



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

# Meeting of the Community Advisory Committee for Special Education



<https://ousd.zoom.us/j/87621968302>

**April 12, 2021**

# Instructions

# Instrucciones

6:00 pm

Please turn off your video when you are not speaking so that those who need American Sign Language interpretation can more easily see the interpreter. You can turn it back on when you are speaking.

Favor de apagar su video cuando no esté hablando para que aquellos que necesitan interpretación en el Lenguaje de Signos Americano. Lo puede prender de nuevo cuando esté hablando.

# Welcome ⇔ Bienvenidos

Please do not change settings until instructions are given.

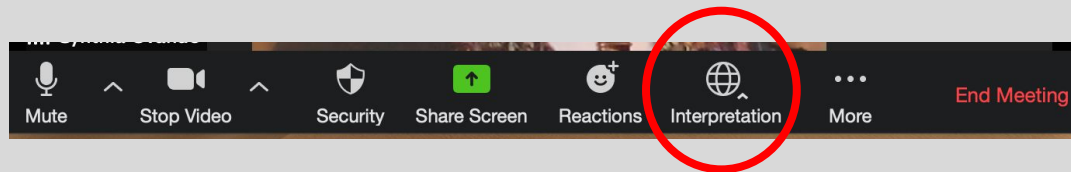
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Por favor NO cambie la configuración hasta que se le indique.

# Interpretation ⇔ Interpretación

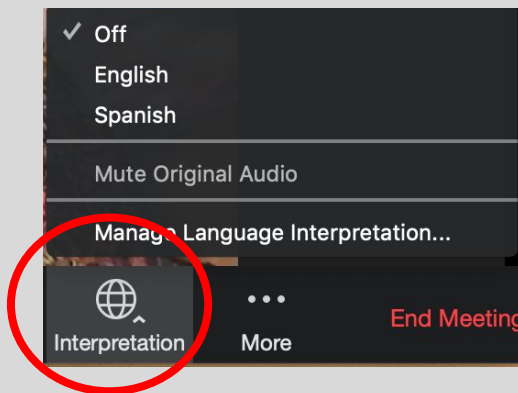
## 1 Go to Controls

Vaya a los controles



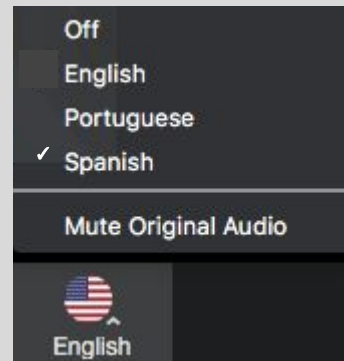
## 2 Click “Interpretation”

Clic en “Interpretación”




## 3 Choose a Language

Escoja un idioma

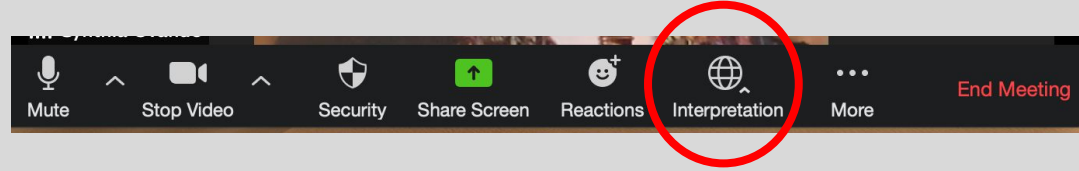


**If you do not see the interpretation icon on your phone screen:**  
**Si no ve el ícono de interpretación en la pantalla de su teléfono:**

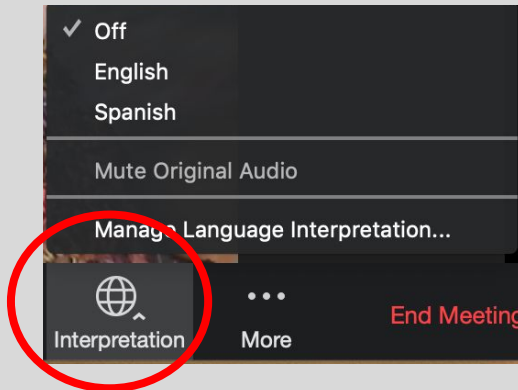
- 1) Tap on the **three dots** at the end of the meeting controls.   
Toque sobre los **tres puntos** al final de los controles para la junta.
- 2) Tap on "**Language Interpretation**" and choose your language.  
Toque sobre "**Language Interpretation**" y escoja su lenguaje.
- 3) Tap on "**Mute Original Audio**" and then on "**Done.**"  
Toque sobre "**Mute Original Audio**" y después sobre "**Done.**"

# الترجمة

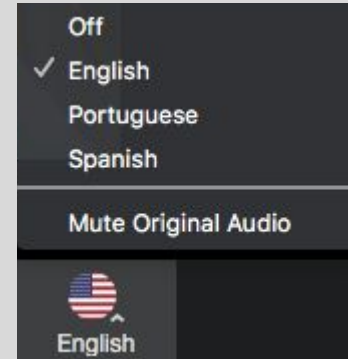
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختار اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

(1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



(2) اضغط على "ترجمة اللغة" واختر لغتك.

