



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

Meeting of the Community Advisory Committee for Special Education



<https://ousd.zoom.us/j/86400014131>

October 19, 2020

Instructions

Instrucciones

Please turn off your video when you are not speaking so that those who need American Sign Language interpretation can more easily see the interpreter. You can turn it back on when you are speaking.

Favor de apagar su video cuando no esté hablando para que aquellos que necesitan interpretación en el Lenguaje de Signos Americano. Lo puede prender de nuevo cuando esté hablando.

Welcome ⇔ Bienvenidos

Please do not change settings until instructions are given.

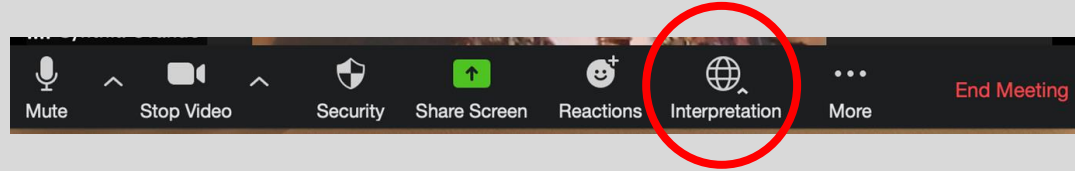
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Por favor NO cambie la configuración hasta que se le indique.

Interpretation ⇌ Interpretación

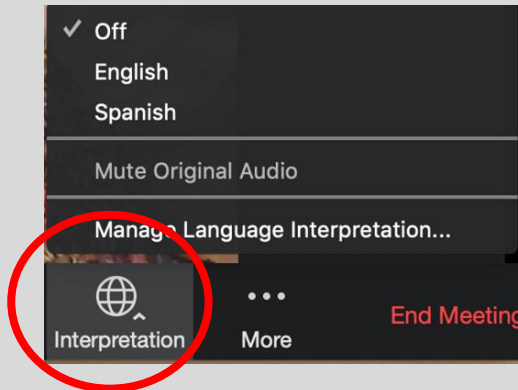
1 Go to Controls

Vaya a los controles



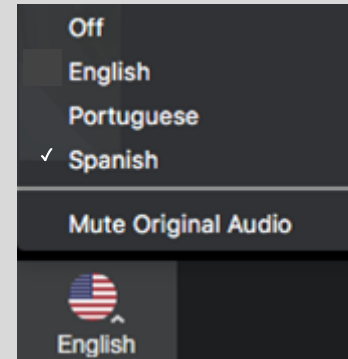
2 Click “Interpretation”

Clic en “Interpretación”



3 Choose a Language

Escoja un idioma



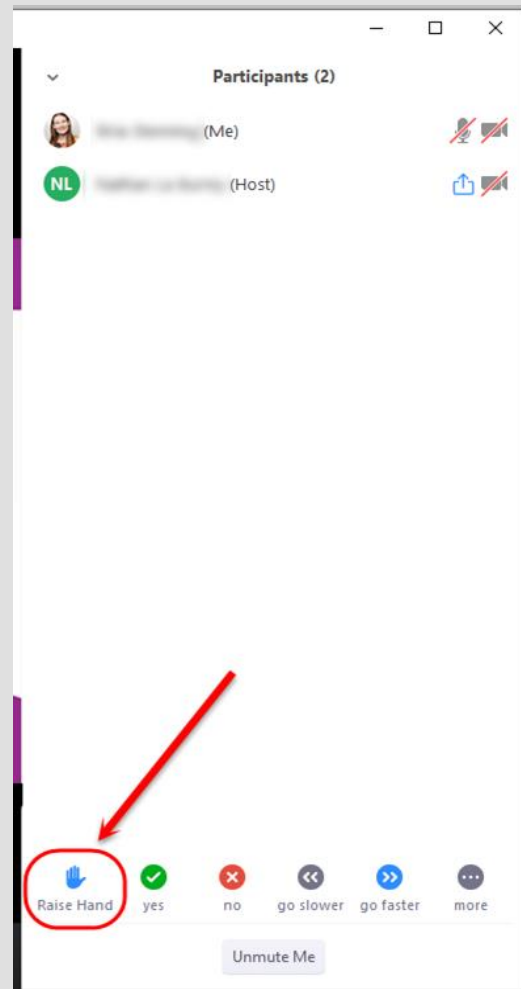
If you do not see the interpretation icon on your phone screen:
Si no ve el ícono de interpretación en la pantalla de su teléfono:

- 1) Tap on the **three dots** at the end of the meeting controls. 
Toque sobre los **tres puntos** al final de los controles para la junta.
- 2) Tap on "**Language Interpretation**" and choose your language.
Toque sobre "**Language Interpretation**" y escoja su lenguaje.
- 3) Tap on "**Mute Original Audio**" and then on "**Done.**"
Toque sobre "**Mute Original Audio**" y después sobre "**Done.**"

¿Puede oír al intérprete?
Can you hear the interpreter?

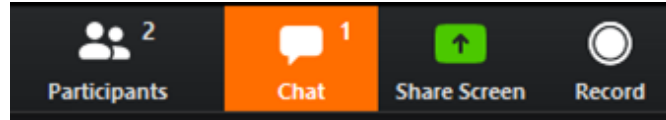


Levante la mano
Raise your hand



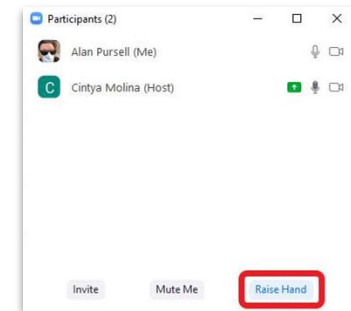
Recording Grabación

How to Use Chat Como utilizar el espacio de chat



Who We Can See and Hear A quienes vemos y escuchamos

Raising Your Hand Como levantar la mano



Please Use the Sign-In Sheet & Exit Ticket.

Favor de utilizar la Hoja para Registrarse y el Boleto de Salida.

We will share the links in the chat space.

Compartiremos los vínculos en el espacio de *chat*.

You can also find them at www.ousd.org/LCAP in the folder for the committee and under today's date.

También puedo encontrarlos en www.ousd.org/LCAP en la carpeta del comité bajo la fecha de hoy.

Link to the Sign-In Sheet:

Vinculo a la Hoja para Registrarse:

https://docs.google.com/forms/d/e/1FAIpQLSdWG4GFoR75h8JrtzlgCinOVq8q2m-oV07GA1P4xSdFNSQ5XQ/viewform?usp=sf_link

Welcome Bienvenida

Kelly Bresso, CAC Chair

Update Member Roll and Roll Call

Actualizar la Lista de Miembros y Pasar Lista

Myrna Kelly, Parliamentarian

Update CAC roster:

Article 3, Section 5 Termination of Voting Membership:

Voting membership on the CAC may be terminated if:

- a. The member resigns in writing.
- b. The member is inactive for more than three (3) regularly scheduled meetings and/or a majority of the CAC recommends replacement.

Kelly Bresso, Alan Pursell, Myrna Kelly, Sheila Hubbard, Jennifer Blake,
Inga Wagar, Kristen Zimmerman, Lisa Rasler, Clio Rasler, Patty
Juergens, Oscar Lopez, Sayuri Sakamoto, Michael Louden, Carol Delton,
Monica Wheaton-Howell

Members:

Kelly Bresso, Alan Pursell, Myrna Kelly, Sheila Hubbard,
Jennifer Blake, Inga Wagar, Kristen Zimmerman,
Lisa Rasler, Clio Rasler, Patty Juergens, Oscar Lopez,
Sayuri Sakamoto, Michael Loudon, Carol Delton,
Monica Wheaton-Howell

Quorum=8

Introducing Ourselves Presentándonos

Alan Pursell, CAC Vice-Chair

Who Is Here Today? ¿Quiénes están aquí hoy?

Introduce yourself in the chat when we call your grade span or category.

Please name your school, program, or organization.

You can also share other brief identifying information if you want to do so.

Preséntese por *chat* cuando mencionen su nivel de grado o categoría.

Favor de nombrar su escuela, programa u organización.

Si así lo desea, también puede compartir otra información breve que lo identifique.

Who Is Here Today? ¿Quiénes están aquí hoy?

