



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Report to School Board

LCAP Parent & Student Advisory Committee (PSAC)

& other advisory committees



tinyurl.com/5d6t4vt9

May 13, 2026

Parent & Student Advisory Committee (PSAC)

OUSD
MSEG

Oakland Unified
School District
Multi-Stakeholder
Engagement Group

ousd-mseg.org

WHO WE ARE

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

DETAILS ABOUT PAST MEETINGS

WEDNESDAY, March 31 (In-Person Meeting)

GOALS

1. Know what are the **4 Phases of OUSD's Financial Stabilization Plan** and the goals of each phase
2. Identify the conditions for a **successful Phase 4 Engagement Process** in collaboration with other OUSD community members

Link to the Presentation: tinyurl.com/4k8vu7mw

WEDNESDAY, APRIL 29 at 6pm (Zoom Meeting)

This meeting repeated the content and activities from the March 31 meeting for people who could not attend in person.

THURSDAY, (Multilingual Zoom Meeting)

Participants who do not speak English had access to dialogue in their own language. This meeting also repeated the content and activities from the March 31 meeting.

We offered interpretation and small group discussions in Spanish, Arabic, Mam, Cantonese, and English.

Upcoming Engagement

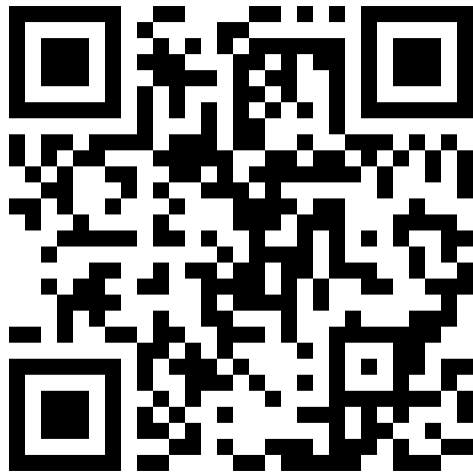
Monday, June 1 [In-Person Community Meeting]

5:30 to 8:00 pm

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

STAY INFORMED AND STAY INVOLVED

[OUSD.USD.ORG](https://ousd.usd.org)



**We need you at
our PSAC meeting
next Wednesday,
May 20th!**

We will gather feedback for 2026-27 based on answers to these questions about LCAP actions:

1. Which LCAP actions, if any, will end?

2. Which actions will be adjusted?

(e.g. changes in the degree to which they will happen or changes in how they will happen)

3. Which actions will be new within the LCAP?

4. Which actions will stay the same?

Foster Youth Advisory Committee

Foster Youth in OUSD by Grade Level

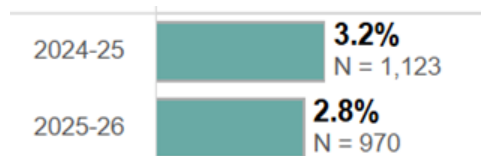
Grade Level	April 2026	February 2026	December 2025	September 2025	End of Year 2024-2025
Elementary	69	68	69	69	54
Middle	19	20	20	19	28
High	65	60	65	71	79
Total	153	148	154	159	161

Suspension Foster Youth as of 4/27/26 (% of suspended students)

(as of Day 157 for 2024-25 and the current school year)



Not Foster



The FY suspension rate on 2/24/26 was 8.9% (16 students).

On April 28, we met with OAK Principal Nikki Williams and Misha Karigaca (Director of Student Support & Safety) to discuss implementation of the Foster Youth Suspension Policy. Link: tinyurl.com/3s6825vc

This was an interactive conversation about both implementation strategies and current challenges.

Ms. Williams shared key insights from the elementary grade level. She shared both school-based experiences and practical strategies to implement the policy.

Actions to ensure that the policy is implemented:

- 1. Implement automatic notifications to track suspensions within the AERIES system:** Ensure all suspension actions for foster youth are consistently logged and monitored in AERIES for compliance and follow-up.
- 2. Identify Restorative Justice (RJ) supports:** Determine which staff can lead RJ processes at schools and establish access to district-level RJ support when the school lacks the capacity to provide it to foster youth.
- 3. Establish a protected section in AERIES:** Contacts for social workers, child welfare workers, and education rights holders are entered into that section and principals can quickly access the information.

