5:45 pm
Interpretation and
Zoom Instructions

6:00 pm
Meeting Begins

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Regular Meeting of the
Community Advisory Committee for Special Education (CAC)

Zoom Link: ousd.zoom.us/j/86703250134
Meeting ID: 867 0325 0134
By Phone: 1-669-444-9171

December 9, 2024

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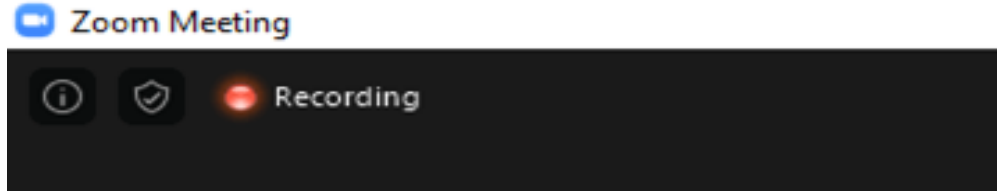
TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.
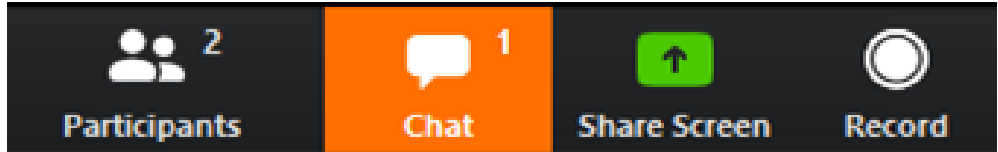
NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

ESTO ES JUSTICIA DE DISCAPACIDAD.

We are recording.

We invite you to use the chat.

Reminder: We can see and hear EVERYONE.

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

Please raise your hand to speak.
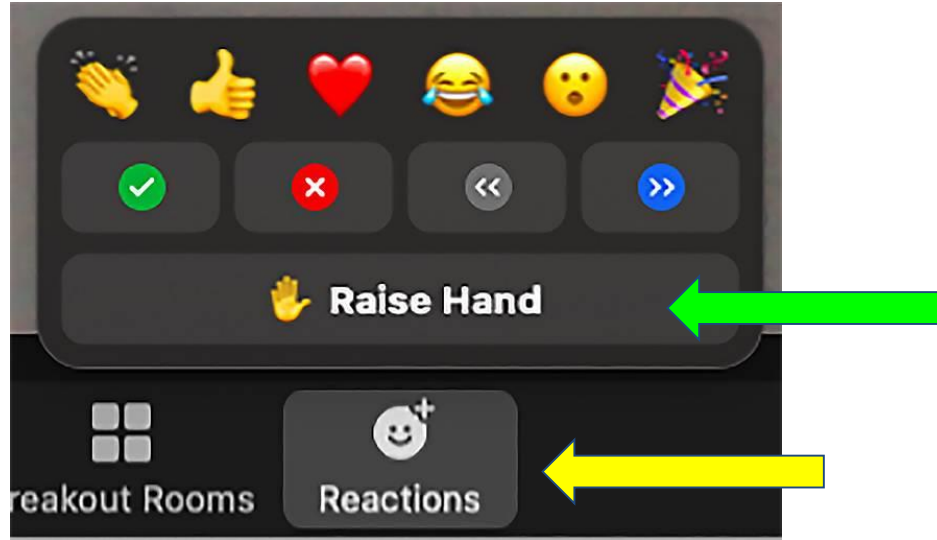
Security Instructions

Please Use the Sign-In Sheet

You can find links for tonight's documents at ousd.org/LCAP . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.

CAC Members and
Special Education/Central Office Administrators

Please remember to rename yourselves starting with the abbreviations
CAC or CEN

Example: CAC-Corvetta Kirtman

Who Is Helping Us Today

Facilitators/Chairs	Coriander Melious, Lateefa Ali
Timekeeper	Anna Realini
Zoom Host	Raquel Jimenez
Notetaker	Cintya Molina
Chat Monitor	Lena Anthony
Link Monitor	Lena Anthony

Thank you!

About Us:

The Community Advisory Committee for Special Education

Who can be part of the CAC?

Parents of disabled students in public or private schools

Parents of other students

Disabled students and adults

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of disabled people

Source 30 EC 56192

Our committee is required by law.

All Special Education Local Plan areas must establish and support a **Community Advisory Committee for Special Education** or **CAC.**

CA Education Code Section 30 EC 56190

OUSD is a one-district SELPA.

**The OUSD Board of Education
IS the SELPA Board.**

Board Directors review, adopt, help to implement, and evaluate the *Local Plan for Special Education* in partnership with our committee and community.

What We Do

a) Advise on the **development, amendment, and review of the Local Plan for Special Education**

b) Recommend **annual priorities**

c) Assist in parent education and in recruiting parents and volunteers who may help to **implement the plan**

What We Do

d) Encourage **community involvement** in the development and review of the **local plan**

e) Support **activities on behalf of disabled people**

f) Assist in parent awareness of the **importance of regular school attendance**

What We Do

g) Support **community involvement in the [LCAP] parent advisory committee** . . . to make sure that the parents of disabled students are included

You can become a CAC member at any time.

If you are interested, contact Cintya Molina at 510-491-6069 or cintya.molina@ousd.org.

Nominees must attend a minimum of 3 CAC meetings to become CAC members.

For additional information about the CAC:
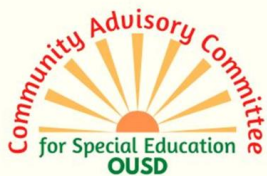

**Community Advisory Committee
for Special Education**

Role, Responsibilities, and Membership

Spring 2024

www.ousd.org   @OUSDnews

Link: tinyurl.com/ytwn3422

Community Advisory Committee for Special Education OUSD

Join the parents, caregivers, students, teachers, staff, and community members of the
COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC).

Let's advocate together for the belonging and support that all disabled students deserve!

✓ Attend our meetings on second Mondays. Meeting information at ousd.org/calendar.

✓ Check us out on Facebook at facebook.com/CAC4SpEdOUSD.

✓ Email us at cacoakland@gmail.com.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

2ND MONDAY OF THE MONTH
(except for holidays) **6-8:00 pm**

Meeting details & Zoom link at
www.ousd.org/calendar

We provide Spanish, Arabic & Chinese interpretation.
Additional languages by request.

Meeting materials in committee folder at www.ousd.org/LCAP

For more information, contact:
cintya.molina@ousd.org   510-491-6069

MEETING DATES

AUGUST 19

SEPTEMBER 9

OCTOBER 21

NOVEMBER 18

DECEMBER 9

JANUARY 13

FEBRUARY 10

MARCH 10

APRIL 14

MAY 12

Folder with CAC Flyer and Calendar of Meetings in Multiple Languages:
tinyurl.com/2mta7y7t

Meeting Details and Zoom Link:
ousd.org/calendar

Attend our public meetings on 2nd Mondays.
When there is a holiday, we meet on the next available Monday.

Meeting Goals and Agreements

Tonight, we will:

1. Know what level of access disabled students are having to the various linked learning pathways and programs.

We will understand the degree of access as compared to previous years and as demonstrated through access data, including students with different disability experiences and special education placements.

2. Offer our feedback about how to improve access to Linked Learning for disabled students.

We will also:

3. Continue to discuss the CAC's response to solutions that have been proposed to address OUSD's budget deficit.

4. Get timely information from the Special Education Department about the school enrollment platform and the Special Education Program Guide.

Finally, CAC members will elect officers for 2025.

Our Agreements

➢ One person speaks at a time (one microphone)

➢ Take space; make space

➢ Honor the agenda

➢ Tough on problems; easy on people

➢ Listen to understand

➢ Offer solutions

Review of the Agenda

6:00 30 mins.	**Welcome, Goals, Agreements, Introductions, Roll Call**
6:30 35 mins.	**CAC Member Updates: Response to Proposed Budget Solutions for 2025-26, Progress on the Initiatives of the CAC, Officer Elections**
7:05 15 mins.	**Special Education Updates: How to Access the OUSD Enrollment Platform; the Special Education Program Guide**
7:20 10 mins.	**Break**
7:30 40 mins.	**Progress Report: Improving Access to Linked Learning for Disabled Students in OUSD**
8:10 10 mins.	**Announcements, Appreciations, & Public Comments**

Introducing Ourselves

The Special Education Leadership Team

Executive Director

Jenn Blake, Executive Director,
Special Education and Health Services
Jennifer.Blake@ousd.org

K-12 School Support

Theresa Lozach
theresa.lozach@ousd.org
Director, Special Education
ECE

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary
Programs [Network 2]

Liana Nelson
liana.nelson@ousd.org
Coordinator, Elementary
Programs [Networks 3 & 4]

Cary Kaufman
cary.kaufman@ousd.org
Director, Middle School
Programs and Legal Support

Dr. Bianca D'Allesandro
bianca.dallesandro@ousd.org
Coordinator, Secondary
Programs

Stephen Raser
stephen.raser@ousd.org
Director, High School
Programs

Transition Services

David Cammarata	**Jake Hall**
david.cammarata@ousd.org	james.hall@ousd.org
Director, Young Adult and Transition Services	Assistant Principal, Young Adult and Transition Services

Related Services

Anne Zarnowiecki
Anne.Zarnowiecki@ousd.org
Director, Related Services
(SLPs, OT, PT, Low Incidence)

Dr. Betty Lin
Betty.Lin@ousd.org
Coordinator, Related Services
and Support Staff

Dr. Stacey Lindsay
Stacey.Lindsay@ousd.org
Director, Psychological and
Mental Health Services

SELPA, IEP Quality, and Access

Aruna Subramanian
aruna.sokol@ousd.org
Coordinator, Disability Access

Rain Johnson
rain.johnson@ousd.org
SELPA Director [Nonpublic, Private, Child Find, Governance, and Contracts]

Peggy Forbes
peggy.forbes@ousd.org
Program Manager, IEP Quality

[Click Here](#) to view the Special Education Teacher on Special Assignment caseloads for 2024-25 in case you need to contact a member of our team about your child's special education services.

Who Is Here Today?

Please introduce yourself in the chat with your name and the name of your school, program, role, and/or organization.

You can also share the disability categories or identities with which you are most familiar from <u>personal or family experience</u>.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,

Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo,

Sheila Haynes, Patty Juergens, Corvetta Kirtman, Alan Pursell,

Daisy López, Joe Manekin, Coriander Melious, Anna Realini,

Tiffany Stewart, Sayuri Valenza, Inga Wagar, JD Woloshyn,

Kristen Zimmerman

Quorum: 11

CAC Member Updates

Election of CAC Officers

Chairperson(s)

From the CAC Bylaws: The Chairperson(s) shall preside at all meetings of the CAC and any Executive Board or special meetings. He/She/They shall meet with the SELPA Director monthly or as needed to prepare for CAC meetings and work on special projects. He/She/They shall also work with the First Vice-Chairperson, if one exists, to prepare the agenda for the regular monthly meetings of the CAC and all Executive Board and special meetings. The Chairperson(s) may sign all letters, reports and other communications of the CAC and will act as CAC spokesperson(s) to the school district and SELPA. In addition, he/she/they shall perform all duties incidental to the office of Chairperson and such other duties as may be prescribed by the CAC from time to time. He/she/they may serve as an ex-officio member of all subcommittees.

Vice-Chairperson

From the CAC Bylaws: The duties of the First-Vice-Chairperson shall be to represent the Chairperson(s) in his/her/their assigned duties and to substitute for the Chairperson(s) during his/her/their absences.

He/she shall be responsible for working with the Chairperson(s) in preparing the agenda for the regular monthly meetings. He/she shall perform such other duties as from time to time may be assigned to him/her by the Chairperson(s) or by the Committee.

Secretary

From the CAC Bylaws: The Secretary shall keep the minutes of all Committee meetings and shall assure transmission of copies of the minutes to each Committee member and to such other person as the CAC may deem necessary.

He/she shall obtain and maintain the collection of parent information materials at CAC meetings. The Secretary shall maintain CAC mail, email and distribution lists and also see that all notices are duly given in accordance with the provisions of these by-laws.

Parliamentarian

From the CAC Bylaws: The Parliamentarian shall ensure the CAC is acting in accordance with its rules, by-laws and its responsibilities under the educational code. He/she shall manage all nominations and elections tasks and provide orientation to new members.

He/she shall also maintain records of CAC Voting Member meeting attendance, a list of members that includes date of appointment and category of representation, and a list of sub-committee membership as provided by sub-committee chairs.

Chair of the
Outreach Subcommittee

Members of standing and special subcommittees shall include voting members of the CAC and other concerned individuals. Subcommittees shall report to and make recommendations to the CAC.

Each subcommittee shall appoint a Chairperson. The Chairperson of subcommittees shall be a voting member of the CAC and report to the Chairperson(s) of the CAC.

Chair of the
Local Plan Subcommittee

Collaborate with staff in the development of the Local Plan for Special Education.

Each Special Education Local Plan Area (SELPA) develops a
local plan describing how it would provide special education to disabled students with Individualized Education Programs.

Our Ongoing Initiatives & Member Leads

➔ Issues on which we are focusing

➔ Looking for additional members and others to help move the work forward

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

No report at this time

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

Working Group meets every third Thursday.

This will be a topic of January's meeting.

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.]

This is a topic of tonight's meeting.

4) Access and Equity for the Young Adult Program; Linked Learning Access and Equity; Work-Career Opportunities for Disabled Students

Carol Delton reporting (for YAP Funding)

5) School Board Legislative Priorities Related to Special Education

No report at this time

6) Sufficient Special Education Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, Instructional Support Specialists, etc.

No report at this time

7) Local Plan Subcommittee: Implementation of CAC Recommendations for the Local Plan

No report at this time

8) Access to Designated English Language Development for Disabled English Learners with IEPs

No report at this time

9) Reducing the Suspension of High School Foster Youth with IEPs

No report at this time

Let Us Know If You Want to Help.

