OAKLAND UNIFIED SCHOOL DISTRICT

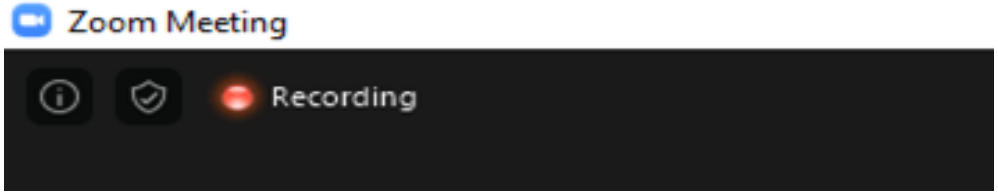
Community Schools, Thriving Students

Regular Meeting of the **Community Advisory Committee for Special Education** (CAC)

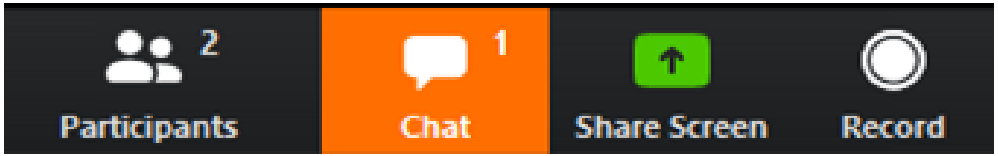
December 8, 2025

This meeting is being recorded // Esta junta se está grabando.

We are recording.



We invite you to use the chat.



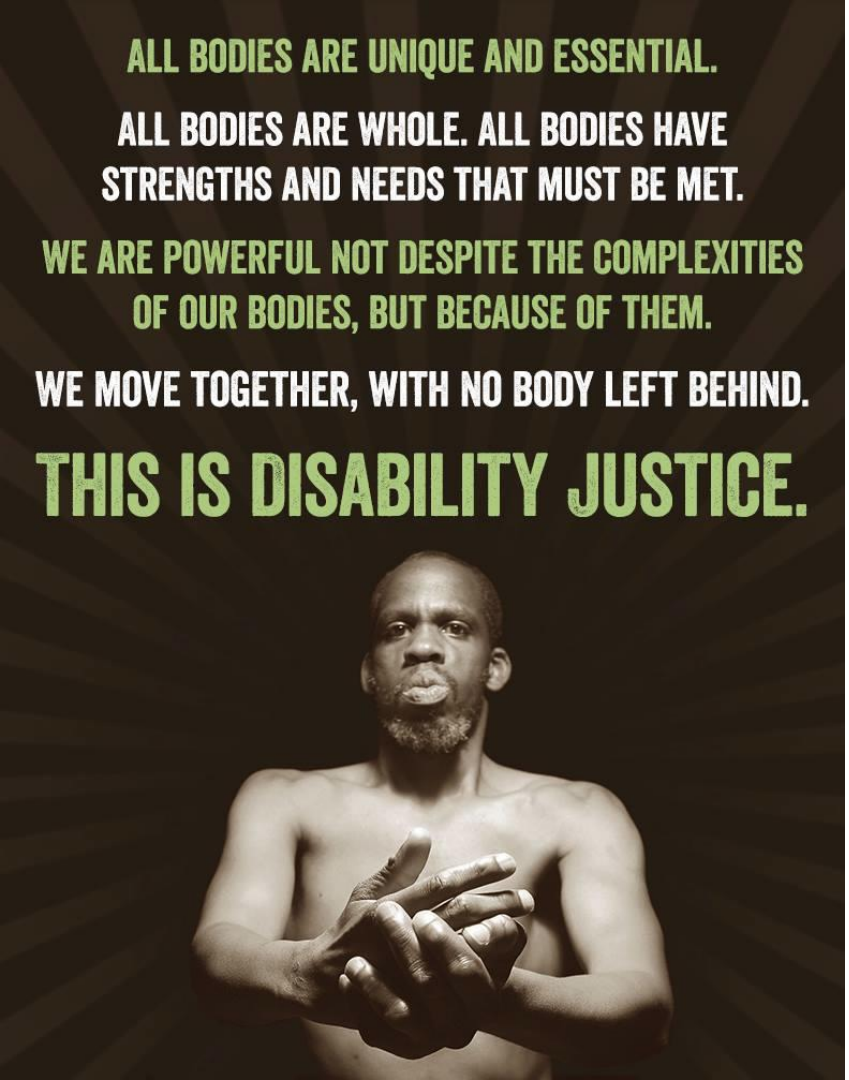
Reminder: We can see and hear EVERYONE.

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

And, please raise your hand to speak.

Security Instructions

You can find links for tonight's documents at ousd.org/LCAP . The folder for the **Community Advisory Committee for Special Education** is at the bottom of the page. Look inside for today's date.



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.

Meeting Goals and Agreements

Tonight, we will:

1. hear updates about the current initiatives of the CAC
2. Get timely information from the Special Education Department about the school enrollment process, the *Enrollwise* platform, and the Special Education Program Guide.
3. Review the budget scenarios to address OUSD's budget deficit and discuss their implications for disabled students and all students

The members of the CAC will also elect those will serve as officers in 2026.

Our Agreements

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

Review of the Agenda

6:00 20 mins.	**Welcome, Goals, Agreements, Agenda, Introductions, Roll Call**
6:20 25 mins.	**CAC Member Updates; Elections for Officer Positions**
6:45 15 mins.	**Special Education Updates**
7:00 10 mins.	**Break**
7:10 70 mins.	**Presentation & Discussion: Budget Scenarios for 2026-27 and Implications for Students**
8:20 10 mins.	**Announcements, Appreciations, & Public Comments**

The Special Education Leadership Team

Who Is Here Today?

This meeting is being recorded // Esta junta se está grabando.

Executive Director

Jenn Blake, Executive Director, Special Education and Health Services
Jennifer.Blake@ousd.org

K-12 School Support

Dr. Betty Lin
Betty.Lin@ousd.org
Director, Early Childhood

Micaela Reinstein
micaela.reinstein@ousd.org
Director, Elementary Programs

Liana Nelson
liana.nelson@ousd.org
Coordinator, Elementary Programs [Networks 3 & 4]

Cary Kaufman
cary.kaufman@ousd.org
Director, Middle School Programs and Legal Support

Stephen Raser
stephen.raser@ousd.org
Director, High School Programs

Transition Services

David Cammarata david.cammarata@ousd.org Director, Career-Transition Services	**Jake Hall** james.hall@ousd.org Principal, Young Adult and Transition Services

Related Services

Anne Zarnowiecki Anne.Zarnowiecki@ousd.org Director, Related Services (SLPs, OT, PT, Low Incidence)	**Lo Birdee** **Lobirdee.Rivera@ousd.org** **Coordinator, Related Services**	**Dr. Stacey Lindsay** Stacey.Lindsay@ousd.org Director, Psychological and Mental Health Services

SELPA, IEP Quality, and Access

Aruna Subramanian aruna.sokol@ousd.org Coordinator, Disability Access	**Rain Johnson** rain.johnson@ousd.org SELPA Director [Nonpublic, Private, Child Find, Governance, and Contracts]	**Peggy Forbes** peggy.forbes@ousd.org Program Manager, IEP Quality

Click Here to view the Special Education Teacher on Special Assignment caseloads for 2025-26 in case you need to contact a member of our team about your child's special education services.

Welcome everyone!

Please introduce yourself in the chat with your name and the name of your school, program, role, and/or organization.

You can also share the disability categories or identities with which you are most familiar from personal or family experience.

About Us:
The Community Advisory Committee for Special Education

What We Do

As CAC members, we:

→ help to develop, amend, & implement the *Local Plan for Special Education* alongside other parents and community members

→ identify annual priorities for the plan

→ support many activities that benefit disabled students, and

→ encourage the inclusion of disabled students and their families in the *Local Control and Accountability Plan* (LCAP*)

**The LCAP is the 3-year plan that describes OUSD's vision, goals, actions, and budget to improve student outcomes.*

Who We Are

Who can be part of the CAC?

Parents of disabled students in public or private schools

Parents of other students

Disabled students and adults

General Education teachers

Special Education teachers

Other school personnel

Representatives of other public and private agencies

Persons concerned with the needs of disabled people

EVERYONE!

