



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

& other advisory committees

March 25, 2026

**Parent & Student
Advisory Committee
(PSAC)**

**Highlights from
the Main Topic at our
March 18th Meeting**

On March 18th, we began to discuss some of the changes taking place in the **Academic Division** for the 2026-27 school year with a focus on the:

- **elementary, middle, and high school networks**
- **central teams that support Literacy and STEM (Science-Technology-Engineering-Math).**

In discussing these reductions and other changes, we aimed to:

→ **understand them in the context of things that have not changed**

→ **consider both the immediate impact and the opportunity to do things differently.**

Most of the questions and discussion focused on:

1. the various **safety and violence prevention contracts**, as well as **partnerships**, that are managed by the academic division and **whether they form a cohesive strategy for all schools**, especially high schools.

(This discussion came from the mention of a Violence Prevention contract that is housed in the High School Network.)

2. The possible overlap between different types of curriculum and between staff in different teams that support the use of curriculum.

(This discussion came from the mention of the STEM coordinators in middle and high school becoming "secondary" STEM coordinators.)

3. If/how the process that happens after layoffs could, as much as possible, keep staff working within OUSD in positions that reopen or elsewhere.

4. What the different position titles mean

(Chief, Network Superintendent, Deputy Network Superintendent, Network Partner, etc.)

and why the offices are structured with those specific positions

You can find the presentation and recording for the meeting in our public folder at ousd.org/LCAP.

**Multi-Stakeholder
Engagement Process to
Reshape our District**

Alongside parent leaders of OUSD's advisory committees, PSAC is helping to lead a multi-stakeholder group (parents, students, teachers, other staff, administrators, School Board), to help shape how engagement and decision-making should look to inform the future of our district.

In this work, we want to help develop an infrastructure for supporting effective decision-making with stakeholders now and into the future.

We will assert our local control and our capacity as OUSD stakeholders to collaborate in making decisions that will benefit **all of our students and schools.**

We will assert the promise and power of acting as a **unified school district.**

In our participants, we aim to achieve the type of balance that is modeled within School Site Councils, with parity between the families and students of OUSD's advisory committees and OUSD employees whose leadership has supported our entire district.

We will partner with the Board liaisons of our district advisory committees and the Senior Leadership Team to prepare for Phase 4 of the OUSD Financial Stabilization Plan, which is set to begin in Fall 2026.

As described in the newly launched budget website, Phase 4 will focus on *Rebuilding for Long-Term Stability and Growth*.

Phase Four will include:

- 1. A rigorous review of spending***
- 2. Evaluation of organizational structures***
- 3. Alignment of staffing and services to student need***

Link to explanation of the 4 phases on the budget

website: tinyurl.com/3j6bsu7e

ousd.org/business-services/finance-

[departments/understanding-ousds-budget/our-approach](https://ousd.org/business-services/finance-departments/understanding-ousds-budget/our-approach)

Thanks to Superintendent Saddler
for presenting at our March 18th meeting
about her partnership with PSAC and the
other advisory committees in this
supremely important process!

Stay Tuned and Stay Connected!

- ★ Read the "Engaging OUSD Newsletter" that goes out on Fridays through Parentsquare.
- ★ Hear our reports at School Board Meetings.
- ★ Attend the meetings of the advisory committees.
- ★ Attend a community meeting that we are planning for Tuesday, March 31st

More details at ousd.org/about-us/districtcalendar

Goals of the First Community Meeting

1. Understand the Four Phases of the *Financial Stabilization Plan* and the Goals of Each Phase
2. Begin to identify the conditions for a successful Phase 4 engagement process with the help of OUSD community members.

**Community
Advisory Committee
for Special Education**

**We celebrated Inclusion Week in
OUSD from March 2nd to March 6th!**

**A special thank you to Aruna
Subramanian, Amanda Seaton, and
everyone else who organized the
week of activities, and to all those
who participated!**

SPREAD THE WORD



MARCH 2ND - 6TH, 2026

SINCE 2009 THE SPREAD THE WORD CAMPAIGN HAS ADVOCATED FOR THE INCLUSION OF PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES. LEARN MORE [HERE](#).



