QUESTION PROCESS

For PAC Meeting on February 13, 2020

PROCESS FOR ASKING QUESTIONS OR PROVIDING FEEDBACK ON PRESENTATIONS

1. <u>Write questions</u> on the LCAP Goal Question Sheet during the presentation.

2. Members will have to <u>**hold asking questions**</u> until the conclusion of the presentation on each LCAP Goal. All of the LCAP actions within a LCAP Goal will be presented first, then the Chairperson will open the floor for questions.

3. After a Goal has been presented, each table will be <u>invited to ask 1 question</u> in the <u>first round</u>.

4. Every member must have an *opportunity* to ask a question before a member can ask a question for a second time.

5. Each table will be given <u>**30 seconds to ask**</u> its question.

6. <u>**If time permits, a second round**</u> of questions may be offered.

Local Control & Accountability Plan (LCAP)
Annual Update

Goal #2 Proficiency for All
Goal #3 100% Attendance
Goal #5 Ensure School Safety

Parent Advisory Committee

Objectives

1. To review the Local Control Accountability Plan (LCAP) purpose and requirements

2. To receive feedback on the Annual Update for Actions in the following goals:

   a. Proficiency for All

   b. 100% Attendance

   c. Ensure School Safety

Local Control Funding Formula

Base Funding

All districts receive based on per pupil funding

+

Supplemental and Concentration Funds

- Based on unduplicated count of low income, foster youth and English learners
- +20% for all undupl. students
- +50% for >55% undupl. students
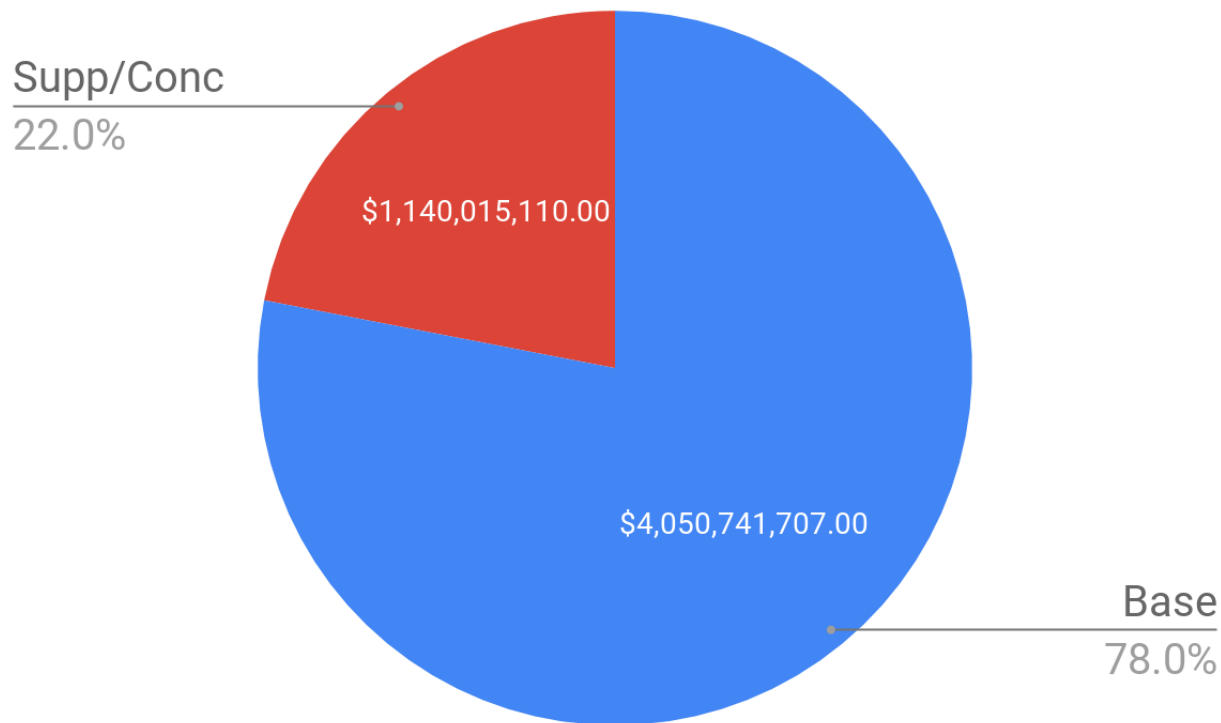- Funds must be used to support increased or improved services for these students