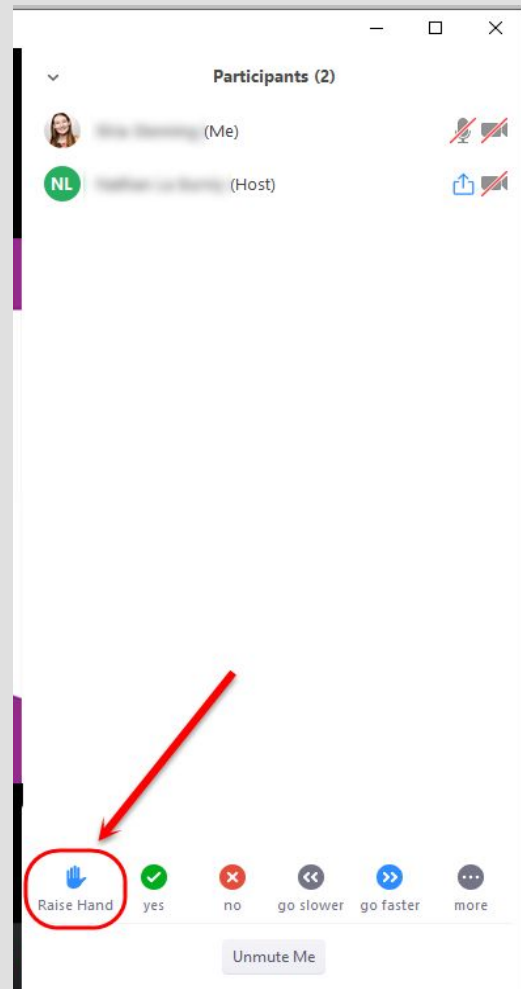
(3) اضغط على "كتم الصوت الأصلي" ثم على "تم".



¿Puede oír al intérprete?  
Can you hear the interpreter?



Levante la mano  
Raise your hand



هل يمكنك سماع المترجم؟



ارفع يدك



# Security Instructions

# Instrucciones de Seguridad

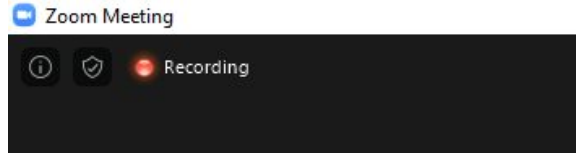
Raquel Jimenez, Office of Equity

# General Instructions

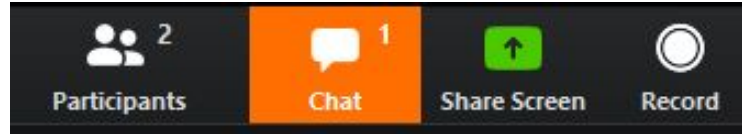
# Instrucciones Generales

Kelly Bresso, CAC Co-Chair

## Recording Grabando



## How to Use Chat Como Utilizar el "Chat"



## Who We Can See and Hear A Quienes Vemos y Escuchamos

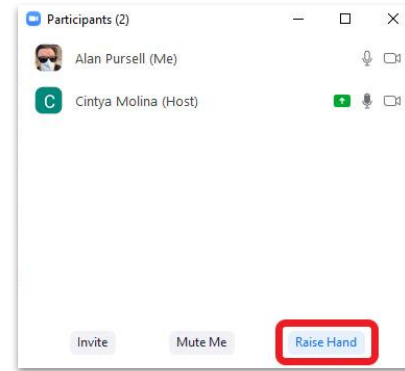
**EVERYONE!**  
**¡A TODOS!**

*PLEASE KEEP YOUR SOUND AND VIDEO TURNED OFF  
UNTIL YOU ASK A QUESTION OR MAKE A COMMENT.*

*FAVOR DE MANTENER EL SONIDO Y VIDEO  
APAGADOS HASTA QUE HAGA UNA PREGUNTA O  
COMENTARIO.*

# Raising Your Hand

## Cómo Levantar la Mano



**Please Use the Sign-In Sheet & the Exit Ticket**  
Favor de Utilizar la Hoja para Registrarse y el Formulario de Salida

**We will share the links in the chat space.**

Compartiremos los vínculos en el espacio de *chat*.

**You can also find them at [www.ousd.org/LCAP](http://www.ousd.org/LCAP) in the folder for the committee and under today's date.**

También puedo encontrarlos en [www.ousd.org/LCAP](http://www.ousd.org/LCAP) en la carpeta del comité bajo la fecha de hoy.

**Link to the Sign-In Sheet:**

Vínculo a la Hoja para Registrarse:

## Information for Meetings Informacion para las Juntas

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**We prefer that you fill out the sign-in sheet. If you are not able to do so, you can send a text message with your email address and phone number to Cintya Molina at 510-491-6069 to receive invitations to meetings.**

Preferimos que llene la hoja de registro. De no poder hacerlo, puede enviar un mensaje de texto con su dirección de correo electrónico y su número de teléfono a Cintya Molina al 510-491-6069 para recibir invitaciones a las juntas.



