: *Vinh Kim Vu* |
| **Mam**, 1 Full Time: *Rosendo Aguilar* | TOTAL: 13.5 FTE |

**On March 23, we found out that 4.5 interpreters had been moved from LCFF Supplemental funding to Covid ESSER one-time funding for the 2023-24 school year.** *This could mean that those 4.5 positions could be eliminated in 2024-24 unless they are shifted to other funding sources.*

# DELLS  Goal 2

3) a dedicated device at the main office set up with Google Translate and other interpretation tools to help family members and staff communicate and share basic information right when it is needed

4) clear instructions posted at every main office (and shared through regular outreach tools) for how families can request and access interpretation.

**No additional staff update is available as of this presentation.**

# 2022-23 DELLS Goals

**Goal 3: Building an Inviting and Inclusive Culture for the Families of English Language Learners**

# DELLS Goal 3

**We continue to ask that School Site Councils DO NOT take over the role of Site English Language Learner Subcommittees (SELLS).**
We consider this an urgent request.

SELLS are spaces for families of English Language Learners to discuss the needs of their students and their own needs.

Many School Site Councils say that they have taken over the role of the Site English Language Learner Subcommittees but these discussions are not really happening and there is no real representation of ELL families.

The establishment of SELLS has become a regular agenda item at our meetings.

# DELLS Goal 3

**Only 5 schools** (Garfield, Hoover, Allendale, Bridges, and Brewer) **established their Site English Language Learners Subcommittee (SELLS) as a committee separate from the School Site Council.**

**26 schools established SELLS as a small subcommittee of the School Site Council.**

**28 schools had their School Site Council take over the role of SELLS.**

Link to document tracking the establishment of SSCs and SELLS:
**https://docs.google.com/spreadsheets/d/1Zk_a4NsXjUrZ5J9hrv-iZ6FoYyZJ_M9vScrSLU6VMAE/edit#gid=687849534**

# DELLS  Goal 3

**Staff provided a final update about this topic at our January 26th meeting.**

Here is the link:
https://docs.google.com/presentation/d/1UffSsghZjuzD53LQn89D-gZm0qp3DjuHJi9O3MJ1Mg8/edit#slide=id.g1ecc1226c3c_3_0

**No additional staff update is available for this goal as of this presentation.**

# Community Advisory Committee for Special Education

## Members of the CAC for Special Education:

Jonah Zimmerman-Bloch, Lateefa Ali, Jennifer Blake,

Carol Delton,  Ashley Demelo, Graham Harper,  Sheila Haynes,

Ginale Harris, Patty Juergens, Corvetta Kirtman, Alan Pursell,

Sayuri Sakamoto, Daisy López, Coriander Melious, Kristina Molina,
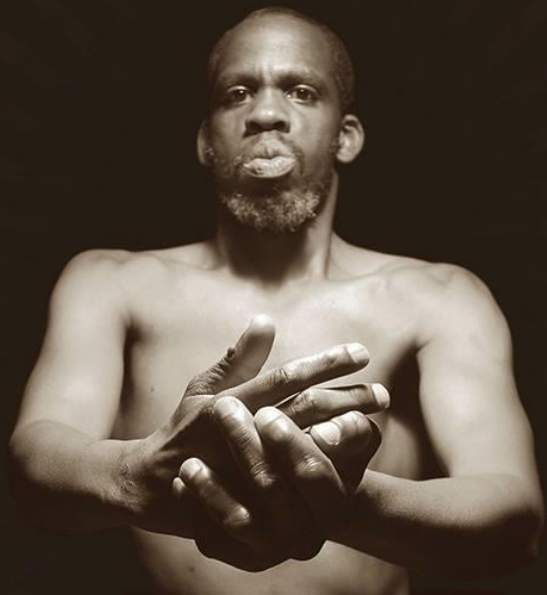
Joulanda Murphy, Inga Wagar, Kristen Zimmerman

ALL BODIES ARE UNIQUE AND ESSENTIAL.

