OAKLAND UNIFIED SCHOOL DISTRICT

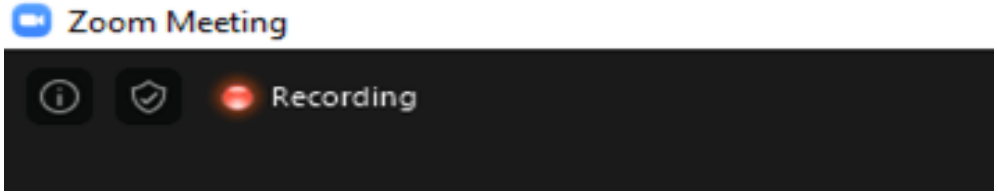
Community Schools, Thriving Students

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

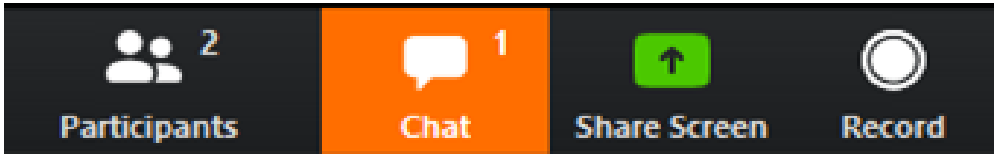
January 12, 2026

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.

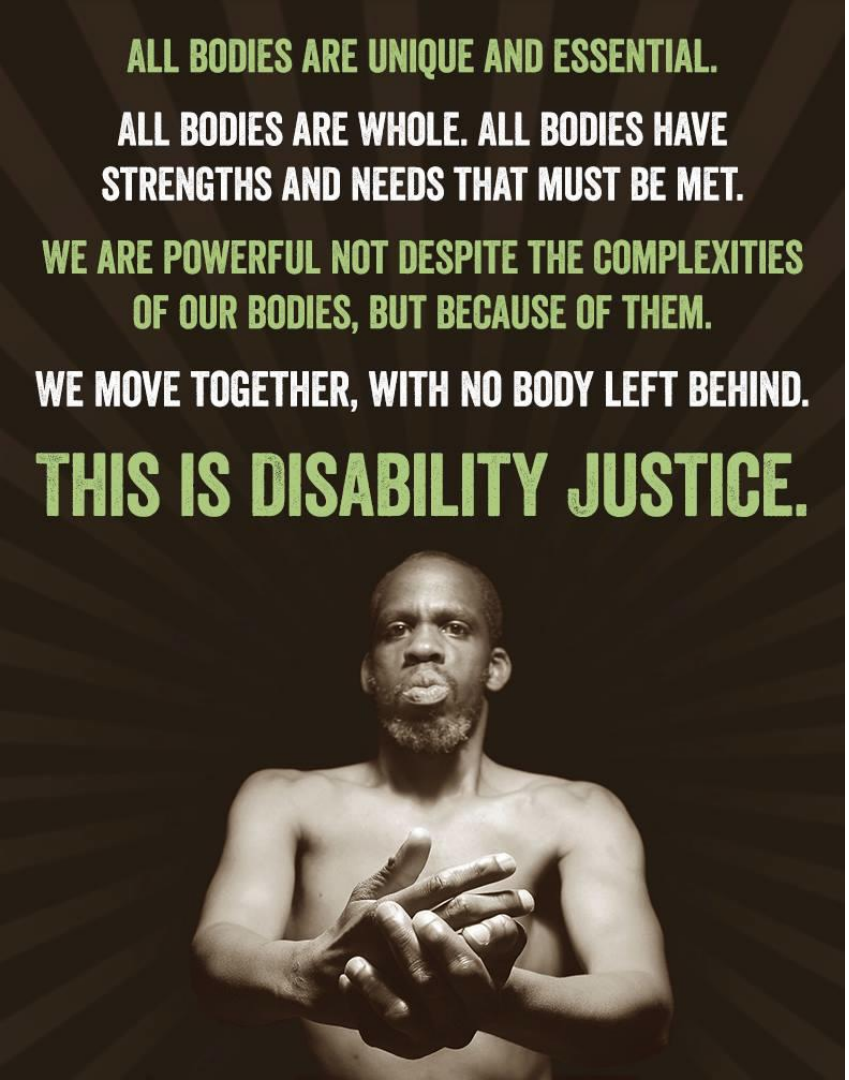
Security Instructions

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.