# Logistics    Logística

Facilitator/Chair	Moderadora/Presidiedo	Patty Juergens
Timekeeper	Mantener Cuenta del Tiempo	
Notetaker	Tomar Notas	Cintya Molina
Zoom Host	Moderar Zoom	Raquel Jimenez Cintya Molina
Chat Monitor	Moderar el Chat	Jennifer Blake
Link Monitor	Moderar los Vínculos	Alan Pursell

**THANK YOU!**

**¡GRACIAS!**

# CAC Members

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Please rename yourselves starting with the  
abbreviation **CAC**.

Example: **CAC-Sheila Haynes**

# Special Education & Other Central Administrators

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**Please rename yourselves starting with  
the abbreviation **CEN**.**

**Example: **CEN-Neku Pogue****

# Welcome Bienvenida

Patty Juergens, CAC Co-Chair

# Agenda Review

## Repaso de la Agenda

Patty Juergens, CAC Co-Chair

# Agenda Review

# Repaso de la Agenda

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- |                  |  |
|------------------|--|
| <b>6:00-6:30</b> | <b>Instructions, Welcome, Introductions, Roll Call, Goals, Agreements</b>  |
| <b>6:30-7:10</b> | <b>Continuing and New Special Education Investments for 2021-22</b> <ul style="list-style-type: none"><li>→ Presentation (25 minutes)</li><li>→ Questions &amp; Answers (15 minutes)</li></ul>                 |
| <b>7:10-7:40</b> | <b>Investments for the 2021-24 LCAP and Proposals for Use of Covid Relief Funds</b> <ul style="list-style-type: none"><li>→ Presentation (20 minutes)</li><li>→ Questions &amp; Answers (10 minutes)</li></ul> |
| <b>7:40-8:00</b> | <b>Suggestions for the Use of Covid Relief Funds and Strategic Actions &amp; Investments</b>   |
| <b>8:00-8:30</b> | <b>Questions &amp; Answers about the Return to In-Person Learning and Students with IEPs</b>   |
| <b>8:30-8:45</b> | <b>CAC Updates: Local Plan, Initiative to Reduce Suspension for African-American Students with Dis/abilities, School Board Legislative Priorities, etc.</b>  |
| <b>8:45-8:55</b> | <b>Public Comments</b>   |
| <b>9:00</b>      | <b>Closing and Adjournment</b>   |

# Meeting Goals

## Metas de la Junta

Student Members

# Meeting Goals    Metas de la Junta

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## Members and participants will understand:

- what are the planned Special Education investments to support Students with Dis/abilities in 2021-22 and beyond
- what proposals have been made for the use of one-time Covid-relief dollars to support the disability-related needs of students
- what are the planned 2021-24 district-wide investments and what proposals have been made for the use of one-time Covid-relief dollars

## Members and participants will then:

- make suggestions for one-time and on-going investments to support Students with Dis/abilities



# Meeting Goals    Metas de la Junta

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**Members and participants will also:**

- ask questions and get answers related to the return to in-person learning
- get updates about CAC initiatives

# Meeting Agreements

## Acuerdos de la Junta

Patty Juergens, CAC Co-Chair

# Agreements

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- ❖ One mic
- ❖ Take space; make space
- ❖ Honor the agenda
- ❖ Tough on problems; easy on people
- ❖ Listen to understand
- ❖ Offer solutions

# Acuerdos

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- ❖ Un micrófono
- ❖ Participar y permitir la participación de otros
- ❖ Respetar la agenda
- ❖ Duros con los problemas; suaves con las personas
- ❖ Escuchar con la intención de entender
- ❖ Ofrezca soluciones

# Member Roll Call & Elections

## Pasar Lista de Miembros y Elecciones

Graham Harper, Parliamentarian

## CAC Members:

Lateefa Ali, Jonah Zimmerman-Bloch, Jennifer Blake,  
Kelly Bresso, David Castillo, Carol Delton, Ashley Demelo,  
Carmen Gómez-Mandic, Graham Harper, Sheila Haynes, Patty  
Juergens, Oscar López, Michael Louden, Alan Pursell, Clio Rasler,  
Lisa Rasler, Sayuri Sakamoto, Dulce Santos, Inga Wagar,  
Monica Wheaton-Howell, Kristen Zimmerman

**Quorum=11**

## **ABOUT MEMBERSHIP** (from the CAC Bylaws):

**3.4 Term of Membership:** Terms of appointed members are for a minimum of 2 years.

**3.7 Voting Members' Duties and Privileges:** Each voting CAC member shall have the right to cast one vote on issues considered by the Committee, to second the motions, to hold office, and serve on standing and special subcommittees, subject to other provisions of these by-laws.

