



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

Wednesday, September 13, 2023

Members of the LCAP Parent and Student Advisory Committee

Student Members:

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 Manjárez** (Hoover)

District 4: **Shelley González** (Edna Brewer), **Melissa Ramírez-Medina** (Bret Harte), **Josh Cline** (Sequoia),

Monalisa Treviño (Interim)

District 5: **Veronica Martínez** (Global), **Karina Najera** (ICS)

District 6: **Marcela García-Castañón** (Greenleaf), **Elham Omar** (Lockwood)

District 7: **Ché Phinnessee** (Reach), **Marina Muñoz** (Madison 6-12), **Vanessa Gutiérrez** (Brookfield)

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 rely on connecting to our school site committee peers, especially parents and students, to best reflect the experiences and priorities of school communities.

"Our Local Control and Accountability Plan (LCAP) is the plan that integrates all plans in our district.

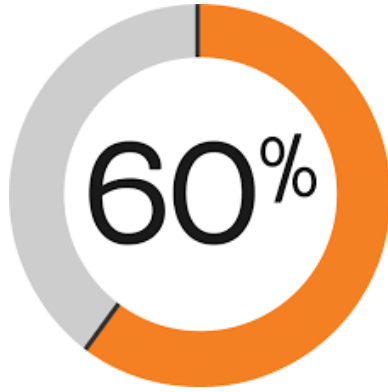
It helps us to show transparently how OUSD is using all available resources to meet our goals for students in support of the state priorities."

Source: [LCAP PSAC Principles for the LCAP and Budget Process](#),
unanimously adopted on December 18, 2019.



September 20th LCAP PSAC Elections

You must be a parent member of your school's School Site Council and Site English Language Learners' Subcommittee to elect the parent members of PSAC that will represent the families and schools in their electoral districts.



60%

of the schools in each electoral district must have
an **SSC or SELLS member present** at the elections
for that electoral district to complete their vote.

How You Can Support a Successful September 20 PSAC Elections:

1. **Talk to your principal and/or Community Schools Manager (CSM). Make sure that an establishment meeting for School Site Council has been scheduled ahead of the September 20 elections.**
2. **Ensure that the announcement for School Site Council goes out on Parentsquare to all families and that it is advertised on the school's website, calendar, marquee sign, and entrances.**
3. **Ask that continuing committee members from last year are informed of the elections even if the committees have not yet been re-established.**
4. **Reach out to your District Family Engagement Specialist for support.**

Vacancies for the September 20 PSAC Elections

| | |
|------------|---|
| District 1 | 1 vacancy (also serves of the District English Language Learners Subcommittee–DELLS) 3 continuing members |
| District 2 | 1 vacancy 3 continuing |
| District 3 | 2 vacancies (both also serve on DELLS) 2 continuing |
| District 4 | 1 vacancy (also serves on DELLS) 3 continuing |
| District 5 | 3 vacancies (two also serve on DELLS) 1 continuing |
| District 6 | 3 vacancies (one also serves on DELLS) 1 continuing |
| District 7 | 1 vacancy 3 continuing |

For meeting information: ousd.org/calendar

For committee documents and highlights: ousd.org/LCAP

To send written messages to members: cintya.molina@ousd.org

**PSAC meets on the 3rd
Wednesday of every month.**

**Because PSAC gathers SSC and SELLS
members from across OUSD, schools must
make sure that their SSC and SELLS
meetings do not meet on 3rd Wednesdays.**

We are helping to ensure that School Site Councils are established by the September 30 deadline and that they have the conditions and support to perform their essential role.

We have met with staff from *Strategic Resource Planning* and the *Office of Equity* to clarify their roles in making sure that ALL members of School Site Councils and Site English Language Learner Subcommittees, including families and students, are empowered as equal partners in shared decision-making.

We will also communicate with Network Superintendents to seek a dialogue about their role.