Use QR code to access digital flyer and links

[INTERESTED? SIGN UP HERE](#)

1ST, 2ND AND 3RD PLACE AWARD WINNERS BASED ON PARTICIPATION

contact amanda.seaton@ousd.org for questions

ACTIVITY FOLDER

CLICK ON IMAGES FOR MORE INFO



TEACH A LESSON OR BORROW A BOOK FROM THE DISABILITY ACCESS LIBRARY



REQUEST A BANNER FROM THE SPECIAL OLYMPICS



HAVE STUDENTS SIGN A PLEDGE



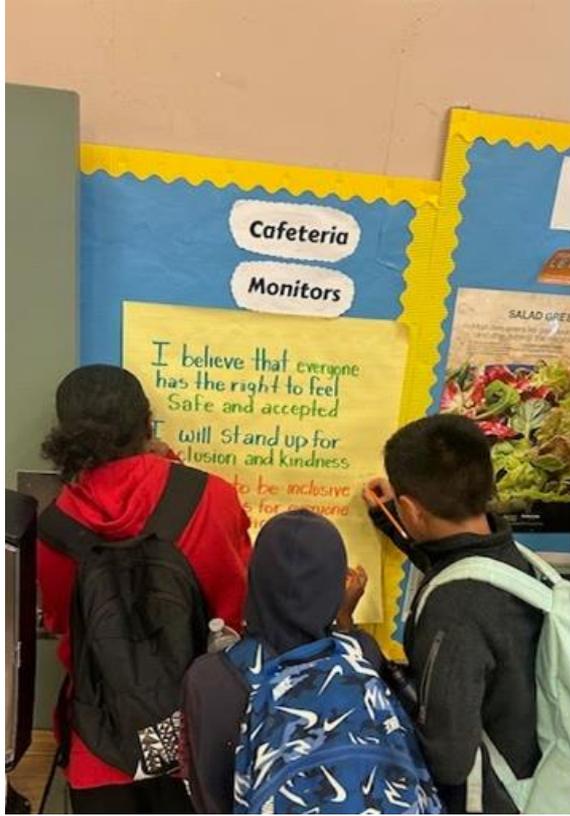
HOLD AN INCLUSIVE EVENT



RAISE AWARENESS



FILL OUT THIS [GOOGLE FORM](#) STARTING 3/2 TO RECORD YOUR PARTICIPATION AND EARN PRIZES



**Congratulations
to the WINNERS of the
participation contest
for Inclusion Week!**



First Place: Tammie Adams at Horace Mann.

Second Place: Noah Christenson at Bridges Academy

**Third Place: Robyn Brody-Kaplan at WOMS and
Valerina Hilton at La Escuelita**

Survey about the Participation of Disabled Students in School & District Programs

A survey launched this month to find out how students with IEPs are participating in programs such as afterschool, athletics, and electives.

If your child is disabled and receives Special Education, please complete the survey.

Everyone, please help us spread the word!

