



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Meeting of the Community Advisory Committee for Special Education



<https://ousd.zoom.us/j/84407675389?pwd=NXJLZ2ZWdTFnMHYwN2NDUkE1Y3pCZz09>

Passcode: 310901

May 17, 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 puedan ver mejor.

Lo puede prender de nuevo cuando esté hablando.

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị
هألا بك

Please do not change settings until instructions are given.

-

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

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Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

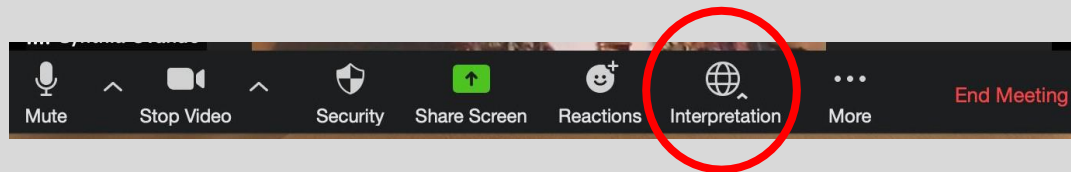
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يرجى عدم تغييراً رلإ اعتاداد حتى يتأ م عطاا ءالتعليمات.

Interpretation ⇔ Interpretación

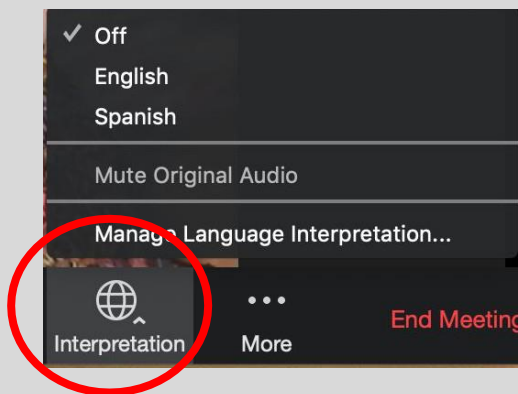
1 Go to Controls

Vaya a los controles



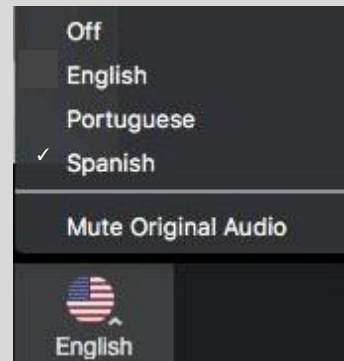
2 Click “Interpretation”

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.

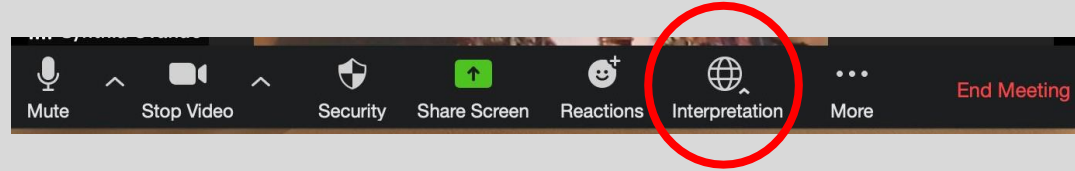
Toque sobre "Language Interpretation" y escoja su lenguaje.

3) Tap on "Mute Original Audio" and then on "Done."

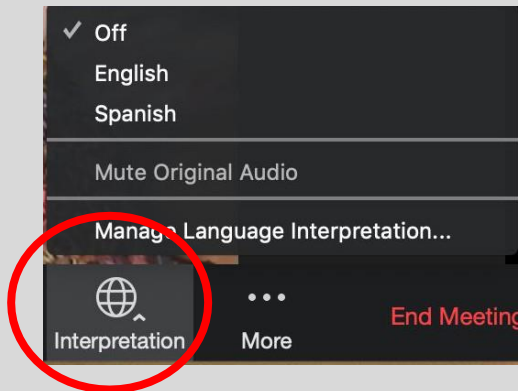
Toque sobre "Mute Original Audio" y después sobre "Done."

الترجمة

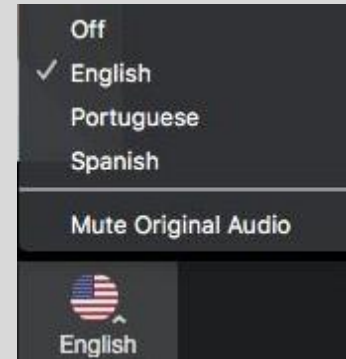
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"



3 أختار اللغة



إذا كنت لا تر برما ز لترجمة على شاشة هاتفك:

1) ضغط على النقاا ثلاث في نهاية ضاوبا طلاجتماع.



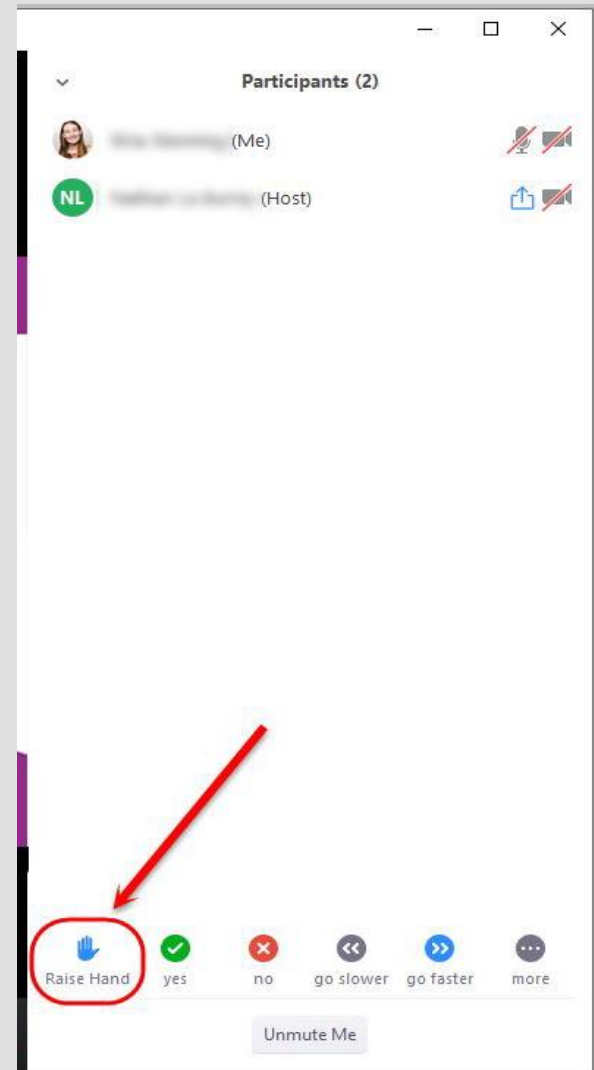
2) ضغط على "ترجمة اللغة" او ختر لغتك.

3) ضغط على "كتا ملصا تولأصلي" ثم على "تم".

