



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

& other advisory committees

April 22, 2026

**Parent & Student
Advisory Committee
(PSAC)**

**Multi-Stakeholder
Engagement Process to
Reshape our District**

WHO WE ARE

A **group of volunteers** representing the various stakeholder groups of OUSD, including leadership from our advisory committees. **In collaboration with the OUSD community**, our goal is to shape how engagement and decision-making should look to inform **the future of our district.**

Recap of the March 31 Community Meeting

Link to the Agenda: tinyurl.com/4nxn9fx3

Link to the Full Update: tinyurl.com/3yfkacp7

MEETING GOALS

- Know what are the **4 Phases of OUSD's Financial Stabilization Plan** and the goals of each phase
- Begin to identify the conditions for a **successful Phase 4 Engagement Process** in collaboration with other OUSD community members

STRONGEST MESSAGE FROM PARTICIPANTS

Trust requires a feedback loop.

This means: reflecting back to participants what has been done with the suggestions that they have shared with decision-makers.

Participants need evidence that what they said was heard, and that it is being actively considered and integrated into the solutions that are crafted.

Upcoming Engagements

Wednesday, April 29 [Zoom Meeting] *Repeat of 3/31*

Wednesday, May 6 [Zoom Meeting, Breakout Meetings in Different Languages] *Repeat of 3/31*

Monday, June 1 [In-Person Community Meeting]

We will help to define the key questions and goals for the Fall 2026 Engagement Process.

Zoom Links in the Document with the Full Update

How to Communicate With Our Planning Group

If you have any questions about our group and efforts, would like to help and get involved, or simply want to stay in the loop, please send us a message at engage@ousd-mseg.org.

Highlights from Our April 15 Meeting

On April 15th, we continued our discussion of changes taking place in the **Academic Division** for the 2026-27 school year with a focus on:

→ **Community Schools and Student Services**
(Attendance, Safety)

→ **Office of Equity** (Targeted Strategies,
Interpretation, Engagement)

In discussing these reductions and other changes, we aimed to:

→ **understand them in the context of things that have not changed**

→ **understand the history of how that staffing evolved in the past**

→ **consider both the immediate impact and the opportunity to do things differently.**

The questions and comments focused on:

1. the reasons for moving the *Multi-Tiered Systems of Support* (MTSS) *Team* into the Department of Community Schools and Student Services and the impact of doing so, including the extent to which that would increase their **focus on attendance support.**

There were questions about **what the actual work of the MTSS team would be given their focus on many areas of student support** (academic, social-emotional, attendance, etc.) and about what **their relationship with other central teams** (e.g. Safety/ Discipline) would be.

2. how centralized interpretation could be scheduled and coordinated with the loss of the employee doing that work.

Staff explained that a new system is being developed to route requests to staff in the appropriate office (e.g. Office of Equity, Special Education) based on the nature of the request on a 1st-come, 1st serve basis. (Priority: legally-mandated interpretation.)

Staff also explained the interpretation resources, other than centralized interpreters, that are available to schools.

3. how scheduling would be prioritized when centralized interpreters are managed across departments

4. the use of contracted interpretation services & other staff

5. the impact of losing both centralized family engagement specialists and community schools managers when it comes to supporting school committees and related engagement activities. There is concern that we will fully lose the ability to do the work.

6. the extent to which the intervention approaches developed by the Targeted Strategies Team in the *Office of Equity* are passed on to the *MTSS Team*, which also coordinates student interventions.

To view the full recording of the meeting and review the presentation, go to ousd.org/LCAP.

Our public folder is at the bottom of the page.

And join us at our May meeting where we will review all draft changes for the *2026-27 Local Control and Accountability Plan*.

**District English
Language Learners
Subcommittee
(DELLS)**

Highlights from Our March Meeting

At our March Meeting, we learned about summer school for English Language Learners:

1. Summer School Academy for High School Newcomers in High School
2. Elementary Dual Language Summer Programs
3. Other OUSD and Community Summer Programs, such as Extended School Year for Disabled Students and InPlay

Link to the 3/26/26 slides about summer programs:

tinyurl.com/muady8k8

In March, we also learned about the schools that need the most support because they have the lowest language reclassification rates.

