

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

# LCAP Parent & Student Advisory Committee

### Members of the Parent and Student Advisory Committee

Student Members: **Ariana Astorga Vega** (Oakland Tech), **Lina Nguyen** (Skyline)

District 1: Caitlin Khurshid (Chabot), Tierney Freed (Peralta), Sami Goski (Sankofa), Michelle Leonce-Coker (Claremont)

District 2: Colin Dentel-Post (Cleveland), Liliana Hernández (Roosevelt)

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

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

District 5: **Virginia Gilbert** (Fruitvale), **Regina Chales Lorenzo** (Bridges, DELLS), **Luz Gómez** (SEED, DELLS), **Regina Bellow** (Fremont)

District 6: **Elham Omar** (Lockwood, DELLS), **Tanisha Rounds** (CCPA, Lockwood), **Wedad Algahim** (Lockwood, DELLS), **JT Mates-Muchin** (Skyline)

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

We have spent the last two weeks regrounding in our June 2024 recommendations for the LCAP and studying specific actions and investments in greater detail.

Of our general recommendations for the LCAP, this one generated the lengthiest conversation:

"For all types of centrally-funded positions or services: explain [within the LCAP] the criteria for assigning them to schools and students."

This is essential for all OUSD stakeholders as we transition to a more centralized process for allocating positions and dollars.

We surveyed our members about the actions that they would like to study in depth. As a result, we discussed the following actions and their related investments in greatest detail:

- 1.1 Strong Readers: Early Literacy & Secondary Literacy
- 1.2 Excellence in Science, Technology, Engineering, Mathematics
- 1.7 College and Career for All
- 1.9 Data-Driven Decision-Making
- 2.4 Supports for Students with Disabilities
- 2.8 English Learner Achievement (incl. role of multilingual programs)
- 2.11 Alternative Education
- 3.1 Safe and Welcoming Schools
- 3.6 Youth Engagement and Leadership
- 3.8 Quality Learning Environments

# **Goals of Our Study**

- → Identify next steps for advancing PSAC's
  June 2024 recommendations about those actions
- → Identify next steps for evaluating how well those actions are being implemented

Join us at our May 21st meeting, where we will discuss and formally adopt our recommendations for the 2025-26 LCAP.

# District English Language Learners Subcommittee

### Members of the District English Language Learners Subcommittee

<b>Melissa Ramírez- Medina</b> Bret Harte	<b>Lateefa Ali</b> MLA	<b>Elham Omar</b> Lockwood STEAM
<b>Marina Muñoz</b> Madison 6-12	Erika Santiago & Liliana Hernandez Manzanita Community	<b>Wedad Algahim</b> CCPA
Regina Chales Lorenzo Bridges	<b>Lorna Sánchez</b> Esperanza	<b>Sonia Espejel</b> Korematsu
<b>Juana Peña</b> ICS	Marlen Bernardez & Nereida Bravo Glenview	<b>Rosario Dueñas</b> Global Family
<b>Yan Liang</b> Montclair		



On April 24th we discussed outcomes on the following LCAP indicators for English Language Learners and actions that have contributed to those outcomes:

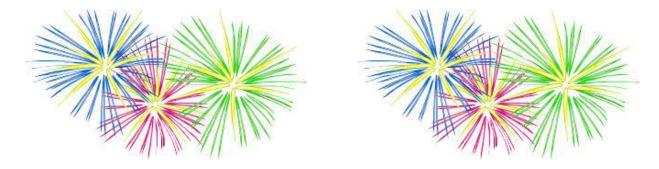
- 1. Graduation Rates
- 2. Reclassification Rates
- 3. English Learner Progress
- 4. Enrollment in Designated English Language Development
- 5. Participation in the English Language Proficiency Assessment of California (ELPAC)
- 6. Chronic Absenteeism
- 7. ELPAC Targets for Newcomer Students
- 8. Establishment of Freestanding Site ELL Subcommittees

# We are generally on track to meet our Year 1 LCAP targets for these ELL student outcomes!

At the same time, we continue to seek better use of disaggregated data to address equity gaps, especially for disabled English Language Learners with IEPs.

As the we enter the second year of the LCAP in 2025-26, we will focus more closely on that type of disaggregated data.

We will also focus more closely on the DELLS priority for which the LCAP does not have any targets, access to translation and interpretation.