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

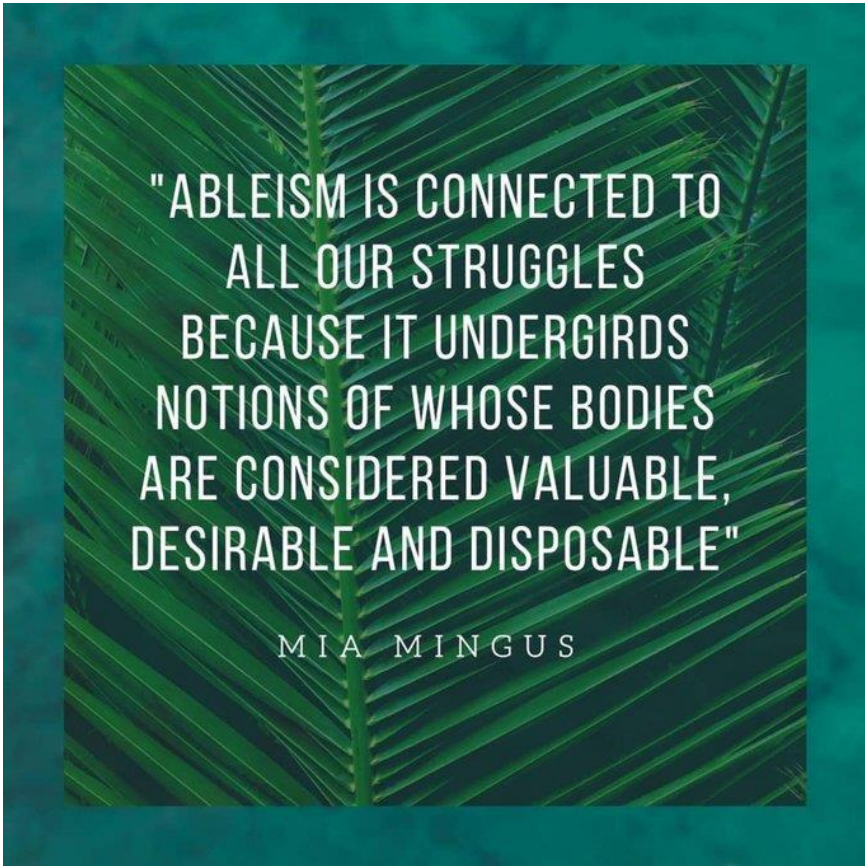THIS IS DISABILITY JUSTICE.

TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.
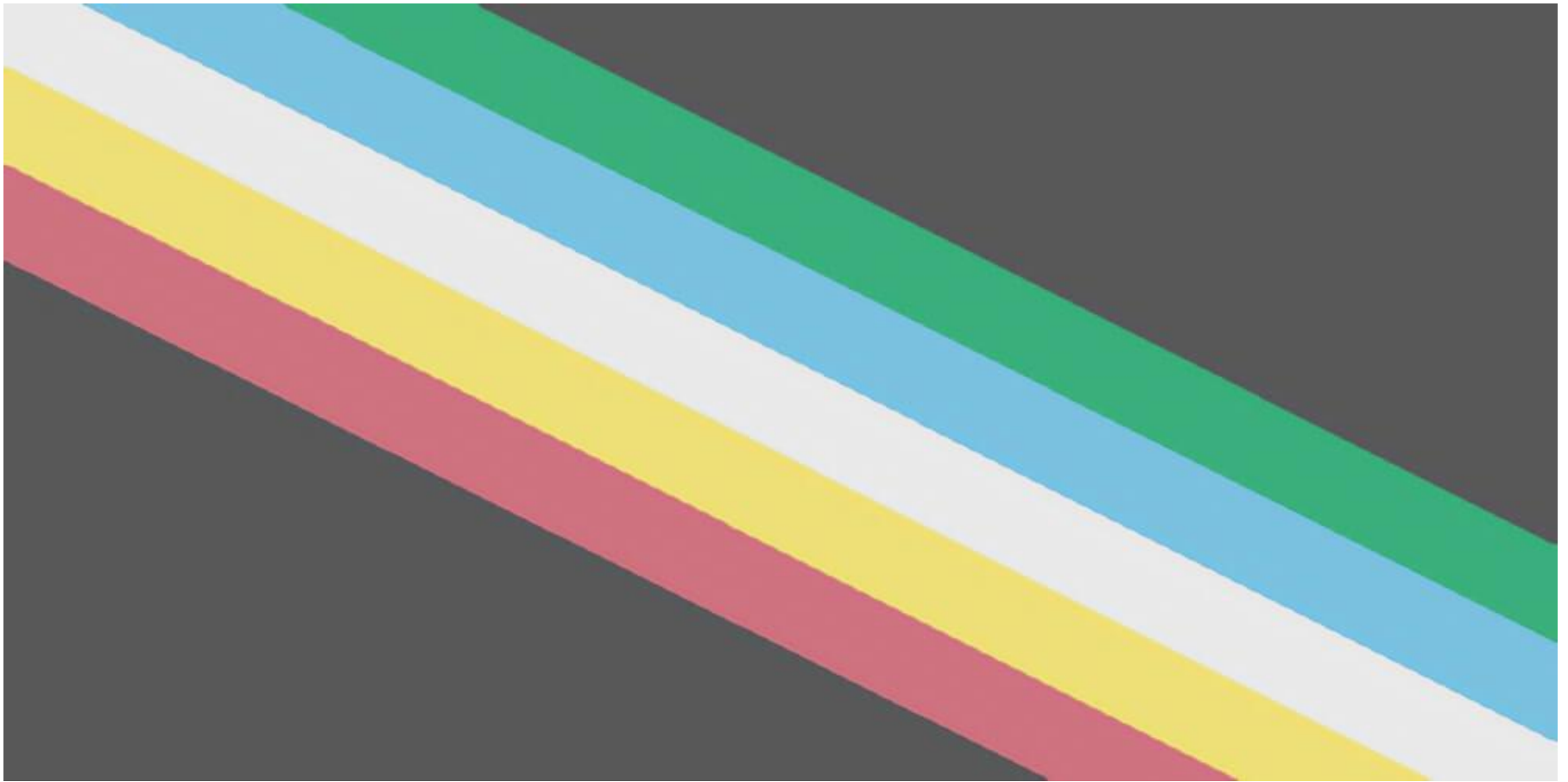
ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

"Ableism is connected to all of our struggles because it undergirds notions of whose bodies are considered valuable, desirable, and disposable." Mia Mingus

# THE DISABILITY PRIDE FLAG

https://www.disabled-world.com/definitions/disability-pride.php

**Spring Break:** CAC members begin to receive email messages from schools seeking help.

**April 10 CAC Meeting:** We discover that Special Education classrooms would be closing across OUSD with disabled students being forced out of many schools.

**OUR MESSAGE SINCE the APRIL 10th CAC Meeting:**

Oakland Unified School District administrators have normalized the ableist practice of expelling disabled students from their school communities to close or "phase out" their Special Education programs.

Stability, continuity, and belonging for disabled students in schools should concern everyone.

We call on the OUSD School Board to end the blatantly discriminatory practice of removing disabled students from their schools to close their Special Education programs.

# Call on OUSD to Stop Expelling Disabled Students from Schools to Close Their Programs



**1,428 have signed.** Let's get to 1,500!

julia sen signed 21 hours ago

Jake Reichert signed 2 days ago

Call on OUSD to Stop Expelling Disabled Students from Schools to...

**Share on Facebook**

**Send an email to friends**

**Send a message via WhatsApp**

**Tweet to your followers**

Started    April 30, 2023

Petition to    School Board Director, Oakland Unified School District Sam Davis and **4 others**

OUSD School Board Directors.

The members of the *Community Advisory Committee for Special Education* (CAC) join the entire Disability Justice community in OUSD and beyond to call on you to

VOTE YES on the *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD.*

We ask that you take this first step towards a strong collaboration with us.

Together we can ensure that disabled students and their families are at the center of our vision for quality community schools.

