2026-2027 Impact of Position Reductions (analysis of 3/11/26)

Department	Current FTE	Reduced FTE	Savings
909- Academics & Instruction	15 FTE Central	-7 central	$1,286,000.00

Programs	The following programs are implemented by this Department: ● Literacy, K-12 ● Science, K-12 ● Math, K-12 ● Social Studies/History/Ethnic Studies, K-12 ● Visual & Performing Arts, K-12 ● Physical Education, K-12 ● Instructional Technology, K-12 ● Textbook Management
Impact	The impact of the position reductions include: ● **Literacy Coordinator** (1.0): ○ Grant funding ended. Coordinator worked with EL Education to build ELD Units that were piloted in OUSD classrooms. ○ Reduces district capacity to support and scale ELD units developed with EL Education. ○ Limits ongoing coaching and instructional support for Unlock ELD ● **STEM Coordinators:** 2 Elementary, 1 Secondary Math, 1 Secondary Science. Reduces STEM staff to: 1 STEM Coordinator to serve 44 Elementary Sites; 1 Secondary Science Coordinator for 6-12 and 1 Secondary Math Coordinator for 6-12. ○ **Loss of Districtwide Math & Science Instructional Coherence and Site Support–**One elementary coordinator will now support all 49 elementary schools and the 2 secondary coordinators will now support 26, resulting in limited direct site support, fewer learning walks, reduced access to coaching and professional learning, inconsistent curriculum implementation, and ultimately uneven instructional quality and widening gaps in math and science learning across sites. ○ **Reduced Coaching Infrastructure and TSA Capacity Building–**Site-based coaching and leader support will sharply decline, and the loss of the Coaching Collaborative eliminates a key lever for building TSA capacity to coach teachers in math content, weakening instructional support across schools. ○ **Weakening of MathBOOST & Tutoring Implementation–**Critical tutoring initiatives, MathBOOST, supporting math acceleration will suffer from

limited oversight, training, and coordination, reducing impact for students most in need.
    - **Reduced Professional Learning for Teachers and Leaders-**Districtwide professional learning will become more limited and reactive, reducing opportunities for teachers, tutors, and school leaders to build strong curriculum implementation and data-informed instructional practices.
    - **Loss of Data Monitoring & Instructional Improvement Cycles-**Without sufficient coordination, schools will receive less support analyzing assessment data and adjusting instruction, slowing districtwide math improvement efforts. *The work of the STEM coordinators directly contributes to progress on our academic LCAP goals and on the California Dashboard indicators.*
    - Secondary math and science support will also be stretched across grades 6–12.
    - Slows curriculum implementation and reduces responsiveness to site needs.
    - Since hiring HS STEM coordinators in 2022:
        - SBAC Math has increased +27 DFS, +4.3% student met or exceeded standard, and 11% higher participation in SBAC
        - CAST Science has increased +2.8 DFS, +4.9 students met or exceeded standards, and 26% higher participation rates
- **Director, Visual & Performing Arts (1.0):**
    - **Loss of Compliance & Fiscal Safeguards–**No central leadership ensuring Prop 28 compliance, expenditure monitoring, and required state reporting — placing millions in arts funding at risk. OUSD receives $6.5 million in prop 28 funding.
    - **Breakdown of Districtwide Arts Program Stability–**No coordination of solutions for displaced teachers and ensuring credentialing requirements.
    - **Instructional Support:** The evaluation of elementary VAPA teachers of approx. 40 teachers on annual caseload will shift from the central VAPA department to individual school sites, which impacts site capacity to properly supervise VAPA teachers. There are approximately 160 VAPA teachers served by this department.
    - **Collapse of Instrument & Program Infrastructure-**No system oversight for instrument inventory, repairs, distribution, and asset management — risking loss, deterioration, and inequitable access to equipment across schools.
    - **Fragmentation of Instructional Support & Professional Learning–**No central driver ensuring coherent professional development, coaching, and instructional alignment for VAPA teachers, especially new teachers and programs needing targeted support.
    - **Loss of Community Partnerships & Signature Student Events**
      District-wide festivals, performances, and external partnerships that define

	student arts access and community engagement risk shrinking or disappearing without central coordination. ● TSA, 11 Mon 12 Pay (2.60): Social Studies TSA reduced due to grant ending. Remaining positions are due to unconfirmed grant- Salesforce renewal should be in place May 2026 for 1.6 FTE. These positions will likely return. ● TSA Classroom, 11 Mos (.20): Partially funded at school site through Salesforce. Salesforce renewal should be in place May 2026. ○ Decreases coaching and instructional support available to schools. ○ Creates uncertainty due to reliance on pending grant renewals. ○ May widen instructional quality differences across sites due to reduced coaching capacity.

Department	Current FTE	Reduced FTE	Savings
910- Early Childhood Education	24.6 FTE Central 231.95 Centers	-4.5 FTE Central -9.7 FTE Centers	$642,643

Programs	The following programs are implemented by this Department: ● Separate Fund than K-12 programming; ● Early Childhood Program Implementation for PK & TK (4 y.o. & 3 y.o.); ● Coordination of all Early Childhood Program services.
Impact	The impact of the position reductions include: ● Case Manager 20 (0.50) ● Culture Keeper (2.00) ● Instruction Aide CDC Bilingual (0.80) ● Instructional Aide CDC (2.40) ● Occupational Therapist (2.00) ● Teacher CDC (4.50) ● Teacher STIP (2.00) The positions were vacant for the school year 2025-2026. These are on-going reductions due to yearly adjustments aligned to projected number of students to be served and associated services.

