

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

- Review 2026-27 Changes to the LCAP; and
- Conduct a Public Hearing on the 2026-27 LCAP, which covers the third and final year of the three-year plan.

2026-27 LCAP Presentation

Overview

- Context;
- Refresher on Recent Legislative Changes;
- Changes to Goals, Actions & Metrics;
- Projected LCFF Supplemental & Concentration Carryover; and
- 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.
- 2026-27 will be the third and final year of implementation for the new 2024–2027 three-year LCAP.
- Given that we are nearing the end of this LCAP cycle, we will not significantly change our goals, metrics, and actions except where there have been significant spending changes.
- We must also address new legislative requirements.

Legislative Refresher: 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 were required to identify whether they had unexpended 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. This includes new funds as the State allocates them.

Legislative Refresher: 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

Significant Changes: New S&C Investments

For 2026-27, five significant new investments have been added to the LCAP based on the Board's directed use of S&C funds:

- Small Elementary Schools;
- Alternative Education High Schools;
- Noon Supervisors;
- Attendance Specialists; and
- Substitute Teacher Incentive Program (STIP) subs.

Significant Changes: New S&C Investments

- New metrics will need to be added for some new investments; some are included in this draft, while others are still in development and will be provided in the final draft.
- Because these investments are being added in the final year of this LCAP cycle, we will not have meaningful data to measure the effectiveness of these programs and staff by the close of this cycle (June 2027). Instead, any investments that continue into the new three-year LCAP cycle will be measured against metrics identified for the 2027-2030 LCAP cycle.

Significant Changes: Ending S&C Investments

To create room in the S&C budget for these new uses of S&C funds, many existing investments must end for 2026-27.

*Select **Goal 1** Reductions and Eliminations:*

- Reduction/elimination of literacy tutors and Literacy Teachers on Special assignment (TSAs) at non-LREBG eligible schools;
- Reduction/elimination of math tutors at non-LREBG eligible schools and STEM coordinators were reduced by 3 FTE.;
- Reduction in Centrally-funded middle school electives teachers.;

Significant Changes: Ending S&C Investments

Select **Goal 1** Reductions and Eliminations (continued):

- Elimination of Director of Visual & Performing Arts;
- Reduction in Early Childhood STIPs;
- Elimination of data analyst;
- Elimination of two elementary networks and associated staff;
- Elimination of the Continuous School Improvement office; and
- Reduction in curriculum, licensing, and other purchasing;

Significant Changes: Ending S&C Investments

Select **Goal 2** Reductions and Eliminations:

- Elimination of four Targeted Student Intervention Specialists;
- Significant reductions to funding for implementation of the Disability Access Resolution;
- Elimination of Special Education Engagement Specialist and Early Childhood Special Education Coordinator;
- Elimination of Title III Specialist and Literacy Curriculum Coordinator/ELD Specialist;

Significant Changes: Ending S&C Investments

Select **Goal 2** Reductions and Eliminations (continued):

- Reduction in Newcomer Social Workers and Elementary Newcomer Teacher Leaders; and
- Elimination of teachers for late-arriving continuation students.

Significant Changes: Ending S&C Investments

Select **Goal 3** Reductions and Eliminations:

- Elimination of Centrally-allocated additional noon supervisors for high-need schools;
- Elimination or significant reductions to external safety contracts;
- Elimination of Restorative Justice Program Manager;
- Elimination of Wellness Specialist, Oakland Goes Outdoors program, and positions at the Center (pending grant funding);
- Reduction in behavioral health staffing;

Significant Changes: Ending S&C Investments

Select **Goal 3** Changes (continued):

- Elimination of Centrally-allocated additional attendance specialists for high-need schools;
- Elimination of Centrally-allocated attendance case managers;
- Reduction/elimination of Centrally-allocated Community School Managers at non-LREBG eligible schools;
- Elimination of six School Technology Specialists;
- Elimination of Interpretation & Translation Program Assistant;

Significant Changes: Ending S&C Investments

*Select **Goal 3** Reductions and Eliminations (continued):*

- Elimination of all District Family Engagement Specialists;
- Elimination of one Chinese Translator/Interpreter; and
- Reduction of Student Assignment Counselor.

*Select **Goal 4** Reductions and Eliminations:*

- Elimination of two Diversity & Inclusion Coordinators and a Retention & Employee Development Coordinator; and
- Reduction in professional development.

Other Changes: New Equity Multiplier Schools

- For 2026-27, five new schools have been identified for the Equity Multiplier (EM) grant: Hoover, MLK, Prescott, West Oakland Middle, and MetWest High.
- Some continuing EM schools have student groups newly in the red on CA Dashboard; metrics must be added for these.
- Four current EM schools are not designated for 2026-27: Burckhalter, Markham, Sankofa, and Frick.
- EM goals have been modified to reflect this.

LCFF Supplemental & Concentration Carryover

- We do not currently projected any S&C carryover. Why not?
 - Costs of small elementary schools, Alt Ed schools, attendance specialists, noon supervisors, and STIPs have shifted into S&C for SY25-26 to alleviate pressure on Base.
 - Funds have been reserved for retroactive pay tied to the OEA Tentative Agreement.
- Carryover will be updated at adoption based on final spending. Some funds earmarked for pending expenditures may carry over if these do not clear by June 30th, but will be reserved for the same use in July as soon as the new fiscal year opens.

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, including addition reductions to non-labor S&C investments to help balance the S&C budget; and
 - Other outstanding narrative sections.

Appendix



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1011 Union Street, Oakland, CA 94607