OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

District Advisory Committees:
Feedback for the 2026-27 Local Control & Accountability Plan

June 2026

Parent & Student Advisory Committee

Members of the LCAP Parent and Student Advisory Committee

Student Members: Lina Nguyen (Skyline), Calupe Kafusi (McClymonds)

D1 Tierney Freed, Matt Glaser, Lanita Mims-Beal, Yvette Montellano

D2 Colin Dentel-Post, Liliana Hernández

D3 Zazzi Cribbs, Brooke Lawson, Kelley Ernst-Friedman, Marlen Ruíz

D4 Lateefa Ali, Nereida Bravo, Colleen Klus, Yolanda Harris

D5 Regina Chales Lorenzo, Luz Gómez, Damien Defils Sr, Mayra Gudiño

D6 Wedad Algahim, JT Mates-Muchin

D7 Damani Jackson, Mayra Cardenas

Appreciations to our Partners

We thank:

Diana Sherman for attending all of our planning meetings and carefully sharing information and context with committee members and participants. We could not do our work without her full partnership.

Troy Christmas for providing simple and accessible explanations for complicated financial information and being a strong friend to the work of committee leaders.

We thank:

Superintendent Saddler for attending all of our meetings this year. This is the first time this has happened in the history of our committee.

We thank our Board liaison, **Director Brouhard,** for participating in our meetings and providing important content whenever requested. Her direct engagement is essential to our work.

We thank:

All of the **staff that make our work possible**: our program manager Cintya Molina, our district interpreters, Ericka Doolittle from the Communications Team, Oufin Saechao from the Board Staff, and others who responded to our requests.

AND MOST OF ALL, the students, parents, staff, and community members who served on our committee and who engaged with each other in our meetings!

Ongoing Feedback for the LCAP

We call attention to PSAC's recommendations for the last two LCAP years. We highlight the ongoing importance of:

1. explaining and discussing the criteria & formulas used to assign any resource or service to particular schools or students. The criteria/formulas should be public and easy to access. Related document for 2026-27: tinyurl.com/54a46kzp
2. clarifying the function of any position (what those positions are intended to do). Historical examples: *Teachers on Special Assignment, STIP Substitutes, etc.*
3. describing and explaining significant non-labor expenditures that appear in the LCAP.

4. discussing all curriculum choices within the LCAP and how the success of specific curricula is evaluated

5. explaining how the success of each action will be evaluated and the indicators that will be used to do so

6. explaining the role of central coordinators and administrators that show up in the LCAP

7. showing the extent to which the services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.

8. explaining why certain Linked Learning pathway programs are located at particular high schools (the vision for access to pathway programs across schools)

9. analysis of how the Discipline Matrix is being implemented, and how we are staffing for behavioral/mental health and safety. This relates to our goal of reducing suspensions.

We are still requesting that an LCAP action be solely dedicated to describing the collaborative work of reducing suspensions.

We want to uplift the recommendations that have not been adopted to date as we prepare to develop a new three-year LCAP for 2027-2030.

Our Process in 2025-26

Our Year at A Glance: Public Meetings & Activities

Aug	Shared PSAC Priorities for 2026-27
Sept	PSAC Orientation Meeting; Elected Members to Vacant Seats
Oct	Discussed the Need for Reductions & Changes to the OUSD Budget; Board Guidance for the Reductions/Changes; and Key Dates in the Process to Develop the LCAP and Budget
Nov	Discussed the budget scenarios that were presented to the Board on 11/19/25 and shared our perspectives about them
Dec	Gathered the perspectives of community members about the proposed budget scenarios; adopted a consensus statement to share with School Board and district leaders.

Our Year at A Glance: Public Meetings & Activities

Jan	Learned what current OUSD general fund investments that are located within school budgets. Understood how those investments were funded and how the funding source affects what can be done within budget development.
Feb	*Focusing on: Goals 1 and 3 of the LCAP, the actions with the largest cost and number of positions, and investments most heavily funded with Supplemental and Concentration dollars:* Discussed tradeoffs between the proposed budget reductions for 2026-27 and investments being preserved or newly proposed Helped to form the *OUSD Multi-Stakeholder Engagement Group*

Our Year at A Glance: Public Meetings & Activities

Mar	Reviewed and discussed changes taking place within the OUSD *Academic Division* for the 2026-27 school year with a focus on the Network Offices, Literacy, Science-Technology-Engineering-Math
Apr	Reviewed and discussed changes taking place within the OUSD *Academic Division* for the 2026-27 school year with a focus on Attendance, Safety, Targeted Strategies, Interpretation, Family Engagement
May	Reviewed and discussed planned revisions to the actions in the *Local Control Accountability Plan* for 2026-27

Lessons from 2025-26

Our **CONSENSUS STATEMENT** from December 2025 stands as a crucial starting point for conversations about how to reshape our district and how to strengthen our LCAP and budget process.