Source 30 EC 56192

For additional information about the CAC:

[CAC Orientation]

tinyurl.com/4p3d7wh9

We meet on the 2nd Monday of each month except in October when there is a holiday.

Our next meeting will be on December 8th.

You can go to ousd.org/about-us/districtcalendar for Zoom links and other meeting information.

You can become a CAC member at any time.

If you are interested, contact Cintya Molina at 510-491-6069 or cintya.molina@ousd.org.

Nominees must attend a minimum of 3 CAC meetings to become CAC members.

To be added to the Google Calendar invitation for our meetings, you can also write an email or text message to Cintya Molina at cintya.molina@ousd.org or 510-491-6069.

Follow Us and Stay Connected!

tinyurl.com/yem3h3a6

This link and QR code leads to
CAC addresses, pages, and links.

Roll Call

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony,
Mike Beebe, Jennifer Blake, Carol Delton, Ashley Demelo,
Cynthia Gutiérrez, Sheila Haynes, Denise Huffstutler,
Patty Juergens, Corvetta Kirtman, Alan Pursell, Joe Manekin,
Coriander Melious, Anna Realini, Tiffany Stewart, Sonia Thatcher
Sayuri Valenza, Inga Wagar, JD Woloshyn, Kristen Zimmerman

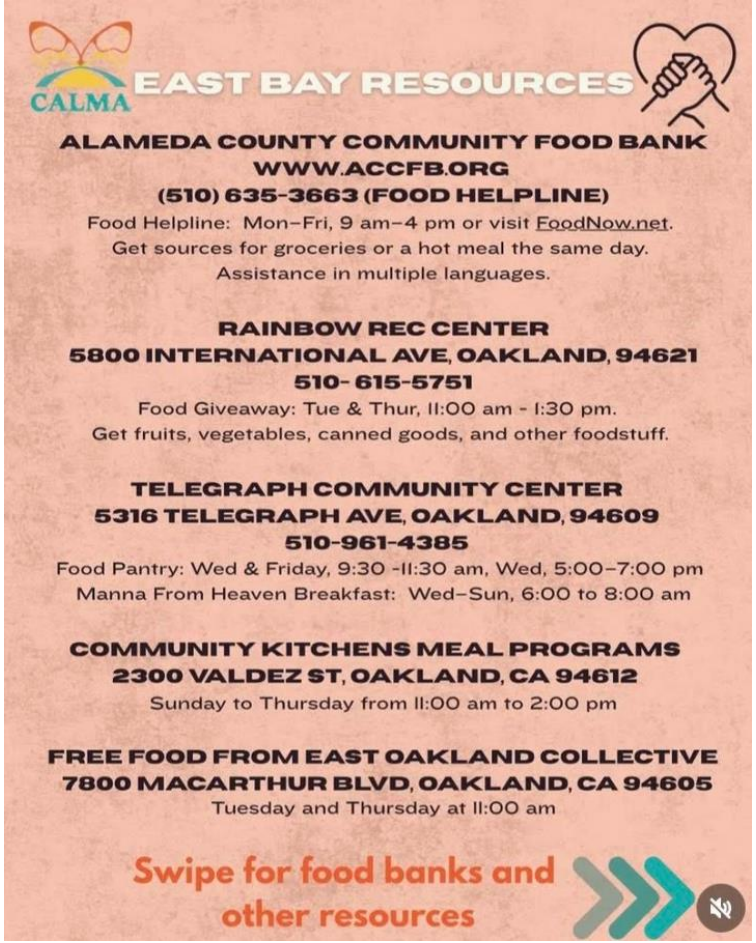
Quorum: 11

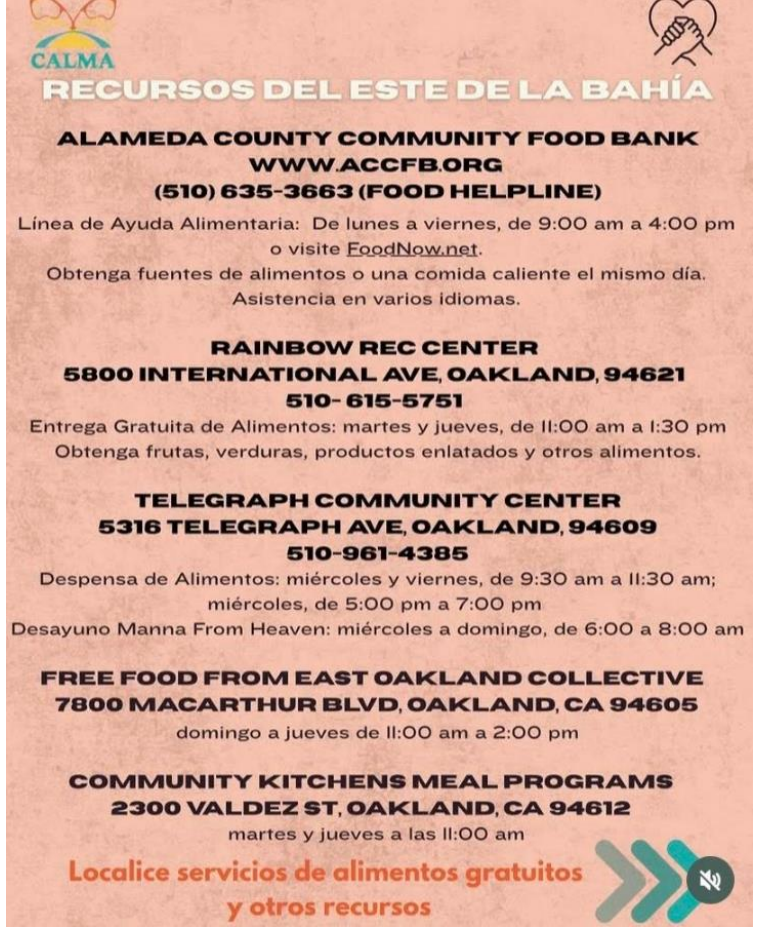
CAC Member Updates & Officer Nomination Process

Do you or someone you know need access to a food pantry and other resources?

Click on this link for a spreadsheet of local resources available.

Useful Flyers and Notices about Food Resources





[Link to this Flyer]

FREE FOOD DISTRIBUTIONS IN OAKLAND

WEST OAKLAND

HOPE Collaborative x Third Eye Meal Distribution
@ Sparc it Place (3427 San Pablo Ave)
1st, 3rd, and sometimes 2nd Sundays from 2:30pm to 5pm

CURYJ
@ 1600 7th St
Tuesdays at 11am-1pm

West Oakland Punks with Lunch
@ 35th and Peralta
Sundays at 3:30-5:30pm

The Grocery Program
from Peoples Programs
Bi-monthly grocery delivery service.
Email info@peoplesprograms.com.

Community Kitchens Meal Programs
@ 2300 Valdez St
Sunday to Thursday from 11am to 2pm

UPTOWN + DOWNTOWN

Free Dining Room from St. Vincent de Paul
@ 2272 San Pablo Avenue
Lunch is served at the front gate from 10:45am to 11:40am & 12pm to 12:45pm

Chinatown Grocery Program from Community Liberation Programs
Serving elders in the Chinatown community through grocery delivery.
Email communityliberationprograms@protonmail.com.

NORTH OAKLAND

Free Dining Room from St. Vincent de Paul
@ 2272 San Pablo Avenue
Lunch is served Tuesday to Saturday at the front gate from 10:45 am to 11:40 am & 12pm to 12:45pm

Mercy Brown Bag Program
@5714 Martin Luther King Jr Way
2nd and 4th Thursday from 9am to 10am. For Seniors whose income is under the poverty line.

