

**BRIAN LEWINSTEIN
YOUTH JUSTICE
FELLOWSHIP**

**POST GRADUATE
ANNUAL REPORT**

**EQUAL JUSTICE
A M E R I C A**



**KAYA MCRUER
EJA FELLOW**

**BERKELEY, CA
FALL 2025**

**EAST BAY COMMUNITY
LAW CENTER**



I. REFLECTIONS



Kaya McRuer, J.D. 2023
Berkeley Law

As I come to the end of the final year of my fellowship, my primary reflection is how grateful I am for the training and experience I have gained over the last two years. There is something really special about working in a clinical space as a new attorney. My colleagues have been the best teachers in how to approach the varied and complex situations that arose with clients, community partners, and in our policy work. I will leave this fellowship with strong skills, not just as an attorney, but as a policy advocate, community-lawyer, client case manager, and clinical instructor. Few places allow young attorneys the level and variety of experience I have had in the first two years of my career. I cannot thank EJA and my team at EBCLC enough for their support and the way that it has prepared me to go forward into my career.

I do think I learned two lessons in particular over the course of the last year of my fellowship: (1) I learned a lot more about how to do organizing and coalition building work that will continue to be a huge part of my community lawyering practice; and (2) I have recognized the limits of my work as a lawyer and how to find community based resources that can fill those gaps in my own capacity and ability.

Community lawyering (which I will discuss further below) is the way I hope to practice advocacy throughout my career—centering the needs and goals of both my clients and their communities. A key part of that work involves building relationships with community-based organizations and finding ways to collaborate and work in coalition. Over the past year, I have continued to learn how to go about this type of relationship building. First, I have worked on finding spaces where I can introduce myself to potential partners, such as at community meetings, protests, and conferences. Then,



I followed up and set up conversations to learn about one another's work and brainstorm ways to learn from each other. Finally, I have practiced engaging closely with partners in an ongoing way—through regular meetings; offering ongoing trainings or self-help material creation; referring potential mutual clients; reaching out with opportunities to highlight their work in the press or in other spaces; and showing up to support their community events and advocacy. Through these steps I have built strong relationships with several community organizations that I hope will outlast my time at EBCLC and will continue to allow my team to engage in community lawyering and support clients in partnership with these other organizations.

Through those relationships, I have also found additional resources to fill the gaps in my own capacity and ability to help my clients. The challenges my clients face are rarely limited to their legal issues. Many face housing instability, mental health difficulties, and tough relationships with family members. In the last year, I have witnessed the way one of my team's community partners, Restorative Justice for Oakland Youth (RJOY) used their mentorship model to help my client step away from negative influences in his life. Through their support, my client's hard work, and my own legal efforts, my client got off probation. That is not something I believe could have happened without that community partner and that is just one small example of the ways that community partners can do things that I, as a lawyer, cannot. In my next job, getting to know the local community partners will be a priority for me since I believe that clients, especially young clients, can rarely achieve their goals without more support than I, alone and through a lawyer's approach, can offer.



II. INITIATIVES

Community Lawyering

As I mentioned in my first report, it is hard to name an “initiative” for my work because direct services and legal aid inevitably is responsive to the needs of the community rather than focused on a specific initiative. However, I think a key throughline in my fellowship has been my work on community lawyering. This has involved several facets, including: (1) building relationships with community organizations and coalition work; (2) developing community-needs based educational and self-help materials and trainings; and (3) policy-advocacy work based on identified community needs and in partnership with grassroots and community-based organizations.

a. Partner Relationship Building and Coalition Work

Relationship and coalition building has been a key part of my work over the last year of my fellowship. One new partner relationship I have helped to build for my team has been with the pediatric residency program at the Community Hospital of Oakland. I met several pediatric residents and one of the program directors at a conference on the public health impacts of exclusionary school discipline. We decided to coordinate a meeting, and the residents invited other key members of their teaching faculty. Through that initial meeting, we learned that the residents already had a practice of attending special education meetings with their patients and had previously had a medical-legal partnership with our immigration team. We discussed many ways in which we could potentially work together to better serve their patients and our clients. A medical perspective on our clients’ disabilities could be incredibly impactful in special education and school discipline meetings where we as lawyers often struggle to counter school psychologists. We decided to begin with an exchange of knowledge. As a result, I have planned (and so far, taught two of three) trainings for their residents on special education law, manifestation