Families / Familias



Bebés to Pre-School Parvulos-Preescolar

Tk to 5th Tk-5to

6th to 8th 6to a 8vo

9th to 12th 9no a 12mo

Young Adult Adultos Jóvenes

Staff & Community / Empleados y Comunidad



Teachers & Other School Staff
Maestros y otros Empleados escolares

District Staff Empleados del distrito

Community Organizations & Agencies
Organizaciones y agencias de la comunidad

Community Members
Miembros de la comunidad

We Are Here to Help! ¡Aquí para ayudarle!

Alli Guilfoil, Elementary Networks 2 and 3 allison.guilfoil@ousd.org

Bridges @ Melrose Chabot Crocker Highlands Emerson Esperanza Global Family Hillcrest ICS Korematsu	Manzanita Community Manzanita SEED Melrose Leadership Montclair Peralta Prescott Sankofa United Think College Now Thornhill	Acorn Woodland Bella Vista Brookfield Burckhalter Carl Munck Cleveland East Oakland Pride EnCompass Grass Valley	Greenleaf Hoover Horace Mann Howard Roses (RIC), Merging Madison Park (Primary) New Highland RISE
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We Are Here to Help! ¡Aquí para ayudarle!

Cary Kaufman, Elementary Network 4 & Middle Schools cary.kaufman@ousd.org

Allendale	Laurel	Bret Harte	United for Success
Community United	Lincoln	Claremont	Urban Promise
Franklin	Markham	Edna Brewer	West Oakland Middle
Fruitvale	Martin Luther King Jr	Elmhurst United	Westlake
Futures	Parker	Frick United Academy of	
Garfield	Piedmont Ave.	Language	
Glenview	Reach	Montera	
Joaquin Miller	Redwood Heights	Roosevelt	
La Escuelita	Sequoia		

We Are Here to Help! ¡Aquí para ayudarle!

Neku Pogue, High School and Alternative Education neku.pogue@ousd.org

Bunche	Met West
Castlemont	Oakland High
Coliseum College Prep	Oakland International
Community Day HS	Oakland Tech
Dewey	Rudsdale Continuation
Fremont	Skyline
Gateway To College	Sojourner Truth
LIFE Academy	Street Academy
Madison Upper	Rudsdale Newcomer
McClymonds	

We Are Here to Help! ¡Aquí para ayudarle!

Alli Guilfoil, Elementary Networks 2 and 3

Cary Kaufman, Elementary Network 4 and Middle Schools

Neku Pogue, High School & Alternative Education

David Cammarata, Young Adult Program & Career-Transition Services

Theresa Lozach, Burbank & Special Education Early Childhood Education

Anne Zarnowiecki, Related Services & Nonpublic School Placements

Stacey Lindsay, Psychological & Social Work Services

Agenda Review

Repaso de la Agenda

6:35 2 minutes

Meeting Goals

Metas de la Junta

Kelly Bresso, CAC Chair

Meeting Goals Metas de la Junta

Understand the elements of the Local Plan for Special Education and the 2020-21 Local Plan process

Meeting Goals Metas de la Junta

Review indicators and draft plan for graduation and post-secondary success of Students with Dis/abilities who receive Special Education

Meeting Goals Metas de la Junta

Hear an update on the plan to implement and monitor the *2020-21 Learning Continuity & Attendance Plan* that coordinates the provision of Distance Learning, In-Person Learning and student support during Covid19

Meeting Goals Metas de la Junta

Learn how to get involved in the *Community Advisory Committee for Special Education*

Meeting Agreements

Acuerdos de la Junta

Agreements

- ❖ One mic
- ❖ Take space; make space
- ❖ Honor the agenda
- ❖ Tough on problems;
easy on people
- ❖ Listen to understand
- ❖ Offer solutions

Acuerdos

- ❖ Un micrófono
- ❖ Participar y permitir la
participación de otros
- ❖ Respetar la agenda
- ❖ Duros con los problemas;
suaves con las personas
- ❖ Escuchar con la intención de entender
- ❖ Ofrezca soluciones

