

# Oakland Unified School District

Board of Education  
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## **Meeting Minutes Long - Final**

**Wednesday, April 17, 2019**

**5:00 PM**

**Auditorium - United for Success Academy, 2101 35th Ave, Oakland, CA 94601**

## **Local Control and Accountability Plan (LCAP) Parent Advisory Committee**

- D1 RocQuel Johnson (Oakland Tech)**
- D2 Michelle Campbell-Mateo (Oakland High), Duy Vo, (Bella Vista, DELLS), Wendall Chin (Lincoln), Diana Casanova (Crocker)**
- D3 Cesar Escalante (Hoover, DELLS), Pernell Bailey (McClymonds)**
- D4 Alma Piedras (Laurel, DELLS), Monalisa Treviño (Montera, DELLS), Reginald Mosley (Montclair), Carmen Pearson (Redwood Heights)**
- D5 Alejandra Méndez (Global, DELLS), Tania Islas Chi (Manzanita), Teresa Díaz (Think College Now, DELLS), Yolanda García (United for Success)**
- D6 Ansar El' Muhammad (Markham)**
- D7 Jonathan Kael (Howard, DELLS), Ché Phineessee (Reach), Ashea Fuller**

*(Sojourner Truth), Leonardo González (Korematsu)*

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អ្នកណាដែលត្រូវការសេវាបកប្រែភាសាដោយផ្ទាល់មាត់ ឬជាលាយលក្ខណ៍អក្សរ ឬត្រូវការការជួយសម្របសម្រួលយ៉ាងសមរម្យ មួយ ដើម្បីចូលរួមក្នុងកិច្ចប្រជុំសាធារណៈ ត្រូវផ្តល់ដំណឹងទៅកាន់ទីការិយាល័យនៃក្រុមប្រឹក្សាអប់រំ ឱ្យបានចិតសិចពី (72) ម៉ោង មុនកិច្ចប្រជុំ តាមរយៈទូរស័ព្ទលេខ (510) 879-8199 ឬតាមរយៈអ៊ីមែល boe@ousd.org ឬទូរស័ព្ទ eTTY/TDD លេខ (510) 879-2300 ឬទូរសារលេខ (510) 879-2299។

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**A. Call to Order**

**B. Roll Call**

*The meeting is called to order at 5:45 p.m. by RocQuel Johnson. Ms. Johnson reviews the goals of the meeting and meeting agreements.*

**C. Speaker Request Cards/Modification(s) To Agenda**

*There are no modifications to the agenda.*

**D. Adoption of Committee Minutes**



[19-0781](#)

**Minutes - LCAP - Parent Advisory Committee - February 20, 2019**

Approval by the LCAP - Parent Advisory Committee of its Meeting  
Minutes of February 20, 2019.

**Attachments:** [19-0781 Minutes - LCAP - Parent Advisory Committee - February 20, 2019](#)

**Postponed to a Date Certain**

**E. Adoption of the Committee General Consent Report**

*None*

**F. Unfinished Business**

*None*

**G. New Business**



19-0780

**LCAP - Parent Advisory Committee - Welcome - Committee  
Highlights**

LCAP - Parent Advisory Committee to Welcome:

1. Review Meeting Goals, Agreements, and Agenda
2. LCAP Sub-Committee Highlights
  - a. Lead Delegates Meetings
  - b. DELLS
  - c. FYAC
  - d. CAC
  - e. Student Advisors (ACC)

**Attachments:** 19-0780 LCAP - Parent Advisory Committee - Welcome -  
Committee Highlights

*a. Lead Delegates Meetings*

*Reginald Mosley shares the following outcomes from the Lead Delegates meetings:*

*March 7 Reflected and set direction after strike & Board vote to make reductions*

*March 11 Sent Letter to OUSD staff requesting advanced copies of Annual Update & LCAP*

*March 18 Reviewed immediate committee needs; set goals up to June 30*

*March 19 Sent response to 3/13 Superintendent request for meeting by 4/17*

*March 19 Sent response to request for PSAC engagement about Central Reorg.*

*March 28 Planned actions for committee decision-making based on goals, chose support for \_\_\_\_\_ the advisory committees as focus for April*