Write to us at cacoakland@gmail.com if you would like to support our committee or join a specific initiative.

Upcoming Meetings

T. Dec. 10	**CAC at the Meeting of the Measure N/H Commission**
W. Dec. 11	**School Board Meeting: Vote on Solutions for the OUSD Budget; CAC Presents Report to the School Board**
W. Dec. 18	**Meeting of the Parent & Student Advisory Committee (PSAC); CAC Presents Report to PSAC**
M. Jan. 13	**CAC Public Meeting**

CAC Update on

Current Proposals for Reducing OUSD's Budget Deficit

Background Information

This is our district's current challenge as presented at our October meeting and in district communications:

- **The District is spending more money every month than the revenues it is receiving** (than the money coming into OUSD).

- **This deficit spending is projected to total $79 million at the end of this school year. Next year, the deficit would total another $95 million, if we do nothing to curb our spending.**

- **We do not have sufficient savings to financially survive a second year of our current spending levels.**

- **OUSD will not be able to adopt a 2025-26 budget because, even after using all of the savings, it will still have a deficit of $62.7 million.**

WE ARE SPENDING BEYOND OUR MEANS
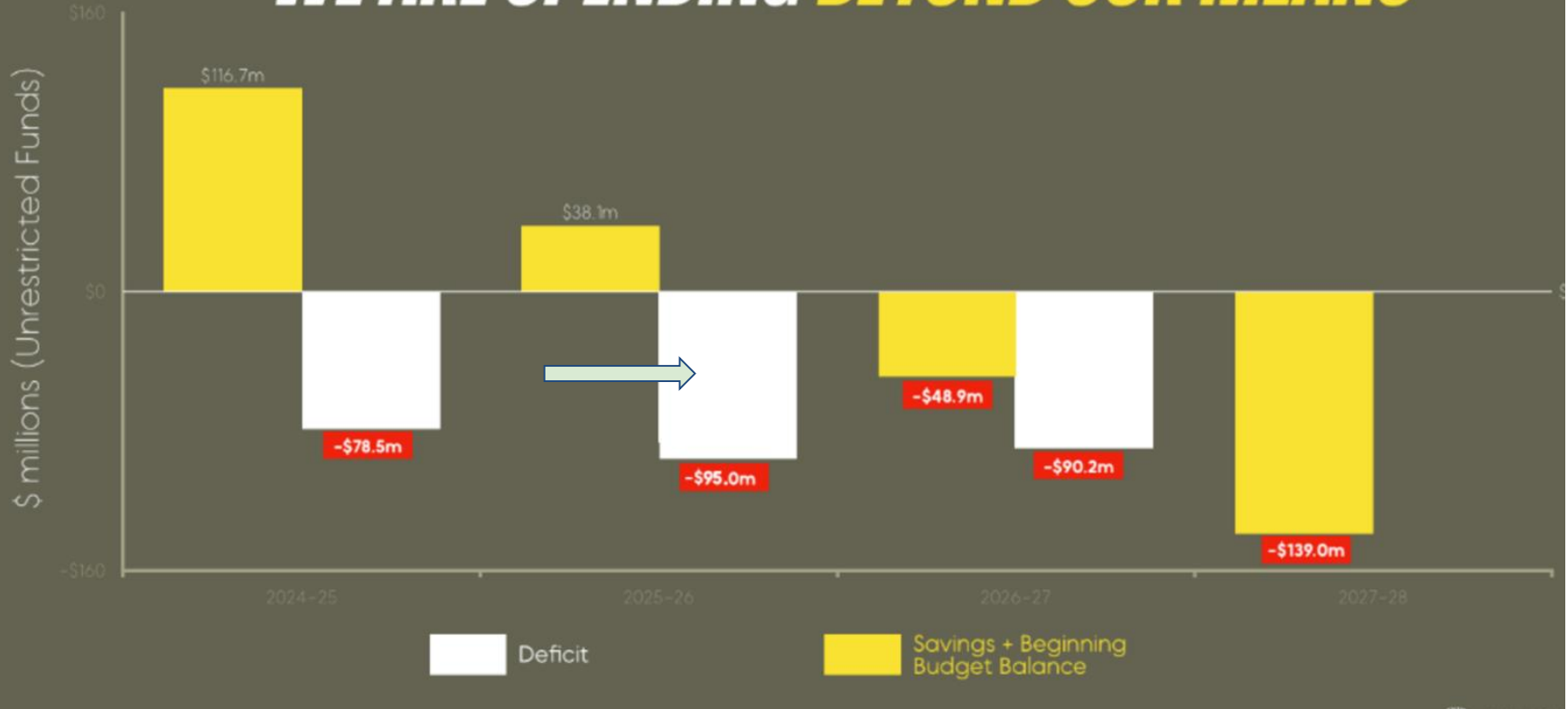
The goal: 95 million in new revenues and cost savings

B) The types of solutions that have been proposed:

1) Decreasing expenditures (how much money is spent)

2) Reducing the size of our footprint (the number of schools OUSD operates)

1) Generating revenue from our real assets (getting new dollars from OUSD properties)

Quote from OUSD presentation about the budget:
"We will need to use all or some combination of
these strategies to get on the path of fiscal sustainability."

Text of Joint Statement:

Community Advisory Committee for Special Education

LCAP Parent & Student Advisory Committee

District English Language Learners Subcommittee

Links to the Full Statement:

in PDF format: tinyurl.com/mwz7esc7
in Google Doc format: tinyurl.com/4vvb96nr

Quotes from the Joint Statement

We believe that the Board of Education, administrators, teachers, staff, advisory committees, families, students, and other members of the OUSD community must work together to emerge positively from the current challenges. We must rely on the wisdom of those who will most be affected by decisions.

. . .

After rushed and intense preparation, 31 district committee members met last night to craft this joint statement. We created our own unified space to learn from each other and to respond collectively to the challenges of this moment.

[11 were members of the CAC]

Quotes from the Joint Statement

At our meeting, we gathered a remarkable diversity of voices across race, ethnicity, language, nationality, disability, class, gender, and other lived experiences. As a cross-section of our city and our district, we crafted the recommendations and considerations included in this letter.

. . .

Because OUSD leaders have concluded that they must present a proposal for school mergers or closures at this time, which was made public only a few days ago, we must respond to that proposal in this letter. We do so even as we try to make sense of the October 23rd recommendations (Attachment C) to reduce or adjust the OUSD budget.

ABOUT THE PROPOSED BUDGET ADJUSTMENTS AND RELATED CONTEXT

Quotes from the Joint Statement

We need full dialogue with the staff and other leaders who developed the proposals and who will oversee their implementation. We must all clarify how the named reductions and adjustments will impact schools and students. That requires a stated commitment from Board directors and administrators to engage in public two-way dialogue with us as collectives.

Quotes from the Joint Statement

Our experience this Fall of 2024 was not a dialogue: we did not get information early enough to process it with communities, even with our schedule of frequent meetings. We experienced last-minute overload of information that did not cohere and was out of sequence.

Quotes from the Joint Statement

[In the budget adjustments] **We aim to protect the students who have been most neglected and who will be most harmed by the loss of programs and resources. In doing so, we ask that you focus on disabled students with Moderate and Extensive Support Needs, especially those who are members of other focal student groups.**

Quotes from the Joint Statement

We should prioritize filling vacancies for Special Education teachers, Instructional Support Specialists, and Paraeducators. Vacancies for these urgently needed roles were already eliminated last year. We must not continue to decrease the baseline number for these positions.

Quotes from the Joint Statement

Our dialogue last night yielded some clear lessons about the budget adjustments, about how our financial situation is being explained, and about the use of OUSD assets:

Quotes from the Joint Statement

We have heard the consistent message from administrators that charters are not the problem when historically, they are a large part of how we got here and why it is difficult to chart a path forward. Their creation and proliferation fragmented our city, our communities, and our resources. Charter schools were allowed to open and operate with different expectations than district schools. OUSD added to the problem through choices made for our district schools, through choices that mirrored the practices of charter schools.

Quotes from the Joint Statement

OUSD must face and express the historical implications of decisions about charters, open enrollment, the design and marketing of particular district schools, and of the practices that have diminished our capacity to act as a unified school district for all students. . . even now.

Quotes from the Joint Statement

Our dialogue last night demonstrated that many of us are favorable to more centralized budgeting.

This could help to use our resources more effectively. It could also promote transparency and equity across our district.

Yet, **more centralized budgeting must come hand in hand with centralized, transparent, and democratic decision-making with all district stakeholders.**

Quotes from the Joint Statement

We do not approve the lease of properties to charter schools. OUSD must immediately begin the process to lease properties to other institutions that serve our most vulnerable families.

We do support using vacant properties to develop low income and below market rate housing for teachers and families . . . We also support housing for transitional age youth and a hub for services geared to them.

ABOUT THE RECOMMENDATION FOR SCHOOL MERGERS AND THE RELATED EQUITY IMPACT ANALYSIS

Quotes from the Joint Statement

The equity impact analysis in the proposal to merge 10 schools is incomplete and insufficient.

The goal of that analysis was to prevent disproportionate harm. With the analysis as it is, OUSD is not in the position to prevent such harm

. . .

Quotes from the Joint Statement

We are especially concerned about the absence of "qualitative evaluations of how schools serve specific populations of students" and "determinations of how the planned actions will maintain or exacerbate the segregation or isolation of particular demographic groups."

[both from adopted Board *Resolution No. 2324-0020*]

Quotes from the Joint Statement

As a clear example, we know that many Special Day Classrooms exist in almost complete isolation from the rest of the school. We must understand the extent to which students in these classrooms are supported by all elements of the wider school program. We must also identify historical efforts by each school to offer integrated learning and social experiences to all their students.

. . .

Additional data points must be included in the analysis to better reflect the demographic make-up of each school, analyze how that demographic make-up arose, and understand the impact of actions on particular groups of students. This will yield important findings requiring our attention.

Requested Data Points in the Statement

--**number & percentage of students from <u>all</u> ethnic groups at each school** (only 2 included)

--**the home languages of the students**

--**number and percentage of newcomer students**

--**the types of disabilities at each school generally and in Special Day Classrooms specifically** (for example: Deaf students at one school; larger numbers of Autistic students at certain schools, etc.)

--**teacher and staff retention rates**

Requested Data Points in the Statement

--type of Special Education programs or Special Day Classrooms (for example: programs for Low Incidence Disabilities, whether they serve students with mild, moderate, or extensive needs)

--whether the demographics of students in Special Day Classrooms or other programs differ substantially from the rest of the school (for example: different racial/ethnic background)

--school stability indicators already available to OUSD and that connect to a request made by the Ad Hoc Committee (for example: the nonstability rate used to designate schools for Equity Multiplier funding.)

Quotes from the Joint Statement

We believe that school continuity and stability is one of our most important outcomes for students. It is a pre-condition for achieving other outcomes. **OUSD must define school stability and belonging for all students in collaboration with families.** This includes identifying related metrics and committing to using them. It also includes disaggregated data to show how often students move (and are moved) from schools.

Quotes from the Joint Statement

Any proposals must begin with the assumption that each and all students can remain with their peers unless they are going to a new grade span, **including students who attend Special Day Classrooms and other Special Education programs.**

Quotes from the Joint Statement

Most importantly, we believe that OUSD schools must be <u>designed</u> to serve all OUSD students.

Schools must demonstrate in their design and practices that they serve and protect <u>all</u> students as it relates to race/ethnicity, home language, the full range of disability experiences, national origin, income, gender, gender identity, sexual orientation, etc.

Quotes from the Joint Statement

This includes, in part, identifying which schools are models of stability and belonging for disabled students. We must support and cultivate focal schools with stable programs that can showcase program continuity, disability access, universal design, and inclusivity, especially for students with moderate and extensive support needs.

Quotes from the Joint Statement

It also includes working together to clarify what size of school population is most protective to high need students, even as we seek to increase the sustainable use of resources across schools.

. . .

No matter their location, a few schools function as places of refuge and of last resort for these students. [students with disabilities and other vulnerable students]

Quotes from the Joint Statement

This includes, in part, identifying which schools are models of stability and belonging for disabled students. We must support and cultivate focal schools with stable programs that can showcase program continuity, disability access, universal design, and inclusivity, especially for students with moderate and extensive support needs.

Quotes from the Joint Statement

. . . the lack of historical referencing in this resolution diminishes our faith in OUSD's capacity to implement mergers in a way that protects all students

. . .

OUSD must draw lessons from its history of school design, re-design, mergers, and closures in developing this analysis.

Quotes from the Joint Statement

The Equity Impact Analysis is incomplete as we have described thus far and in other ways. Because of this, OUSD is not in the position to prevent great harm for specific groups of students.

Any attempt to complete the analysis must be made in consultation and collective dialogue with the families at the impacted schools and in partnership with the advisory committees that represent them.

CLOSING WORDS
OF THE JOINT STATEMENT

We understand the enormity of what you are facing in your role as administrators and decision-makers. We also know that the challenges of this moment began and grew through multiple administrations and through the choices of many individuals across decades.

And we remain here after all of it.

These challenges matter to all of us. They impact our children, our families, our communities, and the city that we call home.

As parents, caregivers, and committee leaders we believe in the promise and vision of a UNIFIED SCHOOL DISTRICT. That promise can be fulfilled only when you embrace and unleash the power of a unified community.

WE ARE OUSD.

Special Education Updates

7:05 pm   15 minutes

How to Access *EnrollWise,* OUSD's School Enrollment Platform

The OUSD
Special Education
Program Guide

Break   7:20 pm   10 minutes

Progress Report & Discussion: Improving Access to Linked Learning for Disabled Students

7:30 pm   40 minutes

Link to the Presentation from March 2024

tinyurl.com/46t5brut

Link to the Recording:
tinyurl.com/mry54x67

Passcode: 7&&?YsyZ

The slides that follow contain information and data from the March 2024 CAC Meeting. The information and data will be updated live at this meeting on 12/9/24.