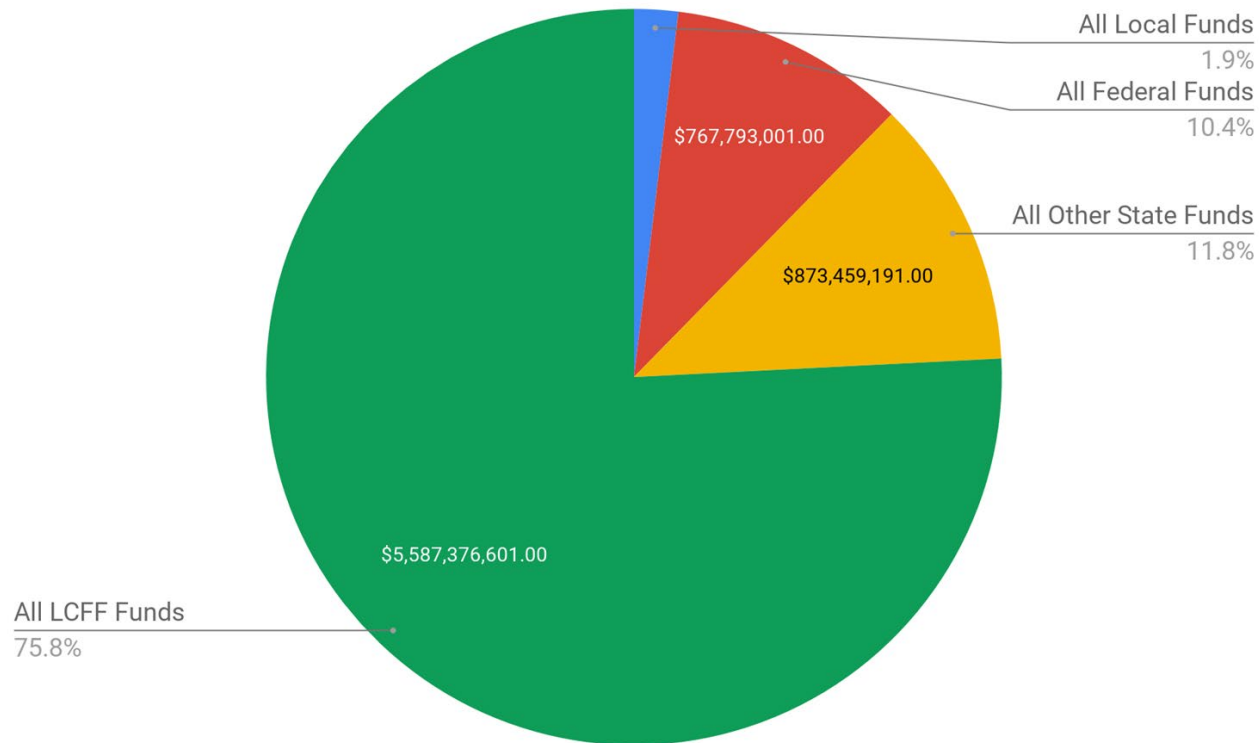# Supplemental/ Concentration Funds

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Increased/Improved Services for

Foster Youth
English Learners
Low Income Students

2019 -20 Distribution of District LCAP Funding

Note: Does not include affiliated charters

2019 -20 All District Revenues

All Local Funds
1.9%

All Federal Funds
10.4%

$767,793,001.00

All Other State Funds
11.8%

$873,459,191.00

$5,587,376,601.00

All LCFF Funds
75.8%

Note: Includes affiliated charters

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State Continuous Improvement Cycle

California School DASHBOARD

Continuous Improvement
Plan
Implement
Evaluate

Local Control Accountability Plan (LCAP)

Student Equity Needs Index

LCAP Outline

- **6 District Goals**
  - 100% Graduation
  - Proficiency for All
  - 100% Attendance
  - Parent, Community & Student Engagement
  - Ensure School Safety
  - Provide Basic Services
- **35 Actions**
  - 13 Base funded
  - 22 Suppl/Conc funded
- **250+ pages**

Summary of Actions and Expenditures

District LCAP Goals	#1 100% Graduation		#2 Proficiency for All	#3 100% Attendance
	#4 Parent, Community & Student Engagement		#5 Ensure School Safety	#6 Provide Basic Services

Funding Type indicates whether Actions utilize Local Control Funding Formula base or supplemental/concentration funding

Goal	Action and Title	Funding Type	2017-18 Budget	2018-19 Budget	2019-20 Budget	Action Description
1	1 - Programs & Interventions/ College & Career Ready	Base	$46,134,454	$44,802,099	$76,227,605	Various programs including Options programs (From Action 1.6). Arts Central Office, Summer Term, Enrichment Programs and Career Technical Education and Linked Learning
1	2 - General Adult and Career Education	Base	$2,905,686	$765,776	$2,240,496	Staff to support Division of Adult and Career Education
1	3 - Adult and Career Education for Targeted Youth	Supp	$19,210,369	$19,143,100	$18,254,099	Adult Education programs to support credit recovery
1	4 - Teacher Retention and Support Program (REED)	Supp	$32,136,548	$28,821,386	$2,024,002	Increased support for 37 schools from 2014-2019, remaining funding for Beginning Teacher Support Program
1	5 - School Autonomy	Supp	$771,024,603	$688,575,106	$849,370,459	Various programs that allow schools to determine funding priorities including Student Equity Needs Index as well as District-wide supports for schools (e.g., nurses, counselors)
1	6 - Options Program	Supp	$49,968,925	$49,767,497	$1,500,000	Per pupil allocations to support personalized supports in Options schools
1	7 - Realigned After-School Program	Supp	$7,322,309	$7,321,142	$7,338,940	Classified staffing to support alignment of Beyond the Bell programs with school initiatives to support targeted student populations
1	8 - A-G Diploma Program	Supp	$2,186,558	$2,190,106	$2,306,875	Counselors at Title 1 high schools and 20 middle schools to assist students to be on-track toward graduation
1	9 - A-G Immediate Intervention Plan	Supp	$15,219,738	$15,054,197	$10,273,750	Local District and Central Office staffing and resources for schools to support graduation and college readiness
1	10 - School Innovation Funds	Supp	$0	$50,415,990	$0	$50,416,440 was allocated in 2017-18 and 2019-20 for 50 secondary schools identified as high needs (in Action 1.5 for 2017-18 and 2019-20)
2	1 - Foster Youth Support Plan and Family Source Centers	Supp	$15,589,732	$15,562,200	$16,479,767	Counseling and additional supports for foster youth district-wide
2	2 - Professional Development	Base	$1,851,621	$10,132,848	$8,899,631	Beginning Teacher Growth and Development Induction and STEP UP and Teach program to support teacher pipeline
2	3 - Curriculum	Base	$180,756,623	$158,199,301	$144,105,242	Instructional materials for schools
2	4 - Instruction	Base	$1,886,043,472	$2,001,305,001	$1,796,692,924	School site staffing, dual language program supports, magnet school support staff
2	5 - Assessment	Supp	$1,347,621	$11,826,612	$1,352,448	Expenses related to district-wide assessments (Central Office staffing moved to Action 6.3)
2	6 - Early Childhood Expansion/Transitional Kindergarten Expansion Plan	Supp	$85,144,339	$89,588,828	$99,116,932	Expansion of programs to additional elementary schools
2	7 - Special Education	Base	$916,550,461	$958,406,929	$1,026,039,620	Staffing and resources to support mandatory services and resources for students with disabilities
2	8 - Supporting Integrating Special Education Students into General Education	Supp	$22,363,459	$22,230,000	$0	Staffing to assist school transitions of students with disabilities to general education classrooms (moved to Action 2.7)
2	9 - English Learner Supports	Supp	$39,283,622	$37,514,018	$7,825,484	Staffing and professional development for English Learner/Standard English Learner Master Plan (some funds shifted to Action 1.5)
2	10 - Instructional Technology Support	Supp	$14,639,833	$14,660,748	$15,667,489	Staffing to support school instructional technology integration
2	11 - Targeted Instructional Support	Supp	$21,285,554	$18,538,212	$8,840,618	School site funding for elective teachers to support class size reduction (funds shifted to Action 1.5)
2	12 - Arts Program	Supp	$33,887,449	$32,692,066	$33,310,167	Arts program funding through Arts Equity Index to all schools
3	1 - Student Health and Human Services	Supp	$5,357,156	$5,361,320	$7,787,552	Staffing resources for whole child services (e.g., health) in schools
3	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Supp	$23,247,232	$36,461,854	$24,957,986	Additional school site Pupil Services and Attendance (PSA) Counselor and Psychological Social Workers (PSW)
3	3 - Homeless Youth Program	Supp	$2,325,360	$2,268,521	$2,400,690	Targeted PSA and PSW resources to support schools serving homeless youth
3	4 - Districtwide Student Engagement Plan	Supp	$249,527	$250,000	$249,263	Staffing for enrollment supports and Student Involvement, Development and Empowerment Unit
4	1 - Targeted Parental Involvement	Supp	$4,594,011	$7,915,096	$4,254,296	School-selected staffing to support parent engagement
4	2 - Parental Involvement	Base	$201,295	$202,680	$201,862	Central Office staffing to coordinate engagement efforts
5	1 - School Climate and Restorative Justice	Supp	$11,027,099	$11,028,708	$2,191,334	Central Office staffing to support school implementation of Restorative Justice (school-based funding to Action 2.7)
5	2 - District Safety Operations	Base	$57,356,546	$57,784,452	$46,124,571	Los Angeles School Police Department staffing and resources
6	1 - School Personnel/Staffing/Support	Base	$59,451,133	$33,592,912	$37,335,387	Human Resources Division staffing
6	2 - Districtwide Supports	Base	$630,976,296	$643,912,297	$665,250,504	Operational costs including transportation, facilities, utilities, etc.
6	3 - Central Office and Local Districts	Base	$188,711,996	$174,014,491	$238,483,667	Central Office and Local District staffing resources (some allocations previously identified in other Actions have been added)
6	4 - On-Going Major Maintenance	Supp	$33,009,005	$33,009,005	$33,009,005	Maintenance and Operations teams prioritizing schools with targeted student populations
6	5 - Expanded Access to Meals	Supp	$1,600,000	$1,600,000	$2,215,000	Resources to support Breakfast in the Classroom and Hot Supper programs