*April 2 Planned agenda for 4/17/19 meeting*

*April 3 Met with Ms. Aguilera about information needs for 4/17*

*April 15 Walked through all content for 4/17 and finalized resolution*

*b. DELLS Monalisa Treviño shares the following outcomes from the March meeting of the DELLS: • Met on March 21; strong attendance • Learned that Global greatly increased its ELL reclassification in the past 3 years--7.1%, 12.8%, 16.4% • Chose schools to survey--schools with the highest reclassification rates; DELLS will review survey responses in May meeting (22 responses from 17 schools received already, all agreed to host DELLS in tours to observe instruction either after state testing or at the start of next school year) • Strong opposition by members and participants to the elimination of the LCAP Engagement Program Manager c. FYAC RocQuel Johnson shares the following highlights from the FYAC:*

*• Will meet next Tuesday, April 23 • Dialogue with counselors and managers of Coordination of Services Teams (COST), continued from last meeting with the following goals: 1) Develop a process for middle school COST teams to discuss needs and outcomes of all middle school foster students, 2) develop a high school readiness/transition plan for middle school foster students, 3) improve middle school FY outcomes as measured by the high school readiness indicator*

*d. CAC Kristen Zimmerman shares the following outcomes from the April meeting of the CAC and other highlights: • Held a Screening of Intelligent Lives, which challenges destructive notions of intelligence and follows the*

*school and community experiences of 3 young people with “intellectual disabilities” • High attendance at the April meeting and screening with a moving and impactful dialogue in small groups • Plans to show the film to other groups, specifically to school communities and General Education teachers • June 5 Board Presentation with CAC & Special Education director*

*e. Student Advisors (ACC)*

*There was no report from the Student Advisors at this meeting.*

**Discussed**



**19-0782**

### **LCAP - Parent Advisory Committee - Key Dashboard - OUSD Indicators for Student Groups**

Discussion and overview by LCAP - Parent Advisory Committee of Key Dashboard and OUSD Indicators for Student Groups:

- 7 State Indicators
- PSAC 2018-19 Indicators: Enrollment, Participation in Reading Assessments, Grade Level Reading

**Attachments:** 19-0782 LCAP - Parent Advisory Committee - Key Dashboard - OUSD Indicators for Student Groups

*Cintya Molina explains that included in the packets in a graphic of students outcomes on the CA dashboard indicators. The LCAP PSAC chose to focus on the four named student groups based on the CA dashboard.*

**Discussed**



**[19-0783](#)**

### **LCAP - Parent Advisory Committee - Review of Response - Feedback - Budget Reductions - Priority Investments**

Review of Responses by LCAP - Parent Advisory Committee to feedback Budget Reductions and Priority Investments:

- **Breakout Groups: African American Students. Students with Disabilities, English Language Learners, Foster Students, Unhoused Students** OUSD administrative leads and Board directors sit in the student breakout groups to listen to the conversation and to provide context and information as needed. OUSD administrators/leads who are content experts for the specific student groups will sit in the breakouts to listen to the conversation and to provide context and information as needed. All administrators/leads will have the opportunity to share about what they heard within a panel at the end of the meeting Student Group Breakouts will:
  - Identify responses that have fully addressed the questions/concerns
  - Identify responses that have not fully addressed the questions/concerns & information still needed.
  - Choose

1-2 priority questions or concerns for continuing PSAC action. • Identify the role of the breakout group as it relates to those choice questions or concerns.

**Attachments:** [19-0783 Superintendent's Response to Feedback Report from the 2.20.19 Meeting of LCAP PSAC--2019-20 Budget Reductions-Investments](#)  
[19-0783 2018-19 Final Planned Actions and Services for LCAP](#)

*Breakout Groups: African American Students, Students with Disabilities, English Language Learners, Foster Students, Unhoused Students.*

**19-0784 LCAP - Parent Advisory Committee - Presentations to Large Groups**

Presentation by breakout groups (African American Students, Students with Disabilities, English Language Learner, Foster Students, and Unhoused Students) to LCAP - Parent Advisory Committee regarding the responses to feedback Budget Reductions and Priority Investments.