Department	Current FTE	Reduced FTE	Savings
912- Linked Learning	16.4 FTE Central	-8.15 FTE	$1,299,722.55

Programs	The following programs are implemented by this Department: ● Linked Learning Pathway instruction in all high schools, alternative schools, and continuation schools.
Impact	The impact of the position reductions include: ● Literacy Coordinator (1.0) ● Teacher (4.65) The Literacy Coordinator at Site 912 supervises two coaches and one TSA and leads districtwide professional development for high school teachers on Graduate Capstones and Project-Based Learning. This role is a key driver of coherence and quality across our schools. Without this position, support for Graduate Capstone—an OUSD graduation requirement—would be significantly weakened. Schools would lose consistent guidance, coordination, and training, making it much harder to ensure all students have access to a strong, meaningful capstone experience and meet this high school graduation requirement. Project-Based Learning, a cornerstone of OUSD's Linked Learning pathways, would also be impacted. Without central leadership to support and align this work, we risk inconsistency across sites and a decline in the quality and fidelity of implementation—ultimately affecting students' access to standards-based, engaging, real-world learning experiences. ------------ Losing 4.65 teacher FTE at Site 912 would have a major impact on computer science instruction across the Middle School Network. Each of these teachers currently teaches at least five sections of computer science, providing essential learning opportunities for middle school students. Computer Science in our middle schools supports our district in meeting LCAP goals, in particular LCAP Goals 1 and 2. While these positions are currently grant-funded, the grant agreement is expected before the end of the fiscal year. If the agreement is delayed or funding is not awarded, eliminating these roles would create a significant gap in direct instruction for students. It would also disrupt middle school master schedules, removing elective options and forcing larger class sizes in the remaining courses

Department	Current FTE	Reduced FTE	Savings
922- Community Schools	67 FTE	-17.2 FTE	$2.3 million

Programs	The following programs are implemented by this Department: ● Safety ● Behavioral Health ● Health & Wellness ● Attendance ● Discipline ● Unhoused Youth ● Foster Youth ● Social-Emotional Learning ● Restorative Justice ● After-School Program Coordination ● The Center: Nutrition and Gardening
Impact	The impact of the position reductions include: ● Case Manager 20 (3.00): Positions would move to school sites instead of being held centrally to support McKinney Vento students ● Counselor (1.00): Position would be allocated to school sites instead of being held centrally to support McKinney Vento students ● Coord, Education at The Center (1.00): Programming at The Center would not continue at the same level. This position is grant funded and supports student internships and education programming / field trips. If not funded most programs at the Center would pause while alternative models are explored. ● PM Sch Gard & Live School yard (1.00):Gardening program at The Center would not continue. This position is grant funded and supports the maintenance of the Garden at the Center and School Garden maintenance. If not funded, Gardens across the district will have reduced support in maintenance and educational programming. ● Manager Community Partnership (1.00): This position supports the professional development of case managers with a focus on attendance, behavior management, social-emotional learning, and other skills needed by high capacity Case Managers. Case manager positions that are continued by schools will have reduced support for effective impact. ● Principal, High School Small (1.00): Limited impact ● Prog Mgr Community Schools11 (1.00): Limited impact ● MTSS Elementary Partners (2.00): These positions lead attendance, behavior, and social-emotional, while supporting academic work in OUSD. With less partner support, schools will have less support with attendance, social-emotional curriculum implementation, academic tiered support in class, and community school manager coaching/support (especially in programs like

	COST that ensure many students support). Many Principals in Elementary will also lose the coaching/support that they currently get from MTSS partners. ● Prog Mgr Restorative Justice (1.00): This position leads the Peer RJ work in OUSD. The program manager supports site based facilitators with coaching and professional learning as well as implementing Peer RJ and also responds to district requests for conflict management support. CSSS will not have the ability to support as many requests for adult conflict management. ● Program Mgr Behavioral Health (1.00): With reduced behavioral health program managers, we may be limited in our ability to respond to site crises or provide clinical support to social workers. ● Restorative Justice Facilitator (1.00): This position is grant funded. If the grant is awarded by the City of Oakland we anticipate returning this position to support at a high school. ● Social Worker (0.20): This position supports the social work intern program, the work will be addressed differently moving forward. ● Specialist Behavior (3.00): These positions are currently vacant. With the full elimination of these roles, sites will continue to have limited support for schools requesting support for students with behavior concerns. ● Specialist Wellness (1.00): This position is currently vacant due to a change in federal funding. ● TSA 10Pay (2.0): One position is vacant. The other position supports educational programming at the Center with a focus on nutrition education and gardening curricula and field trips. Many of the behavioral health positions in Community Schools were to be eliminated, however grant funds specific to behavioral health were utilized to maintain some staffing. The remaining positions provide crisis response to schools, clinical supervision of site social workers, and will facilitate the implementation of California's new behavioral health billing program to generate new revenue for OUSD for services already being provided.

Department	Current FTE	Reduced FTE	Savings
928- OPSR Counseling	17 FTE Central	-9.4 FTE	$2,270,115.73

Programs	The following programs are implemented by this Department: ● Secondary Counseling ● Credit Recovery ● Dual Enrollment/Concurrent Enrollment ● District Registrar Services and transcript management ● Master scheduling
Impact	The impact of the position reductions include: ● Administrative Assist III Bil (0.25) ● Counselor (5.90) ● District Registrar (1.00) ● Spec College/Career Readiness (1.00) ● TSA Program Specialist 12Mos (1.25) Reducing the Administrative Assistant FTE would significantly diminish our capacity to manage critical operational and financial functions at Site 928. This includes processing contractually obligated counselor stipends, overseeing the site's full budget, and managing purchases essential to staff- and student-facing programs, including counseling, dual enrollment, credit recovery, and secondary master scheduling. Beyond these daily responsibilities, the Administrative Assistant also coordinates the submission of all grants and philanthropic funds for Board approval—funds processed through Site 928 that are directly allocated to school site budgets. A reduction in clerical support would not only delay these Board submissions but also severely limit timely access to funds that directly support students and staff, creating immediate operational and programmatic challenges. ---------------------------- The Counselor reduction is based on the OEA contract student: counselor ratio which is adjusted each year according to projected enrollment. ------------------------- The District Registrar reduction means that there will now be one person to assist current and former students with transcript requests. Two District Registrars currently support 19 high schools, middle schools, and central departments, ensuring the accuracy, confidentiality, and legal compliance of student records. Their work includes transcript audits, enrollment and graduation verification, CALPADS reporting, diploma processing, and legal or court-mandated records requests—time-sensitive responsibilities governed by state and federal law. Reducing to a single position would limit capacity, slow turnaround times, and increase operational and compliance risks. Maintaining both Registrars ensures continuity, timely support for students and families, and the safeguards needed to meet statutory obligations districtwide. On average, OUSD receives over 5,000 transcript requests from current and former