tinyurl.com/2s38xmr5



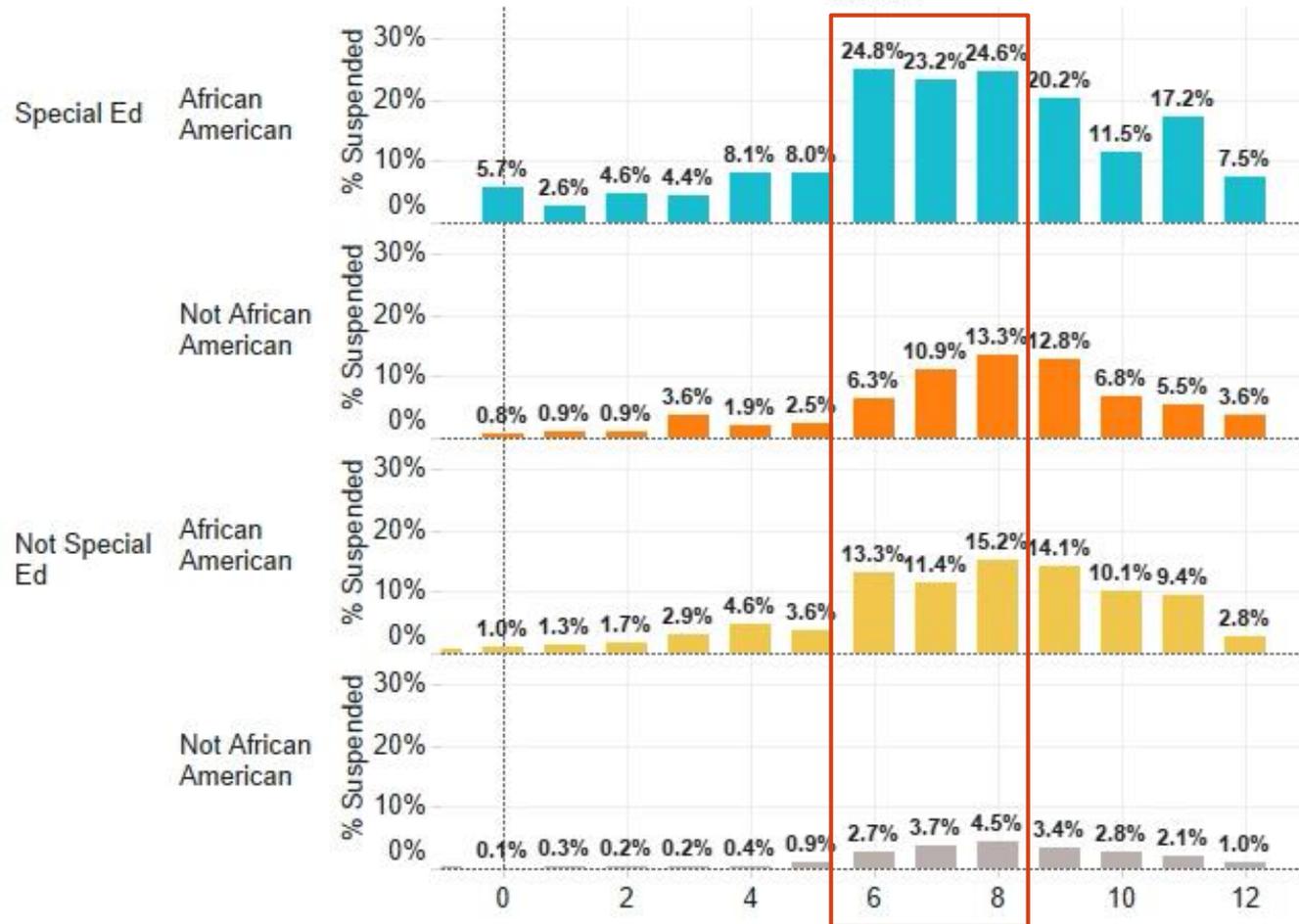
Highlights from our March Meeting

On March 9th, we:

1. reviewed suspension data for disabled Black students in middle school to learn about the impact of actions to reduce suspensions
2. got basic information about 2026 Special Education Extended School Year, other summer programs, and how to participate

Where We Started
*Percentage of Disabled
Black Students Who
Were Suspended*
End of Year: 2018-19

2018-19



In 2018-19
Suspension rates
for Disabled Black
Students with IEPs
in Grades
6th to 8th
were close to 25%

