OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District Advisory Committees
Fall 2025 Calendar of Meetings and Events

M. Aug. 11 — **First Day of School**

W. Aug. 13 — All Committees Report to the School Board

M. Aug. 18
6 pm — **Community Advisory Committee for Special Education**
The CAC meets regularly at 6pm. Go to ousd.org/calendar for exact meeting times and zoom links.

W. Aug. 20
5:30 pm — LCAP Parent & Student Advisory Committee
PSAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

Th. Aug. 28
4:30 pm — **District English Language Learners' Sub-Committee:**
DELLS meets regularly at 6:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

T. Aug. 26
5:30 pm — **Foster Youth Advisory Committee**
FYAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

M. Sept. 1 — **Labor Day**

M. Sept. 8 — **Community Advisory Committee for Special Education**

W. Sept. 10 — All Committees Report to the School Board

W. Sept. 17 — LCAP Parent & Student Advisory Committee

T. Sept. 30 — **Foster Youth Advisory Committee**

Th. Sept. 25
6:30 pm — **District English Language Learners' Sub-Committee**

W. Oct. 8 — All Committees Report to the School Board

M. Oct. 13 — **Indigenous Peoples' Day**

W. Oct. 15 — LCAP Parent & Student Advisory Committee

M. Oct. 20 — **Community Advisory Committee for Special Education**

Th. Oct. 23 — **District English Language Learners' Sub-Committee**

T. Oct. 28 — **Foster Youth Advisory Committee**

M. Nov. 10 — **Community Advisory Committee for Special Education**

T. Nov. 11 — **Veterans' Day**

W. Nov. 12 — All Committees Report to the School Board

W. Nov. 19 — LCAP Parent & Student Advisory Committee

**M. Nov. 24 -
F. Nov. 28** — **Thanksgiving Break**

T. Dec. 2 — **Foster Youth Advisory Committee**

Th. Dec. 4 — **District English Language Learners' Sub-Committee**

M. Dec. 8 — **Community Advisory Committee for Special Education**

W. Dec. 10 — All Committees Report to the School Board

W. Dec. 17 — LCAP Parent & Student Advisory Committee

**M. Dec. 22 -
F. Jan. 2** — **Winter Break**

For more information contact Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District Advisory Committees
Spring 2026 Calendar of Meetings

T. Jan. 6 — **First Day of Spring Semester**

M. Jan. 12 — **Community Advisory Committee for Special Education**
The CAC meets regularly at 6pm. Go to ousd.org/calendar for exact meeting times and zoom links.

W. Jan. 14 — **All Committees Report to the School Board**

M. Jan. 19 — **Martin Luther King, Jr. Day**

W. Jan. 21
5:30 pm — **LCAP Parent & Student Advisory Committee**
PSAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

T. Jan. 27
5:30 pm — **Foster Youth Advisory Committee**
FYAC meets regularly at 5:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

Th. Jan. 29
6:30 pm — **District English Language Learners' Sub-Committee**
DELLS meets regularly at 6:30 pm. Go to ousd.org/calendar to confirm meeting times and to get zoom links.

M. Feb. 9 — **Community Advisory Committee for Special Education**

W. Feb. 11 — **All Committees Report to the School Board**

M. Feb. 16 — **Presidents' Day**

W. Feb. 18 — **LCAP Parent & Student Advisory Committee**

T. Feb. 24 — **Foster Youth Advisory Committee**

Th. Feb. 26 — **District English Language Learners' Sub-Committee**

M. Mar. 9 — **Community Advisory Committee for Special Education**

W. Mar. 11 — **All Committees Report to the School Board**

W. Mar. 18 — **LCAP Parent & Student Advisory Committee**

Th. Mar. 26 — **District English Language Learners' Sub-Committee**

T. Mar. 31 — **Foster Youth Advisory Committee**

F. Apr. 3 — **César Chávez Day**

**M. Apr. 6 -
F. Apr. 10** — **Spring Break**

Apr. Date TBD — **All Committees Report to the School Board**

M. Apr. 13 — **Community Advisory Committee for Special Education**

W. Apr. 15 — **LCAP Parent & Student Advisory Committee**

Th. Apr. 23 — **District English Language Learners' Sub-Committee**

T. Apr. 28 — **Foster Youth Advisory Committee**

M. May 11 — **Community Advisory Committee for Special Education**

W. May 14 — **All Committees Report to the School Board**

W. May 20 — **LCAP Parent & Student Advisory Committee**

For more information contact Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

Monthly Evening Meetings and Key Deliverables–OUSD Advisory Committees–as of 8/6/25

1st Mondays	**CAC Local Plan Subcommittee** (Spring) **CAC Special Dialogues** (as needed)
1st Tuesdays	PSAC Planning Meeting (Goals and Overview for the Month)
1st Wednesdays	*Posting of Board Reports, Posting of Materials for CAC Public Meeting*
1st Thursdays	DELLS Planning Meeting

2nd Mondays	**CAC Public Meeting**
2nd Tuesdays	PSAC Planning Meeting (Agenda Setting)
2nd Wednesdays	**PSAC Report at School Board Meeting** *(Posting of Materials for PSAC Public Meeting)*
2nd Thursdays	DELLS Working Group on Site Committees
	As Needed (rescheduled meetings, member work, etc.)

3rd Mondays	FYAC Planning Meeting
3rd Tuesdays	PSAC Planning Meeting (Run-Through for Public Meeting)
3rd Wednesdays	**PSAC Public Meeting**
3rd Thursdays	*Posting of Materials for DELLS Public Meeting*
	CAC Working Group: Staff Recruitment & Retention
	CAC Working Group: Support for Middle School Black Students w/ IEPs
3rd Fridays	*Posting for FYAC Public Meeting (Sometimes 4th Friday)*, DELLS Run-Through Meeting

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4th Mondays	CAC Planning Meeting
4th/5th Tuesdays	**FYAC Public Meeting*,** PSAC Reflection and House-Keeping Meeting**
4th Wednesdays	*School Board Meeting*
4th Thursdays	**DELLS Public Meeting**
4th Fridays	*PSAC Newsletter for Members*

*FYAC meets on the last Tuesday of the month. Thus, the committee can sometimes meet on a 5th Tuesday.