Some excerpts from *AR 3625: School Governance & SSC Procedures and Guide*

As mandated in Board Policy 3625, the school governance team will be the School Site Council.

School Site Councils (SSCs) must be established at all Oakland Public Schools receiving state and/or federal categorical funding . . .

In order to effectively perform their duties, SSCs shall be established by the end of September 30, annually.

To support the full participation of parents and school community members in SSC elections, school sites should ensure implementation of established family and community engagement plans.

Information about the duties of SSCs and eligibility to serve should be circulated as early as possible in the academic year. Information should be provided at student registration, in a school's parent handbook, in the school's first newsletter, and in staff communications.

Orientation events should be held to inform the school community about the SSC's role in school governance, SSC member roles and responsibilities, eligibility to serve, and the procedures and the schedule for annual SSC membership elections.

All communications and events should be multi-lingual, multi-modal, and accessible.

School communities must be notified no less than 21 days before a scheduled SSC election.

Notification should be delivered in a variety of formats including written and oral communications.

All communications should be multi-lingual and multi-modal.

Source: <https://boepublic.ousd.org/Policies.aspx>

3000 - Business and Noninstructional Operations

AR 3625: School Governance & SSC Procedures and Guide

Please accept this as our formal request to include an update on the status of School Site Council establishment within your September 27 meeting.

We should all know if we have the basic conditions to engage in the difficult planning and budget process that is already beginning in our district.

To that aim, we should know what progress we have made in establishing School Site Councils (SSCs) across OUSD schools.

And, while the deadline for establishing Site English Language Learner Subcommittees (SELLS) is October 31st, we should also know how many schools have already designated their School Site Councils as taking over the responsibilities of SELLS.

That decision sets very strong expectations for engagement with English Language Learner families within those School Site Councils AND can seriously limit their participation of those families.

Participate in the monthly
Navigating OUSD: Questions & Answers
Forum

2nd Tuesdays, 5pm

Zoom Link at ousd.org/calendar

This month's session will be held on Tuesday, September 19.

District English Language Learners' Subcommittee

Members of the District English Language Learners' Subcommittee

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

Who We Are

We are parent and community leaders who advocate for all English Language Learners and their families. We advocate for every single person who is learning English, from all languages and cultures.

Oakland is the most ethnically diverse city in the US where more than 125 languages are spoken.

Our diversity is our strength!

DELLS meets regularly on the 4th Thursdays of each month, with a few exceptions for holidays.

This month, we will meet on the 5th Thursday, August 31st.

Because we bring together all members of Site English Language Learner Subcommittees (SELLS), schools must make sure that their SELLS meetings do not conflict with DELLS meetings.

2023-24 DELLS Flyer and Calendar of Meetings:

<https://tinyurl.com/mvdhw8ct>

Other languages available at ousd.org/LCAP.

Meeting information available at: ousd.org/calendar

On August 31, we held an informational session called "**How to Advocate for English Language Learners: Site English Language Learner Subcommittees (SELLS) and the District English Language Learners Subcommittee (DELLS).**" The presentation for that session is available in our folder at ousd.org/LCAP.

On that date, we also reviewed the **different types of federal grants (Title I, Title II, Title III, and Title IV)**, their purpose, and how much OUSD expects to receive under each grant.

We gave **feedback on the planned use of these federal funds** with a special focus on Title III, which are funds designed to improve the education of English Language Learners.

The members of PSAC and DELLS are wrestling with the fact that adoption of recommendations made by Public Works for Central Office Reorganization could predetermine the LCAP process. It can sidestep the structures for accountability and the measures of impact that are set up through our *Local Control and Accountability Plan*.

We are only beginning to review the recommendations made for the Office of English Language Learner and Multilingual Achievement, which guides the implementation of OUSD's ELL Master Plan.