Actions to ensure that the policy is implemented:

4. Designate a site-based Foster Youth liaison at every school:

serves as the primary point of contact with Foster Youth Services. This is modeled after the ELL ambassadors that exist at schools but with a more limited communication role.

5. Incorporate Foster Youth Services into start of the year presentations to: a) ensure clear understanding of the policy, b) launch the role of the Foster Youth liaison, and c) re-introduce the *Foster Youth Services* team.

(Administrators and other relevant support staff such as administrative assistants, office managers, and community schools managers.)

Actions to ensure that the policy is implemented:

6. Implement proactive outreach from COST leads to caregivers: to offer and connect them to available support services at the school site.

7. Expand Special Education IEP review meetings: Extend the practice of reviewing IEPs for high school foster youth who have been suspended to include elementary school foster youth.

Our greatest appreciation to **Nikki Williams and **Misha Karigaca** for being in close and careful dialogue with us!**

**Community
Advisory Committee
for Special Education**

**Report from the
2026 SELPA
Legislative Day**

Link to the 2026 Legislative Priorities:

tinyurl.com/dz4547k

[v](#)



SELPA Administrators of California
Legislative Sharing Day 2026

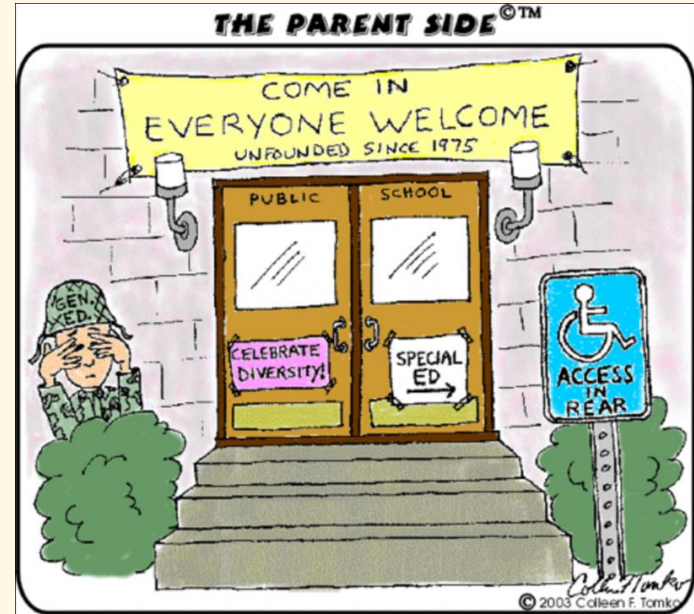
Each spring, SELPA administrators, parents of students with disabilities, and other educational leaders meet together with their legislators to deliver messaging on special education issues impacting students, families, and educators. Get ready for an inspirational program where you can lend your voice in advocacy for students across California. Co-sponsored by the Coalition for Adequate Funding of Special Education.

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

8.21.23 Community Update about CAC Campaign to
Stop the Removal of Disabled Students from their Schools
tinyurl.com/mwt64kzr