determination reviews (key points in school discipline advocacy for students with disabilities), and on the education rights of delinquency-system involved youth. Each training focuses on the ways that pediatricians can advocate for and assist their patients in these situations. The trainings are also being recorded for potential future use by the pediatric residency program. In exchange, the CHO pediatricians will be sharing their wealth of knowledge with my team about specific common disabilities, trauma, and substance use among young people. It is my hope that these trainings are just a starting point for a longer relationship between my team and CHO's pediatricians to collaborate and support young people impacted by these various systems.

A couple of other key pieces of coalition work over the last year have included regular meetings with Alameda County Office of Education (ACOE) employees and my work as a member of the Fix School Discipline (FSD) Coalition. The meetings with ACOE staff have been semi-regular meetings with staff who work primarily with the court school. Through that work, we have been able to collaborate on ways to improve re-entry of students from the court school to home districts. Those meetings just recently became monthly and will continue after I leave, allowing for ongoing collaboration with key stakeholders who impact the policies and practices for our incarcerated clients in school.

Through FSD I have been part of two work groups, including the Legislative Opposition workgroup. That workgroup consists of grassroots organizers, staff from policy organizations, and other attorneys. Together, we have considered which bills running through the California legislature may do the most harm to students and developed strategies to oppose them including lobbying and opposition letter writing. I have learned so much as a member of this work group on policy-strategy, how to center the voices of impacted youth and parents from the grassroots organization membership, and the legislative process. have also been able to contribute my own expertise as the only lawyer working with delinquency-involved young people on the



impact of a couple bills involving criminalization at school. Through this coalition work, I feel like I can contribute my legal skills and knowledge to a community-led policy effort.

b. Self-Help Materials and Trainings

Another key aspect of my community lawyering work during this fellowship has been my development of self-help materials and community education trainings in response to identified community needs. The coalition work discussed above, my client work, and calls received through my team's intake line all informed which materials were needed. Specific partner organizations also requested certain materials and trainings.

Over the course of the fellowship, I led a self-help materials workgroup comprised of some other members of my team. We prioritized the identified needed projects and assigned them to ourselves and law students to create. We leaned on other staff at EBCLC with design and web skills to finalize different flyers and guides and to publish them on a self-help webpage: <https://ebclc.org/helpforyouth/>. The page covers the full range of issue areas in which my team provides legal services, along with a few additional topics. It also builds on pre-existing work done by other organizations—sharing out resources that partners across the state had already created on relevant topics. Of all my projects at EBCLC, this is the one I am the proudest of, since it is responsive to community needs and will continue to be available to empower community members after I leave.

In addition to self-help materials, I have also continued to provide trainings to partner community-based organizations. These trainings have included a community training in November 2025 for community organizations, including a large number of young people, at the Young Women's Freedom Center office about expulsion defense. That training emphasized that community members can be powerful advocates against suspension and expulsion if they know students' rights and push schools to follow laws and consider alternatives to exclusion.



I also co-led a training with the education advocate for the Alameda County Public Defender's office for district student services directors at the invitation of the Alameda County Office of Education. The training reviewed the rights of delinquency-involved students to things like immediate re-enrollment at school and the overlap of their education rights with those of foster youth. We used that training as an opportunity to bring to the attention of key district stakeholders to the common barriers we have witnessed to those rights being correctly implemented. More recently, I have done trainings for CHO pediatricians (as discussed above) and a train the trainer about expulsion defense for a few staff from partner organizations (the Black Organizing Project and YouthAlive). My team has also offered future support of both organizations in training additional staff and their membership on these topics. Lastly, on the second to last day of my fellowship, I will be co-presenting a training with Alliance for Children's Rights called "The Intersection of Race, Systems Involvement, and Children with Disabilities: Creating a More Equitable Education System 2025." That training will be for fellow attorneys through the Practicing Law Institute. I will have an opportunity to encourage other lawyers to implement the trauma-informed, client-centered, and community lawyering practices I have learned through this fellowship.

c. Policy Work

Just like the self-help materials and trainings I have created during my fellowship, the policy work I have engaged with has been informed by community need finding practices. For example, as I discussed above, the legislative opposition work I did with FSD was developed in coalition with grassroots and community-based organizations.

