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

- Understand the Goals and Actions for the new three-year 2024–27 Local Control and Accountability Plan (LCAP)

- Hear Feedback from the LCAP Parent and Student Advisory Committee (PSAC) and its Subcommittees

- Conduct a Public Hearing on the 2024-25 LCAP, which covers the first year of the new three-year plan

Overview

- Context

- Legislative Changes for 2024-25

- New 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.

- 2024-25 is first year of implementation for the new 2024–2027 three-year LCAP.

- This represents an opportunity to adjust our goals, metrics, and actions as we plan for the next three-year planning cycle.

- We must also address new legislative requirements.

Legislative Changes for the 2024-25 LCAP

- LCAP must now include actions addressing:

  - Each school within the district that has red indicators on the 2023 CA School Dashboard (lowest performance level)

  - Each student group within the district that has red Dashboard indicators

  - Each student group within a specific school that has red Dashboard indicators

Legislative Changes for the 2024-25 LCAP

- LCAP must now include *separate* actions addressing English Learners and long-term English Learners

- LCAP must include an action describing the Differentiated Assistance support provided to the District

- For 2024-25 only, there will be a freestanding 2023-24 Annual Update to close out the prior three-year LCAP cycle.

- Summary of Differentiated Assistance work has been added.

Legislative Changes for the 2024-25 LCAP

- MANY new metrics!

  - Any action marked as "contributing" with a districtwide scope must have a corresponding metric to measure the action's effectiveness in improving outcomes for ELs, foster youth, and/or low-income students

  - Equity Multiplier schools must have metrics for all Dashboard indicators for which a student group has received the lowest performance level (red)

Legislative Changes for the 2024-25 LCAP

- Equity Multiplier grant has been added for 13 schools, with newly required goals, metrics, and actions.

- Schools were identified based on student income level and non-stability rate (percentage of students enrolled for fewer than 245 continuous days).

- Funds must be used for evidence-based services and supports that directly benefit eligible schools above what would otherwise have been provided at the school.

LCFF Supplemental & Concentration Carryover

- Beginning in 2022-23, districts were required to separately track and budget for LCFF Supplemental and Concentration carryover each year.

- All S&C carryover funds are reflected in Resource 6.

- Projected carryover is currently **$31M** (primarily due to vacant positions, late hires, and costs moved to alternate funding).

- Carryover amount will be updated at adoption.

LCFF Supplemental & Concentration Carryover

- How will carryover be spent in 2024-25?
    - Continued programmatic investments in targeted high-need schools
    - Continued investment in sports/after school inclusion for students with disabilities
    - School safety work in partnership with the City of Oakland
    - Professional development and curriculum implementation costs
    - Additional teachers to support late-arriving newcomer and continuation students, A-G completion, and electives for students required to take ELD
    - Additional assistant principals at high-need schools
    - 11-month teacher positions at Castlemont, Fremont, and McClymonds High Schools

LCFF Supplemental & Concentration Carryover

- **Proposed change to carryover spending:** Return additional teachers to support late-arriving newcomer students to LCFF Concentration *(projected SY 2024-25 cost: $2.1M)*

- **Rationale:** Newcomer enrollment has increased dramatically over the past school year. Contractually, we must provide teachers once students arrive in our classrooms. We are able to attract and retain higher quality teachers by funding these positions from the start of the year rather than adding and trying to fill them mid-year.

LCFF Supplemental & Concentration Carryover

- Resource 6 (S&C Carryover) is overcommitted for SY24-25; current LCAP budget already reflects this shift.

- Revisit costs during SY25-26 Budget Development to ensure that stable funding remains available for these positions.

- Continue to seek ways to return other existing site-based positions to ongoing LCFF Concentration funds as funds permit.