	students each year. A reduction in FTE would likely delay processing of these requests and reviewing and evaluating foreign transcripts for current and prospective students seeking enrollment. ----------------------------- The Specialist, College/Career Readiness is a grant-funded position, and that funding will no longer be available. The individual in this role currently provides critical postsecondary advising support to approximately 260 students. Without continued grant or central funding, the school site would be required to identify alternative resources to sustain the position. Absent that funding, the site risks a significant reduction in direct services to high school students at a pivotal moment in their college and career planning, potentially limiting access to guidance, application support, and postsecondary opportunities. ------- The TSA position is currently grant-funded and provides direct support and professional development to teachers across the High School Network, focused on equitable and mastery-based grading practices. This funding will sunset in June 2026. Without continued grant or central funding, teachers across the network would lose critical, hands-on support needed to strengthen and implement grading practices that more accurately reflect student learning and mastery of grade-level content.

Department	Current FTE	Reduced FTE	Savings
929- Office of Equity	29 FTE Central	-10 FTE	$2,002,194.42

Programs	The following programs are implemented by this Department: ● Targeted Strategies for specific student groups ○ Partner with principals and their teams to advance literacy, attendance,graduation and a-g completion of African American, Latino, Arab American, and Pacific Islander students. ● Family Engagement Linked to Learning ○ Support principals, CSMs, and site teams to build capacity of teachers, staff, and families to engage in direct partnership and shared decision making to advance academic and SEL achievement for targeted populations and subgroups, at site and district level. ● Interpretation and Translation ○ Facilitate monolingual family access to site and district communication structures, including compliance of legally mandated interpretation/translation ● Student Engagement ○ Provide 6-12 student leaders and leadership advisors the knowledge, skills, confidence to develop **youth-adult partnerships** to lead school improvement efforts advancing literacy, attendance, graduation and a-g completion across 6-12 ● Antiracist Learning ○ Work with sites and departments across the system to establish and provide ongoing foundational and integrated professional learning on equity and culturally responsive practices
Impact	The impact of the position reductions include: ● Program Assistant III (1.00) ● Spec District Family Engage (4.00) ● Spec Target Stud Grp Intervent (4.00) ● Specialist Translator-Chinese (1.00) The Family Engagement Team is led by a Coordinator and 4 Specialists. The recommendation maintains a Coordinator and consolidates the 4 Specialists. The work to enhance parent engagement shifts to the Community School Manager position at school sites. There is a grant for Community Schools that will continue to implement family engagement activities like the Professional Learning Community (PLC) in which the central office interacts with site based Community School Managers (CSMs). The reductions of 4.0 FTE in Family Engagement signifies the loss of governance

support to school sites, loss of Tier 1 Essential Family Engagement Practices, fewer to no Parent Teacher Home Visit (PTHV) Trainings and coordination of the PTHV program, and loss of coordination with school site teams responding to attendance, culture and climate needs.

- Loss of governance support;
  - No school based recruitment support for the SSC and the SELLs
  - No school based content support for monthly SSC and SELLs meetings
  - No school based training for SSC and SELLs school teams
  - No school based support for SSC Self Assessment completion and goal setting
  - Minimal to no SPSA evaluation and engagement support
  - Minimal tracking for use of Title 1 Part A (LCAP Goal 3.9.5)
  - Minimal support for assuring at least 1 SSC member is a parent of a child with a disability (LCAP Goal 3.9.4)
  - Minimal support for assuring more “freestanding” SELLs committees (LCAP Goal 3.9.7)
- Loss of Tier 1 Essential Family Engagement Practices
  - Schools will not get support for developing and implementing effective Tier 1 structures for family engagement (2 way communication structures, academic partnership with teachers, relationship building with families)
  - We will not be able to support focal schools who are struggling
  - Minimal support for school based affinity committee’s
  - Minimal support for family literacy events and engagement
- Fewer to no Parent Teacher Home Visit Training and Support
  - Losing a main facilitator for this training
  - Loss of support with tracking data for home visits
  - Loss of support for processing teacher pay for attending trainings and doing actual home visits
- Coordination with Attendance teams and Culture and Climate teams at site level
  - DFES directly support culture and attendance teams and help to plan intervention meetings such as the SART

The Targeted Specialists Team originally had one specialist per student group. Due to COVID funding, the team was able to double in size. Now that COVID funding has gone away, there is not adequate funds to sustain the size of the team. The actions below will be led by one person per student group as a result of these position reductions.These staff also provide direct support to 17.25 FTE Facilitators who deliver instruction to students. The reduction of 4.0 FTE in Targeted Strategies signifies the reduction or loss of direct support to targeted populations in 4 key areas:

1) Student Academic, Social-Emotional, and Behavioral Support
Targeted support to African American, Arab American, Latino, and Pacific Islander students across the district, including literacy support, social-emotional learning, mentorship, academic intervention, and college access guidance. This work addresses

chronic absenteeism, disengagement, and academic barriers through culturally responsive, relationship-based approaches.The role includes close collaboration with school site administrators, teachers, counselors, and support staff to ensure students receive timely interventions related to attendance, engagement, and academic progress.

- **Proactive Targeted Support**
  - Dedicated capacity for proactive outreach, early intervention, and navigating complex situations (academic, social, behavioral) through a culturally responsive lens before they escalate into crises.
  - This role goes beyond academics, providing essential wrap-around support in language access, student and parent engagement, mental health & wellness navigation, and opportunity sharing; functions that general staff cannot replicate at this depth

2) Family Engagement and Advocacy

Develop and sustain relationships with African American, Arab American, Latino, and Pacific Islander families to ensure they are supported in navigating school systems. This includes assistance with disciplinary processes, understanding and navigating Individualized Education Programs (IEPs), and accessing additional academic and social-emotional supports. This work builds trust between families and schools and helps resolve issues before they escalate.