In a different area of coalition work, focused on opposing the use of GPS for juveniles and particularly for young people with disabilities, I advocated for more involvement of community voices. The group working on the project included attorney offices from across the US, including several with deep expertise in delinquency defense and disability justice. However, the group included no non-lawyers. I suggested



incorporating my contacts at CHO for a medical perspective to strengthen our disability related arguments. I also raised the possibility of seeking out an impacted young person to write op-eds to spread awareness of the issue, rather than having one of us write one. There is no guarantee that these ideas will pan out. However, I see a key part of my aim to be a community lawyer as inviting the voices of directly impacted people and a broad coalition of stakeholders into as many spaces of advocacy as possible. I believe doing so makes advocacy more effective and ensures it is making the changes that impacted communities want.

The final bit of policy work that I have done this year is work on a piece of legislation called AB 1230. My involvement in this piece of legislation grew directly out of a need for a change in the law I witnessed after advocating for a client's readmission to school following an expulsion. Barriers beyond the client's control nearly prevented re-admission. Though I was able to convince an administrator to overlook this, nothing in the law ensured that would be the case. I co-drafted language for AB 1230 and provided ongoing technical feedback throughout the amendment process. I also helped share the bill with the Fix School Discipline coalition to gather additional technical and community feedback on the bill and later amendments. Later, I provided expert testimony in support of the bill to the Assembly Education Committee based on my client's story. It passed unanimously out of that committee, and I am hopeful that the bill will reach the governor's desk this session. I have loved policy work since before I decided to become a lawyer. However, doing policy work based on my own direct service work with the community that will be impacted feels especially important and effective. I am also grateful to be a member of coalitions who are open and honest with their feedback and helped to improve this bill as it went through the process. I hope to continue to do policy work again at some point in my career, but I would want to do it in this way—with clear sources of community need and ongoing input from community members throughout the process.



Overall, through coalitions and partner relationships, development of self-help materials and trainings, and doing community-informed policy work, I have learned so much about how to be a community lawyer. I will take these lessons with me in my future work!

III. CLIENTS SERVED

Over the last year, I served six record sealing clients, two delinquency clients, four special education clients, and four expulsion clients. Several of these client cases were for the same young people with needs in a variety of issue areas.

In my record sealing cases, I advocated for the sealing of old arrests and for the sealing and dismissal of petitions that were still haunting my clients, often decades later. I also learned the process for sealing an FBI RAP sheet and successfully got my client's FBI RAP cleared after sealing their California records. Through that experience, I wrote up an explanation of the process that has since been incorporated into our self-help materials and case closing advice for all record sealing clients. I also shared my gained knowledge on a statewide listserv for other juvenile defenders. My colleague and I also learned, with two different clients, the process for terminating a juvenile sex offender registration. We got both client's registrations terminated and my colleague is building on that work by pursuing sealing of the juvenile records of those clients.

With my delinquency clients I navigated arrests across multiple counties and numerous probation violations. I helped both clients connect with community providers who have helped make all the difference. In one of those cases, I partnered with my team's own social work team, who helped stabilize the housing situation of the client and their family. Through my advocacy and negotiations with the DA and probation, I got multiple charges and probation violations dismissed or withdrawn and kept both clients in the community and off ankle monitor as much as possible. What I am proudest



of in this work, however, is the strong trust I have built as a part of my client-attorney relationship with these two young people who have faced difficult circumstances over the course of my fellowship.

Some of my special education cases (which often overlapped with my expulsion cases) involved students who have needed special education support for a long time but never received it. These clients were often initially resistant to the idea of special education because of the stigma associated with it. However, through many conversations and discussions about the types of support they wished they could get at school, these clients realized the ways that special education could help them. I got all my clients qualified for special education or disability support at school. I also attended my first manifestation determination review meetings this year. At these meetings, IEP or 504 teams consider whether a student's disabilities contributed to the reason they are being recommended for expulsion. I was able to make compelling arguments on behalf of my clients that, though unsuccessful, laid the groundwork for successful negotiations later. I used those arguments and additional special education claims (sometimes in the form of Uniform Complaints or complaints to the Office of Civil Rights or the California Department of Education) as leverage in their expulsion cases and to push for settlements with compensatory education and other benefits for my clients.