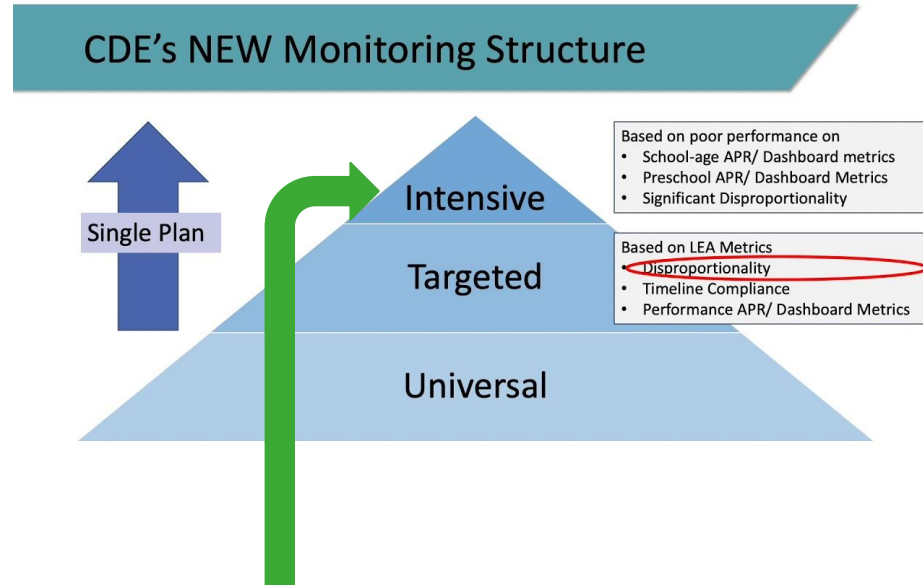
Indicators and Plan for Graduation, Post-Secondary Outcomes, & Least Restrictive Environment

Jennifer Blake, Special Education Executive Director

What is the SEP?

The California Department of Education (CDE) has a department that monitors school districts' adherence to state and federal special education laws and oversees student data relative to certain categories such as graduation rates, least restrictive environment, discipline and achievement.

The SEP is the Special Education Plan, which is part of a tiered structure of CDE quality assurance.



OUSD is here. Yes, this is required by the state, but it means more than that. Our data show that we must continue to improve the way in which we serve our students with disabilities: their achievement, their placements, their discipline, and their post-secondary outcomes.

What is the SEP?

The Special Education Plan (SEP) is a plan of improvement that is required by the California Department of Education. The plan addresses specific parts of our work with students with disabilities, called **ELEMENTS**. Where we have not met a target for an element area, we need to create a plan to address and improve outcomes for that element. The process is as follows:

1. Identify stakeholders and create a multidisciplinary team.*
2. Convene at least four meetings during the 2020-21 school year to develop and monitor the plan.
3. Complete the plan by December, 2020, and submit it to CDE, along with artifacts of the committee's work.
4. Monitor the plan:
 - Spring 2021
 - 2021-22 SY

The plan includes TWO components that are connected:

- CCEIS: Areas in which we have significant disproportionality
- SEP: Everything else

★Why Multidisciplinary? The service of students with disabilities impacts every single school and department within Oakland Unified. Most students with disabilities are served within general education programming (e.g. Resource, Speech services), and ALL students are our students.

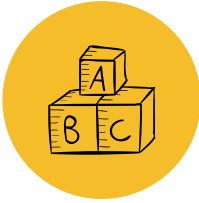
Element Review

Our district is under monitoring by the California Department of Education (CDE) for all elements with a 'yes' in the table to the right.

While all elements are important, specific elements are areas of focus for our work due to their impact on our students' instructional access and long-term outcomes.

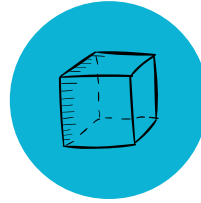
Element	Review Required (Yes/No)
Element 1: Graduation Rate	Yes
Element 2: Dropout Rate	No
Element 3b: ELA Participation	Yes
Element 3b: Math Participation	Yes
Element 3c: ELA Achievement	Yes
Element 3c: Math Achievement	Yes
Element 4a: Suspension Rate	No
Element 5a: LRE Regular Class 80% or more	No
Element 5b: LRE Regular Class Less than 40%	Yes
Element 5c: LRE Separate School	No
Element 6a: LRE Regular Class	Yes
Element 6b: LRE Separate Class	Yes
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	Yes
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	Yes
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	Yes
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	Yes
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	Yes
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	Yes
Element 8: Parent Involvement	No
Element 9: Overall Disproportionality Areas**	No
Element 10: Disproportionality by Disability Areas**	Yes
Disproportionality in Discipline**	Yes
Disproportionality in Placement**	No
Element 11: Rate of Eligibility Determined within 60 Days *	Yes
Element 12: Timely Part C to B transition *	Yes
Element 13: Secondary Transition Goals and Services *	Yes
Element 14a: Higher Education	Yes
Element 14b: Higher Education or Competitive Employment	Yes
Element 14c: Any Education or Employment	No
Child Find	No
Chronic Absenteeism	Yes

