



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# Report to School Board

## LCAP Parent & Student Advisory Committee (PSAC)

March 13, 2024

# Members of the LCAP Parent and Student Advisory Committee

Student Members: **Emily Barajas** (Skyline), **Ariana Astorga Vega** (Oakland Tech)

District 1: **Caitlin Khurshid** (Chabot), **Mahogany Gillam** (Sankofa), **Michelle Leonce Coker** (Claremont)

District 2: **Norma Ventura** (Garfield, DELLS), **Joe Manekin** (Bella Vista), **Alexia Maciel** (MetWest, DELLS),  
**Monalisa Treviño** (Oakland High)

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

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

District 5: **Virginia Gilbert** (Fruitvale), **Janeth Rosas** (Think College Now)






























District 6: **Elham Omar** (Lockwood, DELLS), **Natay Myers** (CCPA), **Tanisha Rounds** (CCPA, Lockwood)

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

**Members of School Site Councils and Site English Language Learner Subcommittees from 30 schools answered our survey.**

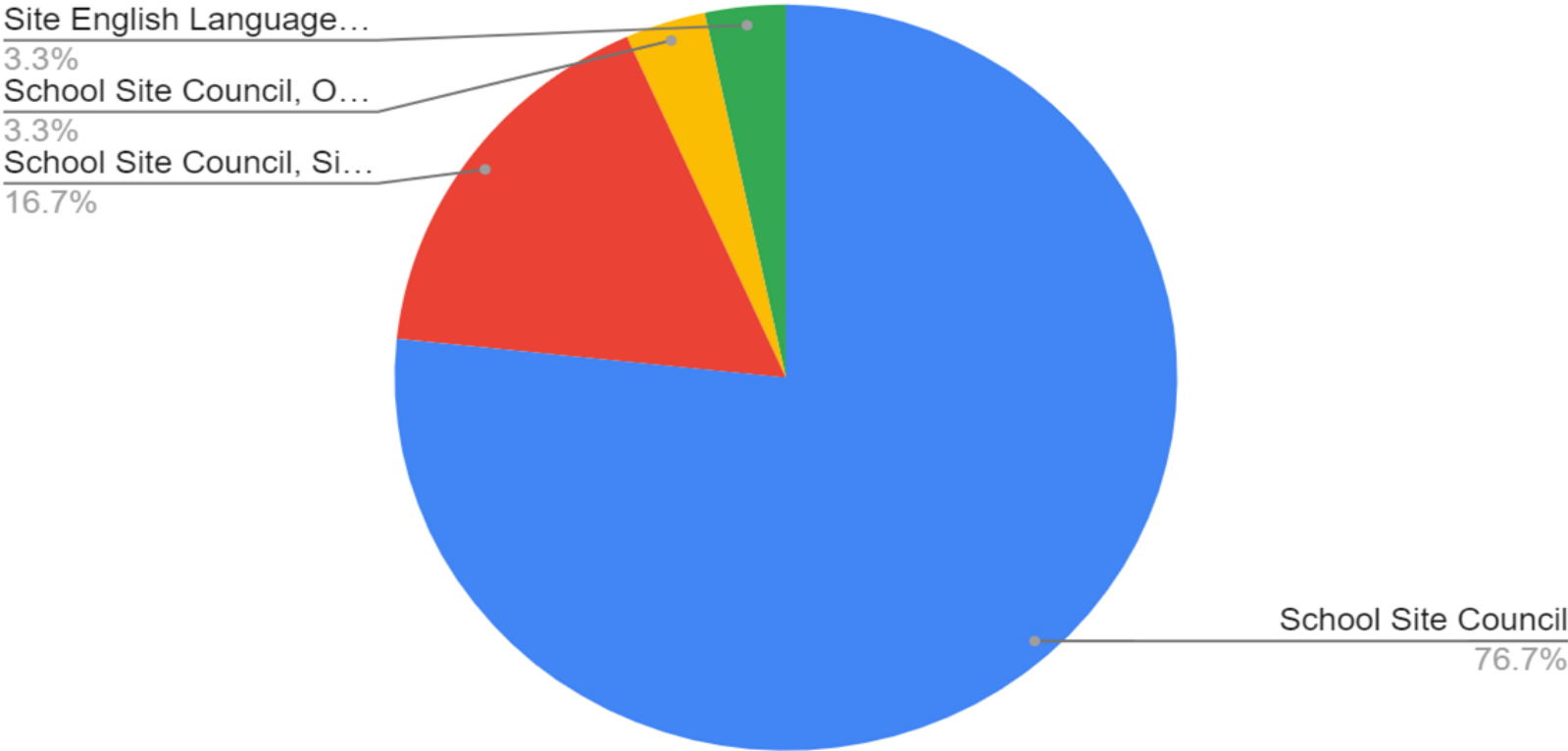
They helped to shape the priorities that we continue to promote within the budget and LCAP process.