**PSAC has its Reflection and Housekeeping Meeting on 4th Tuesdays.

Link to the presentation that details the process undertaken by each committee to develop these recommendations: https://tinyurl.com/3esssr4x

🟧 Presentation Copy of Committee Recommendations for the 2025-26 LCAP--6.11.25

LCAP PARENT AND STUDENT ADVISORY COMMITTEE (PSAC)

We, the members of PSAC, ask that all responses and information requested in each of the 2025 recommendations **be incorporated into the LCAP** *in the appropriate sections.*

When it is not possible to do so, we ask that a document containing the information be attached to the LCAP as an appendix. Each document attached as an appendix should be clearly referenced and linked within the appropriate section(s) of the LCAP.

Recommendations

1. For all centrally-funded positions or services that are mentioned in the LCAP and that are centrally assigned to schools and students, include a brief explanation of the criteria and/or formula that are used to assign them *within the action where they appear.*

For example, if assessment results or other student data are being used to define which schools get a particular type of staff or support, that must be noted with the LCAP.

Superintendent's Response:

We have added a link to information on how Centrally-allocated staff positions are awarded to the relevant LCAP actions. This information can also be found at https://tinyurl.com/ousdformulas.

For more information, contact: Diana Sherman, LCAP Coordinator

2. For positions that support schools but that are not directly assigned to them under formula (e.g., Central support provided through a focal school approach), explain the criteria used to identify which schools or students will receive that support.
Also, identify the maximum number of students or schools that can be served.

Examples: Focal schools that are supported by the ELL specialists, Focal Schools supported by the Targeted Strategies in the Office of Equity

Superintendent's Response:

Identification of focal school support by ELL specialists is determined by a combination of the percentage of ELLs, percentage of newcomers, performance and growth on the ELPAC and reclassification, and recommendation of staff (principal, network superintendent, ELLMA). While each ELL specialist works with a small number of focal sites, much of their time is dedicated to universal support available to all schools and education through central professional learning, resource and guidance development, and leadership communities of practice such as the coaching collaborative. Additionally, support for specific sites may shift during the school year based on progress monitoring and data-based needs.

Identification of focal schools for Targeted Initiatives in the Office of Equity is determined by a combination of percentage of targeted student group population, academic and social emotional indicators demonstrating need (such as literacy, attendance, graduation, and suspension), available site and district funding, and recommendation of staff (principal, network superintendent, and director of targeted strategies). Targeted strategies programs are a site based Tier 2 academic and culture-climate option for sites to provide supplemental culturally based academic and SEL instruction for a small group of students in a classroom setting. Schools with the respective targeted student group population of 20% or more are encouraged to invest in allocating site resources for a targeted strategies facilitator. Facilitators are co-funded, 50/50 split with school site and central budgets. In our elementary programs, students are selected by principals and teachers. In secondary, students self-select (choose the class as one of their electives) and are also referred to by the principal or staff to maintain a ratio of "one third": students who are excelling, students who need some additional support to maintain progress, and students with higher needs. Students are enrolled in the class for one year, and some students return the following year at the request of the family or the student. The maximum number of students that can be served varies year to year by the % FTE that is assigned to the school site. The maximum number of schools that can be serviced varies by the availability of funding at the site and district level.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA), for ELL specialists. Raquel Jimenez, Executive Director, Office of Equity for targeted strategies.

3. Provide a reference and a link to a document with the rules for how PTAs and PTOs are able to fund positions and other services at schools. This link can appear as a note whenever a PTA/PTO funded position appears in the LCAP.

Request for Related Action

Each fall (before the start of budget development for the following year), **provide a list at a School Board meeting of the roles at each school that are funded by PTO/PTA groups.**

While PTAs/PTOs are not mandated to disclose their spending plans, principals can easily identify the persons that are providing services at their schools through PTA/PTO resources. This will offer us another tool for seeing what staffing gaps exist at schools.

Superintendent's Response:

The only requirement for PTAs/PTOs to fund positions is for the organization to transfer the needed funds to the District ahead of budget development or provide a promissory note agreeing to transfer the funds to the District at a future date as proof of funding availability. The same requirement governs all other grants. There are no other rules beyond those that exist for all funding sources with respect to what a PTA or PTO can fund. The promissory notes typically specify which positions the PTA/PTO would like to invest in. All positions funded by PTAs/PTOs are included in SPSAs and in the "LCAP Investments" table that is attached to the LCAP at adoption each spring. Non-labor PTA/PTO investments are also included if a school has listed these in the SPSA. However, some PTAs and PTOs opt to fund non-labor costs directly; in these cases, the investments may not be listed. In addition, some PTAs and PTOs are not able to provide funds or promissory notes until late spring. In these cases, positions cannot be funded until after July 1 of the new fiscal year.

For more information, contact: Diana Sherman, LCAP Coordinator

4. Action Related to How TSAs are identified in the LCAP:

Before final approval by School Site Councils of their School Plans for Student Achievement (SPSAs), Teacher on Special Assignment (TSA) positions should be proactively loaded onto the SPSAs and other planning documents with an identifier that clarifies their function (e.g. literacy TSA; math TSA, etc.)

These strategic positions should be clearly identified for all decision-makers.

Superintendent's Response:

All TSA positions that were funded as part of the January 2025 School Budget Development process and paid out of site resources (e.g., Title I, Community Schools grant, etc.) or Comprehensive Support & Improvement (CSI) funding are currently included in each school's SPSA. Moving forward, we will also ensure that all Centrally-funded TSA positions are included in SPSAs. For 2025-26, the only Centrally-funded TSAs are Literacy TSAs paid by either the Learning Recovery Emergency Block Grant (LREBG) or LCFF Supplemental & Concentration carryover funds.

For more information, contact: Diana Sherman, LCAP Coordinator

5. If non-labor expenditures support specific LCAP actions, mention those expenditures in each action along with their funding sources.

