



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

April 9, 2025

District English Language Learners Subcommittee

Members of the District English Language Learners Subcommittee

Melissa Ramírez-Medina Bret Harte	Lateefa Ali MLA	Elham Omar Lockwood STEAM
Marina Muñoz Madison 6-12	Erika Santiago & Liliana Hernandez Manzanita Community	Wedad Algahim CCPA
Regina Chales Lorenzo Bridges	Lorna Sánchez Esperanza	Sonia Espejel Korematsu
Juana Peña ICS	Marlen Bernardez & Nereida Bravo Glenview	Rosario Dueñas Global Family
Yan Liang Montclair		



Highlights from our March 27th Meeting



Julie Kessler (ELLMA),
Julie McCalmont (Expanded Learning),
Liana Nelson-Smith (Special Education)
for sharing valuable information about
summer programs at our meeting!

At our March 27th meeting, we also learned about:

the requirements for teachers and aides to teach English Learners (the EL authorization)

And we found out:

what progress we are having in administering the English Language Proficiency Assessment (ELPAC) to students.

ELPAC testing begins on February 1st and can happen until the end of the school year. Yet, the recommendation is that schools finish by Spring Break.

TESTING PROGRESS AS OF MARCH 26

2023-24	2024-25	2024-25	2024-25
Overall Completion Rate for the 2023-24 school year.	70% of students have completed the ELPAC this year.	20% of students have started the ELPAC this year.	10% of students have not started the ELPAC this year.
96% Complete	70% Complete	20% Started	10% Not Started

24-25 Testing tracker is updated twice a week. Central tester support has been provided for 29 schools with a total of 458 days.

Our March meeting also included a new segment for representatives from school committees to share news and updates about their work to support English Language Learners.

Below is the form that they are using to write their updates. It has ideas for topics to discuss.

tinyurl.com/2h8bvcyy

Thanks to Liliana Hernandez from Roosevelt Middle and Manzanita Community School and to Juana Peña from International Community School for being the first representatives to share updates from their schools.

The conversation that followed from their updates focused on how some parents do not know:

1. that their students are classified as English Language Learners,
2. that they need to take the ELPAC,
3. what must happen so that their students are reclassified as fluent and proficient in English.

These parent leaders shared what they are doing at their schools to make sure that families know these things.



We will hold our next public meeting on
Thursday, April 24th.

Link and meeting details at
ousd.org/calendar

Community Advisory Committee for Special Education

Members of the CAC for Special Education

Lateefa Ali (MLA, OAK), **Lena Anthony** (Joaquin Miller),
Mike Beebe (Chabot), **Jennifer Blake** (Executive Director),
Carol Delton (Community Member), **Ashley Demelo** (Montclair),
Sheila Haynes (Sojourner Truth), **Denise Huffstluter** (Fremont),
Cynthia Gutiérrez, (Yuk Yau CDC), **Patty Juergens** (La Escuelita),
Corvette Kirtman (Oakland Tech), **Alan Pursell** (Edna Brewer),
Joe Manekin (Montclair), **Coriander Melious** (Castlemont, Dewey),
Anna Realini (Oakland High, Joaquin Miller), **Tiffany Stewart** (Madison 6-12)
Sayuri Valenza (Bret Harte), **Inga Wagar** (Oakland High),
JD Woloshyn (MLA, Brewer), **Kristen Zimmerman** (Young Adult Program)



Highlights from our March 10th Meeting

At our March 10th Meeting, we discussed:

- 1. the level of access that OUSD disabled students are having to Athletics and Visual & Performing Arts**
- 2. ongoing to work to improve access in these areas**
- 3. basic information about 2025 Special Education Extended School Year and other summer programs**

Thanks to Lamont Robinson, Jr. and Frankie Navarro from the *Oakland Athletic League* for being in conversation with families and staff at our meeting.

Phil Rydeen from Visual & Performing Arts was not able to attend. We will send the questions that we gathered to him.

Disability access and accessibility require careful planning and coordination, as well as a high level of engagement with students and families.

We cannot overstate the incredible value of having these dialogues with the staff who administer programs.

