OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

April 10, 2024

Members of the LCAP Parent and Student Advisory Committee

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

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

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

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

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

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

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

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

Reporting on our March 20th Public Meeting about Board Policy 3150

On March 20th, we discussed the intent and requirements of Board Policy 3150, also known as "Results-Based Budgeting" or "School-Based Budgeting."

The School Board is considering making changes to this policy.

This policy calls for distributing **dollars to schools on a per-pupil basis.**

It calls for **decisions about the use of those dollars to be made at the school level.**

More specifically, the policy states that **the allocation of unrestricted General Fund dollars to school budgets** must be **"maximized."**

According to the policy, "**school governance teams"** must decide how to best use those dollars.

The authority to make these decisions is conditioned on schools making **"continuous improvement" in "school quality" and "student outcomes."**

We had questions about:

→ how "school quality" is assessed

→ which specific "outcomes" are considered and for which "students"

→ who "the school governance team" is and how exactly it is "empowered" to make decisions about the use of dollars. (Current school and district administrators have varying perspectives about this.)

We continue to worry about the lack of training and support so that members of School Site Councils can:

1. understand legal and other requirements for using dollars

2. understand and support the varying needs of students

3. make decisions as equal partners (address power imbalances on councils)

4. connect investments to outcomes

5. understand what is being provided centrally and why

6. balance the needs of students across OUSD

→ BP 3150 also states that **"a differential amount of revenue"** must be allocated to schools based on the number of students enrolled at each school who:

a. Are in elementary schools, middle schools, and high schools

b. Qualify for Federal Free & Reduced Price Meals Program

c. Are English Learners

d. Are in Foster Care

e. Reside in high-stress neighborhoods

The policy **does not** consider the enrollment numbers for other groups of students when allocating a "differential amount of revenue" to schools.

This can have serious implications for those students and for schools. **Examples from our meeting:**

- Students Enrolling after Census Day
- Newcomer Students
- Disabled Students with and without IEPs
- Students Enrolled in Special Day Classrooms
- Unhoused Students

After reviewing the policy, we discussed:

School fiscal autonomy *versus* providing equity to all students

Winners and losers in the ability/inability to implement the policy well

Efficiencies that are lost when making decisions in a dispersed and fragmented way (especially when the funding coming into the district is low and/or has many specific requirements)

We also discussed:

Turnover of principals and the amount of time that principals devote to implementing the policy

How the policy connects to being a unified school district with a collective direction

the challenges that it creates for providing transparency and oversight at the school, department, and district levels

IN CLOSING:

Can we commit the time, effort, and resources required to truly and fully implement BP 3150?

Can we address the inequities and inefficiencies that the policy created in the past and is creating now?

If we shift to a more centralized approach, would centralized governance be supported in such a way that it can truly represent the diverse needs of our students, families, schools, and communities?

We are at the height of LCAP season.

We need everyone.

W. 4/17 5:30 pm	**PSAC Public Meeting:** → Review LCAP Goals & Actions → Discuss the Creation of a Goal and Actions for the Use of LCFF Equity Multiplier Funding
T. 4/30 5:30 pm	PSAC Members engage in Detailed Study of the Draft 2024-27 LCAP
W. 5/8	**School Board Meeting:** 1st Draft of the LCAP
W. 5/15 5:30 pm	**PSAC Public Meeting:** → Public Review of 2024-27 Draft LCAP → Develop Recommendations for LCAP Hearing
W. 6/12	**School Board Meeting:** 1st Hearing for LCAP and Budget; Hearing for the Local Plan for Special Education
W. 6/26	**School Board Meeting:** LCAP and Budget Adoption

Meeting information at
ousd.org/calendar.

Meeting materials at
ousd.org/LCAP.

District English Language Learners' Subcommittee

Members of the District English Language Learners' Subcommittee

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

Our Key Priorities

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

Stopping the practice of School Site Councils taking over the role of **Site English Language Learner Subcommittees**

Additional translation support after assessment of unmet language access needs. **Maintain current interpreters**.

Our March 28th meeting focused on Newcomer Students in OUSD and how we are supporting their unique needs.

A newcomer is a student born outside the United States who has been in the US less than 3 years and speaks a language other than English at home.