FREE FOOD DISTRIBUTIONS IN OAKLAND

EAST OAKLAND

Hot Meals from Unity Council
@ Fruitvale Transit Village
(3301 East 12th St)
Every Wednesday at 10am

Free Food from East Oakland Collective
@ 7800 MacArthur Blvd
Tuesday and Thursday at 11am

Grocery Giveaway
@ Rainbow Recreation Center (5800 International Blvd.)
Tuesday, Thursday, and Saturdays from 11:00am to 1:30pm, first come first served

FREEdom Store from Homies Empowerment
@ 7637 MacArthur Blvd
Every Tuesday and Wednesday from 10am to 3pm
(**must register by calling 510-729-2072 on Mondays and Wednesdays from 12pm-3pm**)

OTHER RESOURCES

FoodNow.net
the Alameda County Community Food Bank can connect you to different food sources – from emergency groceries that you can pick up at locations near you, to home-delivered groceries, and monthly benefits from CalFresh to help you buy groceries every month.

www.foodnow.net

HOPE Collaborative Food Resources Webpage
Check out the HOPE Collaborative website for info regarding year round farmers markets, healthy eating recipes, food education games, and food justice related articles and education. Check frequently for new updates.

www.hopecollaborative.net/food-resources.html

Link to this Flyer: https://drive.google.com/file/d/13Wkc8Eg3OafozU8F_VmW9GkI0RPNb7aF/view?usp=sharing

DISTRIBUCIONES DE ALIMENTOS GRATUITAS EN OAKLAND

OESTE DE OAKLAND

Distribución de alimentos de HOPE Collaborative x Third Eye en Sparc it Place (3427 San Pablo Ave)
1er, 3er y, en ocasiones, 2do domingo de 14:30 a 17:00 horas.

Programas de alimentación de Community Kitchens @ 2300 Valdez St
Domingo a jueves de 11:00 a 14:00 horas.

El programa de alimentos
de Peoples Programs Servicio de entrega de alimentos bimensual. Envía un correo electrónico a info@peoplesprograms.com.

CURYJ @ 1600 7th St
Martes de 11:00 a 13:00 h

Punks with Lunch West Oakland en 35th y Peralta
Domingos de 15:30 a 17:30 h

UPTOWN + DOWNTOWN

Comedor gratuito de San Vicente de Paúl en la Avenida San Pablo 2272
El almuerzo se ofrece en la entrada principal de 10:45 a. m. a 11:40 a. m. y de 12 p. m. a 12:45 p. m.

Programa de entrega de alimentos de Chinatown de Community Liberation Programs
Brindando servicio a los ancianos de la comunidad de Chinatown mediante la entrega de comestibles. Envíe un mensaje de correo electrónico a communityliberationprograms@protonmail.com.

NOROESTE DE OAKLAND

Comedor gratuito de San Vicente de Paúl en la Avenida San Pablo 2272
El almuerzo se ofrece de martes a sábado en la entrada principal de 10:45 a. m. a 11:40 a. m. y de 12 p. m. a 12:45 p. m.

Programa Mercy Brown Bag en 5714 Martin Luther King Jr Way
Segundo y cuarto jueves de 9:00 a 10:00 h. Dirigido a personas mayores con ingresos por debajo del umbral de pobreza.

DISTRIBUCIONES DE ALIMENTOS GRATUITAS EN OAKLAND

ESTE DE OAKLAND

Comidas calientes del Consejo de Unity (3301 East 12th St)
Todos los miércoles a las 10 de la mañana

Comida gratuita de East Oakland Collective @ 7800 MacArthur Blvd
Martes y jueves a las 11:00 h

Sorteo de alimentos en el Rainbow Recreation Center (5800 International Blvd.)
Martes, jueves y sábados de 11:00 a 13:30 horas, se atenderá por orden de llegada.

Tienda FREEdom de Homies Empowerment en 7637 MacArthur Blvd
Todos los martes y miércoles de 10 a. m. a 3 p. m. (**es necesario registrarse llamando al 510-729-2072 los lunes y miércoles de 12 p. m. a 3 p. m.**)

RECURSOS ADICIONALES

FoodNow.net
El Banco de Alimentos Comunitario del Condado de Alameda puede vincularlo con diversas fuentes de alimentos, que van desde alimentos de emergencia que puede recoger en ubicaciones cercanas, hasta alimentos entregados a domicilio y beneficios mensuales de CalFresh para asistirlo en la compra de alimentos cada mes.

www.foodnow.net

Sitio web de recursos alimentarios colaborativos de HOPE
Visita el sitio web de HOPE Collaborative para obtener información sobre mercados agrícolas durante todo el año, recetas de alimentación saludable, juegos educativos sobre nutrición y artículos y educación sobre justicia alimentaria. Revísalo con regularidad para estar al tanto de las nuevas actualizaciones.

www.hopecollaborative.net/recursos-alimentarios.html

Link to List of OUSD Food Distribution Sites:

https://www.ousd.org/familycentral/assistance/food-resources

Nomination & Election for CAC Officers & Subcommittees

Cintya Molina, Program Manager,
District Advisory Committees & LCAP Engagement

Chairperson(s)

From the CAC Bylaws: The Chairperson(s) shall preside at all meetings of the CAC and any Executive Board or special meetings. He/She/They shall meet with the SELPA Director monthly or as needed to prepare for CAC meetings and work on special projects. He/She/They shall also work with the First Vice-Chairperson, if one exists, to prepare the agenda for the regular monthly meetings of the CAC and all Executive Board and special meetings. The Chairperson(s) may sign all letters, reports and other communications of the CAC and will act as CAC spokesperson(s) to the school district and SELPA. In addition, he/she/they shall perform all duties incidental to the office of Chairperson and such other duties as may be prescribed by the CAC from time to time. He/she/they may serve as an ex-officio member of all subcommittees.

Vice-Chairperson

From the CAC Bylaws: The duties of the First-Vice-Chairperson shall be to represent the Chairperson(s) in his/her/their assigned duties and to substitute for the Chairperson(s) during his/her/their absences.

He/she shall be responsible for working with the Chairperson(s) in preparing the agenda for the regular monthly meetings. He/she shall perform such other duties as from time to time may be assigned to him/her by the Chairperson(s) or by the Committee.

Secretary

From the CAC Bylaws: The Secretary shall keep the minutes of all Committee meetings and shall assure transmission of copies of the minutes to each Committee member and to such other person as the CAC may deem necessary.

He/she shall obtain and maintain the collection of parent information materials at CAC meetings. The Secretary shall maintain CAC mail, email and distribution lists and also see that all notices are duly given in accordance with the provisions of these by-laws.

Parliamentarian

From the CAC Bylaws: The Parliamentarian shall ensure the CAC is acting in accordance with its rules, by-laws and its responsibilities under the educational code. He/she shall manage all nominations and elections tasks and provide orientation to new members.

He/she shall also maintain records of CAC Voting Member meeting attendance, a list of members that includes date of appointment and category of representation, and a list of sub-committee membership as provided by sub-committee chairs.

Outreach Subcommittee

Members of standing and special subcommittees shall include voting members of the CAC and other concerned individuals. Subcommittees shall report to and make recommendations to the CAC.

Each subcommittee shall appoint a Chairperson.

The Chairperson of subcommittees shall be a voting member of the CAC and report to the Chairperson(s) of the CAC.

Local Plan Subcommittee

Collaborate with staff in the development of the Local Plan for Special Education.

Each Special Education Local Plan Area (SELPA) develops a local plan describing how it would provide special education to disabled students with Individualized Education Programs.

Each subcommittee shall appoint a Chairperson.

Nominations can be made up to the 12/8/25 CAC Meeting. On December 8th, CAC members will vote for officers that will serve from January 2026 to December 2027.

Nominations are open until 12/8 for:
Co-Chairs (2)
Vice-Chair
Secretary
Parliamentarian

Members can also volunteer to serve on:
Local Plan Subcommittee
Outreach Subcommittee

CAC Members: If you are interested in nominating yourself or someone else for any of these roles, you can do so right now.

Coriander Melious and JD Woloshyn were nominated to serve as co-chairs on 11/10/25. JD accepted the nomination.

Sheila Haynes volunteered to remain in leadership as part of the Outreach Subcommittee.

Lateefa Ali was nominated to serve as vice-chair. Lateefa accepted the nomination.

Anna Realini was nominated to serve as parliamentarian.

All Meeting Participants: You can serve on the Outreach Subcommittee or the Local Plan Subcommittee. Please let us know if you are interested.

Jennifer Polite of *Autism Social Communities* volunteers to serve on the Outreach Subcommittee.