When these hard-working individuals come to our meetings, they get valuable input. Their participation shows that they want to know how to best do their job.

Our families and community will continue to partner with staff so that we can continue to improve access and accessibility for all disabled students in OUSD.



**COMING
SOON**

At Our April 14th Public Meeting:

All about Special Education Contracts in OUSD

What services are specific contracts providing this year? At what cost? Who are the providers?

What contracts are planned for school year 2025-26?

Join us for this timely and important discussion.

Meeting details at ousd.org/calendar

Community Movie Night!

FREE!

LOVE, TATTOOS, AND OTHER DISABLED THINGS



**THE RIDE
AHEAD**

A film by Samuel Habib & Dan Habib

April 15th

Grand Lake Theatre

3200 Grand Avenue Oakland

Entry by
RSVP
only

[click here](#)



Join us for a fun evening!

5:30 Student Panel
OUSD Young Adults share
their stories

6:30 Film Screening
The Ride Ahead

Watch the trailer here:

<https://www.rideaheadfilm.com/watch>



Community Movie Night!

Screening of *The Ride Ahead: Love, Tattoos, and Disabled Things* by Samuel & Dan Habib

April 15th
Grand Lake Theater
5:30 Student Panel
6:30 Film Screening

Please share the attached flyer far and wide - with your networks, families, co-workers, and friends!

Registration Link:

<https://forms.gle/UrmeS9HiweDH74Z67>

or through QR code

Foster Youth Advisory Committee

Our Members

Students, Parents, Caregivers: 1) **Patty Juergens** (La Escuelita),
2) **RocQuel Johnson** (OUSD Graduates), **Ms. Shelley González** (Brewer,
Oakland High)

Community Members: Organizations, Agencies, Individuals:

4) **Miriam Vasquez** (ACOE), 5) **Brian Blaisch** (Greater New Beginnings),
6) **Ashley Burns** (ILP), 7) **Quijai Johnson** (CYC), 8) **Kristin Windley** (EBCLO)

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 and Leaders: 13) **Tara Gard** (Talent Division),
14) **Jerome Gourdine** (Office of Equity), 15) **Vancedric Williams** (School
Board Liaison)

The members of the Foster Youth Advisory Committee are working on policy changes that we will propose to School Board directors this month.

The goal of those policy changes is to decrease and prevent foster youth suspensions by ensuring that pre-suspension interventions take place, and by ensuring communication and collaboration with the foster youth's adult team.

The policy changes will also detail certain post-suspension actions.

Here is a link to the draft of the policies as they were discussed in our March 25 meeting: tinyurl.com/3crvr8us

Join us at our next meeting on April 24th at 5:30 pm.

LCAP Parent & Student Advisory Committee

Members of the Parent and Student Advisory Committee

Student Members: **Ariana Astorga Vega** (Oakland Tech), **Lina Nguyen** (Skyline)

District 1: **Caitlin Khurshid** (Chabot), **Tierney Freed** (Peralta), **Sami Goski** (Sankofa),
Michelle Leonce-Coker (Claremont)

District 2: **Colin Dentel-Post** (Cleveland), **Liliana Hernández** (Roosevelt)

District 3: **Zazzi Cribbs** (Prescott), **Tiffany Hampton-Amons** (Westlake)

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

District 5: **Virginia Gilbert** (Fruitvale), **Regina Chales Lorenzo** (Bridges, DELLS),
Luz Gómez (SEED, DELLS), **Regina Bellow** (Fremont)

District 6: **Elham Omar** (Lockwood, DELLS), **Tanisha Rounds** (CCPA, Lockwood),
Wedad Algahim (Lockwood, DELLS), **JT Mates-Muchin** (Skyline)

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

**March 2025
PSAC Survey for
Principals about
Recent Budget Changes**

PSAC's Message to Principals:

On March 19th, we will be in **dialogue with principals about the budget changes for 2025-26 that shifted some positions and services from school site budgeting to central budgeting.**

We want to hear your suggestions about how to best implement those changes and any questions that you might have about them.

