



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

jointly with CAC and DELLS

December 11, 2024



**We welcome our
newest members!**

Members of the Parent and Student Advisory Committee

Student Members: **Ariana Astorga Vega** (Oakland Tech), **Lina Nguyen** (Skyline)

District 1: **Caitlin Khurshid** (Chabot), **Tierney Freed** (Peralta), **Sami Goski** (Sankofa),
Michelle Leonce-Coker (Claremont)

District 2: **Joe Manekin** (Bella Vista)

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

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

District 5: **Virginia Gilbert** (Fruitvale), **Regina Chales Lorenzo** (Bridges, DELLS),
Luz Gómez (SEED, DELLS), **Regina Bellow** (Fremont)

District 6: **Elham Omar** (Lockwood, DELLS), **Tanisha Rounds** (CCPA, Lockwood),
Wedad Algham (Lockwood, DELLS), **JT Mates-Muchin** (Skyline)

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

Members of the District English Language Learners' Subcommittee

Melissa Ramírez-Medina (Bret Harte, PSAC)	Lateefa Ali (Multiple Schools, also in CAC)
Elham Omar (Lockwood STEAM, PSAC)	Marina Muñoz (Madison 6-12, PSAC)
Erika Santiago (Manzanita Community)	Luz Gómez (Manzanita SEED)
Regina Chales Lorenzo (Bridges, PSAC)	Wedad Algahim (Lockwood STEAM, CCPA, PSAC)
Lorna Sánchez (Esperanza)	Sonia Espejel (Korematsu)

Members of the CAC for Special Education

Lateefa Ali (MLA, OAK), **Lena Anthony** (Joaquin Miller),
Mike Beebe (Chabot), **Jennifer Blake** (Executive Director),
Carol Delton (Community Member), **Ashley Demelo** (Montclair),
Sheila Haynes (Sojourner Truth), **Patty Juergens** (La Escuelita),
Corvette Kirtman (Oakland Tech), **Alan Pursell** (Edna Brewer),
Daisy López (Montclair), **Joe Manekin** (Bella Vista, Montclair),
Coriander Melious (Castlemont, Dewey), **Anna Realini** (Oakland High,
Joaquin Miller), **Tiffany Stewart** (Madison 6-12), **Sayuri Valenza** (Bret
Harte), **Inga Wagar** (Oakland High), **JD Woloshyn** (MLA, Edna Brewer),
Kristen Zimmerman (Young Adult Program)

The District English Language Learners Subcommittee appreciates the schools that established their Site English Language Learners Subcommittees (SELLS), especially those that formed separate SELLS.

This allows ample space and time for families to discuss the needs of ELL students and exercise their leadership.

As of 12/4/24 **Percentage of Schools that Have Established their SELLS** (of those required to do so)

By Electoral District		By School Network	
D1	57%	N2	100%
D2	70%	N3	94%
D3	50%	N4	94%
D4	67%	Middle School	36%
D5	92%	High School	71%
D6	100%		
D7	87%		

**Eleven schools established standalone
Site English Language Learner Subcommittees:**
Emerson, Garfield, Hoover, Allendale,
International Community, Manzanita SEED,
Melrose Leadership, Skyline, Castlemont,
Grass Valley, and Reach
Last school year, only three schools did.

FOLLOWING UP:
**Joint Statement by PSAC
and Other Advisory Committees
about Proposals for
Reducing OUSD's Deficit**

**Community Advisory Committee for Special Education
LCAP Parent & Student Advisory Committee
District English Language Learners Subcommittee**

**On November 12th, 31 of us met across our
three committees to respond collectively
to the challenges of this moment.**

Links to the Full Statement:

in PDF format: tinyurl.com/mwz7esc7

in Google Doc format: tinyurl.com/4vvb96nr

In our joint statement, we spoke about:

- 1. the need for two-way dialogue with us as collectives**
- 2. protecting disabled students with moderate and extensive needs**
- 3. how charter schools, as well as OUSD practices that mirror the practices of charter schools, have contributed to our current challenges**
- 4. pairing centralized budgeting and centralized decision-making with stakeholders**

- 5. how vacant OUSD properties should and should not be used**
- 6. what a complete equity impact analysis for schools mergers and closures would require**
- 7. school stability and continuity as one of the most important outcomes for students**
- 8. the need to clarify what size of school is most protective to high need students**
- 9. the need to draw lessons from our history of school design, re-design, mergers, and closures**

Next Steps

What A Dialogue with All of Us Requires

Three mandated advisory committees support our families and community. We meet at predictable times so that participants can plan their attendance:

2nd Week: Community Advisory Committee for Special Education

3rd Week: Parent and Student Advisory Committee

4th Week: District English Language Learners Subcommittee

Once the Board has developed a proposal, committees need sufficient time to help families and community members understand the proposal at our meetings.

What A Dialogue with All of Us Requires

Then, we need a period of time to allow us to gather feedback and recommendations from families, the wider community, and our membership.

This requires that we collaborate as Board, staff, and committee members to sequence our meetings so that we can do our work; and so that families, students, and other stakeholders can fully participate.

What A Dialogue with All of Us Requires

We also need standardized and predictable outreach for committee members, families, and others to find out about important Board meetings and other engagements.

Many of us learned about the December 2nd Budget Study Session too late to participate.

What A Dialogue with All of Us Requires

OUSD sends a regular newsletter to families every other Friday. It is called "Engaging OUSD". This is a very useful practice.

Please include Board meetings and engagements in a weekly Parentsquare newsletter so that families can learn about them well in advance.

This is essential at a time when Board engagements are being billed as the only avenue to learn about budget proposals and raise questions.

About Centralizing Budget Decisions to Support all of our Schools

PSAC and DELLS members also serve on School Site Councils and Site English Language Learner Subcommittees. We collaborate with principals and other staff to make budget decisions.

PSAC will invite principals, other staff, families, and students to a Spring dialogue about how any decisions made to centralize budget and resource allocations would be experienced at school sites.

About Future Proposals Related to School Mergers or Closures

Future equity impact analyses must include:

1. consultation and collective dialogue with the impacted schools
2. partnership with the advisory committees that represent impacted families
3. the data and information that we requested in our joint statement

About Future Proposals Related to School Mergers or Closures

4. lessons from past mergers or closures, and
5. discussion of our historical practices related to open enrollment and to the design and marketing of schools

Upcoming Committee Meetings

W. Dec. 18	Parent & Student Advisory Committee
M. Jan. 13	Community Advisory Committee for Special Education
W. Jan. 15	Parent & Student Advisory Committee
Th. Jan 23	District English Language Learners Subcommittee
T. Jan 28	Foster Youth Advisory Committee

Meeting links and details at ousd.org/calendar

Recordings and materials from past meetings at ousd.org/LCAP

✦ ● iam  ■ ▲
OUSD
◆
◆



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

www.ousd.org



@OUSDnews