Our February meeting had already highlighted the schools that had met their reclassification goals.

We were asked to consider some important context to when reviewing the data.

→ **It takes 5-7 years to achieve proficiency in another language.** This is important when we consider reclassification rates and the percentage of newcomer students. (English Learners who have been in US schools less than 3 years).

→ **A school with a higher percentage of newcomers will have a lower reclassification rate because it takes longer for newcomers to reclassify.**

There was a request to show performance not growth and this context is important.

We want to highlight these findings from our discussion:

1. In many of the schools, the fact that students with IEPs were not reclassifying at all (0%) contributed to the low reclassification rates. Six of the 20 schools discussed did not follow this trend. They deserve recognition.

2. Some of the schools with low rates had large number of students who spoke a language other than English or Spanish.

This demands a greater focus on disabled English Learners and on English Learners who speak languages other than the two that most predominate in OUSD.

Focus of Our April 23 Meeting

On April 23, we will focus on 2 of our 3 priority areas:

- **access to language interpretation**
- **family engagement in school committees**

We are very concerned about reductions of central staff in these areas.

We are concerned that these essential services will either end or be seriously interrupted.

We want clarity about the following:

- 1. Who will coordinate interpretation after the elimination of the central staff who does that work?**
- 2. Who will make sure that there are legally compliant and effective Site English Learner Subcommittees at schools after the elimination of the District Family Engagement Specialists?**

Join us on Thursday, April 23 at 6:30 pm.

**Help us ensure support for language
interpretation and school site committees.**

Foster Youth Advisory Committee

Our March 24th meeting was cancelled because we could not secure the participants that were essential for our dialogue.

We had planned to discuss discipline practices involving foster youth within our elementary schools.

Our goal was to bring together leaders from sites where foster youth have experienced suspensions to discuss discipline practices, review the foster youth discipline policy, and share perspectives and experiences.

We deeply value that direct and collaborative engagement.

We are working to have this dialogue at our April meeting.

We want to ask:

What do you find most beneficial about the policy?

What questions do you have?

How can the Foster Youth Advisory Committee partner with you to successfully implement the policy?

Who in OUSD would be most instrumental in supporting schools as they implement this policy?

Join us at our next public meeting on Tuesday, April 28.

Meeting details on the OUSD calendar at ousd.org

Direct link: ousd.org/about-us/districtcalendar

**Community
Advisory Committee
for Special Education**

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

VOTE YES

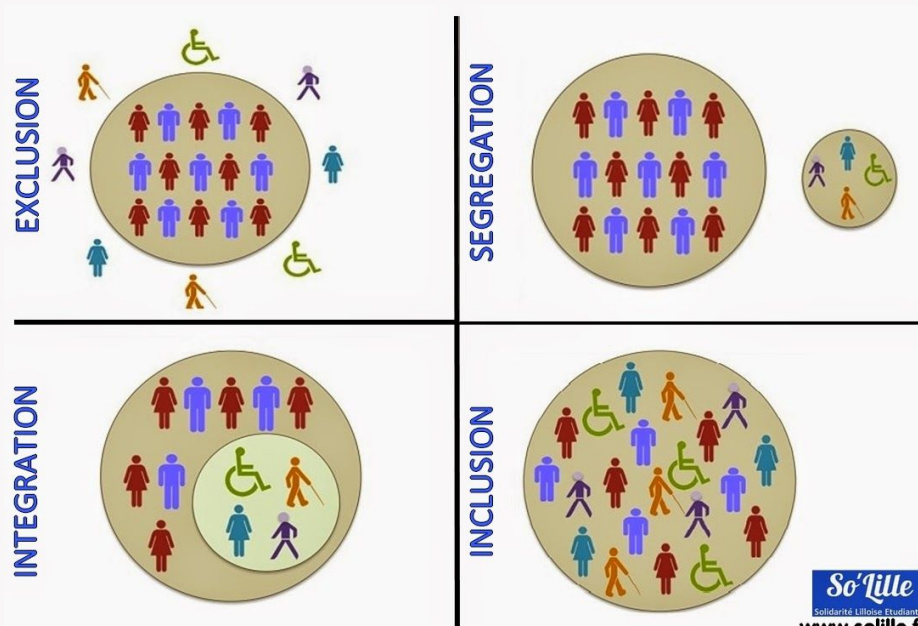


Mixed Messages

OUR GOAL

We aim to ban the ableist practice of removing Disabled students from their school communities to close their Special Education classrooms.

