



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Meeting of the LCAP Parent & Student Advisory Committee (PSAC)

Wednesday, April 16, 2025

Interpretation Instructions

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị
أهلاً بك ⇔ 歡迎

Please do not change settings until instructions are given.

-

Por favor NO cambie la configuración hasta que se le indique.

在講解說明之前，請不要更改設置。

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Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

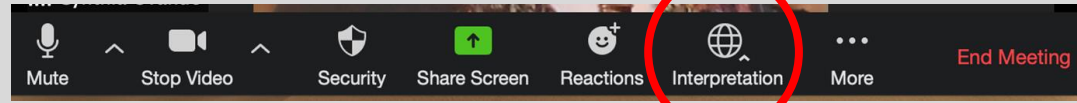
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يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

Interpretation ↔ Interpretación

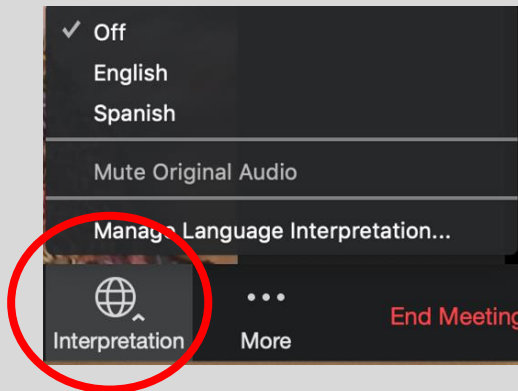
1 Go to Controls

Vaya a los controles



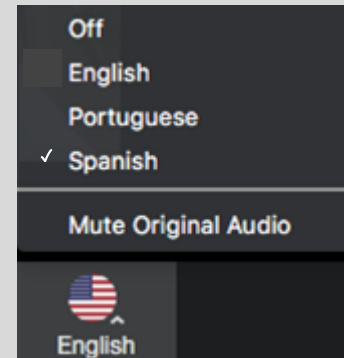
2 Click “Interpretation”

Clic en “Interpretación”



3 Choose a Language

Escoja un idioma



If you do not see the interpretation icon on your phone screen:

Si no ve el ícono de interpretación en la pantalla de su teléfono



1) Tap on the three dots at the end of the meeting controls.

Toque sobre los **tres puntos** al final de los controles para la junta.

2) Tap on "Language Interpretation" and choose your language.

Toque sobre "**Language Interpretation**" y escoja su lenguaje.

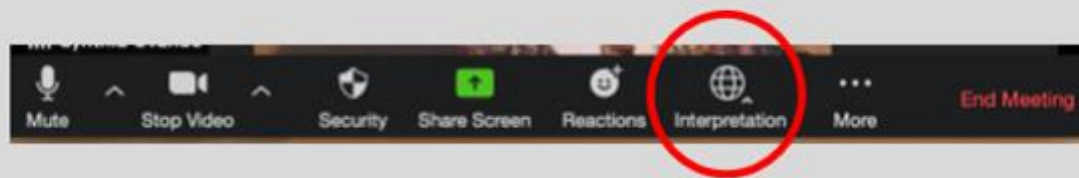
3) Tap on "Mute Original Audio" and then on "Done."

Toque sobre "**Mute Original Audio**" y después sobre "**Done.**"

Interpretation / Interpretación / 翻譯

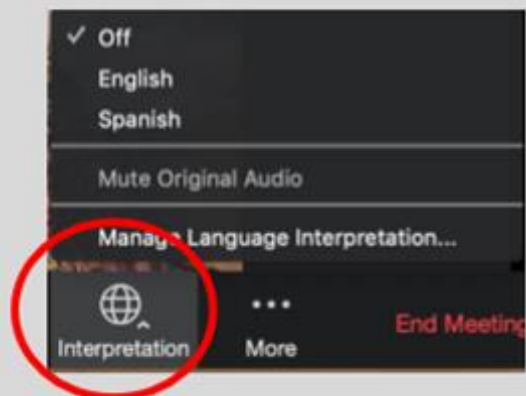
1 Go to Controls

Vaya a los controles | 控制鍵



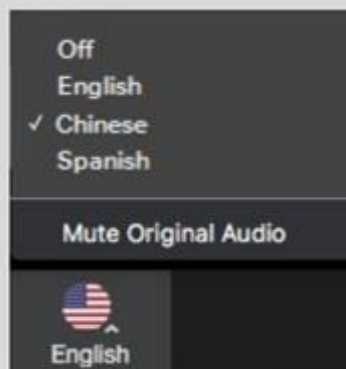
2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



3 Choose a Language

Escoja un idioma | 選擇一種語言



If you do not see the interpretation icon on your phone screen:

若你不能夠在電話屏幕見到傳譯圖像：

1) Tap on the **three dots** at the end of the meeting controls.