*RocQuel Johnson and Reginald Mosley introduce the section.*

**Discussed**



**19-0785 LCAP - Parent Advisory Committee - Proposal by LCAP PSAC - Related Committees**

Discussion and possible adoption by LCAP - Parent Advisory Committee of the proposal to Retain the Position of the OUSD LCAP Engagement Manager and Current LCAP Engagement Structures.

**Attachments:** 19-0785 LCAP Engagement Timeline--Fall 2015-Spring 2019  
19-0785 OUSD LCAP Engagement - SY 2018-19  
19-0785 LCAP PSAC Resolution - LCAP Engagement Manager and LCAP Engagement Structures

*Small Group for Unhoused Students--Reginald Mosley reports. • P13, 5.2i): Update: City Funding restored for Foster Youth Case Managers, Restorative Justice and Libraries (City Council Meeting on 4/16). • 5.2j): Question: Do we get all RJ facilitators and case managers back? • 5.2k) Question: With restoration of funds, can we expand the # of schools sharing case managers and RJ facilitators? • 5.3): Question: Do we have RJ @ sites where SSOs are being cut? Can we have SSOs trained in RJ (at sites not impacted by cuts, all sites) • P16, 6.2 a,b,c): Question: Why the LCAP Engagement Manager? Why is a new structure needed for LCAP PSAC? • Concern: Eliminating the position will dilute the work and cause more work for other staff. • 6.2e) Question: Did you research the impact? • 6.2f)*

*Comment/Concern: Response is inadequate. Question:*  
*Why make changes when no plan is in place?*

*Recommendations:*

- 1) @ Elementary sites where SSOs were cut→RJ staff;
- 2) COST membership and structure and training must be standardized and held accountable. Small Group for Students With Disabilities/IEPs--Justine Santos reports. Justine explains that there was no response from the superintendent around the SpEd teachers question, and inadequate response regarding the \$3 million dollar cut to school sites • Responses that addressed question: ○ Impact of loss of data analyst on SpEd--none! "Focus Group"

○ Pg 12: 5.2: MTSS □--g (complete answer) • Responses that did not address Question: ○ P.5-2.1-2.3: Not a real response to teacher retention question, no response to (b) in 2.3 ○ P.4-1.9: Not just about SpED seats; All students ○ P.4-1.8: Did not fully address. Need clarity on how impact of cuts are assessed for different sites. • Key Questions: ○ Given the current budget crisis how to we make sure that the SWD and IEPs are fully supported? ○ How will the district increase seats for all students? (Not just IEP) ○ Can we hear from the Talent Department and those leading retention work for teachers, staff and principals? ○ Regarding counselor ratios: ■ What is the contractual threshold? ■ CA ratio? ■ National ratio?

*Small Group for Foster Youth--RocQuel Johnson reports School Board Director Gary Yee was in conversation with them in the small group breakout. He is a foster parent. We were educating him about what we have accomplished with the Foster Youth Case Managers. RocQuel describes the check list the FYAC is developing for middle school students to advocate for themselves, in terms of keeping track of requirements and their overall readiness for high school and beyond. Cost team staff from different schools will come to next FYAC, as well as Gary Yee.*

*Small Group for English Language Learners—Diana Casanova reports • The theme of the discussion was that the superintendent missed a big opportunity to build a relationship and trust with us. The responses from the superintendent were shallow, and dodgey. The take-away is that the superintendent is not interested in hearing feedback and engaging with community. • We are concerned about school closures: how are English Language Learner students being supported in schools that close? We want a commitment and more information on Newcomer Academies. We are worried about Newcomer Academies closing, not just NEST at Fremont. We were using NEST as an example, and the superintendent only answered regarding that specific Newcomer Academy, but we wanted to here in general, a commitment to keep the Newcomer Academies as we shrink our footprint. • Key Questions: ○ How can we build a relationship in which the community can truly inform and see the impact of their engagement? Ex: the decision to restructure PSAC/LCAP engagement manager decision. The district should present a proposal and their should be a two way conversation, a partnership. ○ This would mean: ■ Transparency of decision making process ■ Clear assessment to evaluate programs before proposing redesign ■ Present redesign proposal for discussion before taking it to vote ○ We need to see site-level investments to evaluate impact, outcomes and growth for ELLs and all student groups. ○ School closures--what happens to the students who attend closing schools?*