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

1.1	**Strong Readers: Early Literacy &**
1.2	**Excellence in Science, Technology, Engineering & Mathematics**
1.3	**Equitable Access to a Broad**
1.4	**Visual & Performing Arts**
1.5	**Early Childhood Learning**
1.6	**Multilingual Programs**

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

1.7	**College & Career for All**
1.8 Master	**Counseling & Equitable Scheduling**
1.9 Making	**Data-Driven Decision**
1.10 Network-Based School Supports	
1.12 School Improvement	

2.1	**African American Student Achievement**
2.2	**Latino Student Achievement**
2.3	**Arab, Asian & Pacific Islander Student Achievement**
2.4	**Students with Disabilities Achievement**
2.5	**Low-Income Student Achievement**
2.6	**Unhoused Student Achievement**

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

2.7	Foster Youth Achievement
2.8	English Learner Achievement
2.9	Long-Term English Learner Achievement
2.10	Supports for Newcomers
2.11	Alternative Education
2.12	Expanded Learning Opportunities

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

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

3.1	Safe & Welcoming Schools
3.2 Support,	Multi-Tiered Systems of Social Emotional Learning & Restorative Practices
3.3	Student & Staff Health & Wellness
3.4 Health	Behavioral & Mental
3.5	Attendance Supports
3.6 Youth Engagement & Leadership	

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

3.7	Community Schools
3.8	Quality Learning Environments
3.9	Family Partnerships & Language Access
3.10 Enrollment Supports	
3.11 District Communication	

| 4.1 | Diverse & Stable Staff |

| 4.2 | Staff Growth & Development |

| 4.3 | New Teacher Support & Development |

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

Goal 5 (Equity Multiplier): Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary, and Prescott Elementary.

5.1 at Academy	Academic Acceleration & Instructional Improvement Korematsu Discovery
5.2 at	Academic Acceleration & Instructional Improvement Markham Elementary
5.3 at	Academic Acceleration & Instructional Improvement Prescott Elementary

6.1 at	Academic Acceleration & Instructional Improvement Castlemont High
6.2 at	Social Emotional Supports Castlemont High
6.3 at	Social Emotional Supports McClymonds High

Goal 6 (Equity Multiplier): Over three years, student academic outcomes and graduation rates will improve at Castlemont High, McClymonds High, and Oakland International High.

Goal 6 (Equity Multiplier):
Over three years, student academic outcomes and graduation rates will improve at Castlemont High, McClymonds High, and Oakland International High.

6.4	Family Engagement at McClymonds High
6.5 at High	Academic Acceleration & Instructional Improvement at Oakland International High
6.6 at High	Social Emotional Supports at Oakland International High

7.1	Social Emotional Supports at
7.2	Social Emotional Supports at
7.3	Academic Acceleration at Rudsdale Continuation
7.4	College & Career Supports at
7.5	Social Emotional Supports at

Goal 7 (Equity Multiplier): Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation.

Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.

8.1	Academic Acceleration at Home & Hospital Program
8.2	Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study
8.3	Social Emotional Supports at Sojourner Truth Independent Study
8.4	Academic Acceleration at Street Academy
8.5	Academic Acceleration at Gateway to College

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

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students
1011 Union Street, Oakland, CA 94607

www.ousd.org   @OUSDnews

Committee Feedback for the 2024-27 LCAP

Presented by Members of the Various OUSD Advisory Committees

June 12, 2024

www.ousd.org   @OUSDnews

LCAP 2023-24 Engagement Process

Monthly district-wide public meetings of **advisory committees** with additional special meetings

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

to make **recommendations on metrics and actions in the 2024-27 LCAP**

with powerful **cross-committee solidarity and consultation with school committees**

interpretation in up to **4 languages**

and a process developed in **collaboration between parents, staff, and students** through **weekly member planning and preparation meetings**

Parent & Student Advisory Committee

We, the members of the LCAP PARENT AND STUDENT ADVISORY COMMITTEE, act as a representative body for the families in the all schools and educational programs of OUSD.

As parents, caregivers, and students, **we center those who are most impacted by decisions made in our district.**

We uphold the leadership of families and students through **respect for the work of school site and district committees.**

We rely on our **connection to our school site committee peers**, especially parents and students, so that we can reflect the experiences and priorities of school communities.

Parent members of PSAC are **elected by their peers** from School Site Councils and Site English Language Learner Subcommittees in our electoral districts.

Student members are **elected by the student leaders** of All City Council.

Elections for membership in PSAC are held in September. Members serve for a minimum of two years. Up to seven members are elected to serve as Lead Delegates, the officers who steer the work of the committee.

