



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

January 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)**, **Mahogany 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:

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)

List of additional topics in our November and December reports:

- 1) Elections Update (Participation by Specific Schools)
- 2) PSAC Goals for Engagement in the Budget/LCAP Process and Key Questions
- 3) On-Time Establishment of School Site Councils (SSCs) as an Essential Precondition for Engagement in the OUSD Budget Development Process

4) List of Schools that Established their SSCs

As of October 30, 46 out of 75 schools required to establish SSCs had done so.

5) List of Schools that Established their Site English Language Learner Subcommittees (SELLS)

As of October 30, 21 out of the 67 schools required to establish SELLS had done so. 19 of the 21 merged them with their SSC fully or did so as a small subcommittee of the SSC.

Link to the November Report: tinyurl.com/atea9t

Link to the December Report: tinyurl.com/y59hj2j4

The main goal of our December 20 Meeting:
find out which specific positions in our Local Control and Accountability Plan (LCAP) are slated to go away in 2024-25 because they are funded with one-time dollars.

Link to a spreadsheet with all of the positions in our LCAP and their funding source: tinyurl.com/mwvttkuw

Go to our folder at the bottom of ousd.org/LCAP for the presentation and recording from our 12/20 meeting.

A SPECIAL THANK YOU!

to DR. AGUILERA



for a very productive dialogue with PSAC leaders about improving the conditions for school site councils and school communities to engage in the budget development process.

**These were the
requests we made
in our conversation
with Dr. Aguilera:**



Message to principals and SSC chairs asking that they discuss: 1) past OUSD budget adjustments, 2) current budget proposals, 3) the impact of both at the December 2023 and/or January 2024 meetings of their school site councils.



Message requiring that principals review the following with school site councils ahead of SSC budget decision for 2024-25: 1) the entire school budget, 2) the list of all centrally-provided positions that currently serve the school



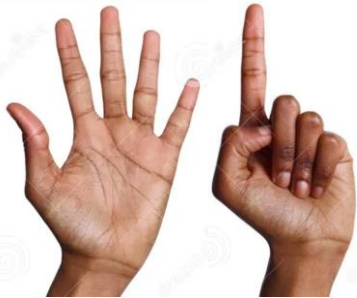
Request that the Office of Strategic Resource Planning (SRP) send SSC contact information to the staff that supports PSAC to help strengthen communication between school site and district committees



Immediate sharing of budget 1-pagers with all school site councils as soon as they are available



Message to principals and SSC chairs asking that agendas and documents for December and January SSC meetings be posted in SSC public folders housed on the OUSD website



Parentsquare Message to all of OUSD describing the actions requested by PSAC to support committee and community participation in the budget development process



To read the positive responses made by Dr. Aguilera to our requests, follow this link to the slides from our December 20 meeting:

<http://tinyurl.com/38efxhbf>

The process continues!

Join us on Wednesday, January 17 at 5:30 pm.

We will gather feedback on proposals for the 2024-25 LCAP and budget.

We will discuss how well those proposals are responding to our June 2023 recommendations.

Let's work together to help set priorities for our 2024-25 LCAP and budget.

Meeting details at ousd.org/calendar

Reference Slides:

Our Priorities for 2023-24 and Beyond

1) Implement June 2022 School Governance Recommendations

[Link](#) to Source Document: See Section C of PSAC Recommendations

2) Increase and Improve Access and Targeted Support for Disabled Students. This includes:

- implementing CAC's "Resolution to Promote School Stability and Belonging for Disabled Students in OUSD"
- reinstating eliminated Special Education paraprofessional and instructional support specialist (ISS) positions
- district-wide intervention and oversight to decrease the suspension rates for disabled Black students, especially in middle school
- implementing [*Board Resolution 21-1489 Access to Social-Emotional and Academic Supports for Students with Disabilities*](#) (focus on Linked Learning, Work-Career Opportunities, After-School Programs, Athletics, Electives)

3) Individualized Support and Intervention. This includes:

- evidence of access to **designated English Language Development** for all English Language Learners
- maintaining and expanding **centralized resources for foster students**
- monthly Board-level **reporting about the level of service and support for unhoused students and families**

4) Focus on Psychological/Mental/Behavioral Health Staffing.