點擊會議控制鍵後面的三點。



2) Tap on "**Language Interpretation**" and choose your language.

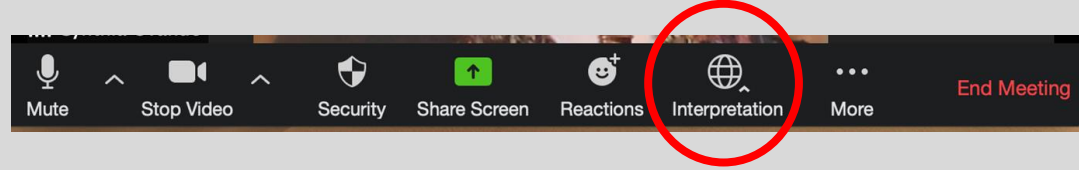
點擊『語言翻譯』，然後挑選你的語言。

3) Tap on "**Mute Original Audio**" and then on "**Done.**"

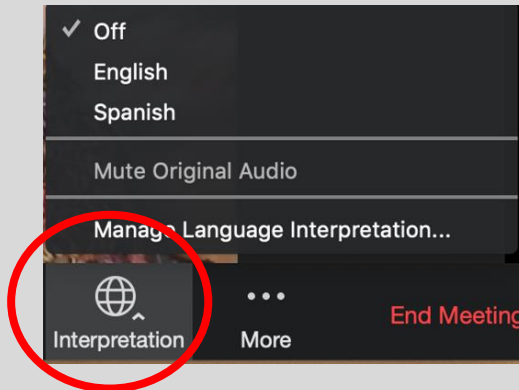
點擊『原音頻靜音』，然後點擊『完結』。

الترجمة

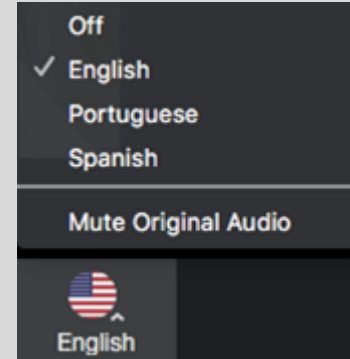
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"

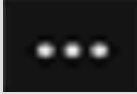


3 أختار اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



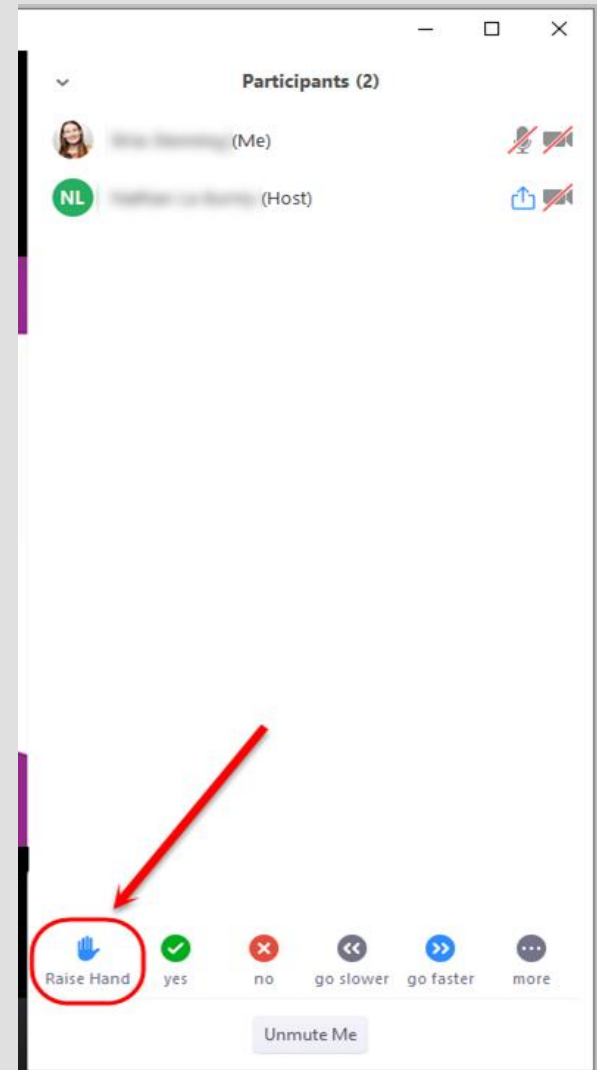
2) اضغط على "ترجمة اللغة" واختر لغتك.