CAC Updates

Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD

Support Basic Equality for Disabled Students

Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD **.** Please join us and speak in support of its adoption.

We must stop the practice of forcibly removing disabled students from their schools to close or repurpose their Special Education classrooms.

Disabled students must be able to attend the school to which they enroll for the entirety of that school's grade span, just like their non-disabled peers.

CAC Caregiver Support Space

Mutual Support for Caregivers

We are launching an informal space for parents and caregivers of disabled students to:

→ share their experiences
→ receive mutual support from other parents and caregivers

This mutual support meeting will take place one hour before our meetings on the second Monday of each month at 5:00pm.

We will send information through Parentsquare.
You can also go to www.ousd.org/about-us/districtcalendar to get the link for the meeting.

CAC-Talent Working Group: Sufficient Staffing for Disabled Students with IEPs

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

Since our 10/16 meeting, we've finalized a survey that was sent out this afternoon to OUSD paraeducators and ISS staff as well as SpEd teachers to pass along to their classroom teams. The survey was sent to all support staff.

Participation in these focus groups will include paraeducators from both Resource and Special Day Class programs at the early childhood, elementary, and secondary levels.

This work builds on the listening sessions held last April, which highlighted ongoing concerns around paraeducator onboarding, clarity of expectations, and access to training.

CAC Special Committee on Middle School Support for Black Students with Disabilities

Working Group for Universal Design in OUSD

Upcoming Meetings and Activities

Special Education Updates

Jennifer Blake, Special Education Executive Director

Enrollment Update

The on-time enrollment window for the 2026-27 school year opened on December 3rd, 2025.

Enrollment happens at chooseousd.org.

If your child is entering TK, K, 6, 9, or Young Adult, you need to enroll.

On-time enrollment closes on February 8th, 2026, and offers are released March 5th for all on-time applicants.

Enrollment Support and Information

Want to visit a school or get more information?

Tours are happening now. Visit www.ousd.org/enroll/events-tours to get specific information. Visit chooseousd.org to filter schools by program type or other factors.

Need help enrolling?

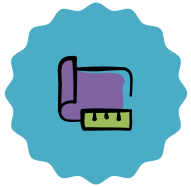
Email enroll@ousd.org or call/text 879-4600.

How to Access *EnrollWise*, OUSD's School Enrollment Platform

Using the EnrollWise System

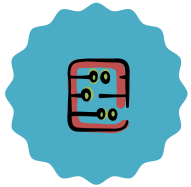
Account

Any current OUSD family already has an account



Logging In

Go to chooseOUSD.org and select “log in to an existing account”



Getting Help

From the login screen, select “forgot your password,” or email enroll@ousd.org

Login

Welcome back! How would you like to login?

Select a login method:

Use Email

or

Use Cell Phone Number

Use this if you don't have login info but have been in OUSD ever before

Forgot your password? **Reset Password**

New to Enrollwise? **Create an Account**

Only use this if you've **never** had your child attend OUSD before

Using EnrollWise

2. CREATE AN ENROLLWISE ACCOUNT OR RESET PASSWORD

Account Set-up + Verification

Begin by creating an account using an Email address or Phone number.

Based on the selected login method, verify the account by either selecting a link in an Email or by entering a passcode received in a text message.

- **Families who are brand new** to OUSD should create an account.
- **Returning families** should log-in using either email or phone number.
- Current OUSD families that **never used the system,** should click log-in, and then recover password.

Important EnrollWise Information

- If you are a current OUSD family, please **do not** make a new account. You have an account, even if you've never used it, and if you don't know how to access it, you can use the "forgot password" feature shown on the last slide to get your login information.
- If you make a new account, it will create a duplicate account in the system that will be missing your student's Special Education identifiers, which can create enrollment errors.

Using EnrollWise

2. CREATE AN ENROLLWISE ACCOUNT OR RESET PASSWORD

Account Set-up + Verification

Begin by creating an account using an Email address or Phone number.

Based on the selected login method, verify the account by either selecting a link in an Email or by entering a passcode received in a text message.

- **Families who are brand new** to OUSD should create an account.
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- Current OUSD families that **never used the system,** should click log-in, and then recover password.

Incoming Enrollment Priorities

01

Foster Youth

Foster youth have the highest priority to attend any OUSD school with a seat in their grade level.

02

Sibling Enrollment

We want to keep siblings at the same school whenever possible.

03

Neighborhood School

Families that live in the enrollment boundary of a school have preferred enrollment status there.

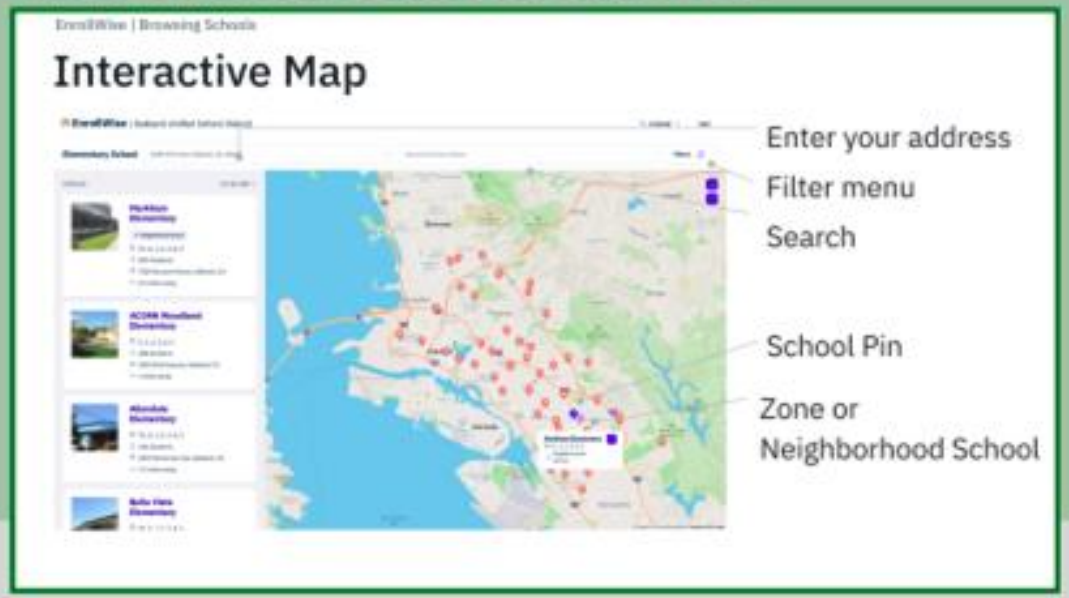
04

Options

After neighborhood boundaries and siblings, our system uses your preferences to match you with a school.

Using EnrollWise

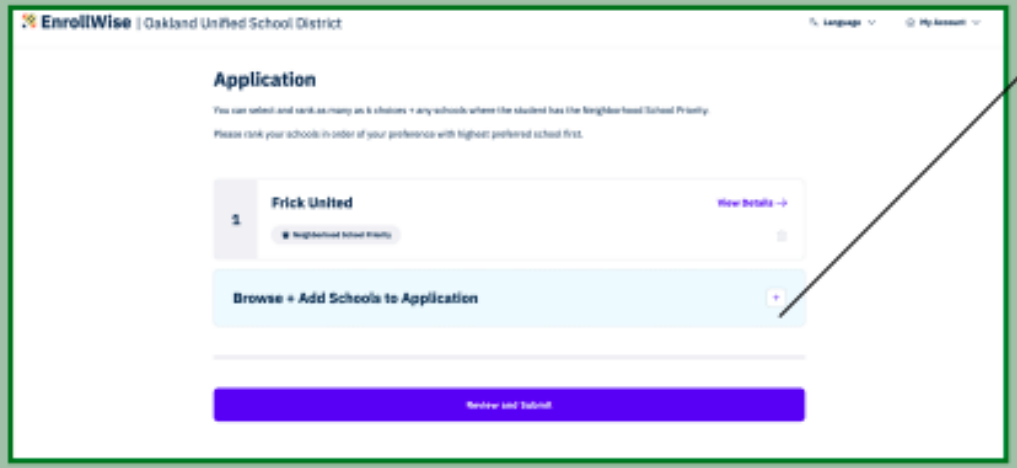
1. GET TO KNOW OUR OUSD SCHOOLS



- Enter your address to find your neighborhood school.
- Use the filter to search for dual language programs, Special Education services, High School College & Career Pathways, and elective offerings