CAC Members and Special Education/Central Office Administrators

Please remember to rename yourselves starting with the abbreviations CAC or CEN

Example: CAC-Corvetta Kirtman



TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

Meeting Goals and Agreements

Tonight, we will:

1. know the outcomes from actions and investments to improve literacy for disabled students with IEPs

2. get updates about the process to address OUSD's budget deficit

3. hear from members of the CAC about actions to achieve our goals and advance our initiatives

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**
6:45 25 mins.	**Presentation & Discussion: Outcomes from Investments and Interventions to Improve Literacy**
7:10 10 mins.	**Break**
7:20 25 mins.	(Continued) **Presentation & Discussion: Outcomes from Investments and Interventions to Improve Literacy**
7:45 25 mins.	**Announcements & Updates about Adjustments to the OUSD Budget**
8:10 10 mins.	**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 February 9.

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, 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, Kristen Zimmerman

Quorum: 11

CAC Member Updates

Various CAC Members
6:20 pm, 25 minutes

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

JD Woloshyn

Support Basic Equality for Disabled Students

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.**

Resolution No. 2526-0181–School Stability and Belonging for Disabled Students in OUSD **was supposed to be discussed at the November meeting of the Teaching and Learning Committee before going up to a vote at the School Board meeting.**

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

CAC Working Group for Universal Design in OUSD

Special Education Resource Fair

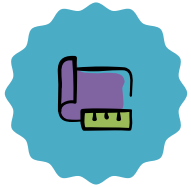
- Date: Saturday, January 24, 2025
- Time: 10:00 AM – 3:00 PM
- Location: Santa Fe Campus, 915 54th Street, Oakland, CA 94608

tinyurl.com/5n6dmdwc

Enrollment Timeline

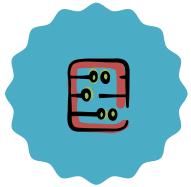
Feb 8

Last day for on-time enrollment



Mar 5

On-time offers released to families



Mar 25

Last day to accept your child's school offer

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

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.

After-school enrollment will open *after* school assignments are complete in the early Spring.

Stay tuned for more details to come!

Outcomes from Literacy Investments & Interventions

(Presentation)

Jennifer Blake, Special Education Executive Director

6:45 pm, 25 minutes

OUSD's Special Education Literacy Investments

In addition to services and supports available within the general education system, students with IEPs may participate in two different types of evidence-based literacy intervention:

Grades K-5

SPIRE

Grades 6-12

Lexia PowerUp

How do students access Special Education literacy intervention?

The student has iReady literacy data showing a need for phonics and overall reading ability 2+ years below grade level assignment

and/or

The student has an IEP goal that addresses foundational literacy skills grounded in a disability-specific need

Grounding iReady Data

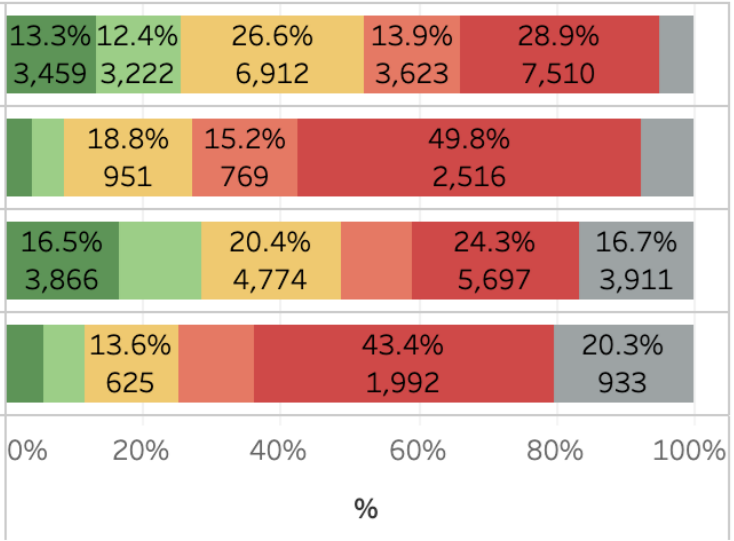
What is iReady?

iReady is the district's adopted platform for diagnostic and benchmark assessment of students. OUSD uses iReady to measure literacy levels and progress across grades K-12, and it's used for math in grades K-5, as well.