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



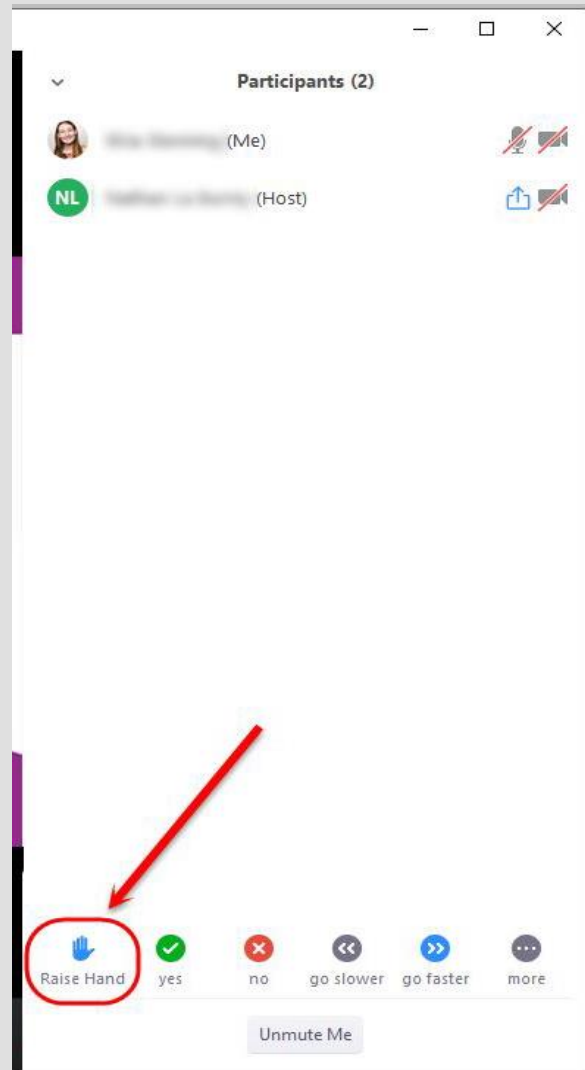
Levante la mano
Raise your hand



له يمكنك سما علمترج؟م



رافع يدك



Security Instructions

Instrucciones de Seguridad

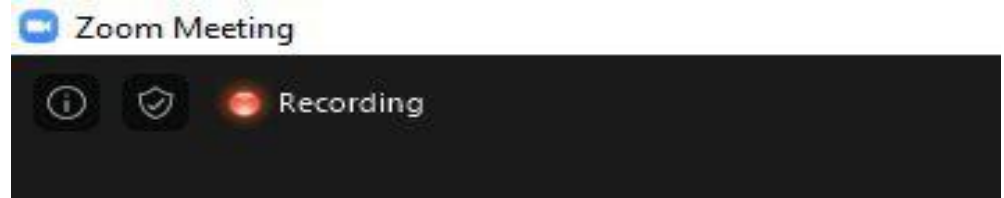
Raquel Jimenez, Office of Equity

General Instructions

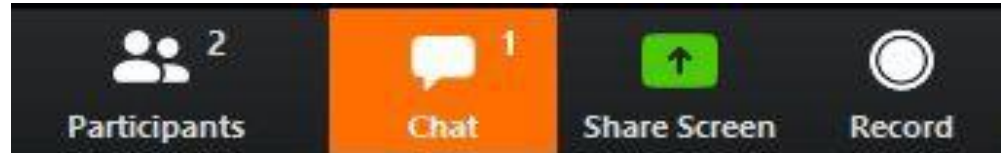
Instrucciones Generales

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

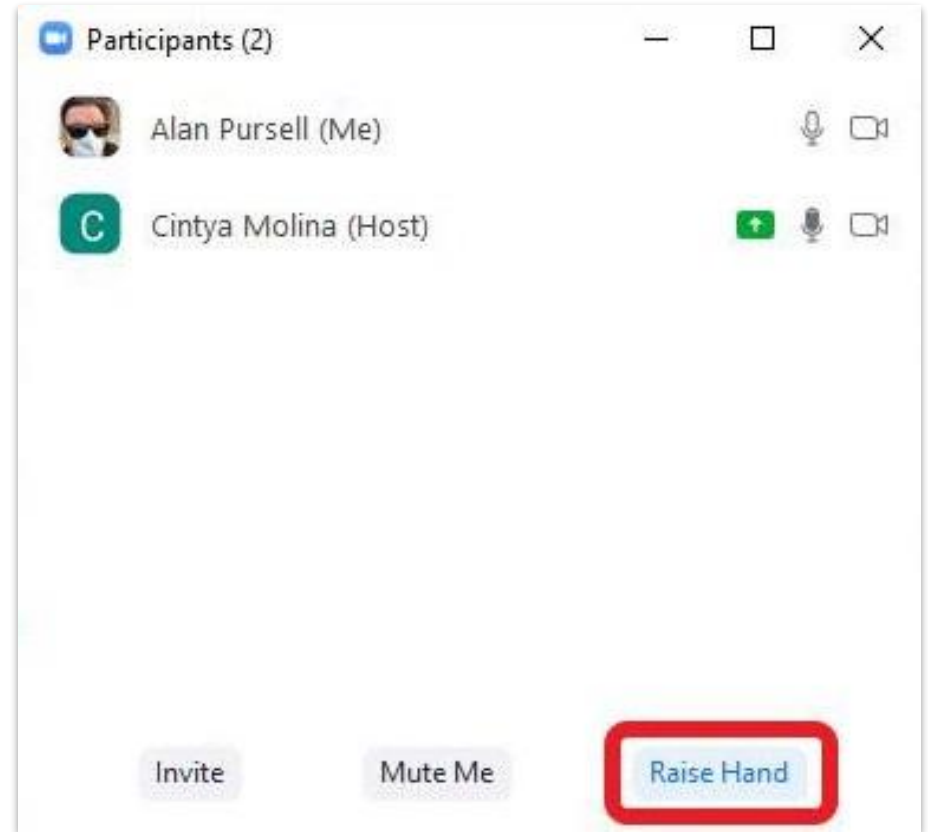
EVERYONE!
¡A TODOS

Please keep your sound and video turned off
until you ask a question or make a comment.

Favor de apagar el sonido y video 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 in the folder for the committee and under today's date.

También puedo encontrarlos en 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

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	Kelly Bresso
Timekeeper	Mantener Cuenta del Tiempo	Oscar Lopez
Notetaker	Tomar Notas	Cintya Molina
Zoom Host	Moderar Zoom	Raquel Jimenez Cintya Molina
Chat Monitor	Moderar el Chat	Jennifer Blake Raquel Jimenez
Link Monitor	Moderar los Vínculos	Raquel Jimenez

Thank you!

¡Gracias!

CAC Members

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

Example: **CAC-Sheila Haynes**

Special Education & Other Central Administrators

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

Example: **CEN-Neku Pogue**

Welcome!

Bienvenidos!

Kelly Bresso, CAC Co-Chair

Agenda Review

Repaso de la Agenda

Agenda Review

Repaso de la Agenda

- 6:00-6:30** **Instructions, Welcome, Introductions, Roll Call, Goals, Agreements**
- 6:30-6:50** **CAC Updates**
- 6:50-8:00** **Addressing the Root Causes of the Grossly Disproportionate Suspension of Black Middle School Students with Dis/abilities**
 - Instructions for Breakout Groups (5 minutes)
 - Presentation (15 minutes)
 - Breakout Groups (25 minutes)
 - Share Out (10 minutes)
 - Whole Group Discussion (15 minutes)
- 8:00-8:30** **Special Education Updates (30 minutes)**
- 8:30-8:40** **Appreciation and Public Comments**
- 9:00** **Adjournment**

Meeting Goals

Metas de la Junta

Student Members

Meeting Goals Metas de la Junta

Members and participants will:

- know about current plans to address the root causes of the grossly disproportionate suspension of middle school Black students with dis/abilities (including immediate actions, promoting consistency across school sites, leveraging existing positive practices, ensuring system-wide support for this initiative, etc.
- know what resources will support the initiative
- share questions and suggestions that can help in this work

Meeting Goals Metas de la Junta

Members and participants will also:

- hear updates from the Special Education Department
- hear updates about CAC initiatives

Meeting Agreements

Acuerdos de la Junta

Agreements

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

Acuerdos

- ❖ 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 Loudon, Alan Pursell,
Clio Rasler, Lisa Rasler, Sayuri Sakamoto, Dulce Santos,
Inga Wagar, Monica Wheaton-Howell, Kristen Zimmerman

Quorum=11

You can become a CAC member at any time.

If you are interested, send a text message to
Graham Harper at 510-999-0695.

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

You can contact the Special Education Coordinator for your school at their email address.

You can call the Special Education Department at 510-879-5003.

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

Puede comunicarse con el Coordinador de Educación Especial para su escuela a su direccion de internet.

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

Bridges @ Melrose Chabot Crocker Highlands Emerson Esperanza Global Family Hillcrest ICS Korematsu	Manzanita Community Manzanita SEED Melrose Leadership Montclair Peralta Prescott Sankofa United Think College Now Thornhill	Acorn Woodland Bella Vista Brookfield Burckhalter Carl Munck Cleveland East Oakland Pride EnCompass Grass Valley	Greenleaf Hoover Horace Mann Howard Roses (RIC), Merging Madison Park (Primary) New Highland RISE
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Cary Kaufman, Elementary Network 4 & Middle Schools

cary.kaufman@ousd.org

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

Neku Pogue, High School and Alternative Education

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!

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!

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?

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 categoría(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

CAC Member Updates

Reportes de los Miembros del CAC

CAC Members

8:30 pm 15 minutes

Local Plan Subcommittee

Subcomité para el Plan Local

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,

Feedback for Investments to Support Students with Dis/abilities in the 2021-24 School Years

5 minutes

Foster Youth Advisory Committee

→ **12-month 1.0 FTE case managers for foster students** continues to be their **top priority**.

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

Alternative to providing financial incentives to foster students for attendance: the mentorship program and the 5 case managers should have funds to provide incentives to students based on programmatic/individual goals and to meet incidental needs.

The mentorship program should also 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**.

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

→ FYAC still values all of their other suggested investments as essential but would like to communicate these as their priorities within those investments.

District English Language Learners' Subcommittee

→ **Top Priority: Multilingual family engagement staff at schools**

→ **DELLS voted to change the language of one of their suggestions** as noted in the strikethrough text below. Goal: to ensure that as families request language programs for their students and schools, funds are available to support the requests.

Also, language programming must expand for students to have access in more languages.

→ There is also strong advocacy to ensure that **ELLs with IEPs** across the spectrum of need are not excluded from the language programs provided at school sites, that there is support for their participation, and that they are prioritized within interventions.

DELLS List of Suggested Investments:

1) Multilingual Site-Based Family Engagement Staff, **2)** Set Aside Funds for Unaccompanied Minor Support, **3)** Staff Time to Orient and have Dialogue with Families of ELLs with IEPs before & after they assessments, **4)** Small Group Instruction & Intervention for ELLs with special attention to those with IEPs, including providing the mandated 30 minutes of Designated ELD to ELLs with IEPs--*ARISING as 2nd PRIORITY (most cited after top one)*, **5)** Individualized Mentoring & Mental Health Support (*can include expanding the number & reach of academic mentors already providing support at some schools*), **6)** —Expand Middle School 2nd Language Learning *Expanded resources for multilingual programming*

Community Advisory Committee for Special Education

Leads from the CAC met Sunday, 5/2 to further analyze the suggestions for investment made by participants at the 4/12 CAC meeting. They then launched a survey for all CAC members to rank among the list of suggested investments.

