



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Report to School Board

## LCAP Parent & Student Advisory Committee (PSAC)

Wednesday, April 12, 2023

## Members of the LCAP Parent and Student Advisory Committee

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

District 1: **Caitlin Khurshid** (Chabot), **Mahagany 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)

# Navigating OUSD: Monthly Q & A Forum for Families

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

**March 21, 2023**

**48 participants**

**Topic: Graduation and A-G Requirements**

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

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

**Next Forum: April 18, 2023**

# Gathering School Site Council Voices for the Budget Development Process

On February 24th, we sent a questionnaire to schools so that members of School Site Councils and Site English Language Learner Subcommittees could share about their experiences with this year's budget development process and the needs of their schools. We read the responses from schools in our electoral districts and discussed them with each other.

At our March 15th meeting, we split up by electoral districts and shared what we learned from the responses, gathered additional responses, and had a discussion using the following questions:

***What number one concern do you want to lift to the top of this conversation?***

***From your school experience, who most needs to be a part of this conversation that is not represented within it right now?***

## Repeated Themes in Questionnaire Responses

Highest Impact	Unmet Needs and Concerns
Community Schools Managers Teachers on Special Assignment (TSAs) – For Academic Intervention/Newcomer Support Mental Health Support Restorative Justice (RJ) Teachers for Enrichment (Arts, Music, etc.) Small Class Sizes Counseling Community Building and Gatherings Reading Tutors/Intervention	Academic Intervention (Math/Reading) Teacher Retention RJ and Mental Health \$ for Parent Engagement/Gatherings Individualized Resources for High Need Students and Families More Staff w/ Kids in Classroom & Recess



**Schools with SSCs and SELLS Members Who  
Responded to the Questions from PSAC**

<b>Oakland Tech</b>	<b>Chabot</b>	<b>Claremont</b>	<b>Sankofa</b>	<b>Bella Vista</b>	<b>Cleveland</b>
<b>Garfield</b>	<b>Lincoln</b>	<b>Dewey</b>	<b>MetWest</b>	<b>Oakland High</b>	<b>Hoover</b>
<b>MLK</b>	<b>Prescott</b>	<b>Westlake</b>	<b>Bret Harte</b>	<b>Edna Brewer</b>	<b>Montclair</b>
<b>Redwood Heights</b>	<b>Sequoia</b>	<b>Global</b>	<b>ICS</b>	<b>Manzanita SEED</b>	<b>TCN</b>
<b>Fremont</b>	<b>Carl Munck</b>	<b>Burckhalter</b>	<b>Skyline</b>	<b>Greenleaf</b>	<b>Brookfield</b>
<b>Encompass</b>	<b>Reach</b>	<b>Korematsu</b>	<b>Madison Park 6-12</b>		

# **Goals and Plans for Our April 19 Meeting**

***In-Person, Location Pending***

**5:30 Registration, 6-8:30 pm Meeting**

- 1) Gather representatives from the schools not listed on the previous slide
- 2) Share a simplified version of the budget resolution adopted by the Board. We will identify which investments have been a) reduced or eliminated, b) moved to one-time funding, c) added or increased.
- 3) Hold a fishbowl discussion in which PSAC members share with each other the one thing that each member wants to advocate for in the budget development process based on their school/community experiences
- 4) Break out by electoral districts to hear participants identify the one thing they want PSAC to advocate for based on their school/community experiences. Focus on participation by SSC and SELLS members, especially parents and students
- 5) Report on our visits to meetings of School Site Councils in our electoral districts during the months of April and May

**Follow-Up to Specific  
Requests in the January,  
February, & March Reports**

**On March 21, we met with Raquel Jimenez, Executive Director of the Office of Equity, to discuss our concerns related to the December 2022 Board segment about the establishment and effectiveness of school site committees.**

**We shared that Network Superintendents were available and willing to report on their schools based on the specific questions posed by PSAC members. We reiterated that this was a missed opportunity to build shared ownership across OUSD for the effective functioning of these important decision-making bodies.**

**We appreciate staff acknowledging that some of the specific requests made by PSAC for that segment were not implemented.**

**Ms. Jimenez committed to sending a message to Network Superintendents naming the missteps. She will also work with PSAC on starting the 2023-24 school year with a segment like the one that was originally proposed. This will help us be aware of baseline conditions for school site committees and to set community goals for improving them.**

**Ms. Jimenez also committed to revising the deck from the December 2022 segment and sharing it with PSAC members. She will include additional information and data that PSAC requested for each of the networks.**

**We are grateful for this conversation with staff.**

**We also look forward to partnering with School Board members so that the segment can be placed on the agenda for the start of the 2023-24 school year.**

**Your support would showcase our commitment to shared decision-making in OUSD through stronger school site and district committees.**