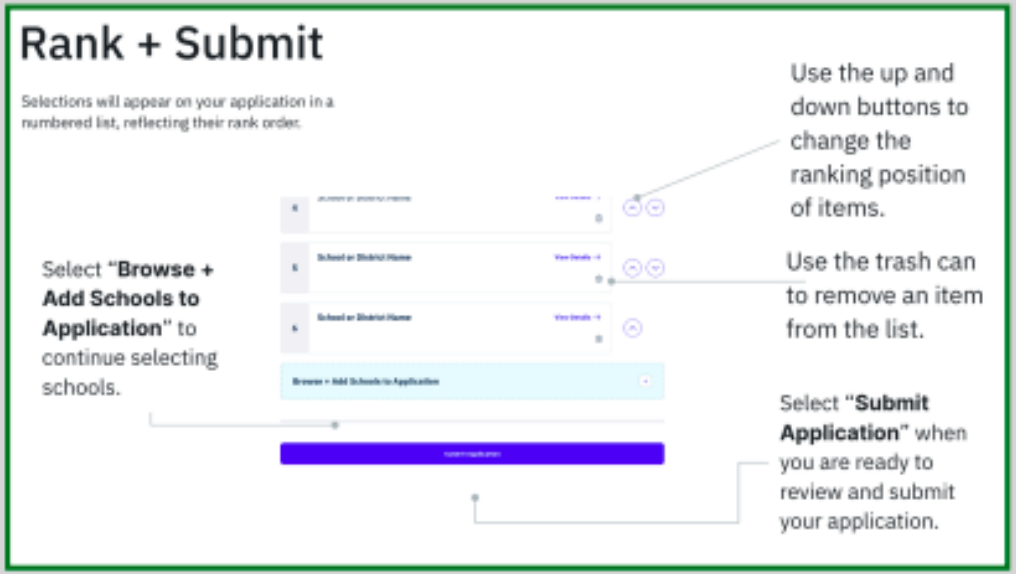
Using EnrollWise

3. COMPLETE & SUBMIT AN APPLICATION



- **Use this button** to add schools outside of your neighborhood zone.

Using EnrollWise



- You can rank up to **six** schools in addition to your neighborhood school. The order matters! Put the schools in the order your prefer

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Let’s Look at a Live View!

New This Year: Enrollwise After-School Enrollment!

Starting this year, families will be able to enroll in after-school programming through the same Enrollwise platform where regular day enrollment happens.

This is for ALL families, including those whose children are staying at the same school. Anytime between 12/3 and 2/8, go to ChooseOUSD.org and select your afterschool program provider, then complete their application. If your school offers before-school care, that will be available via the same process.

Accessing Enrollment Support

- Email the enrollment team at enroll@ousd.org
- Text 510-879-4600
- Walk into 746 Grand Ave between 8:30-2:00 M-F
- Support available in four most common languages, more through a third-party call service

Special Education Supports

Our Special Education Team Can

- Provide information about which programs are located at which sites
- Provide information about the current Special Education staff at specific schools
- Help plan and/or facilitate a transition IEP amendment for your child
- Provide recommendations to prepare your child for a big change

Our Special Education Team Cannot

- Enroll your child for you
- Bump you up the waiting list for your preferred school based on your child's status as a learner with an IEP
- Tell you details about the other students in a specific program
- Offer you personal opinions on which school to choose

Please ***do not*** come to the Special Education office to enroll your child or to request a different school. Our staff are not authorized to perform these functions. The Student Welcome Center is.

Key Takeaways

If your child is changing grade level bands, you need to enroll on time at chooseousd.org.

If you want your child in before or after school care at any grade/school, you need to enroll ONLY in after-school care via chooseousd.org.

You can look at an online catalog of school options with filters by going to chooseousd.org and clicking on the Browse Schools by Grade boxes.

The on-time window closes on 2/8. Help is available via text, email, or in-person in all major languages.

The OUSD Special Education Program Guide

Our 2025-26 Program Guide is Here!

What is the guide? The guide is designed to provide information about our Special Education Department, the continuum of services and structure of our programs, and the locations that offer each type of program.

Q&A Accompaniment: This document provides answers to common questions about enrollment and has links to information about school tours and info sessions.

Specialized Programs Not in the Guide

1. Deaf and Hard of Hearing self-contained services are provided at Burbank Preschool, KDA, Bret Harte, and Skyline.
2. Programs for the Vision Impaired are a bit different, as there are far fewer students who are blind or who have significant vision impairments, and most are in general education or California School for the Blind. We have concentrated Teacher of the Vision Impaired supports at Bret Harte and Skyline.

Presentation & Discussion: Scenarios to Address OUSD's Budget Deficit and Implications for Students and Schools

Rachel Latta (Board Liaison to the CAC)
Diana Sherman, LCAP Coordinator
Troy Christmas, Senior Director of Strategic Projects

RECOMMENDED PRE-LEARNING

How District Budgeting Works

This learning session answers the following questions:

What types of dollars come into school districts? How is OUSD allowed to spend them? What is the process for deciding how to spend them?

Link to the folder with the video and presentation:
tinyurl.com/49xpej6a

Unpacking Our Centralized Budget

This learning session answers the following questions:

What is in Central budgets? How is OUSD using the dollars that are managed through Central departments?

Link to the folder with the video and presentation:
tinyurl.com/336fdsjp

THE TARGET

Target for 2026-27 adjustments is $100M

As in 2024-25, for 2025-26, the Alameda County Office of Education (ACOE) placed conditions on approving the OUSD budget. OUSD was directed to provide a target for budget adjustments and specific Board actions by October 8, 2025. See County letter (Fall 2025)

OUSD staff provided ACOE and the School Board a target for budget adjustments of $94M to $97M in the **Unrestricted General Fund**.

Background Information for the Budget Scenarios

Spending comes from two types of money

Unrestricted

Money that can be used for many legal purposes toward our mission

Restricted

Money restricted in what it can buy, when and/or how we can use it

Examples

→ Local Control Funding Formula (LCFF)