28 parent/guardian members (4 from each electoral district) and 9 student advisors

Members of the LCAP Parent and Student Advisory Committee

Student Members: **Emily Barajas (Skyline), Ariana Astorga Vega (Oakland Tech)**

District 1: **Caitlin Khurshid** (Chabot), **Mahagany Gillam** (Sankofa), **Michelle Leonce Coker** (Claremont)

District 2: **Norma Ventura** (Garfield, DELLS), **Joe Manekin** (Bella Vista), **Alexia Maciel** (MetWest, DELLS), **Monalisa Treviño** (Oakland High)

District 3: **Zazzi Cribbs** (Prescott), **Tiffany Hampton-Amons** (Westlake)

District 4: **Shelley González** (Edna Brewer), **Melissa Ramírez-Medina** (Bret Harte, DELLS), **Josh Cline** (Sequoia)

District 5: **Virginia Gilbert** (Fruitvale), **Janeth Rosas** (Think College Now)

District 6: **Elham Omar** (Lockwood, DELLS), **Natay Myers** (CCPA), **Tanisha Rounds** (CCPA, Lockwood)

District 7: **Ché Phinnessee** (Reach), **Marina Muñoz** (Madison 6-12, DELLS)

We partner closely with all of the district advisory committees of OUSD.

We honor their tireless efforts of build representative processes and a stronger voice for OUSD families and students.

Summary of Our Recommendations

GOAL 1: **All students graduate college, career, and community ready.**	
35 Recommendations	
6	Revisions to Outcome Targets (Metrics)
29	Making Changes to the Actions

GOAL 2: **Within three years, focal student groups will demonstrate accelerated growth to close our equity gap.**	
28 Recommendations	
5	Revisions to Outcome Targets (Metrics) plus Accompanying Strategies
23	Making Changes to the Actions

GOAL 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	
30 Recommendations	
1	General Recommendation for all Actions in Goal 3
3	Revisions to Outcome Targets (Metrics)
26	Making Changes to the Actions

GOAL 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
1 Recommendation	
1	Revision to Outcome Targets (Metrics) plus Accompanying Strategies

GOALS 5-8: Over three years, student outcomes will improve at the 13 schools receiving equity multiplier funding.	
30 Recommendations	
1	General Recommendation for all Actions in Goals 5-8
2	Related to Making Changes to the Actions

Themes and Highlights from Our Recommendations

1) We must understand what is meant by "Base Program" in all areas and how decisions are made about what to include and exclude from our LCAP.

We must have a shared understanding of all actions and investments in different areas of our "Base Program" so that we can make better decision about how to support students.

2) We must expand our definitions of student success with metrics that are more inclusive.

Two examples: reading growth and graduation data that includes different diploma pathways.

3) Our metrics must reflect the intersecting experiences of students and how those experiences impact their access to resources and their educational outcomes.

All actions must have a disaggregated metric for a focal student group(s) and a metric that takes into account the unmet needs of students who belong to more than one focal group.

4) Equitable access to services must be a focus in the LCAP.

The LCAP must explain criteria for prioritizing particular students or schools, for assigning limited services, positions, and resources. We analyze disaggregated access data and set targets for access across all actions.

5) Support for shared decision-making at the school and district continues to be a need.

We must ensure that all OUSD stakeholders (families, students, staff, administrators, policy-makers, other community members) understand and support the role of established school and district bodies. We must develop an integrated approach across all spaces where decisions are made.

6) Disability access and accessibility must be integrated into all areas of our LCAP. A first step is reflecting areas in the Special Education Local Plan within related areas in our LCAP. Inclusivity must be a mindset when we define what actions and investments will support the goals that we are

District English Language Learners Subcommittee

Members of the District English Language Learners' Subcommittee

District 2	Norma Ventura (Garfield) Alexia Maciel (Met West)
District 4	Melissa Ramírez-Medina (Bret Harte)
District 6	Elham Omar (Lockwood STEAM)
District 7	Marina Muñoz (Madison 6-12)
At-Large	Lateefa Ali (Multiple Schools)

Our Continuing Priorities

Proof that **ALL English Language Learners are getting Designated English Language Development (ELD) at their level** including all disabled English Language Learners and newcomers.

Stopping the practice of School Site Councils taking over the role of Site English Language Learner Subcommittees

Maintaining the current interpreters. Assessing unmet language access needs. Additional interpretation and translation support.