### 3.3 Appointment

. . . The Parliamentarian shall submit the names of the nominees to the CAC voting members for approval. New members may be appointed at any CAC meeting during the year by a majority vote of those CAC voting members present.

## Nominations for CAC Membership:

Please send a text message to Graham Harper at 510-999-0695 if you are interested in becoming a CAC member.

Nominees must have attended a minimum of 3 CAC meetings to be eligible for membership.



# Introducing Ourselves Presentándonos

Jennifer Blake, Special Education Executive Director & Alan Pursell, CAC Vice-Chair

# Special Education Coordinators Coordinadores de Educación Especial

**If you need individual support, you can contact the Special Education coordinator for your school at their email address listed on the slides that follow.**

**For general help or to reach other other Special Education staff, you can call the Special Education Department at 510-879-5003.**

**To reach Burbank Preschool and Diagnostic Center, you can call 510-879-5004.**

Si necesita apoyo individual puede comunicarse con el coordinador de Educación Especial para su escuela a la direccion de internet que aparece en las fichas que siguen.

Para ayuda en general o si necesita contactar a otros empleados Educación Especial puede llamar al Departamento de Educación Especial al 510-879-5003.

Para contactar al Centro Preescolar y de Diagnostico Burbank llame al 510-879-5004.

# We Are Here to Help! ¡Aquí para ayudarle!

Alli Guilfoil, Elementary Networks 2 and 3 [allison.guilfoil@ousd.org](mailto:allison.guilfoil@ousd.org)

Bridges @ Melrose	Manzanita Community	Acorn Woodland	Greenleaf
Chabot	Manzanita SEED	Bella Vista	Hoover
Crocker Highlands	Melrose Leadership	Brookfield	Horace Mann
Emerson	Montclair	Burckhalter	Howard
Esperanza	Peralta	Carl Munck	Roses (RIC), Merging
Global Family	Prescott	Cleveland	Madison Park (Primary)
Hillcrest	Sankofa United	East Oakland Pride	New Highland
ICS	Think College Now	EnCompass	RISE
Korematsu	Thornhill	Grass Valley	

# We Are Here to Help! ¡Aquí para ayudarle!

**Cary Kaufman, Elementary Network 4 & Middle Schools** [cary.kaufman@ousd.org](mailto:cary.kaufman@ousd.org)

Allendale	Laurel	Bret Harte	United for Success
Community United	Lincoln	Claremont	Urban Promise
Franklin	Markham	Edna Brewer	West Oakland Middle
Fruitvale	Martin Luther King Jr	Elmhurst United	Westlake
Futures	Parker	Frick United Academy of	
Garfield	Piedmont Ave.	Language	
Glenview	Reach	Montera	
Joaquin Miller	Redwood Heights	Roosevelt	
La Escuelita	Sequoia		

# We Are Here to Help! ¡Aquí para ayudarle!

**Neku Pogue, High School and Alternative Education** [neku.pogue@ousd.org](mailto:neku.pogue@ousd.org)

Bunche  
Castlemont  
Coliseum College Prep  
Community Day HS  
Dewey  
Fremont  
Gateway To College  
LIFE Academy  
Madison Upper  
McClymonds

Met West  
Oakland High  
Oakland International  
Oakland Tech  
Rudsdale Continuation  
Skyline  
Sojourner Truth  
Street Academy  
Rudsdale Newcomer

# **We Are Here to Help! ¡Aquí para ayudarle!**

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**Alli Guilfoil, Elementary Networks 2 and 3**

**Cary Kaufman, Elementary Network 4 and Middle Schools**

**Neku Pogue, High School & Alternative Education**

**David Cammarata, Young Adult Program & Career-Transition Services**

**Theresa Lozach, Burbank & Early Childhood Special Education**

**Anne Zarnowiecki, Related Services & Nonpublic School Placements**

**Stacey Lindsay, Psychological & Social Work Services**

# ¡Aquí para ayudarle!

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**Alli Guilfoil, Redes de Primarias 2 y 3**

**Cary Kaufman, Red de Primaria 4 y Secundarias**

**Neku Pogue, Preparatorias y Educación Alternativa**

**David Cammarata, Programa de Adultos Jóvenes & Servicios de Transición a las Carreras**

**Theresa Lozach, Burbank & Educación Especial de Niñez Temprana**

**Anne Zarnowiecki, Servicios Relacionados & Escuelas No-Públicas**

**Stacey Lindsay, Servicios Psicológicos y de Trabajo Social**



# Who Is Here Today? ¿Quiénes están aquí hoy?

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**Introduce yourself in the chat when we call your grade span or category.**

Please name your school, program, or organization.

If you would like to do so, please share the dis/ability category or categories which we you are most familiar from personal or family experience.

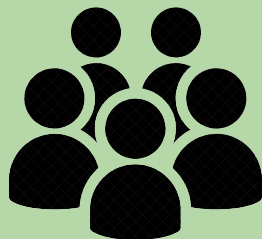
**Preséntese por *chat* cuando mencionen su nivel de grado o categoría.**

Favor de nombrar su escuela, programa u organización.

