



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

Wednesday, February 8, 2023

Navigating OUSD: Monthly Q & A Forum for Families

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PREVIOUS TOPICS

December 13, 2022

"Enrollment Support for Families," 72 participants

January 17, 2023

**"Understanding Elementary School Report Cards and
How to Access Academic Support Services," 58 participants**

Recorded sessions & materials available at familycentral.ousd.org

**Navigating OUSD:
Monthly Q & A Forum for Families**

Next Forum: February 21st, 5pm

**Topic: Understanding Attendance
& Chronic Absence**

Highlights from the 1/18/23 PSAC Meeting

We reviewed what is currently known about budget resources for the 2023-24 school year. We heard about the budget outlook in light of the Governor's proposed budget, and based on projections made by staff with assumptions for enrollment, attendance, and other factors.

We fielded many questions about how flexible resources are allocated to schools and programs. Community members are asking for open discussions about the criteria and the process for assigning those funds, and about the overall budget.

We ask that the Board schedule an open format community engagement event about the 2022-23 budget as soon as our financial picture becomes clearer, and no later than March.

Participants at the 1/18 meeting expressed the need for:

- a clear way to see how the loss of Covid dollars will impact specific schools and services—exactly what was funded with those dollars and what is going away.**
- a clear accounting of how much one-time/Covid funding remains and what decisions have been made about how to use it**
- transparency around all available dollars and about the criteria that staff are already defining for how to prioritize their use**
- opportunities to elevate the specific needs of schools and students within a larger community conversation**

LCAP PSAC Elections

A special LCAP PSAC election was held on **Wednesday, 2/1 at 6pm** to elect members to vacancies in electoral districts 4, 5, 6, & 7.

Thanks to the Board directors who reached out to the principals of the schools in their districts.

This is the outcome of the Special Election:

Members of the LCAP Parent and Student Advisory Committee

Student Members: **Anevay Cruz** (Oakland High), **Kiana Diaz** (Skyline)

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

District 2: **Norma Ventura** (Garfield), **Michelle Gong** (Lincoln), **Joe Manekin** (Bella Vista),
Alexia Maciel (MetWest)

District 3: **Zazzie Cribbs** (Prescott), **Tiffany Hampton-Amons** (Westlake), **Diana Manjárrez** (Hoover)

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

District 5: **Veronica Martínez** (Global), **Karina Najera** (ICS)

District 6: **Marcela García-Castañón** (Greenleaf), **Maihani Kawaihae** (Markham), **Elham Omar** (Lockwood)

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

2 student members 22 parent members

blue text: newly elected on 2/1/23

underlined: re-elected on 2/1/23

Follow-Up Requests from the January PSAC Report

1) That Network Superintendents report on the timely establishment and effective functioning of School Site Councils and Site English Language Learner Subcommittees for their schools based on the questions that we submitted for the December Board segment about that topic.

This specific reporting by Network Superintendents did not happen as requested by us in June 2022. **Will that segment be scheduled?**

2) That public folders for School Site Councils and Site English Language Learner Subcommittees be available on the OUSD website by the time we report to you in February. This was approved by the Superintendent in June 2022. **Has this happened?**

Community Advisory Committee for Special Education

**ALL BODIES ARE CAUGHT IN THE BINDINGS OF ABILITY,
RACE, CLASS, GENDER, SEXUALITY AND CITIZENSHIP.
WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES
OF OUR IDENTITIES, BUT BECAUSE OF THEM.**

**ONLY UNIVERSAL, COLLECTIVE ACCESS CAN
LEAD TO UNIVERSAL, COLLECTIVE LIBERATION.**

THIS IS DISABILITY JUSTICE.



Written by Aurora Levins Morales, Patty
Berne and Micah Bazant for Sins Invalid.

**TODOS LOS CUERPOS ESTAN ATRAPADOS EN LAS ATADURAS
DE LA CAPACIDAD, RAZA, CLASE, GENERO, SEXUALIDAD Y
CIUDADANIA.**

**SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE
NUESTRAS IDENTIDADES, SINO DEBIDO A ELLAS.**

**SÓLO EL ACCESO UNIVERSAL Y COLECTIVO NOS PUEDE LLEVAR
A LA LIBERACIÓN UNIVERSAL Y COLECTIVA.**

ESTO ES JUSTICIA DE DISCAPACIDAD.

<https://www.sinsinvalid.org/>

Members of the CAC for Special Education:

Jonah Zimmerman-Bloch, Lateefa Ali, Jennifer Blake,
Gillian Davidson, Carol Delton, Ashley Demelo, Graham Harper,
Sheila Haynes, Ginale Harris, Patty Juergens, Corvette Kirtman,
Alan Pursell, Sayuri Sakamoto, Gillian Davidson, Daisy López,
Coriander Melious, Kristina Molina, Joulanda Murphy,
Inga Wagar, Kristen Zimmerman



PROTECT:

- rare safe spaces for dis/abled students--especially Black dis/abled students and students with moderate to extensive needs
- schools that are models of dis/ability and racial belonging
- stability and continuity for students who get moved around a lot
- long-standing and successful Special Education programs
- green, healthy, peaceful, and beautiful environments for sensitive students
- supportive class size and Special Day Classes with no more than 2 grade levels for better access to grade level learning
- well-established communities; relationships between dis/abled students and their non-dis/abled peers
- Dis/abled and non-dis/abled siblings and friends attending the same school
- the retention of Special Educators
- the mental health of students, especially those with developmental, behavioral, and emotional disabilities



- a larger vision for Disability Justice in Education in Oakland

Email us at cacoakland@gmail.com to learn more about our role in Special Education in OUSD schools and how to get involved

The School Board vote to rescind school closures protects OUSD disabled students, especially disabled Black students.