Summary of Our Recommendations

3 Recommendations related Dual Language Programs: criteria for access, support for secondary programs, and relationship to World Language Programs, role of programs in the English Language Development of English Language Learners

Disaggregated Metrics for Participation in the English Language Proficiency Assessments of CA, including the Alternate ELPAC

**Under Continuous School Improvement: Support for Standalone English Language Learner Subcommittees**

Metrics and Actions in the LCAP to monitor access to daily Designated English Language Development for ALL English Language Learners

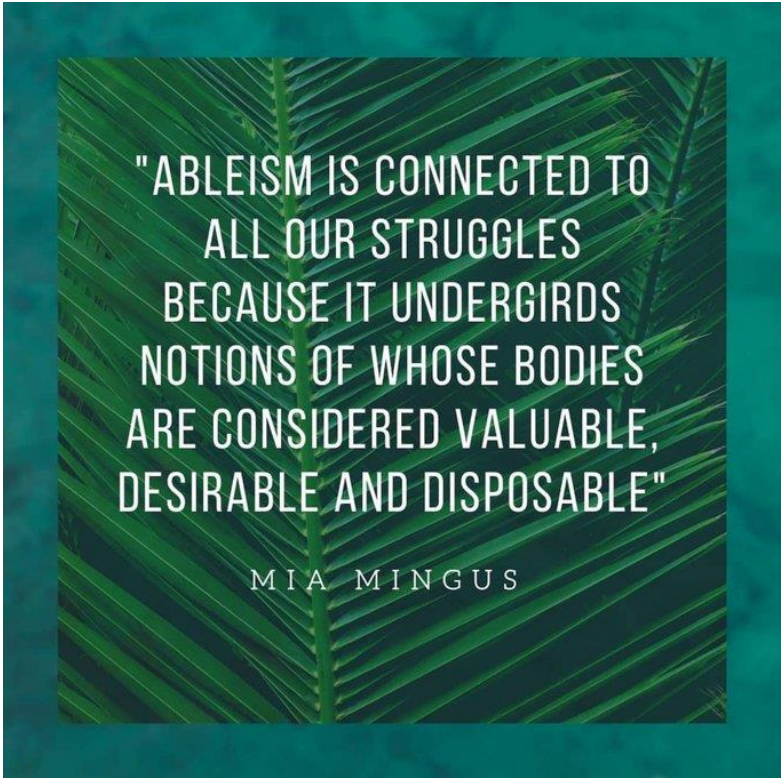**Specific Metrics and Actions for Unaccompanied Minors and Refugee/Asylee Students**

Description of a Process for Assessing Language Access Needs at Schools and Districtwide

Set targets and identify best practices for interpretation and translation within the LCAP. Explain allocations for specific languages based on data. Explain how current needs will be met by schools or departments after reductions in centralized support.

