



# Los Angeles Unified

Explore the performance of Los Angeles Unified under California's Accountability System.


Chronic Absenteeism

  
Red


Suspension Rate

  
Blue


English Learner Progress

  
No Performance Color


Graduation Rate

  
Yellow


College/Career

  
Yellow

English Language Arts

  
Yellow

Mathematics

  
Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

## District Details

NAME

Los Angeles Unified

ADDRESS

333 South Beaudry Avenue  
Los Angeles, CA 90017-1466

WEBSITE

<http://www.lausd.net>

GRADES SERVED

P-Adult

## Student Population

Explore information about this district's student population.

Enrollment

453,276

Socioeconomically Disadvantaged

84%

English Learners

21.8%

Foster Youth


0.8%

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

24.1 points below standard

Increased 5.1 Points ▲


EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	6 Yellow
3 Green	1 Blue	

LEARN MORE

Mathematics



Yellow

54.1 points below standard

Increased 5.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	4 Orange	5 Yellow
3 Green	1 Blue	

LEARN MORE

English Learner Progress

45% making progress towards English language proficiency

Number of EL Students: 68,139

Progress Levels

Very High = 65% or higher

High = 55% to less than 65%


Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

LEARN MORE

College/Career



Yellow

37.7% prepared

Maintained -0.7%

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	6 Orange	4 Yellow
2 Green	0 Blue	

## Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

LEARN MORE

### Chronic Absenteeism



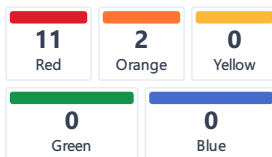
Red

**18.2% chronically absent**

**Increased 8% ▲**

#### EQUITY REPORT

Number of Student Groups in Each Color



### Graduation Rate



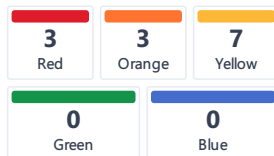
Yellow

**82.1% graduated**

**Maintained -0.5%**

#### EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

**Access to a Broad Course of Study**

**STANDARD MET**

LOS ANGELES UNIFIED

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



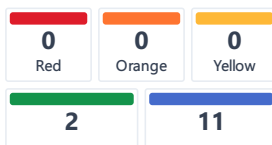
Blue

**0.4% suspended at least once**

**Maintained -0.1%**

#### EQUITY REPORT

Number of Student Groups in Each Color



Green

Blue

## Local Indicators

[LEARN MORE](#)

**Basics: Teachers,  
Instructional Materials,  
Facilities**

**STANDARD MET**

[LEARN MORE](#)

**Parent and Family  
Engagement**

**STANDARD MET**

[LEARN MORE](#)