VOTE YES



Mixed Messages

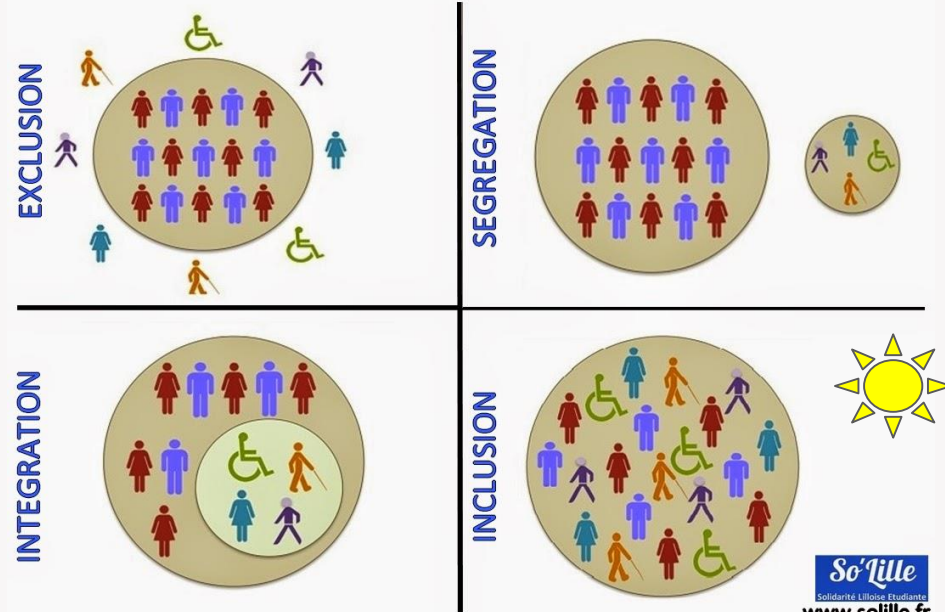
OUR GOAL

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.



Removing students from their schools places us **the farthest away from** our goal of winning **inclusion** for disabled students.



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;

Temporary exceptions can be made for urgent health and safety concerns with some specific provisions.

What the Resolution **WOULD NOT** Do

The resolution does not prohibit:

- **reducing the number of classrooms for a particular type of program at a school, as long as the current students can continue to attend the school**
- **changing the grade configuration of a program (e.g. looping)**
- **redesigning a program (e.g. 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 curriculum access of the students can be fulfilled.**

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

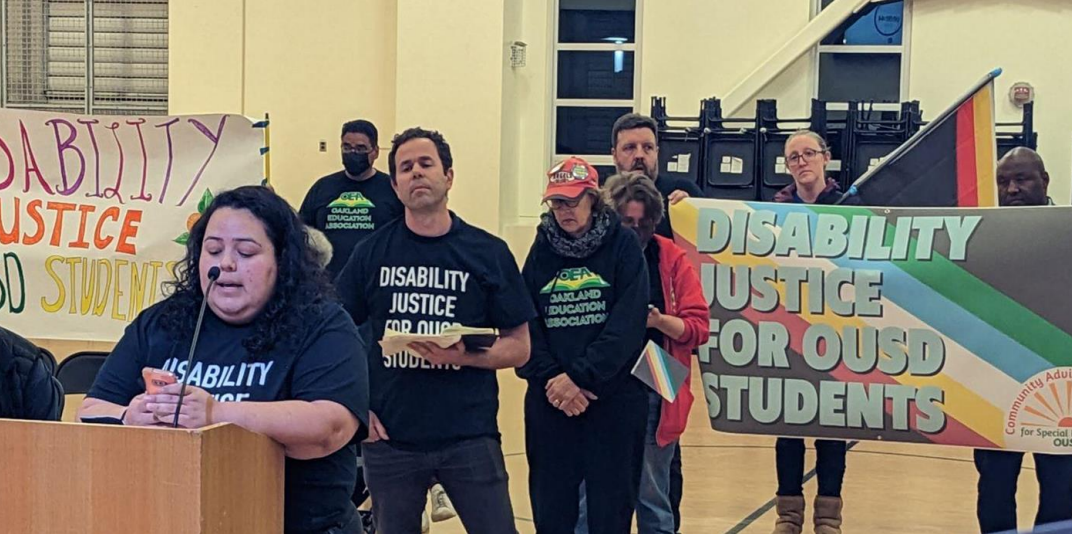
General Education classrooms are consolidated within schools, not across them. (Combo classes stay in their schools).

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.





Unified Sports have arrived in OUSD beginning with Unified Basketball.

Thanks to the partnership of our Disability Access staff and the Oakland Athletic League this type of athletic opportunity is becoming available to OUSD Disabled students and their non-disabled peers.

ALSO: Our May 11 meeting highlighted the OUSD departments or sites that most improved the educational and socio-emotional support that Disabled students receive through partnership with the *Special Education Department*.

we are OUSD