We celebrate progress on one of our priorities: Establishment of freestanding Site English Language Learner Subcommittees at schools.

We aim to stop the practice of School Site Councils absorbing SELLS and weakening their role.

About 20% of schools have established freestanding SELLS, up from 5.7% in 2023-24.

# These are the schools that have established freestanding SELLS:

Emerson, Sankofa, Oakland Tech, Garfield, Hoover, Prescott, Allendale, Montera, Fruitvale, International Community, Manzanita Community, Manzanita Seed, Think College Now, Claremont, Esperanza, Grass Valley, Korematsu, and Reach



We ask that you recognize their commitment to voice and leadership for families with ELL students!

We look forward to sharing our feedback for the 2025–26 LCAP in the coming weeks and to advising on our ELL Master Plan before its adoption in August.



We will hold our first meeting of the 2025-26 school year on Thursday, August 28th.

Link and meeting details at

ousd.org/calendar

# Community Advisory Committee for Special Education

# Members of the CAC for Special Education

Lateefa Ali (MLA, OAK), Lena Anthony (Joaquin Miller), Mike Beebe (Chabot), Jennifer Blake (Executive Director), **Carol Delton** (Community Member), **Ashley Demelo** (Montclair), **Sheila Haynes** (Sojourner Truth), **Denise Huffstluter** (Fremont), Cynthia Gutiérrez, (Yuk Yau CDC), Patty Juergens (La Escuelita), Corvetta Kirtman (Oakland Tech), Alan Pursell (Edna Brewer), Joe Manekin (Montclair), Coriander Melious (Castlemont, Dewey), **Anna Realini** (Oakland High, Joaquin Miller), **Tiffany Stewart** (Madison 6-12) Sayuri Valenza (Bret Harte), Inga Wagar (Oakland High), JD Woloshyn (MLA, Brewer), Kristen Zimmerman (Young Adult Program)

### **A Very Important Announcement!**

By UNANIMOUS decision of the Measure N/H Commission, the Young Adult Program (YAP) will receive FULL IMPLEMENTATION of Measure H funding for the 25-26 school year.

This would not have happened without the advocacy of students, families, and staff in the CAC and YAP.

We are also expecting the Measure N/H Commission to introduce an amendment to approve the equivalent of the full funding that YAP would have received in the 24-25 school year, as well as planning grant funding that they would have received in 2023-24.

We urge the School Board to vote for adoption of this amendment.



# Highlights from our April 14th Meeting

# The main topic of our April 14th meeting: All about Special Education Contracts in OUSD

## We discussed these questions:

- 1. Why do we contract for services?
- 2. Who are the contracted entities and what services do they provide?
- 4. What is the cost of each of our Special Education contracts?
- 5. What contracts do we project to have in 2025-26?
- 6. Can OUSD use direct hires to provide the contracted services? Why? Why not?

### The current Special Education contracts provide:

- 179 behavior technicians
- 55.2 speech language pathologists
- 22.4 school psychologists
- 17 licensed vocational nurses
- 11.4 speech language pathology assistants

## Contracts also provide ≤ 4 of each of the following:

virtual teachers or teachers for IEP coverage during leaves social workers

occupational therapists

educational audiologists

braillists

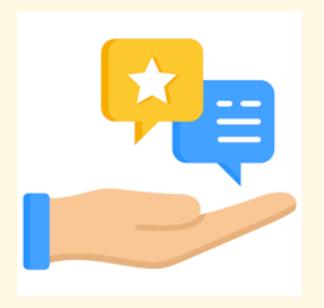
ASL interpreters

We learned how much students rely on contracted Special Education services at this time.

**For example:** if we did not contract Speech & Language Therapists (SLPs), we would only have 50% of the SLPs we need. At least 1800 students would not get their required speech services.

We also discussed what could be the pros and cons of working under contract and of working as a direct hire.

We look forward to ongoing and thoughtful conversation about the role of contracted services in supporting the needs of students.



# Preparing to Advise on the 2025-26

As we enter year 2 of this LCAP, we continue to have grave concerns about the LCAP's <u>very limited</u> role in

improving the disability-related services that students receive OR

improving the access that disabled students are having to the many types of instruction, support, and service that are described within it.

We must require clear access and accessibility targets from all schools and departments.

We look forward to sharing our recommendations for the 2025-26 LCAP in the next few weeks.