In my expulsion cases, I pushed districts to follow the procedures laid out in state and federal law, to recognize the context of the underlying situations for my clients, and to support my clients' education regardless of the outcomes. Following expulsions or suspended expulsions, I also helped my clients navigate and complete their rehabilitation plans and advocated for their readmission to their home districts at the end of their expulsion terms.

Although I, and my team, serve relatively few clients, we serve them in great depth. We often work with them on a large variety of overlapping legal issues. For example, I



have one client who I have worked with on their delinquency cases, expulsion case, special education case, and more recently, their record sealing. The holistic model of my organization allows me to build strong attorney-client relationships with my clients and helps me to advocate for them through my depth of understanding of the different systems impacting their lives.

IV. SUCCESSES

Although in direct services, success can feel very rare, I have been lucky to have had many in the last year. First, all my record sealing cases resulted in orders to seal and often to also dismiss my client's juvenile cases. In one client's case, I was also able to use novel legal arguments based on new law to get a substantial reduction in their restitution liability following the sealing of their juvenile case.

In my expulsion cases, I helped ensure two clients received suspended expulsions to preferred educational settings in their home districts. One of these happened following an expulsion hearing where I was the lead attorney. I also have since ensured that all of my expulsion clients have been successfully readmitted to their home districts and they are now all enrolled at their preferred school.

In my special education cases, I helped two clients get their first 504 plan and IEP respectively. Both clients have needed additional support in school for some time for their respective disabilities. I also negotiated IEPs and 504 plans for clients that directly reflected their goals for their own education and the support they wanted. Lastly, I helped some clients receive favorable settlements for special education claims from their districts, including substantial compensatory education (additional academic support paid for by the district), record expungement terms, and return to school terms.

Lastly, in my delinquency cases, I got numerous probation violations and more



serious charges withdrawn or dismissed and negotiated a couple of beneficial admission agreements for my clients. As a result, one of my delinquency clients was finally dismissed from probation after years of effort. Another client is also set up well for dismissal soon.

V. CHALLENGES

The challenges in my work over the last year are from the things I cannot completely control. A key frustration for me is and will continue to be the lack of true accountability mechanisms for districts and schools that repeatedly harm students. Although I and my team have had success in getting things like compensatory education and readmission for our clients when their school or district violated their rights, this does not fully repair the harm done. In addition, it does not create any true accountability for the school or district in forcing them to acknowledge that they did anything wrong or to change their practices in the future. As a direct services and client-centered attorney, I have to advocate for what is best for my client from my client's perspective. Often that is what will get them back into school with the most support as soon as possible. However, that also often means skipping following through on complaints or appeals that might create some outside accountability mechanisms. When my team often sees the same bad actors repeatedly within our county, that is particularly frustrating.

Another challenge is the amount of time that it can take to move through the legal processes that my clients and I must deal with and the impact that can have on my clients. My delinquency clients have all spent years on probation, with one of them only having a single initial charge and then just additional probation violations keeping them involved in the system. As a lawyer, I can and have successfully pushed for the withdrawal of some of those violations. However, for teenagers with complicated lives, maintaining perfect compliance with terms like curfews and avoiding common substance use like weed for months, let alone years, can be incredibly difficult. I wish



the system and judges would do more to consider that often keeping a young person on probation (especially in these types of circumstances) does substantially more harm than good.

The same delays also happen frequently in education cases—special education assessments, incarceration, and other unusual circumstances can push out expulsion hearings for months. This often leaves students out of school for extended periods of time or on independent study with no real support for students already struggling with their academics. Even where some support is offered during this time, such as tutoring or meetings with teachers for students on extended suspension, setting it up can be a long and complicated process. My own work can also delay expulsion hearings to give us time to properly prepare or to negotiate a good settlement agreement for the client. However, overall, the delays in this process cause students to miss extended periods of school, fall behind, miss credits, and struggle to get caught up or engage in school even if they can return. As an attorney, it is a challenge to balance what will have the ultimate best outcome for the client's case with the impact of the time it takes to reach that outcome.