*How are the families supported? ○ What is the process to partner with the district to ensure the Newcomer programs are protected? ○ What is meant by structuring DELLS/Parent Engagement differently? What information is needed to restructure differently?*

*Small Group for Unhoused Students--Reginald Mosley reports ● P13, 5.2j): Update: City Funding restored for Foster Youth Case Managers, Restorative Justice and Libraries (City Council Meeting on 4/16). ● 5.2j): Question: Do we get all RJ facilitators and case managers back? ● 5.2k) Question: With restoration of funds, can we expand the # of schools sharing case managers and RJ facilitators? ● 5.3): Question: Do we have RJ @ sites where SSOs are being cut? Can we have SSOs trained in RJ (at sites not impacted by cuts, all sites) ● P16, 6.2 a,b,c): Question: Why the LCAP Engagement Manager? Why is a new structure needed for LCAP PSAC? ● Concern: Eliminating the position will dilute the work and cause more work for other staff. ● 6.2e) Question: Did you research the impact? ● 6.2f)*

*Comment/Concern: Response is inadequate. Question: Why make changes when no plan is in place?*

*Recommendations: 1) @ Elementary sites where SSOs were cut→RJ staff; 2) COST membership and structure and training must be standardized and held accountable. Small Group for Students With Disabilities/IEPs--Justine Santos reports Justine explains that there was no response from the superintendent around the SpEd teachers question, and inadequate response regarding the \$3 million dollar cut to school sites. ● Responses that addressed question: ○ Impact of loss of data analyst on SpEd--none! "Focus Group" ○ Pg 12: 5.2: MTSS □--g (complete answer) ● Responses that did not address Question: ○ P.5-2.1-2.3: Not a real response to teacher retention question, no response to (b) in 2.3 ○ P.4-1.9: Not just about SpED seats; All students ○ P.4-1.8: Did not fully address. Need clarity on how impact of cuts are assessed for different sites. ● Key Questions: ○ Given the current budget crisis how to we make sure that the SWD and IEPs are fully supported? ○ How will the district increase seats for all students? (Not just IEP) ○ Can we hear from the Talent Department and those leading retention work for teachers, staff and principals? ○ Regarding counselor ratios: ■ What is the contractual threshold? ■ CA ratio? ■ National ratio?*

*Small Group for Foster Youth--RocQuel Johnson reports--No chart with notes ● Report: School Board Director Gary Yee is in conversation with the FYAC, and he is a foster parent. We were educating him about what we have accomplished with the Foster Youth Case Managers. RocQuel describes the check list the FYAC is developing for students to advocate for themselves, in terms of keeping track of units and classes. Cost team staff from different schools will come to next FYAC, as well as Gary Yee.*

*Small Group for English Language Learners—Diana Casanova reports ● The theme of the discussion was that the superintendent missed a big opportunity to build a relationship and trust with us. The responses from the superintendent were shallow, and dodgey. The take-away is that the superintendent is not interested in hearing feedback and engaging with community. ● We are concerned about school closures: how are English*

Language Learner students being supported in schools that close?  
We want a commitment and more information on Newcomer Academies. We are worried about Newcomer Academies closing, not just NEST at Fremont. We were using NEST as an example, and the superintendent only answered regarding that specific Newcomer Academy, but we wanted to here in general, a commitment to keep the Newcomer Academies as we shrink our footprint.

- Key Questions:
  - How can we build a relationship in which the community can truly inform and see the impact of their engagement? Ex: the decision to restructure PSAC/LCAP engagement manager decision. The district should present a proposal and there should be a two way conversation, a partnership.
  - This would mean:
    - Transparency of decision making process
    - Clear assessment to evaluate programs before proposing redesign
    - Present redesign proposal for discussion before taking it to vote
  - We need to see site-level investments to evaluate impact, outcomes and growth for ELLs and all student groups.
  - School closures--what happens to the students who attend closing schools? How are the families supported?
  - What is the process to partner with the district to ensure the Newcomer programs are protected?
  - What is meant by structuring DELLS/Parent Engagement differently? What information is needed to restructure differently?