OUSD's Linked Learning Framework

Schools and academies adopt Linked Learning in ways that fit their local contexts. What they share in common is the integration of three key components:
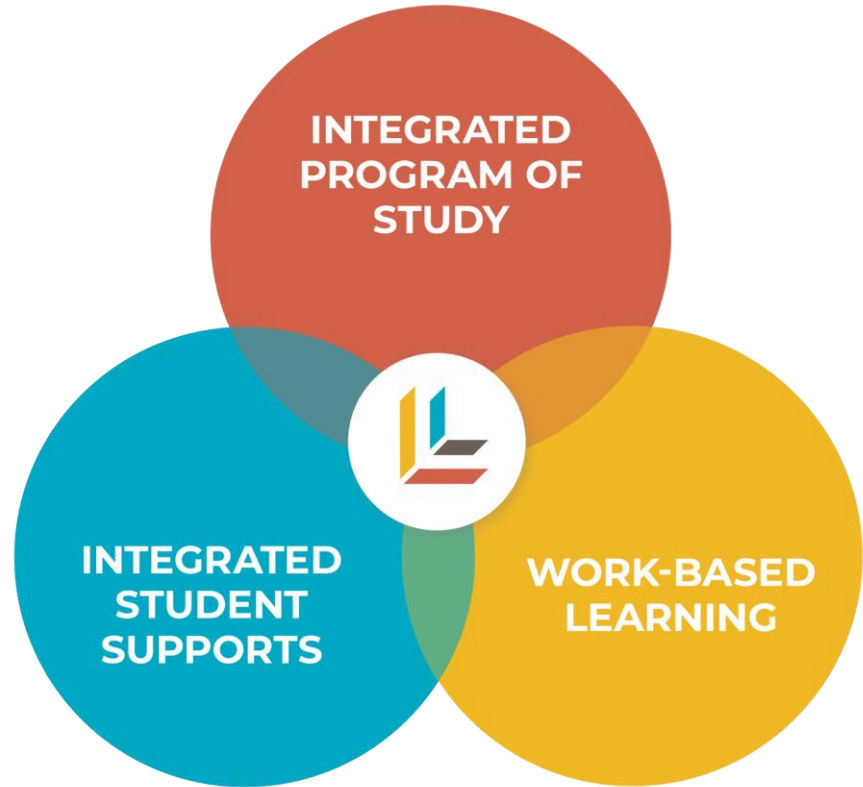
OUSD's Linked Learning Framework

1. **Integrated program of study,** aligned to admissions requirements for state colleges and universities along with career-technical education, delivering concrete knowledge and skills through a carefully structured sequence of courses.

2. **Work-based learning,** providing students with exposure to real-world workplaces through job shadowing, apprenticeships, internships, and more.

3. **Integrated support services,** including counseling and supplemental instruction in reading, writing, and math to address individual needs.

OUSD Pathways to College and Career by industry sector

To learn more about pathways in OUSD high schools, contact
rebecca.lacocque@ousd.org

Agriculture and Natural Resources Environmental Science Academy at Oakland High
Arts, Media and Entertainment Media Academy at Fremont Multimedia Academy at Oakland International Visual Arts Academy at Oakland High Visual and Performing Arts Academy at Skyline Graphic Arts at Madison Park Academy
Building Trades and Construction Architecture and Design Academy at Fremont
Education, Child Development, and Family Education and Community Health Academy at Skyline Education Pathway at Street Academy

Energy, Utilities, and Environment

Green Energy Academy at Skyline

Engineering and Design

IDEA at Oakland High

Engineering Academy at Oakland Tech

Engineering and Design Pathway at Madison Park

Project Lead the Way at McClymonds

Sustainable Urban Design at Castlemont

Fashion and Interior Design

Fashion, Art, and Design Academy at Oakland Tech

Health Science and Medical Technology

Health Academy at Oakland Tech

Life Academy of Health and Bioscience at Life Academy

Public Health Academy at Oakland High

Health and Fitness Pathway at Dewey Academy

Community Health Equity Academy at Castlemont

Mental Health Pathway at Rudsdale Newcomer

Education and Community Health Academy at Skyline

Hospitality, Tourism, and Recreation

Hospitality and Culinary Arts Pathway at Ralph Bunche Academy

Information Technology

Computer Science and Technology Academy at Oakland Tech

Computer Science and Technology Academy at Skyline

Computer Science Pathway at CCPA

Technology Pathway at Rudsdale

Technology Pathway at Sojourner Truth

Marketing, Sales, and Services

Social Entrepeneurship Pathway at MetWest

Public Services

Law and Social Justice Pathway at Oakland High

Race, Policy, and Law at Oakland Tech

OUSD PATHWAYS to COLLEGE AND CAREER (by Industry Sector)

To learn more about pathways in OUSD High Schools, contact rebecca.lacocque@ousd.org

Agriculture and Natural Resources

- Environmental Science Academy @ Oakland High

Arts, Media & Entertainment

- Media Academy @ Fremont
- Multimedia Academy @ Oakland International
- Visual Arts Academy (VAAMP) @ Oakland High
- Visual and Performing Arts Academy (SVPA) @ Skyline
- Graphic Arts @ Madison Park Academy

Building Trades & Construction

- Architecture and Design Academy @ Fremont

Business & Finance

- Entrepreneurship Pathway @ McClymonds

Education, Child Development & Family

- Education and Community Health Academy @ Skyline
- Education Pathway @ Street Academy

Energy, Utilities & Environment

- Green Energy Academy @ Skyline

Engineering & Design

- IDEA @ Oakland High
- Engineering Academy @ Oakland Tech
- Engineering & Design Pathway @ Madison Park
- Project Lead the Way @ McClymonds
- Sustainable Urban Design @ Castlemont

Fashion & Interior Design

- Fashion, Art & Design Academy @ Oakland Tech

Health Science & Medical Technology

- Health Academy @ Oakland Tech
- Life Academy of Health & Bioscience @ Life Academy
- Public Health Academy @ Oakland High
- Health and Fitness Pathway @ Dewey Academy
- Community Health Equity Academy @ Castlemont
- Mental Health Pathway @ Rudsdale Newcomer
- Education & Community Health Academy @ Skyline

Hospitality, Tourism & Recreation

- Hospitality and Culinary Arts Pathway @ Ralph J. Bunche Academy

Information Technology

- Computer Science & Technology Academy @ Oakland Tech
- Computer Science & Technology Academy @ Skyline Computer Science Pathway @ CCPA
- Digital Arts and Applications Pathway @ Community Day
- Technology Pathway @ Rudsdale
- Technology Pathway @ Sojourner Truth

Marketing, Sales & Services

- Social Entrepreneurship Pathway @ MetWest

Public Services

- Law & Social Justice Pathway @ Oakland High
- Race, Policy & Law @ Tech

Updates on Measure H and the Young Adult Program

Text

Process to Ensure Equitable Access for students in Special Education programs

Ensure funding (not just Measure H) is intentionally allocated to serve focal student groups during school year and summer programming:

- Resource Specialist staff during summer internships, Peralta Institute

- Hiring staff to prepare industry and internship partners to better support disabled students to participate in school year and summer internships

- Equipment to make CTE/pathway courses more accessible to disabled students

Process to Ensure Equitable Access for students in Special Education programs

Redesign of OUSD data dashboards to disaggregate (separate out) pathway participation data beyond SpEd/Not SpEd to include specific program/disability type so that we can set informed goals:

CTE Participation

Work-Based Learning (internship, career exploration visits, mentoring, etc.)

Dual Enrollment

Pathway/Small Learning Community Enrollment

Peralta Certificates and Degrees

Clarifying Questions

Time

Guiding Questions from CAC Members

1) What is data showing about the level of access that disabled students with IEPs are having to the various linked learning pathways/programs as compared to previous years?

Please include data for students with different disability experiences and special education placements/programs.

Provide multi-year data to discuss progress.

Guiding Questions from CAC Members

2) What does full implementation of **Board Resolution No. 2021-0159** look like?

When it is projected to happen?

What must happen each year to arrive at full implementation?

Is staff utilizing or dveloping a rubric to evaluate different criteria for full and successful implementation?

Basic Program Data

There are about 1,750 students with IEPs in grades 9-12 attending a public OUSD high school (including alternative education campuses).

There are 9,421 total students in high schools. This means students with IEPs represent about 18.6% of all students in grade 9-12.

The number of students with IEPs at each high school campus varies, as shown on the next slide.

Enrollment of Students with IEPs by School

Castlemont: 17.8%: Resource, Mild-Moderate, Moderate, Extensive Support Needs, Counseling-Enriched

CCPA: 23.6% Resource, Extensive Support Needs

Fremont: 14.6% Resource, Mild-Moderate, Moderate, Counseling-Enriched

Life Academy: 29.3% Resource, Counseling Enriched

Madison Upper: 15.8%: Resource, Mild-Moderate

Note that these percentages include only students in grades 9-12 for 6-12 campuses.

Enrollment of Students with IEPs by School

McClymonds: 21.4%: Resource, Mild-Moderate, Counseling Enriched

Oakland High: 15.8% Resource, Mild-Moderate, Moderate, Extensive Support Needs

Oakland Tech: 15.7% Resource, Mild-Moderate, Moderate, Extensive Support Needs, Counseling-Enriched

Skyline: 18.2% Resource, Mild-Moderate, Moderate, Extensive Support Needs, Counseling-Enriched, Low Incidence Hub

Note that these percentages include only students in grades 9-12 for 6-12 campuses.

Enrollment of Students with IEPs by Placement/Program Type

Across the high school network, **62%** of students with IEPs receive services through the Resource Specialist Program (RSP).

One third (**33%**) of students receive support in a self-contained special education classroom (about 10% Extensive Support Needs and about 23% Mild-Moderate or Counseling-Enriched).

The remaining **5%** have speech services only or low incidence services only, such as itinerant services from a teacher of the deaf or vision impaired.

Using Program Data to Determine Proportional Access

Proportional Access means that students are participating in an activity or experience at a rate that is consistent with or similar to the percentage of the whole student body they represent.

Examples:

At Skyline, 18.2% of students have an IEP, so we would expect at least 18.2% of the students in Linked Learning Pathways to have an IEP.

Linked Learning Pathway Participation Data

What do the data show for Linked Learning Pathway participation?

Percent and Number of Students Enrolled in a Pathway - Grade(s) 10, 11, 12
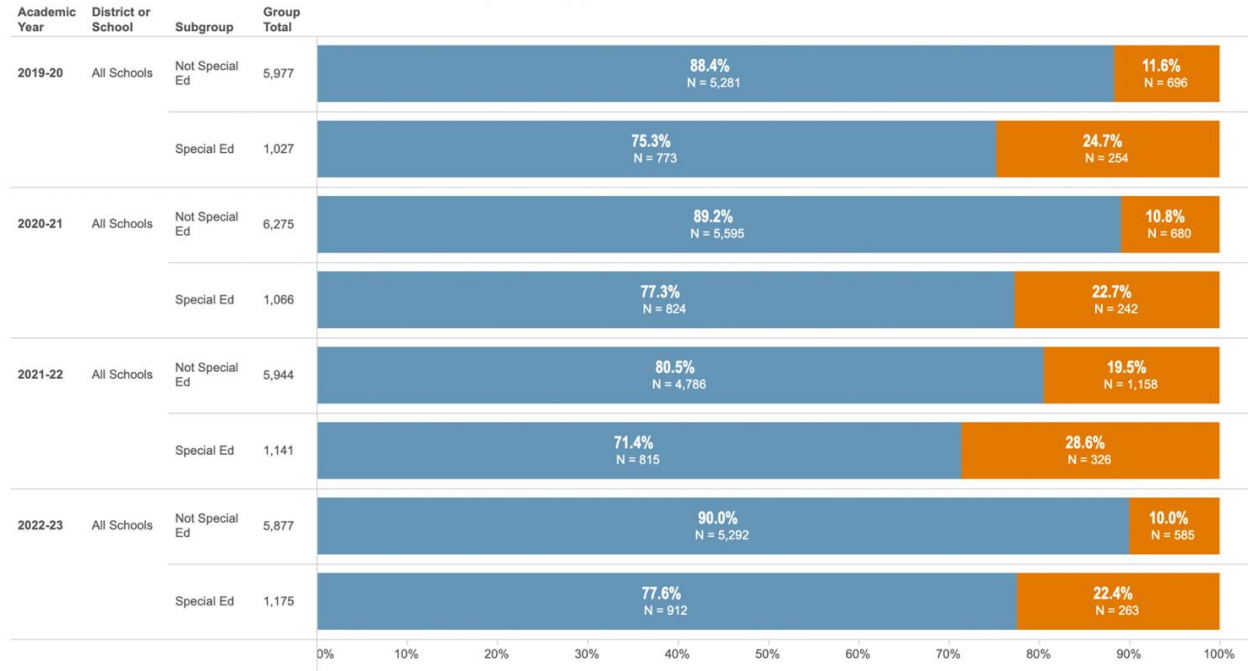
While there has been some variation year to year, students with disabilities are **over two times more likely to participate in a high school experience that is NOT aligned with a Linked Learning Pathway** as compared to students without IEPs.