Celebrating Progress



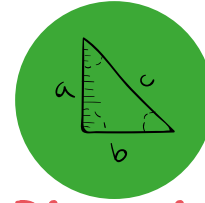
4a- Suspension

Overall discipline has improved for students with disabilities to remove OUSD from monitoring in this element.



5c- Separate School

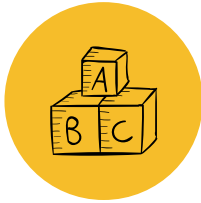
We have reduced the number of students in nonpublic programs over the last three years and are no longer monitored here.



DiSpro in Placement

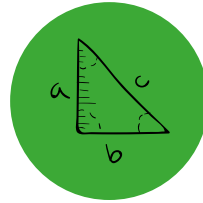
Through our work to expand inclusive offerings and limit highly restrictive classrooms, we are not disproportionate in terms of Special Ed placement.

Indicators of Focus for 2020-22



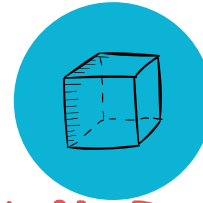
1- Graduation Rate

Our students with disabilities do not graduate with a diploma as often as their typical peers.



5b and 6ab- LRE

Our students are more highly restricted in self-contained settings than they should be.



14a&b- Post-Secondary

We need to collect more comprehensive data relative to post-secondary schooling & employment.

2018-19 Data Baselines

2019-20 Targeted Review Selection Data					
Indicator	Selection Element	Data Year (18-19)	Target	Target Met	Selection
Dashboard	Graduation Rate	RED			YES
2	Dropout Rate	2.12%	≤10.72%	YES	NO
3b	ELA Participation	88.61%	95%	NO	YES
3b	Math Participation	87.85%	95%	NO	YES
Dashboard	ELA Academic Performance	ORANGE			YES
Dashboard	Math Academic Performance	ORANGE			YES
Dashboard	Suspension	YELLOW			NO
5a	LRE Regular Class 80% or more	59.44%	52.2%	YES	NO
5b	LRE Regular Class 40% or less	26.38%	≤21.6%	NO	YES
5c	LRE Separate School	3.79%	≤3.8%	YES	NO
6a	LRE Regular Class	27.74%	35.9%	NO	YES
6b	LRE Separate Schools	63.11%	≤31.4%	NO	YES
8	Parent Involvement	99.18%	93%	YES	NO
14a	Higher Education	17.11%	54.3%	NO	YES
14b	Competitive Employment	21.05%	74.4%	NO	YES
14c	Any Education/Employment	84.21%	83.0%	YES	NO
	Child Find	14.09%			NO
REVIEW REQUIRED					

Graduation & Post-Secondary Outcomes

Our Big Rocks

Nuestras Metas Mayores

Full High School Continuum

Contínuo Completo de Preparatoria

- Expand services across alternative education campuses
- Develop online and blended learning options
- Expand Diploma options for students with dis/abilities
- Monitor implementation of separate setting instruction and provide alternative curriculum for separate settings
- Partner with Linked Learning to expand access to college programming for students with disabilities

Relevant data points include: student attendance, participation of Students with Dis/abilities in dual and concurrent enrollment programming, teacher-reported student engagement data

- Expandir servicios por a través de todos los planteles de educación alternativa
- Desarrollar opciones de aprendizaje por internet y mezcladas
- Expandir las opciones de diploma para estudiantes con dis/capacidades
- Monitorear la implementación de la enseñanza en lugares separados y proveer currículo alternativo para los lugares separados
- Colaborar con Aprendizaje Vinculado para expandir el acceso a la programación de colegio para estudiantes con dis/capacidades

Datos relevantes incluyen: asistencia estudiantil, participación de los Estudiantes con Dis/capacidades en programas de matrícula dual y concurrente, datos reportados por los maestros acerca de la participación de los estudiantes