This includes:

- an audit of **mental/behavioral services** available to students
- increase **Tier 2 and Tier 3 mental/behavioral services** for students

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) |






Thanks to the Community Advisory Committee for Special Education for adopting the focus from our November meeting as their own!

At their December 11 meeting, the CAC focused on access to Designated English Language Development for Disabled English Language Learners with IEPs.

To review our discussion about this topic and our suggestions for next steps, go to the DELLS public folder for the November meeting.

<http://tinyurl.com/y9hsj5ye>

Our Priorities for 2023-24 and Beyond

| | | |
|----|---|--|
| 1 | Proof that ALL English Learners are getting designated ELD , including all disabled ELLs and newcomers. |  |
| 2 | School by school inventory of staff and resources for ELD . | |
| 3 | All disabled ELLs with IEPs are taking the ELPAC ; all data shows how disabled English Language Learners are doing. |  |
| 4 | Proof of ELD goals in Individualized Education Plans | |
| 5 | Needs survey for parents and teachers that helps to find out if students are getting designated ELD. | |
| 6 | List of documents that must be translated. | |
| 7 | Additional translation support after assessment of unmet language access needs. Maintain current interpreters until completed. |  |
| 8 | Device at Main Office to support interpretation with tech tools . |  |
| 9 | Posted instructions in Main Office for accessing interpretation/translation . | |
| 10 | Stop the practice of SSCs taking over the role of Site ELL Subcommittees . |  |

The families of English Language Learners (ELLs) have the right to represent themselves. They are entitled to a space where they can discuss the needs of their students at their schools and how to address those needs.

The **best choice** for making sure that families of ELLs have is to establish **standalone Site English Language Learner Subcommittees**. Our Board-adopted ELL Master Plan protects the right to establish them.

A Reminder about Forming SELLS from the OUSD ELL Master Plan



OAKLAND UNIFIED SCHOOL DISTRICT'S

ELL MASTER PLAN

1000 Broadway, Oakland, CA 94607 • 510.879.8200 • www.ousd.org

On the OUSD ELLMA web page:
tinyurl.com/tbamrm3d (page 58)

This language from the ELL Master Plan was most recently discussed and adopted by the School Board in January 2020.

tinyurl.com/49z6jde5

Members are elected **by parents/guardians of ELLs** present at the first meeting of the SELLS which must be advertised and convened by the site administrator by October 31st.

The structure, roles and procedures of the SELLS is determined **by the members of the SELLS** with the assistance of the principal and SSC Chair.

Once the SELLS is duly established, it may vote to assign its responsibilities to the SSC. If this occurs:

- The SSC commits to dedicating a section of every meeting to the SELLS content. . .
- At the first SSC meeting after the SELLS hands its duties over to the SSC, the SSC must elect an ELL LCAP Representative to bring attention to ELL issues . . . The name and e-mail of the ELL LCAP Representative must be provided to appropriate Central Office staff.”

 **A Special Shout Out to
Garfield Elementary, Emerson Elementary, and
Hoover Elementary!**

**the only schools in OUSD to establish standalone
English Language Learner Subcommittees.**

This is providing a space and time that is exclusively
dedicated for families of English Language Learners to:
discuss the needs of their students, how to best meet
them, and how to develop their leadership together.

Listening to the Families of English Language Learners

Conducting and Using the Needs Assessment Survey for Families of English Language Learners

This survey must be discussed at the first SELLS meeting.

Staff communicated with principals and network superintendents to share the survey in multiple languages.

Families of ELL students must have the chance to fill out the survey at the first SELLS meeting. The meeting must also include a discussion of what will happen so that all families can take the survey by the second SELLS meeting.

We will look at the survey data from all schools on January 11 and discuss it at our January 25 meeting.

The District English Language Learners Subcommittee meets on the fourth Thursday of every month.