**Local Climate Survey**

**STANDARD MET**

# Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

24.1 points below standard


Increased 5.1 Points ▲

Number of Students: 223,502

### Student Group Details


#### All Student Groups by Performance Level

13 Total Student Groups



Red

No Students



Orange

Foster Youth

Homeless

Students with Disabilities



Yellow

African American


American Indian

English Learners

Hispanic

Pacific Islander

Socioeconomically Disadvantaged




Green

Filipino


Two or More Races

White



Blue

Asian



No Performance Color

No Students

### Foster Youth



Orange

72.8 points below standard

Increased 5.3 Points ▲

Number of Students: 1,580

### Homeless



Orange

64.4 points below standard

Maintained -1.5 Points

Number of Students: 6,363

### Students with Disabilities



Orange

106.6 points below standard

Increased 7.7 Points ▲

Number of Students: 32,420

### African American



Yellow

52 points below standard

Increased 4.6 Points ▲

Number of Students: 16,987

### American Indian



Yellow

24.6 points below standard

Increased 3 Points ▲

Number of Students: 318

### English Learners



Yellow

62.7 points below standard

Increased 4.9 Points ▲

Number of Students: 85,057

### Hispanic



Yellow

33 points below standard

Increased 5.4 Points ▲

Number of Students: 172,063

### Pacific Islander



Yellow

7 points below standard

Increased 4.9 Points ▲

Number of Students: 707

### Socioeconomically Disadvantaged



Yellow

34 points below standard

Increased 5.1 Points ▲

Number of Students: 189,075

### Filipino



Green

41.4 points above standard

Maintained 0.7 Points

Number of Students: 4,304

### Two or More Races



Green

32.7 points above standard

Increased 3.4 Points ▲

Number of Students: 2,727

### White



Green

30.2 points above standard

Increased 3.8 Points ▲

Number of Students: 17,407

### Asian



Blue

58.2 points above standard

Maintained 2.9 Points

Number of Students: 8,096

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
118.3 points below standard	25.5 points below standard	11.7 points below standard
Increased 7.4 Points ▲	Increased 5 Points ▲	Increased 4.9 Points ▲
Number of Students: 34,073	Number of Students: 50,984	Number of Students: 89,609

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow







54.1 points below standard

Increased 5.2 Points ▲

Number of Students: 223,082

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups		
 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>American Indian</p> <p>Foster Youth</p> <p>Homeless</p> <p>Students with Disabilities</p>	 <p>Yellow</p> <p>African American</p> <p>English Learners</p> <p>Hispanic</p> <p>Pacific Islander</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>Filipino</p>	 <p>Blue</p> <p>Asian</p>	 <p>No Performance Color</p> <p>No Students</p>

Two or More Races

White





### American Indian



Orange

64.1 points below standard

Maintained 2.6 Points

Number of Students: 319

### Foster Youth



Orange

100.3 points below standard

Increased 8.5 Points ▲

Number of Students: 1,573

### Homeless



Orange

90.9 points below standard

Maintained 2.7 Points

Number of Students: 6,335

### Students with Disabilities



Orange

133.7 points below standard

Increased 7.9 Points ▲

Number of Students: 32,180

### African American



Yellow

87.5 points below standard

Increased 4.4 Points ▲

Number of Students: 16,930

### English Learners



Yellow

83.2 points below standard

Increased 4 Points ▲

Number of Students: 84,973

### Hispanic



Yellow

64.3 points below standard

Increased 5.1 Points ▲

Number of Students: 171,798

### Pacific Islander



Yellow

30.5 points below standard

Increased 8.6 Points ▲

Number of Students: 704

### Socioeconomically Disadvantaged



Yellow

64.2 points below standard

Increased 5.2 Points ▲

Number of Students: 188,743

### Filipino



Green

15.4 points above standard

Increased 3.8 Points ▲

Number of Students: 4,303

### Two or More Races



Green

11 points above standard

Increased 6.3 Points ▲

Number of Students: 2,716

### White



Green

6 points above standard

Increased 6.1 Points ▲

Number of Students: 17,377

### Asian



Blue

50.3 points above standard

Increased 5.5 Points ▲

Number of Students: 8,096

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
128.5 points below standard	53 points below standard	41.4 points below standard
Increased 5.3 Points ▲	Increased 4.6 Points ▲	Increased 6.1 Points ▲
Number of Students: 34,036	Number of Students: 50,937	Number of Students: 89,414

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**ELPAC Levels**

**ELPI Levels**

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

**English Learner Progress**

45% making progress towards English language proficiency

Number of EL Students: 68,139

Performance Level


Medium

## College/Career

### All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**All Students**

  
Yellow

37.7% prepared

Maintained -0.7%

# Student Group Details

## All Student Groups by Performance Level

13 Total Student Groups



Red

Students with Disabilities



Orange

- African American
- American Indian
- English Learners
- Homeless
- Two or More Races
- Pacific Islander