In reading, iReady measures a student's overall abilities in phonics and comprehension and provides information about how close a student is to grade level performance, along with their rate of progress and growth.

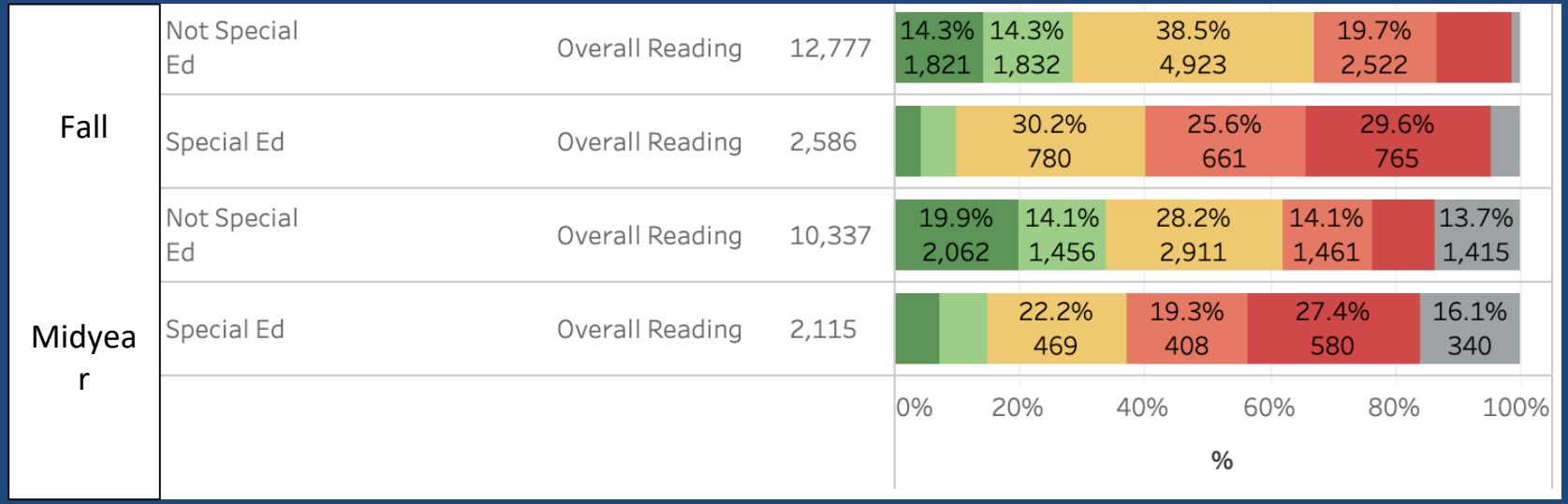
iReady Literacy Data

	Select Group	Group	Item name	Total
Fall	Not Special Ed		Overall Reading	26,018
	Special Ed		Overall Reading	5,057
Midyear	Not Special Ed		Overall Reading	23,452
	Special Ed		Overall Reading	4,589



Across all grades, **students with IEPs are more likely to read two or more grade levels below their grade than students without IEPs**. Over three months, students with IEPs 2+ grade levels behind decreased by 10.5%. However, missed testing means about 20% of all students in this group have no midyear test score yet.

iReady Literacy Data



Grades K-5 show less of a discrepancy between general education and special education iReady scores, but many students are still reading below grade level. Students in grades K-5 with IEPs increased at or above grade level scores by 5.2% between August and November.

iReady Phonics Data

An example of a phonics data wall for a third-grade class

iReady allows OUSD staff to have data tools to show us which groups of students still need phonics support. We can use these data walls to make decisions about which students should be targeted for additional intervention.

iReady Typical and Stretch Growth

Typical Growth

This refers to the **growth a student is expected to make in a standard school year**. This is a good target for students who are already performing within one grade of their assigned grade level.

Stretch Growth

This is the target that is needed to **close gaps by growing more than one year in a standard school year.** This is a good target for students performing 2+ grade levels below their assigned grade level to allow them to access grade level content more effectively over time.