Community Advisory Committee for Special Education
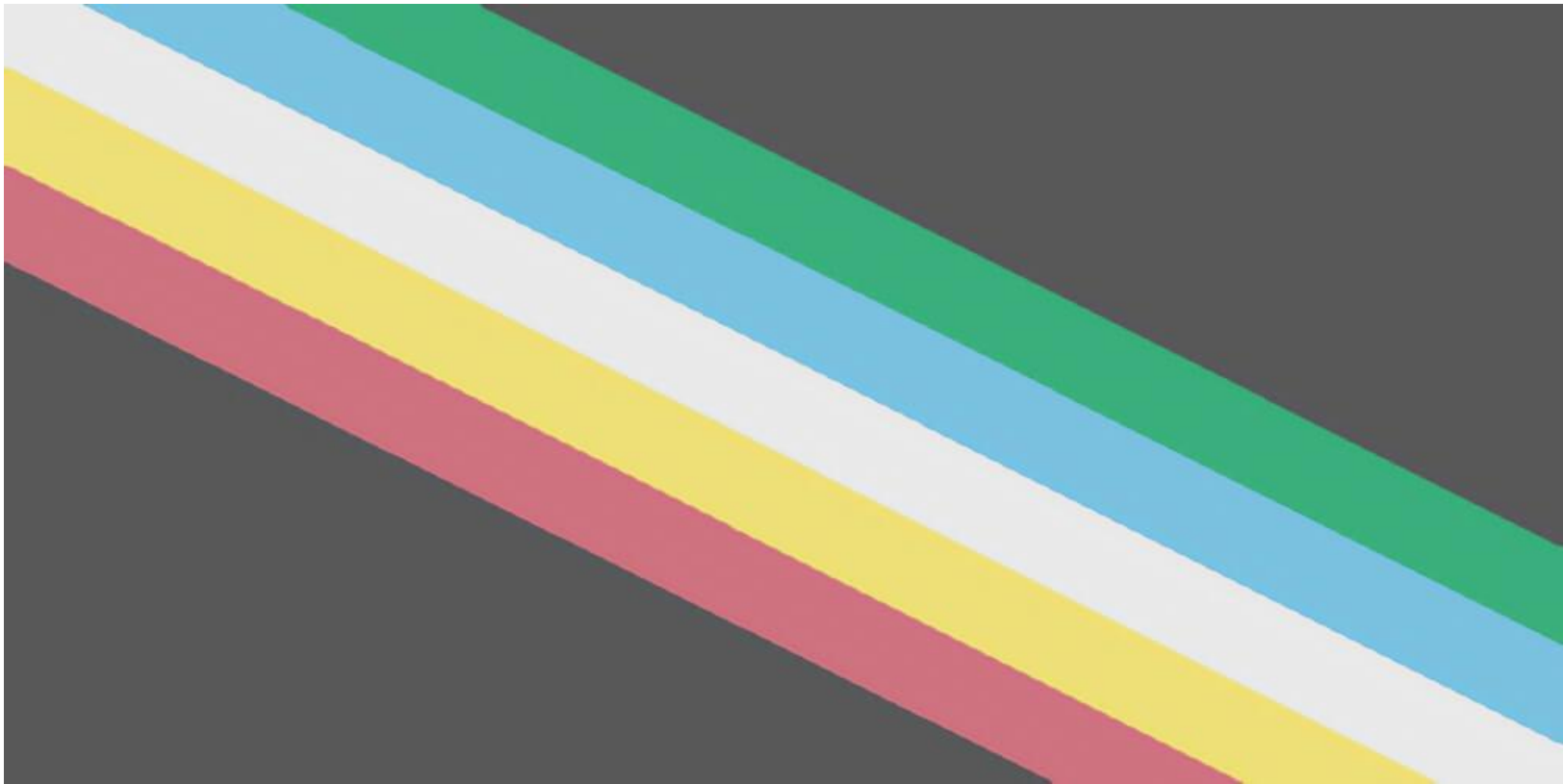
THE DISABILITY PRIDE FLAG

"Ableism is connected to all of our struggles because it undergirds notions of whose bodies are considered valuable, desirable, and disposable." Mia Mingus

Members of the CAC for Special Education

Jonah Zimmerman-Bloch, Lateefa Ali, Lena Anthony, Jennifer Blake, Carol Delton, Ashley Demelo, Ginale Harris, Sheila Haynes, Patty Juergens, Corvetta Kirtman, Alan Pursell, Daisy López, Joe Manekin, Coriander Melious, Anna Realini, Tiffany Stewart, Inga Wagar, JD Woloshyn, Sayuri Valenza, Kristen Zimmerman

Seven Statements Supporting an Inclusive LCAP and District

The LCAP and OUSD Disabled Students:

1) The LCAP must show how, along with other types of services, OUSD is **increasing and/or improving** *disability-related* **services** to better support the unique needs of disabled students, one of the focal groups within the LCAP. This is a standard approach in the LCAP to addressing all identified types of student need.

2) Describing "strategic decisions," <u>regardless of funding source</u>, is how we demonstrate that OUSD is working to improve outcomes for disabled students, especially when those students are also members of other unduplicated student groups (Low Income, English Learners, and/or Foster Youth.)

Improving outcomes for any group of students requires that their disability-related needs be met alongside needs arising from their other student group experiences.

3) The LCAP must show if and to what extent disabled students are gaining access to the supplementary and targeted programs and services that other eligible students receive.

Two clear examples are designated ELD for English Learners with IEPs and Linked Learning for all high school/young adult students.

4) The LCAP must show how OUSD is improving disability *accessibility* across all programs and services (a universal and environmental approach rather than an individualized approach constrained within individual IEP processes.) Improving accessibility in schools, classrooms, and programs involves both Special Education staff and other staff. Finally, this benefits other students along with disabled students.

5) We have been told that the Special Education Annual Service Plan and Annual Budget Plan can substitute for the LCAP. Those plans are not strategic documents that detail program improvements or strategic resource allocations based student goals/metrics or on assessed need across schools/programs. Those two documents include simple inventories of Special Education dollars by object code and indicate the locations of broadly-defined types of service.

