

Spring 2021 Feedback for Covid Relief Investments presented to LCAP PSAC by the OUSD Advisory Committees and Subcommittees

Foster Youth Advisory Committee

→ **Five 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. **This was the focus of the CAC 5/17 meeting.** [Link to slides & notes.](#)

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.

Committee to Empower Excellence in Black Students' Education (CEEBSSE)

CEEBSSE prioritized within its list of suggestions the investments related to:

Literacy intervention and improved literacy instruction

mental health/wellness support

hiring more qualified African American mentors and family liaisons (call

for transparency and fairness in the hiring of the latter)

Latino Parent Advisory Group

MOST IMMEDIATE: Support middle and high school students to get to school:

Bus passes for secondary students to get to school

Childcare spaces for families who now depend on older children to care for younger siblings

Use one time funds to build capacity towards:

Culturally responsive training for teachers

Latino teacher, principal, staff recruitment and retention

PreK-TK enrollment of Latino families

Latino student literacy and math growth

Latino family engagement and communication, including language access to communication at site level, and technology skill building to access tech based engagement and communication

UNHOUSED STUDENTS: McKinney Vento Program and Volunteers/Interns

Salesforce Contract to create a **database to track housing changes and academic support interventions** for unhoused students beyond what is being collected in Aeries.

Fund or stipend **Teachers on Special Assignment within each Network to develop Literacy and Math interventions** for unhoused students.

Stipend Middle and High School Counselors to target improving A-G and graduation rates for unhoused students and Coordinate **Summer Learning /Credit Recovery Supports**

3.0 FTE McKinney-Vento Academic Support Specialist (Case Managers) to plan and implement academic strategies for housing insecure students with mid to low academic performance.

1.0 FTE (LCSW) Licensed Clinical Social Worker to provide crisis support services with housing insecurity focus and for the most at risk/generational homeless students & families. This person could also provide supervision for student interns doing the work.