Our Literacy Goals for 2025-26

By May, 2026:

-90% of K-YA students in moderate and Extensive Support Needs programs will engage with TeachTown Basics Intervention at the rate recommended by the publisher
-95% of K-5 MM & RSP teachers will use SPIRE Star, as measured by data collection from the platform at each trimester
-80% of 6-12 MM and RSP teachers will use Lexia PowerUp, as measured by data collection through Lexia PowerUp system.
-42% of K-12 students with mild-moderate needs will meet annual “typical growth” and “stretch growth” targets on iReady ELA, as compared to 2024-25 data.

Literacy Goal Midyear Progress Report

-90% of K-YA students in moderate and Extensive Support Needs programs will engage with TT Basics Intervention at the rate recommended by the publisher

- **For the Fall benchmark, an average of ⅓ of ESN teachers completed TeachTown benchmark data for their caseloads. While this represents modest progress over last year, we have more work to do to approach our goal by the Spring benchmark.**

-95% of K-5 MM & RSP teachers will use SPIRE Star, as measured by data collection from the platform at each trimester

- **We are not close to meeting this goal. Many teachers are preferring to use the paper version of Spire.**

Literacy Goal Midyear Progress Report

-80% of 6-12 MM and RSP teachers who teach ELA/reading will use Lexia PowerUp, as measured by data collection through Lexia PowerUp system.

- **6-8 75% of MM and RSP teachers who teach ELA/reading are using Lexia PowerUp on a regular basis (weekly or every other week). Current focus is increasing the usage per week and usage with more of their caseload. We are on track to meet this goal.**

-42% of K-12 students with mild-moderate needs will meet annual “typical growth” and “stretch growth” targets on iReady ELA, as compared to 2024-25 data.

- **45.7% of students with IEPs have met their typical growth benchmark for the midpoint of the year, and 33% have met their stretch growth benchmark. We are on pace to meet or exceed our goal by May.**

All About Spire

What is the structure of these interventions?
SPIRE

Spire is a structured, staff-led, multisensory literacy program. It has six levels that start with identifying consonant sounds and move through more advanced blends and digraphs. Most students engage with Spire in a small group, either in their resource time or as a part of their self-contained program's literacy block.

Lessons follow a consistent ten-step format. In Oakland, we recommend that students receive a full lesson per week, broken into two segments, with an opportunity for a short skill assessment each week.

Spire can have an AI-driven digital reading tool alongside it called the Amira Reading Assistant. Amira is a 1:1 computer-based program that helps with targeted practice to address skill gaps.

SPIRE Basics

Rostered Students on SPIRE Star: 1884

- Active Teachers on SPIRE Star: 49
- Active Students on SPIRE Star: 514
- Others receiving SPIRE print-only

Target Minutes/Wk: 150

When Intervention is Happening:

- Resource Pull-Out
- SCP Literacy Blocks / Centers

Supplemental Tutoring:

- 8 tutors provide SPIRE instruction at 12 elementary schools
- Support 3rd-5th graders with resource and speech IEPs
- Schools and students selected using demographic and iReady data
- Aligned with Gen Ed Tier 3 tutoring

Usage Data

Schools with the highest usage levels include:

- Schools with SpEd literacy tutors:
  - Burckhalter, EOP, Manzanita Community, International Community, MLK, Laurel, Piedmont Ave, Korematsu
- Other:
  - Allendale, Peralta, Greenleaf, Carl Munck, Hoover, Glenview, Montclair, Joaquin Miller

Schools with lower usage include:

- Crocker, Emerson, Sankofa, Sequoia

Schools approved to use SIPPS:

- OAK, Piedmont Ave

Viewing Spire Progress Data

Phonograms	Level 1	Level 2	Level 3a	Level 3b	Level 4	Level 5	Level 6
10/22/25 (0 errors)	10/22/25 (0 errors)	12/10/25 (7 errors)	12/10/25 (24 errors)	12/10/25 (7 errors)	12/10/25 (5 errors)	12/10/25 (11 errors)	
10/22/25 (0 errors)	10/22/25 (5 errors)	12/12/25 (11 errors)	12/12/25 (7 errors)	12/12/25 (6 errors)	12/12/25 (6 errors)	12/12/25 (9 errors)	
10/16/25 (0 errors)	10/16/25 (2 errors)	12/17/25 (8 errors)	12/17/25 (7 errors)	12/17/25 (7 errors)	12/17/25 (8 errors)		
10/16/25 (0 errors)	12/10/25 (6 errors)	12/10/25 (8 errors)	12/10/25 (3 errors)	12/10/25 (4 errors)	12/10/25 (7 errors)	12/10/25 (6 errors)	12/10/25 (8 errors)

Spire's publisher, EPS, has a dashboard that allows staff to view student's recent assessments at each level. This is an example from East Oakland Pride with one row for each student. As students progress through the levels, they have more assessments to show. When a student reaches level six, they no longer need Spire and are considered to have mastered phonics.