6) We have been told that we would get a document detailing Special Education expenditures after the LCAP and budget have already been adopted. This deprives stakeholders of the opportunity to discuss Special Education investments in relation to the other ones outlined in the LCAP.

7) Many of the services that support disabled students under the umbrella of Special Education have analogues within "General Education." Those services should be described within our LCAP. We should develop an integrated approach to strong instruction and support.

We request a careful consideration of our detailed recommendations for the LCAP.

It is our collective work to bring about the changes that we described in these statements and to promote accessibility, inclusivity, and disability justice for all OUSD students.
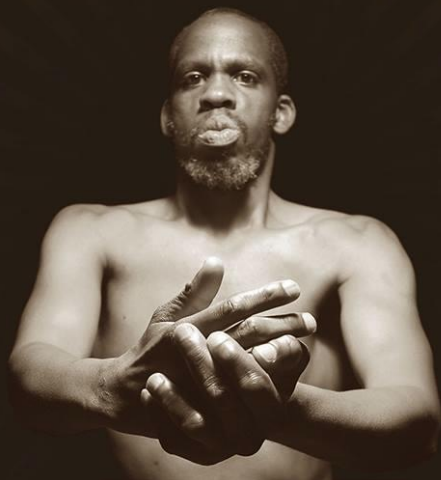
ALL BODIES ARE UNIQUE AND ESSENTIAL.

ALL BODIES ARE WHOLE. ALL BODIES HAVE STRENGTHS AND NEEDS THAT MUST BE MET.

WE ARE POWERFUL NOT DESPITE THE COMPLEXITIES OF OUR BODIES, BUT BECAUSE OF THEM.

WE MOVE TOGETHER, WITH NO BODY LEFT BEHIND.

THIS IS DISABILITY JUSTICE.

TODOS LOS CUERPOS SON ÚNICOS Y ESENCIALES.

**TODOS LOS CUERPOS SON COMPLETOS. TODOS LOS CUERPOS
TIENEN FORTALEZAS Y NECESIDADES QUE SE DEBEN SUPLIR.**

SOMOS PODEROSOS NO A PESAR DE LAS COMPLEJIDADES DE NUESTROS CUERPOS, SINO DEBIDO A ELLAS.

NOS MOVEMOS JUNTOS, SIN DEJAR NINGÚN CUERPO ATRÁS.

ESTO ES JUSTICIA DE DISCAPACIDAD.

https://www.sinsinvalid.org/

Foster Youth Advisory Committee

Members of the LCAP Parent and Student Advisory Committee

Student Members: **Emily Barajas (Skyline), Ariana Astorga Vega (Oakland Tech)**

District 1: **Caitlin Khurshid** (Chabot), **Mahagany Gillam** (Sankofa), **Michelle Leonce Coker** (Claremont)

District 2: **Norma Ventura** (Garfield, DELLS), **Joe Manekin** (Bella Vista), **Alexia Maciel** (MetWest, DELLS), **Monalisa Treviño** (Oakland High)

District 3: **Zazzi Cribbs** (Prescott), **Tiffany Hampton-Amons** (Westlake)

District 4: **Shelley González** (Edna Brewer), **Melissa Ramírez-Medina** (Bret Harte, DELLS), **Josh Cline** (Sequoia)

District 5: **Virginia Gilbert** (Fruitvale), **Janeth Rosas** (Think College Now)

District 6: **Elham Omar** (Lockwood, DELLS), **Natay Myers** (CCPA), **Tanisha Rounds** (CCPA, Lockwood)

District 7: **Ché Phinnessee** (Reach), **Marina Muñoz** (Madison 6-12, DELLS)

Our Members

Students, Foster Parent/Caregivers: 1) **Shelley González** (Brewer, Oakland High) 2) **Patty Juergens** (La Escuelita), 3) **Dejana Curry** (Laurel), 4) **Bre Joiner** (Sankofa, CASA), 5) **RocQuel Johnson** (OUSD Graduates)

Community Members: Organizations, Agencies, Individuals:
6) **Jennifer Castello** (ACOE), 7) **Brian Blaisch** (Greater New Beginnings),
8) **Maida Quintero Medrano** (BE/ILP), 9) **Quijai Johnson** (CYC),
10) **Tori Porell** (EBCLO)