Si así lo desea, favor de compartir la categoria(s) de discapacidad con las cuales tiene la mayor familiaridad basado en sus experiencias personale o familiares.

# Who Is Here Today? ¿Quiénes están aquí hoy?

## Families / Familias



**Bebés to Pre-School** Parvulos-Preescolar

**Tk to 5th** Tk-5to

**6th to 8th** 6to a 8vo

**9th to 12th** 9no a 12mo

**Young Adult** Adultos Jóvenes

## Staff & Community / Empleados y Comunidad



**Teachers & Other School Staff**  
Maestros y otros Empleados escolares

**District Staff** Empleados del distrito

**Community Organizations & Agencies**  
Organizaciones y agencias de la comunidad

**Community Members**  
Miembros de la comunidad

# Continuing and New Special Education Investments for the 2021-22 School Year

Jennifer Blake, Executive Director, Special Education

6:30 pm 40 minutes

**Please share your questions through chat during the presentation**

**We will gather the questions and answer them during the Question & Answer segment.**

**We will then take spoken questions as time allows.**

Favor de compartir sus preguntas por medio del "chat" durante la presentación.

Recopilaremos las preguntas y las contestaremos durante el segmento de preguntas y respuestas.

Despues tomaremos preguntas habladas así lo permita el tiempo.

# Budget Updates- Our Revenue

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Special Education is funded through a combination of federal, state, and district dollars. Most of our funding comes from the district's general fund.

Our Federal and State resources vary each year based on pupil counts and potential changes in legislation.

# Our Revenue, 2019-20

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	\$20,581,542	58.74%
AB 602 Property Taxes	\$3,213,706	9.17%
Federal IDEA Part B	\$7,193,194	20.53%
Federal IDEA Part C	\$1,205,918	3.44%
State Infant/Toddler	\$0	0.00%
Preschool	\$204,157	0.58%
State Mental Health	\$2,226,253	6.35%
Federal Mental Health	\$398,203	1.14%
Other Alternative Dispute Resolution	\$14,513	0.04%
Other Preschool Professional Development	\$2,709	0.01%
<b>Total Revenue</b>	<b>\$35,040,195</b>	<b>100.00%</b>

# Our Revenue, 2020-21

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Add table from Alva here

# Projected Revenue Changes, 2021-22

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- There will be an **increase in Low Incidence funding** based on a change in the per-pupil allocation formula. These funds must be used for low incidence personnel or materials to support students who are blind, deaf, orthopedically impaired, or who have multiple disabilities including one of the above.
- We expect that a **portion of the ESSR III one-time dollars** will be earmarked for students with disabilities but do not have any specifics yet.
- We do not expect significant changes to our base IDEA grants at this time.



# Where our money goes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	35,193,781	32.86%
Object Code 2000—Classified Salaries	17,227,209	16.09%
Object Code 3000—Employee Benefits	28,931,845	27.02%
Object Code 4000—Supplies	\$292,762	0.27%
Object Code 5000—Services and Operations	25,016,118	23.36%
Object Code 6000—Capital Outlay	\$29,160	0.03%
Object Code 7000—Other Outgo and Financing*	\$395,382	0.37%
<b>Total Expenditures</b>	107,086,257	100.00%

- More than three quarters of our funding goes to employee salaries and benefits.
- About 23% of our funding is used for specialty services, such as behavioral technicians, nurses, and nonpublic school placements.

# Budget Updates- Our Expenditures

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## 2021-22 Labor Investments

- Increasing inclusive programming at MLK, ICS, Lockwood, McClymonds, Dewey
- Building ESN continuums at Lockwood, Chabot, Bridges
- Two new transition services case managers
- Credit recovery case managers
- SELPA Coordinator
- Staff Attorney, Special Education
- Bringing outpatient therapy in house

# Labor Investments by the Numbers

Job Class	FTE
Case Manager, Transition Services	2.0
Instructional Support Specialist (ISS)	6 positions @ .8FTE each
Paraeducators	8 positions @ .8FTE each
Social Worker	3.0- Funding Shift
Staff Attorney	1.0- Funding Shift
Coordinator, ADR and SELPA	1.0
Resource Specialist	8.0
Special Day Class Teacher, Mod-ESN	3.0

# Labor Investments by the Numbers

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Job Class	FTE
Teacher of the Deaf	1.0
Teachers on Special Assignment, Credit Recovery Program and Young Adult Program Coach	5.0
Special Education Teacher, Inclusive Services	2.0

# Budget Updates

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## **2021-22 Non-Labor Investments**

- Math Curriculum for Extensive Support Needs Classrooms- Equals Math
- Social Emotional Curriculum for use across our Special Education Continuum
- Multisensory Professional Learning

# Budget Updates

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## **2020-21 One-Time Investments**

- Contracted Assessment Staff: \$2,400,000
- Contracted In-Home Staff: \$2,000,000
- Class Materials: \$275,000
- Extra Assessment Kits: \$40,000
- Goalbook: \$720,000
- Vision Screener Tools: \$240,000
- Building Upgrades for YAP: \$75,000
- Augmented Staff for ESY: \$200,000
- Burbank Curriculum and Materials: \$130,000
- Summer Reading/Tutoring: \$230,000



# QUESTION TIME!

## TIEMPO PARA PREGUNTAS!

**Please keep your questions to a minute or two.**

Favor de limitar sus preguntas a un minuto o dos.