→ State Lottery

Examples

→ Eat Learn Play

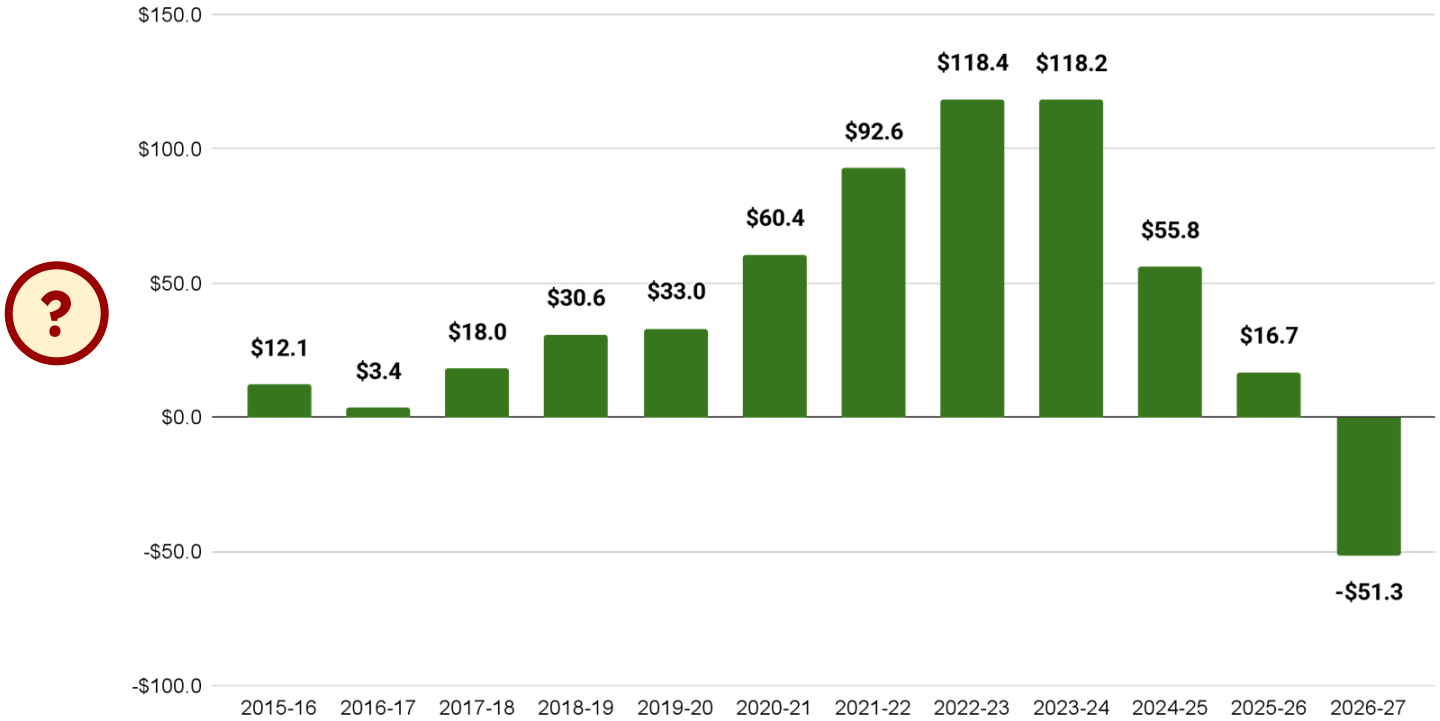
→ Measure H

Why We're Focused on Unrestricted

- ★ Our State-required and Board-required minimum reserve (savings) is based on the Unrestricted Fund Balance
- ★ Not meeting the State-required minimum reserve is a step toward bankruptcy and State or County intervention
- ★ Only Unrestricted Resources can pay for certain legally required expenses
- ★ Only Unrestricted Resources can be used to cover shortfalls in all restricted resources
- ★ Most restricted resources cannot be used to cover many of the expenditures paid with Unrestricted Resources

Our Challenge is back (but never went away)

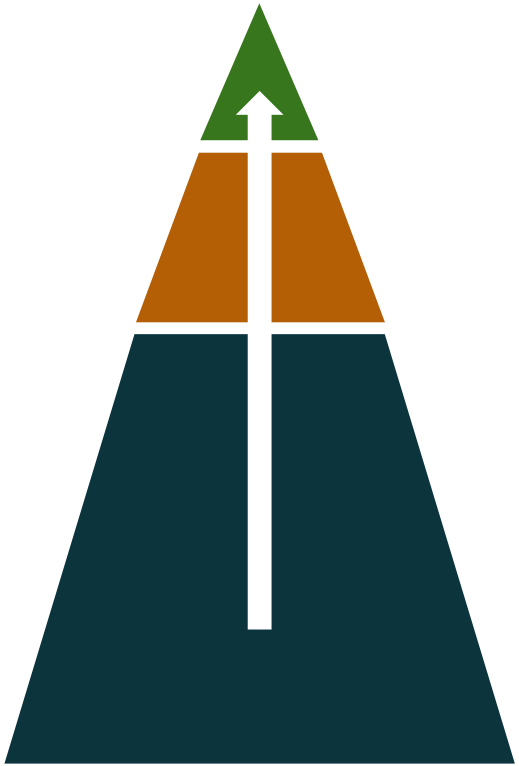
Unrestricted Ending Fund Balance 2015-16 to 2026-27*



* 2015-16 through 2024-25 based on unaudited actuals for the year. 2025-26 based on 45-day budget revision (Aug 2025) and 2024-25 Unaudited Actuals (Sep 2025). 2026-27 based on Multi-Year Projection (MYP) in 2025-26 Adopted Budget (Jun 2025).

Wait! Unrestricted is not all the same

Structure of the Local Control Funding Formula (LCFF)* - **97% of Unrestricted Revenue**



Concentration Grant: Add-on to the Base Grant for districts with more than 55% of all students in a high need group to increase or improve services to those students.

Supplemental Grant: Add-on to Base Grant to increase or improve services for each high need student (low-income, foster youth, *or* an English learner)

Base Grant: Base grant to support all students and basic operations of school districts

* Beyond the "formula" there are other designated monies for services like student transportation and home & hospital services.

How are we spending the $362.2M in Base?*

Category	Description	Cost ($M)	Balance ($M)
School Budgets	Teachers, Principals, Attendance workers, Books & Supplies and Services	$213.2	$149.0
Contributions	Contributions to Transportation, Special Education Services, Ongoing Major Maintenance, Contributions into Base	$135.1	**$13.9**
Central Services	Staffing, Software, Utilities, Consultants, Security, Contribution into Base	$96.5	**-$82.6**

Takeaway: After funding most of school operations there is only **$13.9M** of Base left and an **$82M structural deficit** after adding Central Services like Utilities, HR, Payroll, Custodial Services, Legal and the rest of Central Services.

* Home-to-school transportation component removed from initial $362.2M, but incorporated in net Transportation contribution.

How are we spending the $119.6M in S&C?*

Category	Description	Cost ($M)	Balance ($M)
Site Staffing	APs, CSMs, Teachers, Culture Keepers, Counselors, Case Managers, TSAs, Social Workers	$46.7	$73.0
Central Staffing	Support for STEM, Literacy, Networks, School Technology, Targeted Student Groups, Culture & Climate. TSAs, Social Workers	$52.4	$20.5
Books & Supplies	Textbooks, Reserve for unsettled labor agreements	$9.2	$11.4
Services	Consultants, Non-Public Agency Contracts, Licensing Agreements	$11.4	$0.0

Takeaway: All Supplemental & Concentration is fully allocated to services, many of which directly impact students. Our reserve should not be from S&C.

Time Stamp

BOARD GUIDANCE FOR BUDGET ADJUSTMENTS

On October 8th, the Board adopted a resolution with guidance for staff to prepare budget scenarios.

25-2351 Directing the Preparation of Budget Scenarios - District's Structural Deficit - Fiscal Years 2026-27 and 2027-28 - ADOPTED AS AMENDED 1082025

tinyurl.com/knxztsn5

In the resolution, the Superintendent was asked to prepare at least **two budget scenarios** that total **$100 million in budget adjustments.**

The scenarios were to include **costs** and explain the **impact on students**.

The two budget scenarios **could not include school closures or mergers.**

The School Board amended the resolution on November 19th. Those amendments will be noted within tonight's presentation.

Link to the amended resolution:

tinyurl.com/2utfvc5p

The resolution provides guidance that coincides with values and assumptions expressed in statements that begin with the word **"Whereas."**

We invite the OUSD community to read those statements within the linked resolution.

Tonight, we will review the guidance of the Board as expressed in the statements that begin with the words "Be it resolved."

What types of guidance does the resolution provide?

What are the themes in the "Be It Resolved" statements?

Themes 1 to 4

1. Changes to central services & school networks

Changes to Central Services include:

→ Identifying and cutting positions and financial practices that do not directly impact students in schools

→ Eliminating positions that use dollars that are not ongoing (dollars that go away at a set date)

→ Reducing the cost of administrative positions and overhead

Changes to Central Services include:

→ Reducing the use of outside services and contracts

→ Centralizing budget decisions for alignment and efficiency

→ Consolidating the three elementary networks to one or two networks

→ restructuring the middle school and high school networks for cost savings and efficiency

2. A comprehensive plan to increase enrollment and attendance

3. Cost savings from leveraging (making best use, taking advantage) **of outside agencies and resources**

4. A notification system for fiscal control (new expenditures, budgets near 80% spent)

Themes 5 to 9

5. A plan for sunsetting (phasing out, discontinuing) **programs and positions that use dollars going away in years up to 2027-28**

6. An inventory of programs & services to:
→ assess how much they are being used
→ what impact they are having for students

This inventory can lead to consolidating and eliminating programs.

7. Presentation to the Teaching & Learning Committee **about allocations to school sites and prioritization of additional programs, positions, and services.**

Discussion of this presentation will lead to **recommendations** for the final budget balancing proposal.