**An additional 6 schools are represented through PSAC members.**

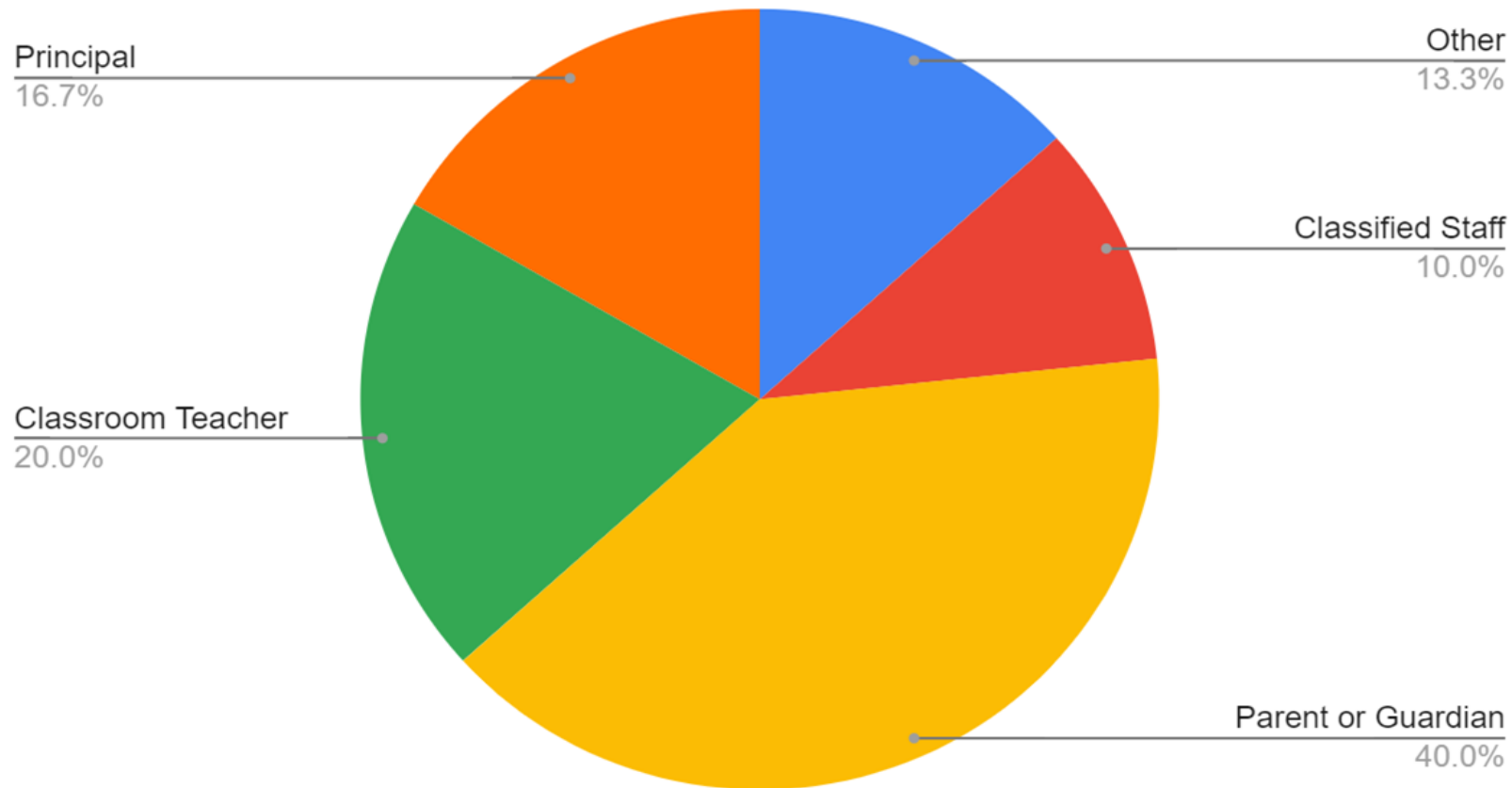
<p>Bella Vista</p> 	<p>Bret Harte</p> 	<p>Bridges</p> 	<p>Brookfield</p> 	<p>Carl Munck</p> 	<p>Chabot</p> 
<p>Claremont</p> 	<p>Cleveland</p> 	<p>Dewey</p> 	<p>Edna Brewer</p> 	<p>Encompass</p> 	<p>Esperanza</p> 
<p>Garfield</p> 	<p>Global</p> 	<p>Hoover</p> 	<p>ICS</p> 	<p>Lincoln</p> 	<p>Korematsu</p> 
<p>Madison 6-12</p> 	<p>Manzanita Seed</p> 	<p>Montclair</p> 	<p>Oakland High</p> 	<p>Oakland Tech</p> 	<p>Prescott</p> 
<p>Redwood Height</p> 	<p>Sequoia</p> 	<p>TCN</p> 	<p>UPA</p> 	<p>YAP</p> 	<p>CCPA Westlake MetWest Sankofa Reach Lockwood</p>

