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**OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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**BOARD OF EDUCATION 2026**

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**To** Teaching and Learning Committee

**From** Jennifer Brouhard, Member

**Meeting Date** April 21, 2026

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**Subject** OUSD Position - Named CA State Legislative Bills - 2025-2026 Session - As of April 21, 2026

**Ask of the Committee**

Adoption by the Teaching and Learning Committee of a possible recommendation to the Board of Education on each of the Bills named herein:

[Assembly Bill \(AB\) 1750 \(Caloza\)](#)

[AB 2225 \(Patel\)](#)

[AB 2514 \(Ransom\)](#)

**Fiscal Impact**

No adverse impact to the District

**Attachment**

**Oakland Unified School District  
Teaching and Learning Committee**

**April 21, 2026**

[Assembly Bill \(AB\) 1750 \(Caloza\)](#) School Employees: Absences Due to Illness or Accident

**Summary:** Existing law provides that certificated and classified employees of local educational agencies (LEAs) who exhaust all available sick leave and remain absent due to illness or injury for up to five additional school months receive either the difference between their regular salary and the amount paid to a substitute, or at least 50% of their regular salary. This bill would instead require those employees who exhaust all available sick leave and continue to be absent due to illness or accident for an additional five-month period to receive their full regular salary during those five months.

[AB 2225 \(Patel\)](#) Closing the Achievement Gap State Operations and Support Plan

**Summary:** This bill would convene a state working group to develop a plan, to be known as the Closing the Achievement Gap State Operations and Support Plan, that includes the following:

- Specific goals and benchmarks for the state to support LEAs in closing the achievement gap
- Specific performance targets aimed at closing the achievement gap for the State Board of Education, the California Department of Education (CDE), the Commission on Teacher Credentialing, and the California Collaborative for Educational Excellence
- An assessment of state entities tasked with meeting the state’s public education goals and the establishment of roles and responsibilities for those state entities, including actions the state can take to reduce fragmentation and prevent overlapping guidance and regulations
- Recommendations for specific actions that each state educational entity, including the Governor and the Legislature, can take to reduce the number of unfunded or partially funded mandates and align state-level operations and initiatives with the principles of local control
- A clear definition of high-quality LEA technical assistance for differentiated assistance, direct technical assistance, and related support
- Recommendations for appropriate remedial action if the state does not meet these benchmarks and goals.

AB 2514 (Ransom) State of the Achievement Gap Dashboard

**Summary:** Requires the working group and Closing the Achievement Gap State Operations and Support Plan established by AB 2225 (Patel) to include recommendations for the development of a State of the Achievement Gap Dashboard. The dashboard shall include the metrics that assess the following:

- Local support, service quality, and accessibility of supportive state programs
- State program evaluation and effectiveness
- Operational efficiency, collaboration and communication, and continuous improvement among state entities
- Financial support of the state
- State transparency and accountability
- The CDE's governance structure and its programs, policies, regulations, and initiatives