Many LCAP actions rely on non-labor contracts that we cannot see in the current version of the document. Those contracts have funding sources with rules and constraints that we must understand.

Superintendent's Response:

Significant non-labor investments are already included in the relevant LCAP action. Listing the thousands of smaller investments for each action would create a very unwieldy LCAP document. However, these investments are available for review in the "LCAP Investments" spreadsheet, which is provided as an attachment to the adopted LCAP each June.

For more information, contact: Diana Sherman, LCAP Coordinator

6. Include within the LCAP the name of the curricula that OUSD will use during the course of the LCAP and the assessments that will be used to evaluate its success.

The choice of curriculum and assessments for each action is a strategic one. One example is the curriculum that the literacy tutors are using.

Superintendent's Response:

We have added the names of adopted curricula for each content area to the relevant LCAP action. Some adoptions are still pending as of June 2025 and will be added to future LCAPs once they are approved by the Board.

For more information, contact: Diana Sherman, LCAP Coordinator; Claire Fisher, Executive Director of Secondary Instruction

7. Explain how the success <u>of each action</u> (and of their related investments) is evaluated.

How do we know that the investments in each action are effective? Specify what specific indicators will be tracked for each action.

Superintendent's Response:

The metrics that are used to measure the effectiveness of each action are numbered to align to the action number. For example, Metrics 2.1.1 through 2.1.9 are all used to measure the success of investments in Action 2.1: African American Student Achievement. The intent is that a metric aligned to a particular action will improve with continued investment in and implementation of that action. In many cases, a metric may be numbered to align to the most closely related action, but may actually benefit from investments across multiple goals and actions. (An example is for simplicity and in alignment with State and County guidance, the metric is only included once, in the most relevant action area.

In three cases (Action 1.11: School Improvement, Action 3.3: Student Health & Wellness, and Action 3.7: Community Schools) there are no corresponding metrics because no measure could be identified that the District had resources to monitor and felt would be a valid indicator of the success of that action's investments. We continue to seek indicators that will allow us to measure the effectiveness of investments in these action areas.

For more information, contact: Diana Sherman, LCAP Coordinator

8. Explain how central roles listed in the LCAP support site-level implementation. If any of those roles are involved only in central coordination, make sure to note that they are.

Superintendent's Response:

All roles included in the LCAP support site-level implementation in various ways. Typically a director oversees coordinators, who may in turn oversee program managers. In some cases program managers are based at sites and directly implement the work (e.g., Community School Managers), while in others, program managers then manage site-based staff (e.g., After School Program Managers).

For more information, contact: Diana Sherman, LCAP Coordinator

9. Explain the extent to which services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.

If not possible to do so for all LCAP actions and services, please share which LCAP actions are closest to providing this type of urgently needed analysis**.**

Superintendent's Response:

All services allocated to all schools in the LCAP are intended for all students. Foster Youth, English Learners, unhoused students, disabled students with IEPs should access services that are allocated to all schools. The services listed in Goal 2 are largely targeted and in alignment with the allowable use of targeted funds. A targeted strategy is meant to provide equitable support for students furthest from metrics of success. Please provide specific actions where there is evidence that a service is not accessible so central staff can take specific action with a school site(s) about access.

For more information, contact: Sondra Aguilera, Chief Academic Officer

10. *Action 1.7 College and Career for All*

Explain in the LCAP how it is/was determined which pathways are at which high schools. Describe the vision for pathway placement and access across our district.

Superintendent's Response:

School sites have identified linked Learning pathways and industry themes in OUSD through a strategic, collaborative process at their school site, considering a variety of factors, including local context, student interests, staff expertise and capacity, and regional workforce needs. The High School Linked Learning Office (HSLLO) monitors pathway development across the District, and schools have the flexibility to change their pathway or industry theme upon review and approval by the HSLLO. The District's goal is to implement wall-to-wall pathways, which ensure all students have access to linked learning, regardless of program or school type. The school level pathway details can be found [here](#).

For more information, contact: Rebecca Lacocque, Director of Linked Learning

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11. *Action 3.1 Safe & Welcoming Schools*

The Discipline Matrix is mentioned in action 3.1 but there is no explanation of what it is. Please provide a brief explanation and a link to the document.

Superintendent's Response:

The Discipline & Intervention Matrix is a document meant to guide site administrators. This matrix is a tool and is not binding or considered to document the final decision of disciplinary action, the site administrator is credentialed to make the final determination of how to categorize discipline.

For more information, contact: Misha Karigaca, Director, Student Support & Safety

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12. *Action 3.1 Safe & Welcoming Schools; Action 3.4 Behavioral & Mental Health*

The staffing that supports safety and behavioral health at schools is not identified in LCAP actions 3.1 and 3.4. Please detail who provides direct support within those actions.

Superintendent's Response:

The Safety Team has a Director, Coordinator, Program Manager, Central Culture & Climate Ambassadors, All secondary sites have site based Culture & Climate Ambassadors and/or Culture Keepers. Each site also has a Comprehensive Emergency Plan and a Village Response Team Plan (to deal with escalated situations).The Behavioral & Mental Health Team has a Coordinator, Network-Aligned Program Managers, Behavior Specialists, and Counselors. Each site has trained staff in Threat Assessments and Mental Health Screening.

For more information, contact: Mara Larsen-Fleming, Director, Health & Wellness, and Misha Karigaca, Director, Student Support & Safety

13. *Action 3.1 Safe & Welcoming Schools; Action 3.4 Behavioral & Mental Health*

Please explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of staff providing safety support (3.1) and behavioral health services (3.4).

These types of support and actions are connected. We should carefully describe in the LCAP what has been most successful in reducing suspensions.

Also, we should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.

Superintendent's Response:

The action described in 3.1 is connected to the staff of 3.1 and 3.4 by professional learning, either delivered by or received by the staff indicated.