Proficiency for All

Proficiency for All Indicators

- Average Distance from Standard Met for Smarter Balanced Assessment - English Language Arts

- Average Distance from Standard Met for Smarter Balanced Assessment - Mathematics

- % 2nd Grade Students Meeting Early Literacy Benchmarks

- % English Learners Meeting Kindergarten and 2nd Grade Early Literacy Benchmarks

- % English Learners Who Reclassify as Fluent English Proficient

- % English Learners Who Have Not Reclassified in 5 Years

- % English Learner Students Making Progress on State English Learner Proficiency Assessment (ELPAC)

- % Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day

Proficiency for All - Actions

Action	Fund
1 - Foster Youth Support Plan and Family Source Centers	S/C
2 - Professional Development	Base
3 - Curriculum	Base
4 - Instruction	Base
5 - Assessment	Base
6 - Early Childhood Expansion Plan	S/C

Action	Fund
7 - Special Education	Base
~~8 - Supporting Integrating Special Education Students into General Education~~	~~S/C~~
9 - English Learner Supports	S/C
10 - Instructional Technology Support	S/C
11 - Targeted Instructional Support	S/C
12 - Arts Program	S/C

Goal 2 PAC Comments and Responses from 2019

- 15 Comments from PAC
- Improve Math Instruction
  - Goal 2 Action 3 - Curriculum investments for interventions
  - Goal 1 Action 5 - School site funding for additional staff
- ELA Interventions and Standard English Learner Support
  - Goal 2 Action 9 - Funds continued programs to improve interventions and support Standard English Learners
- Increase Parent Participation
  - Goal 1 Action 5 - School site funding
  - Goal 4 Action 2 - District support to schools

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

Student Health and Human Services continues to provide specialized support services for our students in foster care district-wide, including:

- comprehensive academic assessments and individual success plans
- individual check-ins/counseling/social-emotional support
- caregiver, school-site, and agency personnel consultation and support
- academic progress and attendance monitoring (including credit recovery, "A-G" and college/career awareness)
- educational advocacy (e.g., access to services, eligibility for graduation exemption, timely record transfer and partial credit issuance, school of origin rights)
- service/resource coordination and linkage

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

- Realigned staffing to increase time dedicated to supporting schools (versus travelling); overall, increasing the number of SHHS staff assisting students in foster care, experiencing homelessness, and/or involved in the juvenile justice system
- Increased Foster Youth Leadership and Empowerment Councils in secondary schools; currently 53 secondary schools with 300 students/members
- Established an agreement with Los Angeles County to share cost and ensure transportation for students in foster care (school of origin)
- Increased college access efforts; trained over 250 staff to date on FAFSA and Chafee Grant completion this year

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

- Expanding Pathways to College initiative, providing more college tours for students including tours to CSUDH, CSULB, UCLA, USC, SMCC, and LA Harbor College; over 400 students are participating in tours specific to their needs, including attending a student panel of former foster youth, Guardian Scholars/EOP, financial aid, etc.