Graduation Present Levels

2017-18	GRAD	Special Ed	9.21%	230
2017-18	GRAD	Not Special Ed	64.28%	1,605
2017-18	CHSPE COMPLETER	Special Ed	0.04%	1
2017-18	CHSPE COMPLETER	Not Special Ed	0.28%	7
2017-18	ADULT GRAD	Special Ed	0.04%	1
2017-18	SPEC ED CERT	Special Ed	1.96%	49
2017-18	GED COMPLETER	Not Special Ed	0.16%	4
2017-18	TRANSFER	Special Ed	0.08%	2
2017-18	TRANSFER	Not Special Ed	0.96%	24
2017-18	STILL ENROLL	Special Ed	1.60%	40
2017-18	STILL ENROLL	Not Special Ed	8.49%	212
2017-18	DROPOUT	Special Ed	1.52%	38
2017-18	DROPOUT	Not Special Ed	11.37%	284

Breakout Group Discussions

Discusiones en Grupos Pequeños

Each breakout group must choose:

→ **a facilitator**

→ **a reporter (to share main points from the discussion with the larger group)**

Reporters: You can take notes on google doc or on paper--whatever helps you keep track of the main points. Additional note takers are welcome though optional.

Here is the link to a useful google document for note-taking:

The entries for the Spanish bilingual breakout groups are the last two in the document.

Cada grupo de discusión debe escoger:

→ **un moderador**

→ **quien dará el reporte (para compartir puntos importantes de su discusión con el grupo general)**

Los reportantes pueden tomar notas en el documento de google o en un papel (lo que más les sirva para recordar los puntos más importantes. Otras personas son bienvenidas a tomar notas si lo desean, es opcional.

Aquí esta el link para usar el documento de google para tomar las notas:

Las entradas para los grupos bilingües en español son los últimos dos en el documento.

Least Restrictive Environment

Breakout Group Discussions

Discusiones en Grupos Pequeños

Report Back from Breakout Group Discussions

Reporte de las Discusiones
en Grupos Pequeños

Responses to Questions from Breakout Group Discussions

Respuestas a las Preguntas de
los Grupos Pequeños

Update: Implementation and Monitoring of the *Learning Continuity & Attendance Plan*

Alan Pursell, CAC Vice-Chair and Diana Sherman, LCAP Coordinator

7:55 pm 15 minutes

Review of CAC Feedback

Repaso de Comentarios del CAC

5 minutes

CAC Feedback

Comentarios del CAC

MOST URGENT: STUDENTS WITH SEVERE DIS/ABILITIES NEED IN-PERSON SUPPORT, especially:

- those with families who cannot provide adequate adult supervision
- those with families who cannot communicate with providers in their native tongue and who face language and other barriers in distance-learning class settings;
 - includes those who rely on assistive devices & on staff to use the devices.
- foster students lacking consistent adult care or assistance, especially in group homes

MAYOR URGENCIA: ESTUDIANTES CON DIS/CAPACIDADES SEVERAS NECESITAN APOYO EN PERSONA, especialmente:

- estudiantes con familias que no pueden proveer supervisión de adultos adecuada
- estudiantes con familias que no pueden comunicarse con proveedores en su lengua materna y con barreras propias de lenguaje y otras barreras en el aprendizaje a distancia
 - incluye a aquellos que necesitan equipo asistencial y empleados para utilizar el equipo
- estudiantes de crianza sin apoyo de adultos consistente, especialmente en hogares de grupo

NEXT MOST URGENT: COMMUNICATION & PIPELINE OF INFORMATION

Families of students with IEPs, especially those who speak languages other than English, **need phone lines** to ask questions, be directed to appropriate staff people, and get timely answers in their own language. Directory information is not available to these families who face additional challenges in supporting learning at home.

DE PROXIMA MAYOR URGENCIA: COMUNICACIÓN Y CONDUCTOS PARA LA INFORMACIÓN

Las familias de los estudiantes con IEPs, especialmente aquellas que no hablan inglés, necesitan líneas de teléfono para hacer preguntas, ser dirigidos a los empleados apropiados y recibir respuestas a tiempo en sus propios lenguajes. No hay información de directorio disponible para estas familias que enfrentan retos adicionales en apoyar el aprendizaje en el hogar.