For more information, contact: Mara Larsen-Fleming, Director, Health & Wellness, and Misha Karigaca, Director, Student Support & Safety

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14. *Action 3.8 Quality Learning Environments*

Please explain what Action 3.8 really is about. There are three distinct and disconnected areas of service in this action: technology, supplemental learning materials, STIP substitutes. **They serve different needs and should be discussed as separate actions.**

Superintendent's Response:

Action 3.8 is the home to a group of investments that are broadly tied to the quality of student learning environments and often cross-cut several other LCAP actions. The following investments live in Action 3.8:

- Core curriculum and software licensing costs districtwide
- Director of Program Improvement
- School Technology Specialists
- Instructional Materials Specialists and Stock Clerk
- Supplemental classroom supplies and materials at school sites
- Projectors, computers and other supplemental technology purchases at school sites
- Additional books at school sites

In SY25-26, STIP substitutes will be funded in LCFF Base funding to cover absences, so no longer appear in the LCAP.

For more information, contact: Diana Sherman, LCAP Coordinator

DISTRICT ENGLISH LANGUAGE LEARNERS SUBCOMMITTEE (DELLS)

1. Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners. This must become a required practice across roles and levels whenever data is used, including within the LCAP.

Basic disaggregated data for English Learners:

- **by disability/Special Education status,**
- **by home language,**
- **by language program and other programs**

For example, this is the only indicator related to outcomes for English Language Learners with IEPs in the current LCAP:

2.4.14 Increase the reclassification rate for students receiving Special Education services who are English learners.

There are indicators in the LCAP for other specific groups of English Learners (for example, by grade span or long-term ELL status) that support their access to language instruction and that monitor their language development well ahead of reclassification.

While English Learners with IEPs are also in these groups, nothing in the LCAP guarantees that they will benefit from actions and investments related to those indicators.

Superintendent's Response:

The OUSD dashboards generally allow us to disaggregate student outcome and progress monitoring data for English language learners (ELLs) with IEPs as well as by home language. We are currently working on adding a filter to include disaggregated data of our students enrolled in dual language programs. Staff will include this dual-identified group as well as data disaggregated by home language and program type in reporting for DELLs and other PSAC groups as requested and to the extent possible.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA) and Jenn Blake, Executive Director, Special Education

2. Identify an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to reclassification.

Explain how it will be used and monitored, how often, and by whom.

Superintendent's Response:

Due to reduction in staffing in both the Special Education department and Research, Assessment, and Data (RAD), it is not possible at this time to establish, support, and monitor a new LCAP indicator as suggested. We can commit to convening a cross-site team to meet on a biannual basis to review the data and identify supports to school sites to implement supports that enable ELLs with IEPs to progress towards reclassification.

For more information, contact: Nicole Knight, Executive Director, ELLMA; Jenn Blake, Executive Director, SPED; Juan Du, Executive Director, RAD

3. Describe in the 2025-26 LCAP current strategies and related investments to <u>increase and improve</u> access to language translation and interpretation.

We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need.

Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP.

Superintendent's Response:

Our District provides services according to state and federal law and [guidance](). Federal guidance states that schools must provide information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. School sites will continue providing interpretation or translation for parents who request it.   At a district level, Guidance from California Ed Code 48985, determines that we will provide interpretation and translation for sites with a student population of 15% or more where the student home language is not English. Currently, 56 sites meet this threshold for Spanish, 9 sites for Mam, 2 sites for Arabic, and 1 for Cantonese. As a district, we will continue to provide Spanish interpretation and translation for district wide communication, as this is the home language that meets the 15% threshold at a districtwide level. The interpretation and translation team currently aims to meet 90% of all language requests, and will continue to strive to meet 90% or more of all requests for interpretation and translation.

For more information, contact: Raquel Jimenez, Executive Director, Office of Equity

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4. We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to the priority of establishing freestanding Site English Language Learner Subcommittees (SELLS) at schools. We aim to stop the practice of School Site Councils absorbing SELLS and weakening their role.

We celebrate progress on this priority. This working group has contributed to that progress. About 20% of schools have established freestanding SELLS, up from 5.7% in 2023-24.

Superintendent's Response:

We plan to continue this work. There is a transition in the role of Strategic Resource Planning (SRP) who holds this body of work, so we expect to need some time before the work is relaunched for the 25-26 school year.

For more information, contact: Raquel Jimenez, Executive Director, Office of Equity and Holly Darling, SRP Title III Policy specialist.

5. We continue to request a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level. This includes all English Learners with IEPs and all newcomer students.

We do not have data that demonstrates access to daily designated English Language Development for students with IEPs enrolled in Special Day Classrooms.

We also need data to demonstrate that all elementary school ELLs students are regularly receiving this essential instruction.

Superintendent's Response:

We will continue with our ongoing work to build teacher and leader capacity to implement quality comprehensive (integrated and designated ELD) to all ELLs, including ELLs with IEPs and newcomer students. We will continue to monitor enrollment in ELD at middle and high schools for all ELLs, including ELLs with IEPs and newcomers, and intervene and support as needed. We will continue to collect instructional schedules and require site leaders to self-assess on the Stages of ELD rubric to assess, monitor, and support implementation at elementary levels. We do not have the available staffing for regular classroom observations across all elementary schools and special day classes to ensure implementation is consistent and of quality. However, we will conduct pulse checks at sample school sites and report on our findings to DELLs as requested.

For more information, contact: Nicole Knight, Executive Director, English Language Learner & Multilingual Achievement (ELLMA) and Jenn Blake, Executive Director, Special Education.

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION (CAC)

General Statements Supporting an Inclusive LCAP and District

We were told in June 2024 that the **Special Education Annual Service Plan and Annual Budget Plan** can substitute for the Local Control & Accountability Plan.

Yet, **those <u>are not</u> strategic documents describing actions tied to specific strategies, investments, and outcomes.** They include simple inventories of Special Education dollars by object code and the locations of very broadly-defined categories of service.

If the LCAP is not the strategic document that will define and monitor actions to improve access and outcomes for disabled students in all areas, then what document is?

Also: in the 2021-24 LCAP years, we were promised a *document that would show in detail OUSD's planned investments in everything defined as "Special Education."* We still need that document ahead of LCAP and budget adoption.