- Culturally - Specific Bridge for African American, Arab American, Latino, and Pacific Islander students and families:
  - Ex: Eliminates the critical link between the targeted community and the school system, builds on trust, shared language, and deep cultural understanding more specifically our Yemeni and Pacific Islander student population - TS are the point persons who know the nuances and barriers families face.
  - Targeted Specialists are the Trusted Insider from the community, with the lived experience that allows us to see barriers others might miss and to build authentic trust.
  - Targeted Specialists respond to racial incidents at various schools
  - Direct support to schools with historically unaddressed issues, such as miscommunication with families, engagement from targeted populations, and a repairing trust, alleviating this burden from teachers and administrators.
    - Schools literally reach out consistently and request for guidance and support on how to address and engage in certain situations, sensitive cases (sometimes cultural barriers) - addressing these cases strategically in a culturally responsive manner.
  - Ensure outreach and opportunities are equitable, not just equal. TSs identify the students who are invisible in the system and advocate for their specific needs.
    - Arab Am students are invisible districtwide, school site & networks data shareouts/presentations -(bc counted as

white) and TS in this role can identify who they are and correct this systemic blind spot.

3) School Site–Based Services
Coordinates and supports school site services that include weekly literacy support, affinity spaces, advisory sessions, and afterschool programming for K-12. These services are designed to increase student belonging, engagement, and attendance by centering African American, Arab American, Latino, and Pacific Islanderidentity and culture within the school environment.

- Coordination of Chicano Studies(LSA) and Mastering our African American Cultural Identity Courses (AAFE & AAMA)
    - Formal district anchor, which can weaken trust, communication, and long-term collaboration with students, families, teachers, administrators and community partners (The Unity Council, BACR, AAYSP, IKUNA)
    - Weekly coaching for facilitators, supporting them directly at schools site through 1:1 coaching
    - Monthly PD for facilitators
    - PD's for site based all staff around culturally responsive engagement and practices with Targeted populations
    - Districtwide and site based cultural events for students and families
    - Course content development and consultation for alignment with Instructional Focus and Ethnic Studies adopted curriculum
    - Serve as substitutes with course facilitators are out or not hired on time
- Coordination with Attendance teams and Culture and Climate teams at site level
    - Targeted Specialists work directly with attendance, COST and Cultural and climate teams.
    - Targeted Specialists are directly involved in attendance monitoring of student focal groups in the High School Network (CSI Division Meetings)
- Site Based Affinity Circles/Groups:
  Targeted Specialists are the glue that holds it all together in practice, at sites that do not have a facilitator or have not yet grown their own cultural practice: TSs are the care manager, academic coach, language facilitator, and engagement specialist all in one for students in affinity circles/groups, they:
    - Work directly with schools to create practical accommodations for Ramadan, prayer space, and cultural needs which all in all support attendance and feeling of belonging. Without this role, these accommodations become a burden for untrained staff, and students are left unsupported and marginalized.
    - Address Islamophobic and anti-Arab bullying - harassment over hijab, accents, or heritage intervening with the cultural understanding and creating awareness and education for students and school communities to prevent mishandling.

    - Maintain efforts to engage Yemeni families to trust the system, our schools and send their daughters to our schools or participate in our programs.

4) District Academic Coordination, Partnerships with CBOs, Grants, and Course Content Development

TS serve as the lead for ensuring academic and community partnerships are executed effectively and aligned with district goals. This includes coordination with central academic teams and community organizations to deliver culturally grounded site programming. The role also supports grant development and alignment to ensure supplementary funding is available to support our historically underserved African American, Arab American, Latino, and Pacific Islander communities:

- Targeted Specialists serve as the equity voice in various Academic Teams:
    - Secondary Alignment team
    - HS Network
    - Elementary Networks
    - Ethnic Studies team
    - Math team
    - Literacy and ELA teams
        - We have pending literacy grant (OFCY Elementary Literacy) that rely on targeted specialists coordination between the students, families and administrators to meet respective goals for improvement
- Talent management- Recruitment and Retention of our site based Black, Latino, Arab Am, Pacific Islander teachers and mentors
    - Serve as conduits for HR to get our candidates processed and support them with PD and provide pathways for them to get their full credentials which represents a significant part of the diversity of teaching staff in the district . This creates a 90% teacher retention rate which is much higher than our overall district average.
    - Conflict Resolution between site facilitators, school, administrators and staff
- Partnership alignment and coordination with IKUNA:
    - Four-Week Summer Program: providing academic enrichment, literacy support, social-emotional learning, mentorship, and culturally grounded activities designed to increase engagement and reduce learning loss for Pacific Islander students.
    - One-Week Cultural Immersion Experience in Hawaiʻi: An annual cultural immersion experience for high school students focused on reconnecting students to their ancestral history through land-based, ocean-based, and historical learning facilitated by local elders and cultural practitioners. This experience supports identity development, cultural pride, and long-term educational engagement.

Loss of the PROGRAM ASST III = INTERPRETATION SCHEDULER:

	• Scheduling for Interpretation and Translation Requests - up to 40 requests received daily.
	  ○ Managing calendars of 8 district interpreters, assigning Overtime by seniority rules for evening meetings and after hours meetings (Board meetings, community meetings, etc)
	  ○ Filling requests in order received.
	  ○ Securing outside agency interpreters for legally required interpretation for all school sites and district departments when district interpreter calendars are full.

Department	Current FTE	Reduced FTE	Savings
933- Oakland Athletic League	5 FTE Central	-1 FTE Central	$286,245.44

Programs	The following programs are implemented by this Department: ● Oakland Athletic League ● High School Athletic Program ● MIddle School Athletic Program ● Partnership with Community Schools for Elementary Program
Impact	The impact of the position reductions include: ● Director, Comprehensive Com HS (1.00) Loss of Middle School Athletic Program expansion and implementation at school sites, resulting in one staff person to implement middle school programming and reduced support for high school oversight.