Investments to address the root causes of the grossly disproportionate suspension of Black students with dis/abilities in middle schools are the CAC's top priority.

Their second priority area is **socio-emotional support and support for transitions back to school, mutual support circles, counseling, psych support, restorative practices and spaces** (including access to related actions that happen outside of the school day).

The **specific investments** that they choose as supporting both priorities are:

- Fund **paraprofessionals at 1.0 FTE instead of 0.8 FTE** to support student transitions into the school day and into after-school interventions and activities. Or provide gap contracts for the remaining 0.2 FTE.
- **Support circles** to help with reintegration and relationship for students with dis/abilities and students without---on their own and across groups. Students are going through a big change from being isolated to being back together again.
- Partner with groups like NAMI (National Alliance for Mental Illness) to do **high-school based peer-to-peer mental health support trainings**.
- **In-house behavior support** that extends to Special Education students not just General Education students.
- **Restorative return to school**; focus on building relationships; reconnecting with families. Home visits: funding to train more people and to involve more staff & families.
- **Additional school counselors**.

Initiative to Reduce the Grossly Disproportionate Suspension of Black Students with Dis/abilities

5 minutes



QUESTION TIME!

TIEMPO PARA PREGUNTAS!

We will first answer questions from the chat.

Primero responderemos a preguntas del *chat*.

Please keep your questions to a minute or two.

Favor de limitar sus preguntas a un minuto o dos.

Notes

Reducing Suspensions of Middle School Black Students with Dis/abilities

Clifford Hong, Middle School Network Superintendent

See the appendix for data related to the suspension of Black students with dis/abilities discussed at the February and March CAC Meetings.

Outline of the Segment

Instructions for Selecting Breakout Groups 5 minutes

Presentation 15 minutes

Breakout Groups 25 minutes

Share Out 10 minutes

Whole Group Discussion 20 minutes

Multi-Tiered Systems of Support (MTSS) & Suspensions in Special Education

1. Solutions will come as a team effort.
2. As part of the Superintendent's focus on MTSS, we will have a PBIS Coach.
3. The coach will help every site have a culture team that meets every month.
4. The culture team will track certain indicators like referrals, suspensions, DHPs, attendance, and student wellness.
5. The culture team will work with COST, school admin, family and students to get to the root of the data.
6. They will go through improvement cycles, where when they see the data get better, they celebrate. When it's not great, they work together, engaging other stakeholders, to help improve.
7. All this will require partnership and collaboration with school staff, family, and students to address the root causes and ensure equitable outcomes.

Shareout from Breakout Group Discussions

Notes from Whole Group Discussion

Special Education Department Updates

Jennifer Blake, Executive Director, Special Education

Staffing Personal

Transition to In-Person Hybrid Learning

Transición al Aprendizaje en Persona e Híbrido

Extended School Year

Año Escolar Extendido

Budget Update: On-Going & Covid-Relief Investments

Reporte Presupuestario: Inversiones Continuas y de Respuesta al Covid



QUESTION TIME!

TIEMPO PARA PREGUNTAS!

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Notes

Upcoming Meetings

LCAP Parent & Student Advisory Committee W. May 19, 5:30 pm

Foster Youth Advisory Committee T. May 25, 5:30 pm

District English Language Learners' Subcommittee Th. June 3 *Members' Reflection*

School Board Review of 1st Draft of 2021-24 LCAP W. June 16

Zoom Links and Meeting Information in Events Calendar at www.ousd.org

Public Comments

Comentarios Públicos

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

Appendix

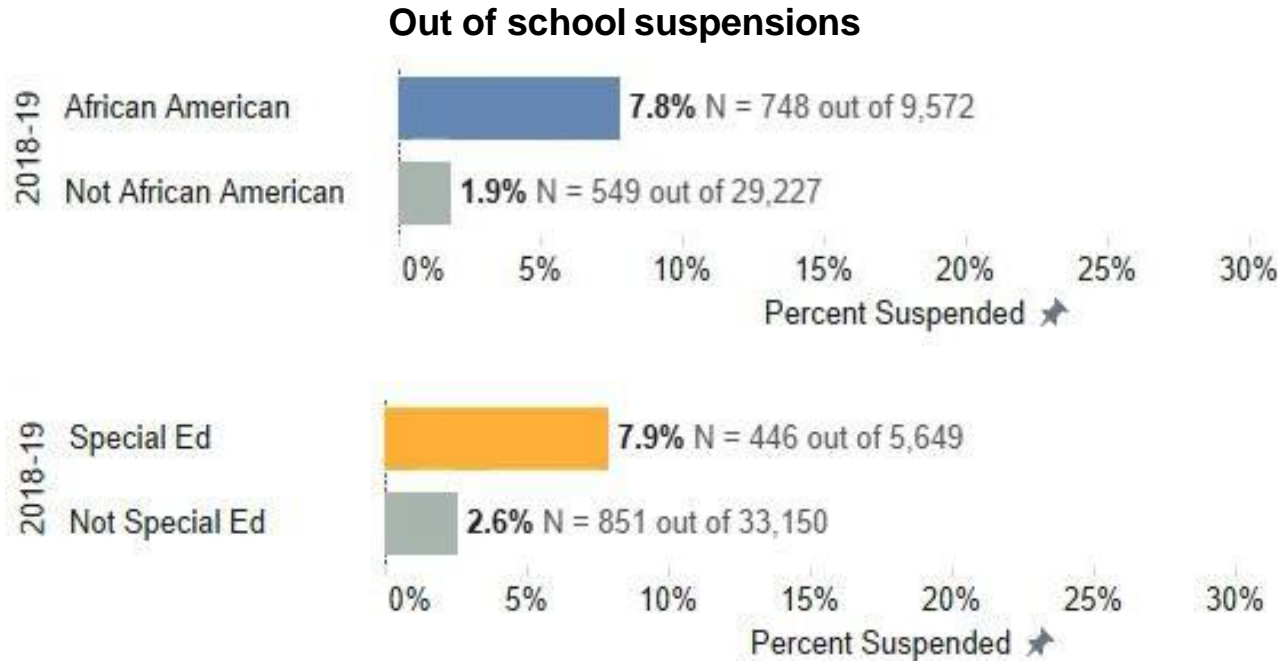
Apéndice

Data Review: Disproportionality in **Out of School Suspensions** for African American Students with Dis/abilities

Prepared for the CAC--January 2021 to March 2021

Contact kaia.vilberg@ousd.org

Being African American **or** having a Disability significantly increases your likelihood of being suspended



*In 2018-19, almost **8 percent** of African American students and students with IEPs were suspended.*

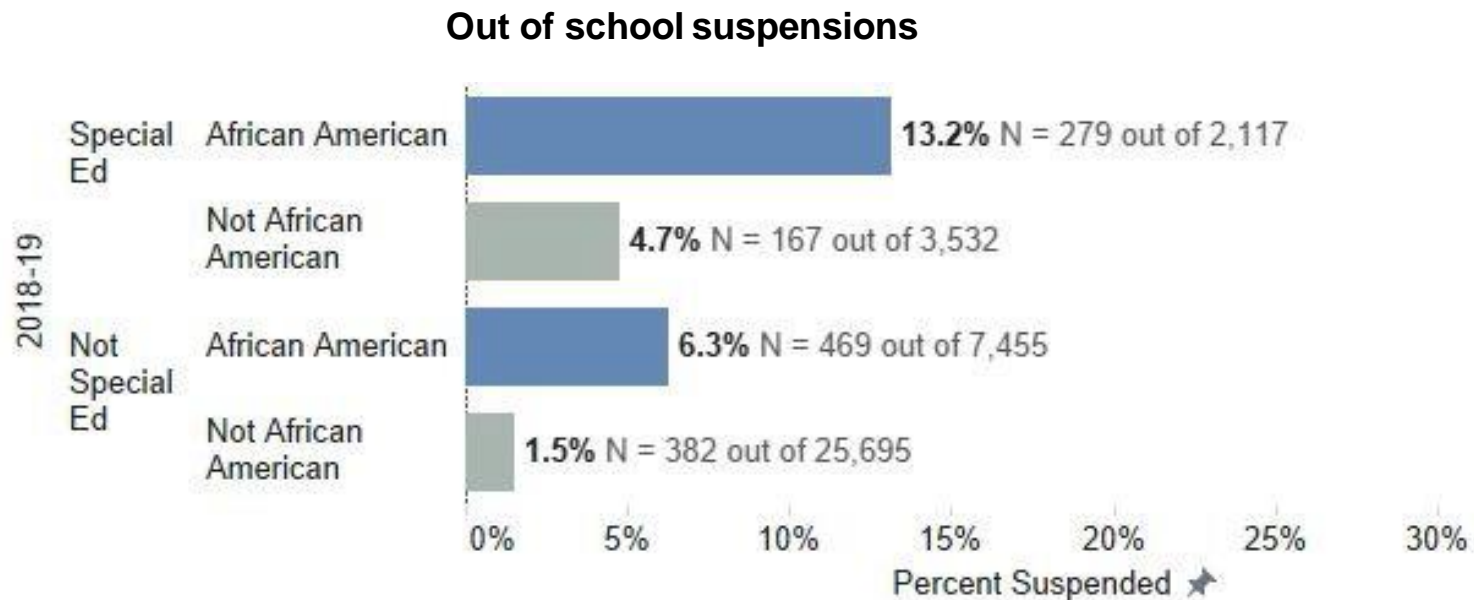
Note that the district suspension rate in 2018-19 was 3.3%.

