Oakland Unified School District

Community Schools, Thriving Students

Report to School Board
LCAP Parent & Student Advisory Committee (PSAC)

May 8, 2024

Members of the LCAP Parent and Student Advisory Committee

Student Members: **Emily Barajas (Skyline), Ariana Astorga Vega (Oakland Tech)**

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

District 2: **Norma Ventura (Garfield, DELLS), Joe Manekin (Bella Vista), Alexia Maciel (MetWest, DELLS), Monalisa Treviño (Oakland High)**

District 3: **Zazzi Cribbs (Prescott), Tiffany Hampton-Amons (Westlake)**

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

District 5: **Virginia Gilbert (Fruitvale), Janeth Rosas (Think College Now)**

District 6: **Elham Omar (Lockwood, DELLS), Natay Myers (CCPA), Tanisha Rounds (CCPA, Lockwood)**

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

Highlights from our April Meeting and our Process for the 2024-27 Local Control and Accountability Plan

On April 17th, we reviewed the metrics and actions that are included in the current LCAP. We also heard about changes that are being proposed by staff.

Link to the folder with the presentation, recording, and notes from 4/17/24: tinyurl.com/392rece8

We had *initial* questions and suggestions about:

1) guaranteeing that **ALL** K to 2nd graders are taking the i-ready and that they are **ALL** included in the i-ready data that is reported in the LCAP

2) monitoring reading outcome data by demographic groups

3) setting goals for reading growth in the LCAP, not just for grade level reading. This is a more inclusive approach to promoting reading outcomes for all students.

4) making sure that all actions have a disaggregated metric, a metric that takes into account the experience of students in more than one of our focal groups.

This would make sure that we set strong goals for those students who might not be gaining access to our targeted strategies and investments.

Example: setting metrics for English Language Learners with IEPs with actions related to English Language Learners in general

5) setting *general* goals for the number/percentage of parents/students completing the California Healthy Kids Survey (LCAP Goal 3)

6) *targeted* goals for parents/students completing the CA Healthy Kids Survey. We want a representative sample for our district. (LCAP Goal 3)

7) targeted goals related to the staffing and retention of Special Education teachers and support staff (LCAP Goals 2 and 4)

8) setting goals in our LCAP for different diploma pathways, not just A-G.

This supports the post-secondary outcomes of all students.

It also helps to make sure that we follow State laws and guidance related to high school diploma access for foster students and students with IEPs, among other student groups.

We also had many questions about the use and purpose of Equity Multiplier funding at the schools that are receiving it.

Key question: Since this funding is assigned to schools with high nonstability rates (where more than 25% of the students were enrolled in the school for less that 245 continuous days in the previous year, among other factors),

Shouldn't Equity Multiplier funding and services be mostly directed to serving the students experiencing nonstability?

We are at the height of LCAP season.

We need everyone.

- PSAC members studied the draft actions under each of the LCAP goals at a special study session on 4/30.

- We will review and adopt recommendations for the 2024-27 LCAP at our May 16th meeting.

Please note the change of date for our May meeting.

We will meet on Thursday 5/16 instead of our usual 3rd Wednesday because the OUSD Honoring Our Own event was scheduled on that day.

W. 5/16 5:30 pm	**PSAC Public Meeting** → **Public Review of the 2024-27 Draft LCAP** → **Discuss and adopt recommendations**
M. 5/20	**School Board Study Session** → **Review of 2024-27 Draft LCAP**
W. 6/5	**School Board Meeting:** **Public Hearing for LCAP & Budget**
W. 6/26	**School Board Meeting:** **LCAP & Budget Adoption**

**Meeting information at
ousd.org/calendar.**

**Meeting materials at
ousd.org/LCAP.**

District English Language Learners' Subcommittee

Members of the District English Language Learners' Subcommittee

District 2	**Norma Ventura (Garfield)** **Alexia Maciel (Met West)**
District 4	**Melissa Ramírez-Medina (Bret Harte)**
District 6	**Elham Omar (Lockwood STEAM)**
District 7	**Marina Muñoz (Madison 6-12)**
At-Large	**Lateefa Ali (Multiple Schools)**

At our April 25th meeting, we:

→ **heard how Chief Academic Officer Sondra Aguilera is partnering with the members of DELLS to support the three priorities of the committee**

→ **worked to clarify is required from school sites to show that they are getting recommendations from the Site English Language Learners Subcommittee for their School Plan for Student Achievement (SPSA)**

→ **heard timely announcements and updates from the Office of English Language Learner and Multilingual Achievement (ELLMA)**

An Exciting Announcement:
Save the Date!

Let's Celebrate and Promote Language Access in OUSD!

We will begin the year with a gathering of OUSD families from a diversity of home languages.

We hold this event on **Thursday, August 15th or Friday, August 16th** as a *Celebration of Language Access & Resource Fair.*

Together we will learn about:
1) our rights to language access,
2) connecting to language resources, and
 3) district and community partners who celebrate and support language access and diversity.