The last major challenge I have run into in my work is navigating the often-challenging relationship between my clients and their family members. I will start by saying that the parents and family members of my clients have exclusively been incredibly dedicated and present in supporting them. They want them to be safe, healthy, happy, and successful. However, they are also often terrified and at a loss for how to support my clients, especially when patterns of getting into trouble keep repeating. I have deep empathy and respect for my clients' families. However, as the attorney for the young person, I sometimes find myself in the awkward position of being a go between or advocating for the client's goals even when they are at odds with their parents' or family's goals. While it is not my role to mediate these complex relationships, I do often need to advocate to parents and family members about how



to support my client's goals the best. Learning to do this complicated dance when complex family relationships are in play is a skill I am sure will come with me in future work.

VI. GOALS FOR THE FUTURE

Although I do not yet know what my next step will be I am so grateful for a fellowship that has prepared me so well as an advocate, coalition member and organizer, community educator, and clinician. I intend to use those skills wherever I land next.

I am currently seeking work at non-profits and government civil rights offices in Washington State to do related work in areas of civil rights, disability and youth justice, and criminal and delinquency defense.



VII. MEDIA

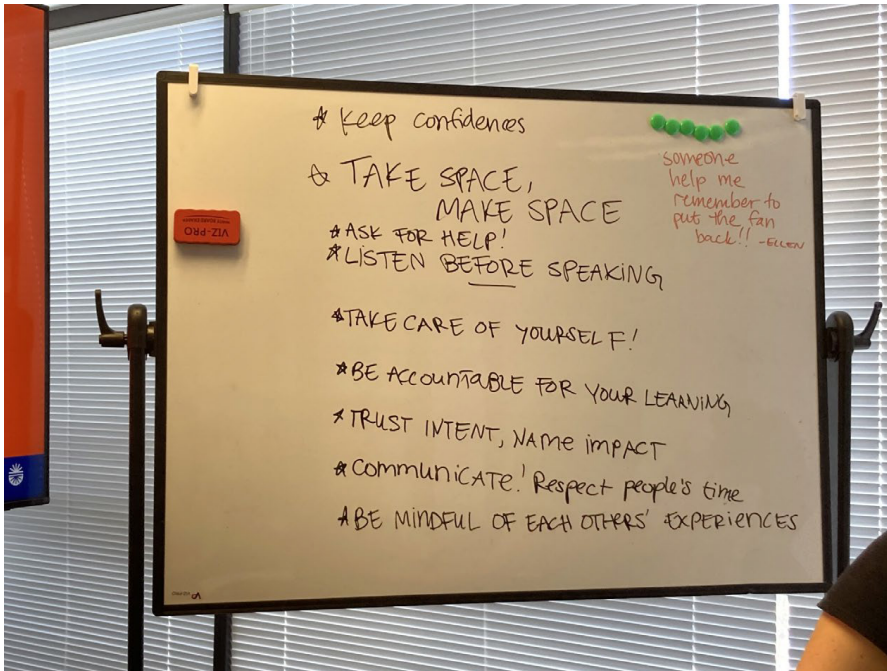


In November, I got to co-lead a community workshop with Young Women's Freedom Center (YWFC) about expulsion defense by non-attorney advocates. I helped to train YWFC staff and my law student to co-lead the training alongside myself and the education advocate for the Alameda County Juvenile Public Defender's Office. We had great attendance, with many youth and some staff from other community-based organizations present and asking lots of questions!



Lobby Day with the Fix School Discipline coalition before the start of the 2025-2026 legislative session. Pictured in front of California Capitol building with colleague Gloria Yi and two community partners from the Black Organizing Project (BOP). I was honored to share with state legislators and their aides about the issues facing young people impacted by school discipline and school policing alongside our BOP partners and youth brought to the capitol by Fresh Lifelines for Youth (FLY).





Community agreements from Education Defense and Justice for Youth Clinic seminar with Berkeley Law students. Each semester in the fellowship I had the privilege of supervising a Berkeley law student and helping to teach parts of a clinic seminar to our students. In seminar, my team and I aimed to train our students in both legal knowledge in the areas of youth and education justice work and specific legal skills to apply in clinic, such as client interviewing, research, direct examination, and cross examination. As a result, we ask our students to be very engaged in open discussion and practical application of skills in seminar, so we start each semester by collaborating to create a set of community agreements for the seminar space.



