OAKLAND UNIFIED SCHOOL DISTRICT
2024–2027
LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Ask of the Board

- Hear Feedback on the Draft 2025-26 LCAP from the Local Control and Accountability Plan (LCAP) Parent and Student Advisory Committee (PSAC) and its Subcommittees

- Review 2025-26 Changes to the LCAP

- Conduct a Public Hearing on the 2025-26 LCAP, which covers the second year of the three-year plan

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

District Advisory Committees:
Recommendations for the 2025-26
Local Control & Accountability Plan

June 2025

2024-25 Engagement Process

LCAP Parent & Student Advisory Committee
District English Language Learners Sub-Committee
Community Advisory Committee for Special Education
Foster Youth Advisory Committee

Monthly district-wide public meetings and additional special meetings of these **advisory committees** to:

1) advice on the metrics and actions in the 2025-26 LCAP,

2) offer feedback on how to best implement those actions,

3) advance the annual priorities identified by each committee,

4) secure follow-up on past commitments made by district leaders

2024-25 Engagement Process

with powerful **cross-committee solidarity and direct conversation with leaders from school site committees**

consistent interpretation in the **four languages of the members**

and a member-led collaborative planning process of **parents, staff, and students** in **weekly planning meetings and working groups**

Parent & Student Advisory Committee

Members of the 2024–25 LCAP Parent and Student Advisory Committee

<u>Student Members:</u> Ariana Astorga Vega (Oakland Tech), Lina Nguyen (Skyline)

<u>D1</u>   Caitlin Khurshid (Chabot), Sami Goski (Sankofa), Tierney Freed (Peralta), Michelle Leonce-Coker (Interim)

<u>D2</u>   Colin Dentel-Post (Cleveland), Liliana Hernández (Roosevelt, DELLS)

<u>D3</u>   Zazzi Cribbs (Prescott), Tiffany Hampton-Amons (Westlake)

<u>D4</u>   Melissa Ramírez-Medina (Interim), Ms.Shelley González (Interim)

<u>D5</u>   Virginia Gilbert (Fruitvale), Regina Chales Lorenzo (Bridges, DELLS), Regina Bellow (Fremont), Luz Gómez (Manzanita SEED, DELLS)

<u>D6</u>   Elham Omar (Lockwood), Tanisha Rounds (Interim, CCPA), Wehad Algahim (Lockwood, DELLS), JT Mates-Muchin (Skyline)

<u>D7</u>   Ché Phinnessee (Reach), Marina Muñoz (Madison 6-12, DELLS)

Our Process

Our Year at A Glance: Public Meetings & Activities

Aug	Set and Shared PSAC Priorities for 2024-25 Participated in the AB 1912 Metrics Process
Sept	PSAC Orientation Meeting; Elected Members to Vacant Seats
Oct	Learned about: 1) Goals and Next Steps of the Board's 3Rs Resolution; 2) State of the OUSD Budget
Nov	Reviewed Board and staff proposals to reduce OUSD's deficit through budget adjustments, school mergers, and the use of vacant properties Developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact
Dec	Discussed the 12/12/24 Schoo Board decisions to address the OUSD budget deficit and next steps in the budget process

Our Year at A Glance: Public Meetings & Activities

Jan	Set new Spring priorities given Fall 2024 OUSD context
	Identified December 2024 Board budget decisions that would result in most significant changes for schools
	D2 Special Elections
Feb	Discussed three case study schools to understand how the identified budget changes would look and feel at schools
Mar	Used principals survey to offer feedback on newly centralized investments
Apr	Discussed how the LCAP would change due to budget changes made by the School Board
May	In-Depth LCAP Study: member survey, 2 study sessions; 2 member meetings, 1 public meeting

Our Recommendations for the 2025-26 LCAP

We, the members of PSAC, ask that that the responses and information requested in each of our 2025 recommendations **be incorporated into the LCAP** in the appropriate sections.