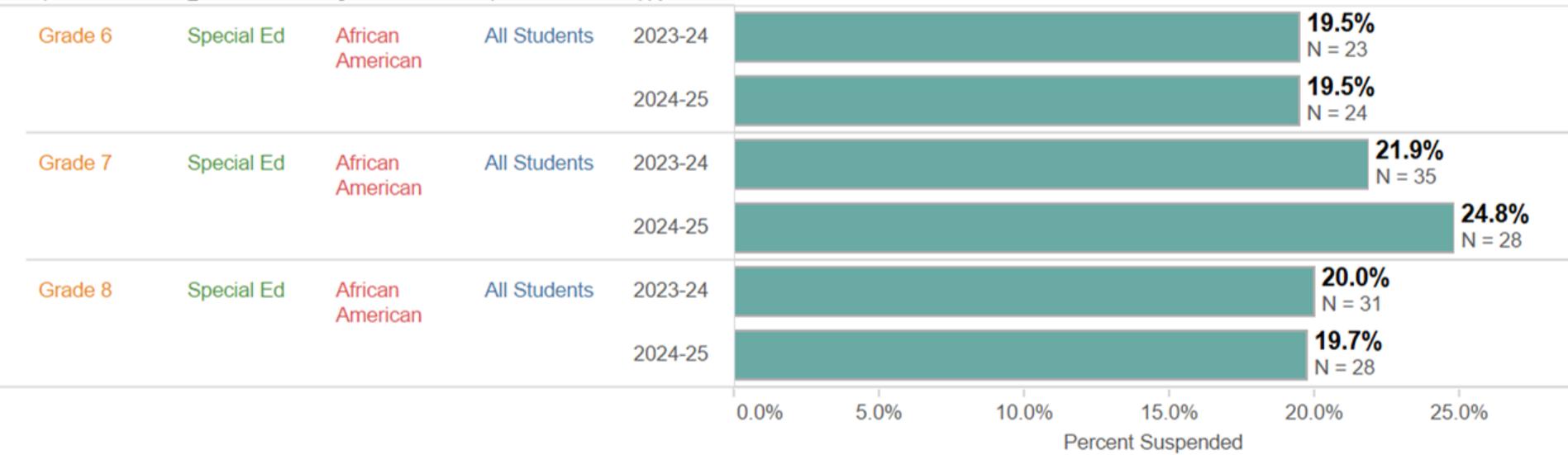
Where We Ended Up Last Year

Percentage of Disabled

Black Students Who

Were Suspended

End of Year: 2024-25



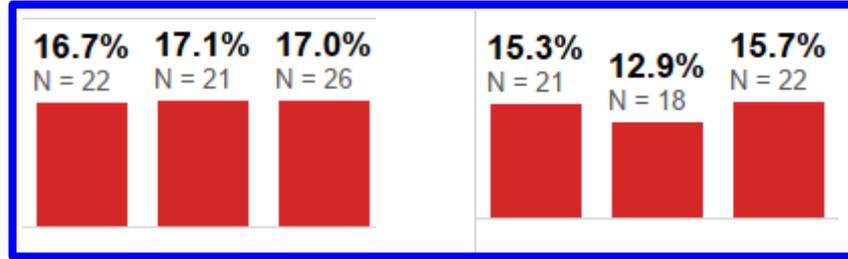
Grade	2018-19	2023-24	2024-25
6th Grade	24.8%	19.5%	19.5%
7th Grade	23.2%	21.9%	24.8%
8th Grade	24.6%	20%	19.7%

**How We Are Doing
Right Now as Compared
to the Same Time Last Year**

YTD 2024-25

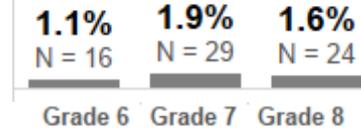
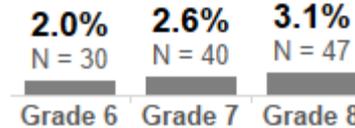
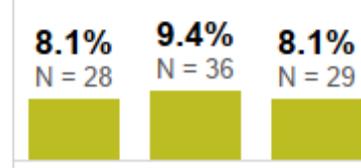
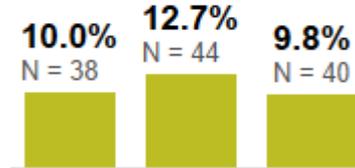
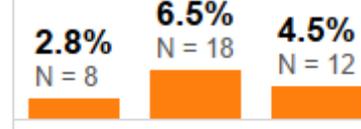
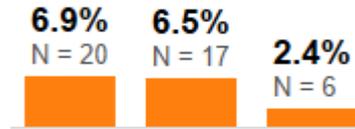
YTD 2025-26

**African American students with IEPs
Suspension rates
for grades 6-8**



Race and Sped

- Not Special Ed - African American
- Not Special Ed - Not African American
- Special Ed - African American
- Special Ed - Not African American



Suspension rates for African American Students with IEPs have decreased in grade 6 by 1.4% and have decreased in grade 7 by 4.2% from 2024-25 to 2025-26.

They have decreased in grade 8 by 1.3%.

To find out how particular schools are doing in the work to reduce suspensions for Disabled Black students, along with other important data, go to our public folder for the March 9th meeting at ousd.org/LCAP.

The CAC has a working group that meets monthly with the Middle School Network to discuss suspensions of Disabled Black Students and how to decrease them.

We would like to hear from schools that are working to support these students.

And to help us advance this work or any of the initiatives of the CAC, you can write to us at cacoakland@gmail.com

Join us at our next meeting on April 13.