In that statement, we brought attention to:

1. the depth of cuts to special education being proposed

2. the potential of not being able to finance the proposed restructuring

3. the well-intentioned but confusing language that we make cuts that “do not directly impact students in schools”

4. investments in student safety as the highest priority

5. the need to focus on restoring the base budget and to reduce our reliance on reclassifying expenses

6. the cuts to enrollment stabilization and maintenance as counterproductive to fiscal goals

7. the need to consider reductions in salary or furloughs for high-level administrators

8. network consolidations as potentially reducing support for schools without being worth the reductions in expense

9. the need to maintain custodial services

10. the current and encouraging focus on reducing contracts through centralization and internal hires

10. the impossibility of reaching the stated target without cutting school-site and district programming

11. the need to explore the fiscal and community impact of recentering K-6 communities around their local schools

12. the need to develop a needs-based assessment for cuts made to schools

13. If school mergers or closures must happen:

undertaking a thoughtful, community-led, and equitable process that:

- centers the needs of the most at-risk students first, &
- does not compound the harm that has already been done to particular communities

Additional Lessons from our Process this Year

1. We need a clearly outlined and predictable budget process that engages all stakeholders right at the start of the school year.
2. We must not again fall prey to lack of time and be forced to take a reactive stance.
3. We must have time to discuss the impact of decisions.
4. We must dedicate time, effort, and resources to explaining information in simple and manageable ways. The depth and breadth of detail can be overwhelming to stakeholders when presented all at once.

Key Questions

1. What is the line between a normal and an abnormal budget process? Why does every other district develop their budgets so differently from OUSD?

2. What have been the consequences of our unique budget development process that prioritizes autonomous budgeting by schools and departments?

3. What can we learn from best practices in other districts?

Our Most Immediate Ask

Last-minute decisions were made by staff to zero out or drastically reduce particular non-labor expenses in certain LCAP actions. We were not made aware of those decisions at our last PSAC meeting.

Any decision to utilize additional dollars coming into OUSD, must **FIRST** include a public Board discussion of non-labor investments that were reduced or eliminated within the LCAP after our May 20 meeting.

Our Successes

1. We had 60% or more quorum of school representatives from 6 out of 7 electoral districts in our elections, and a historically high representation from electoral district 4. We elected 14 new members.

2. We provided an urgently needed public space to discuss budget decisions and to understand some of the constraints of the budget development process, such as the requirements of particular funding sources.

3. We identified the areas of the LCAP that were most affected by budget decisions and engaged in direct dialogue with staff about the possible impact of those decision and about remaining investments in those areas.

4. We helped to form the *OUSD Multi-Stakeholder Engagement Group* alongside parent leaders from the other two mandated advisory committees of our district.

MSEG is an independent volunteer group of OUSD parent leaders, teachers, classified staff, district staff, and community members preparing for the work of reshaping our district.

Coming Up

Saturday, August 15 Goal-Setting Retreat

Wednesday, August 19 1st PSAC Meeting of 2026-27

Meeting information at www.ousd.org/about-us/districtcalendar

August Engagements of the *Multi-Stakeholder Engagement Group*

Stay informed at ousd-mseg.org

District English Language Learners Subcommittee

Members of the District English Language Learners Subcommittee

Lateefa Ali MLA	**Elham Omar** Lockwood STEAM, PSAC	**Marina Muñoz** Madison 6-12, PSAC
Liliana Hernandez Roosevelt, PSAC	**Wedad Algahim** CCPA, PSAC	**Regina Chales Lorenzo** **Mayra Gudiño** Bridges
Mayra Cárdenas Esperanza	**Sonia Espejel** Korematsu	**Juana Peña** ICS
Nereida Bravo Edna Brewer Glenview	**Rosario Dueñas** Global Family	**Erika Santiago** Manzanita Community
Felipe Brindis Prescott		