Children and youth experience these removals as outright exclusion and expulsion.



What the Resolution Calls For

A Special Education program cannot be moved from a school, redesigned, or closed in such a way that bars students currently enrolled in the program from the choice of attending that school for the entirety of its grade span;

–any changes would have to be approved by the School Board and reviewed by the CAC

–any approved changes would come into effect after a full school year has passed (not the following year).

–temporary exceptions can be made for urgent health and safety concerns with some specific provisions

What the Resolution WOULD NOT Do

It would not bar:

- reducing the number of classrooms for a particular type of program at a school, as long as the current students could continue to attend the school**
- changing the grade configuration of a program (e.g. looping)**
- redesigning a program (for example, going from a program that serves only students with moderate needs to one that can serve students with both moderate and extensive needs) as a long as the IEPs and grade level access of the students can be fulfilled.**

**THE PRACTICE THAT
WE AIM TO STOP
IS CURRENTLY
PROHIBITED
FOR NON-DISABLED
STUDENTS.**

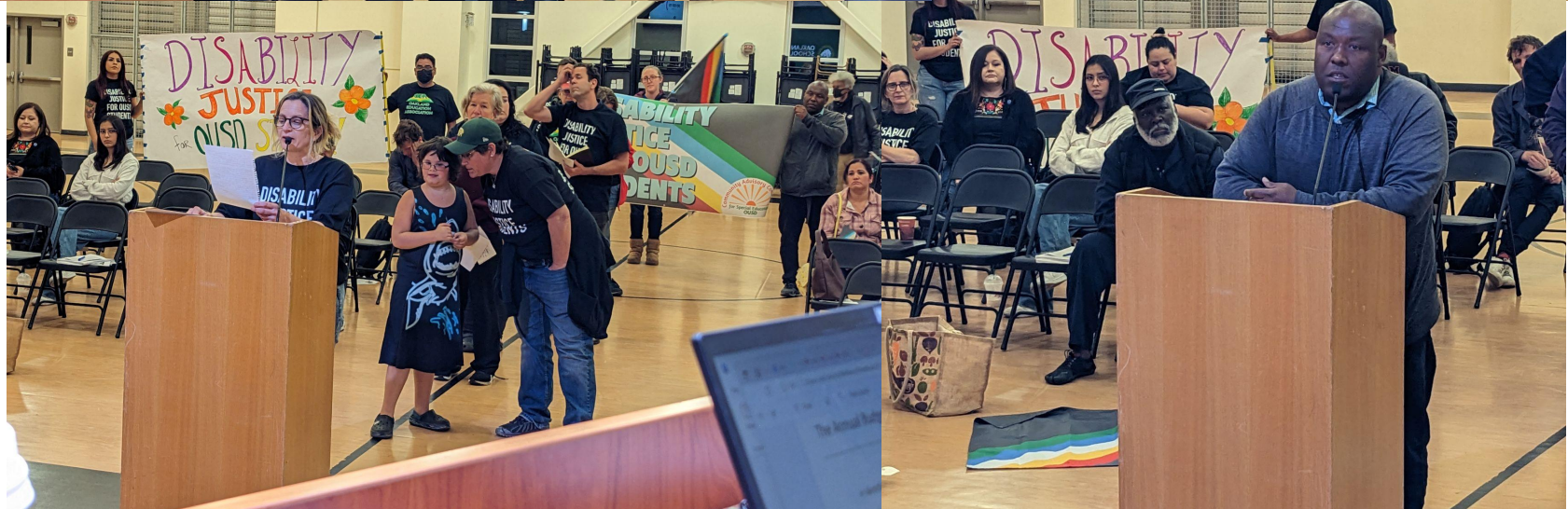
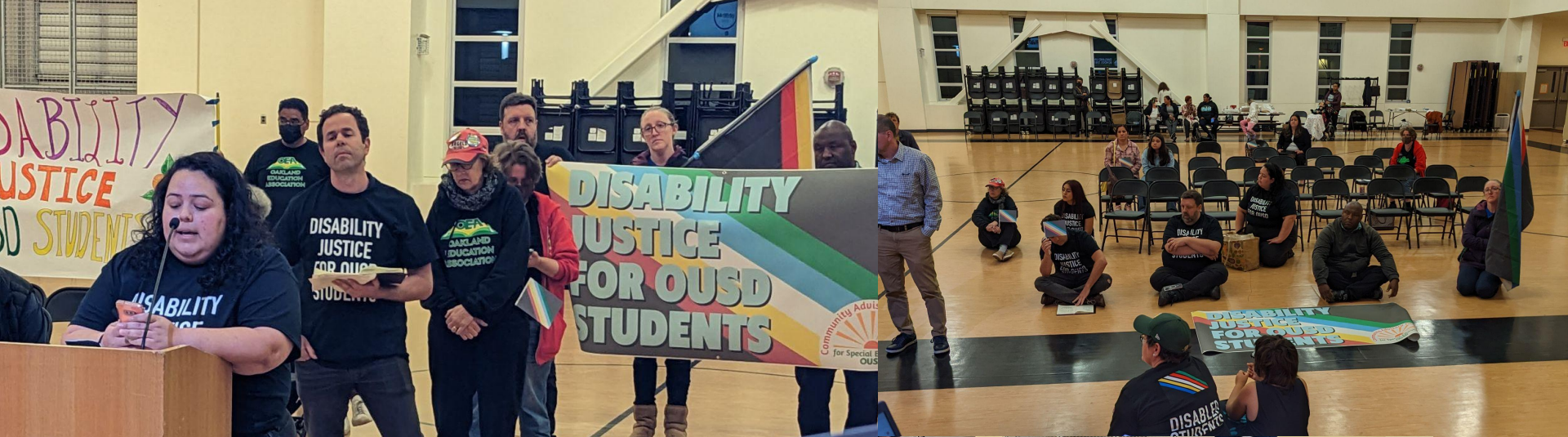
General Education classrooms are consolidated within schools, not across them. (Combo classes stay in their schools).

