



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

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

Wednesday, March 8, 2023

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

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

**February 21, 2023**

**82 participants**

**Topic: Understanding Attendance  
& Chronic Absence**

# **Navigating OUSD: Monthly Questions & Answers Forum for Families**

**Next Forum: March 14, 2023**

Recorded sessions & materials available at [familycentral.ousd.org](https://familycentral.ousd.org)

**Highlights from the 2/15/23  
PSAC Meeting:  
Focus on the Budget  
Development Process**

## **At our 2/15 meeting, staff presenters provided information about:**

- how our district finances are looking based on current enrollment, attendance, projected Cost of Living Allowance (COLA) from the State, and the end of Covid funding**
- some (very general) options available for making investments in teacher retention and in other priority areas while maintaining a balanced budget**
- how much could become available from making cuts to central office management staff and central office consultants**
- levels of central office management from 2014 to 2022 and specific contracts and consultants providing service to OUSD.**

## Participants had questions and comments about:

- requiring that schools make their PTA funding visible
- why OUSD approved charter school petitions, the number of charter schools in Oakland, and pending charter approvals
- how much charter schools are allowed to increase their enrollment
- the actual levels of service and support that students with IEPs and 504 plans are receiving
- how distance learning is funded and how much it costs as compared to in-person learning

## **Participants had questions and comments about:**

- the number of managers in OUSD as compared to other districts, including positions like Community Schools Managers. Participants wanted clearer comparisons about the number and types of managers across districts.**
- How teacher/student ratios and staff/student ratios were calculated in the presentation and how they compare with other districts**
- the difference in cost of hiring paraprofessionals versus providing them through contracts with agencies**
- how much a 5% and a 23% salary increase for staff would cost (with a comment that a 23% would bring salaries up to the county average)**



**Link to the Deck from the 2/15/23 PSAC Meeting:**

**[https://docs.google.com/presentation/d/111\\_rkNCkn8XBliMr0HiCI\\_D1rd0zUyLyIWXOLGdrUqU/edit?usp=sharing](https://docs.google.com/presentation/d/111_rkNCkn8XBliMr0HiCI_D1rd0zUyLyIWXOLGdrUqU/edit?usp=sharing)**

**This has been an impossible month for PSAC and community involvement in the budget development process.**

**Though we dedicated our January 18 and February 15 meetings to hearing staff proposals for the budget (including proposals for specific investments and/or reductions), we did not get any specific information until the posting for the 2/28 Special Board meeting.**

**We did not have a chance to:**

- compare the 2/28 list of positions to be eliminated, added, or maintained to what is currently included in the Local Control & Accountability Plan (LCAP)**
- figure out exactly which positions within the list were being eliminated due to the loss of Covid dollars or other temporary funding**
- get clarity about priorities for using the remaining Covid dollars**
- identify which changes came from school-based decisions, etc.**

# We would like to understand why a full presentation of the document entitled "Attachment A Resolution No. 2223-0040 Proposed Spending Reductions and Impacts 2023" was not made at the 2/28 Board meeting.

Attachment A Resolution No. 2223-0040 Proposed Spending Reductions and Impacts 2023