- FamilySource Partnership continues to co-locate PSA Counselors who provide specialized support services, counseling, educational workshops, social-emotional support, educational advocacy and linkage to partner agency resources; diversion partnership with LASPD has prevented hundreds of district students with minor infractions from involvement in the juvenile justice system, instead providing supportive services, psycho-social assessments, and advocacy

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Action 2 Professional Development (Base)

Human Resources (BTGDI, STEP UP)

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Career Ladder/STEP UP and Teach

Planned Actions	Implemented Actions	Outcomes
Provide financial support, individualized advisement, and professional development to nearly 300 classified employees seeking to become teachers	- Career Ladder Forums - Positive Behavior Intervention Support (PBIS) Training - Career Ladder/STEP UP Information Sessions - Subject Matter Preparation (SMP) Courses - Individual Mentor Meetings with members	36 Career Ladder members hired as teachers for the 2019-20 School Year (213 since 2015) 212 attendees at Career Ladder Events in 2019-20 77 mentor meetings 94 participants in Subject Matter Preparation class 105 participants anticipated in upcoming Applied Behavior Analysis class

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Planned Action for:
Beginning Teacher Growth and Development Induction (BTGDI)

- a free 2-year, job-embedded accredited program to all LAUSD beginning teachers

- one-to-one mentor support

- collaboration with administration and colleagues

- recommendation of a California clear credential

____

Planned Action for BTGDI:

DIFFERENTIATED INSTRUCTION

ELD STANDARDS

EL STRATEGIES

ACCESS CONTENT

Planned Action for BTGDI:

DATA ANALYSIS

- STUDENT WORK

- TEST SCORES

- ACADEMIC GRADES

BTGDI Outcomes

- Almost 1,200 candidate teachers are enrolled supported by over 400 trained mentors

- Over 125,000 students have direct benefits from this mentor support

- 98% of teachers surveyed felt working with their mentor improved their teaching practice

- 99% of teachers surveyed said they would return the following year to a LAUSD school

Action 3 Curriculum (Base)

Division of Instruction

- New History/Social-Studies textbooks being used in 2019-2020 for all elementary and middle schools
- Replenishment materials provided for Math, ELA and Science
- Textbook Adoption of materials for use in 2020-2021
  - Science Materials for Levels
  - Elementary Math Options: Continue MyMath, Eureka, Illustrative Math, Engage NY
  - Middle School Pilot of Illustrative Math

Action 4 Instruction (Base)

- Funds for General Fund School Program ($1.16B) that includes:
  - Staffing costs for all schools (teachers, administrators, classified staff)
- Magnet School Resources (about $37M)
  - School site magnet coordinator staffing and differentials
  - Mandated transportation costs for magnet schools

Action 5 Assessment (Base)

- Allocated annual to Office of Data and Accountability, Student Testing Branch, to support state-mandated assessments
- Funds used to purchase materials and services:
  - Headphones for online assessments
  - Services provided by test vendors including prelabels and ACT profile reports and student level data files
  - Mailing services for assessments
  - Monthly service charges for MiFi devices used for state assessments for students with disabilities (Carlton Home Hospital School)
  - Operating expenses for administration, training and collection/processing of test materials

Action 6 Early Childhood Expansion (S&C)

Expand Early Education Programs

5 New California State Preschool Programs

13 New Early Education Dual Language Programs

3 New STEAM programs

Opening of all 10 Nature Explore Outdoor Classrooms with expansion for 10 more that begin in Summer 2020

ECED & Quality Counts California

Year	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
2014-15	0	67	12	2	0
2017-18	0	1	43	37	0
2020-21	0	0	2	18	1

Action 7 Special Education (Base)

Marco Tolj - Division of Special Education

Planned Actions for 1920

a) Continue facilitating professional development to various stakeholder groups on an array of topics (i.e. Dyslexia, Inclusion, PRI Action Items)

b) Transition from Modified Consent Decree (MCD) to CDE Performance Indicators

c) Conduct District Validation Reviews to ensure schools are meeting our compliance obligations

Action 7 Special Education (Base)

Implemented in 2019-2020

a) Facilitated various professional development across Local Districts.

b) Reached an agree with plaintiffs on sunsetting the Modified Consent Decree on 12/31/19

c) Held 177 DVR's as on 2/7/20

Action 8 Supporting Increased Inclusive Opportunities for Special Education Students into General Education (S&C)

Implemented in 2019-2020:

- Program Specialists and LRE Specialists received 3 Professional Developments on how to support schools seeking to increase inclusive opportunities on school sites
- Website launched (achieve.lausd.net/inclusion) to provide additional information regarding inclusion to parents and schools
- A toolkit of resources to support inclusive practices is available to schools, including trainings and templates
- Welligent report was created so schools can easily see which students are included in general education 80% of the time or more or 40% of the time or less (metrics from state's Performance Indicator Review)

Action 8 Supporting Increased Inclusive Opportunities for Special Education Students into General Education (S&C)

Outcomes in 19-20:

- 85 school sites committed to increasing inclusive practices
- Expect to see an increase in the percentage of SWDs included in general education setting for 80% of their day
- Increase in collaboration and co-planning amongst teachers
- Increase training on co-teaching, building a master schedule and Universal Design for Learning

Action 9 English Learner Supports (S&C)

MMED

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

EL Program LCAP Targets

Goal	Annual Targets and Outcomes					
	2017-18	Outcome	2018-19	Outcome	2019-20	Outcome
Percent of ELs who reclassify as Fluent English Proficient (RFEP)	20%	20.6%√	22%	23.1 √	22%	Pending
Percent of English Learners that did not reclassify within 5 years (LTEL rate)	17%	16% √	15%	14% √	13%	Pending

Ongoing EL Supports: Professional Development and Parent Trainings

MMED, in collaboration with Local District Leadership teams, have invested in the following professional development:

- EL Program Training for EL Designees
  - Monthly Trainings
  - Summer Master Plan Institute
- K-12 Designated ELD
- K-12 Integrated ELD
- Foundational Literacy Skills
- New English Language Proficiency Assessments for California (ELPAC)
- Master Plan training modules for parents

EL Supports: Initiatives and Investments

MMED, in collaboration with Local District Leadership teams, support the following initiatives and investments:

- Expansion of Dual Language Education Programs
- Increase Supports for Seals of Biliteracy
- EL Instructional Coaches (elementary and secondary)
- Enrichment/Intervention
- Supplemental Instruction Materials
- MMED/LD EL Program Support Staff