Viewing Spire Progress Data

Phonograms	Level 1	Level 2	Level 3a	Level 3b	Level 4	Level 5
0	6	15				
1	9	21				
0	5	2	6	13		
0	4	5	7	7	5	22

Staff can dig deeper into patterns of errors and can ensure students are reducing errors and increasing mastery over time.

Seven errors or fewer on a level assessment is the threshold for a student to move on.

In the data set at left for four students, the first student has mastered Level 1, the second student is still working on phonological awareness, the third student has mastered Level 3a, and the last student has mastered Level 4.

Viewing Spire Progress Data

e	*o*	*y*
1. belong	2. lo	3. fly
4. he	5. solo	6. try
7. renew	8. polo	9. sly
10. je	11. po	12. sny
ild	*old*	*ind*
13. mild	14. mold	15. grind
16. child	17. scold	18. blind
19. wild	20. bold	21. mind
22. kild	23. wejold	24. drind
ost	*oll*	*ay*
25. post	26. toll	27. tray
28. most	29. scroll	30. stay
31. host	32. poll	33. clay
34. zost	35. groll	36. blay

Individual assessments show which words were missed so teachers and staff can go back to reinforce skill gaps. In the sample data from a student at EOP shown at left, for example, the level assessment shows that the student needs more work with the long e and long o sounds but has mastered many other word families.

SPIRE Pacing

5 days per week, ½ lesson per day
- Steps 1-4 are completed the first day
- Steps 5-10 completed the second day

Two full lessons per week expected, with a short assessment included for day five

Takes approximately 6-7 months to complete a level. Students are expected to complete about two levels per school year

SPIRE Student Progress

Consistent SPIRE instruction works!

- 68% of students receiving SPIRE tutoring *moved up at least 1 level* from August to December
- 35% of students receiving SPIRE tutoring *moved up at least 2 levels* from August to December
- These students are making accelerated growth beyond standard expectations (see previous slide)

What's Next for Spire

Short-Term Next Steps (Jan-Jun)

- SPIRE training January 5 (full day, in person)
- SPIRE PD every other 4th Wednesday (1.5 hours, Zoom)
- Compare SPIRE data with iReady data
- Ongoing meetings with SpEd literacy tutors' supervisors to review data

Mid-Term Next Steps (2026-27 SY)

- The Special Education Department intends to sunset Spire in Summer 2026 and move to UFLI as the core product for tier III intervention.
- Special Education will collaborate with General Education Academics Department leadership to ensure Special Educators are trained and confident prior to transition.
- This movement allows site leaders to better support Special Educators in ensuring quality literacy intervention. Fewer products can bring more consistent intervention.

Explaining Proposed 2026-27 Literacy Program Changes

Why move to UFLI instead of Spire?

- The Special Education Department adopted Spire when there was no evidence-based intervention available district-wide in general education. We're in a different place now, and alignment offers lots of opportunities and benefits.
- OUSD has multiple reading programs operating simultaneously. This lowers folks' ability to reach mastery because there are too many curricula.
- UFLI is developed with the same evidence-based methodology as Spire, or Lindamood-Bell, or Orton-Gillingham, or Wilson reading, etc. Our data suggest that the growth we see is not unique to Spire but rather attributed to high-dose intervention with a trained, consistent provider.

All About Lexia

What is the structure of these interventions?
Lexia PowerUp

Lexia is a literacy acceleration program specifically designed for **adolescent and teen struggling readers**. This is a blended learning program, which means that students engage in online learning that is tailored based on their present levels for some of their time and participate in teacher-led small groups for some of the time. Teacher small groups are based on the skills each student is still struggling to master in the online program.

On the back end, Lexia's platform collects data about students' accuracy, growth, and error patterns to adjust the next lessons. The tool includes parent/caregiver reports that can be shared at progress reporting periods.

We just started using Lexia this year.