**The public folders for School Site Councils and Site English Language Learner Subcommittees to post their meeting agendas and other documents are still **NOT** available on the OUSD website.**

**District English  
Language Learners  
Subcommittee**

# Members of the District English Language Learners' Subcommittee

District 2	<b>Norma Ventura</b> (Garfield) <b>Alexia Maciel</b> (Met West)
District 3	<b>Diana Manjarrez</b> (Hoover)
District 4	<b>Monalisa Treviño</b> (Interim) <b>Melissa Ramírez-Medina</b> (Bret Harte)
District 5	<b>Veronica Martínez</b> (Global)
District 6	<b>Marcela García-Castañón</b> (Greenleaf) <b>Elham Omar</b> (Lockwood STEAM)
District 7	<b>Marina Muñoz</b> (Madison 6-12) <b>Vanessa Gutiérrez</b> (Brookfield)
At-Large	<b>Lateefa Ali</b> (Multiple Schools)

**On March 23rd we reviewed the investments for English Language Development and for overall English Language Learner support that have been planned for the 2023-24 school year.**

## **We reviewed investments in the following areas:**

- **Funds for Schools to Provide Designated English Language Development (ELD)**
- **School-Based Newcomer Supports and Programs**
- **Dual Language and Bilingual Language Instruction**
- **ELLMA Language Specialists for Integrated & Designated ELD**
- **Refugee/Asylee Student Services**
- **Newcomer Wellness**
- **Instructional Leadership for English Language Learner and Multilingual Achievement**

## **Participants shared questions and concerns related to:**

- how parents and caregivers are directed to language programs and other support for English Language Learners in OUSD
- which work will not be done due to the loss of particular staff
- the speed and difficulty of the budget process. Difficult for community members to understand the impact of the changes before it's too late.

## **Some participants shared their interest in:**

- afterschool and school day opportunities for students to learn a new language and to use it with peers that speak it
- ESL classes for parents

**As DELLS members we have concerns about the capacity of staff to put into effect all of the changes that needed to meet our committee's goals. We have goals related to:**

- Monitoring Access to Designated English Language Development for all English Language Learners, including all Disabled English Language Learners and Newcomers
- Improved Language Access and More Accessible Information Overall
- Build an Inviting and Inclusive Culture for Families of English Language Learners. (This includes reinstating English Language Learner Subcommittees as separate from School Site Councils.)

To find out which investments have been planned for  
supporting English Language Learners in 2023-24

AND

To learn about the changes that DELLS is trying to bring about  
for the benefit English Language Learners,

**FOLLOW THIS LINK:**

[https://docs.google.com/presentation/d/1imopN1E\\_6v1qZefrDJpLx0EcMjKUKULy2TMyHR\\_YM5s/edit#slide=id.g222909e4d4a\\_0\\_109](https://docs.google.com/presentation/d/1imopN1E_6v1qZefrDJpLx0EcMjKUKULy2TMyHR_YM5s/edit#slide=id.g222909e4d4a_0_109)

Help meet our goals for better supporting  
English Language Learners in OUSD. **JOIN US on April 27.**

**Meeting details at [ousd.org/events](https://ousd.org/events)**



# 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, Corvetta Kirtman,  
Alan Pursell, Sayuri Sakamoto, Daisy López, Coriander Melious,  
Kristina Molina, Joulanda Murphy, Inga Wagar, Kristen  
Zimmerman

The March 13 CAC meeting focused on Staffing of Paraprofessionals and Instructional Support Specialists and also included information about summer programs.

While a lot of information was shared, too much to fully understand in one meeting, one fact was starkly clear:

**Vacancies for paraprofessional (paras) and instructional support specialist (ISS) positions continue to increase and the number of these staff is not sufficient.**

These are staff that implement disability accommodations and individualized education for disabled students with IEPs.

Vacancies of Paras and ISSs have steadily increased, even as the number of disabled students, especially those with Autism and ADHD, has also increased in the past five years.

These increasing vacancies are especially alarming because disabled students continue to suffer due to lack of service during the Covid closures and due to the enduring impact of the pandemic.

**Again, we are not convinced that the staffing of these positions is adequate for meeting the basic needs of students.**

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→ Why did we **allocate** basically **THE SAME** number of instructional support specialists to serve students this year as we did for 2019-20 (before we knew about Covid pandemic)?

*We ended up hiring 152 ISS in 2019-20 and only 121 in 2022-23.*

→ Why are we **operating with** basically **THE SAME** number of paraeducators this year as we did in 2019-20?