Recommendations related to the role of the LCAP for Disabled Students with IEPs

1a. Please explain how the 2025-26 LCAP will help to *increase and/or improve disability-related services for students.*
This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.

1b. Please explain how the 2025-26 LCAP will promote *equitable access to disability-related services and support* **for disabled students who are also Low Income, English Learners, Foster Youth, etc.**

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

Individual Education Program (IEP) teams are charged with considering the disability-related language development needs of students and to ensure that goals and accommodations are linguistically-appropriate. This is a legal mandate, and through the Department's IEP quality review cycle audits, we assess for the presence of ELD strategies and linguistically-appropriate goals in over 650 IEPs per year.

Students with IEPs who are Foster Youth have access to the same Foster Youth services as a Foster Youth without an IEP. While these supports are not required for discussion at IEP team meetings, Department training and guidance encourages IEP teams to consider how Foster Youth may need specialized support. In partnership with members of the CAC and FYAC, Special Education leaders have begun routine IEP quality and implementation audits for Foster Youth and will continue to do so in SY 25-26.

Due to constraints in District resources, there are not currently any FTE or monetary investments specific to only students with IEPs who are also ELLs, Foster Youth, or low income.

For more information, contact: Jenn Blake, Executive Director, Special Education

2. Please explain how the 2025-26 LCAP will help to ensure *access for disabled students to the supplementary/targeted services that they are eligible to receive* **based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.**

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

There is a planned learning series for administrators that will be delivered by the Special Education Department beginning this Fall 2025. There will be professional learning time dedicated to ensuring administrators understand that disabled students should have access to services and suggested ways in which schools can review access at the school level.

For more information, contact: Network Superintendents for Network 2, Network 3, Network 4, Middle School & High School

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3. Please explain how the 2025-26 LCAP will support *greater disability accessibility (universal design) across programs and services.*

We ask that you identify specific actions, strategies, and investments within your explanations.

Superintendent's Response:

Universal Design is a pedagogical approach that is suggested to teachers for use in their lesson planning. While the teachers contract requires lesson plans and the District provides a lesson plan template, there is no mandatory pedagogical approach specified in the contract.

For more information, contact: Alicia Arenas, Executive Director of Elementary Instruction and Claire Fisher, Executive Director of Secondary Instruction

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Recommendations related to 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.]**

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

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4. After responding to questions a to c for Action 1.1 that are included below, please explain how the 2025-26 LCAP will monitor reading outcomes for disabled students who do not currently participate in the i-ready assessment. Also: which actions, strategies, and investments will connect to the use of that data?

a) Why is the i-ready deemed as not appropriate for students learning in Moderate-Extensive Support classrooms?

b) How do we promote district wide ownership for the reading/literacy development of so-called "exempt" students with IEPs? If not i-ready data, what data should the LCAP be monitoring so that we do?

c) What role do individual IEP teams have in determining that a student is "exempt" from this assessment? Or, is the exemption a blanket one that is extended to all students learning in "Moderate-Extensive Support" classrooms, independent of their individual learning profile?

Superintendent's Response:

iReady does not have the adaptive features necessary to make it a reliable and valid measure for students with extensive support needs. TeachTown, which is the adopted adapted curriculum for our Mod-ESN settings, has benchmark data in literacy and math that is collected three times per year and that can be used to track students' progress and completion of objectives and skill strands. Aggregate TeachTown participation and progress data can be shared starting in the 2025-26 school year's annual LCAP goal analysis alongside iReady data to ensure these students are not excluded from the district's accountability to ensure all students are making progress in literacy skills.

The District is able to identify and select local assessment measures that are determined to be appropriate for specific groups of students.

For more information, contact: Jenn Blake, Executive Director, Special Education; Alicia Arenas, Executive Director, Elementary Instruction

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5. See slides 111 to 113 linked here for important background information for this recommendation.

After responding to questions d to i for Action 1.1 and 2.4 included below, please explain how:

➔ **students with IEPs are having equitable access to the literacy strategies and investments under Action 1.1**

➔ **how the literacy strategies and investments described as part of the Access Resolution connect to the implementation of Action 1.1.**

   d) Are students with IEPs having equitable access to the literacy interventions that are available to other students as described in Action 1.1?

   e) Why are the 12 literacy interventionists in Action 2.4 not included in 1.1?

   f) Are the 12 literacy interventionists in Action 2.4 a one-time investment that is temporarily making up for lack of access by students with IEPs to what is included in Action 1.1?

   g) Are the 12 literacy interventionists part of a separate program for certain students with IEPs that possibly has more specialized support?

   h) Is there ongoing literacy intervention for students with IEPs outside of that which was funded with one-time dollars through the access resolution? (e.g. past OUSD Special Education program: Reading Clinic.)

   i) Which students, programs, schools are benefitting from the support of the 12 literacy interventionists?

Superintendent's Response:

The literacy interventionists managed by Special Education as a supplemental investment are providing services separate from (above and beyond) identified students' IEP services. They are not temporarily making up for a lack of access to general education intervention, and sites are able to make data-informed decisions about participation in any and all general education interventions in addition to this added support.

The interventionists support school communities that have the highest number of students with IEPs who are Black/African American or LTELs and that are two or more grade levels behind per the iReady measure. For 2025-26, the schools receiving this supplemental investment for their students with IEPs are: MLK,

Prescott, Burckhalter, Laurel, ICS, Markham, EOP, Esperanza, KDA, and Lockwood STEAM.

Approximately 10% of tier three online reading tutoring spaces are offered to students with an IEP, which is basically proportionate to the percent of students with Resource Specialist services across the elementary networks.

For more information, contact: Jenn Blake, Executive Director, Special Education; Alicia Arenas, Executive Director, Elementary Instruction

Action 1.7: College and Career for All

6. June 2024 CAC Recommendation: **Describe in the LCAP <u>actions and investments</u> to improve access for disabled students with IEPs to the elements listed under this action 1.7.**

June 2024 Superintendent Response in June 2024: *The goals in this area are currently being developed and are expected to be finalized by the end of the summer. They can be shared once finalized.*

Please provide an update to our recommendation for this action.