We invite you to join us in moving forward a larger vision of Disability Justice for OUSD students!

The CAC continues to ask that the board regularly monitor implementation of *Board Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities*.

We need clarity about which staff holds this work across our district. This is basic disability access work that must not be relegated to Special Education alone and that impacts students who are also Students of Color, Low Income, English Learners, Foster Youth, etc.

To date, implementation has been mostly left up to individual departments and schools.

Our February 13 meeting will focus on access to Linked Learning.

We also ask that the School Board more closely monitor the allocation, hiring, and retention of paraprofessionals and instructional support specialists. Persistent vacancies and late hires concern us.

These staff support access for disabled students. Individual families and individual IEP processes do not on their own ensure that this support is available to the students who need it.

The April CAC meeting will include a segment about the staffing of paraprofessionals and instructional support specialists.

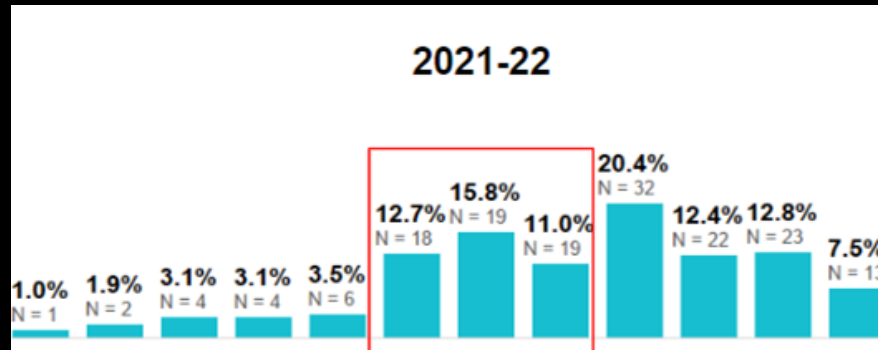
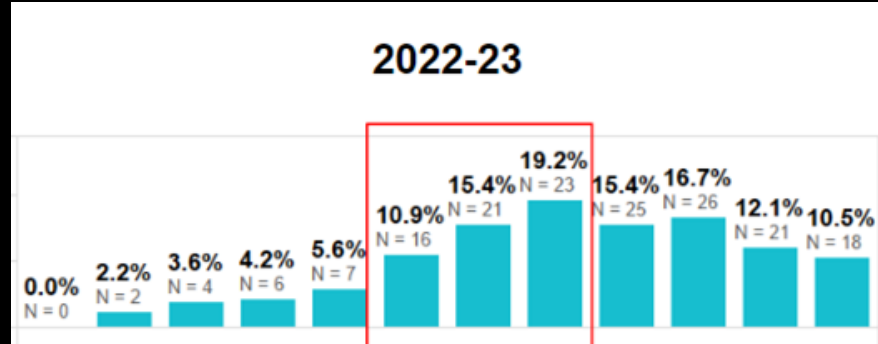
At our meeting on Monday, January 23rd, we received an update on the work to Reduce Suspensions for Disabled Black Students with IEPs in Middle School.

We reviewed outcome data and heard from a panel of administrators from Claremont, Bret Harte, and West Oakland Middle. These are schools with comparatively low suspension rates for disabled Black students and/or that have had significant reductions.

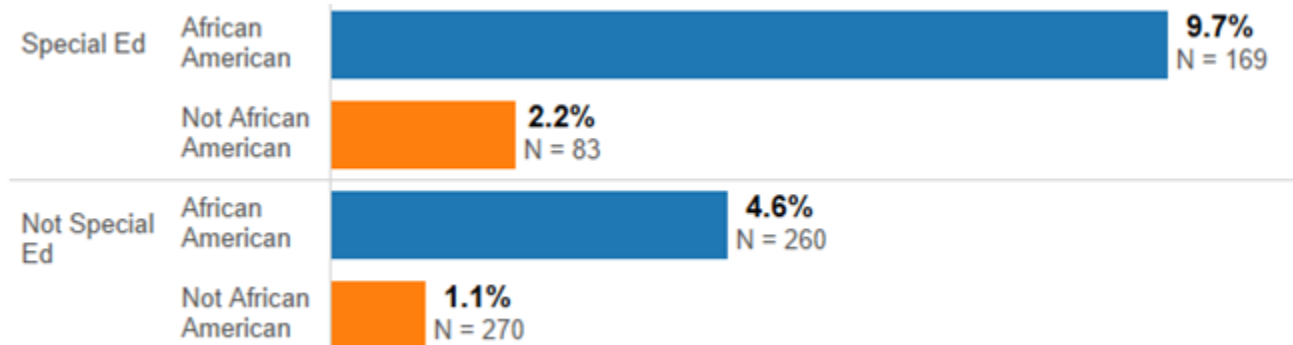
Link to the folder with the meeting agenda, materials, and recording:

https://drive.google.com/drive/folders/1LrArx6RhFUK5KLmfdsuNy_cmdme5xUam?usp=share_link