This legislative session, I helped to draft and gave technical feedback on a bill, AB 1230. The bill, if it passes this session, will improve the process for readmission after an expulsion and will prevent outside barriers like disability, transportation, or finances from preventing a student from being readmitted to their home district. Due to my work on the bill, I had a chance to testify before the Assembly Education Committee and share the story of a client who was nearly denied readmission due to these external barriers. Pictured is a screenshot of me providing that testimony.



SUPERVISOR EVALUATION

AUGUST 2025



August 27, 2025

Dear Dan Ruben,

As Kaya's Lewinstein Fellowship comes to a close, I am excited to provide this update on her work and accomplishments. Kaya has played a vital role on our team over the last two years, and is leaving EBCLC as a compassionate and fierce youth advocate, a skilled clinical supervisor, and a valued community partner and educator. Her contributions have been numerous, but below are some of Kaya's most recent wins on behalf of her clients and the community.

Client record sealing work:

Kaya has represented several clients in adult record sealing matters. For one client, she successfully advocated to seal an old juvenile arrest and the sealing of their FBI record in order for the client to be eligible to apply for government jobs. This was the first FBI record sealing matter our office has handled, and Kaya took it upon herself to learn the sealing process and advocate accordingly with both the court and federal government. To ensure that future clients benefit from Kaya's knowledge of the process, she drafted guidance for self-help materials and closing letters on the FBI sealing process. These materials were also shared with a statewide listserv of juvenile defenders.

In yet another juvenile sealing matter, Kaya skillfully litigated issues of first impression involving both complex record sealing and restitution matters. Kaya spent countless hours researching, drafting motions, and arguing in court, ultimately convincing the judge to not only seal her client's record but to retroactively apply a new law, AB 118660, which discharged thousands of dollars of debt for her client. Because of Kaya's advocacy, this client, now a young adult, has a true fresh start at life.

Juvenile Delinquency and Education Work:

Over the course of her fellowship, Kaya has developed into a powerful youth advocate, resulting in hard fought wins on behalf of her young clients. While the legal victories are impressive, they have only been possible because of Kaya's holistic approach to working with her young clients. She is client-centered to her core, building relationships with her clients that are based on trust and consistency, and she is creative and thorough in her approach to problem solving.

Kaya has represented a young man ongoing in both his delinquency case and a school discipline matter. She has supported her client in navigating several serious juvenile charges and setbacks on juvenile probation. With Kaya's guidance, he began attending school regularly at a county school last school year, and he has now been readmitted to a comprehensive high school within his home district. Kaya also linked this client to prosocial support, including employment at Restorative Justice Options for Youth (RJOY) and the Youth Employment Partnership (YEP). With Kaya's support, the client finally stabilized, and Kaya was able to convince both the DA

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and probation to drop multiple new charges and violations he was facing. Just a few months ago, this client was successfully terminated from juvenile probation, and returned to the high school of his choice in time for the start of the school year.

In yet another case, Kaya has again represented the client in both ongoing delinquency and education related matters. This summer, Kaya advocated for this client, who spent last school year expelled, to be readmitted to his home district where they will once again be able to pursue their academic and athletic goals.

Kaya has also successfully represented other students in education related matters. In one case, she has supported her client and his family in navigating the IEP process and helped him to transition back to school following a prolonged and illegal exclusion by the school district. Kaya also pursued remedies, including filing complaints at the local and state level, regarding procedural violations of special education law, education code, and discrimination. Kaya's tireless advocacy worked. This client has just started the new school year back in the school district and finally with the educational support he is entitled to.

Lastly, Kaya, in partnership with another attorney and law student interns, supported a student in navigating an expulsion recommendation, ultimately negotiating a settlement that allowed the student to return to school.

Legislative and Community Advocacy:

In addition to Kaya's direct services work, she has also been instrumental in shepherding forward EDJY's policy and community facing work, in many cases leading initiatives that have improved the lives of countless young people and allowed more community members to access our services.