Dates for the 2023-24 Meetings of the *District English Language Learners Subcommittee*

August 31

September 28

October 26

November 30

January 25

February 29

March 28

April 25

Community Advisory Committee for Special Education

**THERE IS NO
JUSTICE
WITHOUT
DISABILITY**



There is no justice without disability

[#DisabilityDemandsJustice](#)

<https://youtu.be/3L1dUJIhexg>

57 seconds

Members of the CAC for Special Education as of 9/7/23

Jonah Zimmerman-Bloch, Lateefa Ali, Jennifer Blake,
Carol Delton, Ashley Demelo, Graham Harper, Sheila Haynes,
Ginale Harris, Patty Juergens, Corvetta Kirtman, Alan Pursell,
Sayuri Sakamoto, Daisy López, **Joe Manekin**, Coriander Melious,
Kristina Molina, Joulanda Murphy, **Tiffany Stewart**, Inga Wagar,
JD Woloshyn, Kristen Zimmerman

New members in bold letters

21 members

4 open seats

The CAC meets on the 2nd Monday of each month, with a few exceptions for holidays.

Link to the 2023-24 CAC Flyer and Calendar of Meetings:

<https://tinyurl.com/pmmd7n4c>

Meeting information available at:

ousd.org/calendar

**On-Going Initiatives of the
*Community Advisory Committee
for Special Education***

- 1) Board Adoption of *Resolution to Promote School Stability and Belonging for Disabled Students in OUSD*: Stopping the Expulsion of Disabled Students from their Schools to Close their Programs
- 2) Implementation of Plan to Reduce Suspensions for Disabled Black Students in Middle School
- 3) Implementation of *Board Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities*
- 4) Stable Programming and Space at *The Center* for Students in the Young Adult Program; Accessibility of Linked Learning and Work-Career Opportunities for Disabled Students
- 5) Ongoing Feedback for the 2021-24 LCAP and Local Plan

**Questions for District Leaders
from Our August 22 Community
Update: CAC Campaign to Stop
the Removal of Disabled Students
from their Schools**

- 1) Are disabled students with Special Day Classroom (SDC) placements enrolled in specific schools or in specific classrooms?
- 2) Are nondisabled students who do not have IEPs enrolled in specific schools or in specific classrooms?
- 3) Would OUSD remove General Education students from their current schools and place them in a different school because their grade level classroom is considered "underenrolled?"
- 4) Would OUSD combine individual General Education classrooms across schools to arrive at a particular "classroom enrollment" number?

5) The "continuing" student enrollment priority in OUSD Board Policy 5116.1 does not exclude disabled students with an SDC placement.

Why were "continuing" students removed from their schools in violation of the policy?

Continuing Student Priority: Priority is first given to continuing students who are currently enrolled at the school and who have not indicated plans to leave. A school exists under a defined CDS code.

6) To arrive at a specific classroom enrollment number, would OUSD combine a 2-grade combination General Education class with another class to create a 3-grade General Education combination class?

7) Would OUSD close a General Education classroom and send those students to a different school(s) to fill a General Education teacher vacancy for that grade level or grade span?

8) In 2022-23, OUSD launched "Equitable Enrollment" for students with IEPs, where families can use a filter on the enrollment platform to find out where specific programs, such as Special Day Classrooms, are located, and choose from among those schools.

Can parents and caregivers trust that their child's program/classroom will not be moved right after their child enrolls or after attending the school for only one year? If the answer is "no", what makes the process "equitable" or even "equal?"

8) In 2022-23, OUSD launched "Equitable Enrollment" for students with IEPs, where families can use a filter on the enrollment platform to find out where specific programs, such as Special Day Classrooms, are located, and choose from among those schools.

Can parents and caregivers trust that their child's program/classroom will not be moved right after their child enrolls or after attending the school for only one year?

If the answer is "no", what makes the process "equitable" or even "equal?"

We are requesting that Board Directors, the Superintendent, and all District leaders answer each of these questions ahead of any decisions that could result in the removal of disabled students from their schools.

Any school redesign or improvement process must benefit the students currently enrolled in the school, including all disabled students who receive Special Education.