8. To maintain a 3% reserve:

→ **a hiring freeze**

→ **a vacancy review**

If the above are not sufficient for a 3% reserve:

→ **contract freezes and cancellations**

→ **reduce conference and travel fees**

→ **consolidate** (merge, combine) **purchases and reimbursements** for things such as hot spots, cellular plans, and software.

9. Identifying when budget scenarios would require a change to Board policy

Examples:

a. ending or limiting open enrollment to strengthen enrollment and base programming at neighborhood schools

b. further centralizing fiscal decisions that are currently made by schools and departments

POSSIBLE IMPACT ON THE 2024-27 LCAP

What impact will the budget scenarios have on implementation of the LCAP?

- The proposed scenarios may include reducing spending in LCFF Supplemental & Concentration, as well as in other restricted funds, to close the deficit.
- This will require reducing or eliminating existing staff and programs in the LCAP and making the case for moving base costs of operating schools into S&C.
- This will likely be challenged by the State and/or the County, as it is not in compliance with LCFF legislation.

Refresher: What are the LCFF Supplemental and Concentration (S&C) grants?

- LCFF Supplemental and Concentration (S&C) funds *must* be used to increase or improve services for unduplicated students (low-income students, English learners, or foster youth) over what all students receive.
- These grants *cannot* be used for general purpose spending or base operational costs.
- Our “overspending” is currently in LCFF Base, not in LCFF Supplemental & Concentration.

Refresher: What is LCFF S&C Carryover?

- By law, any unspent LCFF S&C funds become carryover and must remain designated as S&C in future years. They retain the same spending restrictions.
- For School Year 2025-26, we have **$35.2M** in S&C Carryover. Of this, $31.2M was committed in the adopted LCAP.

Refresher: What is LCFF S&C Carryover?

Current investments in S&C Carryover include: Teachers to support late-arriving continuation students, Assistant Principals at secondary schools not large enough to earn these positions by formula, Juvenile Justice Coordinator, Community Schools Managers (CSMs) at targeted schools and 12th month of CSM positions districtwide, Director of Early Literacy, Elementary Math Tutors, Secondary Literacy Tutors, Student Engagement Specialist, Literacy Teachers on Special Assignment (TSAs), and others.

Q: Can S&C Carryover be used to meet the reserve requirements for this year?

BUT…

- Using S&C dollars to build the reserve does not change the allowable use of these funds—they may only be spent on investments for high-need students.

- The purpose of a reserve is to have emergency funds available in case they are needed. S&C funds ***cannot*** be used to cover overages in base operational costs, which creates challenges if we do need to spend the reserve.

Q: Can S&C Carryover be used to meet the reserve requirements for this year?

BUT…

- Supplemental & Concentration dollars are intended to be spent in the year in which they are awarded. Intentionally opting not to spend S&C Carryover funds creates a problematic situation for LCAP compliance.

- There are also ethical considerations in repurposing dollars intended to serve our highest need students to backfill structural deficits in our base spending.

Q: Can the budget in Central “Books and Supplies” (Object 4000s) be reduced to avoid cuts to people or programs?

Short answer: Yes. Any investments budgeted for unspent dollars can be reduced to close the deficit.

BUT…

- This Central budget funds curriculum purchases for the entire district. Every California district is required to provide students with access to standards-aligned textbooks, so there are limits to how much we can cut.

Q: Can the budget in Central “Books and Supplies” (Object 4000s) be reduced to avoid cuts to people or programs?

BUT…

- The Central 4000 object codes include not only books and supplies, but also funds in reserve for a labor contract currently in bargaining. These funds are intended to cover retroactive pay and compensation increases for these staff once this contract is settled. It cannot be reduced without impacting bargaining.

Time Stamp

Adjustments within the Budget Scenarios Presented by Staff

Link to the Original Presentation from 11/19/25:

https://ousd.legistar.com/gateway.aspx?M=F&ID=118128.pptx

Superintendent's Office

Current Total FTE: 13.5

Superintendent's Office (Scenario 1)

→ Reduce/eliminate District membership contracts

→ Reduce:

- legislative advocacy & intergovernmental affairs
  (focus on State legislation; rely on partnerships for this work)
- philanthropic efforts *(efforts to get private donations)*
- support for safety coordination

→ Eliminate contracted safety personnel

Eliminate 3 FTE: *Chief Partnerships Officer, Sr. Executive Assistant*
Transfer Chief of Staff to Restricted Grant

Cost Savings: 1,619,000

Superintendent's Office (Scenario 2)

→ Same as scenario 1

→ Keep safety personnel contracts

→ Reduce overall bandwidth of Chief of Staff Office

This means: reduce the scope of work of the Chief of Staff Office.

Eliminate 2 FTE: *Chief Partnerships Officer, Sr. Executive Assistant Chief of Staff funded on Restricted Grant through 26-27*

Cost Savings: 1,279,000

Communications

Current Total FTE: 6.5

Communications (Scenario 1)

→ Reduce support for school websites

→ Reduce the scope and scale of communications work
(the variety and number of communications)

Eliminate 2 FTE: Unidentified

Cost Savings: $395,500

Communications (Scenario 2)

→ Reduce communications (scope and scale)

Eliminate 1 FTE: Unidentified

Cost Savings: $163,000

Governance

Current Total FTE: 25.2

Governance (Legal, Labor Relations, Ombudsperson & Title IX Coordinator, Charter School Office, Board Office)

Only One Scenario

Eliminate 2 FTE *Unidentified*

Shift contractual Special Education legal work to an attorney (+1 FTE)

Reduce contracts

Cost Savings: $1,000,000

Talent

Current Total FTE: 67.5

Talent

Only One Scenario

Elimination of 7 FTE (4 unrestricted, 3 restricted)

$695,000 in contract reductions

Suggestion that some substitute teacher costs be shifted to resources other than Base dollars

Cost Savings:
$2.539 million (unrestricted)
$900,446 (restricted)

Talent

Many years of trimming down leadership, increasing how much the division can do with fewer staff, and reducing costs.

Lean leadership: only two directors and the Chief Talent Officer

Cutting more staff will lead to reducing or eliminating services. It will also require reclassifying positions due to a much larger workload.

Many positions are funded by restricted and grant dollars, some of which are going away.

Talent

We will not be able to:

- maintain current service levels for hiring, substitute support, evaluations and investigations
- meet contractually and legally required timelines with the accuracy and speed expected
- sustain all teacher pipeline programs, residency placements, and apprenticeship pathways
- ensure that district-wide data is accurate (from Escape, Zendesk and evaluation systems)
- Respond to staff needs within the current customer service standards
- hold recognition, wellness, and retirement events

Technology

Current Total FTE: 34

Technology Services

Only One Scenario

Modernize analog systems (elevator & fire alarm communications)

Some student computers to Supplemental & Concentration dollars

Reductions in software budget

Cost Savings: $6 million for 25-26, 26-27, and 27-28
[700K, 4.05M, 1.5M accordingly]

Custodial Services

Current Total FTE: 34

Custodial Services (Scenario 1)

→ Shift some custodial expenses to the *Extended Learning Opportunity Program* to the extent that it is allowed

$1.2 mill. cost savings in 2026-27

→ Increase pay for substitutes to decrease the use of overtime pay

$300k cost savings in 2026-27

→ Reduce the cleaning standards (frequency) **cost savings to be determined**

→ allow schools to only have the number of classrooms that they are utilizing based on a formula **cost savings to be determined**

Custodial Services (Scenario 2)

Only the first two actions from Scenario 1:

→ Shift some custodial expenses to the *Extended Learning Opportunity Program* to the extent that is allowed
$1.2 mill. cost savings in 2026-27

→ Increase pay for substitutes to decrease the use of overtime pay **$300k cost savings in 2026-27**

Buildings & Grounds

Current Total FTE:

Buildings and Grounds (Scenario 1)

→ Reduce by $2M what we contribute to Deferred Maintenance **$2 million cost savings**

→ State requires 3% of the General Fund to go to Ongoing Maintenance. Go below the 3% requirement.