Who is not yet participating?
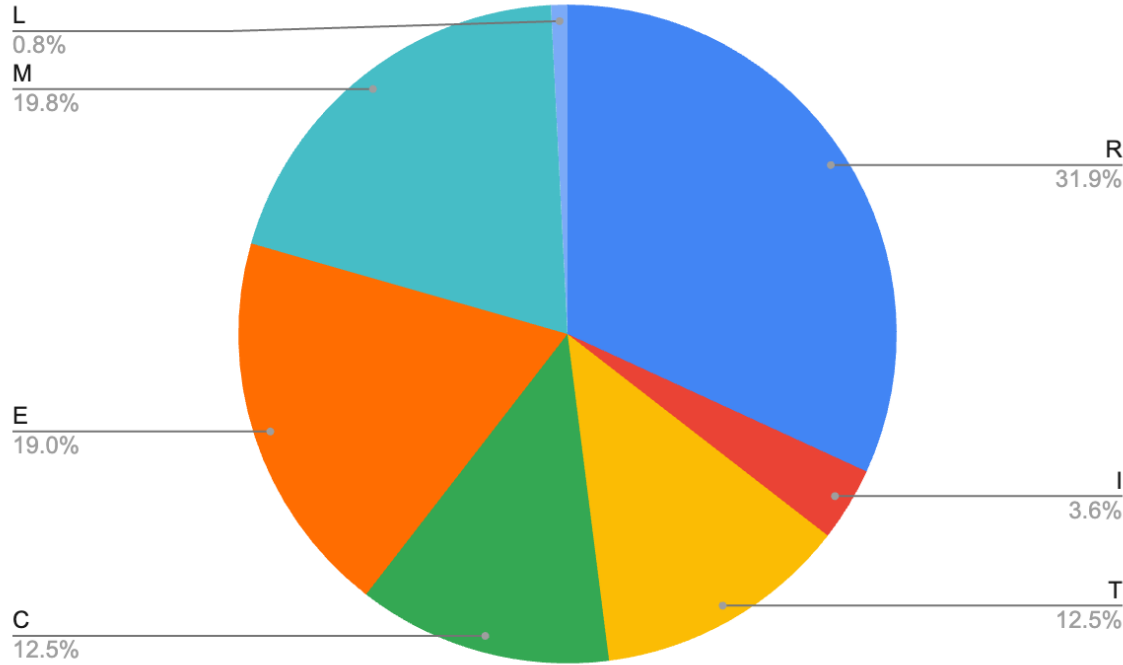
This is a chart that shows the students who are **not** yet aligned to a Linked Learning Pathway by program type.

R- Resource
I- Resource with Intensive Support (500+ minutes of SAI in a general classroom setting per week)
C- Counseling-Enriched
M- Self-Contained Mild-Moderate
T- Self-Contained Moderate
E- Self-Contained Extensive Support Needs
L- Language and Speech Only

Chart labels:
L 0.8%
M 19.8%
R 31.9%
I 3.6%
T 12.5%
E 19.0%
C 12.5%

This year, 10 percent of students without IEPs are not assigned to a pathway, while 22.4% of students with IEPs are not assigned to a pathway.

The number of students with IEPs in a pathway has increased by 2.3% between 2019 and May 2023.

Even though they represent 10% of students with IEPs in grades 9-12, students in Moderate-Extensive settings represent 31.5% of the students with IEPs who have no pathway.

School-Level Pathway Present Levels

Fremont High

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Fremont	Non-Pathway / SLC	36	75.0% N=27	25.0% N=9
		Fremont - 9th Grade	313	85.3% N=267	14.7% N=46
		Fremont - College Prep & Architecture Academy	272	79.0% N=215	21.0% N=57
		Fremont - Media Academy	243	79.8% N=194	20.2% N=49
		Fremont - Newcomer	238	99.6% N=237	
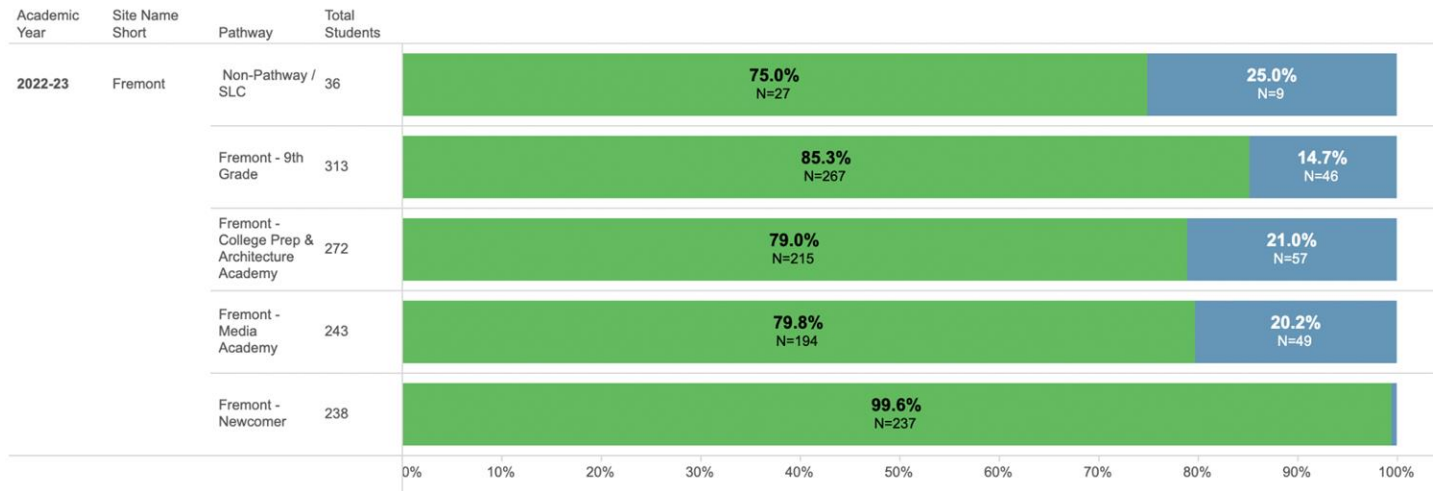
14.6% students with IEPs

School-Level Pathway Present Levels

Castlemont

Pathway by Special Ed - Grade 9, 10, 11 and 1 more
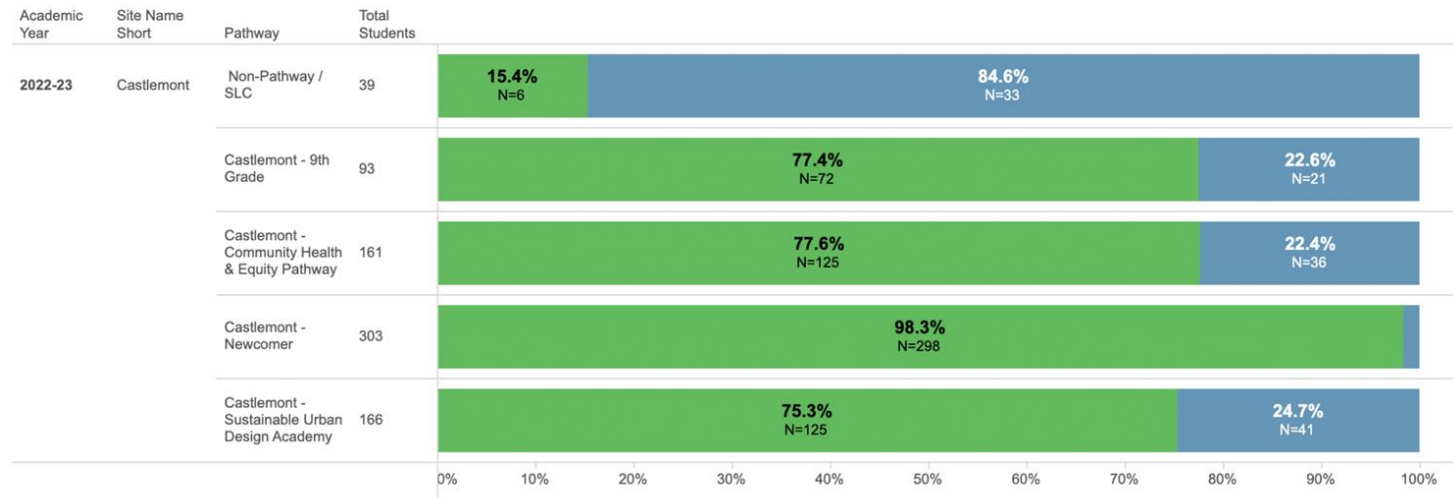
Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Castlemont	Non-Pathway / SLC	39	15.4% N=6	84.6% N=33
		Castlemont - 9th Grade	93	77.4% N=72	22.6% N=21
		Castlemont - Community Health & Equity Pathway	161	77.6% N=125	22.4% N=36
		Castlemont - Newcomer	303	98.3% N=298	
		Castlemont - Sustainable Urban Design Academy	166	75.3% N=125	24.7% N=41

17.8% students with IEPs

School-Level Pathway Present Levels

Oakland High

15.8% students with IEPs

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Oakland High	Non-Pathway / SLC	34	14.7% N=5	85.3% N=29
		Oakland High - Environmental Science Academy	200	85.5% N=171	14.5% N=29
		Oakland High - Law and Social Justice	137	83.9% N=115	16.1% N=22
		Oakland High - Newcomer	131	98.5% N=129	
		Oakland High - Project Lead The Way	198	83.8% N=166	16.2% N=32
		Oakland High - Public Health Academy	199	85.9% N=171	14.1% N=28
		Oakland High - Visual Arts & Academics Magnet Prog	189	84.7% N=160	15.3% N=29

School-Level Pathway Present Levels

Oakland Tech

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Oakland Tech	Non-Pathway / SLC	582	75.3% N=438	24.7% N=144
		Oakland Tech - 9th Grade Janus	1		100.0% N=1
		Oakland Tech - Computer Academy	269	91.1% N=245	8.9% N=24
		Oakland Tech - Engineering Academy	163	90.8% N=148	9.2% N=15
		Oakland Tech - Fashion, Arts, & Design Academy	346	87.6% N=303	12.4% N=43
		Oakland Tech - Health Academy	266	89.1% N=237	10.9% N=29
		Oakland Tech - Race, Policy and Law Academy	166	93.4% N=155	6.6% N=11

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

15.7% students with IEPs

School-Level Pathway Present Levels

Skyline High

18.2% students with IEPs

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Skyline	Non-Pathway / SLC	1	100.0% N=1	
		Skyline - 9th Grade Metis	95	82.1% N=78	17.9% N=17
		Skyline - 9th Grade Prometheus	96	83.3% N=80	16.7% N=16
		Skyline - 9th Grade Themis	93	76.3% N=71	23.7% N=22
		Skyline - Computer Science & Technology Academy	280	75.0% N=210	25.0% N=70
		Skyline - Education and Community Health Pathway	277	87.0% N=241	13.0% N=36
		Skyline - Green Academy	351	84.9% N=298	15.1% N=53
		Skyline - Visual & Performing Arts Academy	285	79.6% N=227	20.4% N=58

School-Level Pathway Present Levels

McClymonds

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	McClymonds	Non-Pathway / SLC	88	62.5% N=55	37.5% N=33
		McClymonds - 9th Grade	2	50.0% N=1	50.0% N=1
		McClymonds - Entrepreneurship Pathway	76	84.2% N=64	15.8% N=12
		McClymonds - Project Lead the Way	90	84.4% N=76	15.6% N=14
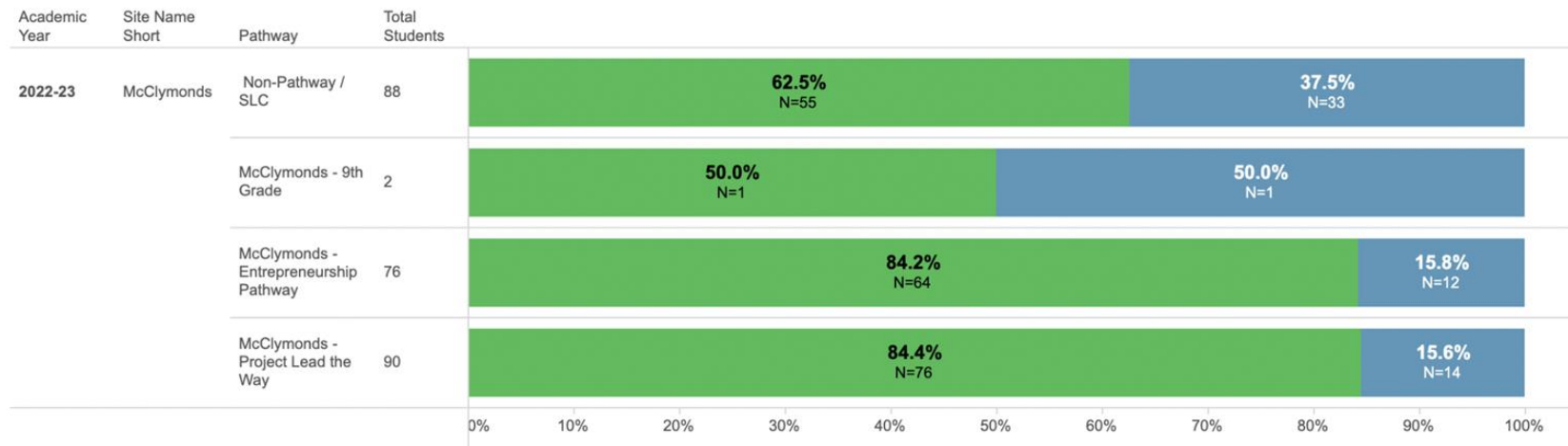
21.4% students with IEPs

School-Level Pathway Present Levels

Coliseum College Prep Academy (CCPA)

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	CCPA	Non-Pathway / SLC	26	53.8% N=14	46.2% N=12
		CCPA - Community Leadership and Service	291	77.7% N=226	22.3% N=65