A heartfelt THANK YOU

to **Julie Kessler,** **Director of Newcomer and ELL Programs for her very insightful presentation.**

We become stronger advocates for students thanks to the partnership of staff like Julie.

Some Facts from our March 28th Meeting

OUSD serves about **34,000** students.
11,800 of them are ELLs. **3,400** of them are newcomers.

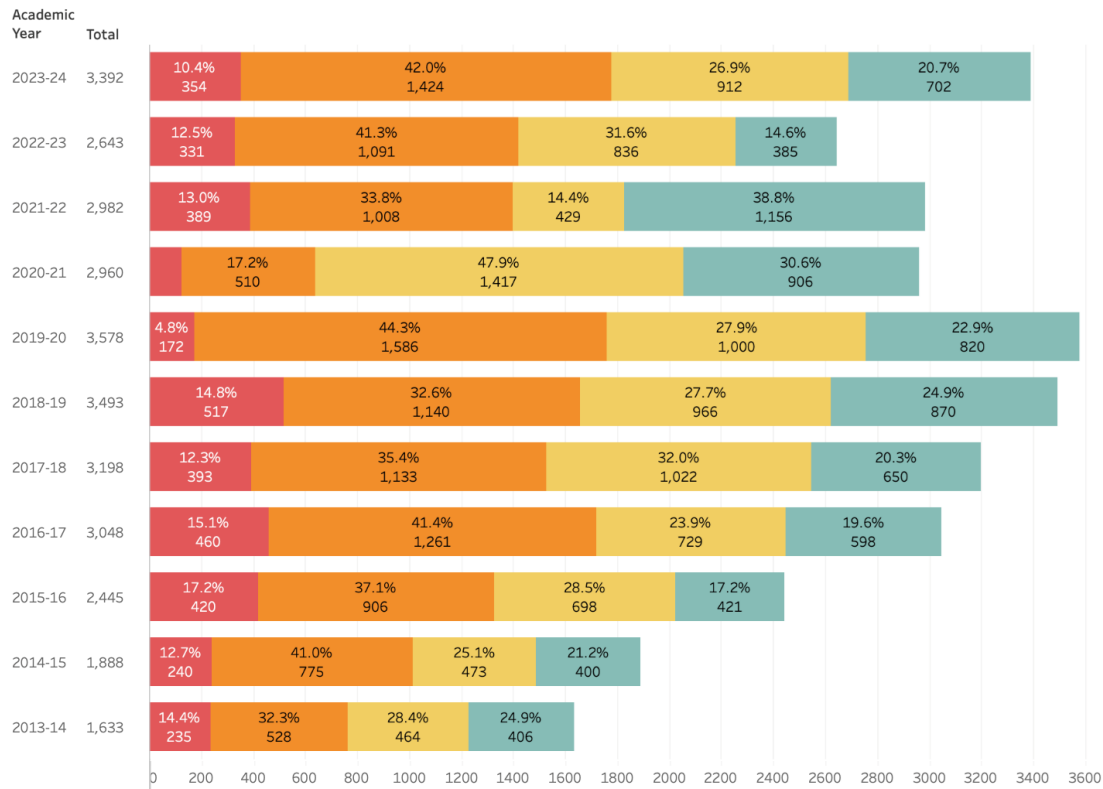Newcomers represent **28%** of English Language Learners in OUSD.

10% of the students enrolled in OUSD are identified as Newcomers.

ELLMA

Some Facts from our March 28th Meeting

Since 2013-14, the school year with the highest number of newcomers was 2019-20: **3,578.**

We are approaching that number this year.

Total Number of Newcomers by School Year

The colors correlate to the number of years as newcomer students.

3,392 in 2023-24 so far.