Our Process

Our Year at A Glance: Public Meetings & Activities

Aug	Met the staff that coordinate support for English Learners; learned about: our rights under the *OUSD Sanctuary Policy* and how the policy works in practice; our rights to language interpretation and translation; the *Parent Notification Letters* that go out to families of English Learners; the requirements for establishing *Site English Language Learner Subcommittees*
Sept	Learn what our new meeting agreement "Speak to Be Understood" means in practice; revisited the topic of Site English Language Learner Subcommittees, discussed and formally adopted our committee goals for 2025-26
Oct	Continued to discuss what our new meeting agreement means in practice; discussed basic start-of-the-year data about English Learners and compared it to the start of 2024-25; found out which schools met their reclassification goals in 2024-25

Our Year at A Glance: Public Meetings & Activities

Dec	Reviewed reclassification data for disabled English Learners with *Individualized Education Programs*; discussed next steps for meeting our goals related to interpretation and translation; discussed how the budget scenarios adopted by the Board could affect support for English Learners
Feb	Learned about the *English Learner Proficiency Assessment of CA*; continued to discuss recent actions to reduce and adjust the OUSD budget and the possible impact of those actions

Our Year at A Glance: Public Meetings & Activities

Mar	Learn about 2026 summer programs and how to participate; found out where language reclassification* rates are the lowest in OUSD schools and how families can help
Apr	learn how the monthly newsletter published by the Office of *English Language Learner and Multilingual Achievement* provides important and information to everyone in our community; discussed changes taking place in 2026-27 budget in the areas of interpretation and family engagement

Our Continuing Recommendations for the LCAP

In line with what we recommended last year,

we ask that you begin to work on the following changes for the new 2027-30 LCAP.

1) Requiring that everyone use disaggregated data for English Learners in all presentations so that we can address equity gaps.

Basic disaggregated data for English Learners:

- by disability/Special Education status,
- by home language,
- by language program

2) Identifing LCAP indicator(s), strategies, and investments that will promote greater support for disabled English Learners on their path to reclassification.

3) Establishing an LCAP action that is solely dedicated to increasing and improving access to language translation and interpretation.

4) Restoring the family engagement team. It is essential to parent participation and leadership within school committees.

5) Focusing on how to ensure that ALL English Learners are receiving daily Designated English Language Development.

We not have data that shows that students enrolled in Special Day Classrooms are receiving designated ELD.

We also need data to demonstrate that all elementary English Learners are receiving it.

Thanks to Nicole Knight,
Amy Stauffer, Arcelia Gonzalez,
Our Interpreters, & Cintya Molina.

And special thanks to all of the parent and family leaders, who are the heart of our work!

Join us at our first 2026-27 meeting on August 27!

We meet on the 4th Thursday of the month with some exceptions for holidays.

Community Advisory Committee for Special Education

Members of the CAC for Special Education

Lateefa Ali, Lena Anthony, Jennifer Blake, Carol Delton,

Ashley Demelo, Cynthia Gutiérrez, Sheila Haynes,

Patty Juergens, Corvetta Kirtman, Alan Pursell,

Joe Manekin, Coriander Melious, Anna Realini, Tiffany Stewart,

Sonia Thatcher, Sayuri Valenza, Inga Wagar, JD Woloshyn

Our Year at A Glance: Public Meetings & Activities

Aug	Special Education Updates: Useful Information for the Start of the School Year; Special Education Goals and Program Highlights CAC Updates: Role of the CAC and its goals for 2025-26; Main Topic: Update on the Hiring of Special Education Staff; Hopes and Dreams for 2025-26
Sept	Special Education Updates: Basic standards for Assigning Classrooms and Spaces; Basic Accessibility Requirements under the *Americans with Disabilities Act* (ADA) CAC Updates: Next Steps in Advancing the Goals of the Committee Main Topic: Listening Session for the *Facilities Master Plan*

Our Year at A Glance: Public Meetings & Activities

Oct	Special Education Updates: Progress Report on Goals CAC Updates: Election of a New Member; How to Move Towards Adoption of the Resolution "School Stability and Belonging for Disabled Students in OUSD" Main Topic: Review of Dollars spent in 2024-25 for specific Special Education services and programs, and changes to budgeted expenses in 2025-26 and 2026-27
Nov	Special Education Updates: Information about Enrollment CAC Updates: Officer Nominations; Food Resources for Families; Launch of Mutual Support Space for Families Main Topic: What is the Work to Ensure that IEPs Are Implemented