Attachment A Resolution No. 2223-0040

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0000 FTE Change	0000 Savings	0000 FTE Change	0000 Savings	0000 FTE Change	0000 Savings	FTE to ESSEN and AR 1000	Total of Staffs to ESSEN and AR 1000
Technology Services supports all district technology and service. Technology Services' responsibilities include infrastructure, business applications, educational systems, systems integration, and technical support in alignment with CUSD Strategic goals and objectives.	<b>Funding shift</b> Shift the cost of the Specialist, School Technology position that is responsible for school line supports for device distribution, support and repair to resource 4. There are 11.0 FTE & FTE. Given the heighten cybersecurity threats to CUSD, other districts and municipalities and analysis of department size vs similar district, there are no position eliminations available in this department based on an analysis of business practices. PCN 1004, 1048, 2268, 3052, 4073, 8337	-	\$ (474,636)	-	-	-	-	-	-	-	-
Technology Services supports all district technology and service. Technology Services' responsibilities include infrastructure, business applications, educational systems, systems integration, and technical support in alignment with CUSD Strategic goals and objectives.	<b>Reduce non-labor costs</b> Reductions to some of the district software investments will mean that schools will have fewer options in educational technology offered by the district to support the core curriculum. Some software used by business departments was eliminated in order to meet the reduction target based on shifts in business practices. For example, CUSD will no longer use Laserfiche and RocketHuber what means that families will have to access online registration forms through digital platforms.	-	\$ (622,453)	-	-	-	-	-	-	-	-
Custodial Services Department's main objective is to ensure that the students, staff, parents and all visitors have a clean and safe environment in which to learn, teach and visit. Custodial Services has established cleaning standards, scope of work, and a cleaning policy that are core to the essential function, which will assist custodial personnel in keeping their schools clean and sanitary.	<b>Position elimination</b> Eliminate three (3) FTE Manager, Custodial Services vacant position. Elimination of the Manager, Custodial Services as part of the custodial management reorganization to better align to the roles and responsibilities needed to provide supervision to schools. Should not impact the overall supervision and training at schools with a greater reliance on field supervisors to provide ongoing training. PCN 3930	(1.00)	\$ (165,362)	-	-	-	-	-	-	1.00	\$ 165,362
The Office of Chief of Staff is responsible for external partnerships, philanthropic fundraising, political relationships and engagement, district strategy and board support.	<b>Position elimination</b> Eliminate (1.0 FTE) Senior Executive Assistant The Department will have delayed responsiveness and fewer interactions with external partnerships, philanthropic fundraising, political relationships and engagement, district strategy and board support. The Superintendent is projected to eliminate the entire Chief of Staff department at the end of the 24-25 school year. The positions in the Chief of Staff Office are funded by philanthropy. This will mean there will be no employees on staff that will manage both the external partnerships, including fundraising and working with philanthropy who are interested in partnering with the District. In addition, the Communications department will need to shift supervision to another leader within the organization. PCN 8228	(1.00)	\$ (130,365)	-	-	-	-	-	-	-	-
Legal/Governance Office is dedicated to providing the District with the highest quality in-house legal advice and representation by supporting the District's strategic plan.	<b>Funding shift</b> Shift the cost of the Staff Attorney (1.5 FTE) to from 0 to 3213 and (5 FTE) from 6500 to 3213 Shift Chief Governance Office (1.0 FTE) from 0 to 3213 SHR Facilities Attorney (1.0 FTE) from 0 to 3213 and (9.0 FTE) to 3213 No impact in 2023-24. Board must review for 2024-25 consistent with its plan to review Legal, CSI and Finance Division. PCN 2425, 6439, 8310 and 7583	-	\$ (1,205,076)	-	-	-	-	-	-	3.00	\$ 1,205,076

PSAC members and all community members would have benefitted from that presentation.

**Gathering School Site Council  
Voices for the Budget  
Development Process**

**PSAC members are also members of School Site Councils (SSCs) and Site English Language Learner Subcommittees (SELLS).**

**As such, we fully understand the need to connect school site and district level decision-making about the budget.**

**For this reason, we worked together to develop a questionnaire and a study tool to help members of school site committees respond to this year's challenging budget development process.**

**On Friday, February 24, we sent a message to all principals and to our distribution list requesting that *members of SSCs and SELLS respond to the questionnaire individually by Friday, March 10.***

**We hope that members use the tool to access and navigate information about their school resources before responding to the questionnaire. This can provide some background knowledge about what is available to individual schools.**

**We will read the responses sent by committee members of schools in our electoral districts and will discuss them with other PSAC members.**

**At our March 15 meeting, participants will break out by electoral districts to hear what we learned from reading the responses and to discuss how we can support each other during the rest of the budget development process.**

**We invite you to join us on March 15. Meeting details will be available in the OUSD Events Calendar at [ousd.org/events](https://ousd.org/events).**

**Follow-Up to Requests  
from the January and  
February PSAC Reports**



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 has not happened. We ask that a staff person speak to this tonight.**

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.

**This has not happened. We ask that a staff person speak to this tonight.**

**District English  
Language Learners  
Subcommittee**

**Focus on the  
English Language Learners  
Proficiency Assessment of California  
(ELPAC)**

Our February 23 meeting was preceded by a learning session about the *English Language Proficiency Assessment of California (ELPAC)*, which assesses the English Language development of English Language Learners (ELLs).

The purpose of the ELPAC is to find out how much English Language Learners are growing in their English Language skills. They are assessed in four areas: Listening, Speaking, Reading, and Writing.

Our February 23 meeting was preceded by a learning session about the *English Language Proficiency Assessment of California (ELPAC)*.