Note that the denominator for this measure is the count of students who were enrolled in any OUSD school for 1 or more days. The following schools are not included in the calculations: Non-Public Schools, Home and Hospital, PEC Infant PreK, Private schools, and the PEC Young Adult Program.

Overlapping Student Groups

Suspension rates for students who are
both African American and have a Dis/ability (IEP)
are even higher

If you are an African American student with an IEP you are **almost 9x times more likely** to be suspended than a student who is not African American and does not have an IEP

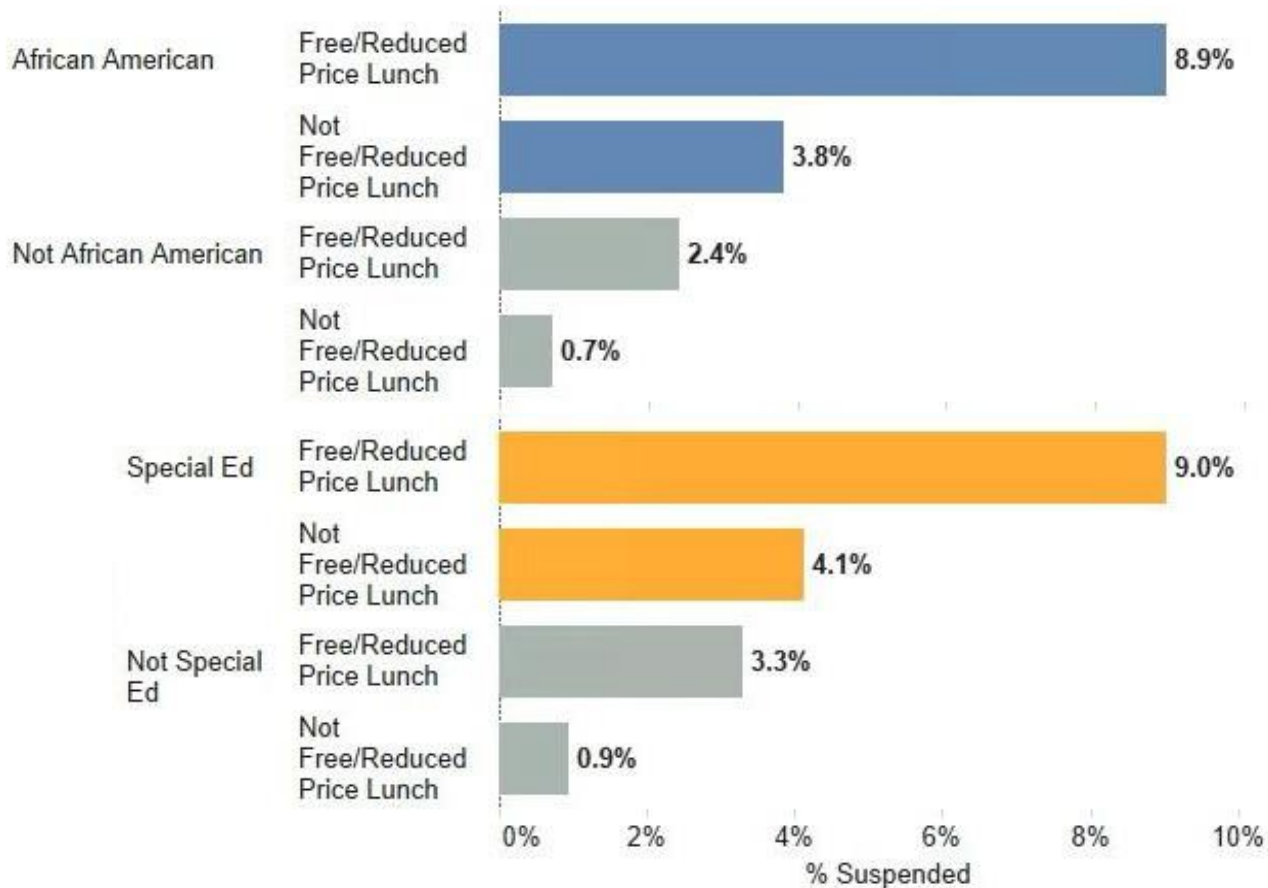


Note that the denominator for this measure is the count of students who were enrolled in any OUSD school for 1 or more days. The following schools are not included in the calculations: Non-Public Schools, Home and Hospital, PEC Infant PreK, Private schools, and the PEC Young Adult Program.

Low Income Status

Having a Low-Income experience (as measured by
free or reduced price lunch eligibility)
doubles your likelihood of being suspended

Low-Income Status (Free-Reduced Lunch) **more than doubles** your likelihood of being suspended, regardless of student group



Grade Level

Suspension rates for students who are
African American and/or have a Disability
peak in middle school

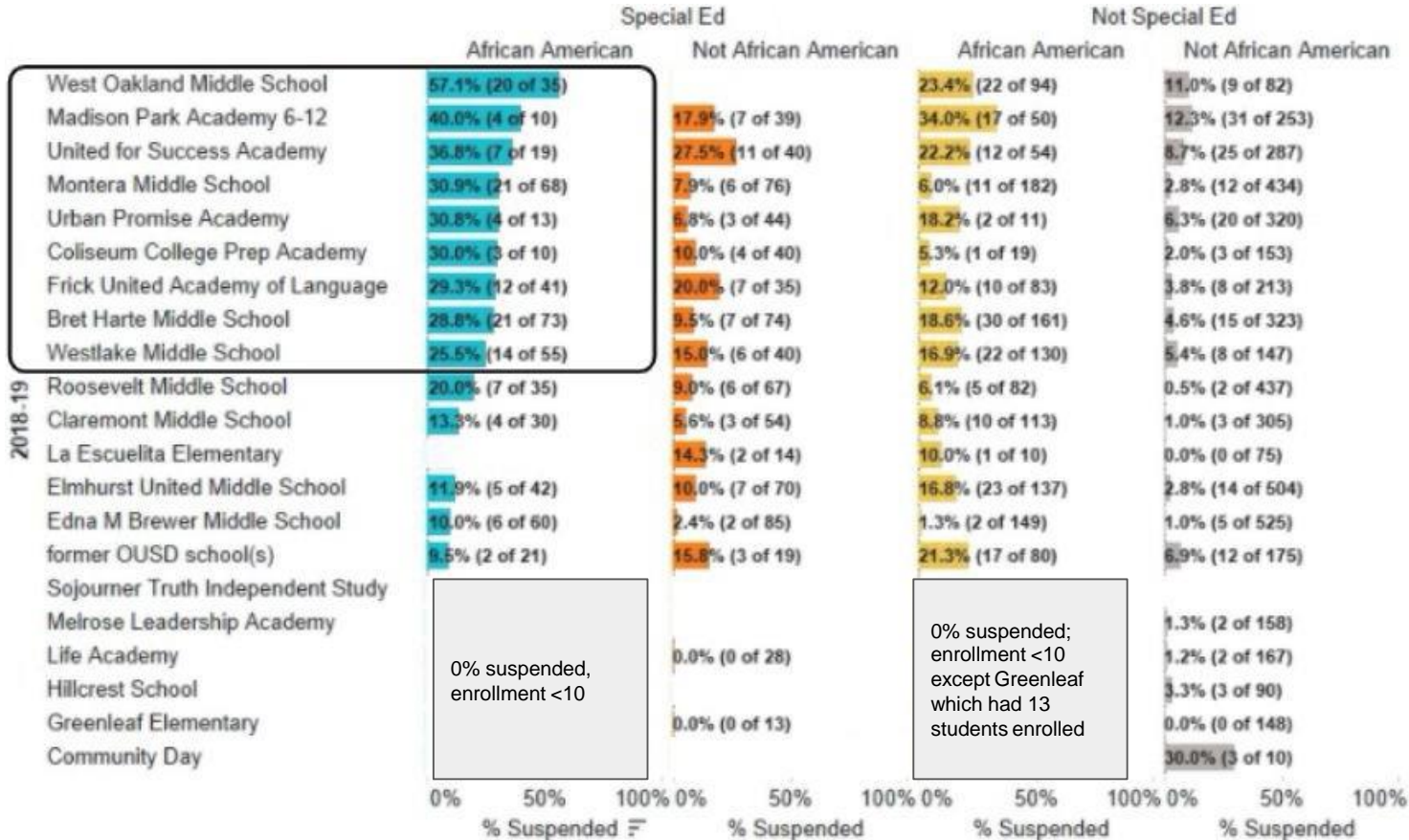
Almost 25% of all African American students with IEPs were suspended in grades 6-8



- Suspension rates rose sharply at 6th grade for African American students with disabilities.
- The rise was not as sharp for non-African American students with disabilities.
- Even for African American students without disabilities, rates spiked at the transition to middle school.