Reclassification Trend

New EL Supports (2019-20)
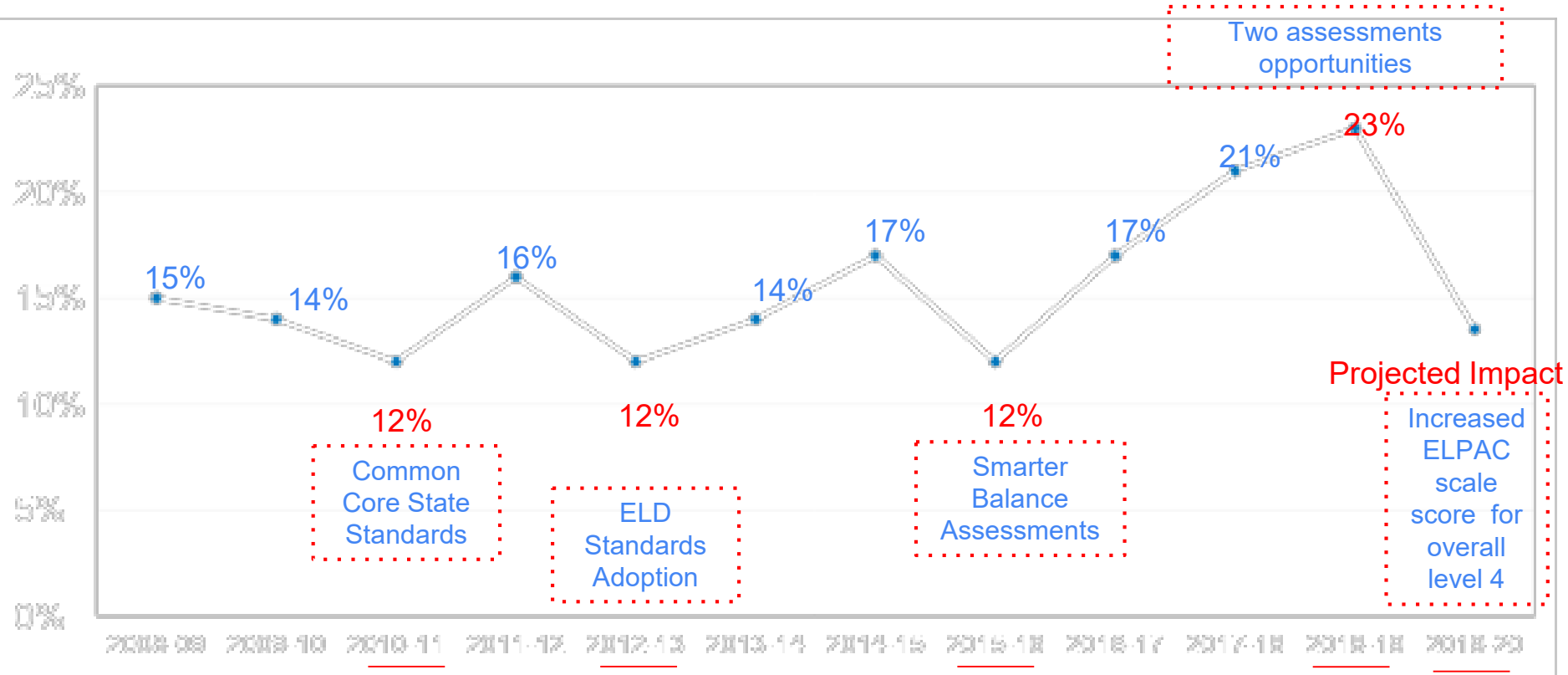
- English Learner Typology Monitoring Report
- Online Training Modules
- Accelerated Responsible Reclassification Pilot
- EL Micro-Credential Program for Teachers
- Integrated ELD Cadre
- Expanded Professional Development offering
  - Designated ELD &
  - Integrated ELD
  - Dual Language Education
  - ELPAC Instructional Implications

Other EL Program Supports
(Funded with Title III as part of LCAP Addendum)

- Title III Newcomer Coaches/Counselors
- Monthly Newcomer Coach/Counselor PD and Support
- Title III Immigrant Newcomer Summer Program
- Newcomer Student Leadership Conference
- Professional Development for teachers of Newcomers or LTELs SWD
- Winter/Spring Enrichment Program

Planned Actions for 2019-2020

Academic English Mastery Program is a comprehensive, research-based program designed to address the language and literacy needs of African American, Mexican American, Hawaiian American, and American Indian students for whom Standard English is not native. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students

- **CLR Online Training Modules**
- **Master Plan Institute for EL's an SEL's**
- **CLR Summer Institute**
- **Fall Equal Access Series (Districtwide)**
- **CLR Fall, Winter & Spring Institutes**
- **Academic Language Development: Elementary & Secondary**
- **Technology Institute/Training**
- **Best Practices Symposium**

Academic English Mastery Program

MISSION
Strive to ensure equitable access and learning opportunities to close achievement disparities for historically underserved students.

Access, Equity & Acceleration Unit

Division of Instruction
Los Angeles Unified School District

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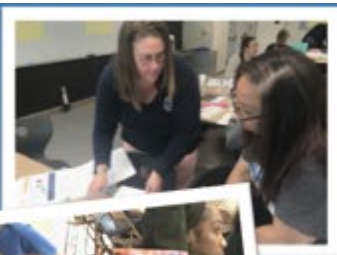
Implemented Actions in 2019-2020

Ongoing Professional Development for Teachers and Administrators

- CLR Summer Institute
- Fall Equal Access Series
- CLR Fall, Winter & Spring Institutes
- Academic Language Development: Elementary & Secondary
- Technology Institute/Training (Spring)
- Best Practices Symposium (Spring)

Academic English Mastery Program
"Literacy is the Power-Tool for Equity!"