If you fill out THIS ONE QUESTION RANKING SURVEY, we will shape the March 19th meeting to best reflect your responses. The survey can take as little as 1-2 minutes to complete. With your responses, we will better understand how most principals and schools are experiencing these changes across OUSD.

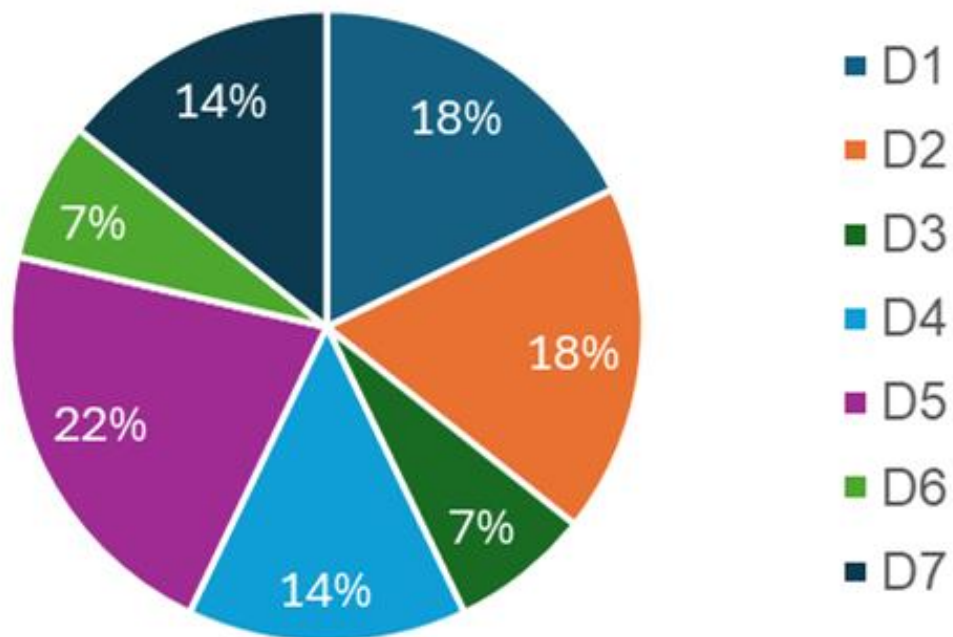
Link to the Full Report:

**"March 2025 PSAC
Survey for Principals"**

tinyurl.com/4vdvkfzu

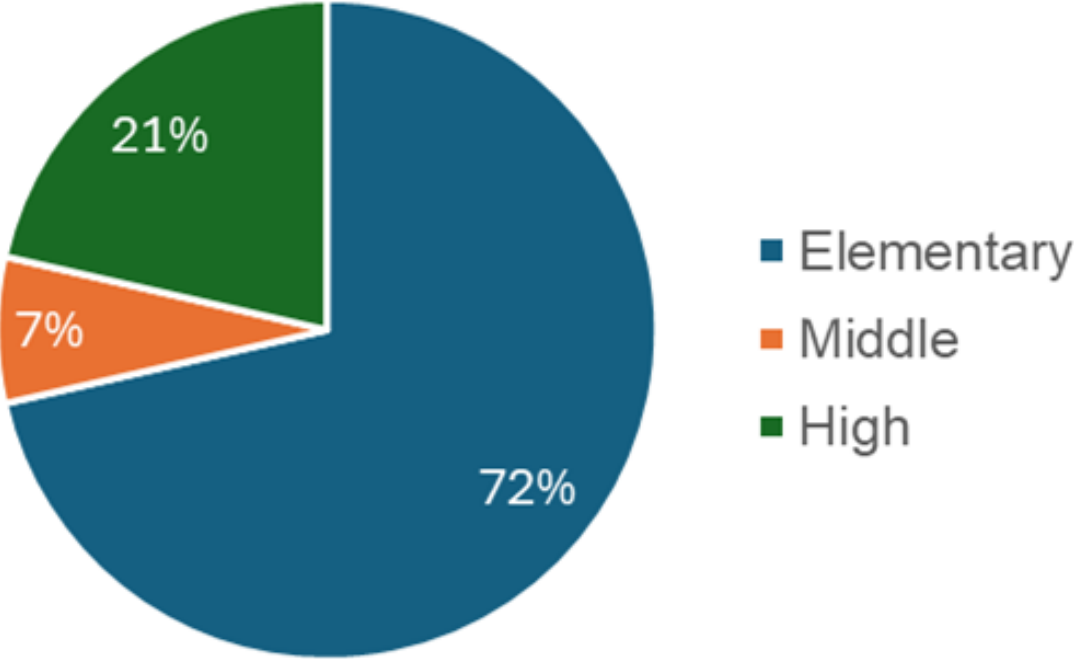
Participation

Schools Responding by Electoral District



	Schools with Principals Who Participated in the Survey	% of Schools in the Electoral District that Responded
D1	Chabot, Peralta, Young Adult Program, Oakland Tech, Piedmont Avenue	5/9 55.5%
D2	Dewey, Cleveland, Franklin, Garfield, Lincoln	5/11 45.5%
D3	Hoover, Prescott	2/8 25%
D4	Allendale, Bret Harte, Glenview, Montclair	4/12 33%
D5	International Community, Life, Manzanita Community, Manzanita SEED, Think College Now, Urban Promise	6/12 50%
D6	Lockwood STEAM, Sojourner Truth	2/13 15.4%
D7	Encompass, Esperanza, Korematsu, Madison Park 6-12	4/12 25%

Schools Responding by Grade Span



Elementary	20
Middle	2
High	6

Percentage of All Possible Schools that Responded: 28/77 36.4%

Percentage of All Possible Schools that Responded: By Grade Span







Elementary Schools: 20/49 40.8%

Middle Schools: 2/11 18%

High Schools: 6/17 35.3%

Budget Changes with the Most Questions or Concerns

About which of these changes do you have the most questions or concerns?

-  1 Highest Number of Questions or Concerns
-  2 Higher Number of Questions or Concerns
-  3 High Number "
-  4 Low Number "
-  5 Lower Number "
-  6 Lowest Number "

→ **PURCHASES & CONTRACTS: Centralizing purchases and contracts (copiers, mail, fleet management)**

→ **STIPs: Centrally hiring and pooling STIP substitutes**
(STIP: Substitute Teacher Incentive Program)

→ **Centrally hiring Teachers on Special Assignment (TSAs) except as required by labor agreements, MOUs, and statute**
(TSA positions for 2025-26: School Improvement TSAs for Federally-Designated CSI Schools, Literacy TSAs, Newcomer TSAs)

CSI: Comprehensive Support and Improvement, Title I, Part A

MOU: Memorandum of Understanding

→ **Centralizing the Purchase of Materials and Supplies**

→ **Reducing Supplemental Dollars assigned to schools;
Redirecting the bulk of those dollars to the following uses:**

Higher Compensation for Certificated and Classified Staff

Universal Access to Electives Across Schools

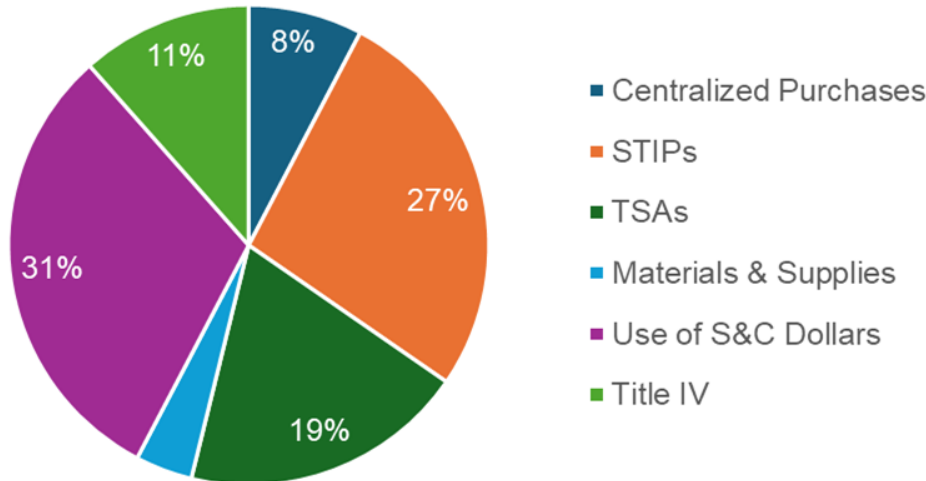
Maintaining Assistant Principals

→ **TITLE IV: Centrally allocating Title IV dollars to support
OUSD's MTSS Strategy and the COST process**

