

→ **Based on our experiences this Fall, we know that we must partner with you to achieve the following:**

1. Proactive, two-way dialogue about budget decisions
2. Increased access to centralized decision-making spaces for different stakeholders (parents, students, principals, staff) to support the shift to greater centralized budgeting

This is long-term work that will carry into next year.

→ **We also know that we must continue to build a strong base of leaders from all schools. For this reason, we will continue to focus on these two goals :**

1. Attendance from at least one School Site Council (SSC) or Site English Language Learner Subcommittee (SELLS) parent member from each school at our public meetings
2. Evidence of strong SSCs and SELLS across OUSD

→ **At the same time, we understand that, to be able to address the financial challenges of our district, everyone in OUSD must be able to answer the following questions:**

1. What resources and services (staff and dollars) are managed through our *central budget and departments* ? What in our centralized budget is most essential to students, schools, and OUSD as a whole?
2. What resources and services are managed through school budgets or allocated directly to them? How and why are those resources and services assigned to specific schools? What in our *school allocations* is most essential to students?
3. How many schools should O USD operate, of what kind, of what minimum or maximum size, and where? What should be *our landscape of schools* ? What combination of schools would best serve OUSD students? [This conversation also includes the use of vacant facilities.]
4. How could we generate *additional resources* for our students?

Yet, it is difficult to hold these essential overarching conversations at the same time. Our five Spring public meetings cannot, on their own, provide the space for them.

→ **For this reason, our Spring meetings will focus on providing a space for parent and student leaders from all schools to understand how the budget decisions that the Board adopted this Winter will be implemented. Parent and student leaders will be able to share concerns and suggestions based on the experiences of their schools.**

**This is a draft outline of the questions that our Spring meetings could answer:**

January 15: What budget proposals did the Board just adopt in December? Which are the easiest to understand? Which are the most unclear or complicated? Which proposals will bring about the most significant changes?

February 19: What will change after May 2025? How will the budget reductions and adjustments look and feel at schools?

March 19: Which services will go from school budgets to the central district budget for the school year 2025-26? How will those services be managed? What are some suggestions for doing so? [Conversation with principals]

April 16: How did our Local Control and Accountability Plan change as a result of the budget reductions and changes that were adopted this Winter?

May 7 and 21: What are possible revisions for the 2025 -26 Local Control and Accountability Plan? Review the Draft LCAP.

**We will also hold a Special Election to fill committee vacancies in Electoral District 2 on Tuesday, January 22. The election will be followed by a short orientation for new PSAC members.**

**Our next public meeting: Wednesday, January 15 at 5:30 pm. Zoom link at [ousd.org/calendar](https://ousd.org/calendar).**

**Please welcome our CAC officers for 2025:****Co-Chairs** : JD Woloshyn (Edna Brewer, MLA), Coriander Melious (Dewey, Castlemont)**Vice -Chair** : Lateefa Ali (Oak, MLA)**Secretary** : Lena Anthony (Joaquin Miller)**Parliamentarian** : Anna Realini (Oakland High, Joaquin Miller)**Chair of the Outreach Committee** : Sheila Haynes (Sojourner Truth)**Chair of the Local Plan Subcommittee** : Alan Pursell (Edna Brewer)**We will continue our work on the following initiatives:**

1. **Partnering with our Board to adopt the *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD.*** This would affirm the right of disabled students to attend their schools for the entirety of a grade span just like their non-disabled peers. It would affirm that they are members of school communities and don't just belong to a Special Education classroom or program.

2. **Successful Implementation of the Plan to Reduce Suspensions for Disabled Black Students in Middle School.**

This work is being done in partnership with the Middle School Network and the Office of Equity. It will be the focus of next Monday's meeting.

3. **Successful Implementation of the *Board -Adopted Resolution No. 2021 -0159 - Ensuring Access to Social -Emotional and Academic Supports for Students with Disabilities*** [Current Areas of Focus: After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning]

Our December 9 meeting included detailed data about access to *Linked Learning* for disabled students and updates on current actions to increase access. Thanks to the staff from the High School Network, the Linked Learning Office, and the Special Education Department who provided this detailed update.

4. **Equitable Access to Measure H Funding and Work & Career -Based Learning for Students in the Young Adult Program.** We continue to insist on full Measure H funding this school year for the students in the Young Adult Program. We also seek actions to address the historical exclusion of YAP students from the benefits that Measure N, its 10-year predecessor, provided to their peers. A special thanks to CAC Member Carol Delton for her leadership in this work.

5. **Follow-Up on the CAC Legislative Priorities Adopted by the Board** in January of 2023.

6. **Sufficient Special Education Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, Instructional Support Specialists, etc.**

This work is being done in partnership with the Middle School Network and the Office of Equity. It will be the focus of February's meeting.

Individual members of the CAC are also leading collaborative work within the District English Language Learners Subcommittee and the Foster Youth Advisory Committee to meet the intersectional needs of disabled students.

Our next public meeting: Monday, January 13 at 6:00 pm. Zoom link at [ousd.org/calendar](https://ousd.org/calendar).

The District English Language Learners Subcommittee will continue to focus on the following goals:

1. **Proof that ALL English Language Learners are getting Designated English Language Development (ELD) at their level** including all disabled English Language Learners and newcomers.
2. **Strong Site English Language Learner Subcommittees (SELLS) with authentic voice and leadership from families of English Learners.** We are doing this work in partnership with the Office of Strategic Resource Planning and the Office of Equity.
3. **Continuing to assess the language access needs of all English Language Learner families. Getting additional interpretation and translation to support the needs that we already know exist.**

Our December meeting provided a comprehensive view of the staff and resources that are currently available to support the needs of English Language Learners. We also reviewed possible changes for the 2025 -25 school year.

This will be the focus of our January 23 meeting: *How to Enroll for a School and Programs for English Language Learners Available at Schools.* We will also offer updates on our ongoing work. Zoom Link at [ousd.org/calendar](https://ousd.org/calendar).

### A Very Important Message:

On Monday, January 6th, OUSD shared essential information from the *OUSD Sanctuary Network* about protecting immigrant and refugee students. Please share it widely.



---

### Foster Youth Advisory Committee: Report to OUSD School Board

1/8/25

Unfortunately, the Foster Youth Advisory Committee had to cancel the meeting that was planned for December 3.

The committee will meet again on Tuesday, January 28. The goals of the meeting are:

1. **Learn what success we have had in identifying the adult team for all foster students.**
2. **Get up-to-date suspension data for all foster youth and foster youth with IEPs.**
3. **Follow up on commitments made by staff to ensure immediate intervention when a foster youth is suspended.**

As a result of our committee's focus and leadership, there is an active collaboration between Foster Youth Services and the Special Education Department to take specific actions that will reduce suspensions for Foster Youth with IEPs.

Join the conversation at our January 28 meeting

! Zoom Link at [ousd.org/calendar](https://ousd.org/calendar).