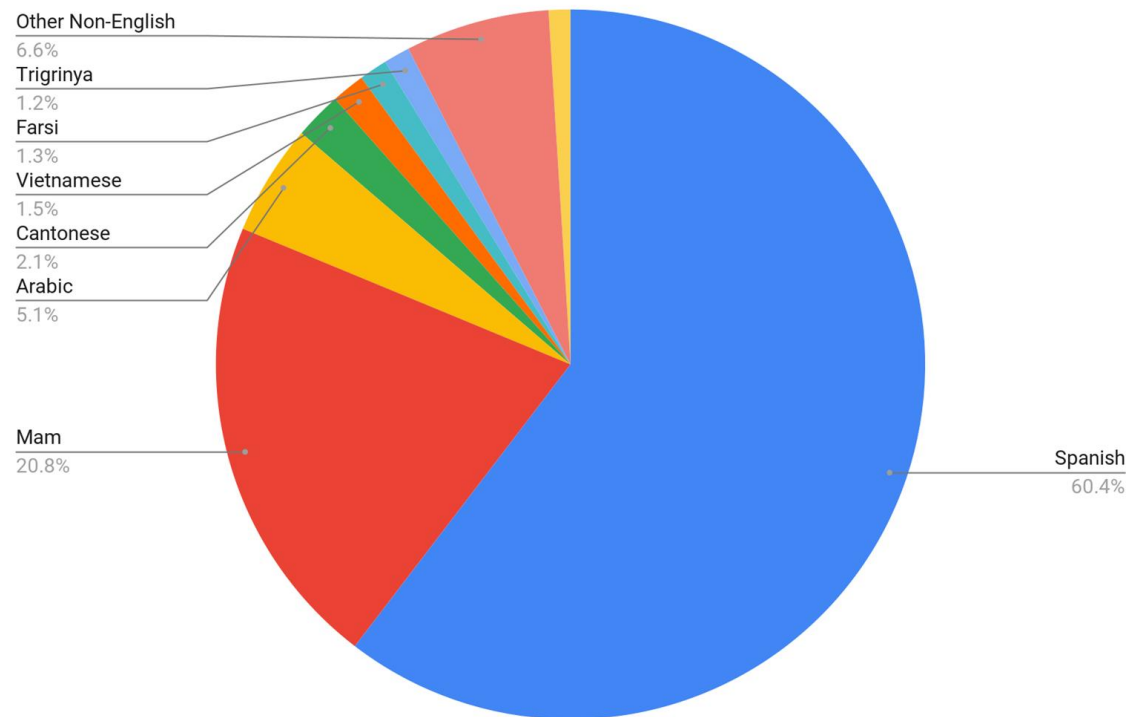| Academic Year	Total				
2023-24	3,392	10.4% 354	42.0% 1,424	26.9% 912	20.7% 702
2022-23	2,643	12.5% 331	41.3% 1,091	31.6% 836	14.6% 385
2021-22	2,982	13.0% 389	33.8% 1,008	14.4% 429	38.8% 1,156
2020-21	2,960	17.2% 510	47.9% 1,417	30.6% 906	
2019-20	3,578	4.8% 172	44.3% 1,586	27.9% 1,000	22.9% 820
2018-19	3,493	14.8% 517	32.6% 1,140	27.7% 966	24.9% 870
2017-18	3,198	12.3% 393	35.4% 1,133	32.0% 1,022	20.3% 650
2016-17	3,048	15.1% 460	41.4% 1,261	23.9% 729	19.6% 598
2015-16	2,445	17.2% 420	37.1% 906	28.5% 698	17.2% 421
2014-15	1,888	12.7% 240	41.0% 775	25.1% 473	21.2% 400
2013-14	1,633	14.4% 235	32.3% 528	28.4% 464	24.9% 406

Some Facts from our March 28th Meeting

60% of newcomers speak **Spanish**.

21% speak **Mam**.

The 3rd most spoken language for newcomers is **Arabic** at **5.1%**.

Newcomer Students by Language

Other Non-English 6.6%
Trigrinya 1.2%
Farsi 1.3%
Vietnamese 1.5%
Cantonese 2.1%
Arabic 5.1%
Mam 20.8%
Spanish 60.4%

Some Facts from our March 28th Meeting

At **53.3%**, the majority of newcomers are in **elementary school**.

30% are in **high school.**

This is roughly similar to our overall grade level enrollment in OUSD.