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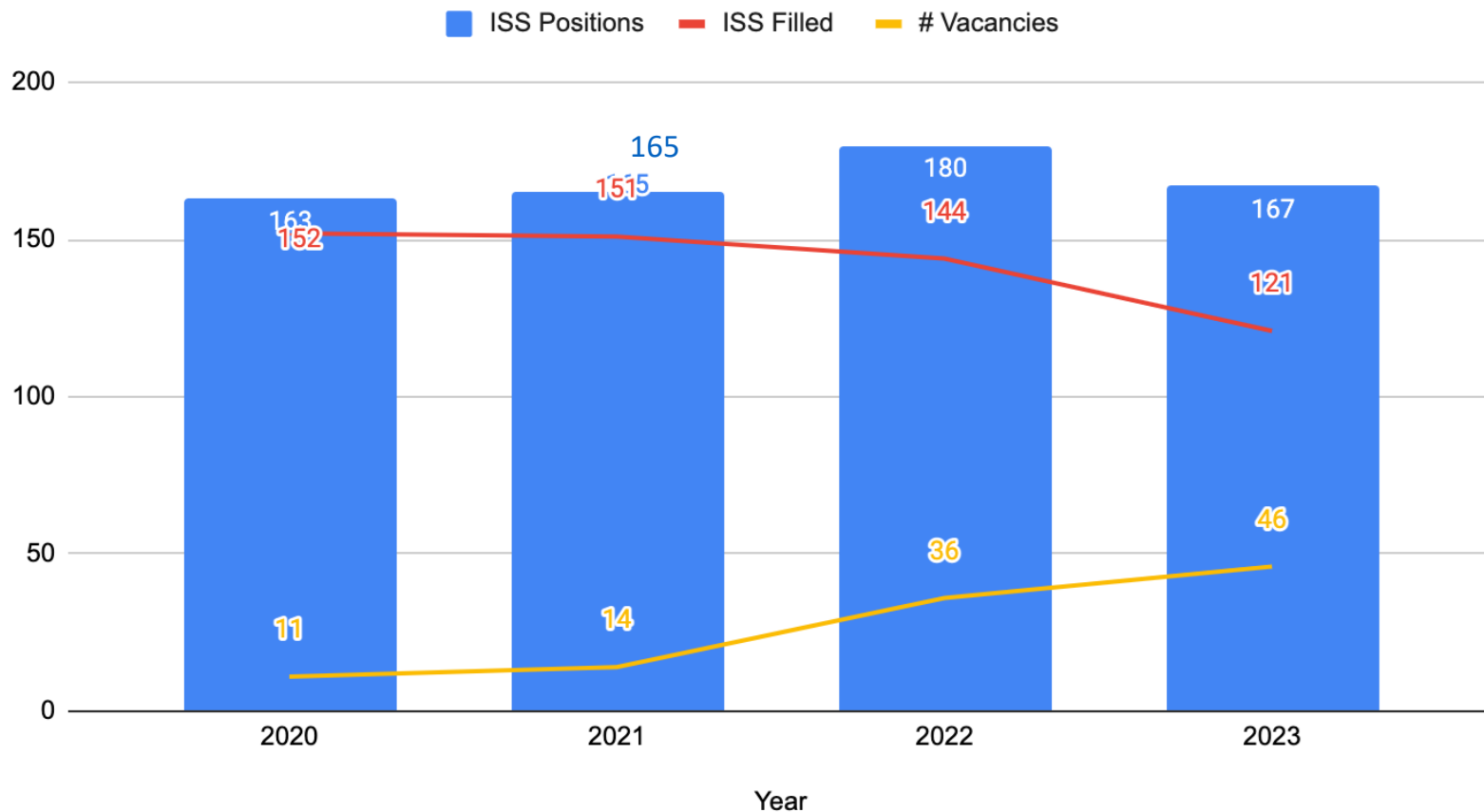
→ Why did the 1-year retention rate for paraeducators go from about **87% in 2019-20** to about **78% in 2021-22**?

→ Why did the 1-year retention rate for instructional support specialists go from about **82% in 2019-20** to about **61% in 2021-22**?