**Link to the Slides and Recording from our May 16th Community Update:** https://bit.ly/3MOH0mX

*Find in the folder for the Community Advisory Committee for Special Education at ousd.org/LCAP under 5/16/23*

**Link to our Change.org petition:**
change.org/DisabledOUSDStudentsBelong

**Link to our Facebook page:**
https://www.facebook.com/CAC4SpEdOUSD

**Email us at** cacoakland@gmail.com

**Call us at** 510-269-7178.

# Implementation of the June 2022 CAC Feedback for the LCAP

[Link to the Feedback Document](#)

[Link to the Superintendent's Responses](#)

The slides that follow include our June 2022 feedback and recommendations for the 2022-23 LCAP. We are seeking their full implementation by June 2024. We are also working to extend them into the new three-year LCAP.

To integrate our feedback for the *Local Plan for Special Education*, you can also review the following document:

https://docs.google.com/document/d/1O39nn9AGJi18ehP1KS-zuY9Uw7fOMgM6/edit?usp=sharing&ouid=107837068308632473483&rtpof=true&sd=true

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

**These indicators connect closely to those in the LCAP.**

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

*Ignoring  the impact of a Special Education service simply by calling it "base" does not demonstrate our commitment to improving outcomes for students with dis/abilities, in particular those who are also LCFF unduplicated pupils.*

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

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

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

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

EXAMPLE:

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

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

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

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

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

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

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

**Revisions to the LCAP Summary**

5) **We request that you more fully and carefully describe the population of students with dis/abilities within the description of the students we serve. They have diverse and intersecting experiences that we must all see and understand.** *See the [feedback document](#) for details.*

COLLEGE AND CAREER READINESS (also in Goal 1.4)

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

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

**Revisions to the LCAP Summary**

TEACHER RETENTION (also in Goal 2.2 and 4.1)

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

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

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

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

**Revisions to the LCAP Summary**

SUSPENSION RATES (also in Goal 3)

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

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

**Revisions to Goal 2: Action 1**

TARGETED INITIATIVES FOR FOCAL STUDENT GROUPS

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

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

**Revisions to Goal 2: Action 2**

SPECIAL EDUCATION SUPPORT

11) **Change the title of the section to "Students with Dis/abilities" instead of "Special Education."**

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

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

**Revisions to Goal 2: Action 2**

SPECIAL EDUCATION SUPPORT

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

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

**Revisions to Remaining Actions Under Goal 2**

**15) Actions directed at addressing the specific and unique needs of focal groups under Goal 2 should include analysis of how Students with Disabilities that are members of those focal groups are accessing and benefiting from those actions.**

An example that we support is recommendations by DELLS related to English Language Development for Students with Dis/abilities who are English Language Learners.

**Revisions to Goal 3: All Actions**

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

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

**Revisions to Goal 3: All Actions**

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

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

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

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

**From the Staff Update at the May 2023 Meeting of CAC:**

LCAP is three-year plan. We are entering the third year in 2023-24.

–Where possible, CAC recommendations were implemented in the 2022-23 LCAP (e.g., changing Action 2.4 to Supports for Students with Disabilities). Will review new recommendations to see what else can be implemented.

-Holding the LCAP indicators steady for final year; can add new indicators for 2024-27. The research team has overlap data ready. Additional Special Education indicators may be added for new cycle.

–We are getting closer to developing a data dashboard where you can see all of the metrics together year after year.

**From the Staff May 2023 Update to the CAC:**

–Increasing and improving support for disabled students: in Linked Learning and Targeted Strategies for Focal Student Groups. More emphasis on suspension disproportionality for Disabled Black students with IEPs.

–Accounting for Students with Disabilities in the other focal groups (examples: racial/ethnic groups) with actions and metrics.

–Students with 504 plans will be accounted for in the 2024-27 LCAP.

–Improving how we include Special Education positions in the School Plan for Student Achievement and the LCAP/budget.

–Projections of positions for school sites happen before the enrollment is fully known.  Adjustments are then made based on actual enrollment. Accounting for enrollment looks different for Special Education, for Special Day Classes.