Yellow

- Foster Youth
- Hispanic
- Socioeconomically Disadvantaged
- White



Green

- Asian
- Filipino



Blue

No Students



No Performance Color

No Students

### Students with Disabilities



Red

7.3% prepared

Maintained 0.9%

Number of Students: 4,837

### African American



Orange

22.6% prepared

Maintained -0.2%

Number of Students: 2,593

### American Indian



Orange

28.1% prepared

Declined 15.2% ▼

Number of Students: 64

### English Learners



Orange

12.1% prepared

Maintained 1.9%

Number of Students: 5,912

### Homeless



Orange

22.9% prepared

Declined 3.9% ▼

Number of Students: 1,550

### Two or More Races



Orange

40.4% prepared

Declined 4.7% ▼

Number of Students: 171

### Pacific Islander



Orange

28.3% prepared

Declined 10.4% ▼

Number of Students: 106

### Foster Youth



Yellow

16.3% prepared

Increased 2.5% ▲

Number of Students: 596

### Hispanic



Yellow

36.7% prepared

Maintained -0.5%

Number of Students: 24,403

### Socioeconomically Disadvantaged



Yellow

37.1% prepared

Maintained -0.9%

Number of Students: 28,348

### White



Yellow

46.1% prepared

Maintained 0.2%

Number of Students: 2,067

### Asian



Green

68.3% prepared

Maintained -0.5%

Number of Students: 1,031

### Filipino



Green

60.1% prepared

Maintained -1.5%

Number of Students: 834

# Local Indicators

## STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

### Narrative Summary

LAUSD has been aligning instruction and curricula to the multi-tiered system of support framework to ensure all students are prepared for college, career and life. LAUSD is at full implementation of the English Language Arts (ELA), English Language Development (ELD) and mathematics standards. Teachers have been provided professional learning opportunities on the new ELA and mathematics standards since 2011. LAUSD has implemented new ELA/ELD instructional programs for grades K-12 since 2017. LAUSD continues to support early literacy foundational skills instruction through our Early Language and Literacy Plan by offering intensive professional development and teacher materials to 520 elementary school teams to support differentiated instruction for students. In June 2018, LAUSD adopted a new English Learner and Standard English Learner Master Plan. Mandatory professional development district-wide this year on the new Master Plan will support the implementation of the ELD standards. Schools continue to track English Learner progress with an online dashboard with real-time data.

LAUSD began implementing new mathematics standards and curricula in the 2014-15 school year. LAUSD has expanded implementation of Cognitively Guided Instruction over 120 elementary schools in order to improve student performance. Interventions and new math pathways are being implemented in the secondary grades as well. Schools have been utilizing the Smarter Balanced Assessment (SBA) interim assessment blocks aligned to ELA and mathematics since Fall 2015. The district uses these data to identify supports and resources that schools may need during the school year. LAUSD continues implementation of the Next Generation Science Standards (NGSS) and the Career Technical Education standards.

LAUSD implemented new high school HSS instructional materials in Fall 2018 and in grades K-8 in Fall 2019. LAUSD continues to partner with the Stanford History Education Group to provide training to HSS teachers. Since the state adoption of the NGSS in 2013, LAUSD has provided extensive professional development on the NGSS and the instructional shifts necessary for classroom implementation. New high school NGSS curricula was implemented in Fall of 2019 and K-8 materials will be implemented in Fall 2020. District-wide teacher leader cohorts have been developing sample units, assessments, and professional development to build the capacity of schools to implement the NGSS. The Linked Learning/Career Technical Education (CTE) office has provided professional development around the new CTE standards since the 2014-15 school year, as the state adopted the new standards in January 2013. LAUSD is at full implementation and sustainability with the health education, physical education, visual and performing arts, and world language standards. Regular, ongoing professional development is provided to teachers in each of these content areas.

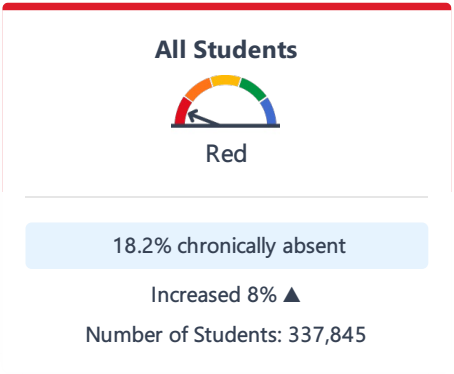
# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