African American Students: JJ Kael reports. We acknowledged that city council approved 1.2 million for RJ, Foster Youth Case Managers and Libraries. Some schools have had a lot of improvement with African American students, and others have not. We need to recognize schools that are doing well, and learn from them. Funding comes from the district, but the school must allocate the money to support African American students, and that doesn't always happen. African American students are the 2nd largest student population in the district, but the lowest performing group. We want to see clearly what OUSD's plan is for supporting AA students, both at the district and the school level.

- We want to know what are the specific academic supports for African American students?
  - Schools with the lowest African American performance have low teacher experience levels.
  - What are the actions/services for African American students, including school based strategies?
  - AAMA works in a limited # of schools and is only for African American boys/males
  - What are the schools with improved achievement for African American students?
  - We want actions/services that are implemented through the district to the schools
- How are we making sure every school is addressing the needs of African American students--including academically?
  - What support are we providing to school teams/SSCs to do strong planning for African American students?
- School iste actions: How can LCAP reflect how schools are using funds for high need students? How can we see what's working and what's not?
- Report back on pilots of implicit bias training
- How might schools like Howard with high chronic absenteeism be supported in learning or implementing successful strategies such as attendance case management for African American students?
- Will any of the discretionary \$ cut from schools be restored? Is there consideration to return \$ to schools?

19-0785 Discussion and possible adoption by LCAP - Parent Advisory Committee and Related Committees of the proposal to Retain the Position of the OUSD LCAP Engagement Manager and Current LCAP Engagement Structures.

Alan Pursell Introduces the segment that lead delegates had prepared for Superintendent Johnson-Trammell. The LCAP PSAC was supposed to meet with Ms. Trammell before this meeting.

Alan Pursell shares core questions and grounding principles:

- What is the District's understanding of "meaningful LCAP engagement?"
- What is the role of the OUSD LCAP Engagement staff?
- What are the current LCAP engagement structures?
- What has been achieved in the past four years?

RocQuel Johnson explains that we are going to go through each year and look at the work that was done by the PSAC. She shares a timeline and explains how the LCAP Engagement Manager position was created. RocQuel explains the different LCAP committees, and lifts up the work of the Foster Youth Advisory Committee.

Cesar Escalante talks about 2016-17—PSAC expressed concern about the narrowing of the focus of the LCAP. Parents were not engaged in the decision to change the scope of PSAC. Instead of looking at the whole OUSD budget, now we would only be looking at the Supplemental and Concentration budgets. Cesar Escalante talks about the PSAC's efforts to integrate the Community Advisory Committee for Special Education into the LCAP engagement work. "We got results. We say we are going to do something and we do it." Alan Pursell also speaks about 2016-17, highlighting the new template, which only covers actions funded by S&C. PSAC disagreed with the reduction in scope. Later changes to the LCAP process at the state and county level affirmed PSAC's position. RocQuel Johnson talks about engagement, and the people who make up the school community. In 2016-17 and 2017-18, the PSAC worked with other district committees to better understand who we are serving--the students furthest from opportunity in all their complexity and multiple identities. The Foster Youth Advisory Committee helped provide Special Education training for Foster Youth case managers, who attend IEP meetings to support Foster Youth. Alan Pursell talks about 2017-18 bringing mid-year budget cuts. The PSAC and the School Board co-hosted a meeting for SSC members and the community at large to understand the central office budget, and the cuts that were being proposed to central services and to schools. This meeting allowed for the community to engage in an authentic way in a moment of crisis. Cesar Escalante: The LCAP engagement manager position was cut without consulting the committee. The response from the Superintendent states that there was an impact statement presented to the board, so she is not sure why it was not presented to the PSAC. Mr. Escalante states that transparency is important. The most impacted people are our students and families. We are being told that this process's momentum should continue, yet the position is being cut. This is the best parent engagement we have had in 30 years. We are a model for our county, yet the position is being cut.