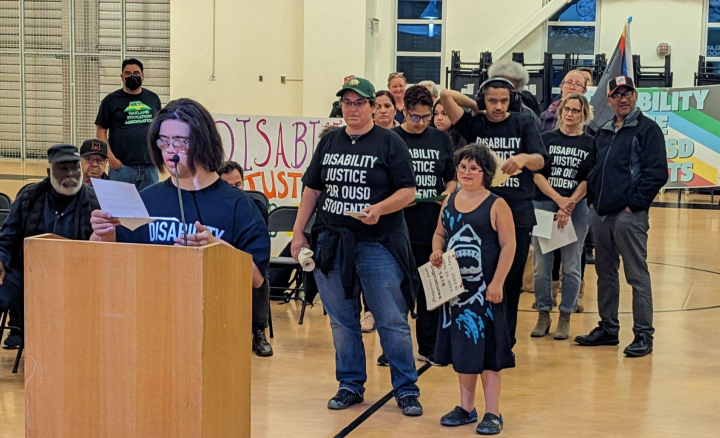
Individual General Education classes (e.g. an entire classroom of Kinder students) **are not uprooted from their schools and transferred to other schools.**

Our enrollment policy states: The Superintendent or designee shall grant priority to any District student to attend any District school as follows:

1) Continuing Student Priority: Priority is first given to continuing students who are currently enrolled at the school and who have not indicated plans to leave.

**We have been waiting to
secure this most essential
and basic of rights for
OUSD Disabled students
since **May of 2023.****







Thanks to Directors Brouhard, Bachelor, and Williams for being early supporters in 2023 of this urgently needed resolution.

We thank Director Latta for co-sponsoring the resolution this year.

And we thank all directors for their expressed commitment to the type of proactive planning that would help us implement this important resolution.

we are  USD