**We will first answer questions from the chat.**

Primero responderemos a preguntas del *chat*.





# Strategic Investments for 2021-24 and Proposals for Use of Covid Relief Funds

Diana Sherman

6:55 pm 25 minutes

**Please share your questions through chat.**

**We will gather the questions and answer them during the Question & Answer segments.**

**We will take a few spoken questions as time allows.**

Favor de compartir sus preguntas por medio del "chat."

Recopilaremos las preguntas y las contestaremos durante los segmentos de preguntas y respuestas.

Tomaremos algunas preguntas habladas así lo permita el tiempo.

# Guiding Questions Preguntas de Guía

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1) What goals and actions have been proposed for the 2021-24 district plan, known as the LCAP)?

¿Cuales metas y acciones se han propuesto para el plan del distrito del 2021-24 (conocido como el LCAP)?



2) What investments from our Covid *Learning Continuity and Attendance Plan* will need to continue next year? What other investments have been suggested for next year?

¿Cuales inversiones de nuestro *Plan Covid para la Continuidad en el Aprendizaje y la Asistencia* deben continuar el próximo año?

Cuales otras inversiones se han sugerido para el año que viene?

# PROPOSED 2021-2024 LCAP Goals

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

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

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

**Goal 4:** All staff are high quality, providing optimal service to our students, families, and staff.

# COVID Funds Support Ongoing Efforts

OUSD **ONGOING** Budget from State LCFF Dollars



Site- 1 Pagers  
Based on enrollment



**LCAP**  
Site-1 Pager  
Strategic Investments

COVID Related Funding  
**ONE TIME**



**LCAP**  
COVID Investments + Bridge

# What We Must Consider in Using One-Time Funds

## CAN WE DO IT IN THE TIME REQUIRED?

Are there people available to hire?

Are we able to hire them and get them started in time?

Are we able to get the new technology and processes going?

Can we negotiate the changes we need with our labor unions?

## COULD WE LOSE OUR FOCUS?

Lots of new one-time funding can make it hard to deal with our ongoing financial challenges.

## CASH VS. PROMISES

Funds can take time to arrive.

We might need to borrow money to get things going before new funds arrive.

## WHEN THE MONEY RUNS OUT

We must have a plan to end programs and positions without too much disruption so that we can run effectively.



# College, Career & Community Readiness

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## Ongoing Action Areas in Our Plan

1. Full and well connected instructional program (examples: PreK; STEM [Science-Technology-Engineering-Math] programs)
2. Quality curriculum and materials that follow the State standards, guidance and training for using them (example: trying out and testing new curriculum in a few classrooms or schools)
3. Access to high quality programs for all students (example: Alternative Education programs)
4. Services that help students reach high levels of academic and social emotional achievement (example: counseling)
5. System of assessment to help school teams keep track of student progress (example: data dashboards)

# College, Career & Community Readiness

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## Current Investments to Respond to COVID-19

1. Support so that we can teach and learn in-person (examples: staff for physical distancing, ventilation, facilities cleaning)
2. Distance Learning Leaders (Leads) to help schools plan how to teach from a distance
3. Instructional technology and support
4. Hands-on materials for distance learning
5. Distance learning training for teachers and other staff



# College, Career & Community Readiness **New One-Time Investments:** Current ideas from Staff

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**All items IN GREEN show the suggestions from staff and the School Board that are similar.**

Action/Service	Reasons
<b>Expanded Credit Recovery</b>	Students need more opportunities to make up credits for high school courses.
<b>Additional Student Days</b>	Students can benefit from 5 days of additional instruction.
<b>Provide Hybrid Support to School Sites</b>	Sites will need more support so that they can combine in-person learning with distance learning (hybrid learning)
<b>Additional Supplies to Take Home</b>	Students cannot share materials and need their own set of school supplies.

# Student & Family Engagement

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## Ongoing Action Areas in Our Plan

1. Supports for a positive school culture (examples: restorative justice processes, behavioral health)
2. Programs to improve attendance and reduce chronic absence (example: attendance teams)
3. Student health, safety, and wellness programs (examples: nurses, Coordination of Services Teams [COST])
4. Enrichment and leadership opportunities for students (example: All City Council)

# Student & Family Engagement

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## Ongoing Action Areas in Our Plan

5. Support so that families and students can partner with schools for learning and for shared decision making  
(examples: Community School Managers, staff to help parent and student leaders; interpreters)
6. Communication to the Oakland community  
(examples: website and social media)

# Student & Family Engagement

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## Current Investments to Respond to COVID-19