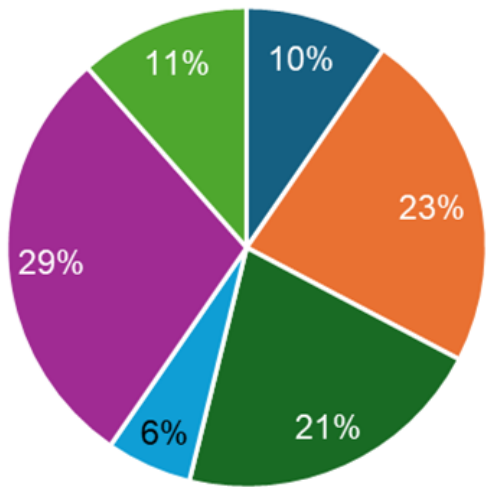
MTSS: Multi-Tiered System of Support

COST: Coordination of Services Team

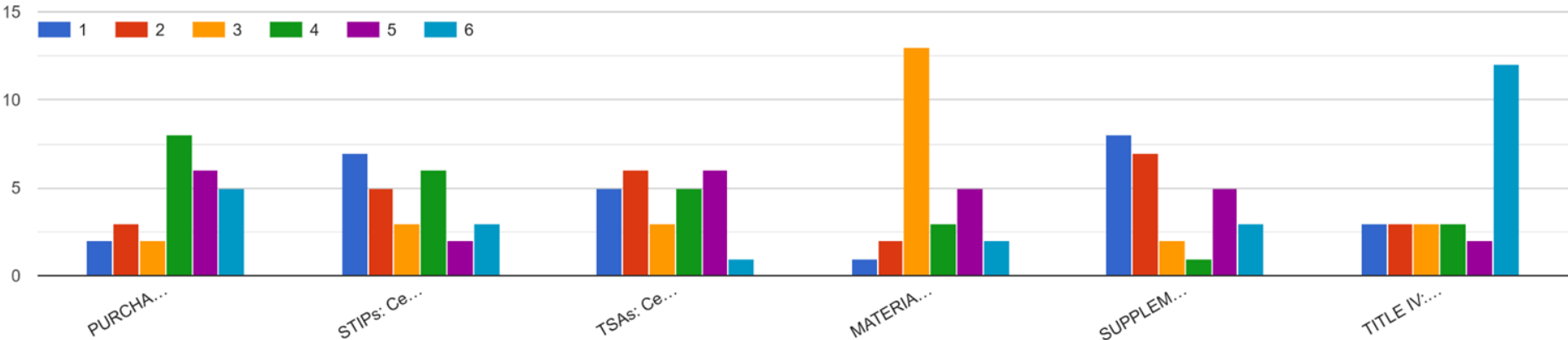
**Responding with a 1: Highest
& Higher**
Number of Questions and Concerns



**Combination of those Responding
with a 1 or 2: Highest**
Number of Questions and Concerns



About which of these changes do you have the most questions or concerns? Please rank them from 1 to 6 (1 for most questions and concerns; 6 for least)



The changes to STIP substitutes and the shift of some supplemental dollars from school to central budgeting for certain uses caused the greatest number of questions and concerns for principals.

For that reason, we held breakout discussions about those two changes during our March 19th meeting.

In the following slides, we will first share a few examples of comments and questions from principals about the changes that were not the focus of our breakout discussions on March 19th.

**Centralizing
Purchases and Contracts
(copiers, mail,
fleet management)**

Positive, Neutral, Suggestions

This could streamline process and ensure consistency across schools.

Seems like a district responsibility and should lead to savings through scale and better vetting of suppliers.

Concerns, Questions

... concerned that it might limit flexibility or responsiveness to the specific needs of individual schools.