Department	Current FTE	Reduced FTE	Savings
948- Research, Assessment & Data	11 FTE Central	-1 FTE	$132,000

Programs	The following programs are implemented by this Department: ● State and Federal Mandated Assessments ● Data Dashboards for progress monitoring ● Data Reporting for Local, State and Federal Accountability, and Grants ● Internal and External Data Requests and Research Applications
Impact	The impact of the position reductions include: ● Data Analyst II (1.00) Loss of this position will lead to ● Reduced capacity to maintain and update existing dashboards ● Reduced capacity to develop new dashboards in response to customer requests ● Diminished ability to provide data support for federally mandated reporting requirements, including CRDC (Civil Rights Data Collection) ● Reduced capacity to supply timely data to external partners

Department	Current FTE	Reduced FTE	Savings
954- ELLMA	10.4 FTE Central 18.2 FTE School	-3.8 FTE Central -10.83 FTE School	$2,488,496.61

<table>
<tr><td>Programs</td><td>The following programs are implemented by this Department:
English Language Development Instruction;
Newcomer Instruction & Support;
Multi-lingual Instruction (Dual Language and Seal of Biliteracy)</td></tr>
<tr><td>Impact</td><td>The impact of the position reductions include:
Coord, Multilingual Pathway (0.60)
Counselor (1.00)
Prog Mgr Newcomer & Refuge (1.20)
Social Worker (5.63)
Spec Refugee/Asylee Prog (2.00)
TSA 10Pay (3.00) OEA
TSA 11Mon 12Pay (1.20) OEA
The number of Newcomer students has decreased dramatically causing the number of contractual Newcomer TSAs and Social Workers to decrease in accordance with projected enrollment and OEA-OUSD contract language.
TSA 10Pay (3.00) OEA
Losing the 3 site-based Elementary Newcomer Teacher Leaders will leave Laurel, MLA and Global Family with reduced or removed academic, linguistic and social-emotional supports for their newcomer students. These reductions are as result of a decline in newcomer student enrollment at those sites per the OEA-OUSD contract.
Social Worker (5.63)
Losing this Social Worker FTE will leave Roosevelt, Bret Harte, MPA, Frick, UFSA, UPA, OHigh and Skyline with reduced or removed mental health, SEL, and wrap-around support for their newcomer students. These reductions are as result of a decline in newcomer student enrollment at those sites per the OEA-OUSD contract.
TSA 11Mon 12Pay (1.20) OEA
Losing the 1.0 TSA position will result in the loss of professional development, coaching, and integrated curriculum content development for dual language schools using the SEAL model. SEAL builds capacity of schools to provide quality dual language pedagogy, leadership development, and home-family connections -- practices specific to bilingual programs that are not offered elsewhere in our system. A grant for the continuance of this position for an additional two years is pending and so we expect to bring 1.0 FTE back.
Losing the .2 TSA will result in the loss of designated ELD content creation for grades 6-8.
Coord, Multilingual Pathway (0.60)</td></tr>
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	- Funding: This position is slated for funding using a restrictive grant so cutting this .6 does not result in savings in base or S&C funds. We did plan to reduce the FTE to .5. - Impact: The loss of this coordinator position will compromise the current support for the 9 bilingual/ dual language programs in OUSD that require differentiated structures and systems including: dual language assessment system and progress monitoring, dual language enrollment policy and recruitment of diverse families to sustain a two-way model, curriculum orders and implementation support, technical assistance on language allocation/ scheduling unique to the dual language model, professional development and coaching, particularly for leaders and coaches. Newcomer Services Team Prog Mgr Newcomer & Refuge (1.20) Spec Refugee/Asylee Prog (2.00) Funding : - The 1.2 program manager positions are currently funded by Salesforce, which is sunsetting its grant support in this area. - The two specialist positions were slated to be funded by CalNEW, a restrictive grant, and so cutting these two positions does not result in savings in base or S&C funds. Impact: - Losing these FTE in the newcomer services team will reduce district capacity to help families apply for asylum, renew status, and navigate complex immigration paperwork—leaving many to manage high-stakes legal processes alone in a time of increased vulnerability for the immigrant community. - Students and families seeking work permits and employment authorization will face longer delays and greater instability, directly impacting housing security, income stability, and students' ability to remain enrolled and focused in school. - The loss of these roles will weaken trusted pathways connecting families to vetted immigration attorneys and legal clinics, increasing vulnerability to misinformation, exploitation, or missed deadlines. - Reduced outreach and reengagement efforts for unaccompanied minors, making it more likely that some of our most vulnerable youth disengage from school without coordinated follow-up and support. - Loss of coordinated services for pregnant and parenting teens, limiting access to case management, healthcare connections, childcare supports, and pathways to stay enrolled and graduate.

Department	Current FTE	Reduced FTE	Savings
956- Continuous School Improvement	3 FTE Central	-2 FTE Central	$480,187.76

Programs	The following programs are implemented by this Department: ● School Quality Improvements for specific schools.
Impact	The impact of the position reductions include: Directors (2.0) ● Elimination of site support- school sites that have been identified for needing to improve in specific areas will not receive assistance with the implementation of their improvement plan. ● Reduced capacity for community engagement at schools, network and district regarding improvement scope of work ● Elimination of school site support for redesign and improvement ● Elimination of district leadership for mergers of charters into OUSD; no community engagement, leadership alignment, MOU creation ● Elimination of data analysis and strategy partnership related to decision making; reduced parent voice in decisions ● Reduced capacity for implementation of Districtwide improvement framework ● Reduced capacity for Implementation of board strategic vision and support for board policy related to school quality and improvement ● Elimination of leadership on OUSD graduate profile development, adoption and implementation ● Elimination of school quality lens for Asset Management team ● Elimination of school quality and improvement lens on Academic Leadership Teams ● Elimination of school quality and improvement with teaching and learning committee and curriculum implementation