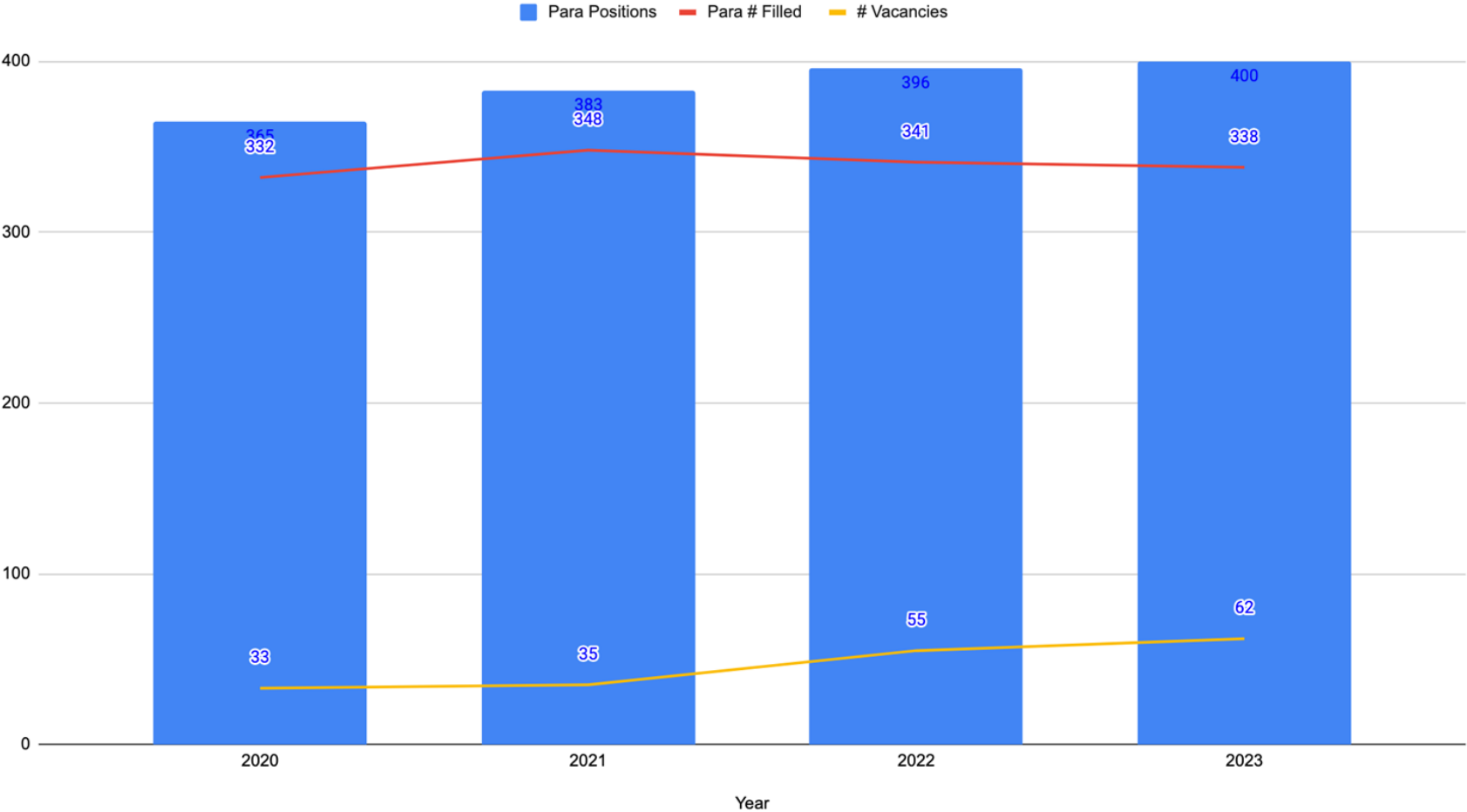
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## 2020-2023 Staffing Trends for Instructional Support Specialists



2020-2023 Staffing Trends for ParaEducators





Instead of eliminating vacancies for these desperately needed positions, we should focus on fully hiring, retaining, and training them for the valuable and highly individualized work they do.

The CAC will have more discussion about these roles in the coming months. As the SELPA Board, you voted to do the same in your budget resolution and we request that all stakeholders be notified of these important Board discussions before they happen.

Finally, CAC members are receiving calls for help from parents whose Special Day classrooms are being removed from their schools, most recently from Joaquin Miller Elementary.

Here is the petition being circulated by families from Joaquin Miller: <https://www.change.org/p/keep-sdc-classes-at-joaquin-miller>

**Stability and continuity for disabled students and the programs that support them in the schools that embrace them should be a CORE CONCERN for you, the Oakland SELPA BOARD.**

As the Oakland SELPA Board, we ask that you place a recurring item on your agenda to evaluate any proposed changes to the location of Special Education programs for the 2023-24 school year and beyond.

The removal of a Special Education program is **THE SAME** as a school closure for the disabled OUSD students that are served by those programs. Those students are displaced and lose their school communities. Their school communities lose them.

The community, families and students, deserve a voice in decisions that affect them, especially when their choices within OUSD are already so limited with no access to any kind of “School Choice” or “Opportunity Ticket”.

# Foster Youth Advisory Committee

**The Foster Youth Advisory Committee met on Tuesday, March 28.**

**We heard an update on the implementation of priority enrollment for foster students and about expanded support for middle school foster students.**

**We reviewed school enrollment, attendance, and suspension data for all foster students and for disabled students with IEPs specifically.**

**We reviewed additional data for disabled foster students with IEPs related disability type and Special Education program experiences.**

**Our top concern coming out of the meeting: to learn more about the use of unofficial suspension for foster students (sending them home), especially foster students with IEPs. We want to end the practice where it exists and ensure that students have the support that they need to remain in school.**

**We invite you to our next meeting on April 25.**

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



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