**These are the responses to our survey  
about priorities for the budget:**

# Are You a Member of a School Committee at this School?



# Your Role

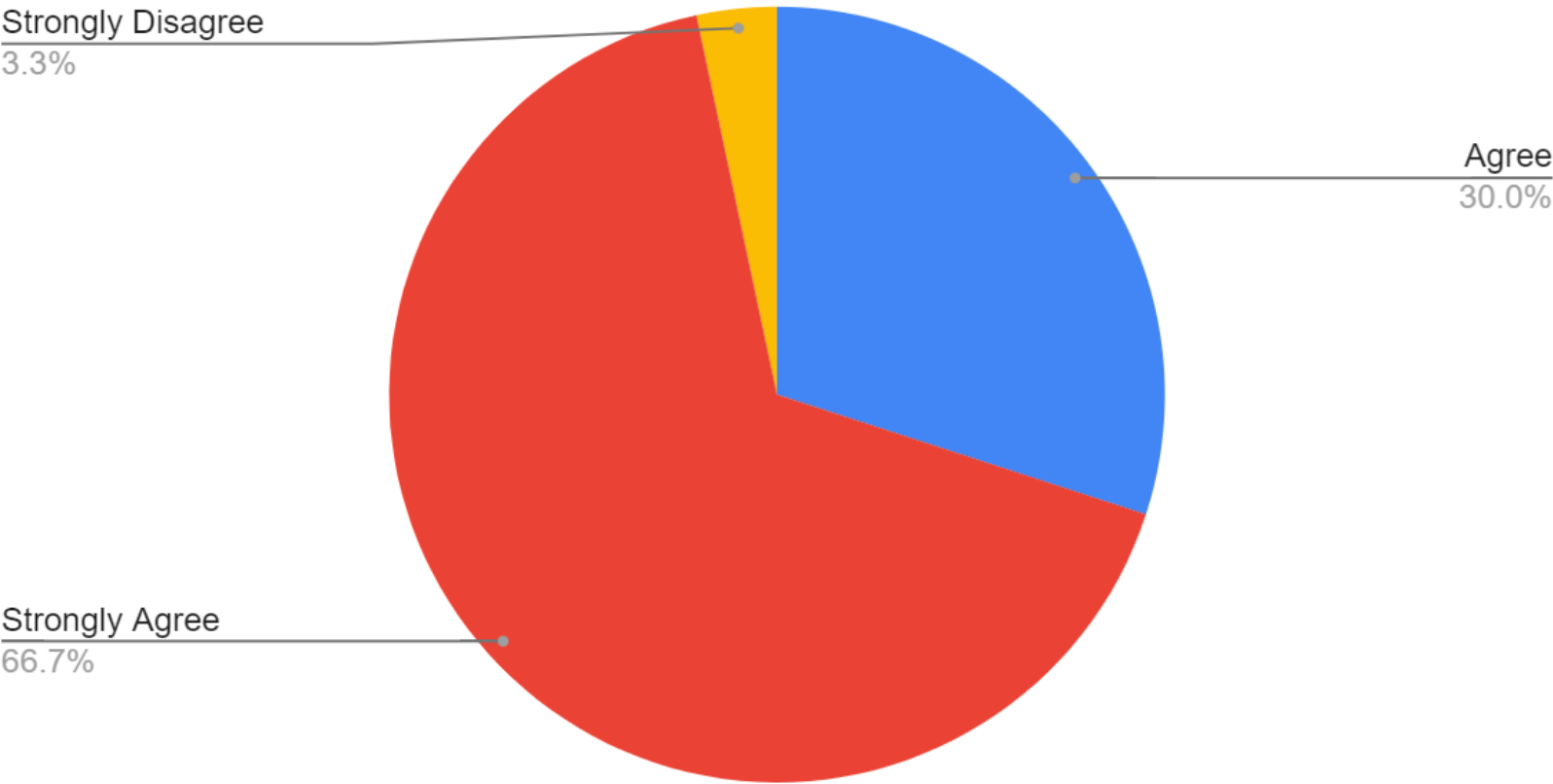


## **Increase and Improve Access and Support for Disabled Students with IEPs.** This includes:

- 1) **not removing disabled students from their schools** to close their classrooms,
- 2) **not eliminating support positions**, such as paraprofessional and instructional support specialists, when they are vacant (**more focus on hiring and keeping them** in OUSD),
- 3) everyone in OUSD focuses on providing **better support to Black students with IEPs in middle school** to decrease their high suspension rates,
- 4) **greater access** to social-emotional and academic support **for disabled students with IEPs** (opportunities beyond Special Education, such as **After-School Programs, Electives, Athletics, Work-Career Opportunities, etc.**)



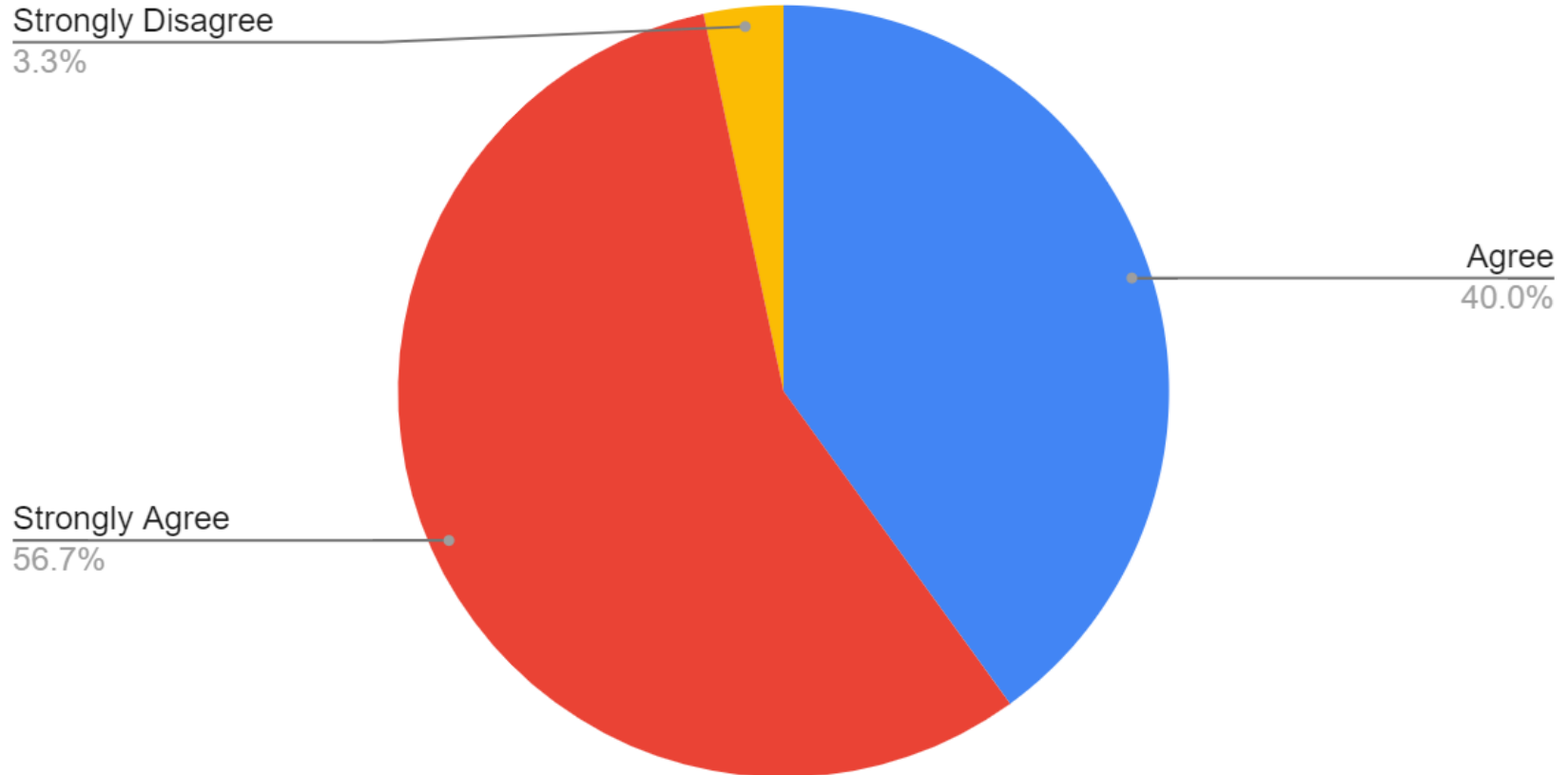
Count of Increase and Improve Access and Support for Disabled Students with IEPs. This includes: 1) not removing...