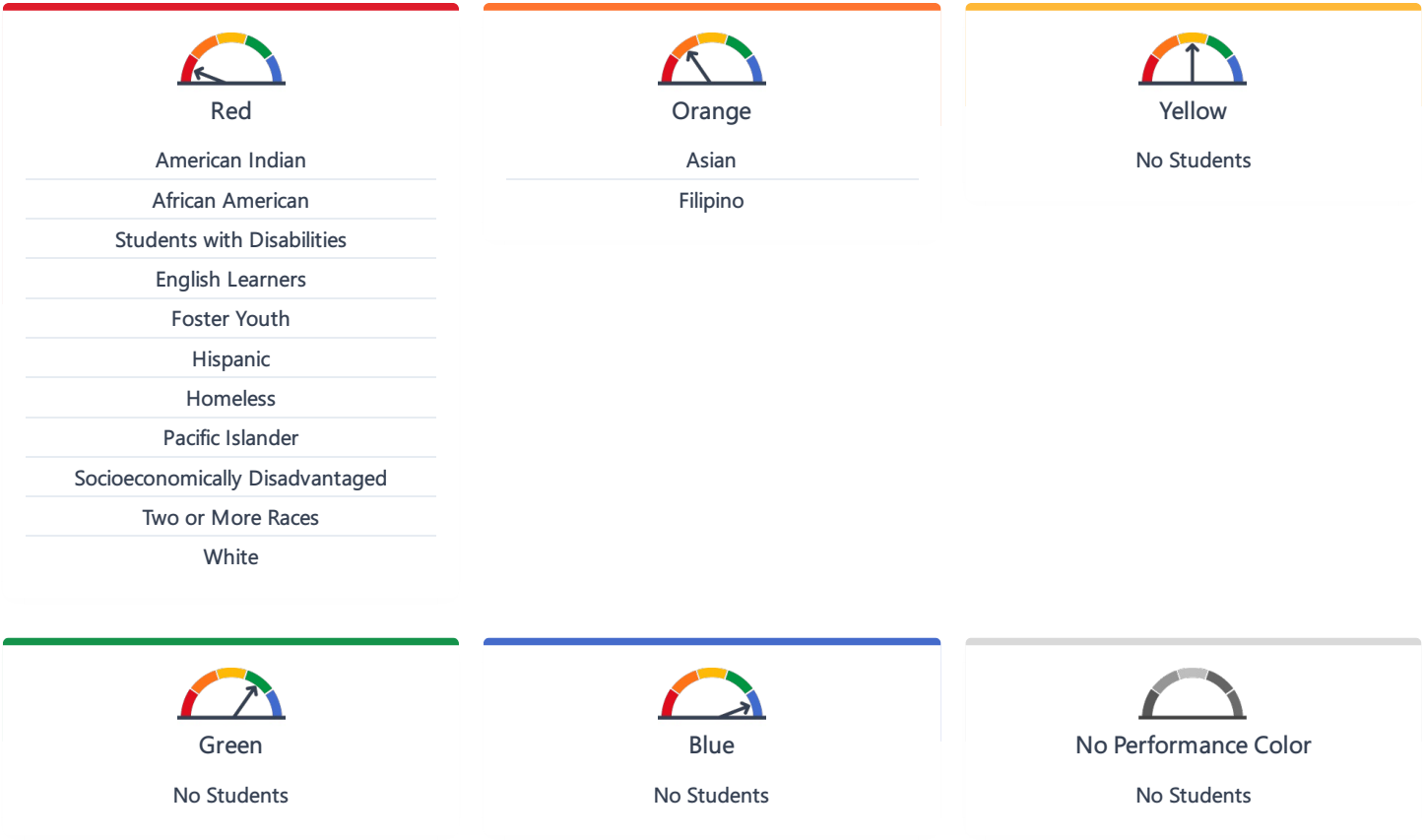
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### American Indian