Department	Current FTE	Reduced FTE	Savings
968- Health Services	3 FTE Central 42.8 FTE School	-4 FTE School	$675,846.79

Programs	The following programs are implemented by this Department: • Health Services to students
Impact	The impact of the position reductions include: • Nurse (4.0) More nurses will be split across 5+ school sites, diminishing their ability to support case management functions for students with health conditions. More of this type of work (e.g. soliciting medical orders, getting signed releases to speak with doctors, inputting results from H/V screenings into Aeries) will need to fall to site clerical staff so the remaining nurses can focus only on the functions that must be performed by a nurse (i.e. H/V screenings, diabetes care, staff training on common medical conditions, training and overseeing the competence of our SMP paras performing procedures). ○ A meet and confer with SEIU is needed to discuss the impact to their bargaining unit associated with nursing clerical work needing to be handed off to site administrative assistants to allow our nurses to be split in the way needed to sustain a 4.0 FTE reduction. ○ With 26 FTE, it may not be possible to cover all schools K-12 plus ECE, plus SELPA functions, plus the Early Childhood Evaluation Center (this part alone accounts for over 600 H/V screenings per year), so there will be more overage payments to nurses in accordance with the OEA contract. I'd recommend that Denise and SLT consider the cost savings of this move about 3.2 nurse FTE, not 4.0, because the remaining .8 will need to go toward paying nurses for being over their 1:1350 ratio.

Department	Current FTE	Reduced FTE	Savings
976- Special Education Local Plan Area (SELPA, Central)	45.59 FTE	-6.6 FTE	$976,811.41

Impact of Reductions	The impact of the position reductions include: ● Administrative Assistant I (1.00) ● Coord, Special Education (2.00) ● Prog Mgr PEC Special Projects (1.00) ● Spec District Family Engage (1.00) ● TSA Program Specialist 11Mos (1.60) **Admin Assistant:** We were approved to add an admin assistant this year with the previously-known reduction in administrator/program manager FTE. The main impact will be that we will have diminished capacity to keep up with all of the data entry and paperwork required for us to function (e.g. exception pay execution such as ET/OT forms and extended contracts, OEA monthly caseload monitoring sheet, CDE post-secondary data collection calls) because that clerical and data entry work will need to fall back to our administrators, who are also being reduced in the Special Education staffing reduction proposal. **Program Manager:** We were expecting this reduction and have prepared for it. This position is currently vacant due to a lack of candidates for a midyear hire. It was supposed to assist us with all of our curriculum inventory management and distribution, managing our online licenses for our digital platforms for teachers, maintaining and analyzing teacher and student use data, and training newly-hired staff or struggling staff in the curricular/intervention products. The main impact of not hiring for this position will be reduced central training and troubleshooting support to teachers associated with Special Education interventions and curricula. With over ⅓ of our Special Education teachers on an emergency permit of some kind, most require direct support accessing and learning to use their curriculum, and this elimination reduces our ability to provide more direct assistance. **Family Engagement Specialist:** The impact of eliminating this position will be no longer having our biannual resource fairs, reducing communication to families to the bare minimum, no longer having any stipended parent navigators to provide peer education and support, and either majorly reducing or eliminating our parent/caregiver learning sessions that currently happen monthly. Additionally, there will be no central support to advertise or facilitate disability-focused affinity spaces at school sites. **Coordinator:** One of these FTE is being funded by ELOP next year, so the disability access work will continue. The other coordinator reduction would impact SELPA

	compliance in a significant way that places the district at risk in terms of our Child Find mandate. ● ECEC: The Early Childhood Evaluation Center completes over 600 initial Special Education evaluations each year for students aged 2.10-5.0 for whom there is a suspected area of disability. This is a legal requirement enshrined in both federal and state statute. ● Without an administrator over this body of work, nobody would coordinate the 600+ special education evaluations we complete annually. This position assigns the cases, determines what types of assessment each student needs based on intake data, ensures the evaluators complete assessments on time, places students into ECE teacher caseloads once eligibility is established, balances and reports on the sizes of the caseloads for each SCP in ECE, maintains our MOU-required relationship and intake meetings with the Regional Center, and supervises the ECEC FTE. This coordinator role also serves as the LEA rep for over 15 IEP meetings every month and the LEA designee to the Regional Center for over 25 intake meetings each month as a part of the IDEA C to B transition requirement. The department is unaware who else may be able to participate in all of these IEPs, each of which legally requires an LEA representative for the entirety of the meeting. **TSA FTE:** One of these will be picked up by ELOP for the disability access work. The other will directly reduce case management support for students placed in nonpublic school, private school, or residential treatment facilities. These students are often our most complex and vulnerable youth, and with fewer staff, we will have to reduce quality assurance processes such as NPS site visits and student/family outreach to a bare minimum, because each of the remaining TSAs will be case managing over 50 students.

Department	Current FTE	Reduced FTE	Savings
400- Adult Education	8 FTE Central 10 Teacher FTE	-1.8 FTE	$265,000

Programs	The following programs are implemented by this Department: ● Adult Education Instruction ● Funding for Adult Education is separate from funding for K-12 Program.
Impact	The impact of the position reductions include: ● Teacher (1.8): Positions were vacant and are not planned for the upcoming school year. ● There is no impact on adult school, because the Adult School budget is separate from the district.