At the DELLS meeting that followed, we discussed:

→ 2021-22 ELPAC participation rates and progress in administering it this year

→ successes, challenges, and needs related to implementing the ELPAC

→ launch of the alternative ELPAC and actions to make sure that students have disability accommodations

→ how information about the ELPAC is being shared

# ELPAC Completion–By Grade Span

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**96.8%**

Grade K-5

6,622  
out of 6,841

**93.8%**

Grade 6-8

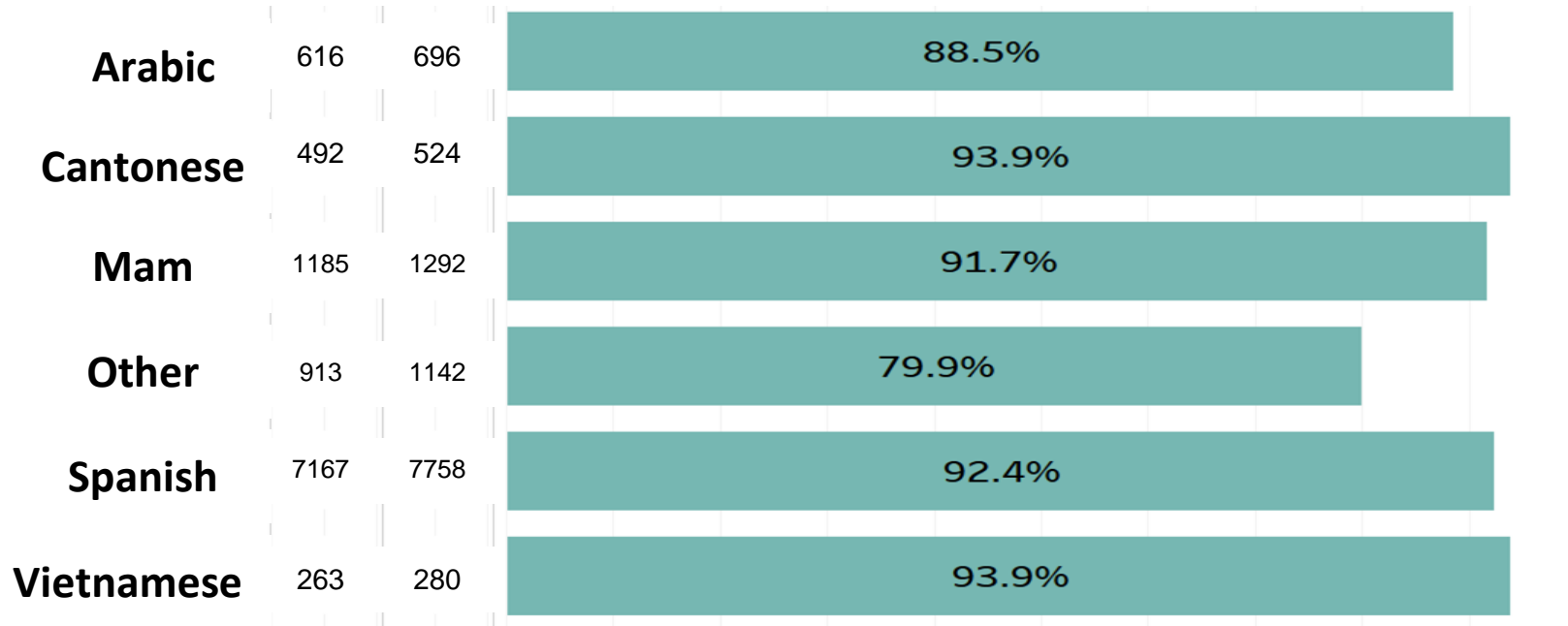
1,926  
out of 2,053

**74.6%**

Grade 9-12

2,088  
out of 2,798

# ELPAC Completion—By Language



# Tested

# Eligible

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Percent Completed

# ELPAC Completion– English Language Learners with IEPs

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**88.2%**

**With IEPs**

1,787  
out of 2,027

**91.6%**

**Without IEPs**

8,849  
out of 9,665



## 2021-22 ELPAC Completion Rates: Elementary Schools

10 elementary schools with the highest number of English Language Learners: Lockwood STEAM (417), Global (355), Bridges (343), Greenleaf (328), Lincoln (310), Esperanza (302), Garfield (292), Reach (255), Franklin (249), New Highland (226).

38 schools had completion rates **above the average of 96.8%** for elementary schools (including **the ten schools with the highest number of English Language Learners.**)

14 schools had completion rates **below the average of 96.8%** for elementary schools: ten of them between 85.7% and 96.6%; two of them had rates of 64% and 20%.

## 2021-22 ELPAC Completion Rates: Middle Schools

These 5 middle schools had the highest number of English Language Learners: Elmhurst United (303), UFSA (201), Roosevelt (198), UPA(192), CCPA (171).

11 middle schools had completion rates **above the average of 93.8%** for middle schools (including **the five schools with the highest number** of English Language Learners.)

10 middle schools had completion rates **below the average of 93.8%** for middle schools: most of them ranged between 81% and 92.2%, two of them had rates of 75.9% and 42.1%.