Grade Levels of This Year's New Arrivals

Grades 9-12
30.4%

Grades TK-5
53.3%

Grades 6-8
16.3%
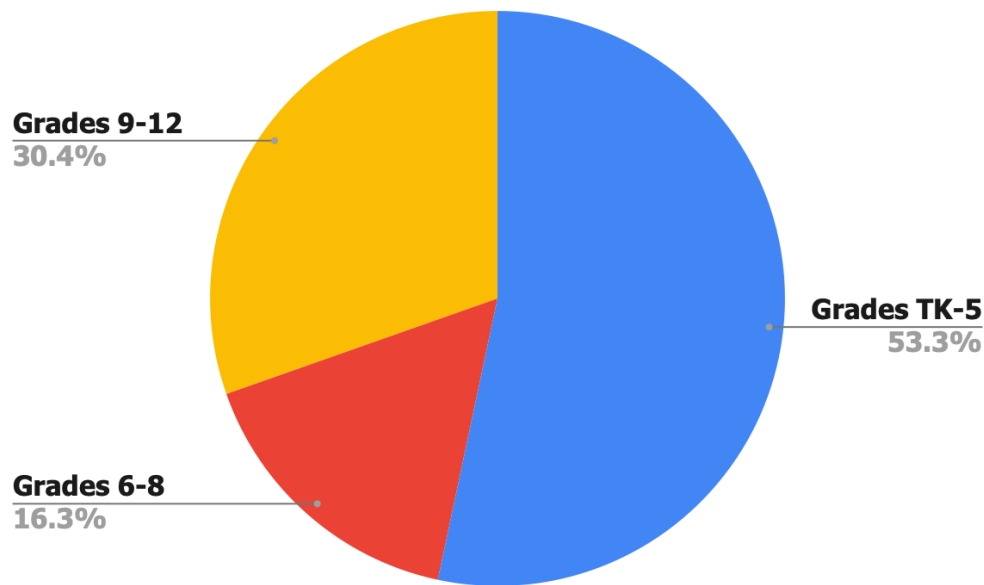
For Comparison:
Overall district enrollment by grade level

Grades 9-12
22.4%

Grades TK-5
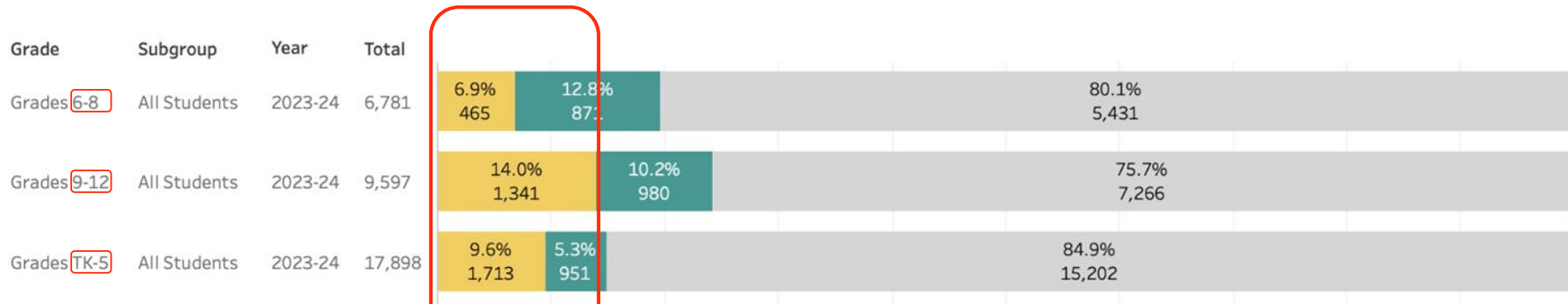59.4%

Grades 6-8
18.2%
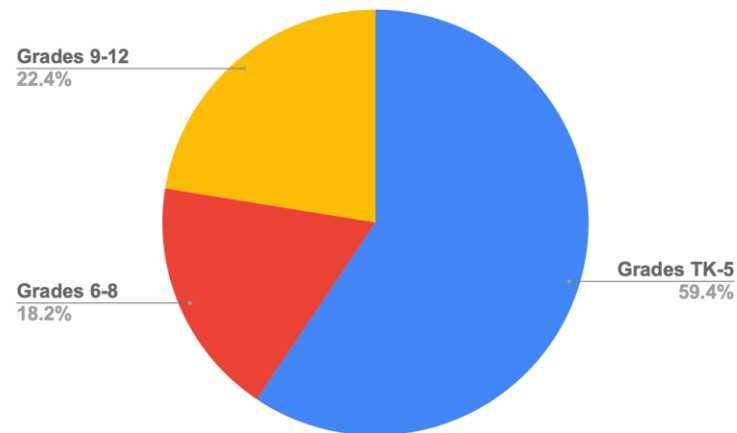
Some Facts from our March 28th Meeting

Newcomers make up a larger proportion of the high school student population than they do for other grade levels.