Superintendent's Response:

During the 2024-25 school year, students in Mild/Moderate and Counseling Enriched self-contained programs accessed Work Based Learning experiences at double the rate of the year prior. The number of students in Mild/Moderate and Moderate self contained programs who are participating in the ECCCO program has increased significantly this year due to targeted outreach and application support. Additionally, a cohort of students in Mod-ESN programs have been identified and will access CTE courses with modified support, making available the embedded college + career supports in that setting.

For the 2025-26 school year, OUSD will continue to increase Work Based Learning experiences for all students in self-contained special education settings, specifically in those that did not see such an increase during 2024-25.

For the 2025-26 school year, there is a new investment of a 1.0 FTE 10-month Case Manager to support the work of ensuring greater, meaningful access for students with IEPs to Linked Learning activities. This position will provide support to focal high schools with Mod-ESN programs and will assist in planning and design of CTE course content to reduce barrier to access, in addition to translating accommodations to Linked Learning spaces and providing training to site personnel.

For more information, contact: David Cammarata, Director, Special Education Transition; Rebecca Lacocque, Director, Linked Learning

Action 1.3: Equitable Access to a Broad Course of Study Action 1.4: Visual and Performing Arts
Action 1.7: College and Career for All Action 3.6: Youth Engagement and Leadership, etc.

An indicator was added to the LCAP for participation by students with Extensive Support Needs in after-school programs (Action 2.12).

7. We request that staff include participation data and LCAP access indicators for disabled students with IEPs (especially those with Extensive Support Needs) in the other named areas related to the Board-Adopted Access resolution: Linked Learning, Athletics, Electives (especially Visual & Performing Arts).

Superintendent's Response:

The District already maintains dashboards that track participation rates for students with IEPs for athletics, Summer learning, and Linked Learning (CTE course enrollment, work experiences, dual enrollment). We can commit to adding tracking for VAPA course enrollment, but with existing staffing resources, this will not be possible until late Spring-Summer 2026.

For more information, contact: Jenn Blake, Executive Director, Special Education

Recommendations related to:
- ➔ **Reducing Suspensions for Disabled Black Students in Middle School**
- ➔ [**Board Resolution to Promote School Stability & Belonging for Disabled Students**](#)

8. June 2024 CAC Recommendation: **Add a stability indicator in the LCAP for disabled students as a whole and for Black disabled students specifically, that would answer this question:**
"How many school changes have these groups of students experienced before they enter middle school?

June 2024 Superintendent Response: . . . *We also do not currently have data on how many times an individual student changes schools within a given grade span, but will explore what would be entailed in collecting this data in the future.*

Based on your response, please provide an update on implementation of our recommendation for this action.

Superintendent's Response:

We can commit to tracking the number of times a student with an IEP has a program type change each year (e.g. from a Resource Program to a Mild-Moderate SCP or a ESN SCP to a Mild-Moderate SCP) and representing that data in a public-facing dashboard by Spring, 2026. Because students change schools for a variety of reasons, including parent/guardian-initiated transfers outside of the control of the IEP team or Special Education Department, we are not able to track and share all school changes.

For more information, contact: Jenn Blake, Executive Director, Special Education

9. The LCAP has an indicator to reduce suspensions for Disabled Black students with IEPs. Reducing suspensions for this specific group of Disabled students requires targeted work. **We again ask that you include an explicit description of the targeted strategies, actions, and investments that most support this specific indicator within all relevant LCAP actions and that you clearly identify the implementers.**

This description should include the work undertaken in collaboration by the Middle School Network and the CAC.

Superintendent's Response:

1) **In Principal Professional Learning:** Principals engage in data analysis and set goals related to school culture and climate. They showcase best practices, present initiatives that are having a positive impact, and discuss successful Tier 2 and Tier 3 strategies. A presenting principal shares an issue or

question, and all principals engage in collaborative problem solving to resolve the issue or answer the question.

2) **Special Education Middle School Behavior Analysts (BCBA):** BCBAs facilitated professional development in Principal Professional Learning to discuss Tier 1, 2 & 3 strategies, including how to positively implement Check In and Check Outs (CICO), Behavior Support Plans, and Behavior Intervention Plans.

3) **Middle School Network Team:** Attends school site culture/climate team meetings, sets goals with each site, monitors site suspension data, discusses ongoing data, shares effective strategies in Principal Professional Learning, and celebrates positive outcomes.

4) **School Site Administrative and Culture Climate teams:** Engage in data analysis, unpack root causes, set goals, create plans, and monitor progress on outcomes.

5) **Administrative teams:** Strategically use personnel to improve campus supervision, targeted student support, and to plan and implement Restorative Justice Tier-3 strategies.

For more information, contact: Aubrey Layne, Middle School Network Partner; Misha Karigaca, Director, Student Support and Safety

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Recommendation related to Sufficient Special Education Staffing for Disabled Students: Special Education Teachers, Paraeducators, & Instructional Support Specialists

10. June 2024 CAC Recommendation: **Include metrics, actions, and investments under Action 4.1 to increase the hiring and retention of Special Education teachers, instructional support specialists, and paraeducators.**

June 2024 Superintendent Response: *We will explore adding these metrics to the 2025-26 LCAP. We do not currently collect hiring and retention data in a format that allows us to readily provide this information.*

Please provide an update on implementation of our June 2024 recommendation related to the hiring and retention of Special Education teachers and support staff.

Superintendent's Response: The Recruitment & Retention Team will provide static data in February of each year regarding the hiring and retention of Paraeducators, Instructional Support Specialist and Special Education Teachers while we continue to develop an automated system.