## 2021-22 ELPAC Completion Rates: High Schools

These 5 high schools had the highest number of English Language Learners: Fremont (527), Castlemont (408), Oakland High (378), Oakland International (372), Rudsdale (238).

8 high schools had completion rates **above the average of 74.6%** for high schools (including Fremont, Castlemont, and Oakland High).

10 high schools and the Young Adult Program had completion rates **below the average of 74.6%** for high schools: with rates varying widely and five of them below 44.1%.

**In 2021-22, 13 schools had  
ELPAC completion rates for Disabled English  
Language Learners with Individualized  
Education Plans (IEPs) below 65% with rates  
as low as 9.5% (2 out of 21).**

**A SPECIAL RECOGNITION to the 32 SCHOOLS  
that HAD a 100% ELPAC COMPLETION RATE for  
ENGLISH LANGUAGE LEARNERS with IEPs!**

**To look at this data in detail, and for information about what is being done to promote high completion for all English Language Learners, go to the slides for our 2/23 meeting.**

Link: [https://docs.google.com/presentation/d/1vlzBmYIMOGYIhenWSAt1M-07iu0LAL6tSIf3CZIm\\_l8/edit?usp=sharing](https://docs.google.com/presentation/d/1vlzBmYIMOGYIhenWSAt1M-07iu0LAL6tSIf3CZIm_l8/edit?usp=sharing)

**A special thanks to Juan Du, Rattana Yeang, and the entire *Research, Assessment, and Data Team (RAD)* for being such a responsive and attentive resource to our committee.**

<b>West Oakland Middle</b>	9 out of 9
<b>Thornhill</b>	3 out of 3
<b>Sankofa</b>	1 out of 1
<b><u>Roosevelt</u></b>	44 out of 44
<b>RISE Community</b>	8 out of 8
<b>Reach Academy</b>	21 out of 21
<b>Prescott</b>	3 out of 3
<b>New Highland</b>	28 out of 28
<b>MetWest</b>	23 out of 23
<b>Martin Luther King, Jr.</b>	23 out of 23
<b>Markham</b>	23 out of 23

<b>Manzanita Community</b>	30 out of 30
<b>Madison Park</b>	9 out of 9
<b>Lincoln</b>	3 out of 3
<b>Laurel</b>	1 out of 1
<b><u>Joaquin Miller</u></b>	44 out of 44
<b>Horace Mann</b>	8 out of 8
<b>Hoover</b>	21 out of 21
<b>Grass Valley</b>	3 out of 3
<b>Global</b>	28 out of 28
<b>Gateway to College</b>	23 out of 23
<b>Garfield</b>	23 out of 23



<b>Fruitvale</b>	23 out of 23
<b>Franklin</b>	30 out of 30
<b>Encompass</b>	26 out of 26
<b>Emerson</b>	9 out of 9
<b><u>Elmhurst</u></b>	54 out of 54
<b>East Oakland Pride</b>	36 out of 36
<b>Crocker Highlands</b>	2 out of 2
<b>Cleveland</b>	11 out of 11
<b>Chabot</b>	8 out of 8
<b><u>Acorn Woodland</u></b>	47 out of 47

**Join us on March 23rd when we will discuss what investments for English Language Development and overall ELL support have been planned for the 2023-24 school year.**

**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, Daisy López, Coriander Melious,  
Kristina Molina, Joulanda Murphy, Inga Wagar, Kristen  
Zimmerman

**The February 13 CAC meeting focused on access to Linked Learning for Disabled Students with IEPs with a focus on Career Technical Education and Summer Internships.**

Link to Slides from the Meeting:

<https://docs.google.com/presentation/d/12NQkhXIsZgVN1xRjBf63srrc4E3fbAmmRtEnb6RVqVA/edit?usp=sharing>

**The March 13 meeting will focus on Staffing of Paraprofessionals and Instructional Support Specialists and will also include information about summer programs.**

# 2022-23 Initiatives of the *Community Advisory Committee for Special Education*

- 1) Protecting Disabled Students by Rescinding School Closures
- 2) Implementation of Plan to Reduce Suspensions for Disabled Black Students in Middle School
- 3) Implementation of Board Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities
- 4) *The Center* and inclusion of Students in the Young Adult Program; Improved Access to Linked Learning and Work-Career Opportunities
- 5) Feedback for the 2021-24 LCAP and Local Plan: Evidence of Impact
- 6) Implementation of the CACs Legislative Priorities by the School Board

Information at [ousd.org/LCAP](https://ousd.org/LCAP)

Links at [ousd.org/events](https://ousd.org/events)



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