When it is not possible to do so, we ask that a document containing the information be attached to the LCAP as an appendix.

Each document attached as an appendix should be clearly referenced and linked within the appropriate section(s) of the LCAP.

Nine (9) of our current recommendations relate to multiple actions within the LCAP.

Five (5) relate to specific actions.

Before developing these recommendations, we reviewed all of our feedback from June 2024 and the responses provided by the Superintendent.

We also reviewed the extent to which our June 2024 recommendations were reflected in the adopted LCAP.

We reviewed the following LCAP actions in greatest detail:

1.1 Strong Readers: Early Literacy and Secondary Literacy

1.2 Excellence in Science, Technology, Engineering, Mathematics

1.7 College and Career for All

1.9 Data-Driven Decision-Making

2.4 Support for Students with Disabilities

2.8 English Learner Achievement

2.11 Alternative Education

3.1 Safe and Welcoming Schools

3.6 Youth Engagement and Leadership

3.8 Quality Learning Environments

Note: To access the full text of our recommendations as adopt by PSAC members of 5/21/25, please use this link: **tinyurl.com/3esssr4x**

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

1. For each type of centrally-funded position or service that is assigned to schools and students:

Explain the criteria or formula used to assign it.

2. For positions that support schools but that are not directly assigned to them:

- **explain the criteria used to identify which schools or students will receive the support**

- **specify the maximum number of students or schools that can be served**

3. Provide a document with the rules for how PTAs and PTOs are able to fund positions and services at schools.

[Related Action](#)

Each fall, provide a list at a School Board meeting of the roles at each school that are funded by PTO/PTA groups.

4. Proactively list Teacher on Special Assignment (TSA) positions in *School Plans for Student Achievement (SPSAs)* and in other planning documents with a label that clarifies their function (e.g. literacy TSA; math TSA, etc.)

5. Mention and describe non-labor expenditures in each LCAP action along with their funding sources.

6. Include the names of the curricula that OUSD will use during the course of the LCAP and the assessments that will be used to evaluate their success.

7. Explain how the success of <u>each action</u> will be evaluated.

What specific indicators will be tracked for each action?

8. Explain how central roles listed in the LCAP support site-level implementation.

Note when any role is only involved in central coordination.

9. Explain the extent to which the services listed under each action are reaching focal student groups: foster youth, English Learners, unhoused students, disabled students with IEPs, etc.

Please share which LCAP actions are closest to providing this type of urgently needed analysis.

10. Explain in the LCAP how it was determined which Linked Learning pathways are at which high schools,

that is: the vision for pathway placement and access across our district.

11. The Discipline Matrix is mentioned in action 3.1.

Explain what it is and provide a link to the full document.

12. Please detail the staff positions that provide safety and behavioral health support within actions 3.1 & 3.4.

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13. Explain how the policies and procedures to reduce suspensions that are described within Action 3.1 connect to the work of the staff providing safety support (3.1) and behavioral health services (3.4).

We should revisit having an action within Goal 3 that is fully dedicated to describing the work being done to reduce suspensions.

14. Action 3.8 includes three distinct and disconnected areas of service: technology, supplemental learning materials, STIP substitutes.

Please discuss them as separate actions.

Link to the June 2024 PSAC Recommendations for the 2024-27 LCAP with Responses from the Superintendent

tinyurl.com/42bsjd2z

Go to page 1.

District English Language Learners Subcommittee

Members of the District English Language Learners Subcommittee

Melissa Ramírez-Medina Bret Harte	**Lateefa Ali** MLA	**Elham Omar** Lockwood STEAM
Marina Muñoz Madison 6-12	**Erika Santiago & Liliana Hernandez** Manzanita Community	**Wedad Algahim** CCPA
Regina Chales Lorenzo Bridges	**Lorna Sánchez** Esperanza	**Sonia Espejel** Korematsu
Juana Peña ICS	**Marlen Bernardez & Nereida Bravo** Glenview	**Rosario Dueñas** Global Family
Yan Liang Montclair		