What **schools** have the largest percentages of suspended African American Students with Dis/abilities in grades 6-8?

Percentage of Suspended Students by School



24.2% is the district suspension rate for African American Students with IEPs in grades 6-8.

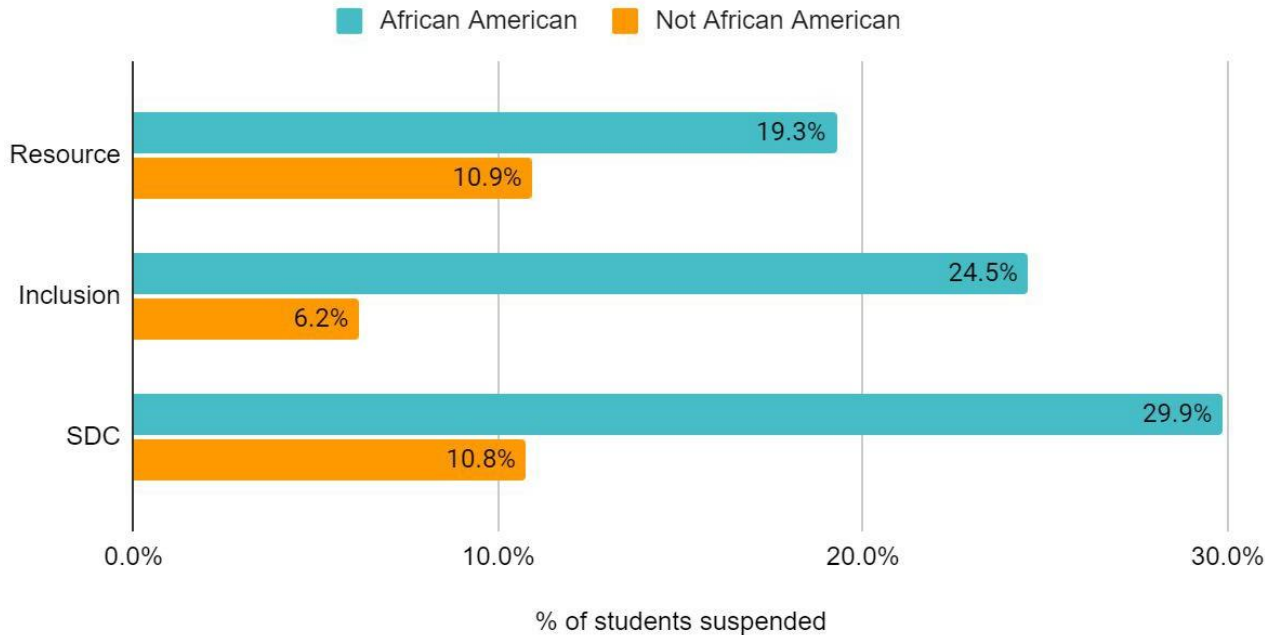
The circled schools suspended African American students with IEPs at above district average rates: WOMS, Madison Upper, UFSA, Montera, UPA, Bret Harte, CCPA, Frick, Westlake.

Results suppressed when N<10

What **program types** were associated with the highest rates of suspensions for African American Students with Dis/abilities?

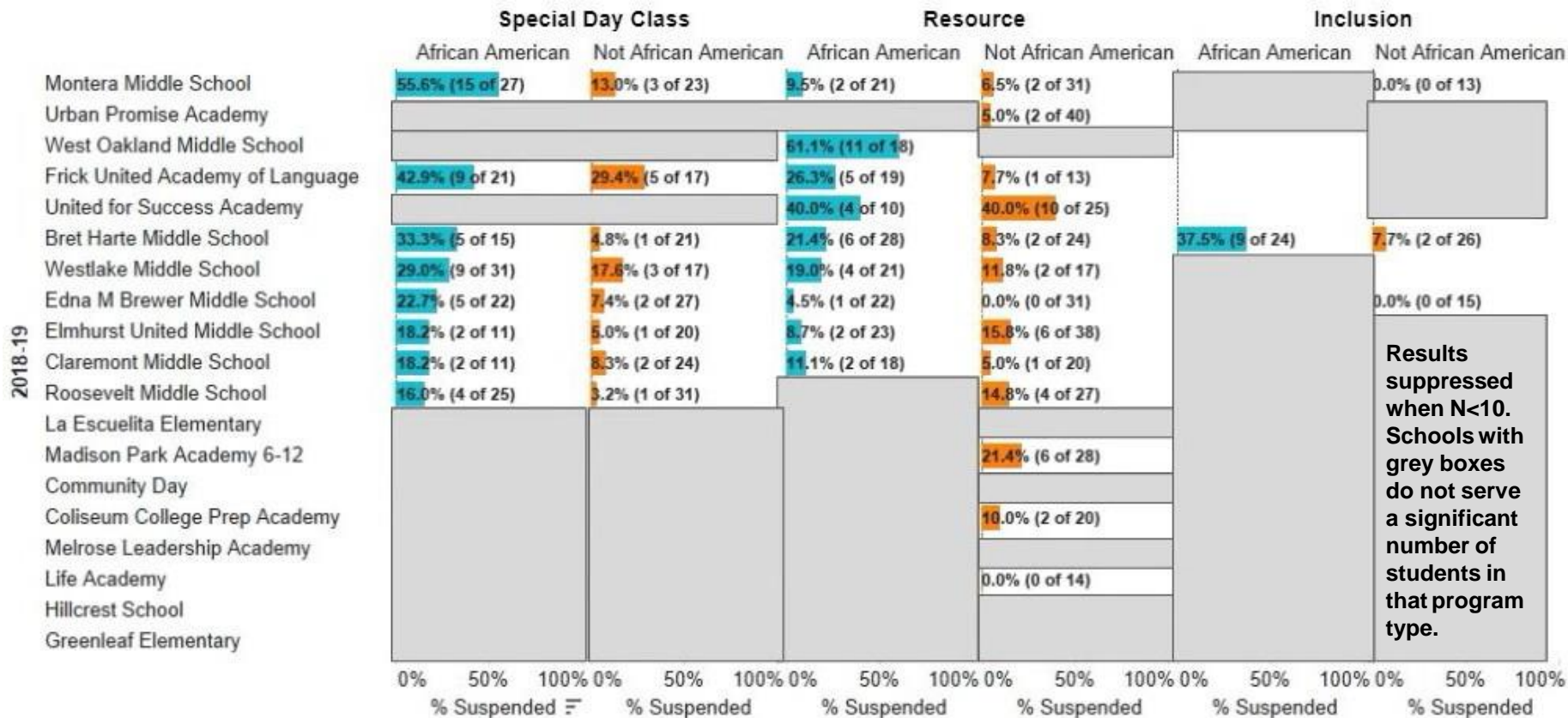
Almost 30% of African American students in Special Day Classes (SDC) were suspended in grades 6-8

Suspension Rates by Program Type for students with Disabilities in grades 6-8



Are all schools suspending African American SDC students at higher rates, or **does it vary by school?**

Suspension rates vary by program type at different schools



	Special Day Class		Resource		Inclusion	
	African American	Not African American	African American	Not African American	African American	Not African American
Montera Middle School	55.6% (15 of 27)	13.0% (3 of 23)	9.5% (2 of 21)	8.5% (2 of 31)		0.0% (0 of 13)
Urban Promise Academy				5.0% (2 of 40)		
West Oakland Middle School			61.1% (11 of 18)			
Frick United Academy of Language	42.9% (9 of 21)	29.4% (5 of 17)	26.3% (5 of 19)	7.7% (1 of 13)		
United for Success Academy			40.0% (4 of 10)	40.0% (10 of 25)		
Bret Harte Middle School	33.3% (5 of 15)	4.8% (1 of 21)	21.4% (6 of 28)	8.3% (2 of 24)	37.5% (9 of 24)	7.7% (2 of 26)
Westlake Middle School	29.0% (9 of 31)	17.6% (3 of 17)	19.0% (4 of 21)	11.8% (2 of 17)		
Edna M Brewer Middle School	22.7% (5 of 22)	7.4% (2 of 27)	4.5% (1 of 22)	0.0% (0 of 31)		0.0% (0 of 15)
Elmhurst United Middle School	18.2% (2 of 11)	5.0% (1 of 20)	8.7% (2 of 23)	15.8% (6 of 38)		
Claremont Middle School	18.2% (2 of 11)	8.3% (2 of 24)	11.1% (2 of 18)	5.0% (1 of 20)		
Roosevelt Middle School	16.0% (4 of 25)	3.2% (1 of 31)		14.8% (4 of 27)		

- The top suspension rates for African American SDC students were at **Montera, Frick, Bret Harte, and Westlake**, each suspending at a rate above the district average for African American students with disabilities (24.2%).
- The top suspension rates for African American Resource students were at **West Oakland Middle, United for Success, Frick, and Bret Harte**.
- **Bret Harte** was the only school with > 10 African American Inclusion students in grades 6-8, and over a third of these students were suspended.
- **Montera and Brewer** suspended African American students in SDCs at over 5x the rate for African American students with resource supports. The rate at Montera was over 50% for African American students in SDCs.
- **United for Success Academy** suspended 40% of Resource students regardless of race.