3) اضغط على "كتم الصوت الأصلي" ثم على "تم."

¿Puede oír al intérprete?
Can you hear the interpreter?



Levante la mano
Raise your hand



¿Puede oír al interprete?
你能否聽到傳譯員嗎？



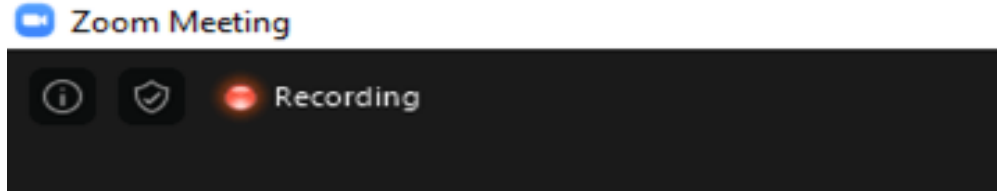
Levante la mano | 舉起你的手



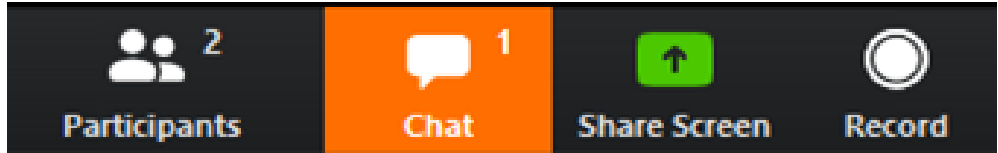
Security Instructions

General Instructions

We are recording.



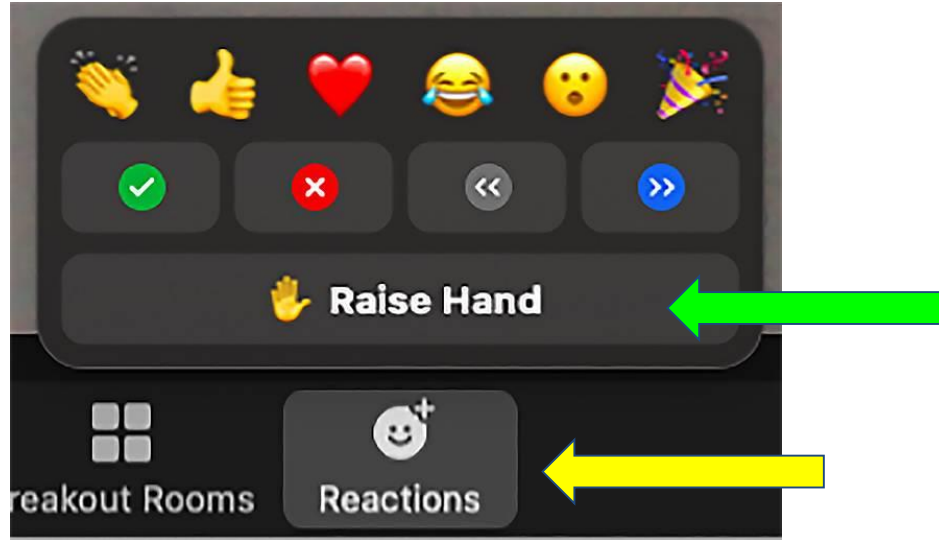
We invite you to use the chat.



Reminder: We can see and hear **EVERYONE.**

Please keep your sound turned off until you ask a question or make a comment.

Please raise your hand to speak.



Who Is Helping Us Tonight!

Facilitators	Tierney Freed Caitlin Khurshid
Timekeeper	Michelle Leonce-Coker
Notetaker	Cintya Molina
Zoom Host	Raquel Jimenez
Chat Monitor	Michelle Leonce-Coker Melissa Ramírez-Medina
Link Monitor	Melissa Ramírez-Medina

Thank you!

Welcome & Opening



Highlights from our March 19 Meeting

Caitlin Khurshid,
PSAC Lead Delegate (D1)

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

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

Our aim was to hear suggestions from principals and others about how to best implement those changes and help answer any outstanding questions about those changes.