14% of high school students are newcomers.
10% are former newcomers.

Percent of Newcomers Proportional to The Student Population

Grade	Subgroup	Year	Total			
Grades 6-8	All Students	2023-24	6,781	6.9% 465	12.8% 871	80.1% 5,431
Grades 9-12	All Students	2023-24	9,597	14.0% 1,341	10.2% 980	75.7% 7,266
Grades TK-5	All Students	2023-24	17,898	9.6% 1,713	5.3% 951	84.9% 15,202

Newcomer Overall
- Missing Data
- Not Newcomer
- Former Newcomer
- Current Newcomer

ELLMA

In a Recent Survey of Secondary **Newcomers**

35%
Miss school because it is hard to get there

46%
Sometimes miss school to work

33%
Live with someone other than their parents

36%
Pay "some or all" of their rent

17%
Do not have enough to eat

13%
Are parents

ELLMA

From our January Review of Investments: **Newcomer Services**

The **Refugee and Asylee Program** connects newcomer Refugee and asylum-seeking families with supportive resources as they enter and move through the OUSD system.

The **Newcomer Wellness Initiative**: 14 (12.3 FTE) site-based newcomer social workers, 5 social work interns.

Funding for all but 1 (and part of another) staff that implement these programs comes from grants: Opportunities for California Youth (OFCY), CalNEW, Salesforce, and Refugee State Impact Grant (RSIG)

The ELLMA Team has been very successful in securing grants and other resources to support newcomers and other English Language Learners in OUSD!

Instructional Services for Newcomers

2 newcomer specialists (1 Title III-funded and 1 grant-funded) support newcomer instruction, one at the Tk-5th grade level and one at the 6th-12th grade level.

They collaborate with the rest of the ELLMA instructional team.

Site-Based Support

3 elementary schools have a 1.0 FTE **Newcomer Teacher Leader in 2023-24. 9 elementary schools** have a .5 FTE **Newcomer Teacher Leader.**

8 middle schools have sheltered or partially-sheltered (hybrid) programs for newcomers.

5 high schools have sheltered programs for newcomers.

2 high schools are newcomer high schools by design.

To learn which schools are offering these programs and supports:
tinyurl.com/bdfs54e

DELLS members had many questions about how the language needs of newcomer students in self-contained and other Special Education programs were being supported.

They also had many questions about access to disability support for newcomers.

The committee continues to encourage greater collaboration between Special Education and ELLMA to provide joint and integrated support to students.

Please review the March presentation to learn from staff about successes and challenges in supporting Newcomer students this year.

Link: tinyurl.com/mrxcce9h

A HEADS UP FOR SCHOOL SITE COUNCILS AND ADMINISTRATORS:

Approval of the School Plan for Student Achievement (SPSA) **requires** <u>evidence</u> that **Site English Language Learner Subcommittees** (SELLS) reviewed the plan and provided feedback.

In schools where the School Site Councils (SSCs) and SELLS are merged, meeting minutes must reflect that the ELL representatives in the SSC reviewed the SPSA and had the opportunity to offer recommendations to be included in the plan.

If the ELL representatives on the SSC are not present at the meeting where the SPSA is reviewed, this requirement has not been met.