Summary

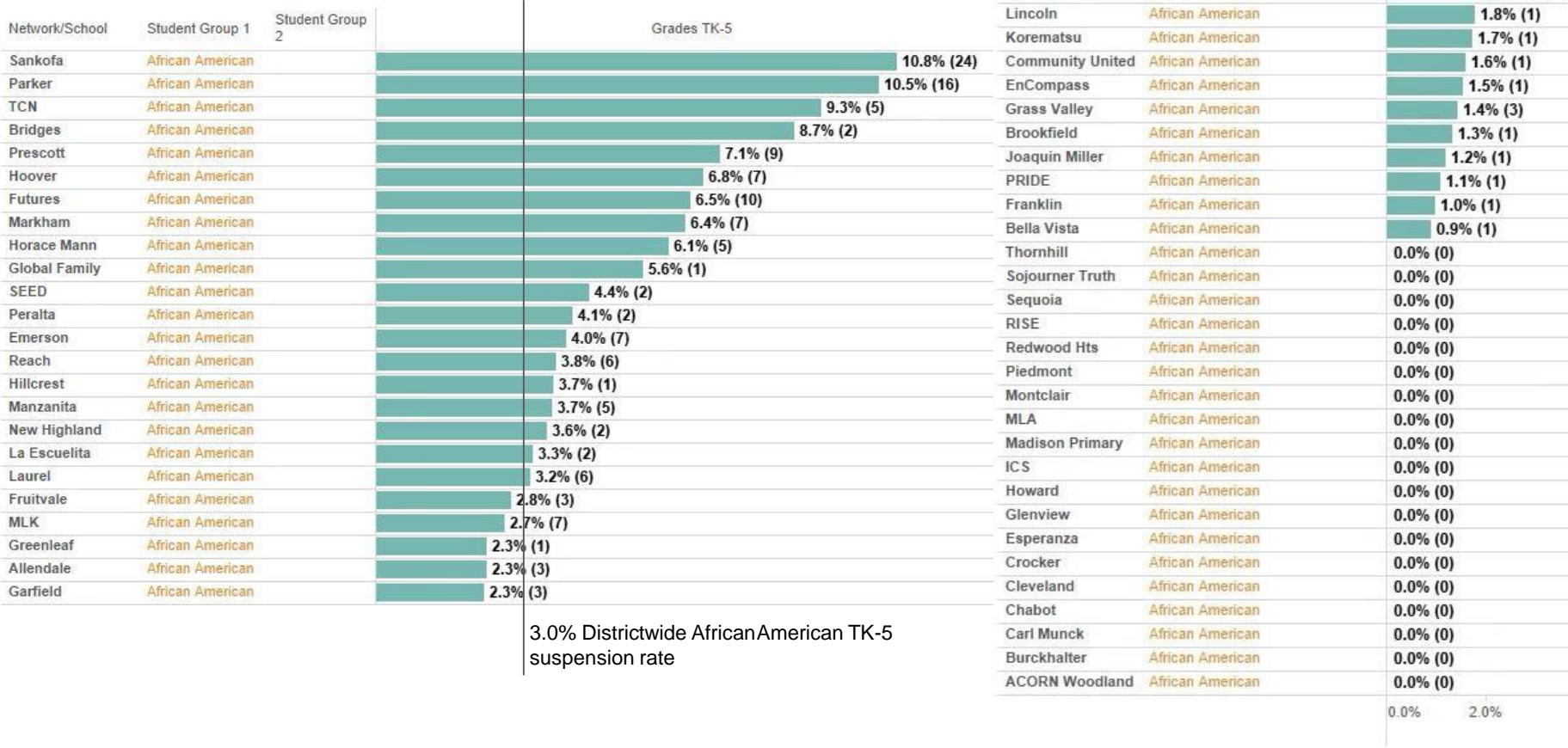
- African American students and students with disabilities are suspended at more than 3x the rate of students without disabilities who are not African American.
- Students who are both African American and have a disability are suspended at 9x the rate of students without disabilities who are not African American.
- Having a low income experience doubles the suspension rate for both African American students and students with disabilities.
- In middle school, suspension rates more than triple for African American students with disabilities, from 8% in grade 5 to 24.8% in grade 6.
- There are 9 OUSD schools with suspension rates for African American students with disabilities that exceed the district average: WOMS, Madison Upper, UFSA, Montera, UPA, Bret Harte, CCPA, Frick, Westlake.
- Districtwide, African American students in Special Day Classes (SDC) are more likely to be suspended than African American students in resource or inclusion programs though there are some exceptions at specific schools.
- Suspension rates vary by program type and school for African American students. Montera suspended over half of their African American SDC students. West Oakland Middle suspended over 60% of their African American resource students. Some comparisons between suspension rates by program type for African American students were not possible due to privacy protections for enrollment of <10 in the different programs (indicated by grey boxes on prior slides).

Appendix: Program Data for OUSD Middle Schools in 2018-19

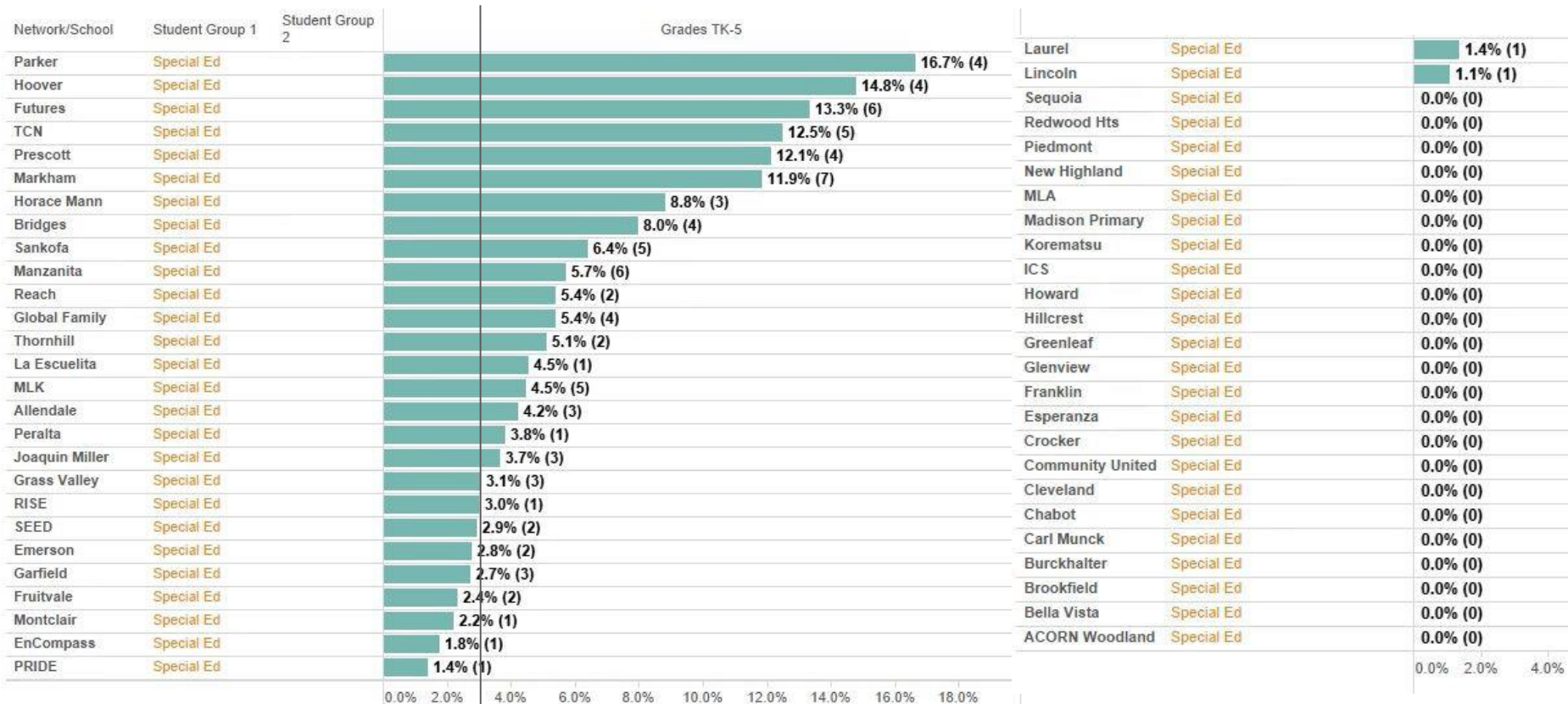
<u>School</u>	Resource	M/M	M/S	Inc	MH	Total
Claremont	2	1	2	1		6
Edna Brewer	3	2	1	2	1	9
Bret Harte	3	2	2	4		11
Frick	1	2			1	4
Elmhurst	4	2	1			7
West Oakland Middle	1	1				2
Roosevelt	2	2	2		1	7
UPA	2				1	3
Montera	3	2	1	2	1	9
United for Success	2	1	1			4
Westlake	2	2	1		1	6
SOL	1					