**Look out for an announcement on Parentsquare
and on the OUSD website at
ousd.org/calendar and ousd.org/LCAP**

**Meeting information at
ousd.org/calendar.**

**Meeting materials at
ousd.org/LCAP.**

Community Advisory Committee for Special Education

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony, Jennifer Blake, Carol Delton, Ashley Demelo, Ginale Harris, Sheila Haynes, Patty Juergens, Corvetta Kirtman, Alan Pursell, Daisy López,   Joe Manekin, Coriander Melious, Anna Realini, Tiffany Stewart, Inga Wagar, JD Woloshyn, Sayuri Valenza, Kristen Zimmerman

20 members   **5 open seats**

1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*: Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

We will continue to promote this resolution as OUSD begins to discuss the closing, merger, and reconfiguring of schools.

This resolution relates to the main topic of our April meeting.

2) Implementation of Plan to Reduce Suspensions for Disabled Black Students in Middle School

Working Group meets every third Thursday. We will report 2024-25 progress next Fall.

3) Implementation of _Board-Adopted Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities_

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

4) Stable Programming and Space at *The Center* for Students in the Young Adult Program; Accessibility of Linked Learning and Work-Career Opportunities for Disabled Students

The Young Adult Program's Measure H planning grant application for 2024-2025 was scheduled for the May 7th meeting of the Measures N & H Commission.

5) School Board Legislative Priorities Related to Special Education

The School Board adopted the CAC's priorities within its larger Legislative Platform. Our goal is to promote follow-through.

6) Sufficient Special Education Staffing for Disabled Students with IEPs:

Special Education Teachers, Paraprofessionals, Instructional Support Specialists, etc.

A CAC-Talent Working Group meets every third Thursday.

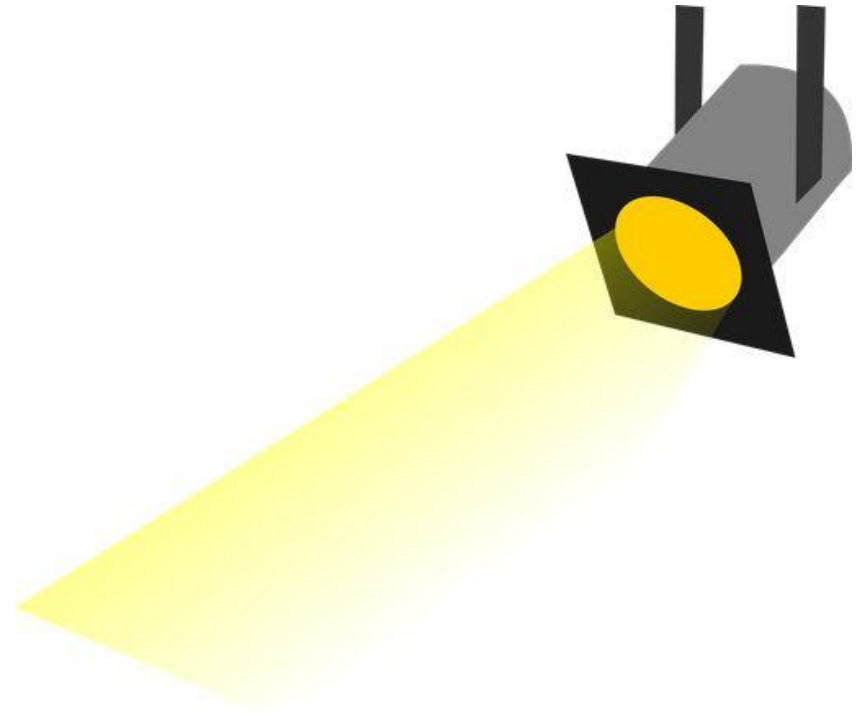A Listening Circle for Paraprofessionals was held on Wednesday, May 1st.

To read about our initiatives in detail:

"2023-24 Initiatives of the OUSD Community Advisory Committee for Special Education"

tinyurl.com/2p8v7au3

Highlights from our April Meeting:

Board-Adopted Metrics for Considering the Closure or Merger of Schools

CAC Questions and Concerns

Link to the slides from our April 8 meeting:
tinyurl.com/22wtch34

Special Programs:

This must include understanding the *special education programs* and *other disability supports* that are available at each school and that are providing greater access, accessibility, belonging, and positive outcomes for disabled students.

How do we know that disabled students and their peers would have a better experience at a new school? This includes access to ample and good classrooms and instructional space, and not collapsing Special Day

CAC Questions and Concerns

Condition of a School Facility:

Historically, certain schools have been underresourced and accessibility needs have not been addressed.

How do we address past discrimination in assigning resources to facilities?

CAC Questions and Concerns

Operating costs and associated savings from closures/mergers:

Accessibility and Special Education costs at schools are often segregated from the school's operating cost. How are those costs taken into account?