Community Advisory Committee for Special Education

# Members of the CAC for Special Education

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

To read about our initiatives in detail:

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

tinyurl.com/2p8v7au3

Highlights from the March Meeting:

Access to Linked Learning
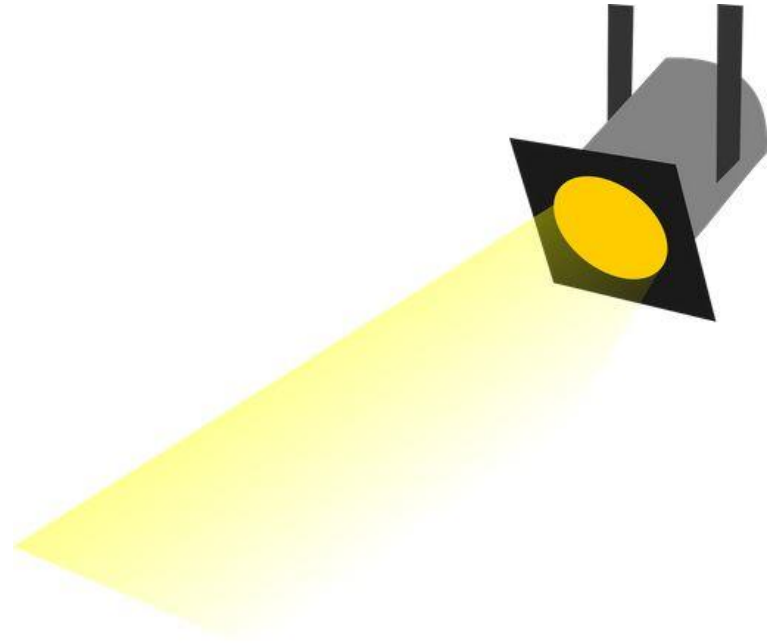
OUSD's Linked Learning Framework

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

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

3. **Integrated support services:** includes 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 @ 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

The March CAC meeting showed in excruciating detail that many disabled students are currently excluded from high school Linked Learning opportunities and experiences.

We must remember that **Linked Learning is how we do high school in OUSD.**

Linked Learning was originally funded by Measure N. Measure N was passed by Oakland voters on November, 4, 2014, for the period of ten (10) years. Measure N was/is a $120 per-parcel tax on each taxable parcel in the City.

This is the last year of Measure N. Measure H will fund Linked Learning for another 14 years.
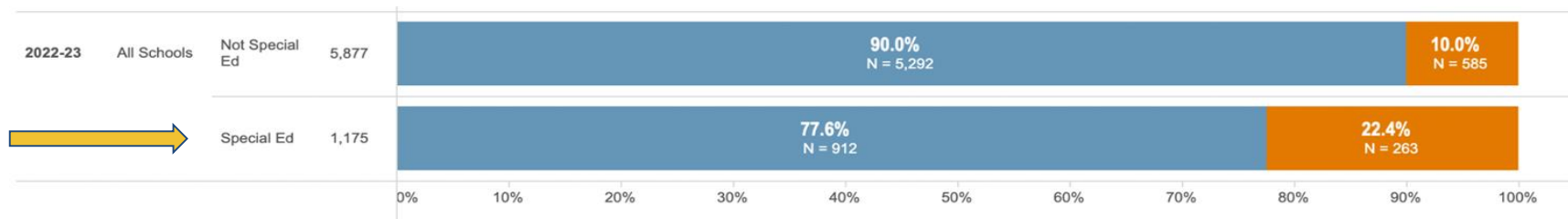
The March 11 meeting shared data for the following:

1. **Districtwide Pathway Participation for Students**
2. **School by School Pathway Participation**
3. **Participation in Career-Tech Education and its Various Components**
4. **Dual Enrollment in High School and College**
5. **Participation in Specific Work-Based Learning Activities**

This data was shared for Students with IEPs as a whole and by Special Education program.

Link to the Folder with the Slides and Recording: tinyurl.com/cup7yk3c

A Small Sample of the Data

Participation in Linked Learning Pathways–Disabled Students with IEPs

2022-23	All Schools	Not Special Ed	5,877
		Special Ed	1,175

Not Special Ed: 90.0% N = 5,292 | 10.0% N = 585

Special Ed: 77.6% N = 912 | 22.4% N = 263

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

Students with IEPs **DO NOT** participate in a Linked Learning Pathway at more than twice the rate of Students without IEPs.