Our next meeting will be on January 25, 2024

Committee information at: ousd.org/LCAP

Meeting information available at: ousd.org/calendar

**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, Corvette Kirtman, Alan Pursell,
Daisy López, Joe Manekin, Coriander Melious, Kristina Molina,
Joulanda Murphy, Anna Realini, Tiffany Stewart, Inga Wagar,
JD Woloshyn, Sayuri Valenza, Kristen Zimmerman

22 members

3 open seats

We thank our newly elected officers for 2024!

| | |
|----------------------------------|---|
| Co-Chairs | Alan Pursell (Edna Brewer) Coriander Melious (Oakland Tech, Peralta) |
| Vice-Chair | Lateefa Ali (OAK, MLA) |
| Secretary | Lena Anthony (Joaquin Miller) |
| Parliamentarian | Anna Realini (Montera, Joaquin Miller) |
| Local Plan Subcommittee Leads | Sheila Haynes (Sojourner Truth) Alan Pursell (Edna Brewer) |

These are the topics from our November and December reports that we are not able to cover today:

- December 3rd is International Day of Persons with Disabilities.
- State Level News: Disabled students were not included in the Community Schools Grant.
- Highlights from October Meeting: Implementation of School Board resolution to provide increased access to disabled students with IEPs and related data. Focus on afterschool programs and athletics
- Highlights from November meeting: Program Locations for 2024-25 and Enrollment Process for Students with IEPs Ages 0-22; Critical Questions from the CAC Members and Community about Program Locations & Configurations

Link to the November Report: tinyurl.com/ykjamude

Link to the December Report: tinyurl.com/yu5m5y33

Our December 18th Meeting:

Supporting the Intersectional Needs of Disabled Students

→ **Update on Actions and Investments to Reduce Suspensions for Disabled Black Students with IEPs in Middle School**

→ **Access to English Language Development for Disabled English Language Learners with IEPs**

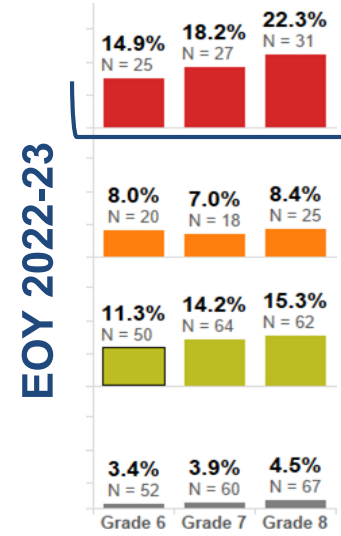
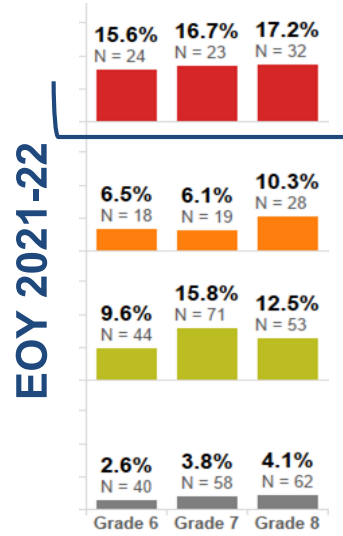
(CAC Partnership with the District English Language Learners Subcommittee)

**Suspension Data
for Middle School
Disabled Black
Students with IEPs**

African American students with IEPs Suspension rates for grades 6-8

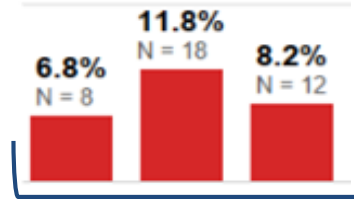
Race and Sped

- Not Special Ed - African American
- Not Special Ed - Not African Americ..
- Special Ed - African American
- Special Ed - Not African American

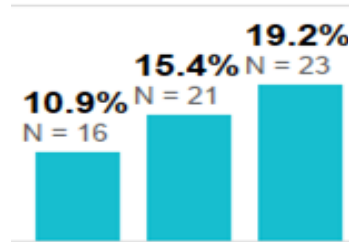


■ By the end of school year 2022-23, suspension rates for **African American students with IEPs** increased in all middle school grades as compared to school year 2021-22.

African American
students with IEPs
Current suspension
rates for grades 6-8



This Year:
12/4/23



Last Year:
as reported at
1/23/23
CAC Meeting

Suspensions rates for African American students with IEPs are trending downward this year.