California Education Code. Prohibition Against Discrimination

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.

(Amended by Stats. 2017, Ch. 493, Sec. 3. (AB 699) Effective January 1, 2018.)

Focus of Our September 11 Meeting

- Specific staffing allocations and enrollment numbers (actual, pending, & maximum) by school and classroom/program, including teachers, paraprofessionals, instructional support specialists, social workers, etc. as compared to school year 2022-23
- Changes to the "inclusion model" in OUSD and how decisions are made for staffing Resource Programs based on the new model
- Discussion about the level of staffing needed to implement each program model

We are requesting that Board Directors, the Superintendent, and all District leaders answer each of these questions ahead of any decisions that could result in the removal of disabled students from their schools.

Any school redesign or improvement process must benefit the students currently enrolled in the school, including all disabled students who receive Special Education.

Fall 2023 Calendar of Meetings and Topics

| | |
|-------------|---|
| October 2 | Board Candidates Forum (Pending Confirmation) |
| October 16 | Program Locations for 2023-24 and 2024-25; Enrollment Process for Students with IEPs–Ages 0-22 |
| November 13 | Public Meeting: Supporting the Intersectional Needs of Disabled Students Actions and Investments to Reduce Suspensions for Disabled Black Students Access to English Language Development for Disabled English Language Learners |
| December 11 | Implementation of Board Resolution No. 2021-0159 - Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities (After-School, Athletics, Electives–Visual and Performing, Linked Learning) |

**Invitation to an Exciting Event
sponsored by the OUSD
Special Education Department**

Let's kick-off the new year!

***Join us for an afternoon of
fun, food & building community.
There will be games and activities for all ages
& abilities, so bring the whole family!***



Mural by Fernando Santos

**Saturday
Sept. 16th
11:00-2:00**

**Santa Fe School
915 54th St.
Oakland**

***Meet other families and learn about exciting new
projects being planned for this year- inclusive
playgroups, movie nights, and more!***

Don't miss the raffle for awesome prizes
every half hour starting at 11:30!

Questions? Please email specialeducation@ousd.org

Text in Flyer to the Left:

OUSD Special Education

Let's kick-off the new year!

Join us for an afternoon of fun, food, and building community.

There will be games and activities for all ages and abilities, so bring the whole family!

Saturday, Sept. 16th
11:00-2:00

Santa Fe School
915 54th Street
Oakland

Meet other families and learn about exciting new projects being planned for this year—inclusive playgroups, movie nights, and more!

Don't miss the raffle for awesome prizes every half hour starting at 11:30!

Questions? Please email specialeducation@ousd.org

The flyer includes the image of a mural by Fernando Santos. It includes the word "community" in half green/half yellow in front of sunset orange colors in capital block lettering. It also pictures two Oakland port shipping cranes, a bus with the initials YAP, a chess board, a Bart train car, and a figure on a bicycle.

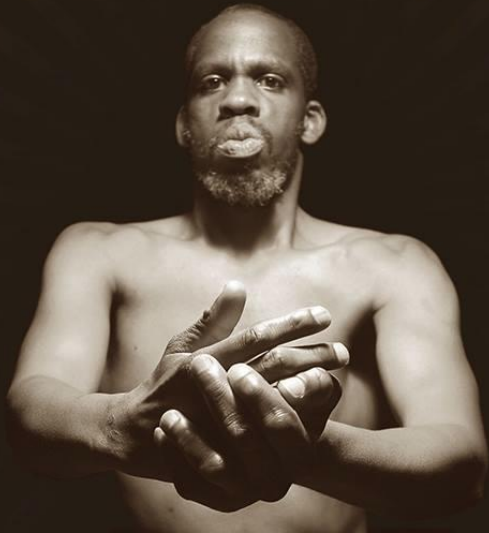
ALL BODIES ARE UNIQUE AND ESSENTIAL.