## **Individualized Support and Intervention for Focal Student Groups.** This includes:

- 1) evidence of daily access to **designated English Language Development** instruction for all English Language Learners,
- 2) maintaining & expanding **centralized case manager support for foster students** (including in the Summer),
- 3) **monthly School Board-level reports** about the service and support that **unhoused students and families** are receiving

# Count of Individualized Support and Intervention for Focal Student Groups. This includes: 1) evidence of daily access to...



## **Focus on Psychological/Mental/Behavioral Health**

**Staffing.** This includes: 1) an **audit of the mental/behavioral services** available to students at schools; 2) an **increase in the more intensive kinds of mental/behavioral services** available to students (Tiers 2 and 3)

# Count of Focus on Psychological/Mental/Behavioral Health Staffing. This includes: 1) an audit of the mental/behavioral s...

Strongly Disagree

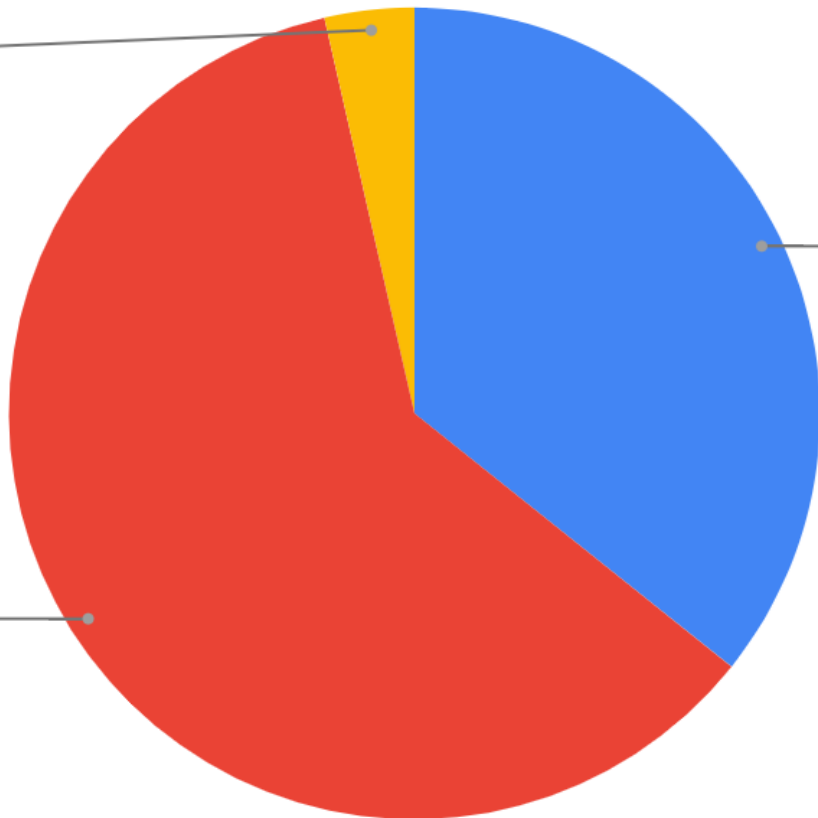
3.6%

Strongly Agree

60.7%

Agree

35.7%

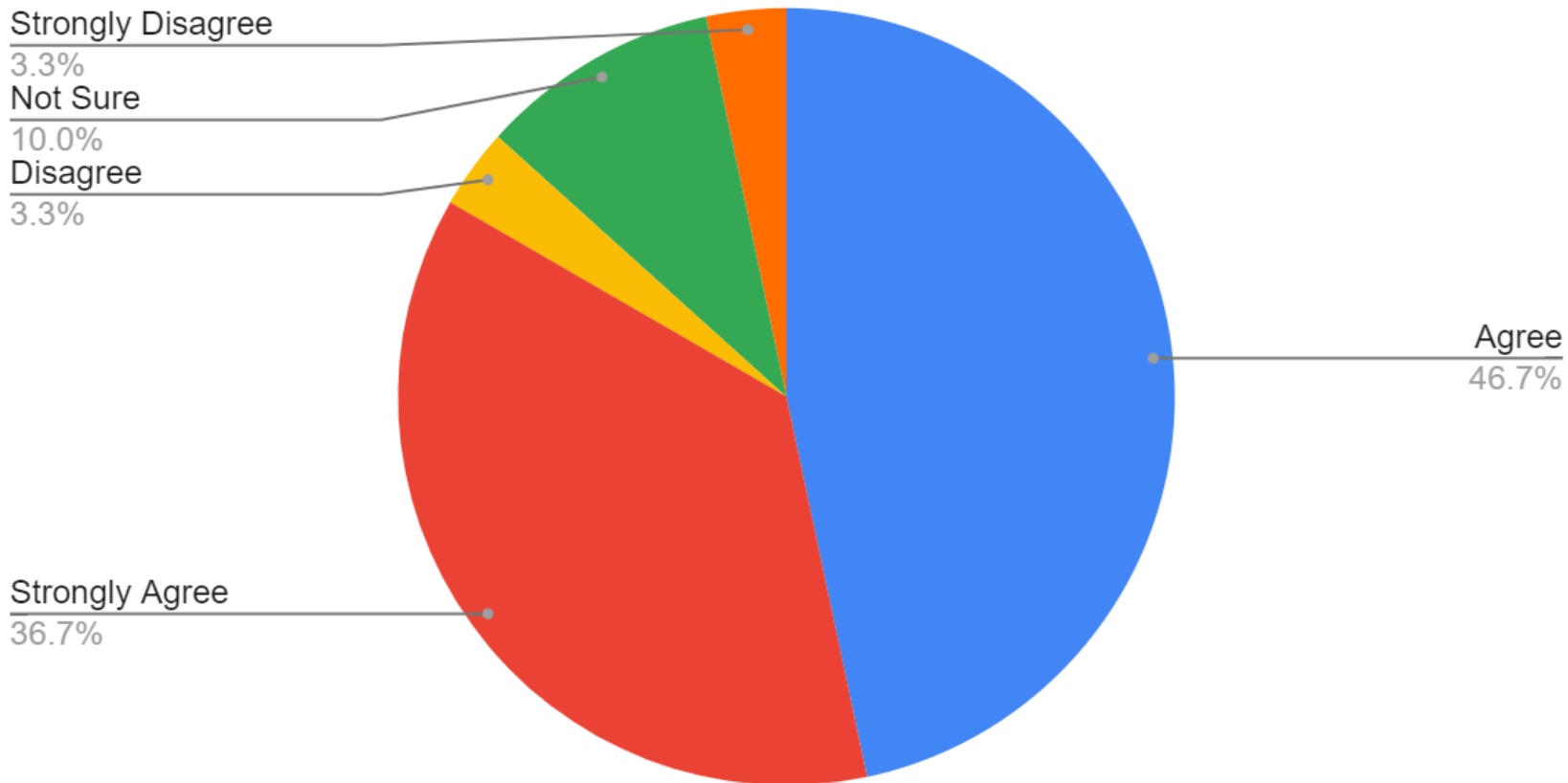


**PSAC School Governance Recommendations:**

**Specific Actions, Resources, and Expectations to Ensure  
that School Site Committees (SSCs and SELLS) are  
Established and Effective**

[Link](#) to *List of PSAC School Governance Recommendations*

# Count of PSAC School Governance Recommendations: Specific Actions, Resources, and Expectations to Ensure that



## **Additional Comments**

Is there anything else you would like to say to us about the budget and priorities for the 2024-25 school year?



→ Eliminate positions more than 200k/year → Increase the Inclusion SPED budget and supports → STIPS are an integral part of our school community  
→ Ensure that all students (inclusive of those with disabilities) are included in all planning, systems, programs, and supports. → post budget 1-pagers, SPSAs, community school Annual Progress Reports → prioritize as core staffing our TSA and CSM positions → challenged by loss of STIP sub next year on top of losing prep teacher this year → more engagement with our school on implementation of new arts & music Prop 28 funding. → SSC does not get a chance to discuss budgets. There is NEVER a discussion on what should or shouldn't be budgeted. → Increase Tier 1 school counselors  
→ Equitable distribution of funds → Keep CSM and TSA in Title I schools and paid by central → Smaller schools should not have to eliminate important positions such as TSA, Stip Sub, CSM → Many newcomer students; they need more help → I agree with these. → Everything is right.

# District English Language Learners' Subcommittee

## Members of the District English Language Learners' Subcommittee

District 2	Norma Ventura (Garfield) Alexia Maciel (Met West)
District 4	Melissa Ramírez-Medina (Bret Harte)
District 6	Elham Omar (Lockwood STEAM)
District 7	Marina Muñoz (Madison 6-12) Vanessa Gutiérrez (Brookfield)
At-Large	Lateefa Ali (Multiple Schools)

# Congratulations!

The **three schools with the highest percentage** of families of English Language Learners filling out our Needs Survey for ELL Families