*It is contradictory.*

*Mona Treviño: There are a minimum of 50 meetings each year that the LCAP Engagement Manager is responsible to organize. The current process and the same staff need to be maintained, in order to not lose institutional memory, to have continuity and to build trust.*

*Ashea Fuller: We want for this position to be maintained with its current scope and at its current level of funding. We want a day-long retreat with OUSD leadership so we can build a common understanding and vision for the role of parents in the LCAP process.*

#### *Consensus Process to Adopt the Proposal*

*Liz Sullivan explains that Cintya Molina will be leaving the room during the discussion so that people can speak freely regarding her position. It is ok to disagree with the proposal and the resolution. RocQuel Johnson directs people to read the resolution that is in the packet, while Ashea Fuller reads the resolution aloud. RocQuel Johnson explains that there is a new section that was added by lead delegates on Monday that is not reflected in the projected slides, but is reflected in the new version in the packet. RocQuel Johnson notes that there is a quorum of members present, and asks members to grab a chair and get into a circle to discuss the resolution. JJ Kael asks members to bring their consensus number cards because there will be a vote. Member discussion: RocQuel Johnson asks for thoughts and ideas about the resolution.*

*Pernell Bailey: This is a statement to keep the current person in the position, correct?*

*RocQuel Johnson: It is a couple of things. Yes it is about the current position, and the skill set we currently have, but also the respect for this group from the District, that we have not been receiving. We want to go all the way to the school board so that it can be uplifted.*

*Ché Phinnessee: This is B.S., for the simple fact that we need to keep Cintya and she needs staff. I am talking about the reduction to the position, not the resolution. They have lied to us. We are supposed to be advising. We had summits and I was at every single engagement when we started the LCAP PSAC. SSCs voted parents to represent their districts.*

*RocQuel Johnson: So are you in agreement with the resolution?*

*Ché Phinnessee: Yes.*

*Diana Casanova: I wanted to lift up that the underlined portions of the resolution were added on Monday because while we want to keep the position and the person, we also want to articulate that we want to be in partnership with the district, and to lift up all the ways that the partnership is impeded. We want to lift up the collective membership who have been working so hard, coming to these 3 hour meetings, to help the district and inform decisions.*

*Ashea Fuller: We are behind on the agenda. Please keep your comments to*

*the document. I am giving us 10 minutes for this discussion. Let's be efficient in assessing the document and its contents.*

*Alan Pursell: Can we do a quick up and down vote now?*

*Cesar Escalante: I think it is important for people to express themselves now, people who are newer to the process might not understand what the people who have been here from the start see. It takes time to build trust. When we had DAC and DELAC there was no trust with the district. Now we have some trust, it is not perfect but it is moving forward. It has taken us 3-4 years to do that. This committee is stable, and we look forward to when the district will be stable too. We want to figure out how to partner with our district to better serve students and families. It doesn't have to be perfect.*

*Alma Piedras: Some people think that it doesn't matter who does the work. I must respectfully disagree that the person matters. As a mom of 3 daughters in OUSD, Cintya has had patience with me to help me understand the LCAP and how powerful I am as a member of this committee. She answers my calls when I don't understand what is on the paper. I don't think all people would be able to do what she does.*

*Leo Gonzalez: I am new to the PSAC and I am learning a lot, and I would like to keep doing it. In the short time I have been here, Cintya is the best person I have met. I don't think OUSD has the right to take away important people who have been making relationships with the community. We have to do something to keep her, and whatever we have to do, we need to go for it.*

*Alan Pursell: I am of the mind that we need to separate the person from the position, but we need to retain institutional knowledge in this time of instability when the county is staffing some of our OUSD positions. I think the resolution is too long and we should find places to cut it down.*

*Mona Treviño: I am really grateful to be part of this committee, and I am happy that the committee was able to quickly put this together. We are here for our own children and also for parents who can't be here. I can speak for most of us, that we are tired of seeing things be destroyed. We need stability. This is discouraging. We need to continue to push and not throw away something that is working. There is engagement, knowledge, experience and we need to maintain that. Thank you everyone for working on this.*