For more information, contact: Jarrett Austin-Thomas, Coordinator, Diversity & Inclusion, Recruitment & Retention

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Recommendation Supporting All Initiatives for Action *1.9 Data-Driven Decision Making*

11. June 2024 Superintendent Response to a CAC Recommendation: *Our data team will work with the Special Education team to continue to explore which internal dashboard can be made available to the public, and will create a "cheat sheet" for the CAC to map where dashboards of interest exist on the public-facing website. In the interim, our data team recommends that CAC members review the public dashboards to see what is already available and can be disaggregated by Special Education student group.*

Please provide an update and/or next step for the development of a comprehensive Special Education dashboard and **for collaboration with the data team to ensure consistent disaggregation of data for disabled students across all dashboards.**

Superintendent's Response:

The following public dashboards already include disaggregation by Special Education status:

- iReady (SpEd Status)
- SBAC (SpEd Status)
- Attendance/Chronic Absence (SpEd Status)
- EL Reclassification (SpEd Status)
- ELPAC Performance (SpEd Status and SpEd Program Type)
- A-G Completion (SpEd Status)
- Graduation (SpEd Status)
- Suspensions (SpEd Status)
- Universal Referral Forms (SpEd Status)
- CHKS Responses (SpEd Status)

We can commit to adding our internal dashboard that tracks the participation of students with IEPs in Summer learning, sports, and afterschool programming to the public-facing dashboard page this year, as well.

Further, we can commit to adding SpEd Program filters to all of the public-facing dashboards over the summer months of 2025.

For more information, contact: Jenn Blake, Executive Director, Special Education and Juan Du, Executive Director, RAD

FOSTER YOUTH ADVISORY COMMITTEE (FYAC)

After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, the members of the Foster Youth Advisory Committee presented policy recommendations to the School Board directors for consideration and adoption.

Those policy recommendations sought 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,

3) specific post-suspension actions are taken to prevent recurring suspensions and to strengthen the connection foster youth have to their schools.

Link to the Policy Recommendations as introduced in the 6/11/25 School Board Meeting:
https://ousd.legistar.com/gateway.aspx?M=F&ID=116664.pdf

Please reflect adoption of the policy within the descriptions of the following LCAP actions, among others.

3.1 Safe & Welcoming Schools
3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices
2.7 Foster Youth Achievement

Please identify and describe any initial actions and strategies to implement the policy within the LCAP.

Finally, please amend the text related to suspensions within the introduction to the LCAP. The underlined text is incorrect. (See the data copied below.)

"Across the district, out-of-school suspensions have decreased this year as compared to 2023-2024. The total number of incidents decreased from 2,155 incidents last year down to 1,699 in May 2025. While there is great progress, <u>suspension rates for African American students and African American students with disabilities are higher than rates for any other student group. In 2024-25, the suspension rate across the District is 3.2% while the suspension rate for African American students is well above the District average at 8.2%, although they comprised only 19% of the total District enrollment.</u>"

Superintendent's Response:

Once the policy recommendation from 6/11/25 is adopted, staff will identify how the updated language will be implemented. There seems to not have been interaction with central staff to update this language concerning no suspensions of Foster Youth and therefore, implementation has not been designed.

We have updated the data narrative in the LCAP introduction to reflect the disproportionately high suspension rates for foster youth and foster youth with disabilities.

For more information, contact: Misha Karigaca, Director, Student Support & Safety and Diana Sherman, LCAP Coordinator

2024-25 End-of-Year Suspension Data for all Named Groups, Foster Youth, and Foster Youth with IEPs

Student Group	2023-24	2024-25
African American—No IEP	7.8%	7.7%
African American—IEP	12%	12.2%
All African American Students	9%	8.8%
Foster Youth—No IEP	10.9%	11.8%
Foster Youth—IEP	17.9%	31.4%
All Foster Youth	13.8%	18.3%

The Advisory Committees of OUSD

Fall 2025

LCAP Parent and Student Advisory Committee (PSAC)

We, the members of the LCAP PARENT AND STUDENT ADVISORY COMMITTEE, represent the families in all of the schools and educational programs of OUSD.

As parents and students, **we center those who are most affected by the decisions made in our district.**

We uphold the leadership of families as we promote **respect for our work within school site and district committees.**

We rely on our **connection to school committees** so that we can reflect the experiences and priorities of school communities.

Parent members of PSAC are **elected by parent members** from the *School Site Councils* and *Site English Language Learner Subcommittees* of schools in our electoral districts.

Student members are **elected by the student leaders** of All City Council.

Elections for membership in PSAC are held in September. Members have a term of service of two years.

Up to seven members are elected to serve as **Lead Delegates.** They are the officers who steer the work of the committee.

28 parent/guardian members (4 from each electoral district) and 9 student advisors

"Our Local Control and Accountability Plan (LCAP) is the plan that integrates all plans in our district.

It helps us to show transparently how OUSD is using all available resources to meet our goals for students in support of the state priorities."

Source: LCAP PSAC Principles for the LCAP and Budget Process, unanimously adopted by PSAC on December 18, 2019.

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Districts must show how they
spend money, on which students, and why.

The **Local Control and Accountability Plan
(LCAP)** is where this happens.

To help develop the LCAP, we:

Gather community input about the needs of students and strategies to support those needs

Make recommendations about the best strategies and investments to meet our goals for students

Monitor the implementation of the plan and its impact

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PSAC meets on the 3rd Wednesday of every month.

Because we gather SSC and SELLS members from across OUSD, we ask schools not to schedule their SSC and SELLS meetings on 3rd Wednesdays.

Committee information at: ousd.org/LCAP
Meeting information available at: ousd.org/calendar

Fall 2025
Calendar of Committee Meetings
also available at ousd.org/LCAP

tinyurl.com/5n9874p3

How PSAC Gets Things Done

1st Tuesdays Planning Meeting	*Set Direction for the Month* *Clarify Goals* for the Public Meeting and Beyond
2nd Tuesdays Planning Meeting	*Draft Agenda* for the Public Meeting Identify *Member Roles* for the Public Meeting
2nd Wednesdays	**Report to the School Board**
3rd Tuesdays Planning Meeting	*Prepare* for the Public Meeting
3rd Wednesdays	**PSAC Public Meeting**
4th Tuesdays Planning Meeting	*Draft Newsletter* for Members Ensure that Leads/Members are *Aligned*

Members can attend planning meetings but are not required to do so.