## Link to the Recording with the LCAP Update–5/8/23 CAC Meeting

https://ousd.zoom.us/rec/share/YiO1kCXqZVp2Ljz_vRpGdtpsD5IVLeKP_7M2L6n_1jgdIZkVn4nl-5tyoxuMO_Eb.94O4st3wKohaGAoa

Passcode: nkg+9D05

## Link to the Slides for the 5/8/23 CAC Meeting

https://docs.google.com/presentation/d/1N1ZB3cI8vFS0xWwILMKOOalCco4Wovm8kkKF8k4l660/edit?usp=sharing

# Foster Youth Advisory Committee

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

**Community Members:** Organizations, Agencies, Individuals:
5) **Liz Tarango** (Alameda County Office of Education), 6) **Brian Blaisch** (Greater New Beginnings), **Vincianna Reed** (Beyond Emancipation/Independent Living Program,7) **Quijai Johnson** (CA Youth Connection)

**OUSD Foster Youth Services**: 8) **Jennifer Tam** (FYS Coordinator), 9) **Anthony Bell** (OUSD FY Case Manager), 10) **Jesse Miller** (OUSD FY Case Manager), 11) **Miranda Magee** (OUSD FY Case Manager)

**Other OUSD Staff**: 12) **Taji Brown** (OUSD Office of Equity), 13) **JT Bullock, Jr.** (OUSD Paraprofessional), 14) **Raul Hernández** (OUSD Office of Equity), **Tara Gard** (OUSD Talent Division), 16) **Jerome Gourdine** (OUSD Office of Equity)

1. OUSD has the greatest number of foster students in Alameda County. (4 to 5 times that of the district with 2nd largest #, Hayward Unified.)

1. ~40% of OUSD foster students have disabilities and need Special Education support. ~58.2% are African American.

2. About 30% are in elementary, ~20% in middle, and ~50% in high school.

3. School sites are not, on their own, able to support these highly mobile students across many contexts in the sustained and flexible ways that they need. This is why we provide a centralized support.

4. Adults providing foster placements faced immense challenges in meeting the increased parental responsibility of distance learning and in addressing the grave impacts of the Covid pandemic on foster children and youth. Those impacts persist to this day.

| Grade Level | Current Foster Youth Enrollment (End of April) | Current Foster Youth Enrollment (End of March) | End of January |
|---|---|---|---|
| Elementary | 42 | 44 | 35 |
| Middle | 26 | 33 | 22 |
| High | 79 | 73 | 67 |
| Total | 147 | 150 | 124 |

# Schools with the Highest Number of Foster Students
## in April 2023

The schools towards the top of each column have the higher numbers.

| High | Middle | Elementary |
|---|---|---|
| Skyline | Roosevelt | Reach |
| Fremont | Claremont | Laurel |
| Oakland Tech | Bret Harte | Korematsu |
| Sojourner Truth | CCPA | Allendale |
| Oakland High | Westlake | East Oakland Pride |

# Disabled Foster Youth with IEPs by Grade Span and Program in April 2023

| Grade Level | Resource Program | Special Day Class | Inclusion | Speech & Language Only | Total | % of foster students at grade level |
|---|---|---|---|---|---|---|
| Elementary | 11 | 2 | 3 | 1 | 17 | 40% |
| Middle | 5 | 2 | 2 | 0 | 9 | 34% |
| High | 8 | 19 | 0 | 2 | 29 | 36% |
| Totals | 24 | 23 | 5 | 3 | 55 | 37% |

# Excerpts from June 2022 Recommendations

These were our top two recommendations for the LCAP in **June 2021**

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

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

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

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

*Skyline was identified as a pilot school site. Waiting for decisions around site leadership to implement this project.*

# Excerpts from June 2022 Recommendations (continued)

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

4) **funds so that foster youth case managers can provide incentives to individual students based on programmatic and individual goals.**

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

*Funds were allocated and spent for food items and small incidental needs. Administrative support is needed to provide other goal-related incentives.*

*We would also like to know the amount that was allocated to this action and the funding source.*

# Improving and Increasing Services for Foster Students

2   Foster Youth Case Managers will **support summer school** this year.

2   Foster Youth Case Managers will **return from summer two weeks early** to receive caseload and connect with students/resource families prior to the first day of school.