To help shape our discussion, we asked principals to fill out a one question ranking survey so that we could focus on what they identified as most important. We also gave them the opportunity to share their comments and questions.

By holding this dialogue, we would better understand how principals and schools are experiencing these changes across OUSD.

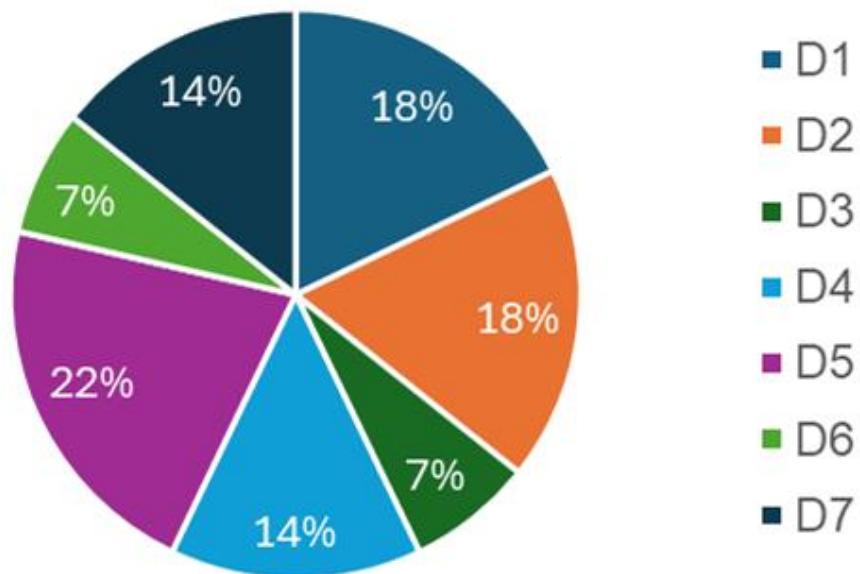
Link to the Full Report:

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

tinyurl.com/4vdvkfzu

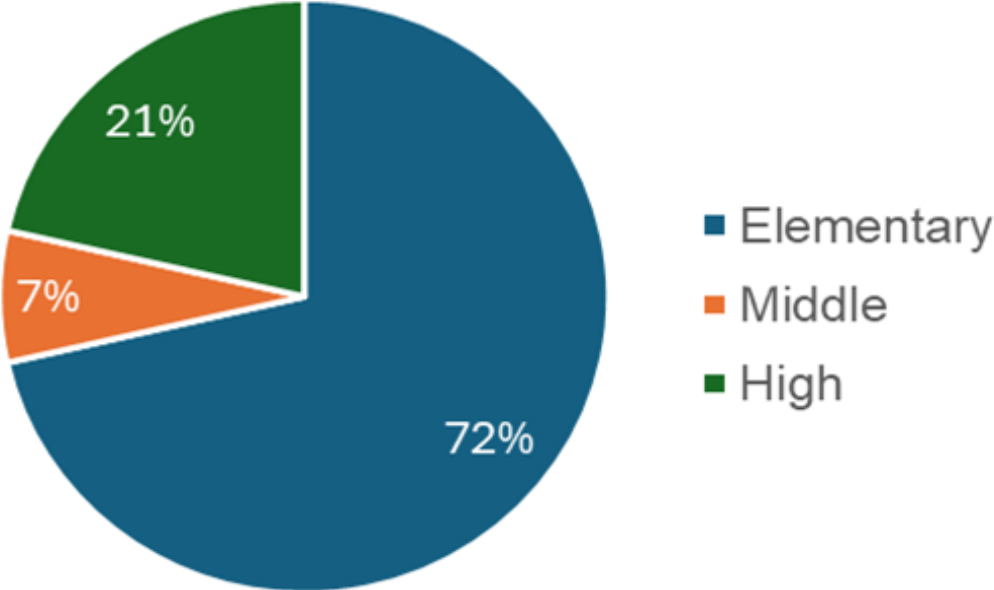
Participation

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

→ **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

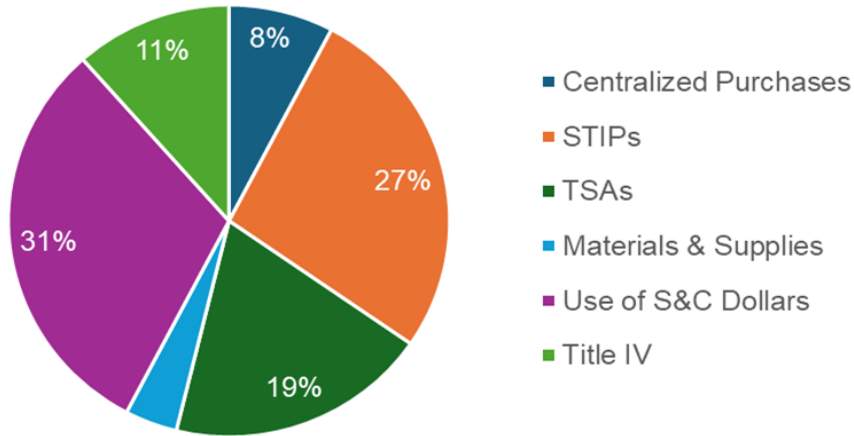
Maintaining Assistant Principals

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

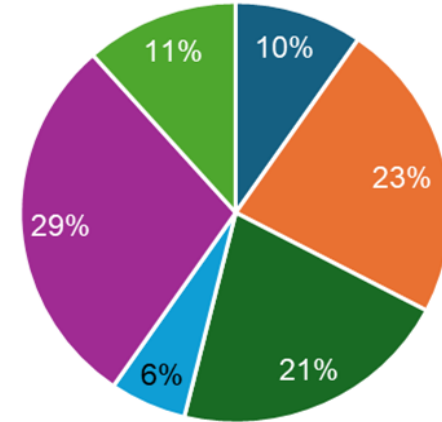
MTSS: Multi-Tiered System of Support

COST: Coordination of Services Team

Responding with a 1: Highest Number of Questions and Concerns



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



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.

The following slides have 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

If you would like to review the presentation, notes, and recording from this and other meetings, go to our public folder at ousd.org/LCAP

Meeting Goals

Tierney Freed, PSAC Lead Delegate (D1)

Tonight, we will:

1. Understand how the actions and investments in the 2024-27 LCAP changed after the School Board adopted budget reductions and adjustments for 2025-26
2. Discuss PSAC's next steps for developing their feedback for the LCAP and budget
3. Get updates from district advisory committees about work in their priority areas

Review the Agenda

Review Our Agreements

Our Agreements



One microphone	Take space; make space
Honor the agenda	Tough on problems; easy on people
Listen to understand	Offer solutions

Roll Call

Members of the LCAP Parent and Student Advisory Committee

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

D1 Caitlin Khurshid (Chabot), Sami Goski (Sankofa), Tierney Freed (Peralta),
Michelle Leonce-Coker (Interim)

D2 Colin Dentel-Post (Cleveland), Liliana Hernández (Roosevelt, DELLS)

D3 Zazzi Cribbs (Prescott), Tiffany Hampton-Amons (Westlake)

D4 Melissa Ramírez-Medina (Bret Harte, DELLS), Ms.Shelley González (Edna Brewer)

D5 Virginia Gilbert (Fruitvale), Regina Chales Lorenzo (Bridges, DELLS),
Regina Bellow (Fremont), Luz Gómez (Manzanita SEED, DELLS)

D6 Elham Omar (Lockwood), Tanisha Rounds (Interim, CCPA), Wehad Algahim
(Lockwood, DELLS), JT Mates-Muchin (Skyline)

D7 Ché Phinnessee (Reach), Marina Muñoz (Madison 6-12, DELLS)

Quorum: 11



**Welcome SSC & SELLS
Parent Members!**

**PARENT MEMBERS of School Site Councils and
Site English Language Learner Subcommittees:**

Please let us know that you are here by writing your name, the name of your school, and your committee in the chat.

If you cannot use the chat, raise your hand to let us know out loud that you are here.



Other Participants: Welcome!

Introduce yourself in the chat.
Tell us the name of your school,
department, or organization.

Committee Updates

**LCAP Update:
Impact on the LCAP
of the Budget Adjustments
for the 2025-26 School Year**

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

The School Board adopted 28 budget adjustments (solutions) in December of 2024. The list of the 28 adjustments is included with gray shading in the slides that follow this section. You can use [this link](#) to jump to that section.

As we review each of the LCAP goals and actions, we will only highlight the budget adjustments that significantly affected the actions and their related investments.

