



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Report to School Board LCAP Parent & Student Advisory Committee (PSAC)

Wednesday, May 10, 2023

Members of the LCAP Parent and Student Advisory Committee

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

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

PSAC Represents!

**Bringing Together the Voices of
School Site Committee Leaders**

We, the members of the LCAP PARENT AND STUDENT ADVISORY COMMITTEE, act as a representative body for the 78 schools and other educational programs in OUSD.

As parents, caregivers, and students, we center those who are most impacted by decisions made in OUSD. We demand support and respect for our leadership in school site and district committees.

To do so, we rely on connecting to our school site committee peers, especially parents and students, so that we can reflect the experiences and priorities of school communities.

Starting in February, we began our process for the 2023-24 LCAP and budget with a questionnaire for members of School Site Councils and Site English Language Learner Subcommittees.

We promoted the questionnaire through many announcements and presentations, and we discussed the responses within our public meetings.

Our report today reviews the responses to the following questions:

- 1) What positions, services, and resources do you think have the greatest impact for students at your school?**
- 2) What unmet needs exist at your school?**

**Respondents from
School Site Councils and
Site English Language
Learner Subcommittees**

School	Role of Committee Member	School	Role in Committee Member
BELLA VISTA	1 Teacher, 1 Parent, 1 Staff	ICS	2 Parents, 1 Staff
<u>BRET HARTE</u>	2 Teachers, 1 Parent	KOREMATSU	1 Parent
BROOKFIELD	1 Staff	<u>LINCOLN</u>	4 Parents, 2 Teachers, 1 Staff
CARL MUNCK	1 Staff	MANZAN. SEED	1 Teacher
CHABOT	1 Parent	MADISON SEC	1 Student, 1 Parent
CLAREMONT	2 Parents, 2 Teachers, 1 Staff	MONTCLAIR	1 Teacher, 1 Principal
DEWEY	1 Community, 1 Staff	OAKLAND HIGH	2 Teachers, 2 Staff
EDNA BREWER	2 Parents, 1 Staff	PRESCOTT	1 Parent
ENCOMPASS	1 Teacher	REDWOOD HTS	2 Parents, 1 Teacher
ESPERANZA	1 Staff	SEQUOIA	1 Parent
<u>GLOBAL FAMILY</u>	1 Parent	TCN	2 Parents, 1 Teacher
<u>HOOVER</u>	2 Parents, 3 Staff		

ADDITIONAL SCHOOLS represented through a PSAC Member

Sankofa

Met West

Lockwood STEAM

Garfield

Westlake

Greenleaf

Total Number of Schools Represented: 29

*(Related comments by members of additional schools
were also gathered in PSAC meetings.)*

HIGHEST IMPACT

Academic Intervention schools	22 mentions		14
Teachers/In-Class Support	16 mentions	12 schools	
Psych/Mental/Behavioral Health Staff mentions		11 schools	15
Community Schools Managers	18 mentions	10 schools	
Disability/Special Education Services mentions		9 schools	12
Staff for Electives/Enrichment	12 mentions	9 schools	
–Prep Teachers/STIP Subs	7 mentions	5 schools	

UNMET NEEDS

Responses about unmet needs varied widely with 1-3 schools citing specific needs. The only three types of need that stood out from the rest were the following:

Support for Disabled Students	7 schools	7 mentions
Individualized Support/Intervention	7 schools	14 mentions
Psych/Mental/Behavioral Health Staff	6 schools	10 mentions

Go [here](#) to review all of the responses.

<https://docs.google.com/document/d/1pGHPTXfXy6xWmPnNBUYIqWz0tHk7vlfT/edit?usp=sharing&oid=107837068308632473483&rtpof=true&sd=true>

Goals for our May 22 In-Person Meeting

Location: Dewey Academy

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

- **We will present and formally adopt our recommendations for the 2023-24 LCAP and Budget, including those from our District English Language Learners' Subcommittee.**
- **We will hear a presentation from staff about any proposed changes to the LCAP and budget since our last meeting.**
- **Members of other advisory committees will also share their recommendations and provide updates about current actions and initiatives.**

A FINAL UPDATE:

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.

The failure to set this up since June 2022 erodes trust in the formal Superintendent responses that are part of the LCAP engagement process as outlined in CA Education Code.

"The superintendent of the LEA must respond, in writing, to any comments submitted by the parent advisory committee and English learner parent advisory committee."

<https://www.cde.ca.gov/fg/aa/lc/lcffffaq.asp#PCE>

**Community Advisory
Committee for
Special Education**

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

NOTHING ABOUT US

WITHOUT US

IS FOR US

"First invoked by the South African disability rights movement in the 1990s, 'Nothing About Us Without Us' became the clarion call of activists organizing to overcome systemic oppression and empower persons with disabilities to take control over decisions affecting their lives. Since then, the concept has anchored the work of the global disability rights movement and its demand for the full and equal inclusion of persons with disabilities."

<https://www.ndi.org/our-stories/nothing-about-us-without-us-nothing-without-us>

<https://www.huffpost.com/entry/nothing-about-us-without-us-mantra-for-a-movement>

<https://www.jstor.org/stable/10.1525/j.ctt1pnqn9>

After we heard about the issue for the first time at our April 10 meeting, we rushed to host a "Special Community Forum about the Removal of Special Education Programs & Disabled Students from Schools" on April 17. 132 people attended and many spoke against the removal of students and programs.

Link to the Slides from the Forum (with notes)

<https://docs.google.com/presentation/d/1LEAVwmBB7sjBKhek2lvPNQnHnt04LEeABj7c0ny8DyM/edit?usp=sharing>

Link to the Recording of the Forum:

<https://bit.ly/3Av0QfV>

Passcode: wt!9yUL4

Disabled Students Belong in Their School Communities; Stop Removing Them from Schools"

OUSD administrators have normalized the ableist practice of continually removing disabled students from their school communities to close or “phase out” their Special Education programs at their schools.

Children and youth experience these removals as expulsions.

Stability, continuity, and belonging for disabled students in schools should concern the SELPA Board and the entire OUSD community.

1) The removal of disabled students from their schools causes emotional trauma and educational harm, especially when students wonder why they alone must leave in contrast to the larger student body. *This is ableism.*

2) The removal of disabled students from their schools presumes that they do not have relationships within or beyond their Special Education classrooms. *This is ableism.*

3) In many cases, administrators remove disabled students from their schools multiple times during their educational journey. *This is recurring ableism.*

4) These removals of disabled students devalue and destroy the work of schools to build accessibility, support, and belonging for them. *This is ableism.*

5) Administrators are robbing impacted students, families, and staff of the opportunity to advocate for themselves individually and collectively ahead of decisions that will seriously affect them. *This is ableism.*

6) We have no evidence that staff are providing adequate information and support to the students, families, and staff harmed by these removals. The abrupt way in which these removals are happening will cause additional hardship and trauma to students who already face exclusion in their daily lives. *This is ableism.*

7) These removals are moving forward without the public vetting or approval of any group dedicated to the well-being of disabled students. *This is ableism.*

8) OUSD leaders do not uphold the basic right of disabled students to attend a school for the entire grade span. They are instead targeting disabled students and classrooms in a way that would be not tolerated for non-disabled students. *This is ableism.*

We urge you to vote **YES** on the "**Resolution to Promote School Stability and Belonging for Disabled Students in OUSD.**"

<https://www.change.org/DisabledOUSDStudentsBelong>

Information at ousd.org/LCAP

Links at ousd.org/events



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