Our Process

Our Year at A Glance: Public Meetings & Activities

Aug	Held first-ever Language Access Fair in collaboration with the the Office of Equity's Translation and Family Engagement Teams
Sept	Discussed: basic start of year data about English Learners, rights to interpretation & translation, requirements for *Site ELL Subcommittees*, content of annual *Parent Notification Letters*
Oct	Discussed requirements for reclassification of English Learners as proficient in English; Launched our Needs Assessment Survey for Families; First Meeting of our Working Group on *Site ELL Subcommittees*
Nov	Reviewed Board and staff proposals to reduce OUSD's deficit; Developed a Joint Statement with other OUSD Advisory Committees about the proposals and their impact

Our Year at A Glance: Public Meetings & Activities

Jan	More than doubled membership in the committee; Discussed language programs in OUSD along with our rights to request them and to advise on their development
Feb	Discussed results of our Needs Assessment Survey for Families; Launched new segment for reports from school representatives; Learned about: protections for immigrant and refugee students, budget development process & impact on support for ELL students
Mar	Learned about summer programs and how to enroll; Discussed progress on administering the ELPAC to students; Learned about requirements to teach ELLs (the EL Authorization)
Apr	Discussed outcomes on LCAP indicators for English Learners and related actions; Discussed our June 2024 recommendations for the LCAP and developed follow-up recommendations

Our Recommendations for the 2025-26 LCAP

Note: To access the full text of our recommendations, please use this link: tinyurl.com/3uxb6a52

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

1) Increase the use of disaggregated data to address equity gaps, especially for disabled English Learners.

This must become a required practice across roles and levels whenever data is used, including within the LCAP.

Basic disaggregated data for English Learners:
- by disability/Special Education status,
- by home language,
- by program

For example, this is the only indicator related to outcomes for English Language Learners with IEPs in the current LCAP:

2.4.14 Increase the reclassification rate for students receiving Special Education services who are English learners.

There are indicators in the LCAP for other specific groups of English Learners (for example, by grade span or long-term ELL status) **that support their access to language instruction and that monitor their language development <u>well ahead of reclassification</u>.**

While English Learners with IEPs are also in these groups, nothing in the LCAP *guarantees* that they will benefit from actions and investments related to those indicators.

2) Identify an LCAP indicator(s) that will be used and monitored in 2025-26 to promote greater support for disabled English Learners on their way to reclassification.

Explain how it will be used and monitored, how often, and by whom.

3) Describe in the 2025-26 LCAP current strategies and related investments to <u>increase and improve</u> access to language translation and interpretation.

We will also seek a dedicated LCAP action in the 2027-2030 LCAP related to language access. That action would include clear targets (indicators) for addressing this need.

Any descriptions added to the 2025-26 and 2026-27 LCAPs can set the foundation for strong strategies to support language access within the new three-year LCAP.

We celebrate progress on one of our priorities: Establishment of freestanding Site English Language Learner Subcommittees (SELLS) at schools.

About 20% of schools have established freestanding SELLS, up from 5.7% in 2023-24.

4) We request that staff from the Office of Equity and Strategic Resource Planning continue to participate in the DELLS working group dedicated to this priority.

5) Identify a reliable means for ensuring that ALL English Learners are receiving daily Designated English Language Development at their level.

This includes all English Learners with IEPs and all newcomer students.

We do not have data that demonstrates access to daily designated English Language Development (ELD) **for students enrolled in Special Day Classrooms.**

We also need data to demonstrate that all elementary ELL students are receiving daily designated ELD.

Link to the DELLS Recommendations for the 2024-27 LCAP with Responses from the Superintendent

tinyurl.com/42bsjd2z

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Community
Advisory Committee
for Special Education

Members of the CAC for Special Education

Lateefa Ali (MLA, OAK), **Lena Anthony** (Joaquin Miller),

Mike Beebe (Chabot), **Jennifer Blake** (Executive Director),

Carol Delton (Community Member), **Ashley Demelo** (Montclair),

Sheila Haynes (Sojourner Truth), **Denise Huffstluter** (Fremont),

Cynthia Gutiérrez, (Yuk Yau CDC), **Patty Juergens** (La Escuelita),

Corvetta Kirtman (Oakland Tech), **Leona Lang** (Emerson),

Alan Pursell (Edna Brewer), **Joe Manekin** (Montclair),

Coriander Melious (Castlemont, Dewey), **Anna Realini** (Oakland High, Joaquin Miller), **Tiffany Stewart** (Madison 6-12) **Sayuri Valenza** (Bret Harte),

Inga Wagar (Oakland High), **JD Woloshyn** (MLA, Brewer),

Kristen Zimmerman (Young Adult Program)

CAC Statements Supporting an Inclusive LCAP and District

June 2024 and June 2025

We were told in June 2024 that the **Special Education Annual Service Plan and Annual Budget Plan** can substitute for the Local Control & Accountability Plan.

(See response to F on page of 25 of this document: tinyurl.com/42bsjd2z

Yet, **those <u>are not</u> strategic documents describing actions tied to specific strategies, investments, and outcomes.** They include simple inventories of Special Education dollars by object code and the locations of very broadly-defined categories of service.

If the LCAP is not the strategic document that will define and monitor actions to improve access and outcomes for disabled students in all areas, then what document is?

Also: in the 2021-24 LCAP years, we were promised a *document that would show in detail OUSD's planned investments in everything defined as "Special Education."*

We still need that document ahead of LCAP and budget adoption.

Our Recommendations
for the 2025-26 LCAP

Note: To access the full text of our recommendations, please use this link: tinyurl.com/46y6jz8n

The linked document includes our official recommendations.

The slides in this presentation include abbreviated content for presentation purposes only.

We continue to make the following **GENERAL RECOMMENDATIONS** related to the role of the LCAP in improving outcomes for disabled students:

1a. Please explain how the 2025-26 LCAP will help to *increase and/or improve disability-related services for students.* This is a standard approach in the LCAP to addressing all other types of student need and of ensuring that we meet goals for students.

1b. Please explain how the 2025-26 LCAP will promote *equitable access to disability-related services and support* **for disabled students who are also Low Income, English Learners, Foster Youth, etc.**

We ask that you identify specific actions, strategies, and investments within your explanations.

2. Please explain how the 2025-26 LCAP will help to ensure *access for disabled students to the supplementary/targeted services that they are eligible to receive* based on income, ELL status, ethnicity, foster status, school dashboard data, and other criteria.

We ask that you identify specific actions, strategies, and investments within your explanation.

3. Please explain how the 2025-26 LCAP will support *greater disability accessibility (universal design) across programs and services.*

Disabled students are entitled to participate in all of the educational and social experiences that their non-disabled peers enjoy. Those experiences must be made accessible by design.

We ask that you identify specific actions, strategies, and investments within your explanation.

This year, the CAC studied in detail the LCAP actions and our June 2024 recommendations that *most connect to our current initiatives.*

Our current initiatives are listed in the next two slides.

1) Board Adoption of *[Resolution to Promote School Stability and Belonging for Disabled Students in OUSD](#)* Stopping the Expulsion of Disabled Students from their Schools to Close their Programs

2) Reducing Suspensions for Disabled Black Students in Middle School

3) Implementing *[Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities](#)*

After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

4) Access and Equity for the *Young Adult Program*: Measure N/H Funding and Work-Career Opportunities for Disabled Young Adults

5) Sufficient Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, and Instructional Support Specialists

6) School Board Legislative Priorities Related to Special Education: Requirements for Charter Schools, Funding for Students with Intensive Services

Based on our study, we have specific follow-up questions and recommendations.

Blue letters and italics in these slides indicate commitments made by staff in June 2024.

Implementing *[Board-Adopted Resolution No. 2021-0159: Ensuring Access to Social-Emotional and Academic Supports for Students with Disabilities](#)*

After-School, Visual-Performing Arts, Athletics, Work-Based/Linked Learning, etc.

1.1: Strong Readers: Early Literacy & Secondary Literacy
June 2024 CAC Recommendation

Express in the LCAP that <u>all</u> students in the appropriate grades, including <u>all students with IEPs</u>, will be taking the i-ready and that they will be included in i-ready data.

1.1: Strong Readers: Early Literacy & Secondary Literacy

Additional CAC Questions and Recommendations after Review of Superintendent Responses

a) Why is the i-ready deemed as not appropriate for students learning in Moderate-Extensive Support classrooms?

b) How do we promote districtwide ownership for the reading/literacy development of so-called "exempt" students with IEPs? If not i-ready data, what data should the LCAP be monitoring so that we do?

1.1: Strong Readers: Early Literacy & Secondary Literacy

Additional CAC Questions and Recommendations after Review of Superintendent Responses

c) What role do individual IEP teams have in determining that a student is "exempt" from this assessment? Or, is the exemption a blanket one that is extended to all students learning in "Moderate-Extensive Support" classrooms, independent of their individual learning profile.

4) After addressing questions a-c for Action 1.1, please explain how the 2025-26 LCAP will monitor reading outcomes for disabled students who do not currently participate in the i-ready assessment.

Which actions, strategies, and investments will connect to the use of that data?

Additional CAC Questions for Action 1.1

d) Are students with IEPs having equitable access to the literacy interventions that are available to other students as described in Action 1.1?

e) Why are the 12 literacy interventionists in Action 2.4 not included in 1.1?

f) Are the 12 literacy interventionists a one-time investment that is temporarily making up for lack of access by students with IEPs to what is included in Action 1.1?

Additional CAC Questions for Action 1.1

g) Are the 12 literacy interventionists part of a separate program for certain students with IEPs that <u>possibly</u> has more specialized support?

h) Is there ongoing literacy intervention for students with IEPs outside of that which was funded with one-time dollars through the access resolution? (e.g. past OUSD Special Education program: Reading Clinic.)

i) Which students, programs, schools are benefitting from the support of the 12 literacy interventionists?

5) Please address questions d-i to explain how:

→ **students with IEPs are having equitable access to the literacy strategies and investments under Action 1.1**

→ **how the literacy strategies and investments described as part of the Access Resolution in Action 2.4 connect to the implementation of Action 1.1.**

1.7 College and Career for All

June 2024 CAC Recommendation

Describe in the LCAP actions and investments to improve access for disabled students with IEPs to the elements listed under this action 1.7.

June 2024 Superintendent Response

The goals in this area are currently being developed and are expected to be finalized by the end of the summer. They can be shared once finalized.

6) Based on your response, please provide an update to our recommendation for this action.

Additional CAC Comment

An indicator was added to the LCAP for participation by students with Extensive Support Needs in after-school programs (Action 2.12)

7) We request that staff include participation data and LCAP access indicators for disabled students (especially those with Extensive Support Needs) in the other named areas related to the Board-Adopted Access resolution: Linked Learning, Athletics, Electives (especially Visual & Performing Arts).

Reducing Suspensions for Disabled Black Students in Middle School

Resolution to Promote School Stability and Belonging for Disabled Students

June 2024 CAC Recommendation

Add a stability indicator to the LCAP for disabled students as a whole and for Black disabled students specifically.

"How many school changes have these groups of students experienced before they enter middle school?

June 2024 Superintendent Response

. . . We also do not currently have data on how many times an individual student changes schools within a given grade span, *but will explore what would be entailed in collecting this data in the future.*

8) Based on your response, please provide an update on implementation of our recommendation for this action.

June 2024 CAC Feedback and Recommendation

The CAC has a sustained focus on the needs and experiences of Black disabled students who are being suspended at much higher rates than their peers . . .

Collaborative work has included mostly the Middle School Network Office and CAC members with some coordination support from the Office of Equity . . .

Describe current work to reduce suspensions for disabled Black students under this Goal and under action 3.1.

Additional CAC Comments after Review of Superintendent Responses

While the LCAP includes an indicator to reduce suspensions for Disabled Black students with IEPs, nowhere does the LCAP describe the actions that are specifically directed at that indicator nor does it identify the persons/teams most responsible for implementing them.

This is targeted work that must be approached in a targeted way.

9) The LCAP has an indicator to reduce suspensions for Disabled Black students with IEPs.

This is targeted work.

We again ask that you include an explicit description of strategies, implementers, and/or investments that most support *this specific indicator* within all relevant LCAP actions.

This description should include the work undertaken in collaboration by the Middle School Network and the CAC.

Sufficient Staffing for Disabled Students with IEPs: Special Education Teachers, Paraprofessionals, and Instructional Support Specialists

4.1 Diverse and Stable Staff

June 2024 CAC Recommendation

Include metrics, actions, and investments to increase the hiring and retention of Special Education teachers, instructional support specialists, and paraeducators.

June 2024 Superintendent Response

We will explore adding these metrics to the 2025-26 LCAP.

We do not currently collect hiring and retention data in a format that allows us to readily provide this information.

10) We look forward to an update on implementation of our June 2024 recommendation related to the hiring and retention of Special Education teachers and support staff.

Recommendation that can support all of the CAC's current initiatives

1.9: Data-Driven Decision Making
Additional CAC Comments

In June 2024, we were told we would have *a comprehensive dashboard for Special Education and a cheat sheet for the current OUSD dashboard.*

We also need to follow up on naming *which of the other dashboards still need to be disaggregated (by IEP status, 504 status, Program Type, Disability Type, etc.) and which ones have the DIY feature that can disaggregate for more than one student group at a time* (not just for all students with IEPs but for a specific group of students with IEPs).

11) Please provide an update and/or next step for the development of a comprehensive Special Education dashboard and for the consistent disaggregation of data for disabled students across all dashboards.

Link to the CAC Recommendations for the 2024-27 LCAP with Responses from the Superintendent

tinyurl.com/42bsjd2z

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Foster Youth Advisory Committee

Our Members

Students, Foster Parent/Caregivers: 1) **Patty Juergens** (La Escuelita),
2) Ms. **Shelley González** (Brewer, Oakland High), 3) **RocQuel Johnson** (OUSD Graduates)

Community Members: Organizations, Agencies, Individuals:
4) **Miriam Vasquez** (ACOE), 5) **Ixchel Mayorga** (ILP), 6) **Kristin Windley** (EBCLO)

OUSD Foster Youth Services: 7) **Jennifer Tam** (FYS Coordinator),
8) **Anthony Bell** (OUSD FY Case Manager), 9) **Jesse Miller** (OUSD FY Case Manager), 10) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff and Leaders: 11) **Tara Gard** (Talent Division),
12) **Jerome Gourdine (**Office of Equity), 13) **Vancedric Williams** (School Board)

After more than 9 months of committee study in collaboration with OUSD administrators, staff, and other community members, the members of the Foster Youth Advisory Committee presented policy recommendations to the School Board directors for consideration and adoption.

The policy changes would help to decrease and prevent foster youth suspensions by ensuring that:

1) pre-suspension interventions take place,

2) there is communication and collaboration with the foster youth's adult team and the foster youth themselves.

They also include specific post-suspension actions to prevent recurring suspensions and strengthen the connection foster youth have to their schools.