OUSD Foster Youth Services: 11) **Jennifer Tam** (FYS Coordinator),
12) **Anthony Bell** (OUSD FY Case Manager), 13) **Jesse Miller** (OUSD FY Case Manager), 14) **Miranda Magee** (OUSD FY Case Manager)

Other OUSD Staff: 15) **JT Bullock, Jr.** (Paraprofessional), 16) **Tara Gard** (Talent Division), 17) **Jerome Gourdine (**Office of Equity),

Our Process for the LCAP

➔ **April 23:** **We reviewed goals, metrics, and actions in the draft LCAP, as well as feedback gathered at the April 16th PSAC meeting. We developed initial suggestions.**

➔ **May 9:** **We met again to finalize our recommendations. Some recommendations were unique to our committee. We also adopted some of the initial suggestions from the 4/16 PSAC meeting as our own.**

All recommendations align strongly with our current priorities.

➔ **May 23:** **We sent our recommendations to all Board directors and other OUSD leaders.**

Our Recommendations for the 2024-27 LCAP

1) Establish metrics and related targets in our LCAP for different diploma pathways, not just A-G.

a. Identify how many foster youth are not accessing an A-G diploma, reduced credit diploma, or alternative diploma. By 2027, 90% of foster youth receive one type of high school diploma within 5 years.

b. 100% of foster youth with IEPs who are not on track to receive either an A-G diploma or a reduced credit diploma during their sophomore year, have an IEP meeting at the beginning of their junior year where the student's team will discuss the options of an alternative high school diploma and of extended years to complete the requirements towards high school graduation

2) guarantee that ALL K to 2nd graders are taking the i-ready and that they are ALL included in the i-ready data that is reported in the LCAP

3) monitor reading outcome data by demographic groups within the LCAP. Disaggregate the reading metrics for foster youth.

4) set goals for reading growth in the LCAP, not just for grade level reading.

5) Name a metric for at least one disaggregated student group within each focal student group. This metric takes into account the experience of students in more than one of our focal groups. The intent of this must be to set targets for those students within the group who are not gaining access to the targeted strategies and investments and/or who are not experiencing positive outcomes/growth.

6) Targeted actions for all focal groups listed under Goal 2 must address the needs of foster youth within the focal group and review disaggregated data to do so.

7) Under Action 2.6 entitled "Supports for Foster Youth"

a) Ensure implementation of suspension reporting requirements for foster youth under AB 740. Add a metric to support the implementation of this requirement.

Suggested metric: In 100% of suspension incidents of any foster youth (before the suspension is assigned or becomes effective), the foster parent/caregiver, education rights holder, minor's attorney, and county social worker of said foster youth will be notified in person or by phone call, as well as by email, of said suspension and will be offered a conference to discuss it.

b) Clearly identify the types of non-labor investments to support foster youth and a related funding allocation. (Examples: transportation, incentives, individualized academic materials & resources, etc.)

8) Continue providing priority access for foster youth to summer school and afterschool programs. Generate data to monitor access.

9) Include the reduction of foster youth suspensions and the reduction of suspensions for foster youth with IEPs as metrics under Action 3.6 "Suspensions." Describe specific work and investments to support those metrics. Describe the collaboration between Community Schools, Foster Youth Services, Attendance and Discipline, Special Education, and the Foster Youth Advisory Committee to implement specific strategies.

10) Disaggregate foster youth within the expulsion metrics. Given the heightened protections for foster youth and the need for increased monitoring/reporting for individual FY suspensions across OUSD, <u>the goal of 0 foster youth expulsions should be named in the LCAP.</u>

8) Continue providing priority access for foster youth to summer school and afterschool programs. Generate data to monitor access.

9) Include the reduction of foster youth suspensions and the reduction of suspensions for foster youth with IEPs as metrics under Action 3.6 "Suspensions." Describe specific work and investments to support those metrics. Describe the collaboration between Community Schools, Foster Youth Services, Attendance and Discipline, Special Education, and the Foster Youth Advisory Committee and related strategies.

10) Disaggregate foster youth within the expulsion metrics. Given the heightened protections for foster youth and the need for increased monitoring/reporting for individual FY suspensions across OUSD, the goal of 0 foster youth expulsions should be named in the LCAP.