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** (Interim)

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)

District English Language Learners' Subcommittee

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Who We Are

We are parent and community leaders who advocate for all English Language Learners and their families.
We advocate for every single person who is learning English, from all languages and cultures.

Oakland is the most ethnically diverse city in the US where more than 125 languages are spoken.

Our diversity is our strength!

What we do is supported by law.

We must advise the school district governing board on:

1. **a district master plan for education programs and services for English learners.**

Link to the OUSD ELL Master Plan
tinyurl.com/tbamrm3d

2. a district wide needs assessment done on a
a school-by-school basis.

3. a district program for English Learners, as well as
goals and objectives for programs and services.

4. a plan to ensure compliance with
teacher and/or teacher aide requirements.

5. the school district reclassification procedures.

6. all written notifications required to be sent to
parents and guardians.

7. the development or annual update of the Local
Control and Accountability Plan (LCAP).

Source: https://www.cde.ca.gov/ta/cr/delac.asp

Under the _California Education for a Global Economy Initiative_**, we also:**

"Advise on existing language acquisition programs and language programs, and possibly establishing other such programs."

These programs benefit English Learners and <u>all</u> students.

Our Continuing Priorities

Proof that **ALL English Language Learners are getting Designated English Language Development (ELD) at their level** including all disabled English Language Learners and newcomers.

Strong Site English Language Learner Subcommittees (SELLS) with authentic voice and leadership from families of English Learners. Stopping the practice of School Site Councils absorbing SELLS and weakening their role.

Finding out if OUSD is meeting the language access needs of all English Language Learner families.

Getting additional interpretation and translation to support the needs that we already know exist.

DELLS meets regularly on the <u>4th Thursdays</u> of each month, with a few exceptions for holidays.

We bring together all members of Site English Language Learner Subcommittees (SELLS).

We ask schools to make sure that their SELLS meetings do not conflict with DELLS meetings.

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There are TWO WAYS to become a member of the *District English Language Learners Subcommittee*:

1: If you are the parent member of a *School Site Council* or *Site English Language Learners Subcommittee* at your student's school, **you can be elected to be a DELLS representative on the OUSD *Parent & Student Advisory Committee* or PSAC.** PSAC elections happen every September.	2. **The *Site English Language Learners Subcommittee* of each school can choose one parent member to represent the school** on the *District English Language Learners Subcommittee*. Additional members from a school can serve as substitutes. We only count one school representative for quorum and for votes.

Current Members of the District English Language Learners' Subcommittee

Melissa Ramírez-Medina (Bret Harte, PSAC)	**Lateefa Ali** (Multiple Schools, also in CAC)
Elham Omar (Lockwood STEAM, PSAC)	**Marina Muñoz** (Madison 6-12, PSAC)
Erika Santiago (Manzanita Community)	**Luz Gómez** (Manzanita SEED)
Regina Chales Lorenzo (Bridges, PSAC)	**Wedad Algahim** (Lockwood STEAM, CCPA, PSAC)
Lorna Sánchez (Esperanza)	**Sonia Espejel** (Korematsu)

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Community Advisory Committee for Special Education (CAC)

Why does the CAC exist?

6:20-6:45 25 minutes

CA Education Code Section 30 EC 56190 requires our district and all, Special Education Local Plan areas, to establish and support a Community Advisory Committee for Special Education.

What is a Special Education Local Plan Area (SELPA)?

Single District SELPAs

tinyurl.com/mryeyf6f

"How is Special Education organized" by the CA Legislative Analyst's Office

LAO

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.

www.ousd.org f 🐦 📷 ▶ @OUSDnews   This meeting is being recorded // Esta junta se está grabando.

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What are the responsibilities of the CAC?

a) Advise the School Board, Superintendent, and other administrators of the Special Education Local Plan Area [OUSD] on the **development, amendment, and review of the Local Plan for Special Education**

b) Recommend **annual priorities** to be addressed by the plan

c) Assist in parent education and in recruiting parents and other volunteers who may contribute to the **implementation of the plan**

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

e) Support **activities on behalf of [disabled individuals]***

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

*Brackets indicate that a change was made in the language of the original text

g) Support **community involvement in the [LCAP] parent advisory committee** . . . to encourage the **inclusion** of **parents of** [**disabled individuals**].*

*Brackets indicate that a change was made in the language of the original text

So what is the Local Plan for Special Education?

It is a legally required plan that explains how the SELPA is following the law, how Special Education services will be delivered, and how funds will be used to deliver those services.

It is the central document governing each Special Education Local Plan Area.

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=30.&chapter=2.5.&article=1.

The Local Plan has five sections:

Section A: Contacts and Certifications

Section B: Governance and Administration

Section C: Interagency Agreements

Sections D & E: Annual Budget and Service Plans

The Local Plan must be posted on the district website: https://specialeducation.ousd.org/our-selpa/local-plan-for-special-education/

Source: https://www.cde.ca.gov/sp/se/ds/lclpln.asp

Who is the CAC?

Who is the CAC?

Parents of students with special needs in public or private schools

Parents of other students

Students and adults with disabilities

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of people with special needs

Source 30 EC 56192

Membership Goals of the OUSD CAC

The composition of the membership shall reflect the types of programs and disabilities of the pupils, as well as the ethnic, socio-economic backgrounds and age groups of the pupils.

Article 3.1 OUSD CAC Bylaws

Link to the CAC Bylaws:
https://docs.google.com/document/d/1PppVBtTWk4Sxp4AimFOhsan-oBfYt_gIKsy1hbb31G8/edit?usp=sharing

Other OUSD CAC Members

The Director of <u>Programs for Exceptional Children</u> shall be an ex-officio non-voting member of the CAC. A member of the district's Board of Education may be an ex-officio, non-voting member.

Article 3.2 OUSD CAC Bylaws

The CAC voting membership may consist of at least five (5) and up to twenty-five (25) voting members.

Article 3.1 OUSD CAC Bylaws

Current Initiatives of the CAC

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

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

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, Linked Learning, etc.]

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

5) Implementation of School Board Legislative Priorities Related to Special Education

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

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

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To read about the initiatives in detail:

tinyurl.com/2p8v7au3