**ALL BODIES ARE WHOLE. ALL BODIES HAVE
STRENGTHS AND NEEDS THAT MUST BE MET.**

**WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES
OF OUR BODIES, BUT BECAUSE OF THEM.**

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

**TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS
CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.**

**SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE
NUESTROS CUERPOS, SINO DEBIDO A ELLAS.**

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

**ESTO ES JUSTICIA DE
DISCAPACIDAD.**

Foster Youth Advisory Committee

Who We Are



Together we aim to improve local programs and policies to serve the unique needs of foster students, and to involve caregivers, families, staff, school board members, school administrators, and the public in supporting foster students.

We advocate as part of the process for the Local Control and Accountability Plan to ensure that decision makers understand the experiences of foster students and plan for their success.

We showcase the promise and brilliance of OUSD foster youth.

Students, Foster Parent/Caregivers: 1) **Shelley González** (Parent Leader),
2) **Patty Juergens** (Parent Leader), 3) **RocQuel Johnson** (Parent Leader)

Community Members: Organizations, Agencies, Individuals:

5) **Liz Tarango** (Alameda County Office of Education), 6) **Brian Blaisch** (Greater New Beginnings), **Vincianna Reed** (Beyond Emancipation/Independent Living Program,
7) **Quijai Johnson** (CA Youth Connection), 8) **Tori Porell** (East Bay Children's Law Offices)

OUSD Foster Youth Services: 9) **Jennifer Tam** (FYS Coordinator),
10) **Anthony Bell** (OUSD FY Case Manager), 11) **Jesse Miller** (OUSD FY Case
Manager), 12) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff: 13) **JT Bullock, Jr.** (OUSD Paraprofessional), 14) **Raul Hernández**
(OUSD Office of Equity), 15) **Tara Gard** (OUSD Talent Division), 16) **Jerome Gourdine**
(OUSD Office of Equity)

Members as of 8/29/23

**The Foster Youth Advisory Committee meets
on the last Tuesday of every month.**

**Join us on Tuesday, August 29th for our first
meeting of the school year.**

Committee information at: ousd.org/LCAP

Meeting information available at: ousd.org/calendar

1. OUSD has the greatest number of foster students in Alameda County. (4 to 5 times that of the district with 2nd largest #, Hayward Unified.)
1. About 40% of OUSD foster students have disabilities and need Special Education support. The majority are African American.
1. About 30% are in elementary, 20% in middle, and 50% in high school.
1. In California, youth in foster care change schools as an average of 8 times while in care, losing 4-6 months of learning with each move.
https://allianceforchildrensrights.org/wp-content/uploads/ACR_SchoolStabilityReport_12-2020.pdf
1. School sites cannot, on their own, support these highly mobile students across many contexts in the sustained and flexible ways that they need. That is why we provide a centralized support.

We must all know and defend the rights of foster youth.

Foster Youth Bill of Rights
(in English and Spanish)

<https://fosteryouthhelp.ca.gov/foster-youth-rights/>

<https://calyouthconn.org/publications-and-resources/>

Goals for our 9/29/23 Meeting

- 1) provide immediate support to individual foster students and caregivers who request it
- 2) learn about the Foster Youth Advisory Committee and its priorities for the school year
- 3) get and offer support for individual foster students
- 4) review key start of the year data for foster students in OUSD
- 5) learn what's new with OUSD Foster Youth Services and community partner organizations
- 6) share our views on how to promote equitable access for foster students in the priority areas identified by the committee; set Fall priorities

At Our September 29 Meeting

40: Largest number of participants at our meetings with about 10 foster parents/caregivers in attendance and two additional organizations in partnership: Court Appointed Special Advocates (CASA) and East Bay Children's Law Offices (EBCLO)

MEETING DECISIONS:

We chose the following priority areas for immediate attention this Fall:

- 1) Meeting the intersectional needs of disabled foster students
- 2) Increasing centralized case managers for foster youth, including ongoing case manager support in the summer

Information about all committees at ousd.org/LCAP



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

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews