

General PSAC Question: Can you show the change in total FTE and total dollars for each action?

Goal 1: All students graduate college, career, and community ready.

Action 1.1: Strong Readers: Early Literacy & Secondary Literacy

- Budget cuts to secondary Early Literacy Tutors will diminish the implementation of *SIPPS** instruction at certain schools.
- Literacy Teachers on Special Assignment (TSAs) will have to do more to support these roles where they remain.

* *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*

Initial PSAC Questions

1. Briefly highlight the distinction between what an Early Literacy Tutor does and a Literacy TSA does.
2. Are aspects of Action 1.1 unchanged? If so, please identify them.
3. Identify the changes in FTE. (The Total Equivalent of Full-Time Positions)

Action 1.2: Excellence in Science, Technology, Engineering, and Mathematics (STEM)

Reduction in FTE for STEM will diminish the amount of Science and Math support across our elementary schools.

Initial PSAC Questions

1. Briefly identify which FTE are affected, how many, and what those FTE do.
2. Are secondary investments strategies impacted?
3. Are aspects of Action 1.2 unchanged? If so, please identify them.

Action 1.3: Equitable Access to a Broad Course of Study

For Special Education, the Department plans to change our intervention materials for elementary literacy to *UFLI** to better align with general education initiatives. Otherwise, there are no proposed changes in staffing, investment, or implementation.

**UFLI: University of Florida Literacy Institute (program)*

Initial PSAC Questions

1. Doesn't this belong in the literacy section?
2. Under which 2025-26 LCAP action are the literacy strategies and investments implemented by the Special Education Department included?
3. Are these materials more or equally accessible than the ones currently in use?

Action 1.4: Visual & Performing Arts (VAPA)

While elementary goals are being met, secondary schools are facing the need for additional mentorship. There are 1.4 FTE content TSAs supporting 100 secondary teachers, 56 of whom have less than five years of experience.

Initial PSAC Questions

1. What does "elementary goals are being met" mean? Are they goals related to mentoring teachers?
2. What does "mentorship" mean within this action? Is it teacher mentorship for VAPA teachers?

Action 1.5: Early Childhood Learning

- Our biggest challenge in program expansion has been that there are not enough TK seats at certain schools to meet the demand for where families want their child to attend school.
- We are opening two new "TK Hubs" to address this challenge and expanding TK by 10 classrooms.
- We also have approval for huge facility investments at Garfield and Sankofa which will open many more PK and TK seats in high demand areas in the next few years.

Initial PSAC Questions

1. How did they determine what a high demand area is?

Action 1.6: Multilingual Programs

- A couple of our 50-50 schools that currently have simultaneous literacy instruction (English and Spanish both taught in equal amounts) will be transitioning to a 50-50 sequential model in which Spanish will be taught first before English phonics is fully introduced.
- Based on the success of SEAL at current schools, we are exploring the inclusion of more dual language schools into the SEAL model, pending additional grant funding.

Initial PSAC Questions

1. What is SEAL?

Action 1.7: College & Career for All

Linked Learning Instructional Team and CTE

Analysis of a-g, literacy, and CTE completion led to specific shifts in strategy in 2025-26. These include:

- Central CTE coaches have integrated training and coaching on literacy strategies
- Central CTE coaches, instructional coordinators, and College and Career Pathway Coaches

- co-planning and facilitating pathway team meetings to increase the instructional focus
- Project-based learning support returned in 2025-26 after a year of hiatus (to allow for full attention on curriculum implementation and Instructional Leadership Team work network-wide)
- Focus on advisory board structures and best practices to systematize and deepen collaboration between industry partners and teachers
- Focus on CTE course sequences and credentialing of CTE teachers to maximize opportunities for students to become CTE completers (which demonstrates mastery of CTE standards)

Work-Based Learning:

- With work-based learning benchmarks and plans developed, the strategy emphasizes focal populations (e.g., students with moderate to severe needs, students who are credit deficient) and concrete learning outcomes
- Analysis of the College and Career Indicator revealed a gap between what is measured by the CDE and what OUSD was measuring. Additional strategy has been implemented to support and track Registered Pre-Apprenticeships, Transition Work-Based Experience, and Transition Classroom-Based Work Exploration
- Analysis of participation in summer internships resulted in an increase in the stipend amount for students and greater attention paid to the quality of learning experience and variety of internships offered
- Analysis of the impact of Highway to Work programming on graduates led to successful applications for renewed funding, including a promising partnership with Oakland Adult Education.

Not Yet Read By PSAC Members

Action 1.8: Counseling & Equitable Master Scheduling

Counseling

- Counseling team priorities will continue to focus on increased time spent providing direct service to students, reducing the amount of time counselors spend on operational/logistical duties, and an increased focus on academic advising for McKinney-Vento-eligible students.

Equitable Master Scheduling

- A Course Adoption team will be developed to review and approve new A-G course adoptions; and
- An annual review of course lists in the UC Course Management Portal (CMP) will be implemented to archive inactive courses to eliminate and/or add missing courses.

Post-Secondary Readiness

- A grant-funded Teacher on Special Assignment will be added to the team to support the implementation of district-wide post-secondary access initiatives, including but not limited to financial aid completion, community college certificate completion, and overall success in dual enrollment college courses.; and
- More regular and standing meetings between High School Network (HSN) and RAD will be implemented to support the use of our HSN Tracker.

Credit Recovery:

- Collaboration with continuation high schools will be implemented to increase completion of credit recovery courses during the school year;
- Credit recovery options will be increased to meet the diverse needs of OUSD's student population (ie: creating more partnerships with community colleges like CCSF).; and
- Partnerships with Community Based Organizations (CBOs) will be enhanced to provide social emotional & mental health support for Tier 2 & 3 students in credit recovery programs.

Not Yet Read by PSAC Members

Action 1.9: Data-Driven Decision Making

- Continue prioritizing high-impact, mission-critical projects, adding user statistics to identify and retire low-use dashboards. **This is unclear.**
- Expand the use of Artificial Intelligence (AI) to support coding and automate data processes, freeing up staff capacity for other projects.;
- Participate more proactively in the planning stage of projects involving data needs, enabling process improvements from the outset.;
- Involve Assessment team staff in more complex data projects to build their skills and help share the workload.

Initial PSAC Questions

1. What are protections for the data that is connected to children and their families?
2. What are third parties involved?
3. What data is being accessed?.

Action 1.10: Network-Based School Supports

Key priorities and metrics remain the same. We will reorganize the support structure of elementary supervision due to decreasing from three networks to one network. With larger caseloads, principal supervisors will **hone in on leadership practices specifically aligned to outcomes.**

Initial PSAC Questions

1. Are you speaking to Goal 1 metrics or all metrics here? Which priorities are different than those that are aligned to metrics? What does that mean?
2. Which practices do not align to outcomes?

Action 1.11: School Improvement

This department will be consolidated for the 26-27 school year.

Initial PSAC Questions

1. What does consolidated mean here? Also would this result in fewer FTE?

Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.

Action 2.1 African American Student Achievement

- AAMA and AAFE

Due to budget reductions, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of AAMA and AAFE programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based facilitators.

- Community Advisory Committee for Special Education (CAC) - Working Group to Support Black Students with Disabilities

We hope to continue our partnership with the family and staff leaders on the CAC to focus our efforts on supporting Black students with disabilities to reduce suspensions at the high school level, learning from our partnership in 23-24, 24-25, and 25-26 with the Middle School Network to decrease suspensions for Black students and Black disabled students.

Initial PSAC Questions

1. Who are the implementers of this action to reduce suspensions? Who is the "we" involved? What are the strategies?
2. How many of the FTE eliminated relate to this action?

Action 2.2 Latino & Native American Student Achievement

Due to district budget reductions, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of LSA programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based facilitators.

Initial PSAC Questions

How many of the FTE eliminated relate to this action?

Action 2.3 Arab, Asian & Pacific Islander Student Achievement

Due to district budget reductions, 4.0 FTEs in Targeted Initiatives have been eliminated. This will impact central capacity for coordination of AAPISA programs and direct support to schools. Goals will need to be revised to reflect a shift toward a narrow focus on professional learning for site based literacy mentors versus providing direct facilitation of affinity based activities for Arab American and PI students and families.

Initial PSAC Questions

How many of the FTE eliminated relate to this action?

Action 2.4 Students with Disabilities Achievement

Special Education is divesting in two separate curricular products to support more effective alignment with general education programming in the spirit of the Least Restrictive Environment. Otherwise, no changes are planned for the coming year.

Initial PSAC Questions

1. Wasn't one of these curricular changes already mentioned in 1.3? What are the 2 curricular products?
2. Is this change for Special Day Programs specifically?
3. How is this "in the spirit of Least Restrictive Environment" as opposed to supporting a "Least Restrictive Environment" for the students involved?

Action 2.5 Low-Income Student Achievement

The chronic absenteeism data was improving at the beginning of the year then dropped off towards the middle of the year. We believe this is due to new legislation from the president, targeting students and families that are undocumented. These executive orders have created some fear around coming to school, and recently there have been accounts in California of ICE and connected officials coming to schools in search of immigrant children. There may be a need to shift the strategy around family engagement and attendance for 2026-27 in light of this changing landscape.

Initial PSAC Questions

1. This described change does not speak specifically to the Low Income experience of families. Is this in the wrong place?
2. Family engagement investments have been eliminated. Who will implement the "shift in strategy?"
3. What is the shift in strategy?

Action 2.6 Unhoused Student Achievement

Based on reflections from prior practices and an assessment of the effectiveness of current strategies, several key changes will be implemented for the coming year to improve the support and outcomes for McKinney-Vento (MKV) students and families. These changes are aimed at enhancing identification efforts, attendance interventions, academic and behavioral support, and family engagement.

1. McKinney-Vento Identification Support: An Administrative Assistant will be hired to call families and confirm McKinney-Vento (MKV) student identification. A dedicated Administrative Assistant will ensure the accurate and consistent identification of MKV students across the entire district.

2. Attendance Monitoring & Intervention: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that families feel a sense of trust and safety, allowing us to provide them with timely and effective assistance. Collaborate with the CSSS team and other stakeholders to identify potential school-site positions that the McKinney-Vento (MKV) team could support. For example, increasing a 0.8 FTE counselor to 1.0 FTE would allow them to dedicate specific time to supporting MKV students and their families.

3. Academic & Behavioral Support: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that when a student needs academic or behavioral assistance, there is a timely response and appropriate support provided to them.

4. Family Engagement & Outreach: Provide school sites with the highest MKV students a dedicated, embedded MKV representative (Case Manager, Counselor or Social Worker). In addition, MKV liaison will partner with shelters across Oakland. McKinney-Vento students and families must feel safe and secure before seeking support. Having a dedicated representative ensures that families feel a sense of trust and safety, allowing us to provide them with timely and effective assistance. The MKV liaison will provide training and outreach to McKinney-Vento students at school sites and within various shelters throughout the Oakland Unified School District.

Initial PSAC Questions

1. What are the dedicated funding sources or shifts in funding that are making these positive enhancements possible?
2. Please name the schools that are benefiting. See the words in blue above.

Action 2.7 Foster Youth Achievement

We will deepen/expand our engagement with the Student Safety team to strengthen our re-entry practices, ensuring alignment with the new foster youth discipline policy.

No Questions Yet

Action 2.8 English Learner Achievement

A stronger focus on ELL progress monitoring including incorporating a language lens in curriculum-embedded and other formative assessments.

No Questions Yet

Action 2.9 Long-Term English Learner Achievement

Based on a robust feedback process, we will provide a more focused approach to the scaffolding for rigor with differentiated pathways of professional learning on high-leverage areas of interest to sites, including writing strategies for ELLs and before-during-after language routines.;

We will include regular progress monitoring of LTELs through I-Ready and focal student analysis of student work.; and

To strengthen our designated ELD for LTELs, we are exploring the use of the advanced levels of Lift, which is new to newcomer classrooms and having a lot of success.

Not Yet Read by PSAC Members

Action 2.10 Newcomer Achievement

Our Newcomer Wellness Initiative is going to be merging with Behavioral Health next year to better streamline social worker support across GenEd, SPED, and Newcomer social work programming.

No Questions Yet

Action 2.11 Alternative Education

There are no planned changes and the district will continue monthly collaboration meetings with principals and teacher leaders across the continuation school sites to continue the work of sharing practices, such as aligning on graduation conferences, focusing on literacy, and focusing on attendance. This structure has led to increased communication and coherence with district partners from Special Education, Academics & Instruction, Enrollment and MTSS

Initial PSAC Questions

1. Can you confirm that S&C use will increase in this action because some alternative education schools/programs will be funded with those dollars?
2. Please share the draft LCAP in its current state so that we can begin to see the changes, including FTE and investments.

Action 2.12 Expanded Learning Opportunities

- In After-School, there are no major changes planned for the upcoming school year.
- In the Summer Program, increase the quality of math instruction at the secondary level through an updated curriculum and increased coaching. Adding more instructional minutes for a math block across all Elem summer sites.

No Questions Yet

Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

Action 3.1 Safe & Welcoming Schools

We plan to continue our strategy by increasing training and professional learning for safety staff and creating more intensive supports (case management, life coaching, restorative justice, and mentorship) for middle school students.

No Questions Yet

Action 3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

We will try to get more high schools involved in the implementation of *Sown To Grow* as we see it is a leverage point for mental health check ins and building safer and joyful school communities.

Initial PSAC Questions

1. This action does not acknowledge or describe changes happening in the MTSS team for 2026-27. Please do so.

Action 3.3 Student Health & Wellness

- In response to reduction in state and local funding for Tobacco Use Prevention Education, we are exploring other staffing models to support students with substance use.
- Collection of **family health insurance** through registration to allow us to bill for services provided under **CYBHI** (does not affect family insurance). Begin/increase claims and reimbursement to sustain mental health services.

Initial PSAC Questions

1. What is CYBHI?
2. The second bullet describes a brand new approach. Is it guaranteed that family insurance would not get affected? More explanation needed.

Action 3.4 Behavioral & Mental Health

No changes planned.

No Questions Yet

Action 3.5 Attendance Supports

The changes that this strategy will face is not due to a goal, metric, or outcome, rather based on our district financial crisis. We will be losing many case managers, partners, and senior leaders that have helped to provide a working support model. Now that layoffs are changing our ability to work the same way we did before, we will have to reimagine a new schema that can be sustainable and still supports our attendance work in OUSD.

Initial PSAC Questions

1. Didn't the PSAC meeting review a change related to the MTSS team merging with Community Schools and focusing on attendance? Can you describe that shift here? Also: some of the staff that used to work on attendance will now only work on discipline and safety interventions. This feels like a substantial shift that should be described.

Action 3.6 Youth Engagement & Leadership

OAL: Per this year's reflection and implementation, the OAL will **target adjustments to goals, metrics, and overall strategies** to improve consistency of processes across sites, and ensure a more timely delivery of services. The goal will be to improve accountability and impact across all HS and MS Sites.

All City Council - Student Leadership: Metric 3.6.5 represents high school participation with ACC. We plan on adjusting this metric to reflect participation from both middle and high schools. With this change our target outcome would significantly increase since there are over 26 middle and high schools in the district.

Initial PSAC Questions

1. Looking forward to specifics about this. They should at least be characterized in the narrative even if not described in detail. [See text in blue letters above.]
2. OAL is undertaking Unified Sports. That is a significant shift that expands access for students.

Action 3.7 Community Schools

We will implement quarterly reports to **identify service gaps and low connection rates**, allowing us to address systemic conditions that keep support teams in a constant state of "crisis triage."

Initial PSAC Questions

The highlighted language sounds like what would be used to describe internet or cable access. It does not sound like we are talking about students/humans. Can we try to approach lay language as much as possible in our narratives? Can we use descriptions that help us visualize school experience?

INITIAL READING AND DISCUSSION OF ACTIONS BY PSAC MEMBERS PAUSED AT THIS POINT.

Action 3.8 Quality Learning Environments

- No changes planned.

Action 3.9 Family Partnerships & Language Access

Planned Changes:

- Due to District staffing reductions, and elimination of the District Family Engagement Specialist (4.0 FTE) role, direct support to schools will no longer be available. We will be revising and/or eliminating some of our family engagement metrics to reflect a shift towards compliance related engagement.
- Increased investment in interpretation/translation is necessary to cover legally mandated interpretation in SPED (in Spanish) and parent-teacher communication and governance. We plan to hire and maintain a 6th Spanish interpreter, and accurately plan for increased investment in Overtime.
- Due to staffing reductions, and the elimination of 1.0 FTE interpreter for Cantonese, we will need to limit district provided interpretation for public meetings in Cantonese. Spanish is the only home language meeting the 15% threshold districtwide.

Action 3.10 Enrollment Supports

- We plan to maintain satellite offices. This kind of strategy needs to be consistent and reliable. Consider expanding the number of days satellite offices are open from one to two days per week. We will also pursue Mam language enrollment materials. This is a community we need to find ways to reach. Finally, we will further examine data to determine which outreach strategies yielded the best results and prioritize spending appropriately.

Action 3.11 District Communication

- Now that we have our reach into the community nearly where we want it to be, we want to close the gap even further. We want to get to 100% of families being contactable.
- This will take a concerted effort from our office, enrollment, and school sites, all informing families that the best way for them to receive important district and school info is through Parentsquare, so they should sign up as soon as they can.
- Something else we plan to do is find ways to ensure that more people are consuming the information that we send them. This will involve finding new ways to communicate, and ways to make the information we send out more appealing and interesting, especially when the information is truly needed by the community.

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Action 4.1 Diverse & Stable Staff

- Changes for next year include strengthening coordination and scale of Grow-Your-Own pathways, with clearer alignment from recruitment through credential completion and hiring. Improve hiring timelines and systems to reduce vacancies and misassignments. Lastly, increase the focus on staff experience, including improving CHKS participation systems and

addressing school climate and working conditions.

Action 4.2 Staff Growth & Development

- We will build on the continued investment in ILT week for secondary sites to improve the capacity and growth of secondary leaders.

Action 4.3 New Teacher Support & Development

- Coaching:
 - Continue to offer new teacher coaching to all emergency permit, intern, and preliminary credentialed teachers.
 - Recruit more qualified Special Education and PE coaches
 - Continue to work with other central teams to develop an aligned approach to teacher coaching in OUSD
- New Teacher Professional Development:
 - Make some adjustments to the year-long scope and sequence based on attendance patterns from 25-26
 - Continue to require new teacher Professional Development for all 1st year teachers
- Credentialing:
 - Identify and notify our emergency permit teachers who are out of emergency permit options earlier in the year.
 - Strengthen our coordination with priority credential program partners
 - Prepare for upcoming Induction Program Accreditation review