Impact of Actions

Analysis by **CAC Special Committee on Middle School Support for Black Students with Disabilities. As of November 16:**

- a. **12 of 17 OUSD middle schools - Fewer suspensions** of Black students with IEPs than last year at this time, or **zero suspensions**
- b. **2 of 17 OUSD middle schools - Same number of suspensions** of Black students with IEPs than last year at this time
- a. **3 of 17 OUSD middle schools - More suspensions** of Black students with IEPs than last year at this time

To learn about ongoing actions to reduce suspensions for Disabled Black students with IEPs in Middle School, follow the link to the presentation about the topic from our December 18 meeting:

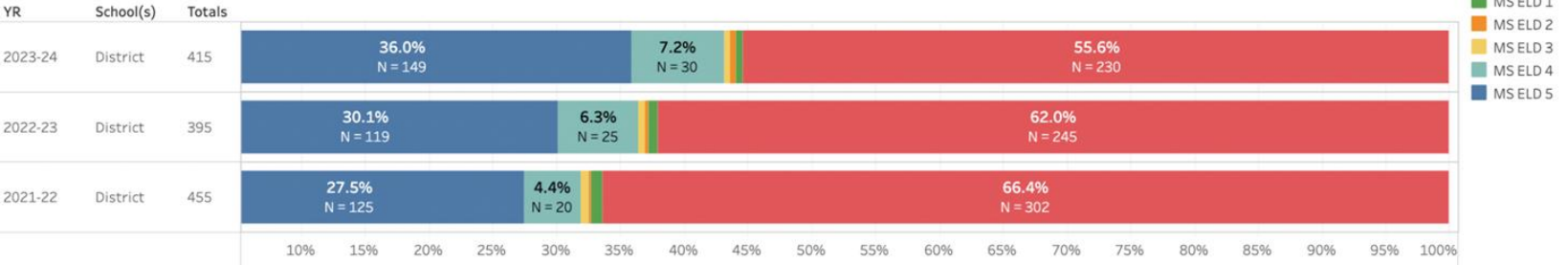
<http://tinyurl.com/3kr2txhu>

**Data Review: Access to
Designated English Language
Development for Disabled English
Language Learners with IEPs**

Enrollment of English Language Learners with IEPs in Middle School English Language Development Classes is low but slowly increasing.

ELD Enrollment Totals

This dashboard shows the total count of ELLs enrolled in ELD courses and is based on end of year data. Email rattana.yeang@ousd.org with comments and questions. Enrollment data sources last updated from 6/19/2022 to 12/8/2023.



Access to English Language Development for English Language Learners with IEPs in Elementary School is more difficult to monitor.

We reviewed data from a self-assessment done by elementary schools that shows how many English Language Learners are receiving ELD. The data does not specify if the students who are not receiving it have IEPs.

Use the following link to see that self-assessment data for schools by electoral district: <http://tinyurl.com/5fpj7uyk>

At this point, our district is not set up to monitor how many ELLs with IEPs in Special Day Classrooms are receiving English Language Development instruction in the Special Education setting.

All English Language Learners are legally entitled to at least 30 daily minutes of Designated English Language Development instruction at their level.

To learn about challenges for ensuring access to ELD for all Disabled English Language Learners with IEPs and about actions being taken to address those challenges, follow this link: <http://tinyurl.com/6pu9xccr>

Special Education Vacancies

Hiring and Staffing Report (Changes from 11/13 to 12/11)

*Vacancies at the schools that are struckthrough with a line were filled since 11/13.
New vacancies are listed in bold.*

Schools with Special Education teacher vacancies: ~~Acorn~~ ~~Woodland~~, ~~Crocker~~, ~~Emerson~~, Esperanza, ~~Fruitvale~~, Global, ~~Grass Valley~~, Highland, Hintil ECE, ~~Horace Mann~~, Korematsu, Lockwood STEAM, Markham ECE, ~~MLK~~, Montera, Skyline, Young Adult Program **From 17 schools to 10 remaining**

Schools with Paraprofessional and Instructional Support Specialist Vacancies: Bella Vista, Bret Harte, ~~Bridges~~, ~~Burbank~~, **Brookfield**, CCPA, Claremont, Castlemont, Crocker, East Oakland Pride, Edna Brewer, Elmhurst, Frick, Fremont, ~~Grass Valley~~, **Hillcrest**, Horace Mann, Joaquin Miller, Kaiser, Life, Lockwood STEAM, Madison Tk-5, Madison 6-12, **Manzanita SEED**, Met West, MLK, Montera, **OAK**, Oakland High, Prescott, Skyline, Thornhill, 3 CDC Programs **From 30 schools back to 30 schools with the new vacancies**

What academic and socioemotional growth have the students affected by half of a year of vacancies been able to make?