Our Year at A Glance: Public Meetings & Activities

Dec	Election of Officers CAC Update: Report from the CAC Universal Design Working Group Special Education Updates: Enrollment Announcements; How to Use *Enrollwise* Main Topic: Proposed Scenarios to Address OUSD's Budget Deficit and Possible Implications for Students and Schools
Jan	CAC Update: Updates about the Budget Development Process; Report from the Universal Design Working Group Special Education Updates: Enrollment Announcements; Information about the Special Education Resource Fair Main Topic: Outcomes from Actions and Investments to Improve Literacy for Disabled Students

Our Year at A Glance: Public Meetings & Activities

Feb	Election of a New Member and Officers CAC Update: In-Depth Discussion of the School Stability & Belonging Resolution; Updates about the Budget Development Process Main Topic: Description and Location of Special Education Programs; Impact of Enrollment Trends
Mar	Special Education Updates: Inclusion Week; Extended School Year and Other Summer Programs; Family Survey; Unified Basketball CAC Update: Transition Conference and Fair; Universal Design Working Group Main Topic: Review of Data to Evaluate Progress on Reducing Suspensions for Disabled Black Students; Impact of Specific Actions to Reduce Suspensions

Our Year at A Glance: Public Meetings & Activities

Apr	Special Education Updates: The State Test (SBAC) and Disability Accommodations & Modifications; Enrollment Report; Local Plan Update CAC Update: In-Depth Discussion of the School Stability & Belonging Resolution; Updates about the Budget Development Process; Launch of In-Meeting Support Space for Families Main Topic: Progress Report: Increasing Access for Disabled Students to After-School Programs and Athletics
May	Special Education Updates: Most Beneficial Partnerships with Other OUSD Departments; School Highlights; Report about Family Survey CAC Update: Report from Day of Action at the Capitol, School Stability & Belonging Resolution; Election of New Member Main Topics: Review of 2025-26 Feedback for the LCAP and Evaluation of Its Impact; Our Hopes & Intentions for 2026-27

We are evaluating the benefit of our participation in the LCAP process.

The LCAP has not been useful as a document or mechanism to plan for the success of disabled students.

For the LCAP to do so, we would need a complete mindset shift from many administrators within our district.

Historically, our recommendations for the LCAP have had minimal impact.

The **Local Control and Accountability Plan** must help all in OUSD plan how we will:

1. increase and/or improve DISABILITY-RELATED SERVICES & SUPPORT for all disabled students. This will impact all outcomes.

2. ensure equitable access to DISABILITY-RELATED SERVICES & SUPPORT for Low Income students, English Learners, Foster Youth, and other focal student groups.

This would require that we always disaggregate our data to show if different groups of disabled students are receiving services and benefiting from them.

3. ensure that disabled students who are also part of other focal student groups **are accessing the TARGETED SUPPORT & SERVICES that they are eligible to receive based on their membership in those groups.**

(For example: based on income, English Learner status, ethnicity, Foster status, reading fluency, etc.)

Again, this would require that we always disaggregate our data to show how different groups of disabled students are receiving services and benefiting from them.

4. design for greater disability accessibility across all programs and services. This is called "universal design" or "inclusive design."

All Disabled students are entitled to participate in all of the educational and socio-emotional experiences that their non-disabled peers enjoy.

Those experiences must be made accessible by design and those who coordinate them must presume the participation of all Disabled students.

The Civil and Human Rights of Disabled Students are expansive.

Those rights intend for the full participation of Disabled children and youth in all educational experiences and all aspects of school life.

Those rights are enshrined in the *American with Disabilities Act*, *Section 504 of the Rehabilitation Act*, and the *Individuals with Disabilities Education Act*.

Page B11 of 46 in the OUSD Local Plan for Special Education outlines the mandate that all in our district plan for disabled students to participate in everything that our district provides.

"Pursuant to EC sections of the 56122 and 56205(a), the SELPA ensures conformity with Title 20 United States Code . . .

Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205 (a)(2)

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children."

The law does not limit the education of disabled children to the discreet goals and disability-related services outlined in their IEPs.

These are our ongoing access and improvement initiatives.

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) Reducing Suspensions for Disabled Black Students in Middle School

3) Implementing *Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities*

Focal Areas: After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

4) **Measure N/H Funding and Work-Career Opportunities for All Disabled Young Adults, including those in the Young Adult Program**

5) **Sufficient Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, and Instructional Support Specialists**

6) **School Board Legislative Priorities Related to Special Education: Requirements for Charter Schools, Funding for Students with Intensive Services**

7) **Defining and Promoting Universal Design in OUSD**

We appreciate and recognize:

→ **the tireless work and dedication of our Special Education administrators: Jennifer Blake, Rain Johnson, and others.** The breadth and depth of the information they provide, and their responsiveness to families within our meetings, are truly remarkable.