Networks of Schools: High School, Middle School, Elementary School

Department	Current FTE	Reduced FTE	Savings
964- High School Network	13 FTE Central	-2 FTE Central	$286,721.54

Programs	The following programs are implemented by this Department: ● High School Supervision ● Home and Hospital Program monitoring and implementation ● Oakland Adult & Career Education
Impact	The impact of the position reductions include: ● Teacher Home/Hospital (2.00) ● Program Manager (1.0) The reduction in teacher FTE for the Home and Hospital Program will reduce our capacity to provide direct services to students in grades TK-12 who are hospitalized or require in-home instruction due to acute or long-term medical conditions. As a result, caseloads for the remaining teachers will increase, which may create challenges in maintaining compliance with California Education Code requirements for both general education and special education students receiving home or hospital instruction. Over the past several years, enrollment in the Home and Hospital Program has fluctuated, with teachers typically serving between one to nine students each. Under the proposed reduction, remaining teachers would experience an increase to their caseloads, possibly leading to reduced time available to provide direct service to students. -- The reduction of the Program Manager for the Home and Hospital Instruction (HHI) Program would decrease administrative capacity dedicated to overseeing the program and managing partnerships with local hospital providers, including Oakland Children's Hospital and Kaiser Permanente. The Program Manager currently provides direct supervision and evaluation of Home and Hospital teachers. If the position is eliminated, these responsibilities would need to be reassigned to another High School Network administrator, likely the Deputy Network Superintendent for Continuation and Alternative Schools and Programs. The role also includes coordinating student intake and exit processes, supporting re-entry to students' schools of record, and developing instructional schedules to ensure required instructional minutes are met. A reduction in this position would require redistribution of these duties among existing staff.

Department	Current FTE	Reduced FTE	Savings
965- Middle School Network	5 FTE Central	0 FTE Central	$0

Programs	The following programs are implemented by this Department: ● Middle School Supervision ● Measure G1 Parcel Tax ● Oakland Goes Outdoors
Impact	The impact of the position reductions include: No reductions.

Department	Current FTE	Reduced FTE	Savings
923- Elementary Network 4	4.5 FTE Central	-4.5 FTE Central	$995,000

Programs	The following programs are implemented by this Department: ● Principal Supervision; ● Instructional Improvement; ● Access to Operational solutions; ● Multi-Tiered Systems of Support (MTSS) implementation guidance and evaluation.
Impact	The impact of the position reductions include: ● Counselor (1.00) ● Executive Office Assistant (0.50) ● Network Superintendent PreK-5 (1.00) ● Partner Multi-Tiered Systems (1.00) ● Partner Network (1.0) Consolidating Elementary Network 4 & 2 results in a large Elementary Network now totaling 49 schools. The reduction means that Elementary schools would not access their supervisor, operations support, or assistance in Multi-Tiered Systems of Support (MTSS) for a lengthy amount of time simply due to the capacity of one staff person leading each area.

Department	Current FTE	Reduced FTE	Savings
962- Elementary Network 2	4.5 FTE	-4.5FTE	$887,915.84

<table>
<tr><td>Programs</td><td>The following programs are implemented by this Department:
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Instructional Improvement;
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Counselor (1.00)
Executive Office Assistant (0.50)
Network Superintendent PreK-5 (1.00)
Partner Multi-Tiered Systems (1.00)
Partner Network (1.0)
Consolidating Elementary Network 4 & 2 results in a large Elementary Network now totaling 49 schools. The reduction means that Elementary schools would not access their supervisor, operations support, or assistance in Multi-Tiered Systems of Support (MTSS) for a lengthy amount of time simply due to the capacity of one staff person leading each area.</td></tr>
<tr><td>Impact Statement</td><td>Department 962: Elementary Network 2
Proposed Reduction: 4.5 FTE Central | Savings: $887,915.84
N2 Senior Leadership: Dr. Sabrina Moore (Network Superintendent), Jen Koeling (Network Partner), Kathleen Arnold (Network Partner)

Overview of Elementary Network 2

Elementary Network 2 (N2) serves 16 PreK-5 schools and encompasses one of the most complex and high-needs leadership landscapes in the Oakland Unified School District. This year, four of Network 2's 16 principals are brand new to their roles, representing a 25% new principal rate across the network. Critically, all but 3 of Network 2’s 16 principals are in their 1st, 2nd, or 3rd year in their current role, meaning the vast majority of our school leaders are still actively building their instructional leadership capacity and depend on consistent, high-quality coaching and supervision to grow and succeed. This is not the typical operational profile of a network functioning under a full staffing model. It is a network that deliberately and urgently reoriented its entire support strategy to meet this challenge.

In response to the unprecedented number of new site leaders, N2 Senior Leadership shifted from a distributed partner model to a "Boots on the Ground" approach: increasing in-person presence at school sites, co-facilitating PLCs and COST meetings,</td></tr>
</table>

observing instruction alongside principals, providing real-time feedback, and building leadership routines from scratch in schools where they did not yet exist.

What This Team Does: The Work Behind the Numbers

The 4.5 FTE proposed for elimination represent every central leadership position in Network 2. Each role carries a distinct and non-duplicative function:

- Network Superintendent (1.0 FTE): Provides direct supervision and formal evaluation of all 16 principals, sets the instructional and operational direction for the network, manages cross-departmental coordination, resolves escalated parent and community concerns, ensures alignment to district priorities, and serves as the accountable leader for all 16 schools' performance and compliance outcomes.
- Network Partner (1.0 FTE): Provides 1:1 instructional coaching to principals, conducts bi-monthly co-observations and walkthroughs, co-facilitates PLCs, ILTs, and professional development sessions, monitors compliance deliverables across all 16 schools, tracks safety and complaint follow-up, and builds the instructional leadership capacity of principals at every stage of development.
- MTSS Network Partner (1.0 FTE): Launches and facilitates attendance teams across all 16 schools, monitors Sown to Grow and OUSD Force data, coordinates BCBA and crisis intervention services, supports COST meeting facilitation, and provides direct coaching to principals on Tier 1, 2, and 3 implementation of academic, behavioral, and social-emotional support systems.
- Counselor (1.0 FTE): Provides direct social-emotional support to students across network schools, coordinates with school-based counselors on crisis response, supports students and families navigating complex needs, and ensures continuity of care for the most vulnerable students in the network.
- Executive Office Assistant (0.5 FTE): Manages logistics, communications, scheduling, and operational coordination for the network office, ensuring the leadership team can focus on schools rather than administrative tasks. This role is the connective tissue that keeps the team functional.
- Together, these five positions form a complete and interdependent leadership infrastructure. Eliminating any one of them creates gaps that cannot be absorbed by the remaining staff. Eliminating all of them dismantles the network entirely.