CROSSING THE FINISH LINE

Student Experience

Explore the PowerUp program
from a student's perspective.

Lexia POWERUP LITERACY

Lexia Basics

Rostered Students: 520

Target Minutes/Wk: 105-135

When Intervention is Happening:

- Intervention Blocks
- Study Skills
- Advisory

Sept: Training for Teachers

Oct: Data Collection Launched

Dec: Sem 1 Data Analysis

Usage Data

Schools with the highest usage levels include:

- Fremont
- Frick
- Sojourner Truth 6-12
- West Oakland Middle
- Elmhurst

Schools with lower usage include:

- Life Academy
- Dewey
- CCPA
- McClymonds

Average Min/Student, September-November:
242

Usage Data

Middle School Weekly Use

- 28/37 Middle School Special Educators who teach ELA/reading are using Lexia weekly based on our set standard.

High School Weekly Use

- 12/38 High School Special Educators who teacher ELA/Reading are using Lexia weekly based on our set standard.

Usage Data

Strand	Total Time (minutes)	Percentage of Total Time
Word Study	37,410	44.34%
Grammar	24,034	28.48%
Reading Comprehension	22,934	27.18%
Total	**84,378**	**100.00%**

Student Progress

Students Moving a Proficiency Band, Oct-Dec: 83 (17%)

School	Word Study	Grammar	Comprehension
Edna Brewer	+2% Intermediate		+2% Intermediate
Roosevelt	+8% Intermediate		+7% Intermediate
Fremont	+3% Intermediate +3% Advanced	+7% Intermediate	+3% Intermediate
O High	+6% Intermediate	+7% Intermediate	+4% Intermediate
Oakland Tech	+4% Advanced		+4% Intermediate
Skyline	+5% Intermediate	+5% Intermediate	+4% Intermediate
UPA			+6% Intermediate
SJT 6-12			+9% Intermediate

Staff Feedback

Let’s hear about Frick Special Educator Sara Mahjoobi’s Lexia experience so far!

What’s Next for Lexia

Short-Term Next Steps (Jan-Jun)

- Targeted Professional Development on 1/5/25.
- Continue to Collaborate with Program Specialists and Principals to reinforce the importance of implementation of Lexia.
- Work with Lexia to identify trainings that would lead to increased implementation
- Receive feedback from teachers to inform support and training.

Mid-Term Next Steps (2026-27 SY)

- Monthly PowerUp professional learning community on 4th Wednesdays.
- Continued implementation of a communication campaign to increase Lexia interest and use.
- SpEd-coordinated release-time for collegial observations between skilled and developing Power-Up practitioners.
- Master scheduling collaboration and review to ensure appropriate reading intervention sections for 2026-27.

https://youtu.be/8caJKMqoKb0

Break 7:10-7:20 10 minutes

Outcomes from Literacy Investments & Intervention

(Discussion)

Jennifer Blake, Special Education Executive Director 7:20 pm, 25 minutes

Budget Update: Adjustments to Address the OUSD Deficit in 2026-27 and Beyond

Rachel Latta, CAC Board Liaison

7:45 pm, 25 minutes

Budget Update Presented in December 2025

Update of Resolution 2526-0177: Directing the Preparation of Budget Scenarios to Address OUSD's Structural Deficit

Link to Full Update:

https://ousd.legistar.com/gateway.aspx?M=F&ID=118436.pdf

Excerpt from Updated Budget Scenarios for 2025-27--12.8.25

https://docs.google.com/document/d/10cZ-Ki897VL_2D5WdlawOomnFbKv5YV5gm61k79Ql0Y/edit?usp=sharing

Itemized Proposals in the Budget Scenario adopted on 12/10/25

For 2025-26

Hiring Freeze and Related Vacancy Savings *$10 mill.*

Freeze in all New Contracts (emergency approvals by Superintendent)

Freeze in Expenditures in 4000 & 5000 Object Codes (Books, Supplies, Services)

Reductions to Site and Central Budgets *$7 mill.*

2025-26 Attendance Rate Increase of 2% (Special Taskforce) *$10 mill.*

Convening of Team of Top School Finance Experts

Itemized Proposals in the Budget Scenario adopted on 12/10/25

For 2026-27

Central Department Reductions *Up to $21 mill.*

7.5% to 10% in School Site Budget Reductions *$32 mill.*

15% to 20% in Additional Reductions to Central Department Budgets *$11 mill.*

Reduce School Site Access to Unutilized Spaces *$1.6 mill.*

Additional Review of Contracts (2nd Tier Review)