(We would not be eligible to apply for certain State grants.) **cost savings to be determined**

Buildings and Grounds (Scenario 2)

Only the first action from Scenario 1:

→ Reduce by $2M what we contribute to the General Fund for Deferred Maintenance **$2 million cost savings**

Buildings and Grounds

The original slides include a list of what the department does. They also describe past reductions and restructuring. The slides also include an impact statement. The statement reads in part:

"Under-investing in deferred maintenance will drive up emergency repairs, increase overall costs, and create more work orders and service delays."

Enrollment Department

Current Total FTE:

Enrollment Department

The original slides include a list of what the department does.

They also describe past reductions and restructuring.

Neither scenario proposes savings as the Enrollment Stabilization work is set to end this year unless funded for next year 2026-27

Enrollment Department

An impact statement in all slides states that:

- enrollment has stabilized and begun to rise for the first time in eight years (the largest year-over-year gain since 2013-14)
- it has exceeded projections the past four years (generating more revenue)
- key strategies and tools seem to be driving this increase

Enrollment Department (Scenario 1)

→ End all funding for Enrollment Stabilization work and forgo potential enrollment and attendance gains that would increase revenue - **$0 of savings and $0 of additional cost.**

Enrollment Department (Scenario 2)

→ Option 1 - Continue investment in Enrollment Stabilization work - **$1M additional cost above current projection.**

→ Option 2 - Partially fund Enrollment Stabilization work through reorganization of Enrollment staff - **$1M additional cost above current projection.**

Facilities Department

Current Total FTE:

Facilities Department (Fund 21) (Single Scenario)

The Facilities Department is primarily funded outside the General Fund, but their work can benefit cost savings now and in the future.

→ Ongoing solar projects are expected to reduce utilities costs - **$1.3M in cost savings**

Nutrition Services

Nutrition Services (Fund 13) (Single Scenario)

The Nutrition Services Department is primarily funded outside the General Fund.

→ Shifting cost of all drivers supporting Nutrition Services out of Unrestricted General Fund to Fund 13 - **$300K in cost savings to the Unrestricted General Fund**

Fiscal Services

Fiscal Services (Scenario 1)

The Fiscal or Business Division includes several areas of work, including Budget, Payroll, Accounts Payable, Procurement, and Risk Management.

→ Chief Business Officer is already paid with one-time AB1840 resource **$400K of existing savings**

→ Reduce Accounting Staff (all accountants are management staff) **$1.4M cost savings**

→ Reduce other classified positions **$400K cost savings**

Fiscal Services (Scenario 2)

Same as Scenario 1, but fewer reductions of Accounting Staff

→ Chief Business Officer is already paid with one-time AB1840 resource **$400K of existing savings**

→ Reduce Accounting Staff (all accountants are management staff) **$960K cost savings**

→ Reduce other classified positions **$400K cost savings**

Elementary Networks

Current Total FTE: 28.5 (1.5 FTE in Rsc 0)

<u>Elementary Networks</u> (Scenario 1)

Reduce three networks to one; reduce network supes by two; add one deputy network supe; each network-aligned position by one.

Impact Possibilities:

- Fewer staff to support schools during crises
- All schools get less support in each area (e.g., Literacy, Talent) OR
- Positions support only higher need schools at the current level to keep school count the same; some schools no longer receive any support in these areas.

Cost Savings: $1,849,262

Reduced FTE: 8.0 FTE

<u>Elementary Networks</u> (Scenario 2)

Reduce three networks to two; reduce network supes by one; eliminate deputy network supe; reduce each network-aligned position by one.

Impact Possibilities:

- Fewer staff to support schools during crises
- All schools get less support in each area (e.g., Literacy, Talent) OR
- Positions support only higher need schools at the current level to keep school count the same; some schools no longer receive any support in these areas.

Cost Savings: $1,781,866

Reduced FTE: 8.0 FTE

Secondary Networks

Current Total FTE: 33.0 (1.7 FTE in Rsc 0)

<u>Secondary Networks</u> (One Scenario)

Reduce network partners to form one team to support 29 schools, grades 6-12.

Impact Possibilities:

- All schools get less support in each area (e.g., Literacy, Talent)

OR

- Positions support only higher need schools at the current level to keep school count the same

Cost Savings: $1,255,491

Reduced FTE: 6.0 FTE

Continuous School Improvement (CSI)

<u>Continuous School Improvement</u> (Multiple Departments)

Across the academic teams, reduce two directors, two specialists, two TSAs, two Content Coordinators, and one Analyst, in addition to any positions funded by sunsetting grants.

Impact Possibilities:

- End or reduce implementation of school improvement at particular school sites, teachers coaching other teachers to implement curriculum, and targeted student supports.

Cost Savings: $1,696,093

Reduced FTE: 9.0 FTE

Additional reductions will be identified based on grants that are sunsetting.

Total Savings from Draft Scenario 1: $21,808,875

Total Savings from Draft Scenario 2: $18,874,014

CHANGES TO THE RESOLUTION FROM THE 11/19/25 MEETING

. . . restructuring the ***middle school network*** *as one body and restructuring the* ***high school network*** *as one body, therefore,* ***keeping the two networks separate.***

. . . a ***plan to curb outsourcing services and contracts for jobs that are in the bargaining units*** *. . . should include* ***recruitment and hiring strategies*** *. . . i****nformation on cost savings from the recommendations of the Ad Hoc. Outsourcing Task Force at the December 3 meeting*** *. . . if the plan is not ready by the December 3 special meeting, staff is directed to* ***update the board on the progress of these plans and set a date certain for the final plan to be brought to the board.***

. . . a ***comprehensive plan to improve daily attendance at each site*** *and present this plan to the board at the December 3 special meeting . . . if the staff is unable to prepare this plan by this date, the staff is directed to update the board on the progress of this work at the December 3 special meeting and to present the final plan to the board at a date to be determined on December 3.*

. . . ***discuss with the Alameda County Office of Education the possibility of contracting services****, including but not limited to:* ***credentialing, staff pipelines, payroll****, and any other supports that the county can provide* ***to alleviate the general fund****.*

a) Inventory the District's programs and services, assess their usage and impact on student achievement, and **identify programs and/or services that could be consolidated or eliminated for 2025-26 and 2026-27**. *Staff will present to the Teaching and Learning committee . . .* ***recommendations from the committee to the board by the December 10 board meeting.***

b) **Base allocation to school sites and prioritization of additional programs, positions, and services** will be presented to Teaching and Learning for discussion and recommendation to the full board for inclusion in the final budget balancing proposal. ***. . . recommendations from the committee to the board by the December 10 board meeting.***

*. . . **additional adjustments** to the 2025-2026 budget so that the **mandated 3% reserve can be attained**.*

*. . . **include in the budget balancing scenarios**, revenue that the district will receive from the state, including:*

*1. **Proposition 98 monies** that were allocated in previous years but were not released to California school districts but are set to be released in the spring of 2026;*

*2. **Community Redevelopment Fund grant**;*

*3. **Student Support and Professional Development Discretionary Block grant**; and*

*4. **Carryover monies from all measures, taxes, and fees** collected by the school district*

. . . present the Board with proposed **adjustments** ***that will total $100.7 million.***

. . . present to the Board on December 10th 2025, for its consideration and possible adoption, ***budget scenarios, and recommendations, without restriction, that will result in a balanced budget for Fiscal Years 2025-2026, 2026-2027.***

Documents Posted for the 12/3/25 Special School Board Meeting

25-2531F Board Memorandum - Initial Cost Savings Review of Outsourcing Task Force Recommendations - OUSD Structural Deficit - Fiscal Years 2025-2026 2026-2027 (1).pdf ousd.legistar.com/gateway.aspx?M=F&ID=118335.pdf

25-2531F Presentation - Update - Resolution No.pdf
ousd.legistar.com/gateway.aspx?M=F&ID=118337.pptx

25-2531F Board Memorandum - Resolution No 2526-0177 - Budget Scenarios - Attendance Plan - OUSD Structural Deficit - Fiscal Years 2025-2026 2026-2027 (1).pdf ousd.legistar.com/gateway.aspx?M=F&ID=118336.pdf

The 12/3/25 Special Meeting of the School Board was cancelled.

These documents were not part of the posting for the 12/4/25 meeting of the *Teaching & Learning Committee.*

Announcements, Appreciations, & Comments

JD Woloshyn, CAC Co-Chair