Kaya has continued her work on legislation that will reform education law and eliminate barriers to students seeking readmission to comprehensive high schools after expulsion. Kaya, working in partnership with other organizations, co-drafted language for AB 1230, and provided vital ongoing technical feedback throughout the amendment process. She also helped ensure that education advocates across the state, including members of the Fix School Discipline and School Discipline Defense working groups, were aware of the proposed legislation and had an opportunity to also provide their feedback. In April, Kaya provided expert testimony in support of the bill to the Assembly Education Committee where it passed unanimously.

Kaya continues to be an active member of the workgroup in support of implementation of SB 274 – legislation that eliminates the ability to suspend students in TK-12 for minor misbehavior covered under the "disruption or willful defiance" category. She has also been active in a legislative opposition workgroup, engaging in strategic planning to oppose harmful California education bills during the 2025 session, including SB 19, a bill which would increase the charging for "threats" in school. Her work in this capacity has included drafting and coordinating the submission of EBCLC opposition letters and lobbying with individual legislative offices.

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Kaya has recently become a member of a nationwide working group aimed at combatting the harms of GPS surveillance for young people in the juvenile legal system. As part of her contributions to this group, she supervised a summer law student as they drafted a section of a memo for defenders to advocate against the use of GPS monitors for youth and especially youth with disabilities. This memo has been well received by the juvenile defense community, and will serve as a springboard for future research and points of advocacy. She has also connected the working group with pediatric physicians at Children's Hospital Oakland (CHO) to lend their medical expertise and insight on GPS monitoring of youth.

Kaya has additionally continued her policy work at the local level, representing EBCLC in the Free Our Kids (FOK) Coalition. Through her work with FOK, she monitors and reports back on the monthly meetings held by the Juvenile Justice and Delinquency Prevention Commission (JJDP), helping to facilitate and drive campaign strategy for the coalition.

Kaya has continued to take lead on the development and distribution of self-help materials. This has been no small feat. In Kaya's time at EBCLC, she has developed over a dozen self-help guides and explainers in the subject areas of school discipline, special education, and the juvenile legal system. All of this material was developed in response to expressed needs and asks from our community and is available to the public on EBCLC's [website](#). Kaya's buildout of our self-help materials will continue to hold tremendous value long after her fellowship ends.

She has also continued to provide training for our community partners and various community stakeholders. She co-led a training for Student Services Directors at Alameda County Student Services Council on education rights for youth in the juvenile legal system, and co-led yet another alongside of the Young Women's Freedom Center and the Alameda County Public Defender's Office to members of local CBOs on expulsion defense. More recently, Kaya conducted a "train the trainer" training for members of the Black Organizing Project and Youth Alive!

In the last few months as well, Kaya has developed a relationship with physicians at Children's Hospital Oakland (CHO) where she has already trained pediatric doctors on special education rights of youth, with upcoming trainings on manifestation determination reviews and education rights for delinquency involved youth. Kaya has also been point person in coordinating and planning trainings that CHO is providing to our youth team, including topics such as recognizing/explaining ADHD, Depression, Anxiety as disabilities; Trauma as a Disability; and Substance Use as a Disability. This is a partnership that we are excited to continue to foster even after Kaya's fellowship concludes.

Clinical Work:

Kaya has emerged over the last two years as a skilled and thoughtful clinical supervisor to law students and a valued member of our clinical teaching team. Kaya supervised one student in both the Fall 2024 and Spring 2025 semesters and helped to design and teach seminar classes



throughout the school year. She also hired and then supervised our youth team's only clinical law student for Summer 2025. In addition to direct student supervision, Kaya co-led the summer internship program, including providing training and mentorship throughout ten-week summer program.

Kaya's contributions to our team at EBCLC, to her clients, students, and our community over the last two years have been tremendous. We are so grateful for all that Kaya has contributed. While we will miss Kaya as she moves on to the next step in her career, she is leaving behind a body of work which will continue to benefit so many young people and the greater juvenile defense community long after she has left.

Please do not hesitate to contact me with any questions or concerns. I can be reached at wrubenstein@ebclc.org or at 510-269-6677.

Best,

A handwritten signature in black ink, appearing to read "WR", enclosed within a thin black rectangular border.

Whitney Rubenstein