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

23.6% students with IEPs

School-Level Pathway Present Levels

Life Academy

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

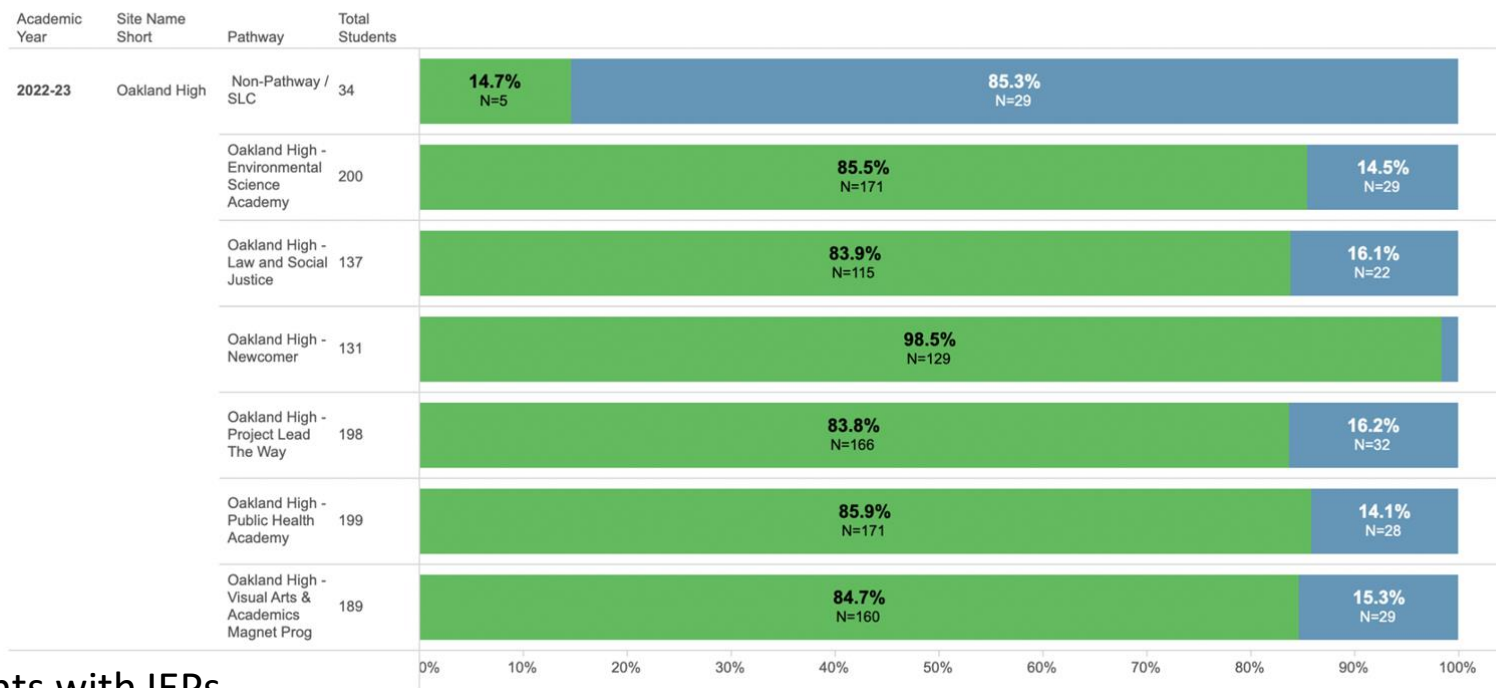| Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Life	Non-Pathway / SLC	66	66.7% N=44	33.3% N=22
		Life Academy - Health & Bioscience Academy	186	73.7% N=137	26.3% N=49
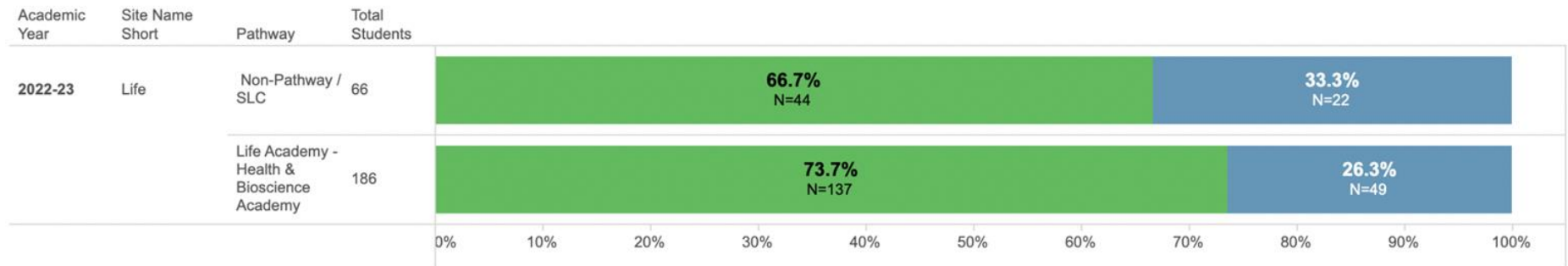
29.3% students with IEPs

School-Level Pathway Present Levels

Madison Upper

Pathway by Special Ed - Grade 9, 10, 11 and 1 more

Academic Year	Site Name Short	Pathway	Total Students		
2022-23	Madison Upper	Non-Pathway / SLC	140	**80.0%** N=112	**20.0%** N=28
		Madison Park - Engineering and Design	127	**83.5%** N=106	**16.5%** N=21
		Madison Park - Graphic Design	146	**91.1%** N=133	**8.9%** N=13

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
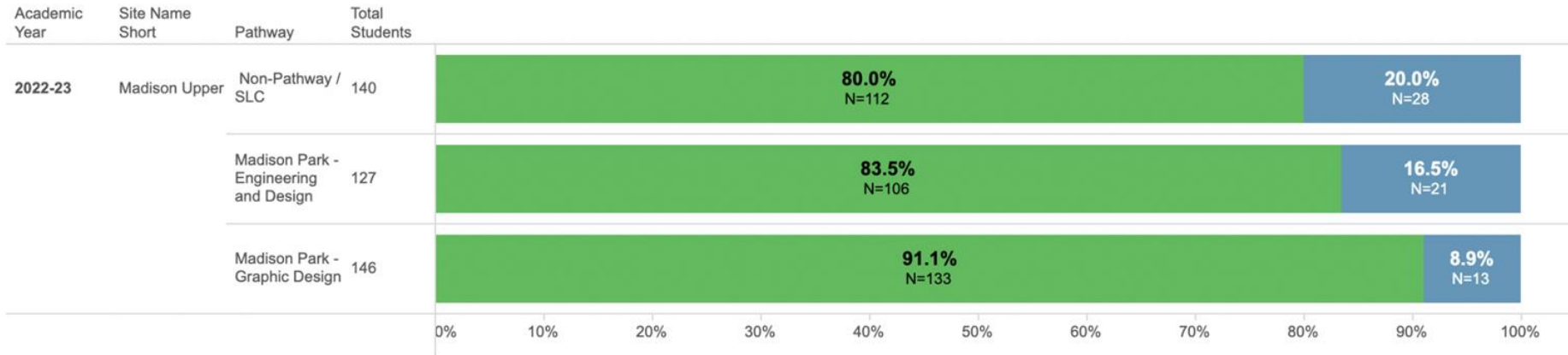
15.8% students with IEPs

Clarifying Questions
Time

Career Technical Education (CTE) Participation Data

What is CTE?

Career Technical Education (CTE) is program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. In OUSD, within each pathway, students take a CTE sequence of three courses including an introduction to that career sector, a concentrator class, and a capstone CTE class.

CTE courses are important because they bring relevant, real-world experience to what students are learning. This can spark interest for future schooling or work.
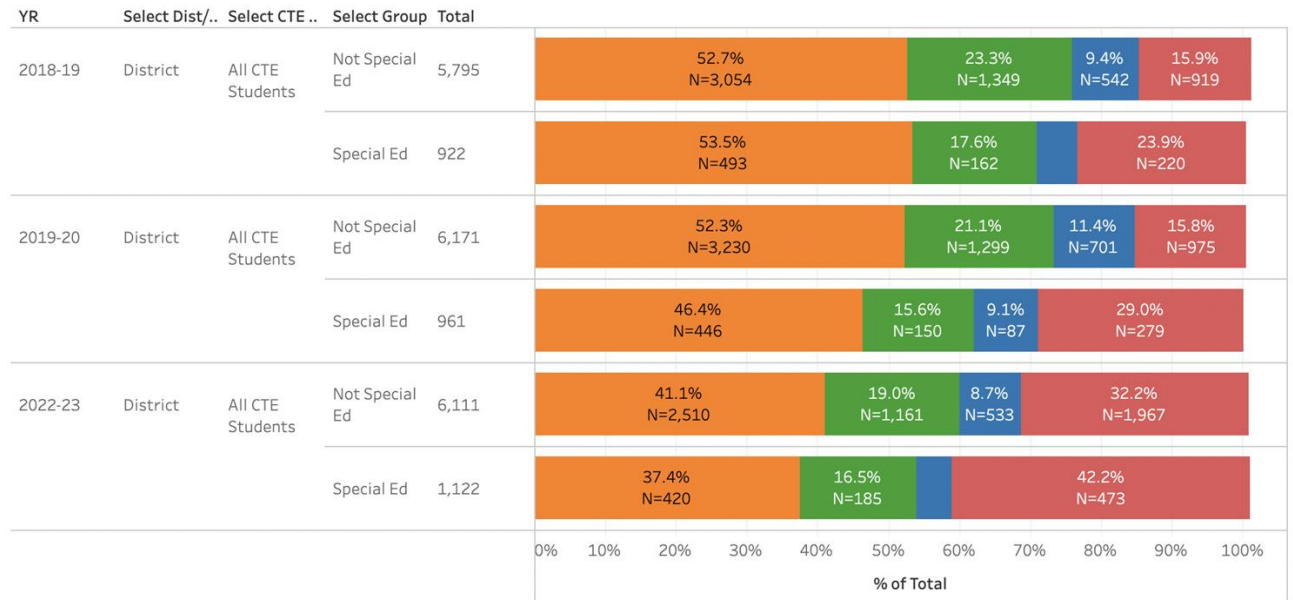
Participation Rates

CTE participation for students with IEPs has actually declined, along with the general population.

In '22-'23, 42% of students with IEPs had no CTE participation.

CTE Participation

YR	Select Dist/..	Select CTE ..	Select Group	Total	% of Total
2018-19	District	All CTE Students	Not Special Ed	5,795	52.7% N=3,054 / 23.3% N=1,349 / 9.4% N=542 / 15.9% N=919
			Special Ed	922	53.5% N=493 / 17.6% N=162 / 23.9% N=220
2019-20	District	All CTE Students	Not Special Ed	6,171	52.3% N=3,230 / 21.1% N=1,299 / 11.4% N=701 / 15.8% N=975
			Special Ed	961	46.4% N=446 / 15.6% N=150 / 9.1% N=87 / 29.0% N=279
2022-23	District	All CTE Students	Not Special Ed	6,111	41.1% N=2,510 / 19.0% N=1,161 / 8.7% N=533 / 32.2% N=1,967
			Special Ed	1,122	37.4% N=420 / 16.5% N=185 / 42.2% N=473

CTE Participation by Program Type

L
2.5%
M
11.3%
E
0.2%
C
4.7%
T
2.2%

I
13.5%

R
65.6%

This chart of CTE participation for students with IEPs shows that more than **three quarters of all students with IEPs participating receive support through Resource programs.**

Only **one student with Extensive Support Needs** was in a CTE course last year. Only **nine students from moderate programs** participated across all high schools.

Clarifying Questions

Time

Dual Enrollment Participation Data

What is Dual Enrollment?

The OUSD Dual Enrollment (DE) Program is open to all 9th-12th grade students at OUSD High Schools.

The college courses are Peralta College courses offered at the high school site (or virtually), typically during the school day, with Peralta College instructors.

Students receive both high school and college credit, and courses are completely free to students--students do not pay tuition/fees, books, supplies, or any costs associated with the college course. In passing the DE course, students receive a GPA boost on their OUSD transcript.