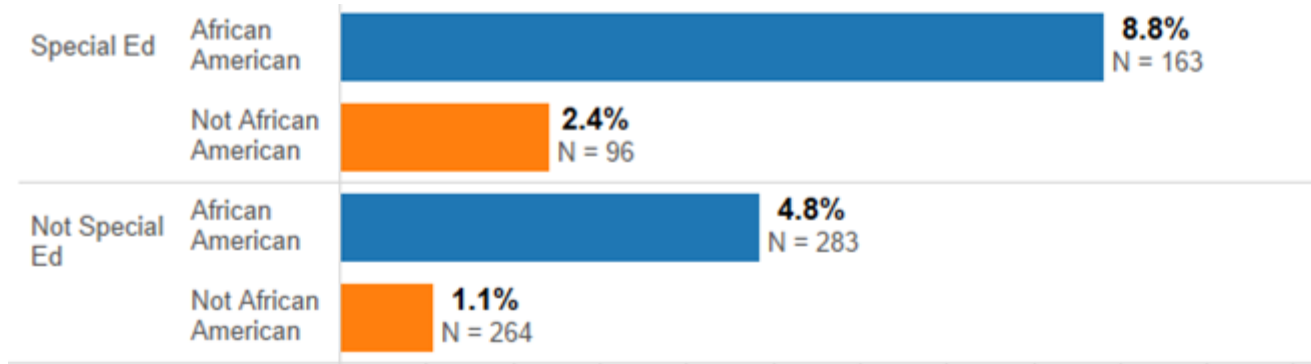
Despite progress at specific schools, overall suspension rates for middle school disabled Black students (and for students in other grades) have increased across our district as compared to this time last year (largely driven by 8th grade rates).



Year-to-Date 2022-23 (Districtwide)



Year-to-Date 2021-22 (Districtwide)



These were our guiding questions for the panelists:

- 1) What structural, programmatic, resource, cultural/social, and other conditions have contributed to the very high suspension rates that disabled Black students with IEPs are facing as compared to other students?
- 2) What specific conditions and actions have led to lower suspension for these students at your school?
- 3) What recommendations do you have?

How can we sustain current gains and continue to reduce/eliminate suspensions for disabled Black students?

What actions can we take to ensure that they experience full understanding, support, and belonging within our middle schools and beyond?

Participants broke into small groups to develop questions for the panelists. They asked about:

- 1) the role of culture keepers and the training that they receive
- 2) best practices that could be replicated across schools
- 3) changes that must happen related to the bias of adults around race and disability
- 4) metrics other than suspensions that can track changes in culture
- 5) supporting adults in not reacting to their own triggers
- 6) what relationship-building between staff and students, and staff and families looks like
- 7) racial make-up of teachers and other staff, etc.

The Big Questions

How will you promote district-wide ownership of this urgently needed work?

How will you support disabled Black students within your efforts to advance equity?

How will you bring greater attention to the intersection of race and disability, and of racism and ableism, within our schools and in the lives of our students?

A CAC shout out to the District English Language Learners' Subcommittee for focusing on the needs of English Language Learners with IEPs in their January meeting!

**District English
Language Learners
Subcommittee**

Our January 26 learning session and monthly meeting focused on access for Disabled English Language Learners with IEPs.

We received a data snapshot for this student group by language, grade level, disability type, and Special Education program. We also reviewed data about their participation in the English Language Proficiency Assessment of California, their reclassification rates, and their English Language Development growth.

One of our goals for this year: Evidence that all English Language Learners, including all disabled English Language Learners with IEPs and newcomers, are having daily access to Designated English Language Development at their level.

Links to folder with agenda and materials from the 1/26/23 meeting:

https://drive.google.com/drive/folders/1DEpKk7qLXJDbLRXg9FSv1at2weavYzHL?usp=share_link

Foster Youth Advisory Committee

Focus of the 1/31 FYAC Meeting

Implementing one of the June 2022 FYAC Recommendations:

Self-advocacy & peer mentorship program for foster students that prioritizes students in **residential treatment programs** and **schools with the highest numbers of foster students.**

VISION

**A mentoring and self-advocacy
program**

**led in partnership with *California
Youth Connection* for foster students to
develop their voice, agency,
community, and collective
empowerment**

Here are the slides from the January 31st FYAC meeting:

https://docs.google.com/presentation/d/1r7CYn5Qpvfj8iLv3_yMKJal_0eiG2fayP-sAs_CYU3U/edit?usp=sharing

They include a description of student needs, goals, first steps, and resources related to this project.

Information at ousd.org/LCAP Links at ousd.org/events



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