Additional Grade Level Data

African American Suspensions by School Grade TK-5



Students with IEPs suspensions by School Grade TK-5



3.0% Districtwide Students with IEPs
TK-5 suspension rate

African American with/without IEP Suspensions by School Grade TK-5

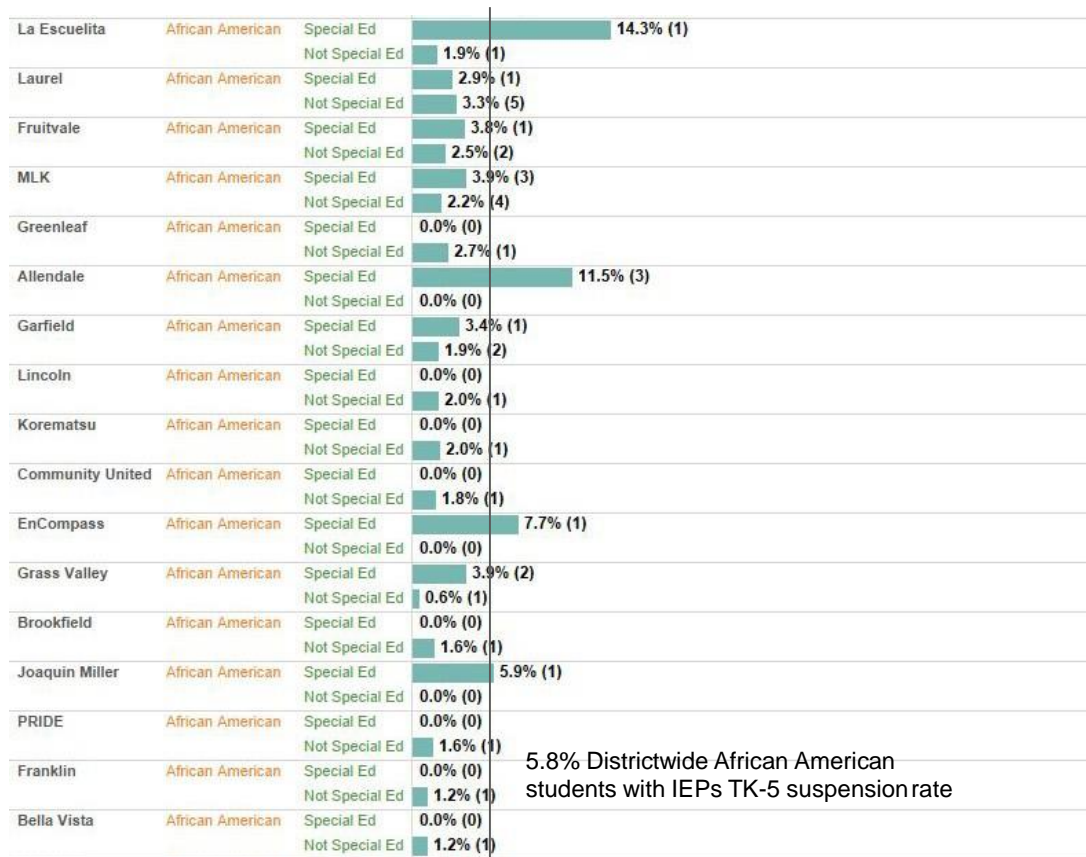


5.8% Districtwide African American students with IEPs TK-5 suspension rate

Results are sorted with schools with highest overall African American suspension rates at the top.

Schools that suspended African American students with IEPs at higher than the district average for grades TK-5: Sankofa, Parker, TCN, Bridges, Prescott, Hoover, Futures, Markham, Horace Mann, Global Family, SEED, Reach, Manzanita Community, (the following shown on the next slide) La Escuelita, Allendale, EnCompass, Joaquin Miller.

African American with/without IEP suspensions by School Grade TK-5



Results are sorted with schools with highest African American suspension rates at the top.

Program Data for OUSD Elementary Schools in 2018-19

Network 2

School	RSP	M/M	M/S	Inc	MH	Total
Bridges @ Melrose	1				1	2
Peralta	1					1
Crocker Highlands	1			1		2
Thornhill	1					1
Global Family	1	2				3
Manzanita SEED	1	2				3
Manzanita Community	1	3				4
Melrose Leadership	1	1				2
Chabot	1		1	1		3
Think College Now	1				1	2
Korematsu	1	2				3
Esperanza	1		1			2
ICS	1					1
Montclair	2					2
Sankofa	1		2			3
Prescott	1				1	2
Emerson	1		2	2		5
Hillcrest	0.5			0.5		1

Program Data for OUSD Elementary Schools in 2018-19

Network 3

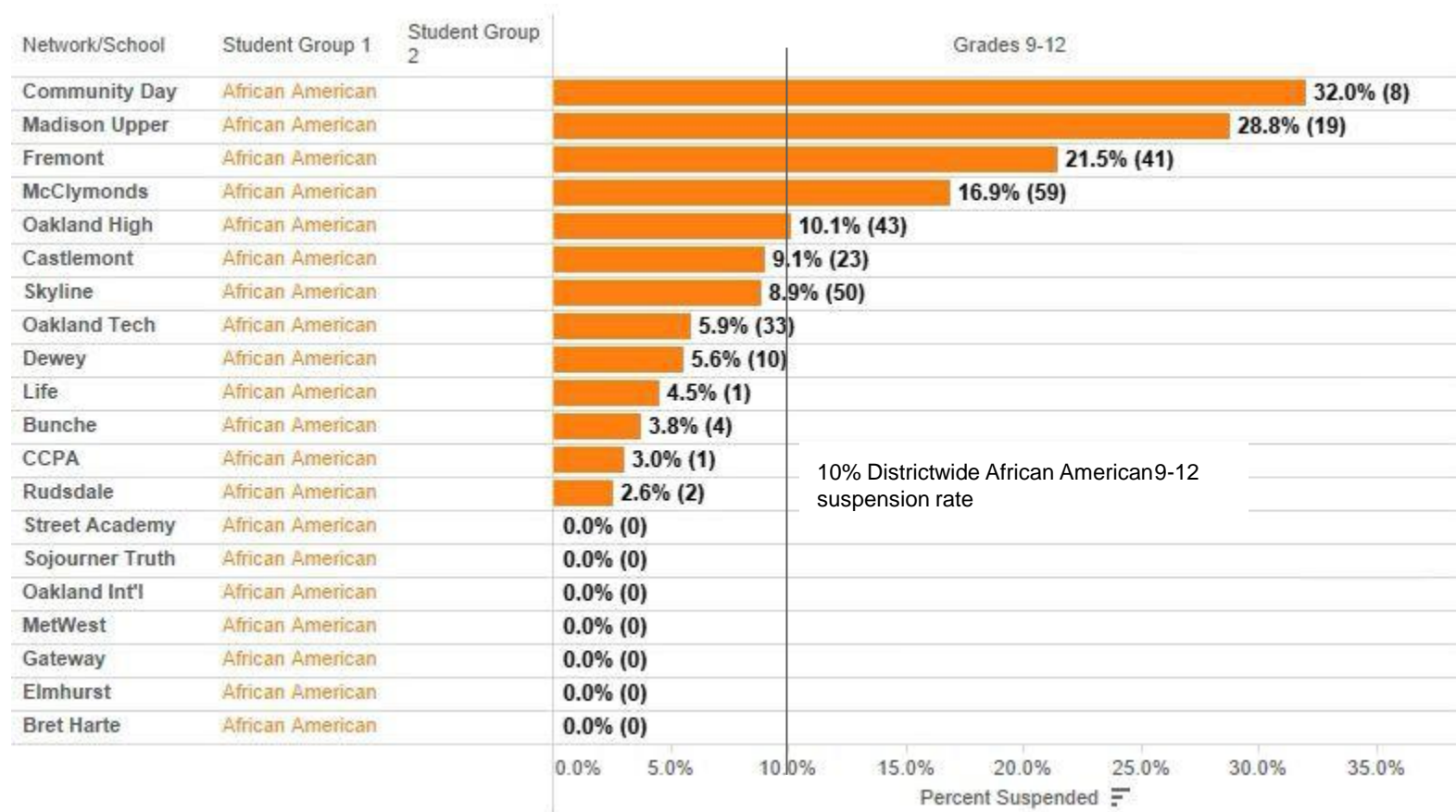
School	Resource	M/M	M/S	Inc	MH	Total
ACORN Woodland	1			2		3
EnCompass	1	1		1		3
Carl Munck	1		1	1		3
Kaiser	1					1
Bella Vista	1	2	2	2		7
Howard	1		2	1	1	5
Cleveland	1			2		3
New Highland	1					1
RISE	1					1
Burckhalter	1		2			3
Brookfield	1		4			5
Horace Mann	1					1
East Oakland Pride	1	2				3
Grass Valley	1	3	2			6
Hoover	1		1			2
Greenleaf	1					1
Madison Lower	1					1