**This was one of our recommendations.**

Your Foster Youth Services Team will **ALL** be back
for the 2023-2024 school year!

2 out of 3 FY case managers were hired in Spring of 2022.

**A second school year with 3 case managers will
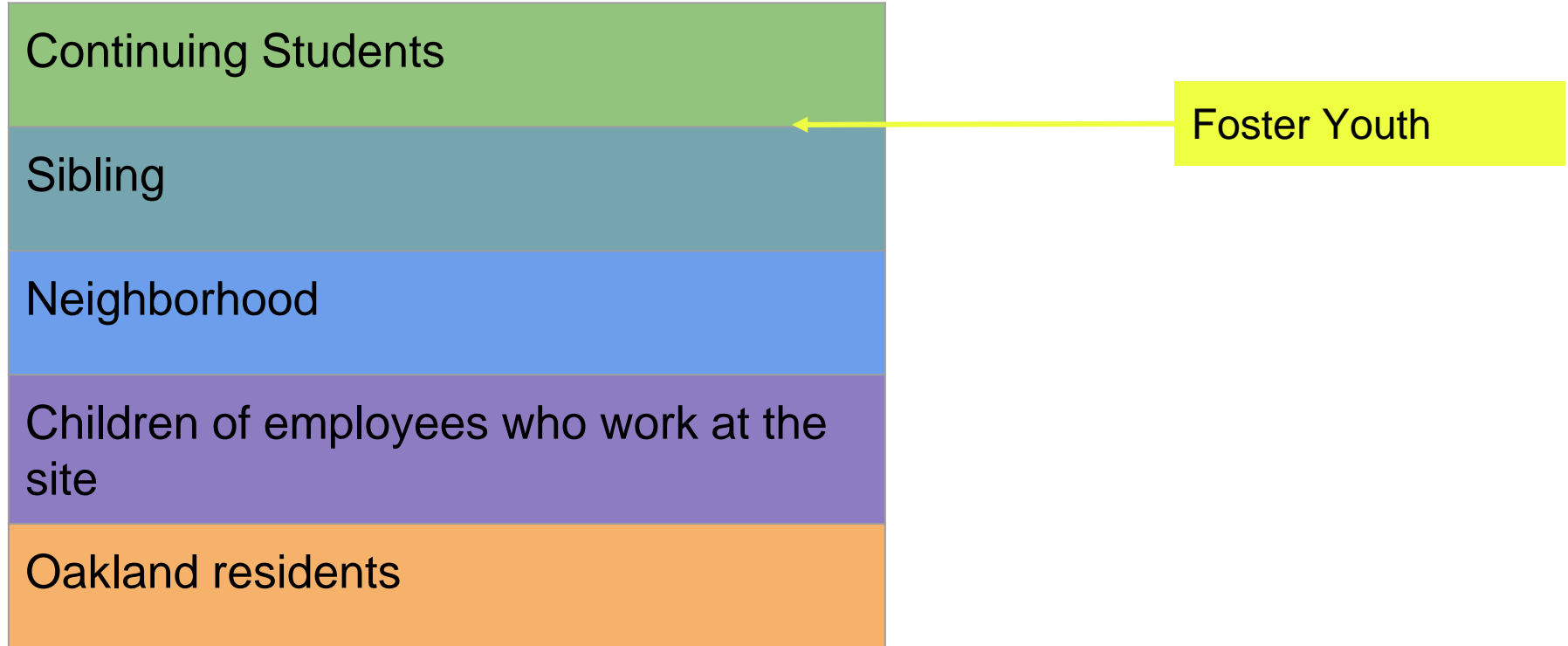strengthen our support for foster youth.**