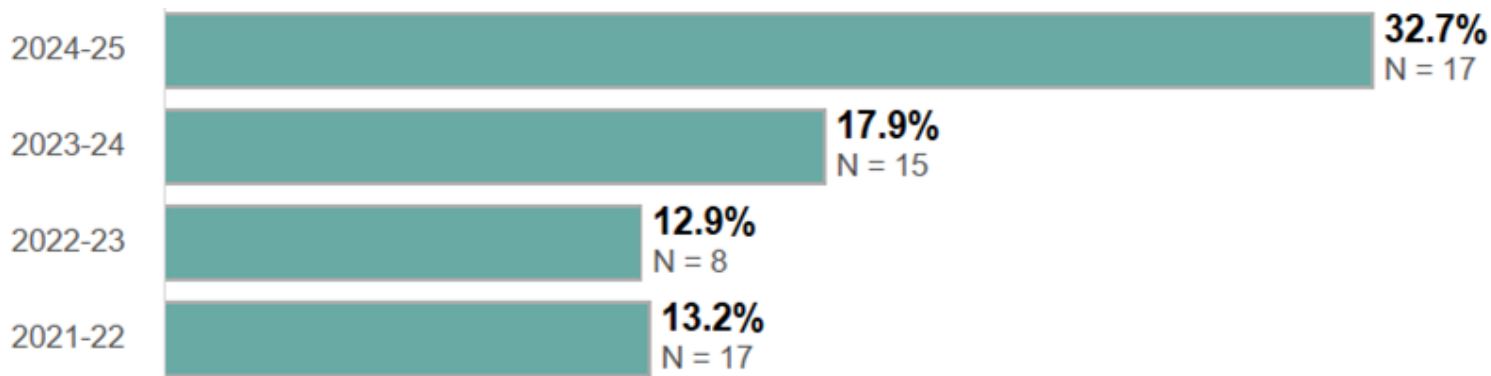# Foster students urgently need these policy changes.

Suspended Foster Students as of 6/4/25

Year		
2024-25	18.3%	N = 28
2023-24	13.8%	N = 28
2022-23	10.4%	N = 17
2021-22	9.0%	N = 24
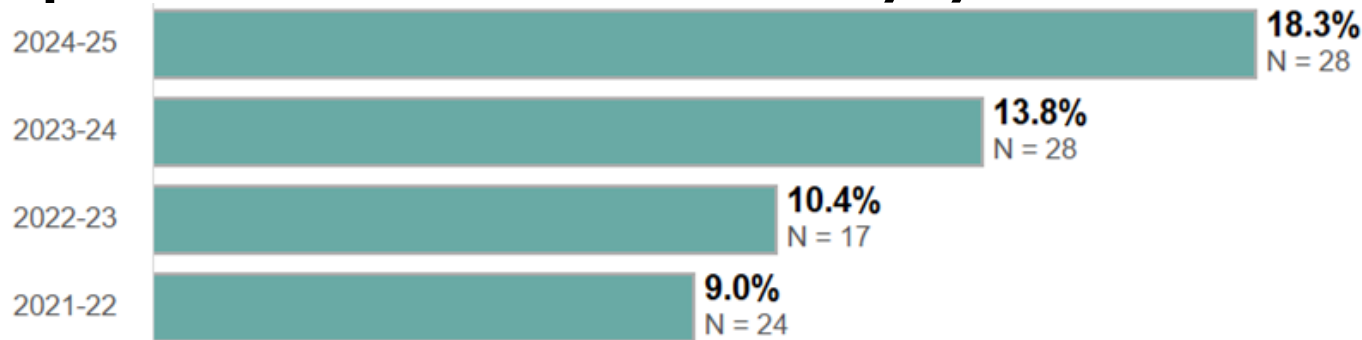
Suspended Students Who Are Not Foster Youth as of 6/4/25

Year		
2024-25	3.4%	N = 1,226
2023-24	3.7%	N = 1,346
2022-23	3.5%	N = 1,257
2021-22	3.3%	N = 1,205

Suspended Foster Students with IEPs as of Day 164

Year	Percentage	N
2024-25	**32.7%**	N = 17
2023-24	**17.9%**	N = 15
2022-23	**12.9%**	N = 8
2021-22	**13.2%**	N = 17

Link to the Policy Recommendations:
tinyurl.com/3crvr8us

These policies would be incorporated within BP 5144.1 and related Administrative Regulations.
boepublic.ousd.org/Policies.aspx

These policy recommendations were forwarded to the School Board for adoption this year and implementation in the 2025-26 school year.