## Prescott, Emerson, and Crocker



We thank **Brandy Spong**, Strategic Resource Planning, and **Arcelia González**, Office of Equity-Family Engagement **for their partnership in the process of surveying ELL families.**

**On March 7, we met with Dr. Aguilera to discuss:**

→ **the impact of budget adjustments and how to sustain**

**English Language Learner support in the future**

→ **incomplete & unclear assessment of need for interpreters**

Conflicting and inaccurate accounts by staff of how many interpreters serve specific languages (historically and currently)

Unclear rationale for deciding how many interpreters to fund for each language

Key examples: Why do we fund only one Mam interpreter? Why were the Vietnamese, Cambodian, and Mandarin interpreters not listed and discussed in Board presentations? (two of them existed before Covid funding)

# Student Enrollment By Language

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Home Language Table

English	17,180	50.1%
Spanish	11,482	33.5%
Mam (Guatemalan)	1,749	5.1%
Cantonese	996	2.9%
Arabic	771	2.2%
Vietnamese	553	1.6%
Other Non-English (Language)	301	0.9%
Tigrinya	126	0.4%
Mandarin (Putonghua)	125	0.4%
Khmer (Cambodian)	124	0.4%
Pashto	76	0.2%
Tongan	69	0.2%
Mien (Yao)	67	0.2%
Filipino (Tagalog or Pilipino)	64	0.2%

# Demand Rates as reported at our 2/29/24 meeting

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1. Spanish 80.9%
2. Mam 7.9%
3. Arabic 5.9%
4. Cantonese 4.5%
5. Vietnamese 3.1%
6. ASL 0.7%
7. Khmer 0.4%
8. Mandarin 0.3%
9. Farsi 0.2%
10. Amharic 0.1%
11. Karen 0.1%
12. K'iche 0.1%
13. Languages with less than 3 total requests in one year: Castilian, French, Haitian Creole, Burmese

These are demand rates since July 1st through Feb 29th  
And, rates mirror average rates year over year since 2021  
Total requests received per year vary, 3,000+ to 4,000+



**We also discussed the following with Dr. Aguilera:**

→ **All ELLs are not receiving Designated English Language Development. ELLs with IEPs have the greatest gaps in access to this.** We have been told that OUSD does not even have the capacity to monitor if many of them are actually receiving designated ELD.

**This is **the** most basic support for English Language Learners.**

→ **Mandated Site English Language Learner Subcommittees have largely disappeared.** Representatives often exist only on paper. We do not see real evidence that ELL families and members are being engaged. Board Policy about this continues to be violated. Establishing SELLS is a way of guaranteeing some level of consistent engagement with ELLs families.

## **A Key Quote from an OUSD Staff in Our 2/29 Meeting**

In reference to the positive experience of the Prescott families completing the survey at a SELLS meeting: “This experience is an argument for a standalone SELLS.”

“The main need: a place for ELL families to speak and be heard. What the survey told me is that those places don’t exist in OUSD. You have already been saying that. This is more evidence of the impact of not having them. It is not ok.”