→ **the very strong partnership of our Board liaison, Director Latta.** She has been essential to moving our work forward and does not miss an opportunity to collaborate and be in dialogue with the members.

→ **and all of the staff, parents, students, and community members who make our collective work possible!**

Join us at our first meeting on Monday, August 17!

We meet regularly on the 2nd Monday of the month, with a few exceptions.

Foster Youth Advisory Committee

Our Members

Students, Foster Parent/Caregivers: 1) **Patty Juergens** (La Escuelita), 2) **RocQuel Johnson** (OUSD Graduates), 3) **Tara Gard**

Community Members: 4) **Kristin Windley** (EBCLO)

OUSD Foster Youth Services: 5) **Jennifer Tam** (FYS Coordinator–Ex Officio), 6) **Anthony Bell** (OUSD FY Case Manager), 7) **Jesse Miller** (OUSD FY Case Manager), 8) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff and Leaders: 9) **Jerome Gourdine (**Office of Equity), 10) **Michell McKnight** (Dewey, Office Manager) 11) **Vancedric Williams** (School Board, Ex-Officio), Tara Gard is also a central administrator

This year has been largely dedicated to promoting full implementation of the policy changes adopted by the School Board last year to prevent foster youth suspensions. tinyurl.com/3crvr8us

Our focus on this work is essential. It surfaces and helps to address the most urgent needs within the school experience of foster youth.

The policy changes are intended to ensure that:

1) pre-suspension interventions take place,

2) staff communicates and collaborates with the foster youth's adult team and the foster youth themselves,

3) specific post-suspension actions are taken to prevent recurring suspensions and strengthen the connection that foster youth have to their schools.

Related End-of-Year Data

Foster Youth in OUSD by Grade Level

Grade Level	End of Year 2025-26	December 2025	September 2025	End of Year 2024-2025
Elementary	81	69	69	54
Middle	20	20	19	28
High	61	65	71	79
Total	**162**	**154**	**159**	**161**

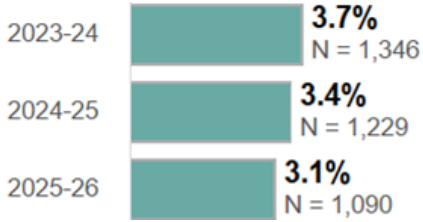
Disabled Foster Youth with IEPs by Grade Span End of Year Data

Grade Level	Total	% of foster students in that grade level
Elementary	37	45.7%
Middle	10	50%
High	28	45.9%
Total	**75**	**46.3%**

End of Year Suspension Data

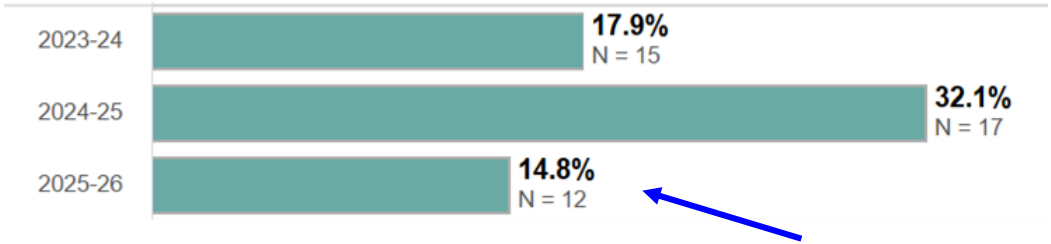
Suspended Foster Students

Suspended Students Who Are Not Foster Youth



End of Year Suspension Data

Suspended Foster Students with IEPs



Foster Youth with IEPs make up 57% of all foster youth suspensions (12 out of 21)
They made up 61% of all foster youth suspensions last year. (17 out of 28)

The percentage of Foster Youth with IEPs as part of the overall enrollment of foster youth increased from about 39.1% at the end of last year to 46.3% at the end of this school year.

Thanks to the Foster Youth Services Team, our program manager, our district and community partners, our members, and all those who collaborate for the success of foster youth!

See you at our public meeting on Tuesday, August 25!
We meet regularly on the last Tuesday of the month with some exceptions for holidays.

Information about all committees at ousd.org/LCAP
Meeting details at ousd.org/calendar

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