When adopted, the policy should be reflected within the strategies described under the following LCAP actions, among others:

2.7 Foster Youth Achievement
3.1 Safe & Welcoming Schools
3.2 Multi-Tiered Systems of Support, Social Emotional Learning & Restorative Practices

A metric in the current LCAP connects to this policy and work: "Reduce the out-of-school suspension rate for foster youth."

The 2025-26 LCAP must clearly identify all of the staff who are responsible for monitoring this metric and implementing related strategies.

Information about all committees at ousd.org/LCAP
Meeting details at ousd.org/calendar

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2025-26 LCAP Presentation

Overview

- Context

- Legislative Changes for 2025-26

- Changes to Goals, Actions & Metrics

- Projected LCFF Supplemental & Concentration Carryover

- Areas still to be included before final LCAP adoption

Context

- The Local Control and Accountability Plan (LCAP) is the overall District plan toward our vision, Quality Community Schools.

- 2025-26 will be the second year of implementation for the new 2024–2027 three-year LCAP.

- Given that we are mid-cycle, we will refine but not significantly change our goals, metrics, and actions.

- We must also address new legislative requirements.

Legislative Changes: Learning Recovery Grant

- In June 2024, the Legislature adopted changes affecting the Learning Recovery Emergency Block Grant (LREBG) as a settlement of Cayla J. v. State of California.

- LEAs must identify whether they have unexpended Learning Recovery Emergency Block Grant (LREBG) funds as of July 1, 2025.

- Beginning in 2025-26, LREBG funds must be allocated based on needs assessment considering school and student group Dashboard status in ELA, Math, and Chronic Absenteeism.

Legislative Changes: Learning Recovery Grant

● For any remaining funds, LCAP must include goal # and action # for each action that will be funded with LREBG funds.

● LCAP must also include an explanation of rationale for each action was funded with LREBG funds, including:

○ How action is aligned with allowable uses of funds

○ How action is expected to address the area(s) of need of students and schools identified in the needs assessment

Other Changes: New Equity Multiplier Schools

- For 2025-26, five new schools have been identified for the Equity Multiplier (EM) grant: Brookfield, Burckhalter, Sankofa United, Frick United, and Westlake.

- Some continuing EM schools have student groups newly in the red on CA Dashboard; metrics must be added for these.

- Three current EM schools are not designated for 2025-26: KDA, Prescott, and Home & Hospital.

- EM goals have been modified to reflect this.

LCFF Supplemental & Concentration Carryover

- Projected carryover is currently expected to be **$21M.** Why?

  - Hiring freeze meant many schools and departments could not fill positions as planned.

  - Vacancies and late hires in positions exempt from the freeze continue to be a challenge.

  - Spend-down of expiring ESSER funds in Fall 2024 allowed some costs to move out of S&C resources.

- Carryover amount will be updated at adoption based on final spending.

2025-26 Carryover Spending Plan

- Cost of restoring 12th month of CSM positions districtwide
- Cost of 11th month to restore 11-month teachers at Castlemont, Fremont & McClymonds
- Assistant Principals at secondary schools not large enough to earn these positions by formula
- Additional teachers to support late-arriving continuation students
- Programmatic investments in targeted schools
- School safety work in partnership with the City of Oakland
- Ongoing professional development and curriculum costs
- As remaining funds permit, additional secondary literacy work

Areas Still To Be Included Before Adoption

- When the final LCAP comes before the Board, it will include:

  - Engaging Educational Partners section once engagement is complete and feedback has been integrated;

  - Final data and targets where they are incomplete;

  - Refined budget and carryover projections; and

  - Other outstanding narrative sections.

Community Schools, Thriving Students

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