ALL OF US must focus on recruiting and retaining Special Educators!

These educators are often the only ones providing direct instruction and support to children across many grades at their schools.

Consolidating classrooms will not fix this.

Consolidating classrooms does additional harm to children, discourages educators, and interrupts the support and belonging that school communities provide to disabled students.

To read about our initiatives in detail:

"2023-24 Initiatives of the OUSD

Community Advisory Committee for

Special Education"

tinyurl.com/2p8v7au3

The Community Advisory Committee for Special Education meets on the second Monday of every month. January is an exception to this routine.

Our next meeting will be on January 22, 2024.

We will discuss the 2024-25 allocations for Special Education and to support disability access districtwide.

Committee information at: ousd.org/LCAP

Meeting information available at: ousd.org/calendar

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/>

Foster Youth Advisory Committee

Our Members

Students, Foster Parent/Caregivers: 1) **Shelley González** (Brewer, Oakland High) 2) **Patty Juergens** (La Escuelita), 3) **Dejana Curry** (Laurel), 4) **Bre Joiner** (Sankofa, CASA), 5) **RocQuel Johnson** (OUSD Graduates)

Community Members: [Organizations, Agencies, Individuals:](#)

6) **Liz Tarango** (ACOE), 7) **Brian Blaisch** (Greater New Beginnings), 8) **Vincianna Reed** (BE/ILP), 9) **Quijai Johnson** (CYC), 10) **Tori Porell** (EBCLO)

OUSD Foster Youth Services: 11) **Jennifer Tam** (FYS Coordinator), 12) **Anthony Bell** (OUSD FY Case Manager), 13) **Jesse Miller** (OUSD FY Case Manager), 14) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff: 15) **JT Bullock, Jr.** (Paraprofessional), 16) **Tara Gard** (Talent Division), 17) **Jerome Gourdine** (Office of Equity)

Our Priorities for this Fall

1) Meeting the intersectional needs of disabled foster students

2) Increasing centralized case managers for foster youth, including ongoing case manager support in the summer.

Goals for our January 30 Meeting

1) We will do a recap of what we learned in Fall 2023.

We will share:

a) Why we chose high school disabled foster students with IEPs as our focal student group

b) What we have learned so far

→ From our data review of chronic absences and suspensions

→ From empathy interviews with students and caregivers
(including all suspended high school foster youth with IEPs)

2) We will discuss follow-up data and information.

a) Reasons for suspensions

b) How many are 1-time suspensions or multiple suspensions

c) Where/how caregivers can find incident reports

d) Suspension trends for foster youth and for the focal student group as compared to overall high school suspension trends

e) Schools with the with highest # of absences for foster students with IEPs

3) We will present the legal requirements for reporting foster youth suspensions.

Goals for Our January 30 Meeting

3) We will discuss the following questions with administrators and other staff from Attendance & Discipline, Special Education, Community Schools Managers Coordinators, Specific Schools

a) What is the suspension process in OUSD? What must happen before, during, and after a suspension?

b) To what degree do school site and central staff know about the reporting requirements for foster youth suspensions?

c) How are those requirements being communicated and implemented?

- d) How are parents, guardians, and other education rights holders being notified when suspensions happen? What protocols and documents are in place to do so?
- e) What additional resources, if any, do we need to fulfill this requirement?
- f) Where suspension rates have decreased, what has contributed to the decrease? What resources, interventions, and support have made a difference?
- g) To what degree are foster youth with and without IEPs gaining access to those resources, interventions, and support?
- h) In the case of students with just one suspension, is there a process for supporting them so that future suspensions do not occur?



Foster Youth Advisory Committee

HOLIDAY SUPPORT

GIFT CARDS FOR OUSD FOSTER YOUTH

VENMO @TORI-PORELL
TO CONTRIBUTE

Help us show OUSD foster youth living in Short-Term Residential Treatment Programs that they are loved and thought of this holiday season.

@Tori-Porell



We are hoping to provide \$50 gift cards to 15 youth by 12/18!

**We are celebrating!
We met our goal!**

We will provide \$50 gift cards and other small gifts to all OUSD foster youth living in Short-Term Residential Programs.

We will show them that they are loved and remembered during this holiday season.

**Thanks for your
generosity!**

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



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