LCAP Goal 1:

**All students graduate
college, career, and
community ready.**

Title of Actions under Goal 1

1.1: Strong Readers: Early Literacy & Secondary Literacy

1.2: Excellence in Science, Technology, Engineering & Mathematics

1.3: Equitable Access to a Broad Course of Study

1.4: Visual & Performing Arts

1.5: Early Childhood Learning

1.6: Multilingual Programs

1.7: College & Career for All

Title of Actions under Goal 1
1.8: Counseling & Equitable Master Scheduling
1.9: Data-Driven Decision Making
1.10: Network-Based School Supports
1.11: School Improvement

Guiding Questions for the Goal-by-Goal Review

Did this budget adjustment impact/change any action or investment listed under this goal?

Name the action, the change in the investment(s), and possible changes in the strategies that are described within the action.

Examples: impact of the absence of a particular role, change in the scope/reach of the action, duration of the action, etc.)

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

Notes

Eliminate Management Positions in Senior Leadership Team

Notes

Reduce Additional Staffing at School Sites beyond some strategic positions

Notes

Centralize Materials and Supplies

Notes

Reduce Allocations of Cash to Schools

[Reduce the amount of Supplemental & Title IV funding sent directly to school budgets. Redirect those dollars to assistant principals, electives teachers, compensation increases, and the Multi-Tiered System of Support (MTSS) strategy]

Notes

Revise the Formula Used to Assign Staff to Schools Centrally [This connects to reducing the allocation of cash to schools. The formulas include Assistant Principals, Noon Supervisors, Attendance Specialists]

Notes

Reduce Consultant Contracts

Notes

Spend Down All Reserves in Parcel Taxes for 2025-26 (Measures G, G1, and H)

Notes

Eliminate or significantly reduce the use of extended contracts for certificated employees
(evaluate what employees are being asked to do beyond their standard assignment)

Notes

Eliminate Teachers on Special Assignment that are funded with ongoing dollars (except as required by contracts and MOUs)

Notes

Eliminate 80% of Vacancies by Job Classification OR Create Minimum Vacancy Pool by Job Classification (Centralized Strategy)

Notes

12-Month Community Schools Managers and Case Managers become 11-Month or 10-Month

Notes

Eliminate or significantly reduce the use of Overtime for Classified employees (except for Emergency core services, Building & Grounds for repairs, Custodians to cover vacancies, Payroll)

Notes

Review master schedules so that there is consistency and equity across schools. Explore funding an additional period of instruction centrally, instead of through individual school budgets.

Notes

Eliminate positions that were funded for one year through carryover Supplemental & Concentration (S&C) dollars:

Assistant Principals at High Need Schools (3.2 m S&C); 11-Month Teachers at Select High Schools (1.3 m S&C); Electives Teachers for Students Required to Take English Language Development-ELD (3.9 m S&C); Teachers for Late-Arriving Newcomer Students (1.8 m S&C); Teachers for Late-Arriving Continuation Students (1.5 m S&C)

Notes

LCAP Goal 2:

**Within three years,
focal student groups
will demonstrate
accelerated growth to
close our equity gap.**

Title of Actions under Goal 2

2.1: African American Student Achievement

2.2: Latino & Native American Student Achievement

2.3: Arab, Asian & Pacific Islander Student Achievement

2.4: Students with Disabilities Achievement

2.5: Low-Income Student Achievement

2.6: Unhoused Student Achievement

2.7: Foster Youth Achievement

Title of Actions under Goal 2
2.8: English Learner Achievement
2.9: Long-Term English Learner Achievement
2.10: Newcomer Student Achievement
2.11: Alternative Education
2.12: Expanded Learning Opportunities

Guiding Questions for the Goal-by-Goal Review

Did this budget adjustment impact/change any action or investment listed under this goal?

Name the action, the change in the investment(s), and possible changes in the strategies that are described within the action.

Examples: impact of the absence of a particular role, change in the scope/reach of the action, duration of the action, etc.)

**The review process that
was outlined for Goal 1
repeats for this goal.**

LCAP Goal 3:

Students and families are welcomed, safe, healthy, and engaged in joyful schools.

Title of Actions under Goal 3

3.1: Safe & Welcoming Schools

3.2: Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

3.3: Student Health & Wellness

3.4: Behavioral & Mental Health

3.5: Attendance Supports

3.6: Youth Engagement & Leadership

3.7: Community Schools

Title of Actions under Goal 3
3.8: Quality Learning Environments
3.9: Family Partnerships & Language Access
3.10: Enrollment Supports
3.11: District Communication

Guiding Questions for the Goal-by-Goal Review

Did this budget adjustment impact/change any action or investment listed under this goal?