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

Join us on 2nd Mondays.

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

- Check us out on Facebook at CAC4SpEdOUSD.
- ✓ Email us at <u>cacoakland@gmail.com</u>.
- You can also follow us on Instagram:





# COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

2<sup>ND</sup> MONDAY OF THE MONTH

\*except for holidays 6-8:30 pm

www.ousd.org/calendar

Meeting details & Zoom link at

We provide Spanish, Arabic & Chinese interpretation.

Additional languages by request.

Meeting materials in committee folder at <a href="https://www.ousd.org/LCAP">www.ousd.org/LCAP</a>

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

**AUGUST 18\*** 

**SEPTEMBER 8** 

**OCTOBER 20\*** 

**NOVEMBER 10** 

**DECEMBER 8** 

**JANUARY 12** 

**FEBRUARY 9** 

MARCH 9

**APRIL 13** 

**MAY 11** 



To get this flyer

Join us on Monday, August 18th for our first meeting of the 2025-26 school year.

ousd.org/calendar

# Foster Youth Advisory Committee

## **Our Members**

Students, Foster Parent/Caregivers: 1) Shelley González (Brewer, Oakland High)

2) Patty Juergens (La Escuelita), 3) RocQuel Johnson (OUSD Graduates)

Community Members: Organizations, Agencies, Individuals:

4) Miriam Vasquez (ACOE), 5) Ixchel Mayorga (ILP), 6) Kristin Windley (EBCLO)

**OUSD Foster Youth Services**: 7) **Jennifer Tam** (FYS Coordinator),

- 8) Anthony Bell (OUSD FY Case Manager), 9) Jesse Miller (OUSD FY Case Manager),
- 10) Miranda Magee (OUSD FY Case Manager)

Other OUSD Staff and Leaders: 11) Tara Gard (Talent Division),

12) Jerome Gourdine (Office of Equity), 13) Vancedric Williams (School Board)





The members of the Foster Youth Advisory Committee have weighed in.

After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, 7 out of 8 members agreed to present policy recommendations to you, our School Board directors, for consideration and adoption.

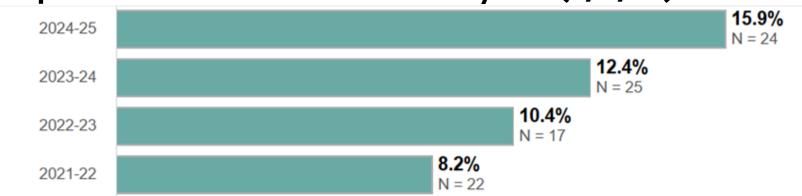
The policy changes would help to decrease and prevent foster youth suspensions by ensuring that:

- 1) pre-suspension interventions take place,
- 2) there is communication and collaboration with the foster youth's adult team and the foster youth themselves.

The policy changes also include specific post-suspension actions to prevent recurring suspensions and strengthen the connection foster youth have to their schools.

# Foster students urgently need these policy changes.

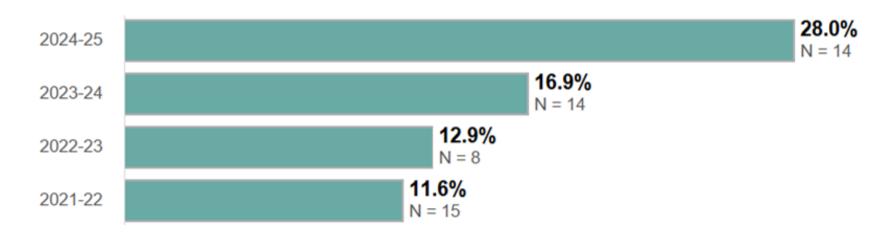
Suspended Foster Students as of day 164 (5/8/25)



Suspended Students Who Are Not Foster Youth as of Day 164



# Suspended Foster Students with IEPs as of Day 164



# Link to the Policy Recommendations: <a href="mailto:tinyurl.com/3crvr8us">tinyurl.com/3crvr8us</a>

These policies would be incorporated within BP 5144.1 and related Administrative Regulations. boepublic.ousd.org/Policies.aspx

We urge adoption of these policy recommendations so that they can begin to be implemented in the 2025-26 school year.

Join us on Tuesday, August 26th for our first meeting of the 2025-26 school year.

ousd.org/calendar