# Implementation of

## Board Resolution No. 2122-0081
*Foster Youth Enrollment*
*Access & Priority*

# From the September 2022 Staff Update

| Resolution Text | Action |
|---|---|
| "A separate enrollment priority status needs to be created for foster youth below continuing students and ahead of other existing enrollment priorities such as sibling of current student, opportunity ticket, and neighborhood;" | For the 2023-24 enrollment period (and beyond) we have adjusted the order of priorities in accordance with this resolution. |

# September 2022 Staff Update

Continuing Students

Sibling

Neighborhood

Children of employees who work at the site

Oakland residents

Foster Youth

# From the September 2022 Staff Update

| Resolution Text | Action |
|---|---|
| "foster youth must be granted the opportunity to transfer to a school at any point if it is deemed in their best interest by the student and the Education Rights holder in collaboration with their Adult Team;" | 1) Currently honoring this policy as transfer requests arise<br>2) Add foster youth to the approved transfer conditions on the website (in progress) |

# From the September 2022 Staff Update

| Resolution Text | Action |
|---|---|
| "The Superintendent or designee shall set aside a number of seats to provide to foster youth with the school access described above based on the number of foster youth enrolled at an OUSD school living in each geographic boundary and the number of requests for particular schools in previous years to be reviewed each October for seat allocations in the following school year;" | 1) Review historical data around foster youth enrollment to identify patterns of enrollment: percentage of students in neighborhood schools, number of students at each grade span, number of students enrolling after the 15th day, 20th day, and Census day, etc. |

# From the September 2022 Staff Update

| Resolution Text | Action |
|---|---|
| "foster youth students with an individualized education plan ("IEP") will continue to be enrolled based on the policies and procedures that apply to all students with an IEP;" | 1) Foster youth with RSP/ Speech/ Inclusion services are able to access Enrollment services identical to gen ed students<br><br>2) Foster youth with SDC services will experience a new Enrollment process next year allowing for greater transparency and family choice |

# FYAC Questions and Comments

1. How many 2023-24 seats were set aside for foster youth and in which schools?

2. Disabled foster students with Special Day Class placements are not benefitting from the enrollment priority. Their access to schools and programs has not been studied.

3. Also, while the September staff update states that the enrollment process for students with SDC placements will offer greater transparency and choice, the closure of SDC classrooms in April 2023 (after the close of the enrollment window) contradicts this claim.

# New FYAC Goal: Education Surrogates for Foster Youth

# Background

When youth arrive to a school district and do not have a named education rights holder, the court may assign the Lead Educational Agency (LEA)—or school district—to appoint one.

OUSD Foster Youth Services previously referred to UC Berkeley FosterEd program for this service. However, they will no longer provide this support.

# New Committee Goal: Education Surrogates

**We will collaborate as an advisory to:**

Recruit individuals who are interested in being an education surrogate for foster youth in OUSD

Help develop a process to find and appoint education surrogates for foster youth

# Other Feedback for the LCAP

*See the text in blue.*

# Page 12: **Strategies to Improve Graduation Rates**

To reverse the current graduation rate decline and to ensure that all students—and especially our highest need students in our focal student groups—are college and career ready, OUSD will sustain and expand the following universal and targeted strategies and investments:

**Linked Learning Pathways with <span style="color:darkred;">continued targeted support for Foster and Unhoused students;</span>**

*What targeted support does Linked Learning provide?*

*What are the reasons that a student would not "participate" in a pathway? How does this happen?*

*Is it related to their access to resources at the time that they come in?*

Strategic approaches to our Academic Credit Recovery Program;

Foundational data review across central leadership and schools, including multi-indicator data profiles for all focal student groups;

Inclusive practices for Students with Disabilities;

Future Centers to support students who are first-generation to go to college;

Elimination of credit-bearing high school courses that are not A-G eligible;

Continued implementation of the Manhood Development Program and other targeted initiatives of the Office of Equity;

Additional culturally relevant A-G courses in A (History/Social Science), B (English), and G (college-preparatory electives);