1. School Equity-Family Navigators & School Safety Leads
2. Nutrition services and meal delivery
3. More case managers
4. Student incentives
5. Mental health and social-emotional support
6. *Student Program for Academic & Athletic Transitioning (SPAAT)*
7. More family engagement resources (e.g., Family Central, family learning sessions, mailings, parent hotline)

# Student & Family Engagement **New One-Time Investments:** Current Ideas from Staff

---

**All items IN GREEN show the suggestions from staff and the School Board that are similar.**

Action/Service	Rationale
<b>Engage and Support Students and Families</b>	Keep positions that support the community at every school to coordinate services for schools and families.
<b>More Mental Health Services</b>	Invest in mental health providers at particular schools and and staff training for positive school culture.
<b>Additional Noon Supervisors</b>	To help carry out our hybrid model and safety guidelines.
<b>Technology</b>	Ensure all schools are 1:1 for devices and have a staffing model to support hybrid learning structures.
<b>School Sanitation</b>	Ensure that we have the staffing, equipment and supplies necessary to ensure that schools are prepared for full in person instruction.

# Student & Family Engagement **New One-Time Investments:** Current Ideas from Staff (Continued)

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**All items IN GREEN show the suggestions from staff and the School Board that are similar.**

Action/Service	Rationale
<b>Child Nutrition</b>	Ensure that schools have the staffing and equipment to feed children that allows for social distancing and following public health guidance. This includes Noon Supervisors at school sites to supervise lunch.
<b>Facilities</b>	Modernize systems for Heating Ventilation and Air Conditioning (HVAC) to continue to improve ventilation in classrooms.
<b>Communication</b>	Modernize family communications systems at school sites and district to improve communications.

# Targeted Supports for Focal Student Groups

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## Ongoing Action Areas in Our Plan

1. Strategies to address the specific & unique needs of focal racial & ethnic student groups
2. Specialized Academic Instruction (SAI), social supports & resources for students with disabilities in our Special Education Program.
3. Services for transitional students and families (unhoused students, migrant students, foster youth, & refugee/asylee youth)
4. Quality integrated & designated English Language Development (ELD)
5. Newcomer instruction & social emotional support
6. Summer learning opportunities for high need students

# Targeted Supports for Focal Student Groups

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## Current Investments to Respond to COVID-19

1. One-to-one tutoring and mentoring
2. Learning hubs for high-need students
3. English Language Learner (ELL) distance learning supports
4. Expanded translation and other support for ELL families
5. Expanded engagement support for foster youth
6. Expanded engagement support for unhoused students
7. Expanded summer learning opportunities



# Focal Student Group **New One-Time Investments: Current Ideas** from Staff

**All items IN GREEN show the suggestions from staff and the School Board that are similar.**

Action/Service	Rationale
<b>People to provide intervention: Tk-8 (ELA &amp; Math)</b>	Support with unfinished learning
<b>Increase school access to TK-2 reading tutors</b>	Increase small group instruction opportunities
<b>After-School Contract Gaps for in-person tutoring</b>	Additional small group instruction will benefit students to have access to strategically trained tutors to accelerate learning.
<b>Summer School Program</b>	Accelerate learning to bridge students into the next school year.
<b>Case Management for Foster Youth</b>	Support for mental health and accelerated learning

# High-Quality Staff

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## *Ongoing Action Areas*

1. Recruitment, retention, and development of high-quality, diverse teachers
2. Recruitment, retention, and development of high-quality, diverse school and District leaders and managers
3. Recruitment, retention, and development of high-quality, diverse classified employees

# High-Quality Staff

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## *Current **COVID-19** Response Areas of Investment:*

1. Expanded professional development (e.g., distance learning PD)
2. Jabber phone software to facilitate working from home
3. New Talent and Labor positions to support staff during pandemic (e.g., increased sick leaves)
4. Expanded substitute funding to ensure substitutes are available when teachers are sick or participating in professional learning

# High-Quality Staff **New One-Time Investments:** Current Ideas from Staff

All items IN GREEN show the suggestions from staff and the School Board that are similar.

Action/Service	Rationale
<b>Additional Professional Development (PD) Days</b>	Ensure staff is receiving PD to support new ways of delivering instruction.
<b>Foundational PD Increases: Includes anti-racist professional development</b>	Ensure staff is receiving PD to support new ways of delivering instruction that includes anti-bias and anti-racist training
<b>Teacher Support</b>	Supporting new teachers and new hires with training to support hybrid instruction. Supporting new and current teachers with credentials.
<b>Mental Health &amp; Training Supports for Staff</b>	Building a team to support the onboarding of new candidates, mental health supports for staff and HR training for staff.
<b>STIP Subs</b>	Centralized STIP subs to support the needs for additional subs at all sites.
<b>Provide temporary staffing for 2021-22 school year</b>	Provide APs and teachers through a supplemental allocation process to provide one-time staffing to support hybrid instruction, safely reopening and developing systems to support students re-engage in school.



# QUESTION TIME!

## TIEMPO PARA PREGUNTAS!

Please keep your questions to a minute or two.