CAC Feedback

Comentarios del CAC

COMMUNICATION & A PIPELINE OF INFORMATION

Clear communication for families to have access to programs that can assist them.

Example: finding out about programs such as the 2 X per week technology training led by Special Ed staff

Siloing of Special Education must be broken.

Examples: Phone friendly links in [OUSD Family Central](#) site (posting of letters on web site not enough for families who can't get online)

COMMUNICATION & A PIPELINE OF INFORMATION

Comunicación clara para que las familias tengan acceso a los programas de apoyo.

Ej: saber acerca de programas como el entrenamiento de tecnología con empleados de Educ. Especial

Se debe romper el aislamiento de la Educación Especial.

Ej: Vínculos fáciles para telefonos en el lugar de internet OUSD Family Central; el poner cartas en el lugar de internet no es suficiente para familias con dificultades en acceder el internet

NEED FOR SPECIFICITY IN THE *LCP* ABOUT REVISED OR NEW INVESTMENTS

Request for a **comprehensive and transparent spending plan** that accounts for all Special Education on-going and emergency expenditures. This will allow the CAC and other Special Education stakeholders to provide substantive feedback and identify gaps and opportunities in collaboration with other committees and stakeholder groups.

Necesidad de Especificidad en el *LCP acerca de Inversiones Nuevas o Revisadas*

Pedido de un plan para gastos completo y transparente que de cuenta de todos los gastos de Educación Especial continuos y de emergencia. Esto le permitirá al CAC y a otros miembros afectados de la comunidad de Educacion Especial proveer sugerencias sustanciosas e identificar necesidades y oportunidades en colaboración con los demas comités y otros grupos.

NEED FOR INFORMATION IN THE *LCP* ABOUT CHANGING ROLES AND THE IMPACT OF THE MOU WITH OEA ON SERVICE MINUTES & DISTANCE LEARNING PLANS

The plan must clearly enumerate and describe changes to existing roles, and address the impact of the MOU with OEA on: → capacity of providers to fulfill the service minutes within student IEPs, → capacity to develop the Distance Learning Plans newly mandated by SB 98 in collaboration with parents, guardians, and education rights holders.

NECESIDAD DE INFORMACIÓN EN EL *LCP* SOBRE EL CAMBIO DE ROLES Y EL IMPACTO DEL MOU CON OEA EN LOS MINUTOS DE SERVICIO Y LOS PLANES DE APRENDIZAJE A DISTANCIA

El plan debe describir claramente los cambios en las funciones existentes y abordar el impacto del memorando de entendimiento con la OEA sobre: → capacidad de los proveedores para cumplir con los minutos de servicio dentro de los IEPs de los estudiantes, → capacidad de desarrollar planes de aprendizaje a distancia encargados por la ley SB 98 en colaboración con padres y tutores legales.

NEED TO UNDERSTAND WHAT THE SCHOOL DAY CAN LOOK LIKE WHEN:

- Combining the support of General Education teachers, Special Education teachers, designated service providers, and paraprofessionals.
- Gen Ed instruction is shifting to more small groups, more self-guided (asynchronous) instruction. *Example: What does push-in and inclusion support mean within these shifts?*

NECESIDAD DE SABER CÓMO SERÁ EL DÍA ESCOLAR CUANDO...

- Se combina el apoyo de los profesores de Educación General, maestros de educación especial, proveedores de servicios designados y paraprofesionales.
- La instrucción de la educación general esta cambiando a grupos más pequeños o más instrucción autoguiada (asincrónica). Ej.: ¿Cómo será el apoyo de inclusión o en el aula con estos cambios?

Support for Foster Students with Dis/abilities and all Foster Students:

→ work with Foster Youth Services to hire back case managers for much needed support and stability for students, in particular foster students with dis/abilities (>40% of foster students have IEPs, many of the remaining ones have 504 plans)

Apoyo a los estudiantes de crianza con dis/capacidades y a todos los estudiantes de crianza:

→ trabajar con los servicios para jóvenes de crianza para contratar a los administradores de casos para proveer el apoyo y estabilidad que tanto necesitan los estudiantes, en particular los estudiantes de crianza con dis/capacidades (>40% de los estudiantes de crianza tienen IEPs, muchos de los restantes tienen planes 504)

Implementation & Monitoring Process for the *LCP*

10 minutes

Call for CAC Members

Llamado a la Membresía en el CAC

8:15 pm 3 minutes

What the CAC Does Lo Que Hace el CAC

→ **Advises the School Board and OUSD administrators on the development of the Local Plan for Special Education.**

→ **Asesora a la Mesa Directiva Escolar y a los administradores de OUSD en el desarrollo del Plan Local de Educación Especial.**

What the CAC Does Lo Que Hace el CAC

- Recommends annual priorities for the plan.
- Involves parents and other volunteers in helping to implement the plan.
- Recomienda prioridades anuales para el plan.
- Involucra a los padres y otros voluntarios para que ayuden a implementar el plan.