This Year's Context: New Principals Required a Full Strategic Pivot

The 2025-26 school year opened with four new principals at four Network 2 schools, 4 second year principal's as well, that collectively enroll hundreds of students, including concentrated populations of English Learners, students with IEPs, and historically underserved students. This was not simply an onboarding challenge. It was a leadership development emergency that required the N2 Senior Leadership team to fundamentally change how it deployed its time and resources.

The Network Partner redesigned her entire approach for on site support and new principal leadership development:

- Completed 30/60/90 onboarding plans with all new principals by end of September; all reached 95%+ completion
- Observed every new principal leading a professional development session, ILT meeting, or team space and provided targeted feedback
- Established and held regular 1:1 coaching sessions, co-leading classroom walkthroughs and debriefs with each new principal bi-monthly
- Maintained a complaint and safety transfer tracker across all 16 N2 schools, following up on every incident

The MTSS Network Partner provided parallel intensive support:

- Launched and monitored attendance teams across all 16 schools; by October 31, 13 of 16 schools were on track to reduce chronic absenteeism by 3%
- Achieved 100% Sown to Grow alert response rate across all N2 schools for Trimester 1
- Provided individual principal coaching to five additional N2 principals, each receiving sessions bi-weekly or weekly

This level of personalized, in-the-building, relationship-based support for new school leaders cannot happen remotely, cannot be distributed across fewer people, and cannot be deprioritized without direct harm to students whose teachers are not receiving adequate instructional guidance, and whose families are not receiving responsive school leadership.

What Is Lost If This Reduction Proceeds

The proposed elimination of **4.5 FTE central positions** effectively dismantles the entire N2 leadership infrastructure. This is not a reduction of administrative overhead. It is the removal of the people responsible for keeping schools safe, functional, legally compliant, and instructionally improving.

1. Schools Lose Their Accountable Leader and Evaluator

The Network Superintendent is the principal supervisor of record for all 16 schools. She conducts formal evaluations, makes staffing recommendations, resolves escalated safety and parent concerns, and holds the network accountable to district and state requirements. She is not a support role. She is the responsible administrator. Without this position, 16 school principals lose their direct supervisor entirely. There is no one to authorize critical decisions, conduct required evaluations, or hold the line on school-level accountability. This creates a legal and operational vacuum that no amount of consolidation or redistribution can responsibly fill.

2. New Principals Lose Their Primary Support Structure

First-third year principals are still in the early stages of building their instructional leadership capacity. These principals need a coach who knows their context, their teachers, and their school culture. They need someone who can walk into a classroom with them on a Tuesday afternoon. Zoom meetings from a consolidated or reduced team cannot provide this.

3. MTSS Systems Lose Their Backbone

The MTSS Network Partner's work is not theoretical. She personally runs or pre-plans attendance team meetings, monitors OUSD Force and Sown to Grow data, responds to BCBA requests, coordinates crisis interventions, and coaches principals in real-time at their sites. Losing this position means 16 schools navigate behavioral health crises, chronic absenteeism, student safety plans, and Tier 2/3 intervention systems without a dedicated coordinator.

4. A 49-School Network Will Be Functionally Unmanageable

The consolidation of Elementary Network 4 and Elementary Network 2 creates a single network of 49 schools, more than any single team in OUSD currently oversees. Acknowledging that "Elementary schools would not access their supervisor, operations support, or assistance in MTSS for a lengthy amount of time simply due to the capacity of one staff person leading each area." is an unacceptable outcome for students who depend on these systems functioning.

5. Compliance Risk Escalates Significantly

Network Superintendent and Partner oversight is the mechanism that ensures principals complete Williams requirements, submit SPSAs on time, follow SPED protocols, complete evaluations, and manage compliance deliverables. Without adequate coverage, the district faces increased risk of federal and state compliance violations, including potential Special Education non-compliance, Title I monitoring findings, and LCAP goal accountability gaps.

6. Student Outcome Gains Are Fragile Without Continuity

Network 2 has made documented progress this year: 100% of CSMs reflected in the Inquiry and Planning Tool in N2, 16/16 schools active in IPT, strong attendance team launches across the network, and a Coaching Collaborative that has built genuine capacity in Early Literacy and Math. These gains are institutional capacity, not personal capacity, and they are at risk of reverting without the senior leadership infrastructure to sustain them.

7. Student Support and Office Operations Disappear Entirely

The Counselor position provides a critical layer of direct student support at the network level, coordinating care for students with complex social-emotional needs and ensuring that school-based counselors are not navigating crisis response alone. Eliminating this role means the most vulnerable students in our 16 schools lose a dedicated advocate and coordination resource that no other position in the proposed restructuring is positioned to replace.

The Executive Office Assistant (0.5 FTE) is the operational anchor of the network office. Without this role, scheduling, communications, logistics, and administrative coordination for a 16-school network fall to leadership staff who are already at full capacity in schools. The result is not a minor inconvenience. It is a slow but certain erosion of the team's ability to function.

Our Ask

We respectfully urge the Board and Superintendent to reconsider the full elimination of Department 962 Elementary Network 2 central staffing. If budget reductions are unavoidable, we ask that any restructuring plan include:

- A realistic assessment of span-of-control for the consolidated 49-school network, with staffing commensurate to that scope
- Protection of the Network Partner roles that provide direct, in-person coaching to new principals during their critical first years
- A transition plan for new principals that does not leave them without a named support person for any period during the 2026-27 school year
- Continuation of the MTSS coordination function, either within the network or through a clearly designated district-level replacement

The work of Elementary Network 2 is visible in classrooms, in Attendance and COST meetings, in the stability of schools that have been through significant leadership change, and in the outcomes of students who otherwise would fall through the cracks. We are asking this district to see that work, count it, and protect it.

Submitted by N2 Senior Leadership | Dr. Sabrina “Bri” Moore, | February 2026