We will be in dialogue with staff from After-School Programs and Athletics about how they design their programs and services to ensure disability access.

We want to learn what progress they have made to ensure that disabled students can have access to these programs like their non-disabled peers.

Foster Youth Advisory Committee

At our next meeting, we will discuss discipline practices involving foster youth within our elementary schools.

We will bring together leaders from sites where foster youth have experienced suspensions to discuss discipline practices, review the foster youth discipline policy, and share perspectives and experiences.

These are the questions for the conversation:

What do you find most beneficial about the policy?

What questions do you have?

How can the Foster Youth Advisory Committee partner with you to successfully implement the policy?

Who in OUSD would be most instrumental in supporting schools as they implement this policy?

Join us at our next meeting on
Tuesday, April 28th at 5:30 pm.

This will be our last regular meeting
of the school year.

Meeting details at ousd.org/about-us/districtcalendar

**District English
Language Learners
Subcommittee
(DELLS)**

At our February meeting, we:

- **heard OUSD staff is working to make sure that all English Learners take the *English Language Proficiency Assessment of California* (ELPAC)**
- **learned about what will happen to positions in the office of *English Language Learner and Multilingual Achievement* (ELLMA) and Refugee-Asylee Services**

The next two slides show how the number of newcomer students in OUSD is decreasing.

Some positions are being reduced because they are based on the number of newcomer students at specific schools.

Also: Many of the students that are classified as newcomers this year will not be classified as newcomers next year. Those are students who are in their third year as newcomers.

Total Number of Newcomer Students

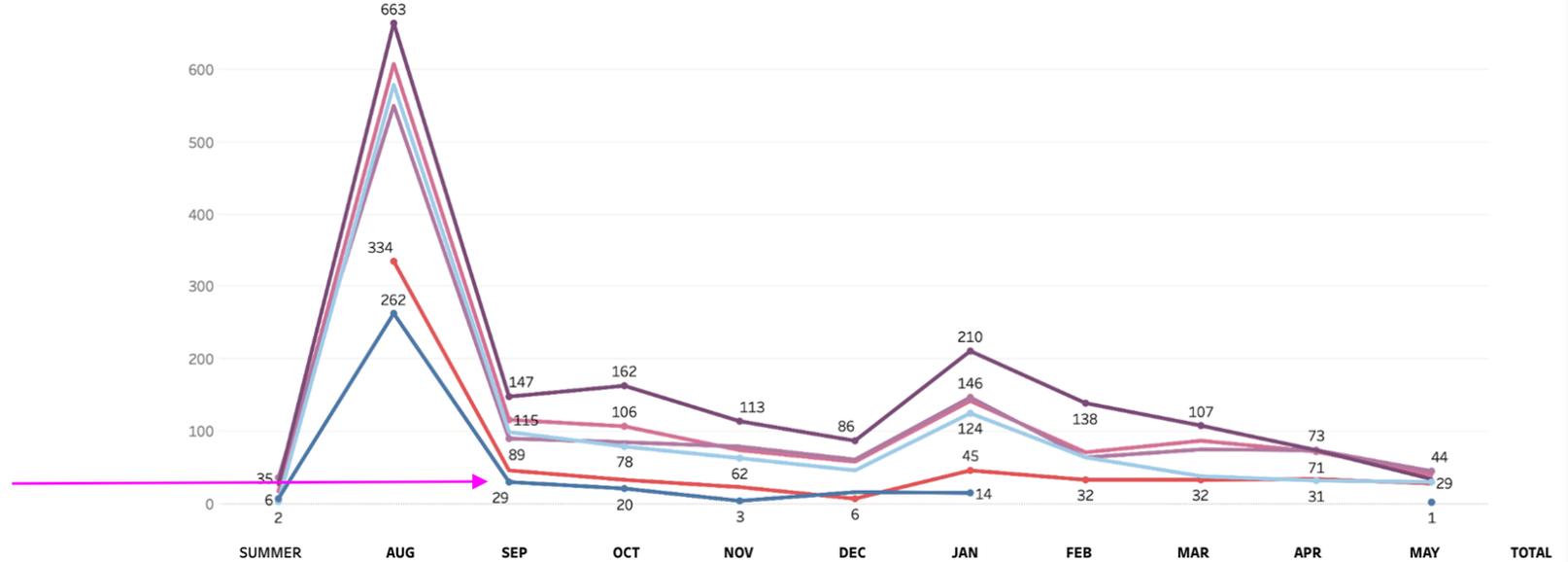
View total number of Newcomers (N0, N1, N2, N3, N4) by district, network, school or demographics. Enrollment data for the current academic year is updated on a daily basis. Enrollment from past years is based on end-of-year student lists. For more information about the data on this dashboard, please email julie.kessler@ousd.org.