Favor de limitar sus preguntas a un minuto o dos.

We will first answer questions from the chat.

Primero responderemos a preguntas del *chat*.





# Feedback for the Use of Covid Relief Funds & Strategic Investments

Patty Juergens, CAC Co-Chair

7:40 20 minutes





# Update on the Return to In-Person Learning & Students with IEPs

8:00 30 minutes

# CAC Member Updates

## Reportes de los Miembros del CAC

CAC Members

8:30 pm 15 minutes

# Local Plan Subcommittee Update

Reporte del Subcomité  
para el Plan Local

5 minutes

# **Continuing Initiative to Reduce Suspensions of African American Students with Dis/abilities**

5 minutes

# School Board Legislative Priorities

## Prioridades Legislativas de la Mesa Directiva

5 minutes

Dear OUSD Board of Education,

In light of the Board's plan to adopt a Fiscal Legislative Platform this month, we the CAC ask that you include the following items, all of which bear on the fiscal and budgetary aspects of Special Education and General Education:

Readopt the language from your 2019 Legislative Platform requiring charter schools to share in the costs of the education of Oakland students with IEPs with a range of options tailored to the city, which would include but not be limited to participation in the Special Education Local Plan Area (SELPA) in which it is geographically located.

Further require that applications for new or renewing charter schools include an explicit plan for employing or contracting staff with Moderate/Severe Teaching Credentials.

Further ask the State to update its 40 year old Education Code definition of severity to reflect the educational needs of the student versus the category of disability in order to assure that discussions and decisions about funding for Students with Severe Disabilities can take place with clarity.

Support the State of California in advocating that the Federal government fully fund 40% of IDEA costs as is referenced in the Governor's January 2021 Budget.

Sincerely,



## **Update on CAC School Board Legislative Priorities Related to Special Education Support for Students with Dis/abilities and IEPs**

The CAC proposal was not adopted into the District Legislative Fiscal Priorities on Wednesday, January 27. Rather, it was forwarded to the Board Legislative Committee in order to be written into the larger Legislative Priorities Platform. A query about next steps in the process was sent to the Board Legislative Committee (Gonzalez, Eng, Davis) on January 28.

These are the positive developments in this process:

- 1) Over the last two Board meetings, CAC members who haven't spoken to the Board before did so and were supported by others, including OEA leadership and members of Educators for Democratic Schools.
- 2) By pulling the Fiscal Legislative Priorities from the consent agenda, Director Hutchinson not only lifted up the voice of CAC but assured that there was actual Board discussion of issues of concern to students with disabilities and their families.
- 3) There is a clear commitment to put together the full legislative agenda by the end of March, and possibly sooner.



# Upcoming Meetings

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**Local Plan for Special Education presented at School Board Meeting** W. April 14, 1st Item

**Special Meeting of the LCAP Parent & Student Advisory Committee** Th. April 15, 5:30 pm

**LCAP Parent & Student Advisory Committee** W. April 21, 5:30 pm

**Foster Youth Advisory Committee** T. April 27 , 5:30 pm

**District English Language Learners' Subcommittee** Th. April 29, 5:30 pm

**Community Advisory Committee for Special Education** M. May 17, 6 pm

*Zoom Links and Meeting Information in Events Calendar at [www.ousd.org](http://www.ousd.org)*

# Public Comments

## Comentarios Públicos

8:45 pm 10 minutes

# Exit Ticket      Boleto de Salida

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Link:

XXX

**You can also find the exit ticket in the CAC folder under today's date at [www.ousd.org/LCAP](http://www.ousd.org/LCAP)**

Tambien puede encontrar el boleto de salida en la carpeta del CAC bajo la fecha de hoy en [www.ousd.org/LCAP](http://www.ousd.org/LCAP)

Notes

Notes





**ALL BODIES ARE CAUGHT IN THE BINDINGS OF ABILITY,  
RACE, CLASS, GENDER, SEXUALITY AND CITIZENSHIP.  
WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES  
OF OUR IDENTITIES, BUT BECAUSE OF THEM.**

**ONLY UNIVERSAL, COLLECTIVE ACCESS CAN  
LEAD TO UNIVERSAL, COLLECTIVE LIBERATION.**

**THIS IS DISABILITY JUSTICE.**



Written by Aurora Levins Morales, Patty  
Berne and Micah Bazant for Sins Invalid.

**TODOS LOS CUERPOS ESTAN ATRAPADOS EN LAS ATADURAS  
DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y  
CIUDADANIA.**

**SOMOS PODEROSOS NO A PESAR A LAS COMPLEJIDADES DE  
NUESTRAS IDENTIDADES, SINO DEBIDO A ELLAS.**

**SÓLO EL ACCESO UNIVERSAL Y COLECTIVO NOS PUEDE LLEVAR  
A LA LIBERACIÓN UNIVERSAL Y COLECTIVA.**

**ESTO ES JUSTICIA DE DISCAPACIDAD.**

<https://www.sinsinvalid.org/>

# Closing

# Cierre