How will this be efficiently managed? What will be the process to order supplies, get tech support/fixes ...

Only centrally hiring Teachers on Special Assignment (TSAs) except as required by labor agreements, MOUs, and statute

TSA positions for 2025-26:

School Improvement TSAs for Federally-Designated CSI Schools, Literacy TSAs, Newcomer TSAs

CSI: Comprehensive Support and Improvement, Title I, Part A
MOU: Memorandum of Understanding

Positives, Neutral, Suggestions

Doesn't impact my school site directly. We didn't have a TSA anyway and our Literacy TSA is staying.

We are not impacted by this for this year - if anything this was a good thing for us!

Concerns, Questions

The allocation for TSAs positions being centrally funded needs to be revisited. We currently have 700 students and we will get 1 base TSA and so will schools serving 350 students.

My question is why the needs of the school are not considered when deciding on roles of TSAs. Additionally, why were schools not given the opportunity to choose positions they need?

Centralizing the Purchase of Materials and Supplies

Positives, Neutral, Suggestions

I think this is a good idea as long as there are well-managed systems to support it.

Pros of Centralizing the Purchase of Materials and Supplies:

1. Consistency: It can ensure all schools have access to the same quality and quantity of materials.
2. Efficiency: Centralizing could save time and reduce the administrative burden at individual schools by streamlining the ordering process.
3. Cost Savings: Bulk buying may result in discounts, leading to potential savings for the district.
4. Equity: Ensures that all schools, regardless of their budget or location, have access to the same resources.

Concerns, Questions

My experience with central has been that things are very slow to happen. I would not want to be dependent on central for things that we need quickly when we need them.

This could get dicey if not done right!

I don't know that I knew that this was a thing?

What does this mean?

Centrally allocating Title IV dollars to support OUSD's MTSS Strategy and the COST process

MTSS: Multi-Tiered System of Support

COST: Coordination of Services Team

Positive, Neutral, Suggestions

Not great, but also not a HUGE pot of money.

Last year was the first year we ever got Title IV. While I did use it this year, the impact of the loss will be minimal as we haven't gotten used to using it yearly.

Concerns, Questions

Are we genuinely supporting, educating, and protecting students and families who are closest to the pain—those who are most marginalized? Centralizing these funds should reflect the district's commitment to equity by ensuring that the unique needs of these communities are heard and addressed, rather than applying a one-size-fits-all approach.

The Central MTSS team plays an extremely limited role in the day-to-day operations of my school. How will this change?

Highlights from
the Breakout
Meeting about
STIP Substitutes

We discussed:

→ the advantages of using STIP subs as well as their improper use at some schools

→ the low substitute fill rate at certain schools and for Special Education absences (as low as 50%).

Overall fill rate: 80-95%

→ About the future prioritizing of centrally-pooled STIPs:
1st: vacancies. Then: long-term absences. Then: short-term absences. Then: testing. [There will be a certain number of STIP substitutes per network and for Special Education.]

→ The need for paraeducator substitutes

We also discussed:

→ The need to prioritize providing substitutes for IEP meetings: both for the Special Education and General Education teachers who must attend the meetings.

Some schools used STIPs for this and also to substitute for paraeducators when too many of them were absent.

→ The current use of STIP substitutes to provide academic interventions and what other positions could be used to provide those interventions

Highlights from the
Breakout Meeting about
**Changes in the Use
of Supplemental Dollars**

We discussed:

- when larger schools get the same allocation of staff as smaller schools; and when they get a different allocation
- when the percentage of high need students at the school (what is known as the *unduplicated pupil percentage*) is used in the formulas to assign staffing
- certain schools that saw both a large decrease in positions and a large decrease in dollars
- the value of this survey and the need for more principals to participate



**Our next
public
meeting
will take
place on
Wednesday,
April 16th
at 5:30 pm.**

We will discuss the following questions:

How did our *Local Control and Accountability Plan* change as a result of the budget reductions and changes that were adopted this Winter?

How well was our LCAP implemented in 2024-25?

Zoom link and other meeting information at ousd.org/calendar.

Meeting presentations and recordings at ousd.org/LCAP.



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