# Community Advisory Committee for Special Education

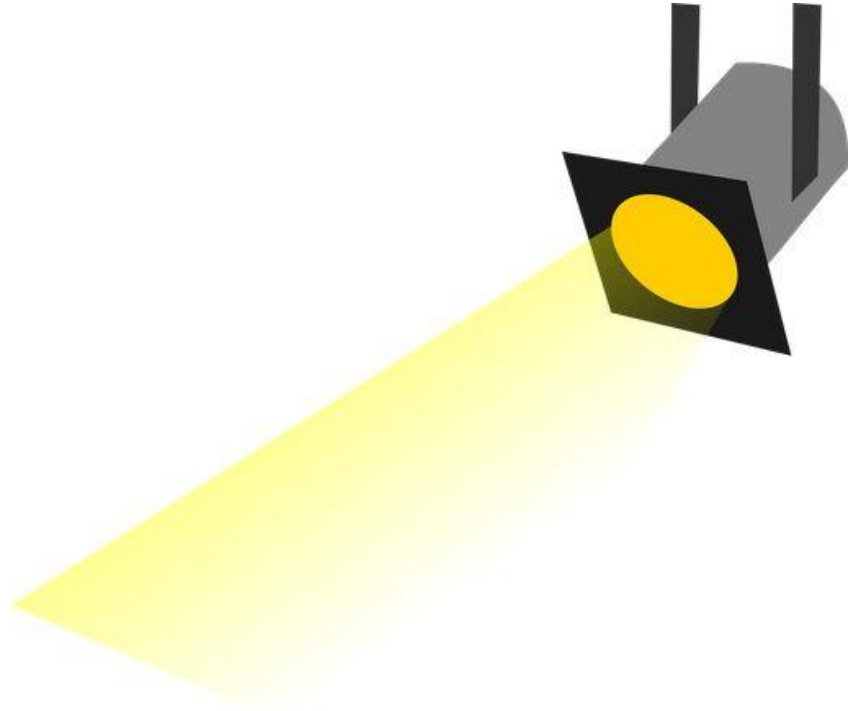
## Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony, Jennifer Blake, Carol Delton, Ashley Demelo, Ginale Harris, Sheila Haynes, Patty Juergens, Corvetta Kirtman, Alan Pursell, Daisy López, Joe Manekin, Coriander Melious, Anna Realini, Tiffany Stewart, Inga Wagar, JD Woloshyn, Sayuri Valenza, Kristen Zimmerman

20 members

5 open seats

# Highlights from the February Meeting



We discussed the **URGENT NEED** to improve the hiring and retention of Special Education support staff: **paraprofessionals and instructional support specialists.**

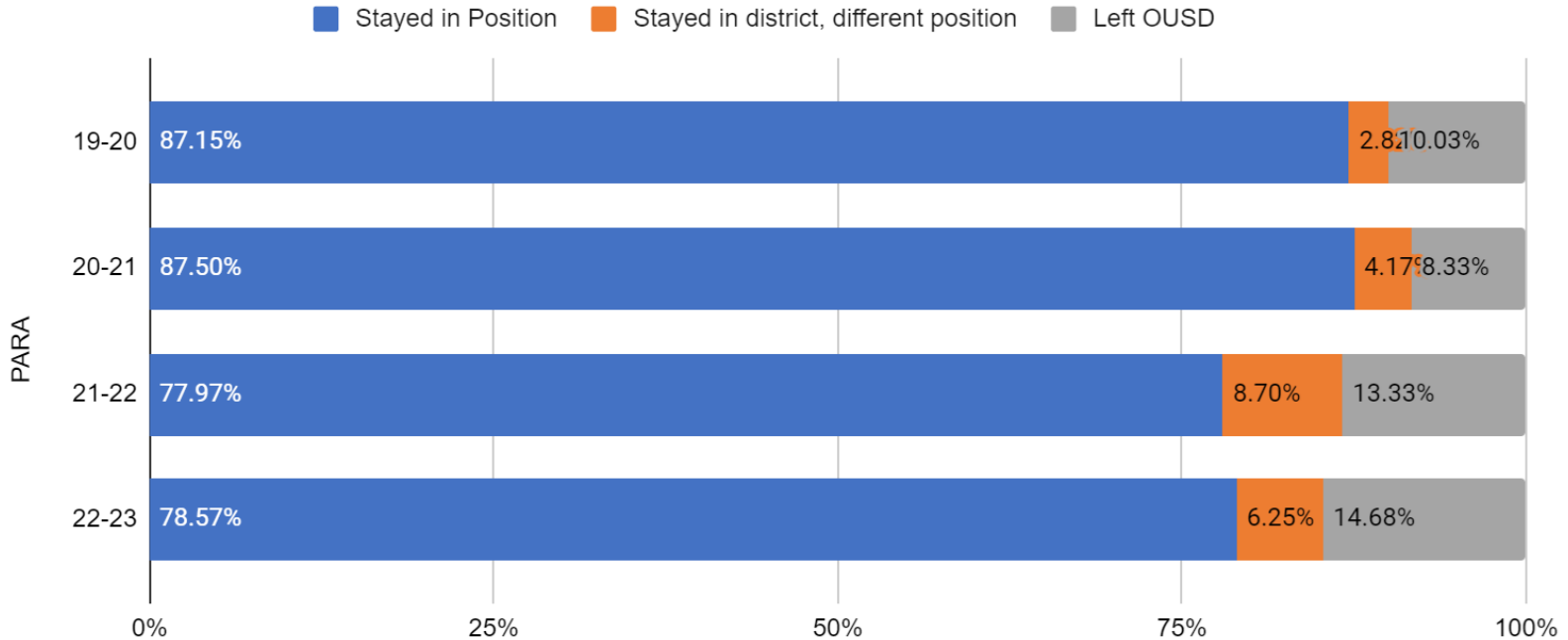
The meeting was designed in collaboration with the Talent Division. **Thanks to Tara Gard and Sarah Glasband!**

We now have **a standing working group dedicated to full staffing for Special Education.** It will meet with staff from the Talent Division every 3rd Thursday of the month.

Link to the Public Folder for 2/12/24: [tinyurl.com/mrhbs37c](https://tinyurl.com/mrhbs37c)

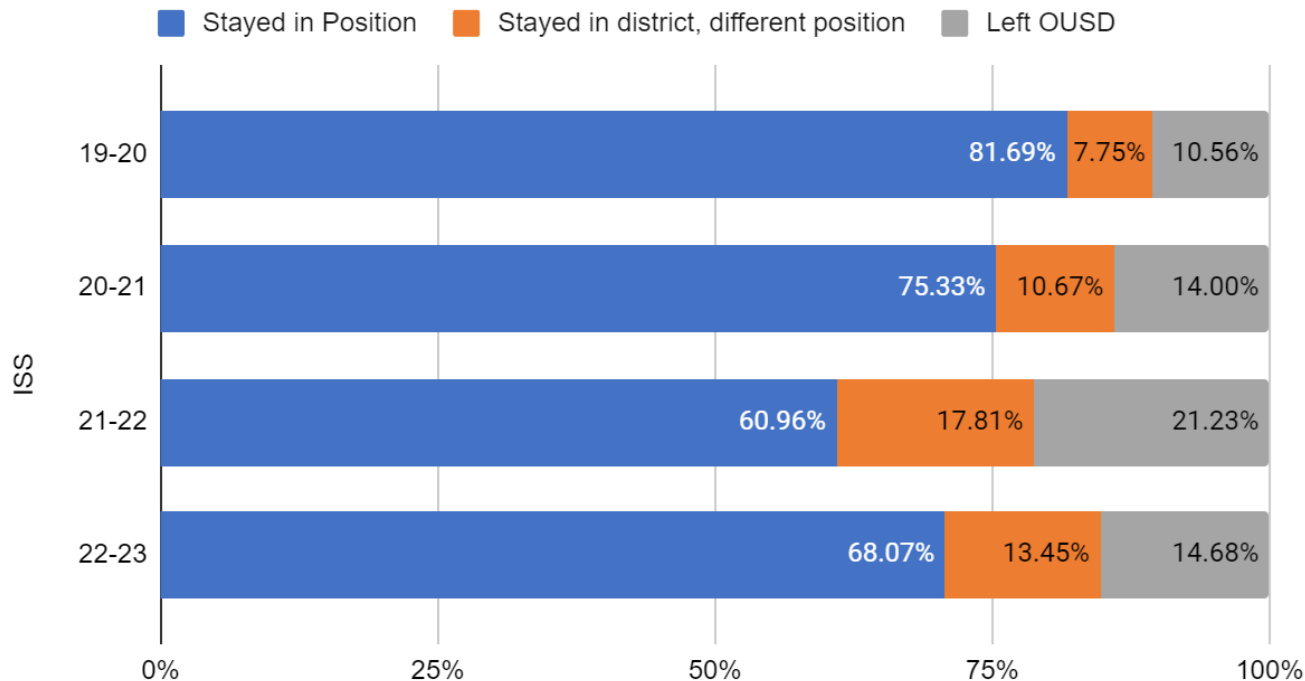
# Percentage of Paraeducators that leave & stay in their positions

## ParaEducator Data Trends 19-23



# Percentage of Instructional Support Specialists that leave & stay in their positions

ISS Data Trends 19-23





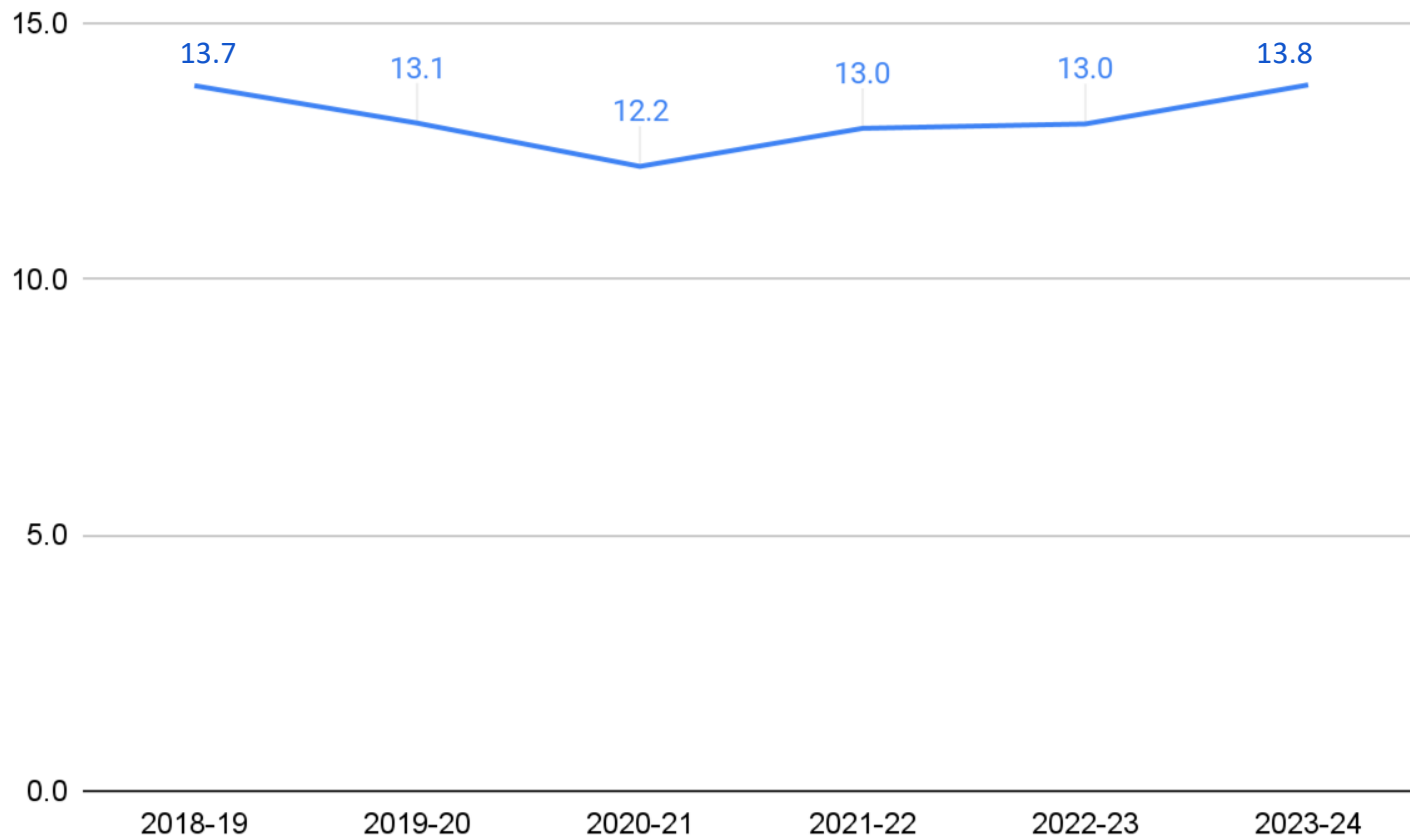
**This year we have a net decrease of 20 support staff.  
Our student count is unofficial because we are not at the end of the year. Right now, we have 7591.**