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Outcomes for 2019-2020

- Districtwide Culturally and Linguistically Responsive (CLR) Trainings completed at schools by teachers and administrators
- 90 Schools administered the LAS Links Assessment to assess academic English proficiency levels for PSEL's
- CLR Coordinators provided professional development on targeted language support districtwide
- CLR staff including central office and technical assistance district wide
- CLR Summer Institute
- Fall Equal Access Series
- CLR Fall Institutes
- Ongoing data analysis using the Multi-Tiered Systems of support (MTSS) framework
- Over 100 school teams trained on Academic Language Development (ALD)

Immediate Analysis of CLRP Classroom Walk Through Data with Principal
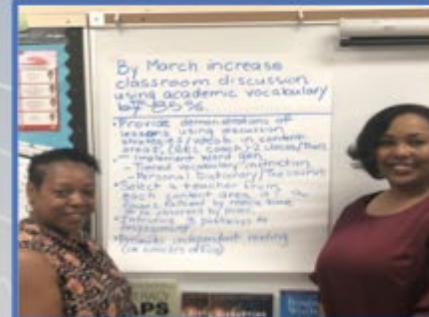
SMART Goals Developed to help schools reach goals they set for themselves

Action 10 Instructional Technology Support (S&C)

1. What was the planned Action for 2019-20?
   - Direct support to 16 school sites
   - Deliver small group instruction to students on technology resources
   - Provide small group instruction to students (50% with students, 50% with teachers)
   - Model, teach and guide leadership teams, teachers and students in use of digital tools and resources for teaching and learning
   - Facilitate and support ITI district-wide professional learning sessions
   - Support schools in implementing an Instructional Technology Plan
   - Support schools, educators and Local Districts in achieving Digital Citizenship Certification

Action 10 Instructional Technology Support (S&C)

2. What has been implemented so far?

- Schools have an Instructional Technology Facilitator providing direct support daily

- ITFs are modeling, teaching and guiding leadership teams, teachers and students in use of digital tools and resources for teaching and learning

- ITFs provided over 300 differentiated individual and/or group coaching and support for teachers on technology integration

- Facilitate and support district-wide professional learning sessions

Action 10 Instructional Technology Support (S&C)

Restructured IT Customer Support for Schools

- IT Support Technicians (ITSTs) have an assigned list of schools
- ITSTs visit their assigned schools at least once every two weeks
- Additional visits may occur as needed
- ITSTs visit all schools prior to the Fall and Spring semester starts to assure technology is working properly and updated
- ITSTs visit all schools prior to student testing to assure computers that will be used are functional properly
- ITSTs have access to higher level technical support in ITD should they need it
- ITSTs form a relationship with any school-based technical support staff to provide better service

Action 10 Instructional Technology Support (S&C)

3. What are any outcomes so far?

- 16 schools have an Instructional Technology Facilitator providing direct support daily
- Over 4,000 hours of small group instruction to students on how to leverage technological resources and construct knowledge
- Model, teach and guide 16 leadership teams, teachers and students in use of digital tools and resources
- Modeled over 200 learner-driven lessons through co-planning and co-teaching
- Provided over 300 differentiated individual or group coaching and support for teachers on technology integration
- Facilitated and supported over 25 district-wide professional learning sessions

Action 11 Targeted Instructional Support (S&C)

Report on Elective Teachers

- Schools allocated $10.3M for elective teachers to support class size reduction
- These positions have been filled
- Resulted in reduced class sizes in schools and additional elective courses for students in secondary schools
- Provides more course choices for English learner students

Action 12 Arts Program (S&C)

Steven McCarthy - Arts Education

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Arts Education Program Plan 2019   -20

The Arts Education Branch (https://achieve.lausd.net /arts) continues to implement a targeted Arts program that utilizes the District's Arts Equity Index (AEI) to determine areas of need. The LCFF targeted populations of Low-Income, Foster Youth and English Learners students are used to populate the AEI. The AEI has identified arts programming gaps in high need schools. The intent is to increase the level of arts programming beyond the minimum statutory requirements. The effort brings parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically not had access to a broad offering of arts curriculum and programs.

The Arts Education Branch provides professional development in arts integration to teachers to meet the learning modalities of all students outlined in Gardner's Theory of Multiple Intelligences to include musical, interpersonal, intrapersonal, and spatial-visual. These learning opportunities are made available to elementary multiple subject teachers, as well as to secondary teachers of language arts, mathematics, science, and social studies/history. The Arts Education Branch believes that all students have the right to learn, but realize that all students learn differently.

Arts Education Branch Implementations

All schools in the district receive allocations based on the AEI.
Additional information about the AEI allocations may be found at:
https://achieve.lausd.net/Page/13400.

Professional development in arts integration for the 2019-20 school
year has been provided in regional forums at Fremont HS, Rockdale
EL, Hesby Oaks EL serving nearly 600 credentialed teachers.
Upcoming trainings include regional forums at Van Nuys SH,
Sotomayor, Rockdale EL, and Hesby Oaks EL to service another 600
elementary and secondary teachers.

Arts Education Program Outcomes

The effectiveness of this use of supplemental funds because a comparison of the AEI for the years 2015-16 and 2017-18 shows that there is an improvement in AEI quartiles for schools, especially those in these lowest two quartiles of schools (quartiles 1 and 2). The basis of these changes directly connects to evidence from the school site that the quality of arts education programs have improved by the factors used on the AEI including student access to arts instructional time, the number students receiving additional arts instruction, and the number of arts disciplines offered.

Every school in the district provided arts classes from highly qualified certificated teachers. The list of programs at every school are listed in the LA Unified Arts Programs 2019 document that may be downloaded at the following website: https://achieve.lausd.net/Page/13308.

The Arts Education Branch has provided professional development in arts integration for nearly 3,000 teachers since 2017. Within the 2019-20 school year, 600 teachers have been trained with approximately 600 more scheduled for professional development in spring of 2020.