Participation Rates

This semester, **8.6% of participating students in Dual Enrollment have an IEP**. Last year, the average was 12.85%. The high school network is 18.6% students with IEPs.

| Dist/School/Path	Select Year/Term	Select Grade	Distinct Stu..		
District	2018-19 Fall	All Grades	930	8.3%	91.2%
	2018-19 Spring	All Grades	991	8.1%	90.3%
	2019-20 Fall	All Grades	854	9.1%	90.6%
	2019-20 Spring	All Grades	811	9.2%	90.8%
	2020-21 Fall	All Grades	956	7.2%	92.8%
	2020-21 Spring	All Grades	937		93.4%
	2021-22 Fall	All Grades	1,088	8.0%	91.9%
	2021-22 Spring	All Grades	1,093	12.2%	87.8%
	2022-23 Fall	All Grades	1,204	12.2%	87.8%
	2022-23 Spring	All Grades	1,055	13.5%	86.5%
	2023-24 Fall	All Grades	1,209	8.6%	91.3%

# of Students

Clarifying Questions

Time

Work-Based Learning Participation Data

Participation Rates

This bar graph shows the number of students with IEPs who participated in each type of work-based learning in blue.
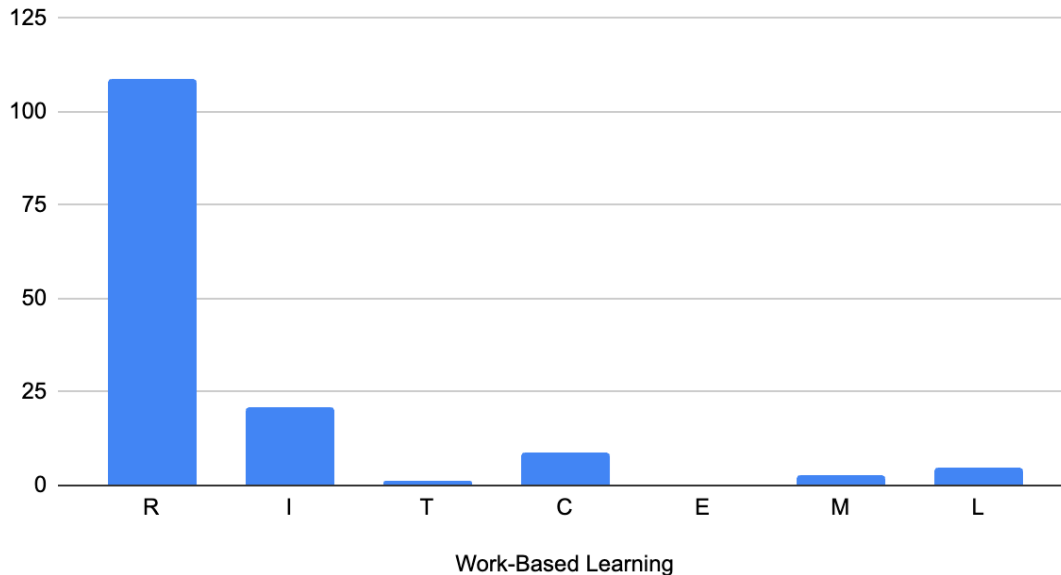
Students without IEPs are shown in red.
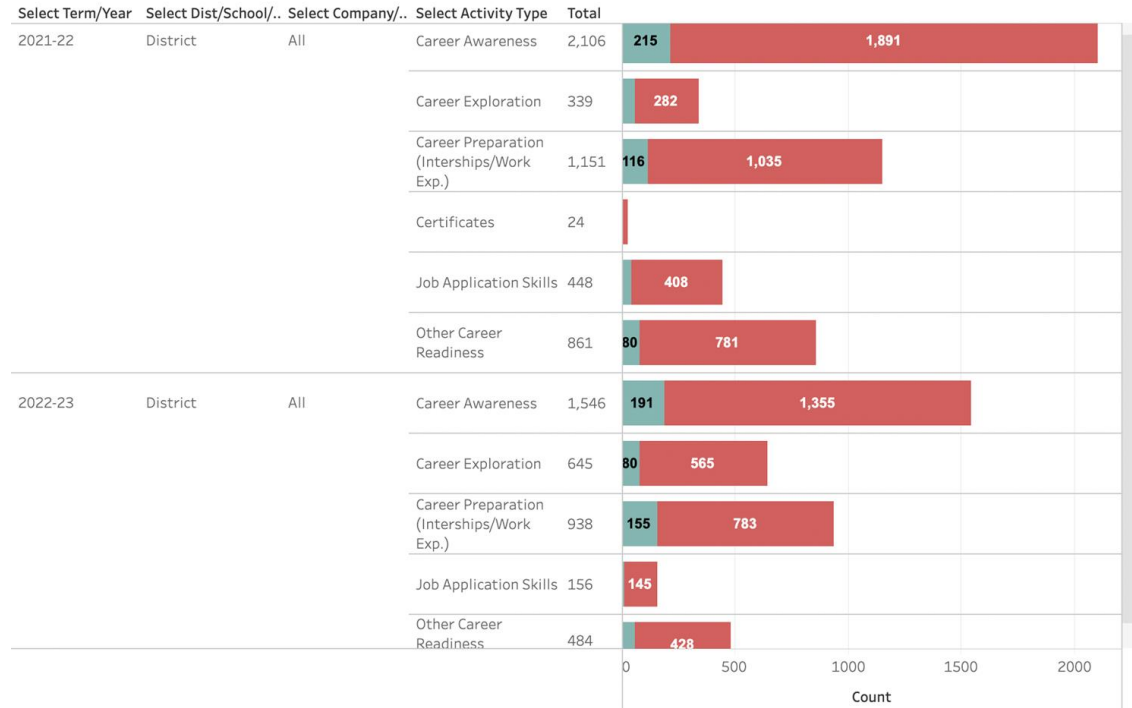
Work-Based Learning by Program Type

Work-Based Learning Participation by Program Type

This chart shows the number of students with IEPs participating in any type of work-based learning in the 2022-23 school year. Just over 88% of all students with IEPs participating in work-based learning are in Resource Specialist programs with mild-moderate disability impacts.

Clarifying Questions

Time

Discussion

Announcements, Appreciations Comments

10 minutes

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 DE 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/

Appendix: Glossary and Background Information about the OUSD Budget

What Are "Unrestricted" Dollars?

- Unrestricted dollars are dollars that districts may use for any educational purpose or program.

- Some unrestricted dollars are targeted.
  - Example: LCFF Supplemental & Concentration are considered "unrestricted," but must be used for specific student groups or schools.

# Why Must We Reduce Our Spending of Unrestricted Dollars Specifically?

- Unrestricted base dollars are the *only* funds available for many core district functions.

  - Example: Classroom teachers, principals, etc.

- Targeted or restricted funding can be used to supplement the base program, but cannot pay for the base program.

Where Are We Spending Base Unrestricted Dollars Right Now?

- At schools: Classroom teachers, principals/APs, custodians, Special Education services, facilities operations, and more.

- In the Central Office: Payroll/Fiscal, Labor/Legal, Academics, RAD, Communications, Nurses, Buildings & Grounds, Facilities, others
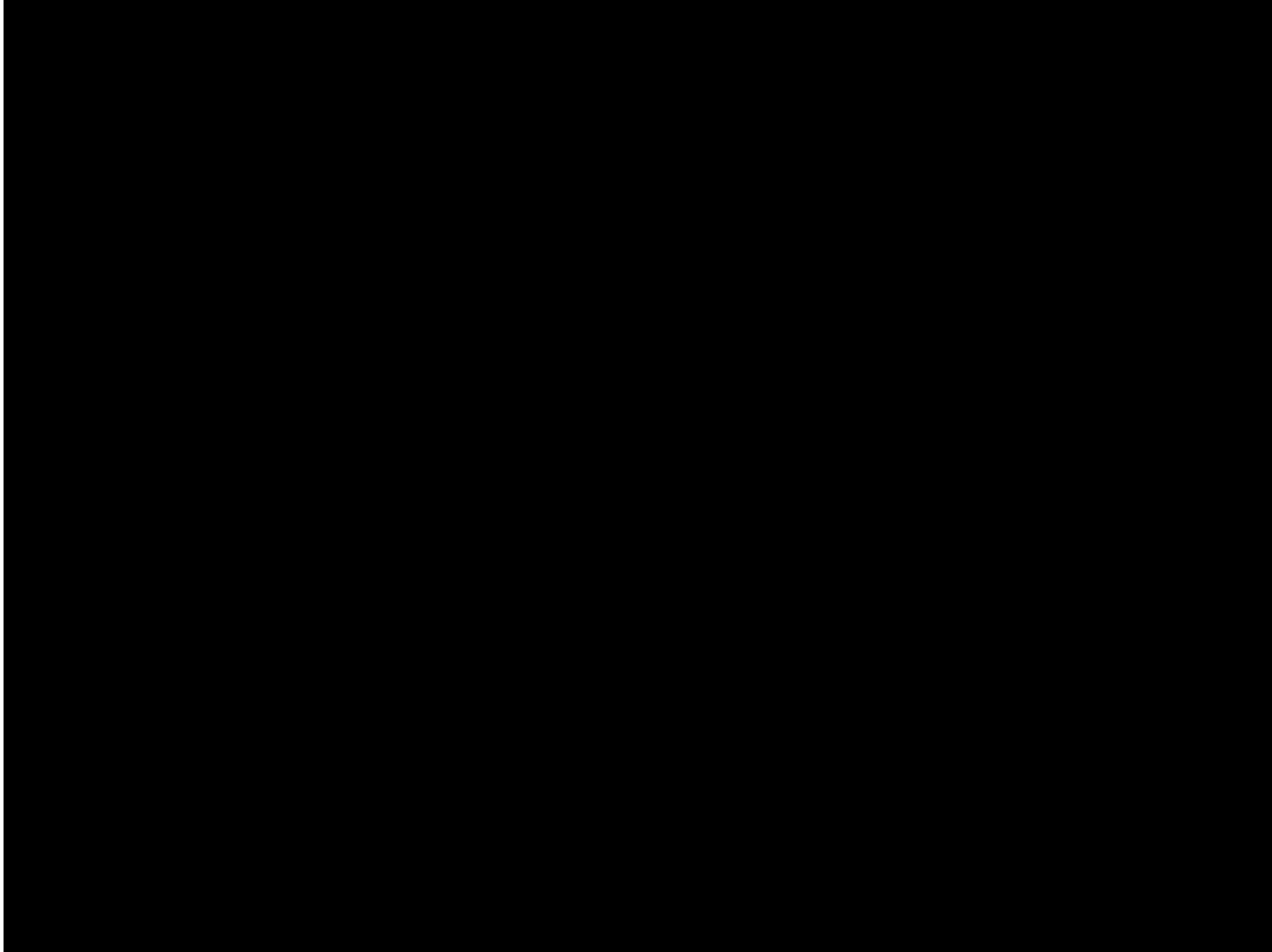
BALANCING THE BOOKS FOR OUR STUDENTS' FUTURE | 09.2024
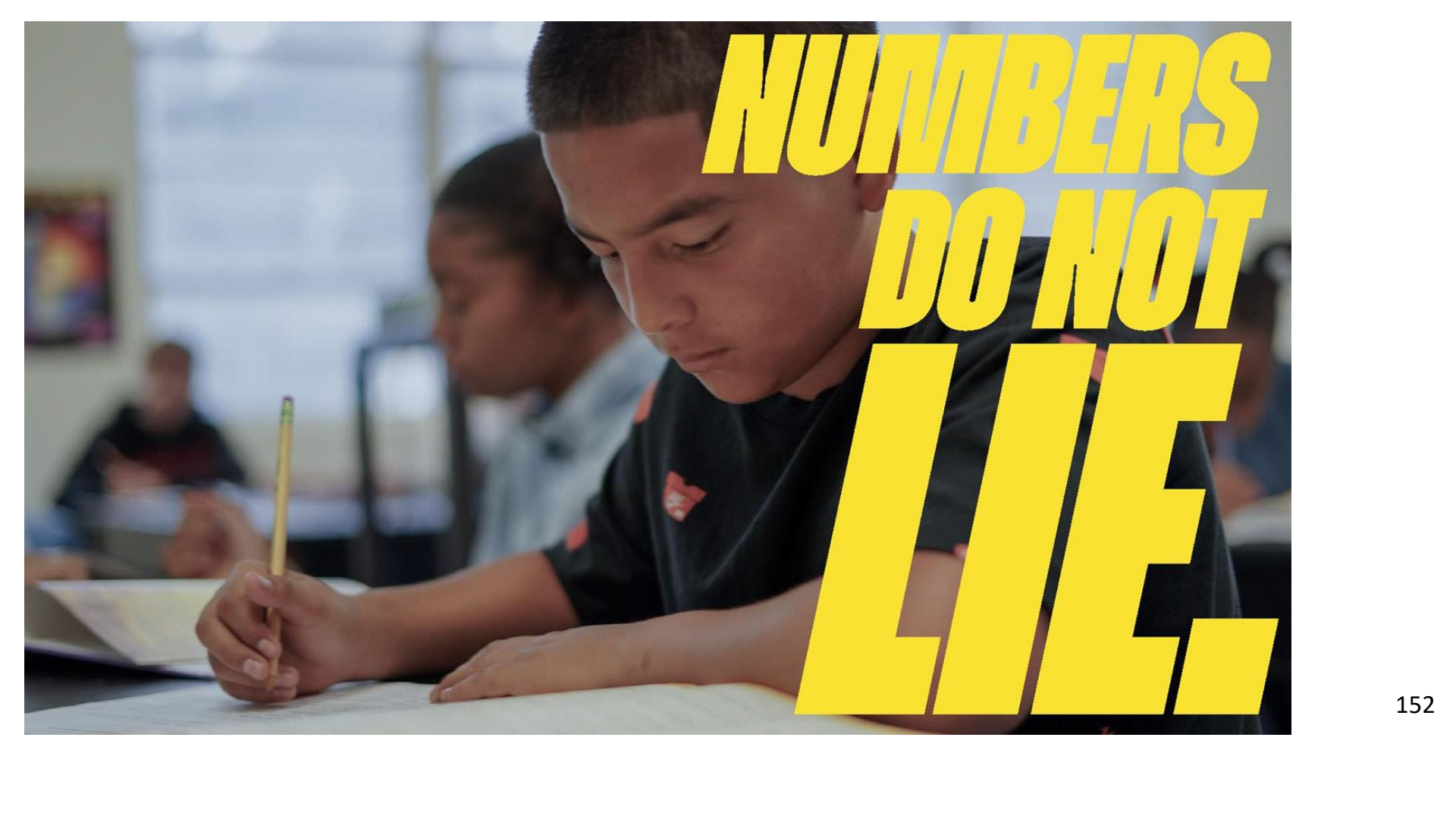
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUR CURRENT FINANCIAL CIRCUMSTANCES

PRESENT SOME CHALLENGES...

NUMBERS DO NOT LIE.