Newcomer programs and wraparound support for unaccompanied immigrant students and refugee/asylee students, including an alternative education program for those who have dropped out or are at-risk of doing so, site-based social workers, and a re-engagement specialist who works with students who have dropped out to re-enroll

Page 70: **Measuring and Reporting Results for Goal 2**

**2.01g Increase percentage of Grade 12 Foster Youth graduates completing A-G requirements.**

**2.04g Increase the four-year cohort graduation rate for Foster Youth.**

**2.05f Increase the percentage of Foster Youth graduating college and career ready as measured by the state College/Career Readiness indicator.**

**Add a foster youth school access indicator that supports the work of the *Resolution for Foster Youth Access and Priority* and that supports the pathway participation indicator.**

# Page 83: **Supports for Foster Youth**

*Ongoing or grant-funded positions and investments that support this work include:*

- Foster Youth Program Manager (1.0 FTE)
- Foster Youth Case Manager (2.0 FTE)
- Tutoring contract for foster youth

**The tutoring contract for foster youth was not implemented in 2022-23. 10,000 in the budget but not assigned.**

*One-time COVID relief-funded positions and investments that support this work include:*

- Foster Youth Case Manager (1.0 FTE)

**The use of one-time dollars can mean that the person is not slated to continue in 2024-25. Is there a plan to shift this position to an ongoing funding source?**

# Page 87: **Summer Learning Programs**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, **foster youth**, and unhoused youth for summer enrollment.

**The group believes that this is true for foster youth in high school due to the focus on credit recovery. This is not the same for elementary and middle school.**

**K-5:** about 50 are in elementary school in May 2023
**6-8:** about 20 are in middle  school in May 2023

**We recommend that a policy be set to provide guaranteed access to the summer learning program for elementary and middle school foster students at their school of attendance.**

# Page 102: **Measuring and Reporting Results for Goal 3**

**Add foster students to the suspension indicator listed for other focal groups.**

**Page 13 of the LCAP clearly calls for such a revision:**

*Area of Need: Disproportionate Suspension Rates for Black/African-American Students and Foster Youth*

Although the 2022 California School Dashboard showed that our districtwide suspension rate of 3.8% is flat compared to pre-pandemic rates, suspensions for our Black/African-American students and **foster youth** remained disproportionately high at 9.2% and 10.0%, respectively. Notably, however, the suspension rate for foster youth has fallen markedly from 13.7% on the 2019 Dashboard and 16.2% on the 2018 Dashboard. (No suspension data was reported in 2020 or 2021 due to the impact of the COVID-19 pandemic.)

**Other FYAC Priority Areas for LCAP Discussion and Description**

**Education Surrogates**

**Process for Setting  Aside Seats for Foster Youth** (especially in high school because of enrollment in specific classes and pathway access)

**School and Program Access for Foster Youth with IEPs**

**IdentifyAdditional Implementers for FY Mentoring Program** (under Goal 3: Student Engagement/Leadership)

**Appropriate Level of Centralized Case Management for Foster Youth–** 5 requested; 3 currently hired

*–Need for additional elementary and middle school support given large numbers and need at the high school level*

# Latino Parent Advisory Group


Folklórico de CCPA

# Latino Parent Advisory Group

After working throughout the year to grow parent leadership in our group, we reached a total of 15 parents in April.

We were not able to hold a final meeting in May during the strike. Our goal was to wrap up our reflection and develop an action plan for 2023-24. We will continue our work in August.

We are planning a Latino Parent Summit for August 2023. We are:
- Collaborating with Family Engagement team
- Partnering with community organizations



**Family attending the OUSD Latino Student Honor Roll**

# Latino Parent Advisory Group

Our Parent Advisory did a data dive in April to study the state of Latino students in our schools.

After our discussion, the group affirmed the following priorities for Latino students:

→ Literacy actions for younger students to be ready by third grade
→ An easier and more user friendly enrollment process
→ More dual language programs because this connects our students to their heritage and culture
→ Ways to engage our unengaged youth using culturally responsive programs and curriculum-including knowing more about the biliteracy seal and how to earn it.
→ More anti-racism trainings as our students are being affected by racism