Name the action, the change in the investment(s), and possible changes in the strategies that are described within the action.

Examples: impact of the absence of a particular role, change in the scope/reach of the action, duration of the action, etc.)

**The review process that
was outlined for Goal 1
repeats for this goal.**

LCAP Goal 4:

**Our staff are high quality,
stable, and reflective of
Oakland's rich diversity.**

Title of Actions under Goal 4

3.1: Safe & Welcoming Schools

3.2: Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

3.3: Student Health & Wellness

3.4: Behavioral & Mental Health

3.5: Attendance Supports

3.6: Youth Engagement & Leadership

3.7: Community Schools

Title of Actions under Goal 3
3.8: Quality Learning Environments
3.9: Family Partnerships & Language Access
3.10: Enrollment Supports
3.11: District Communication

Guiding Questions for the Goal-by-Goal Review

Did this budget adjustment impact/change any action or investment listed under this goal?

Name the action, the change in the investment(s), and possible changes in the strategies that are described within the action.

Examples: impact of the absence of a particular role, change in the scope/reach of the action, duration of the action, etc.)

**The review process that
was outlined for Goal 1
repeats for this goal.**

Budget Solutions from December 2024

	Option	Amount (in millions)
1	Centralize purchases and contracts (examples: copier contracts, mail, fleet management)	.6 U
2	Eliminate management positions in Senior Leadership Team departments	1.0 U 2.0 R
3	Reduce additional staffing to school sites beyond some strategic positions	1.0 U
4	Centralize materials and supplies	1.0 U

U: Unrestricted dollars R: Restricted Dollars

Budget Solutions from December 2024

Options 5 and 10 are connected.

	Option	Amount (in millions)
5	Reduce allocations of cash to schools OUSD has had the practice of sending cash amounts directly to schools to be managed by school administrators and school site councils. Those decisions will now be made centrally.	2.0 U
10	Revise the formula that is used to assign staff to schools centrally (to eliminate cash allocations to schools with a few exceptions)	6.0 U 4.0 R

Budget Solutions from December 2024

Additional Details about Option 10

	Option
10	<p>Put in place a ratio for noon supervisors of 1 for every 60 students.</p> <p>Larger schools might receive additional noon supervisor staffing while smaller schools might receive less and might have to pull together (consolidate) lunch periods to have the right number of students.</p>

Budget Solutions from December 2024

Additional Details about Option 10

	Option
10	<p>Goal: a more consistent way of assigning Assistant Principals based on enrollment.</p> <p>Assistant Principals would be eliminated at some small schools based on their enrollment. <i>We will revisit the December 2nd presentation for clarity about this description.</i></p>

Budget Solutions from December 2024

Additional Details about Option 10

	Option
10	<p>Attendance Specialist at schools with high rates of absences, chronic absenteeism and unverified absences. [Most schools purchase attendance specialist time with dollars assigned to them, but they will no longer receive those dollars.] At secondary schools, case managers will support returning students to attending school regularly. Smaller schools will see a reduction in their Attendance Specialist positions.</p>

Budget Solutions from December 2024

	Option	Amount (in millions)
6	<p>Reduce consultant contracts</p> <p>A consultant is a professional that offers advice and expertise to an organization so that they can improve their performance. Consultants are hired to offer their services temporarily under a contract. They are not employees of the organization.</p>	2.0 U 4.0 R

Budget Solutions from December 2024

	Option	Amount (in millions)
7	<p>Spend down all reserves in parcel taxes for 2025-26 and 2026-27 (Measures G, G1, H) <i>also spend down S&C</i></p> <p>When districts and communities want to increase funding for its local schools, they can place a parcel tax on the ballot for voters to approve.</p> <p>A parcel is a division of land (a plot of land). A parcel tax is a type of property tax collected from the owners of parcels.</p> <p>Parcel taxes have a specific use for a specific amount of time and, unlike other property taxes, are <u>not</u> based on the value of the property.</p>	2.0 U 20.5 R

Budget Solutions from December 2024

	Option	Amount (in millions)
8	<p>Eliminate or significantly reduce the use of extended contracts for certificated employees (evaluate what employees are being asked to do beyond their standard assignment)</p> <p>An extended contract is an agreement between a school district and a teacher (or other certificated employee) to officially continue a contract beyond its original end date or beyond the number of hours allowed in the contract. It allows them to teach or serve students and staff for additional time.</p>	2.3 U 11.7 R
9	Increase Average Daily Attendance by 3%	3.7 U