Program Data for OUSD Elementary Schools in 2018-19

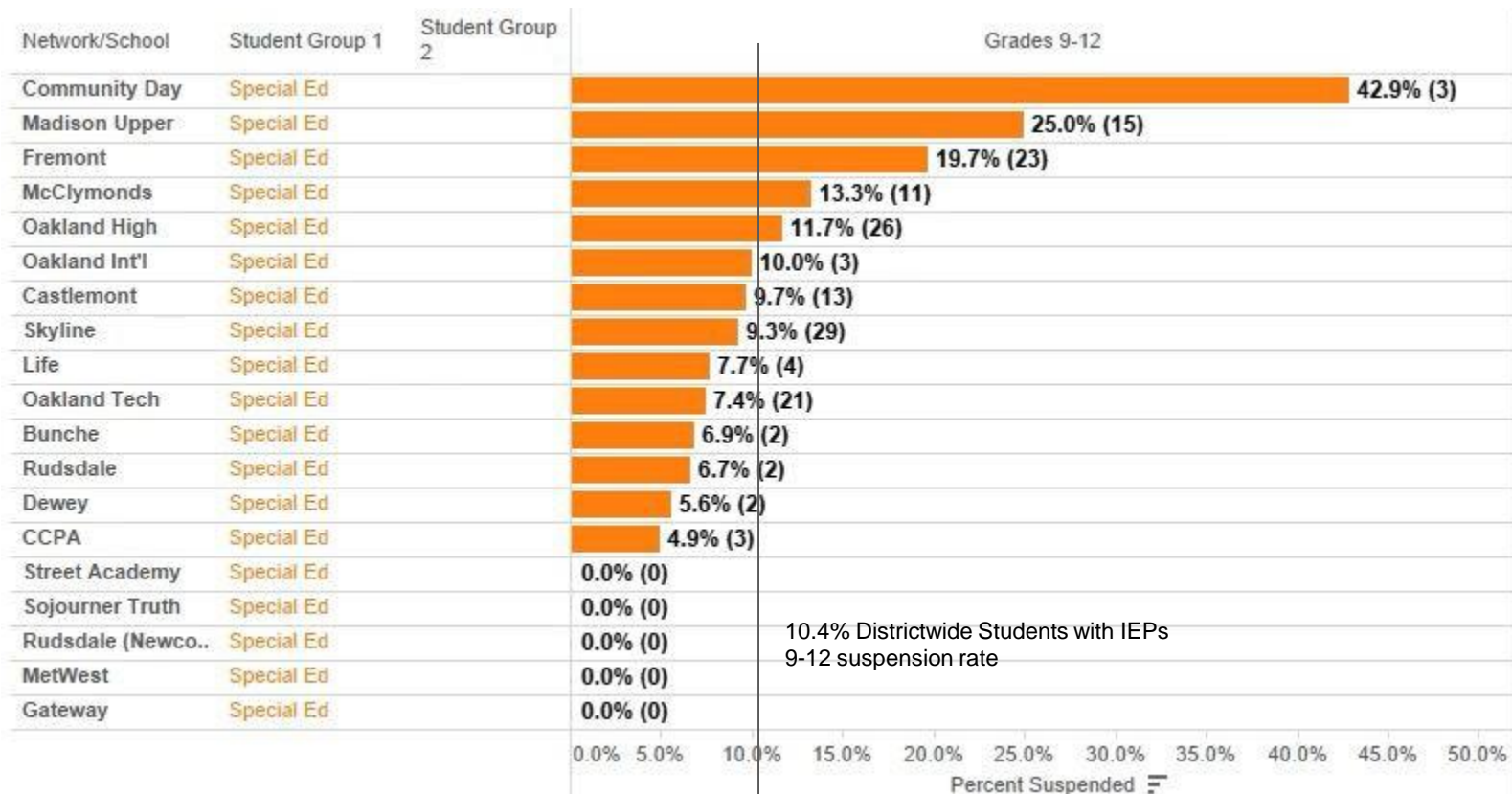
Network 4

School	Resource	M/M	M/S	Inc	MH	Total
Glenview	1	1		0.5		2.5
Laurel	1			1		2
Redwood Heights	1		2			3
Fruitvale	1	3		1		5
Sequoia	1			1	1	3
Franklin	1		2			3
Allendale	1		2			3
MLK	1.5	2	2		2	7.5
Futures	1					1
Community United	1		1			2
Lincoln	1					1
Garfield	1	2	2	1		6
Piedmont Ave.	1		2	1		4
Markham	1			2		3
Joaquin Miller	1	1		1		3
Reach	1					1
La Escuelita	1	1				2
Parker	1		1			2

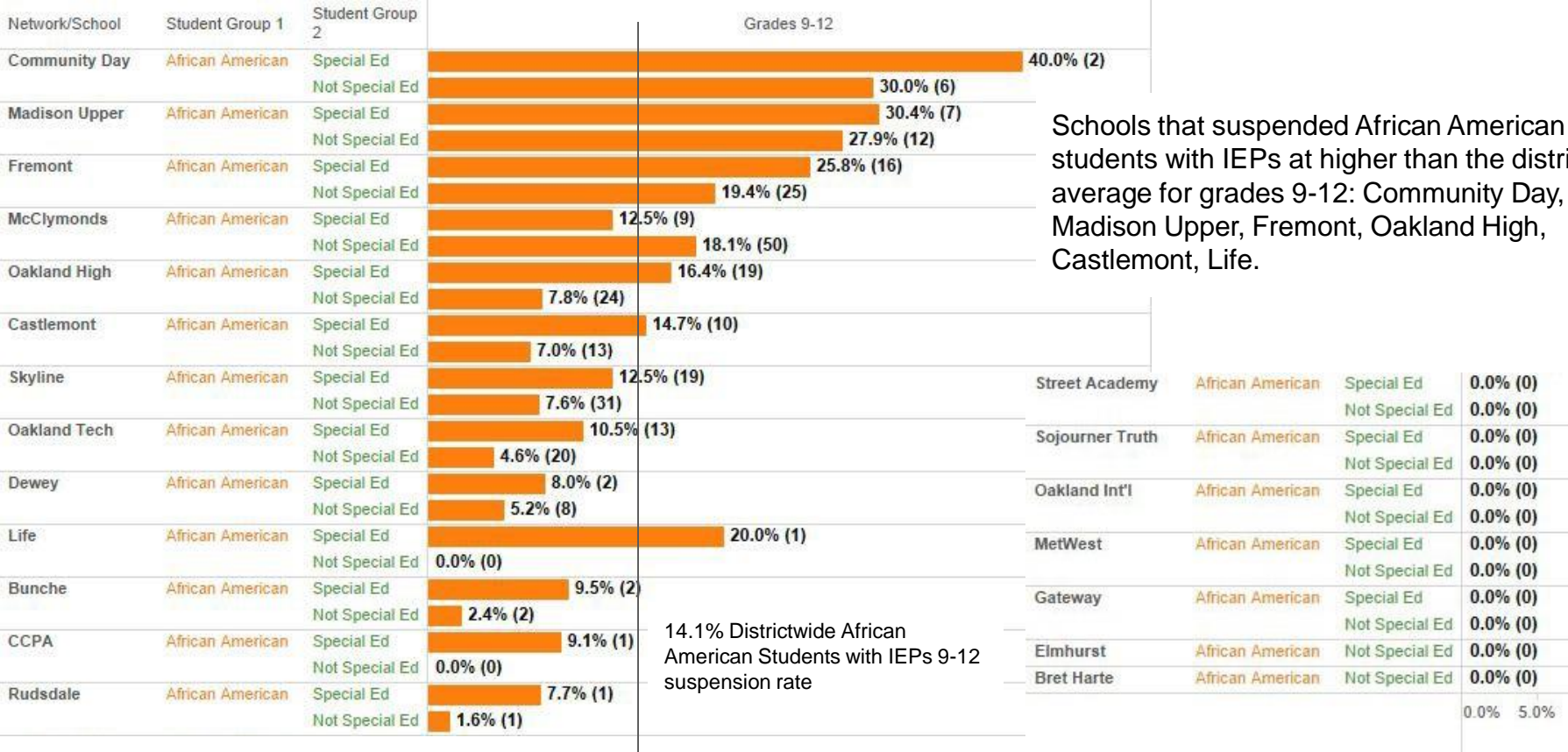
African American Suspensions by School Grade 9-12



Students with IEPs suspensions by School Grade 9-12



African American with/without IEP suspensions by School Grade 9-12



Results are sorted with schools with highest African American suspension rates at the top.

Program Data for OUSD High Schools in 2018-19

School	Resource	M/M	M/S	Inc	MH	Total
Community Day	1					1
Bunche	1					1
Dewey	1					1
Street Academy	0.5					0.5
Sojourner Truth	3				1	4
Met West	1			1		2
Rudsdale Continuation	1					1
Oakland International	1			1		2
McClymonds	2	2			1	5
Madison Upper	2			2		4
Coliseum College Prep	3	4	2			9
Oakland Tech	5	4	5	3	2	19
Oakland High	5	4	3		1	13
LIFE Academy	2		2			4
Skyline	6	2	3	7	2	20
Castlemont	2		3	6	1	12
Fremont	2	2	1		2	7