Students who do not participate in pathways are not members of the small, career-oriented learning communities that are created through them. They do not have access to all that is offered to students within those communities.
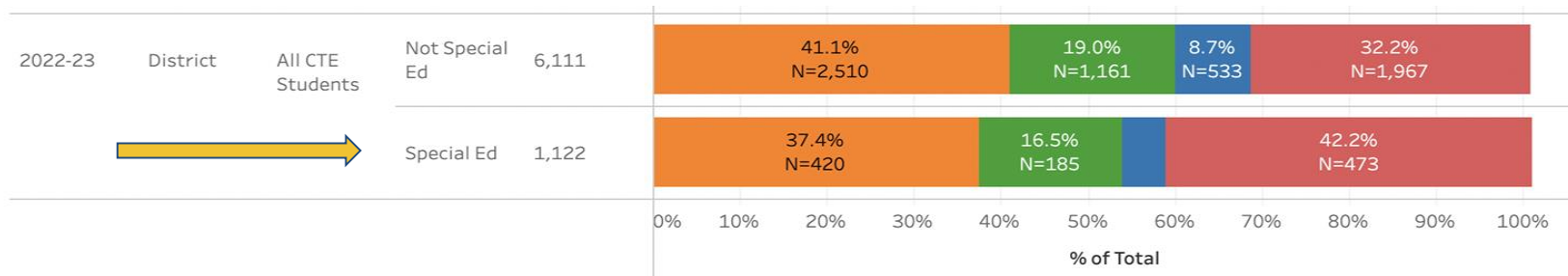
Career-Technical Education

Career Technical Education (CTE) is program of study with a multiyear sequence of courses.

It brings together core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

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 in Career-Technical Education

| 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 |

% of Total

The red bar shows the percentage of students who are not participating in Career-Technical Education at all.

42.2% of disabled students with IEPs did not participate in CTE in the 2022-23 school year.

Note: The colored bars represent who is participating in a CTE scope (orange), who is in a CTE concentration program (green), who has completed a CTE scope (blue) and who is not participating in CTE (red).

Participation in Career-Technical Education

Only **ONE student with Extensive Support Needs** was in a CTE course last year. About 175 students with Extensive Support Needs attend high school.

Only **nine students from moderate programs** participated across all high schools.

Exclusion from the Benefits of Measure N & H

Special Education programs are not assigned Measure N and Measure H Linked Learning dollars to develop career pathway and career-technical education experiences for students. Students can only access them through participation in what is offered through General Education.

Many disabled students have been completely excluded from these opportunities throughout their high school careers.

Students in the Young Adult Program (which is designed to function as a Linked Learning Program) have never benefited from the Measure N dollars that fund Linked Learning in OUSD since 2014. Those students were also excluded in high school.

Our recent conversations with the
Measure N/H Commission and the
High School Network Superintendent
have been promising.

We look forward to their leadership and to
a strong partnership with them.

Together, we will provide greater access
to Linked Learning and fulfill the promise
of Measure H for all students.

The Community Advisory Committee for Special Education meets on the 2nd Monday of every month. Our most recent meeting was on April 8th.

We reviewed the metrics that are being considered for closing or merging schools in OUSD.

We discussed the impact of those metrics on specific groups of disabled students and on schools with the Special Education programs that support those students.

For the meeting recording and materials, go to the CAC folder at ousd.org/LCAP.
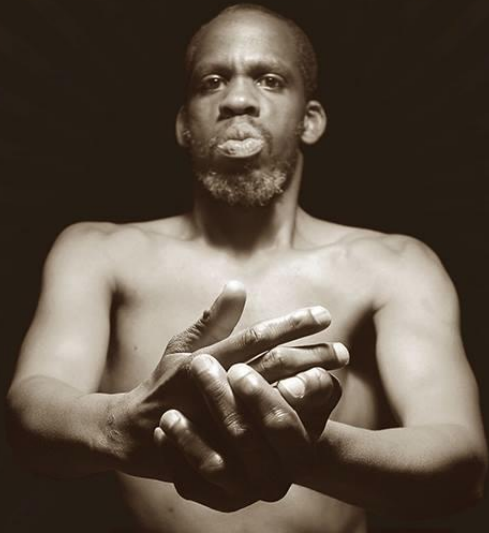
ALL BODIES ARE UNIQUE AND ESSENTIAL.

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.

TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

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

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

The Foster Youth Advisory Committee will report in detail at the May 8th School Board Meeting.

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

i am OUSD

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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