Year	# of Staff (ISS/Para)	Total # of Support Staff	# of Students with IEPs— up to 2/12/24
2023-24	137 ISS positions @ .8FTE 412 para positions @ .8FTE	549	7591

**This equals a ratio of 13.8 students per 1 support staff so far,  
the worst since 2018, and the year has not ended.**

# Support Staff to Student Ratios

[in the graph: number of students with IEPs per 1 support staff]



**The Community Advisory Committee for Special Education meets on the 2nd Monday of every month.**

**Our last meeting was held on March 11.**

**We had specific questions about evidence of access to Linked Learning career and work-based opportunities for disabled students. Another goal was to find out what processes are in place to ensure that access.**

**Our next meeting will be held on April 8.**

Meeting Information at [ousd.org/calendar](https://ousd.org/calendar)

Recordings and Meeting Materials at [ousd.org/LCAP](https://ousd.org/LCAP)

**A special thank you to the Measure H Commission for their recent efforts to address past exclusions by providing Young Adult Program students with the Linked Learning funding to which they are entitled, and which they truly need.**

**Thanks for listening!**

**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.**

<https://www.sinsinvalid.org/>

# Foster Youth Advisory Committee

# Our Members

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**Students, Foster Parent/Caregivers:** 1) **Shelley González** (Brewer, Oakland High) 2) **Patty Juergens** (La Escuelita), 3) **Dejana Curry** (Laurel), 4) **Bre Joiner** (Sankofa, CASA), 5) **RocQuel Johnson** (OUSD Graduates)

**Community Members:** [Organizations, Agencies, Individuals:](#)

6) ) **Jennifer Castello** (ACOE), 7) **Brian Blaisch** (Greater New Beginnings), 8) **Vincianna Reed** (BE/ILP), 9) **Quijai Johnson** (CYC), 10) **Tori Porell** (EBCLO)

**OUSD Foster Youth Services:** 11) **Jennifer Tam** (FYS Coordinator), 12) **Anthony Bell** (OUSD FY Case Manager), 13) **Jesse Miller** (OUSD FY Case Manager), 14) **Miranda Magee** (OUSD FY Case Manager)

**Other OUSD Staff:** 15) **JT Bullock, Jr.** (Paraprofessional), 16) **Tara Gard** (Talent Division), 17) **Jerome Gourdine** (Office of Equity)

**The Foster Youth Advisory Committee**  
met with Misha Karigaca, from Attendance  
and Discipline, on February 27th.

**Thank you to Mr. Karigaca for a very important  
conversation!**

**We discussed specific actions to improve support  
for high school foster youth with IEPs who are  
experiencing extremely high suspension rates this  
school year.**



**More than half of the foster students who have been suspended so far this year have IEPs.**

## **Specific Actions to Improve Outcomes for High School Foster Youth with IEPs (starting with suspensions)**

- 1) Review suspensions forms for all 2023-24 suspended students in focal group:** Find out if pre-suspension interventions are happening. (Related Goal: make sure that 100% of forms are being filled out fully)
- 2) IEP review for all students in focal group:** implementation of disability accommodations, progress on goals, provision of services, participation of adult team and students in the IEP process, student access to all district and school academic & socio-emotional resources/opportunities

### **3) Offer an Education Advocate to caregivers of high school foster youth with IEPs (from the pool of Education Surrogates)**

*~28 students*

This person can serve as an ally to help with:

- seeking information and resources
- making connections
- accelerating processes and responses
- providing moral and other support within school and district situations
- providing feedback for the actions of the Foster Youth Advisory and other advocates, etc.

## AB 740 NOTIFICATIONS

AB 740 requires LEAs (including Charter Schools) to send written notification when a student in the foster care system is being faced with:

- Suspension (including in-school suspensions)
- Expulsion
- IEP Meeting when a Manifestation Determination takes place
- Involuntary Transfer to a continuation school

The following parties are *required* to be notified and entitled to receive all rights, documents, and related information to the above incidences:



### County Social Worker

Foster Focus lists the Alameda County social worker's information. If it is not listed, you can reach out to your District's Foster Youth Liaison or Minor's Attorney and they can provide the information.

01



### Minor's Attorney

East Bay Children's Law Offices represents all Alameda County foster youth. If you do not know who your student's attorney is, you can send the notification to [education@ebclo.org](mailto:education@ebclo.org)

02



### Educational Rights Holder

Foster Focus lists the student's education rights holder. If it is not listed, ask the County Social Worker or Minor's Attorney. If there is a JV 535 form, then a different person has been appointed by the court to hold these rights.

03



### Recommended Team Members

Other interested parties that may be useful to inform include the foster parent, the District's Foster Youth Liaison, and the Court Appointed Special Advocate (if the youth has one).

04

*\*Please note: sending an inquiry to one or more parties to identify another party does not fulfill the notification process. You must notify the party once you have identified them.*

**AB 740 requires** that written notification be sent to specific people when a foster student is being faced with suspension, expulsion, IEP meeting about Manifestation Determination, and Involuntary Transfer to a Continuation School.

Link:

[https://drive.google.com/file/d/1aGqx3eo\\_YgZmW39Ogl1gdS\\_7X2Hs2khF/view?usp=drive\\_link](https://drive.google.com/file/d/1aGqx3eo_YgZmW39Ogl1gdS_7X2Hs2khF/view?usp=drive_link)

Information about all committees at [ousd.org/LCAP](https://ousd.org/LCAP)  
Meeting details at [ousd.org/calendar](https://ousd.org/calendar)



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