*Reginald Mosley: The current structure works, why dilute something that is working and go to something lower? I am in my first year, but I am very proud to be part of this. The person is the glue that holds it all together. Let's keep it going. JJ Kael: What I often hear from them is that we need to cut money. But there needs to be an assessment done about this position before a decision is made to cut it. We need an understanding of the momentum.*

*Ashea Fuller: I feel that it is hard to articulate that the position as it stands does not adequately describe everything Cintya does. Both the position and the person need to stay or be expanded. I have so much to do, I am so busy and it is hard for me to participate, and yet somehow Cintya gets me here*

*every time. Without someone like her, some of us would not even be here. The resolution doesn't cover her magic. RocQuel Johnson: I came to the group by accident and did not know Cintya. I brought my child to every single meeting. This body was about influencing how individuals show up, and also showing our children the possibilities when you show up and speak out for what matters. And that is what Cintya represents. She provides safe spaces for parents to engage.*

*RocQuel Johnson moves that the big ideas in the resolution be adopted, with permission for some minor editing to occur before the resolution is presented to the Board of Education.*

*JJ Kael asks if her motion is to make only minor changes to the wording, or to rearrange the order of the statements, but not to change the meaning of the resolution after the vote.*

*RocQuel Johnson clarifies that the ideas would not be changed and edits would be minor.*

*JJ Kael seconds the motion. There is no objection.*

*Vote by Gradients of Agreement Consensus Process (A vote of 3 or above represents agreement with the resolution). Level 5 = 10 votes; Level 4 = 4 votes; Level 3 = 0 votes; Level 2 = 0 votes; Level 1 = 0 votes.*

*The resolution is adopted.*

*RocQuel Johnson: For editing purposes, what are the concerns with the resolution?*

*Alma Piedras: Will everything we are doing be heard by the district? Do we have any power or leverage to be able to keep the position?*

*RocQuel Johnson: Members of the OUSD leadership team are here listening. We have a meeting with the superintendent scheduled. We also are going to take the resolution to the school board. Everyone is going to hear it, but there is no guarantee.*

*Ashea Fuller: Of all the engagements I have been part of with OUSD this is the place where I feel we are heard at all for real.*

*Reginald Mosley: The resolution is specifically about LCAP PSAC, but there is a section that doesn't concern the LCAP PSAC, the section that describes the district's instability and the lack of trust. While it is true, it is not our problem, and I think that section should be removed.*

*Alan Pursell: Whereas #3, 4, 5 and maybe 6, could be cut from the resolution and become a preamble, an explanation paragraph. Whereas #14/15: OUSD is in crisis, but PSAC is stable. We should combine these sections to be less confrontational.*

*RocQuel Johnson: Do we need to vote again?*

*JJ Kael: We said that we were good with the spirit of the document, and that we can rearrange the paragraphs.*

*Cesar Escalante: We need an assessment of the LCAP engagement process, are you trying to remove that language? JJ Kael: No, I want to keep that language. I like that.*

*RocQuel Johnson: I think we are good, and we can move on to our last item.*

**Discussed**

**19-0786**

**LCAP - Parent Advisory Committee - Reflections - Decision Makers - Program Leaders**

Discussion by LCAP - Parent Advisory Committee of the reflections from decision makers and program leaders:

Administrators/leads have the opportunity to share about what they heard in the breakout groups and throughout the meeting.

*RocQuel Johnson invites folks not in the circle to provide their thoughts.*

*Andrea Bustamante, Executive Director of Community Schools and Student Services: I have 2 reflections: In the Foster Youth Small Group, we talked about the need to share information about the needs of our youth. I am wondering how can we share information in an appropriate way to school sites so that they can better serve Foster Youth? I am also wondering how we can expand restorative practice beyond the facilitators. Sondra Aguilera, Senior Deputy Chief, Continuous School Improvement: Thank you for all your participation. My reflections are from the African American small group: 1) We need to be able to specifically name targeted interventions for AA students. 2) We do a lot to address the needs of many of our students. I don't know if we have a good way of communicating and discussing the effectiveness of those practices. I think of the activities we have to address the questions that are coming up. I would like to be able to share the richness of how the dollars are being invested for our students. Jerome Gourdine: I am proud of you for lifting up the needs of African American students. As we move into next year, we need to get much more targeted around strategies to change what is going on with African American students. Nicole Knight: I am struck by the passion and commitment of everyone in this room. I am appreciative and humbled. In my group there was talk about practices, and about the engagement process. I would love to be called upon to think about how we can do better. Regarding English Language Learners and engagement, in the event of changes to configurations of schools--mergers, closures--how are we being sure that we are bringing impact on ELLs and newcomers front and center? How can we do better in looking at site level S&C investments, working with Lisa Spielman and Jean Wing so that this group can provide feedback on school investments.*