Questions/Comments
and Feedback/Advice

100% Attendance

100% Attendance Indicators

- % Students with Good Attendance (96%+)

- Chronic Absenteeism Rate

- % of All Staff Attending 96%+

100% Attendance - Actions

Action	Funding
1 - Student Health and Human Services	Base
2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	S/C
3 - Homeless Youth Program	S/C
4 - Districtwide Student Engagement Plan	S/C

Goal 3 PAC Comments and Responses from 2019

- 3 Comments from PAC
- More PSA Counselors
  - Goal 1 Action 5 and Goal 3 Action 2 - Focus on providing schools with the highest need students with additional funds for more counselors
- Attendance Incentives
  - Goal 1 Action 5 - Provides schools with funds to incentivize attendance

Annual Updates on Actions

For each Action, you will hear:

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Action 1 Student Health and Human Services (Base)

SHHS

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Action 1 Student Health and Human Services (Base)

Planned increase nursing services district wide; Ensure mandated and essential nursing services are in place throughout the District by accelerating recruitment and improving retention of nurses; monitor and improve immunization rates to reduce preventable childhood illness;

Action 1 Student Health and Human Services (Base)

In the first semester, hired 57 additional credentialed school nurses; hired over 100 Licensed Vocational Nurses to provide health office support and daily diabetic protocol monitoring;

Continued immunization clinics district -wide;

Continue to enroll students and families in free/low -cost health insurance programs

Action 2 Targeted Supports to Increase Student Engagement at Campuses of Highest Need (S&C)

School sites given flexible SENI dollars to meet locally identified needs, including school purchases of Pupil Services and Attendance Counselors, Psychiatric Social Workers, Student and Family Resource Navigators, and other positions to provide support for basic resources, child welfare and attendance and school mental health services and programs.

Action 2 Targeted Supports to Increase Student Engagement at Campuses of Highest Need (S&C)

Student Health and Human Services continues to hire and staff school-purchased support service positions and to train and support assigned staff to provide tiered supports in schools throughout the District.

Action 3 Homeless Youth Program (S&C)

Student Health and Human Services realigned staffing to increase access to specialized support services for students experiencing homelessness district-wide. Specialized supports services include:

- training and on-site support for designated school site homeless liaisons
- individual check-ins/counseling/social-emotional support (as needed)
- caregiver, school-site, and agency personnel consultation
- academic progress and attendance monitoring
- educational advocacy (e.g., access to services, eligibility for graduation exemption, timely record transfer and partial credit issuance, immediate enrollment, school of origin rights)
- service/resource coordination and linkage

Action 3 Homeless Youth Program (S&C)

A Psychiatric Social Worker is assigned to 9th Street Elementary School to support the high number students experiencing homelessness and exposed to stress and trauma

- enhance school climate and awareness
- facilitate social-emotional curriculum with identified students and create a supportive environment to engage parents/caregivers

Action 3 Homeless Youth Program (S&C)

Established partnership with city and county partners to support LAUSD families with accessing housing vouchers

- **47** families have been granted vouchers to date

Established Homelessness Taskforce, which meets weekly to coordinate and prioritize efforts, including establishment of food pantries and regional clothing boutiques to support impacted school communities.

Action 4 Districtwide Student Engagement Plan (S&C)
Programs and Support for Student Engagement

INCREASED STUDENT ENGAGEMENT

Student Leadership

Associated Student Body Presidents Meetings

Superintendent's Student Advisory Council

2019 Student Board Member

Increased student engagement and school connection

- ▪ The goal of student leadership is to increase student voice. Students share best practices as well as their thoughts and opinions on District issues. Students engage their peers and work to create school environments that are inclusive and supports academic achievement.
- ▪ Each year, we work with student leaders from all LAUSD high schools.

INCREASED STUDENT ENGAGEMENT
Young Women's and Young Men's Leadership Conferences

Increased student engagement and school connection

- These annual conferences expose students to role models who provide insight, strategies and pathways that have assisted students to navigate the educational and other systems so that they lead healthy, happy and productive lives.
- Over the past six years, approximately 3,500 students have participated in the leadership conferences.

INCREASED STUDENT ENGAGEMENT

The Village Movement Mentoring Program

Increased student engagement and school connection

- ▪ **Students** participate in group mentoring (adults share with students and students share with each other) that will help them achieve academically, socially and emotionally so that they graduate from high school with the knowledge and skills necessary to enter college, obtain a college degree and pursue the career of their choice. This mentoring program is designed to engage students and to connect them to their school community. In the past four years, over 200 students have been involved in this program.

What has been implemented and What are the outcomes so far?

Implemented	Outcomes
Associated Student Body Leaders Meetings	Increased participation by student leaders and their school advisors
Student Member of the Board	Authored three resolutions addressing the following areas: mentoring, dress code, and Filipino Heritage Month. Working on student led campaigns on Vaping, Voting Registration and Student Bill of Rights.
Young Men's and Young Women's Leadership Conferences	Increased attendance each year. Have a waiting list of schools that would like to attend. Increased collaboration with community organizations due to programming options. Opening conferences up to middle school students in 2020.
Student Leadership Opportunities	Increased opportunities for students to engage in leadership i.e. District committees, Superintendent's Student Advisory Council, Board Members Advisory Councils, and Others

Questions/Comments
and Feedback/Advice

Ensure School Safety

School Safety Indicators

● Single Student Suspension Rate (In & Out of School)

● Instructional Days Lost to Suspension

● Expulsion Rate

● % Students Who Feel Safe At School

Ensure School Safety   - Actions

Action	Funding
1 - School Climate and Restorative Justice	S/C
2 - District Safety Operations	Base

Goal 5 PAC Comments and Responses from 2019

- ● 6 Comments from PAC
- ● School safety support (training and policies)
  - ○ Goal 5 Action 2 - School Police training for schools and development of district policies
- ● More staffing to support improved student behavior
  - ○ Goal 1 Action 5 - School site funding for Restorative Justice implementation and PSW support

Action 1 School Climate and Restorative Justice (S&C)

- Local Districts received funds to address locally identified school climate initiatives, including hiring of Restorative Justice teachers and Systems of Support Advisors to enhance climate and culture efforts in targeted schools.
- SHHS has continued training school sites on Community Building and Restorative Practices;
  - 164 are scheduled for Repairing Harm/Re-Entry training and 9 in Community Building this year; by June 2020, all district schools will have received this training.