Reduction to Routine Restricted Maintenance Account *$1 mill.*

Additional Revenue from 2025-26 Increase in Attendance *$10 mill.*

Launch of 2 to 3 TK Hubs *$1.5 mill.*

For 2026-27 (Continued)

Savings for Centralized Procurement and Copiers

Savings from Improved System for Management of Fleet

Shift Attendance Specialists, Noon Supervisors to Supplemental Dollars *$3.86 mill.*

Shift Costs of 2-3 Small Schools to Supplemental/Concentration Dollars *$8.5 mill.*

10% Reduction in Contribution to Special Education *$12 mill.*

Feasibility Study for Non-Public School in OUSD Properties

Staff will begin working to strategically organize the areas listed above into a comprehensive implementation plan.

Following are the sections of that plan:

1. Central Office Staffing Reductions. This includes:
elimination or reduction of positions, adjustments to employee work calendars, restructuring & consolidating teams, vacancy freezes, hiring pauses, reducing overtime & substitute labor costs, and reducing stipends/extra-duty assignments

2. School Site Budget Adjustments. This includes:
reductions to LCFF site discretionary funds, decreases in per-pupil allocations, cuts to school-based program budgets such as athletics, clubs, and library services; enrollment-based allocation adjustments

3. Contracted Services. This includes:

scaling back curriculum and instructional contracts; professional development vendors; technology service providers; transportation vendors, security and campus safety contracts, mental health and behavioral support providers; contractors across custodial, landscaping, HVAC, and trades; and consulting and strategic planning engagements.

It also includes: *districtwide freeze on discretionary spending, halt new contracted services unless explicitly approved; review and approval of contracts through a centralized process involving the Superintendent; fast-track approval process for time-sensitive contracts related to special education, legally required services, and after-school programming.*

4. Program and Services Adjustments. This includes:
reduction or consolidation of certain academic programs; pausing or reduction of wellness initiatives, employee recognition events, and retirement celebrations.

It also includes: *narrowing or reducing recruitment and employee support programs, including teacher residencies, apprenticeships, and other pipeline investments; academic internships, mentorships, and apprenticeship opportunities; specialized instructional programs; family engagement initiatives; and leadership development offerings.*

5. Materials and Supplies. This includes:
only essential purchases of classroom materials and office supplies; extending the replacement cycles for technology equipment; constrained supply budgets for custodial and maintenance teams; slowing or postponing planned textbook adoptions and curriculum replacement cycles.

6. Operations and Facilities. This includes:
extending maintenance and custodial schedules; deferring non-critical repairs; implementing energy-reduction strategies to lower utility expenses; consolidating transportation routes; pursuing additional utilities savings through conservation measures.

This may also include:
facility closures, co-locations, or consolidations based on utilization and enrollment trends; updates to facilities rental rates and fee structures; reduction of ground maintenance to only the essential services.

7. Structural and Long Term Savings. This includes:
reviewing and adjusting key policies and operational practices—such as bell schedules, class size initiatives, and transportation; evaluating school site mergers and potential closures; closure or repurposing of underutilized central office buildings; reviewing summer learning and extended day program structures.

8. Revenue and Funding Adjustments. This includes:
tighter alignment between staffing, services, and actual enrollment; rebalancing the use of restricted and unrestricted funds; ensuring that programs funded with expiring or limited grants are either right-sized or transitioned appropriately

What Comes Next

Key Dates

W. 1/14	**School Board Meeting**	Fiscal Report
W. 1/21	**Meeting of the Parent & Student Advisory Committee**	Benchmarks and Timeline for Adjustments to the OUSD Budget Overview of Investments and Expenditures in School Budgets
W. 1/28	**School Board Meeting**	Updates on the Budget Development Process
Th. 2/5	**Meeting of the Budget & Finance Committee**	Preparing for Board Adoption of Specific Budget Changes
W. 21	**School Board Meeting**	Board Vote to Adopt Specific Budget Changes

Announcements, Appreciations, & Comments

JD Woloshyn, CAC Co-Chair

8:10 pm, 10 minutes

Notes