ON JUNE 30, 2025 OUSD IS PROJECTED TO HAVE $38MILLION IN THE BANK

If no action is taken, OUSD will not be able to adopt a budget in June 2025

because the projected 2025-26 year end budget will be -$48million.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

153

We have spent a lot of our savings and we are now spending our savings

to keep the district afloat. That can only last so long…

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

154

155
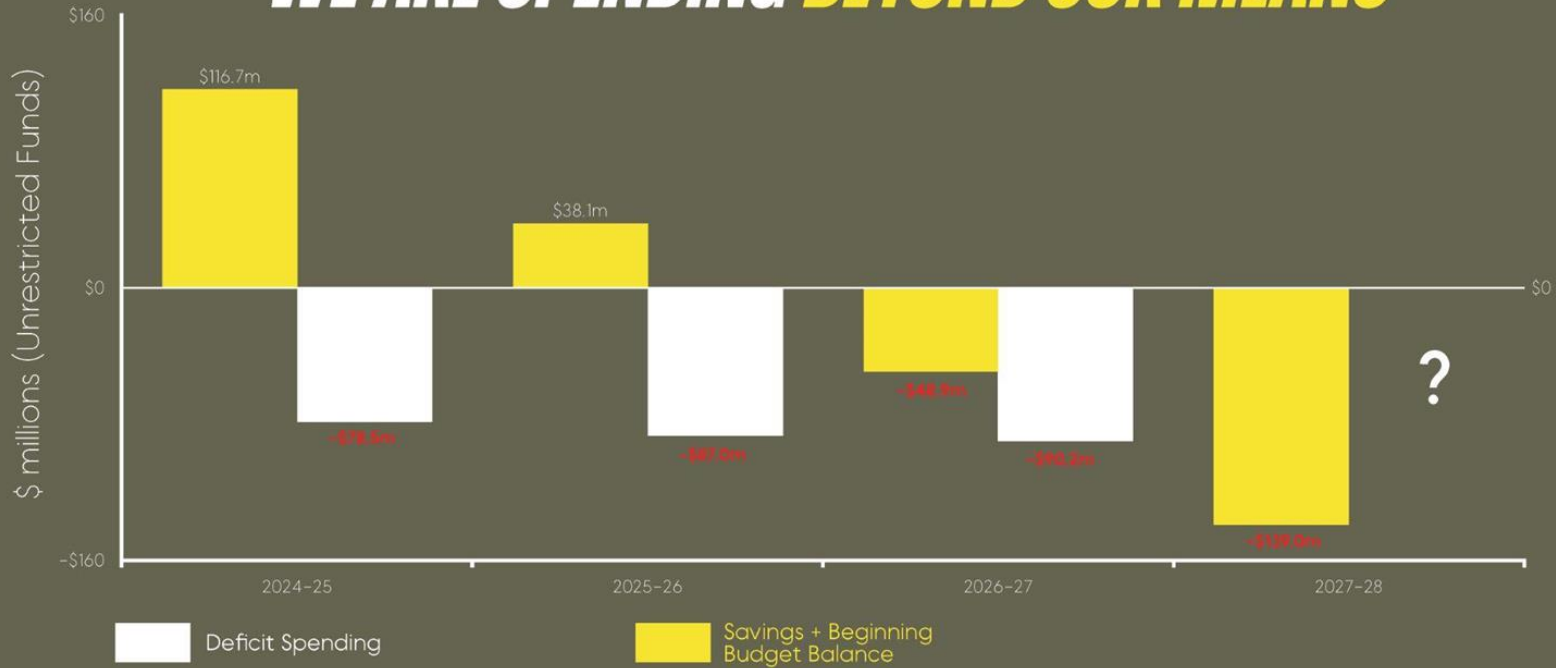
THE DEFICIT IS PROJECTED
INCREASE TO ALMOST $140 MILLION.

If we do nothing, OUSD will meet the necessary conditions to enter bankruptcy and state receivership. This happened in 2002, leading to receivership and a loan that has cost the school district upwards $120million over 22 years.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

156

$120million!

2024-25 MYP FUND BALANCE SUMMARY *UNRESTRICTED FUNDS*

	2024-25	2025-26	2026-27
Total Revenues	$499,233,399	$505,941,856	$522,332,186
Total Expenditures	$443,984,644	$455,541,554	$469,622,529
Excess (Deficiency)	$55,248,755	$50,400,302	$52,709,657
Other Expenditures/Contributions (Special Ed, Transportation, Ongoing Maintenance)	-$133,783,524	-$137,380,913	-$142,891,899
Net Increase (Decrease)	-$78,534,769	-$86,980,611	-$90,182,242
Adjusted Beginning Balance	$116,656,276	$38,121,507	-$48,859,104
Ending Balance, June 30 (E + F1e)	$38,121,507	-$48,859,104	-$139,041,346
Restricted Reserve	$150,000	$150,000	$150,000
Other Assignments	$279,945	$279,945	$279,945
Reserve for Economic Uncertainty	$26,111,129	$26,610,760	$26,944,821
Unassigned Unappropriated	$11,580,434	-$75,899,809	-$166,416,111

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

INVESTING IN OAKLAND TALENT

INCREASE IN SALARY

We made strategic investments in Oakland people and talent because we believe they are best equipped to connect with our students and provide positive and joyful experiences for all Oakland students. These Salary Increases have added significant cost to the overall budget and insufficient spending reductions have been put in place to account for those increases.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

INCREASES IN SALARY OVER TIME

161

20
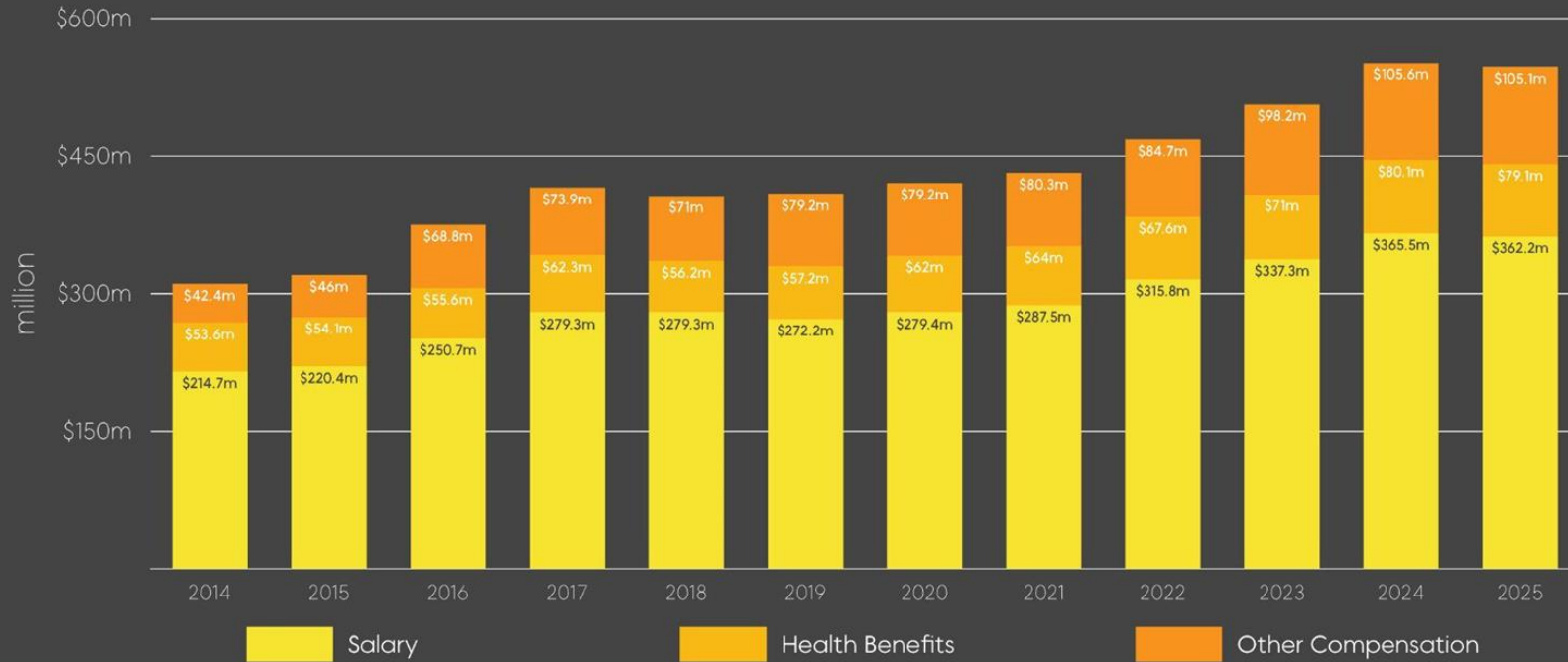
HOW DID WE GET HERE?

2024-25 MULTI-YEAR PROJECTION RESTRICTED FUNDS

	2024-25	2025-26	2026-27
Total Revenues	$267,939,835	$268,806,731	$272,610,396
Total Expenditures	$423,386,312	$428,483,792	$425,538,156
Excess (Deficiency) of Revenues Over	-$155,446,478	-$159,677,061	-$152,927,760
Total, Other Financing Sources/Uses	$130,783,524	$134,380,913	$139,891,899
Net Increase (Decrease)	-$24,662,954	-$25,296,148	-$13,035,861
Adjusted Beginning Balance	$157,619,459	$132,956,505	$107,660,357
Ending Balance, June 30	$132,956,505	$107,660,357	$94,624,496

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

163

FEWER STUDENTS. FEWER DOLLARS. SAME FOOTPRINT.

164

DECLINING CALIFORNIA STUDENT ENROLLMENT

SCHOOL DISTRICT	STATE PROJECTED CHANGE 2023 - 2033
FONTANA	-14%
FRESNO	-8%
MORENO VALLEY	-9%
OAKLAND	**-20%**
RIVERSIDE	-8%
SANTA ANA	-24%
SAN FRANCISCO	-16%
STOCKTON	-2%

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD HISTORICAL, CURRENT, AND PROJECTED ENROLLMENT

50.2K STUDENTS

34.1K STUDENTS

27.3K STUDENTS

2002-03 PAST

2023-24 PRESENT

2032-33 FUTURE

In the past, declining enrollment could be attributed to charter school expansion.

Now the issues are economic, specifically, the lack of affordable housing and the

increase in the cost of living.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

WHY ENROLLMENT IS DECLINING

Housing Units Constructed by Income Level, 2015-23

1,646

945

16,543

5%

4%

8%

900

83%

Over the last 9 years, only 9% of housing has been for "low" or "very-low" income.