Action 1 School Climate and Restorative Justice (S&C)

SHHS continues to:

- host monthly Schoolwide Positive Behavior Intervention and Support (SWPBIS) taskforce meetings

- provide consultation and support for schools, offices, and local districts

- collaborate with families, community partners, district, and external auditor to monitor use of PBIS and Restorative Practices district-wide

- increase Trauma and Resilience-Informed, PBIS strategies and use of community building and restorative practices in schools and classrooms district-wide;

Action 1 School Climate and Restorative Justice (S&C)

Current, related efforts:

- Developed trauma-informed schools training module to provided at all schools
- Planning for Trauma-Informed Classroom Systems of Support / Classroom Structures and Routines regional workshops for teachers in the second semester
- Providing local districts and principals with trainings to enhance communication with families/caregivers
- Developing tools and resources for teachers and school site teams to support cultures of learning and positive behavior, systems and structures that enhance relationships, promote wellness, and address the social-emotional needs of the whole child, classroom, school, and community.

Action 2 District Safety Operations (Base)

Los Angeles School Police Department

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Los Angeles School Police Department
Planned Action

Ensuring Campus & School Safety

Campus Based Operations

Campus Based Police Officers
High Schools
Select Middle Schools
Complex Cars / Safe Passages

Campus Support Cars

Elementary Schools
Early Education Centers

Additional Support Response

Detectives / K-9 Unit / MHET Team
Other Specialized Units

Off-hours Patrol-365 days

After school programs, weekends, holidays, non-school hours, special events

Los Angeles School Police Department
School Safety Resources

LASPD Watch Commander's Office
   24/7 School Police communications center

LASPD Weapons Reporting Hotlines
   Anonymous tips and weapons reporting

Site Assessment and Vulnerability Assessments
   School site reviews assessment to evaluate vulnerability and
   provide safety recommendations

Threat Assessment and Response Unit
   A team of LASPD personnel available for immediate assessment
   and response to threats that may impact school safety

LASPD Campus Based Active Shooter Training
   Practical application training for school based and non-school
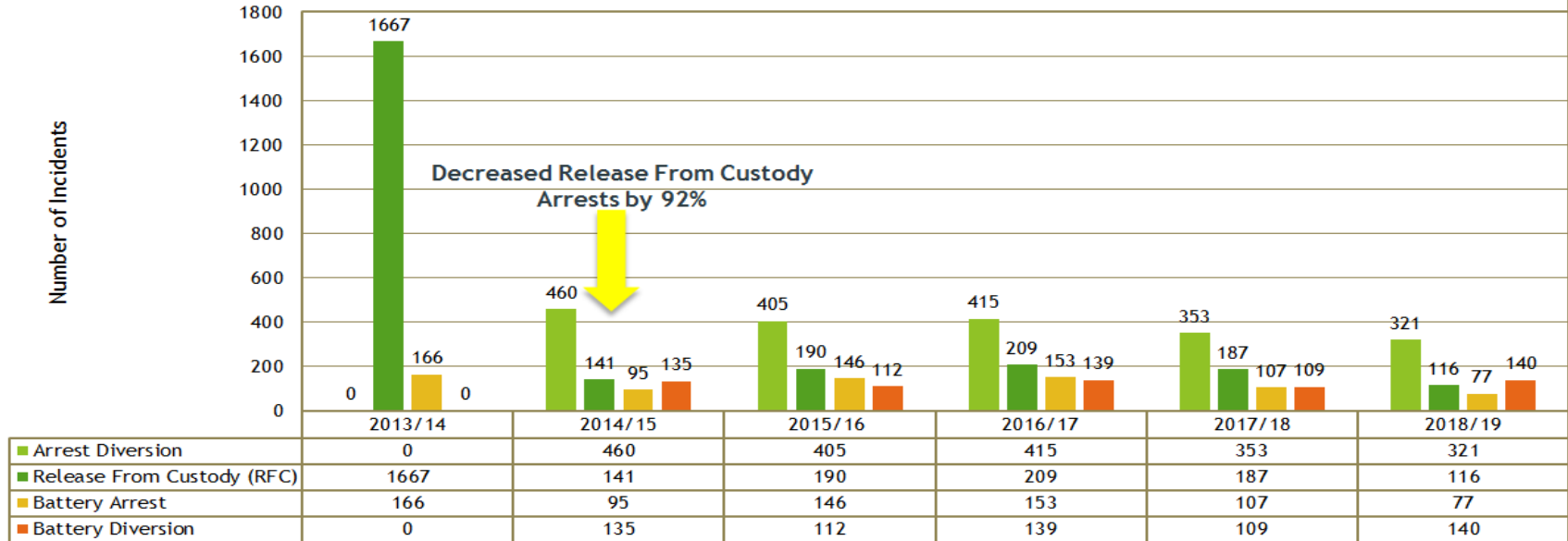   *based all hazard incidents response*

LASPD School Safety Initiatives Division (SSID)
Implemented and Outcomes

▶ **Safe Schools Task Force (SSTF)** – The SSTF meets quarterly. Next Meeting is February 24, 2020

▶ **Active Gunfire Training** - LASPD personnel have trained 254 school sites and offices and 10,663 LA Unified personnel since January 2018.

▶ **School Site Evaluation Team-** As of May 2019, LASPD personnel have completed 94 school site and office vulnerability assessments.

▶ **Mental Health Evaluation Team (MHET)** -Since August 14, 2018, MHET has evaluated 54% of the LASPD's nearly 2,291 calls for services for mental health intervention resulting in 306 transports of students or adults to facilities for further evaluation.

Arrest Diversion Program

Diversion and Arrest Comparison

Decreased Release From Custody Arrests by 92%

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Arrest Diversion	0	460	405	415	353	321
Release From Custody (RFC)	1667	141	190	209	187	116
Battery Arrest	166	95	146	153	107	77
Battery Diversion	0	135	112	139	109	140

Number of Incidents

Questions/Comments
and Feedback/Advice