Newcomer Enrollment by District Entry Date

This dashboard shows the total number of Newcomer students by district entry date into Oakland Unified School District. Enrollment data for the current academic year is updated on a daily basis. Enrollment from past years is based on end-of-year student lists. For more information about the data on this dashboard, please email julie.kessler@ousd.org.

- 2023-24
- 2022-23
- 2021-22
- 2020-21
- 2019-20
- 2018-19
- 2017-18
- 2016-17
- 2015-16
- 2014-15
- 2013-14



	SUMMER	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	TOTAL
2025-26	6	262	29	20	3	15	14	0	0	0	1	350
2024-25	2	578	98	78	62	45	124	63	37	31	29	1,147
2023-24	26	663	147	162	113	86	210	138	107	73	33	1,758
2022-23	35	549	89	84	78	60	146	63	74	73	44	1,295
2021-22	16	607	115	106	73	57	141	70	86	71	39	1,381
2020-21	0	334	45	32	22	6	45	32	32	33	27	608

The next two slides show:

1. which of the central positions that support English Learners are expected to return in 2026-27 and how they will be funded.

2. what positions each school is expected to get to support the unique needs of newcomer students.

A very special thank you to Julie Kessler, Director of Newcomer and ELL Programs for sharing this information with us.

Estimating ELLMA Support 26-27

Instructional

	Funding	Current	Expected 26-27
Executive Director	OUSD	1	1
Director	OUSD	1	1
Multilingual Coordinator	Grant	0.6	0.5
TK-5th Newcomer Specialist	Title 3	1	1
ELD Coordinator	Grant	1	0
SEAL DL Coach	Grant	1	1
Network Aligned ELL Specialists	Title 3	5	5

Services

	Funding	Current	Expected 26-27
Refugee/Asylee Program Manager	County	1	1
Refugee/Asylee Specialist	Title 1	1	1
Refugee/Asylee Specialist	Grant	2	1
Mam Community Navigator	Grant	1	1

	OUSD
	Grant Funded
	Restricted Funding
	Other

Estimating Centrally Funded Site Based Support 26-27

Elementary

Allendale	0.5 (Vacant)	0.5
Bridges	1	1
EOP	0.5	0.5
Esperanza	0.5	0.5
Franklin	1	0.5
Garfield	0.5	0.5
Global	1	0.5
Greenleaf	0.5	0.5
Highland	0.5	0.5
Hoover	0.5	0.5
ICS	0.5	0.5
Laurel	0.5	0
Lincoln	0.5	0.5
Lockwood STEAM	1	1
Manzanita SEED	0.5	0.5
Markham	0.5	0.5
Melrose Leadership	0.5	0
REACH	0.5	0.5

Secondary

Bret Harte	0.5	0
Roosevelt	.5	0
MPA	0.5	0
Frick	1	0.5
UFSA	0.5	0
Elmhurst	1	1
UPA	0.5	0.5
Fremont	1	1
Ohigh	1	0.5
Skyline	0.8	0
Rudsdale	1	1
OIHS	1	1



= Reduction from this year

Parent leaders also spoke with great emotion about what losing central engagement staff means to them.

Several parent leaders spoke directly to Arcelia Gonzalez, District Family Engagement Specialist for Network 2. They shared their deep appreciation for her work and her great dedication to families. They shared very sadly about losing her support next year.

Link to the Folder with the Presentation & Video:

tinyurl.com/4yddk25h

Join us on at our next meeting on Thursday, March 26th.

These are the questions that we will try to answer:

1. Which schools most need support in reclassifying English Learners? Which schools have the lowest reclassification rates? What could help close the gaps?
2. How can families help meet the goal of reclassification?
3. What is in place for families to support the work of promoting and supporting reclassification?

We will also get information about summer programs.

we are  USD