What the CAC Does Lo Que Hace el CAC

- Encourages community involvement in developing and reviewing the plan.
- Supports parent awareness of the importance of school attendance
- Fomenta la participación de la comunidad en el desarrollo y la revisión del plan.
- Hace conciencia entre los padres sobre la importancia de la asistencia a la escuela

What the CAC Does Lo Que Hace el CAC

→ Supports activities on behalf of people with dis/abilities

→ Apoya actividades en favor de las personas con discapacidades

What the CAC Does Lo Que Hace el CAC

→ Supports involvement in the LCAP Parent & Student Advisory Committee to encourage the inclusion of families of students with dis/abilities

→ Apoya la participación en el Comité Asesor de Padres y Estudiantes del LCAP para fomentar la inclusión de las familias de los estudiantes con dis/capacidades.

Source: *California Ed Code Section 30 EC 56194*

Everyone Is Welcome! ¡Todos son bienvenidos!

The meetings of the CAC are public. We invite you to attend throughout the year.

Las reuniones del CAC son públicas. Le invitamos a asistir durante todo el año.

Everyone Is Welcome! ¡Todos son bienvenidos!

Meetings of the CAC take place on the 2nd Monday of every month with a few exception for holidays.

Meetings begin at 6:00 pm and end by 8:30 pm.

Las reuniones del CAC se celebran el 2do lunes de cada mes, exceptuando algunos días festivos.

Las reuniones comienzan a las 6:00 pm y terminan a las 8:30 pm.

How You Can Communicate with the CAC and Each Other

Cómo puede comunicarse con el CAC y entre sí

- [CAC Facebook Page](#)
- cacoakland@gmail.com
- (510) 545-3837
- [Link to calendar of meetings](#)

Information for Meetings Informacion para las Juntas

If you cannot fill out the sign-in sheet tonight, send a text message with your email address and phone number to Cintya Molina at 510-491-6069 to receive invitations and reminders for the meetings.

Si no puede rellenar la hoja de registro esta noche, envíe un mensaje de texto con su dirección de correo electrónico y su número de teléfono a Cintya Molina al 510-491-6069 para recibir invitaciones y recordatorios para las reuniones.

Information for Meetings Informacion para las Juntas

You can find links to join each meeting, along with other meeting information, in the OUSD Events Calendar at www.ousd.org/calendar

Puede encontrar enlaces para unirse a cada reunión, junto con otra información de la reunión, en el Calendario de Eventos de la OUSD en www.ousd.org/calendar

Membership

Membresía

Elections take place every month as long as there are vacancies to fill. We will begin electing new members next month.

To learn more write to Cintya Molina at cintya.molina@ousd.org or to the CAC members at cacoakland@gmail.com. You can also review the membership presentation at <https://bit.ly/ousdcacmember>

Other Advisory Committees

Committee to Empower Excellence in Black Students' Education (1st Thursdays)

District English Language Learners' Sub-Committee (3rd Thursdays in specific months)

Community Advisory Committee for Special Education (2nd Mondays)

LCAP Parent & Student Advisory Committee (3rd Wednesdays)

Foster Youth Advisory Committee (4th Tuesdays)

These are the routine meeting days for each committee with some exceptions due to holidays.

Public Comments

Comentarios Públicos

10 minutes

Exit Ticket Boleto de Salida

You can also find the exit ticket in the CAC folder under today's date at www.ousd.org/LCAP

_____ Vínculo al Boleto de Salida

Tambien puede encontrar el boleto de salida en la carpeta del CAC bajo la fecha de hoy en www.ousd.org/LCAP

Public Comments

Closing

Cierre

**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 A 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/>

Community Schools, Thriving Students



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

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org