Are access and accessibility upgrades at receiving schools included in calculating the cost of closures/mergers?

Will OUSD account for any additional individualized services that might become necessary for students with IEPs who have negative impacts due to their structure of support being disrupted? (unique supports provided by the school, essential relationships, challenges in implementing an IEP at a new school and with a new team)

CAC Questions and Concerns

Environmental factors:

Does this include an assessment of safety?

Assessing safety must include taking stock of disability-specific safety needs (e.g. for students who elope) and students losing access to siblings and other trusted individuals at the school

CAC Questions and Concerns

Transportation

Transportation for disabled students with IEPs (which is their legal right) must not be used as an argument for closing a particular school or limiting school access for disabled students. This is discriminatory.

Feeder school attendance patterns

Historically, OUSD has not recognized the need for set feeder patterns for students who attend SDCs and similar programs. Classrooms have been moved around year after year, along with the students in them.

Siblings of students in SDCs must be recognized as also needing access to schools with set SDC feeder patterns. This keeps siblings together.

The Community Advisory Committee for Special Education meets on the 2nd Monday of every month. Our next meeting will be on Monday, May 13th.

We will:

–Hear updates related to Extended School Year, access for
disabled students to graduation ceremonies and celebrations, and what to look forward to in 2024-25

–adopt recommendations for the 2024-27 Local Plan for Special Education and related areas in the 2024-27 Local Control and Accountability Plan.

Meeting details at ousd.org/calendar

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/

Our Members

Students, Foster Parent/Caregivers: **1) Shelley González (Brewer, Oakland High)**
2) Patty Juergens (La Escuelita), 3) Dejana Curry (Laurel), 4) Bre Joiner (Sankofa, CASA), 5) RocQuel Johnson (OUSD Graduates)

Community Members: **Organizations, Agencies, Individuals:**
6) Jennifer Castello (ACOE), 7) Brian Blaisch (Greater New Beginnings),
8) Maida Quintero Medrano (BE/ILP), 9) Quijai Johnson (CYC),
10) Tori Porell (EBCLO)

OUSD Foster Youth Services: **11) Jennifer Tam (FYS Coordinator),**
12) Anthony Bell (OUSD FY Case Manager), 13) Jesse Miller (OUSD FY Case Manager), 14) Miranda Magee (OUSD FY Case Manager)

Other OUSD Staff: **15) JT Bullock, Jr. (Paraprofessional), 16) Tara Gard (Talent Division), 17) Jerome Gourdine (Office of Equity),**

Our Priorities

1) Meeting the intersectional needs of disabled foster students

2) Increasing centralized case managers for foster youth, including ongoing case manager support in the summer

More than half of the <u>foster students who have been suspended</u> so far this year have IEPs.

Almost two thirds of foster youth suspension <u>incidents</u> were for foster youth with IEPs.

Update on our Actions to Support Disabled Foster Students with IEPs:
Focus on Suspensions

A) Review Suspension Forms for All 2023-24 High School and 8th Grade Foster Youth with IEPs Who Have Been Suspended (8)

OBJECTIVES

We want to learn if:

→ **Pre-suspension interventions occurred**

→ **COST was convened to support the student**

→ **Foster Youth Services was notified and engaged**

→ **IEP-related needs were discussed and addressed**

→ **Members of the adult team were notified and engaged**

→ **Post-suspension restorative/re-entry process happened**

A) Review Suspension Forms for All 2023-24 High School Foster Youth with IEPs Who Have Been Suspended (8)

NEW: Add a comprehensive IEP review to complement the review of the suspension process for each student

NEXT STEPS–By the End of April

1) Identify all members of the *adult team* for suspended students

2) Identify supportive staff at school for each student

3) Identify Central Office leads to coordinate and support the review
process (FYS, Attendance & Discipline, Special Ed, Community Schools)

4) Set dates to review the suspension process and IEPs for the impacted students at each school (Skyline, Castlemont, Fremont), preferably as dedicated COST Team meetings.

A) Review Suspension Forms for All 2023-24 High School Foster Youth with IEPs Who Have Been Suspended

NEXT STEPS–By the End of May

→ Hold all meetings to review the suspension process and the implementation of IEPs

→ Order: EBCLO high school clients, seniors still in OUSD, EBCLO 8th grade clients, other students in the focal group

→ Related School Sites: 4 middle schools, 5 high schools

3) Offer an Education Advocate to caregivers of high school foster youth with IEPs (from the pool of Education Surrogates)

~28 students

This person can serve as an ally to help with:

→ seeking information and resources

→ making connections

→ accelerating processes and responses

→ providing moral and other support within school and district situations

→ providing feedback for the actions of the Foster Youth Advisory and other advocates, etc.

On 4/23, we also reviewed LCAP metrics and actions for foster students.

We will share our recommendations over email by May 16 and at the LCAP hearing.

Information about all committees at ousd.org/LCAP
Meeting details at ousd.org/calendar