*Raquel Jimenez: Director of Meaningful Student and Family Engagement: A*

*lot resonated with me. I appreciate the structure of the agenda and the activities. You met your goals for the meeting. I am proud of how far this committee has come. I was with you for the first two or three years. You have become what we envisioned, and I am moved. I appreciate what was raised by members, needing to be in closer partnership and dialogue about why and how decisions are made, so that we are not in an adversarial relationship as we were with DAC and DELAC. A lot of you have my cell number, so you can call me when you need real time information, as long as it is not personnel related.*

*Jean Wing, Executive Director of Research, Assessment and Data: I was struck, as we started talking about the Foster Youth Case Managers, that their work is so important for the foster youth, and led to gains in graduation rates. The Foster Youth work should be a part of what all of us do. We need to see it that way. We all need to take up this work, even my office. We see that McClymonds, one of our smallest high schools, has the highest number of FY. The second highest number is in our continuation high schools. Katy Nunez-Adler, Oakland Community Organizations: I am remembering when folks in this room were in Sacramento organizing to win LCFF. Then we were organizing to win the regulations and the indicators. There have been a lot of people in this room and outside this room who were part of that. Angelica Jongco, Public Advocates: I can remember how almost everyone in this room entered the LCAP space--when RocQuel joined, when Diana joined--I think Diana's first meeting was here at United for Success. This is a really difficult and challenging time. I see the difference. There was a time when I would have been holding a lot of this work as a partner, but now the parents have really owned it and I am grateful for that. Justine Santos, Californians for Justice: I appreciate everyone. I am fairly new to PSAC, my colleague Geordee Corpuz holds the history of the process. The students couldn't be here because they have to work, but this group consistently has held space for students. You have done a really good job of holding space for young people to participate.*

*Liz Sullivan, Director of Community Engagement: I am so inspired by your leadership--how you are consistently about problem solving and partnering with the district, no matter what. I wish that my colleagues in leadership could see you with my eyes, could see what I see--what a treasure you are for us. This is a crucible, and sometimes when you pass through fire, you come out stronger. I hope that is what happens for us. Lisa Spielman, Coordinator of LCAP: I want to elevate your hard work. I am thinking about district systems and structures. How can we bring information to you in a timely manner? How do we do this better and problem solve what this looks like in the next year. How can we share our story in a better way so that you can advise in a really purposeful, meaningful way?*

**Discussed**

## **H. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee**



[19-0787](#)

**Public Comments on All Non-Agenda Items Within the Subject  
Matter Jurisdiction of the LCAP Parent Advisory Committee - Up  
to 30 Minutes - April 17, 2019**

Public Comments on All Non-Agenda Items Within the Subject Matter  
Jurisdiction of the LCAP Parent Advisory Committee - Up to 30 Minutes -  
April 17, 2019.

*Cintya Molina shares that Judith Mendez from ICS wanted us to know that the community is suffering a really big loss from the accident that took the life of a Kindergarten student and his mother, and injured his uncle, who is a student at Fremont. A march is planned for tomorrow which will start at ICS. Marilyn Noble wanted us to know that there is a GO Fund me account for the family. Ms. Molina shares the flyer for the march and the website address for the account.*

*Cintya shares a reflection from a respected community leader which states that the concept of "serving" needs to be liberated from a sense of obligation, until we can no longer see who serves whom, and we are served.*

**I. Introduction of New Legislative Matter**

*None*

**J. Adjournment**

*The meeting is adjourned at 8:35 p.m.*

Prepared By: \_\_\_\_\_

Approved By: \_\_\_\_\_