Budget Solutions from December 2024

	Option	Amount (in millions)
11	Eliminate Teachers on Special Assignment (TSAs) that are funded with on-going dollars except as required by contracts and MOUs [<i>Memorandums of Understanding</i>]	10.6 U 24.0 R
14	Set a target to increase staff attendance (there is currently an increase in requests for substitutes)	

Budget Solutions from December 2024

	Option	Amount (in millions)
12	Eliminate 80% of Vacancies by Job Classification OR Create Minimum Vacancy Pool by Job Classification (Centralized Strategy)	12.8 U 18.6 R
13	Alternative to #12: Hiring Freeze OR Permanently Eliminate Positions that Have Been Historically Vacant	21.9 U 51.8 R

Budget Solutions from December 2024

	Option	Amount (in millions)
15	Strategy to Use Vacant Properties (Examples: Lease, Development, Sale)	
16	12-Month Community Schools Managers and Case Managers become 11-Month or 10-Month	.6 U 1.3 R

Budget Solutions from December 2024

	Option	Amount (in millions)
17	Convert some 11-Month or 12-Month Positions to 10-Month (Community Schools Managers, Case Managers). Summer services will be provided to students through the summer school budget.	1.0 U 1.5 R
18	Revise how FTE* (Full-Time Equivalent) and other allocations are assigned to schools. Develop a Quality Schools Model for assigning them.	

*FTE is the number of hours considered full time work.

1 FTE = 1 employee working full time

An employee that works 80% of full time is counted as .8 FTE.

Budget Solutions from December 2024

	Option	Amount
20	Evaluate the cost of using Non-Public Agencies and consultants versus developing existing or new positions to do the same work	
21	Special Education services are currently funded only through what are called Base dollars. There are not enough of those dollars. Some of the support students with IEPs receive could be funded through Supplemental and Concentration dollars as appropriate.	

21 Longer Explanation

The contribution to Special Education comes from Base funds. Some of what is covered through that contribution should also come from Supplemental and Concentration funds. Base dollars cannot support all of the investments that are currently being provided to students under Special Education, nor it is appropriate for only those dollars to do so.

Students who receive Special Education have layered needs beyond their Base Special Education program. (For example: behavioral health and social-emotional supports, English Language Development, etc.) We must account for those needs outside of Individualized Education Programs, as we do for all students who receive supplemental support.

Doing this, would also help us contain the Special Education costs that are being covered by Base funds as we deepen Special Education quality and increase the efficient use of all resources.

Budget Solutions

	Option	Amount
22	Re-organize (re-align) salaries for principals based on the size of the school (large school or small school) so that there is greater equity in salaries.	.3 U
23	Eliminate or significantly reduce the use of Overtime for Classified employees. Eliminate Overtime except for Emergency core services (Building & Grounds for repairs, Custodians to cover vacancies, Payroll)	2.0 U .8 R

Budget Solutions from December 2024

	Option	Amount
24	Review master schedules so that there is consistency and equity across schools. Explore funding an additional period of instruction centrally, instead of through individual school budgets.	2.0 U
25	Pay the 2025-26 OUSD Loan Payment in 2024-25	2.0 U

Budget Solutions from December 2024

	Option	Amount
26	<p>Possibly eliminate 2024-25 positions that were funded for one year through carryover Supplemental & Concentration (S&C) dollars:</p> <ul style="list-style-type: none">-Assistant Principals at High Need Schools (3.2 m S&C)-11-Month Teachers at Select High Schools (1.3 m S&C)-Electives Teachers for Students Required to Take English Language Development-ELD (3.9 m S&C)-Teachers for Late-Arriving Newcomer Students (1.8 m S&C)-Teachers for Late-Arriving Continuation Students (1.5 m S&C)	12.3 U

Budget Solutions from December 2024

	Option	Amount
27	OUSD will exit the Health Benefits Governing Board to allow analysis and recommended changes to benefit packages that can be negotiated with Labor Unions.	
28	OUSD Safety Investments. Establish a funding methodology and practice for safety needs. <i>A Post-mortem analysis not been done since the closure of the police department.</i> <i>Post-Mortem Analysis: Type of analysis that helps identify what went well and what could be improved, and to learn from past incidents.]</i>	

PSAC Next Steps

**Announcements,
Appreciations,
Public Comments**