● Above Moderate
● Moderate
● Low
○ Very Low

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

168
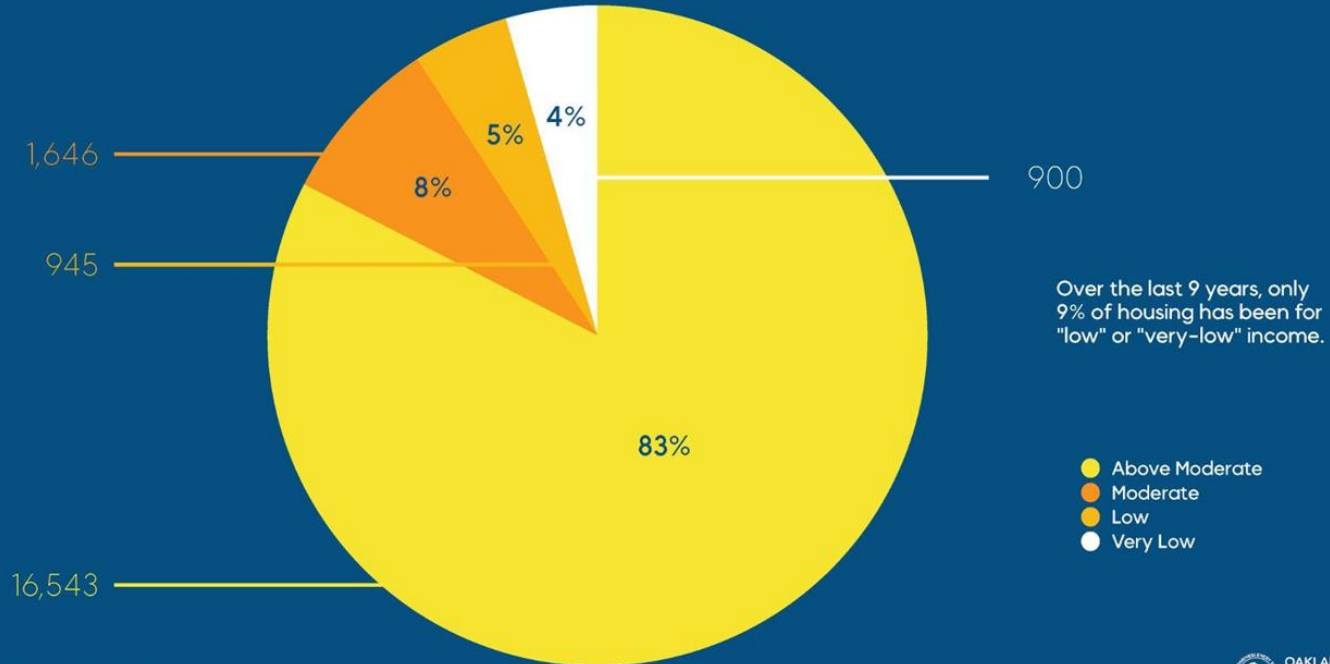
INFRASTRUCTURE NEEDS AND
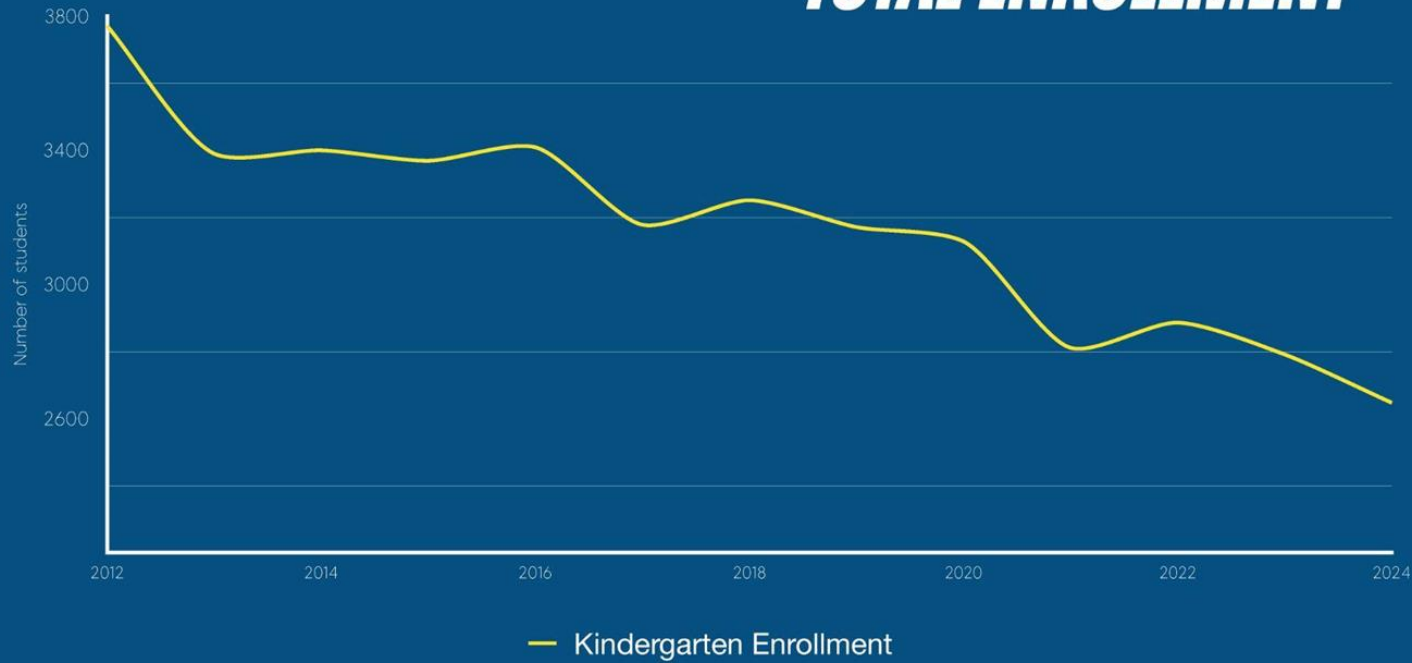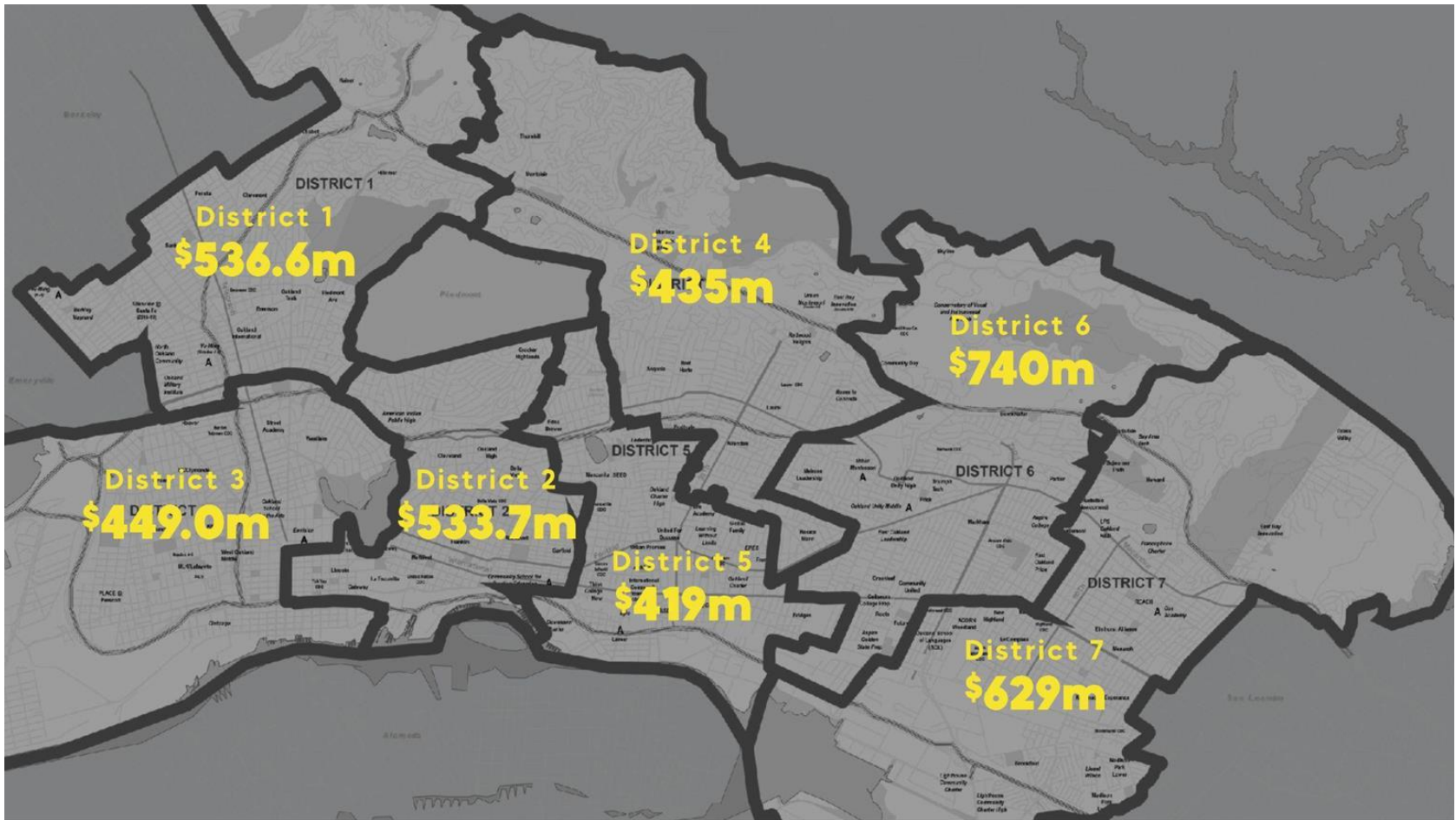MAINTENANCE COSTS

Declining **Kindergarten** Enrollment means the start of our

education continuum has increasingly fewer students.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

170

OUSD KINDERGARTEN
TOTAL ENROLLMENT

Kindergarten Enrollment

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

171

FACILITIES NEEDS
BY BOARD DISTRICT

The maintenance costs of schools play a critical role in determining the future cost of repairs. Regular maintenance helps prevent the deterioration of school infrastructure. Neglecting routine upkeep can lead to the accelerated aging of buildings, equipment failures, and structural damage. Outdated infrastructure means water quality issues, outdated or non-existent HVAC systems, and deteriorating buildings are all major issues OUSD must contend with in the near future.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

District 1
$536.6m

District 4
$435m

District 6
$740m

District 3
$449.0m

District 2
$533.7m

District 5
$419m

District 7
$629m

$4.2 billion

Total Deferred maintenance cost

FACILITIES
AND INFRASTRUCTURE

80 District-Run Schools/Programs

8 OUSD PreK CDC

1 Adult Education/Community Based Organization

16 Charters on District Facilities

297 District buildings

6 Vacant Properties

3 Vacant/Leased Properties

108
FACILITIES & CAMPUSES

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

175

FACILITIES *AND INFRASTRUCTURE*

School District	Number of Students	Number of Schools
Los Angeles	435,958	778
Fresno	73,381	98
Long Beach	69,708	81
San Francisco	58,705	104
Stockton	40,627	45
Riverside	40,083	48
Fontana	35,461	45
Fremont	34,782	41
Oakland	**34,428**	**80**
Twin Rivers	33,008	43
Anaheim	28,404	21
San Jose	25,677	42
Hayward	21,638	31

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

176

Every time we use resources to manage a vacant facility, we take resources from students

that are in schools that need time and attention.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

DISTRICT RUN SCHOOLS & CHARTER SCHOOLS

DISTRICT RUN SCHOOLS
AND CHARTER SCHOOLS
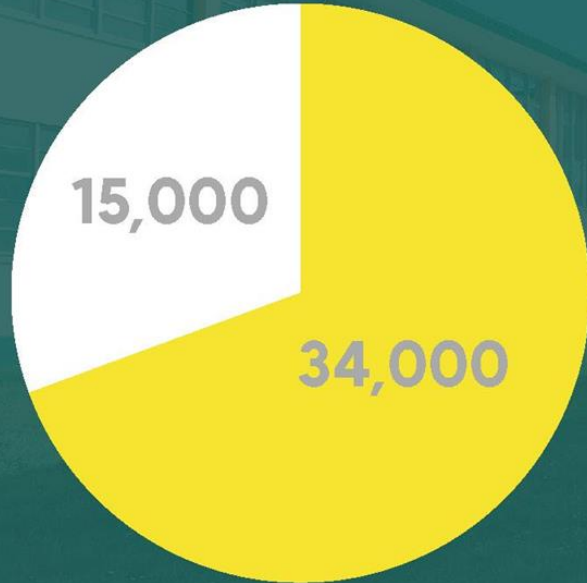
15,000

34,000

There are roughly 49,000 students in Oakland Public Schools. 34,000 attending district schools and 15,000 attending Charter Schools.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

DISTRICT RUN SCHOOLS
AND CHARTER SCHOOLS

You may hear people say, why don't we close all the charter schools?

Parents and families choose schools for their children based on their family needs.
Lots of charter renewals are coming up, and while there is no way to unilaterally close all charter schools, we can focus on improving quality in our own schools and also writing policy and developing scaffolding that moves charters toward improved quality and closing those charter schools that don't meet the legal requirements. Just like in OUSD district run schools, there is a process for school consolidations. Charters have a complex process as well and it takes time.

38

OUSD COMMUNITY SCHOOLS

QUALITY COMMUNITY SCHOOLS

Quality Community Schools are anti-racist and inclusive communities that focus on the needs of every student by providing a rigorous educational program that builds on their strengths, draws out their potential, and interrupts predictable cycles of oppression.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD COMMUNITY SCHOOLS

Investment in services that are embedded within a Multi-Tiered System of Support in both wraparound social-emotional supports and academic supports:

1. Modernized facilities and technology to support 21st century learning
2. Attendance Teams improve students attendance at school;
3. Academic acceleration to bring students on or above grade level;
4. Wraparound supports: Mental Health, Restorative Justice & Peer Restorative Justice, Student Council;
5. Joyful schools with expansive arts, music and sports programming;

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

183

7. **A-G opportunities at all high schools and for all students;**

8. **Opportunities for STEAM, integrated curriculum, and pathways**

9. **Staff to build communication, engagement & partnerships that support students and families;**

10. **Build Expanded Learning Opportunities with After school and Summer Learning; and**

11. **Health and Wellness Services & School-Based Health Centers.**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

184

HOW DO WE FULLY STAFF A COMMUNITY SCHOOL?

COMMUNITY SCHOOLS STAFFING: SYSTEMS & STRUCTURES

ATTENDANCE IMPROVEMENTS

- Case Manager(s) or Outreach Consultants
- Arts & Electives, OAL
- Targeted Student Supports (AAFE, AAMA, LSA, APISA)

MENTAL HEALTH SERVICES

- On-site staff/services through agency partnerships; OR
- Social worker.
- Behavior Specialists.
- School based health centers & associated staff (Secondary)

ACADEMIC SUPPORT

- Tutors
- Early Literacy Teachers
- Acceleration Teachers
- Library Services

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

COMMUNITY SCHOOLS STAFFING: SYSTEMS & STRUCTURES

COMMUNITY SCHOOLS MANAGEMENT
FAMILY ENGAGEMENT

- Community Schools Manager OR
- Community Assistant / Family Resource Coordinator

AFTER- SCHOOL PROGRAMMING

- Expanded Learning Coordinator and Staff
- After School Literacy Support

SAFETY

- Noon Supervisors
- Culture Keepers
- Restorative Practices

PATHWAYS IN HIGH SCHOOLS

Standard Linked Learning Pathway Model
- Pathway Coach
- Dual Enrollment Specialist
- Work-Based Learning Liaison
- Career Transition Specialist
- College and Career Readiness Specialist
- Pathway Director
- Academic Counselor
- Case Manager
- Assistant Principal

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

187

HOW DO WE BUILD THE SYSTEMS AND PRACTICES THAT ALLOW
US TO PRIORITIZE JOYFUL LEARNING IN ALL OF OUR SCHOOLS?

RE-ENVISION.
REDESIGN.
RESTRUCTURE.

189

RE-ENVISION

Recently, the school board unanimously passed the 3Rs Resolution. It outlines three main components of work for OUSD – led by the school board and superintendent: transformational school redesign using the sustainable community schools model, a citywide re-envisioning process to determine OUSD's future footprint, and the development of a restructuring plan for the District's services and staff.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

190

REDESIGN & RESTRUCTURE

1. **Decreasing expenditures.**

2. **Reducing the size of our footprint.**

3. **Generating revenue from our real assets.**

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

191

WHAT'S AHEAD?

NEW OPPORTUNITIES AHEAD

1. **Improving College and Career Readiness.**

2. **Enrolling more students in OUSD schools.**

3. **Paying off the state loan and exiting state receivership and not re-entering state receivership.**

4. **Continued Investment in Community Schools.**

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

NEW OPPORTUNITIES AHEAD

5. **Increasing Joyful Experiences for teachers and students.**

6. **Address the deficit spending challenge and invest in our future.**

7. **Improved Real Asset Management and Revenue Generation.**

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

194

SOLUTIONS

1. What are some other considerations?

2. What other solutions should we consider?

3. How can you support our best thinking?

Updated Menti link:

https://www.menti.com/aln91o6rr8d y

What is the Timeline for Reductions?

Fall 2024:   Budget and three Rs conversations across the district

Dec. 2024:   Expected Board decisions on school changes and budget-balancing solutions

Jan. 2024:   2025-26 Budget Development process begins; ongoing implementation of school changes and District

Questions

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 DE 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/