Red

25.3% chronically absent

Increased 5.5% ▲

Number of Students: 400

### African American



Red

31% chronically absent

Increased 10.3% ▲

Number of Students: 27,604

### Students with Disabilities



Red

25.3% chronically absent

Increased 8.8% ▲

Number of Students: 47,615

### English Learners



Red

17.4% chronically absent

Increased 7.9% ▲

Number of Students: 87,167

### Foster Youth



Red

28.1% chronically absent

Increased 8% ▲

Number of Students: 3,960

### Hispanic



Red

17.8% chronically absent

Increased 8.1% ▲

Number of Students: 257,862

### Homeless



Red

34.1% chronically absent

Increased 11.6% ▲

Number of Students: 11,975

### Pacific Islander



Red

27.2% chronically absent

Increased 12.2% ▲

Number of Students: 950

### Socioeconomically Disadvantaged



Red

19.3% chronically absent

Increased 8.4% ▲

Number of Students: 283,886

### Two or More Races



Red

19.3% chronically absent

Increased 7.4% ▲

Number of Students: 5,816

### White



Red

16% chronically absent

Increased 6.9% ▲

Number of Students: 27,414

### Asian



Orange

6.8% chronically absent

Increased 3.5% ▲

Number of Students: 11,939

### Filipino



Orange

9.4% chronically absent


Increased 4.8% ▲

Number of Students: 5,860

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



Yellow

82.1% graduated


Maintained -0.5%

Number of Students: 31,649

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups




Red

English Learners

Two or More Races

Students with Disabilities




Orange

Homeless

Pacific Islander

White



Yellow

African American

American Indian


Asian

Filipino

Foster Youth


Hispanic

Socioeconomically Disadvantaged



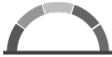
Green

No Students



Blue

No Students



No Performance Color

No Students



### English Learners



Red

59% graduated

Declined 2.1% ▼

Number of Students: 6,059

### Two or More Races



Red

79% graduated

Declined 5.1% ▼

Number of Students: 171

### Students with Disabilities



Red

65% graduated

Declined 5.3% ▼

Number of Students: 4,942

### Homeless



Orange

72.4% graduated

Declined 4.2% ▼

Number of Students: 1,574

### Pacific Islander



Orange

84.1% graduated

Declined 2.4% ▼

Number of Students: 107

### White



Orange

79.8% graduated

Maintained -0.6%

Number of Students: 2,081

### African American



Yellow

81.1% graduated

Maintained -0.8%

Number of Students: 2,618

### American Indian



Yellow

83.1% graduated

Maintained -0.3%

Number of Students: 65

### Asian



Yellow

89.6% graduated

Maintained -0.4%

Number of Students: 1,039

### Filipino



Yellow

90.5% graduated

Declined 1.8% ▼

Number of Students: 840

### Foster Youth



Yellow

68.4% graduated

Increased 1.6% ▲

Number of Students: 607

### Hispanic



Yellow

82.2% graduated

Maintained -0.1%

Number of Students: 24,606

### Socioeconomically Disadvantaged



Yellow

82.9% graduated

Maintained -0.5%

Number of Students: 28,589

# Local Indicators

## STANDARD MET

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

#### **1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

At the elementary levels, LAUSD adopted a new progress report card in Fall 2017 that teachers, principal and central office staff can use to monitor student access to and completion of a broad course of study. In addition, physical education in elementary schools is monitored using a certification process that requires teacher and principal confirmation of appropriate instructional minutes. At the secondary levels, LAUSD makes use of the central student information system and master scheduling system to track student enrollment in a broad course of study. Students in need of additional supports are identified using various reports in the student information system (e.g., at-risk reports). For high schools, an additional a-g course progress dashboard is used to track student completion of graduation and a-g course requirements, which can also be disaggregated by student groups. For all grade levels, English Learner progress dashboards are used to track English learner progress toward reclassification, including course enrollment, course grades, and English Learner proficiency exam scores. Also for all grade levels, LAUSD utilizes an Arts Equity Index to categorize all schools based on the scope of their provided arts instruction and resources as well as the Title 1 status and representation of low income, foster students, and English learners. Based on school categorization on the index, school assessment results provide LAUSD with guidance on how to more equitably allocate arts resources to ensure that all students have appropriate arts access and instruction.

#### **2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Using its locally selected measures, LAUSD can confirm that all students have access to and are enrolled in a broad course of study. School site administrators, Local District leaders, and central office staff all monitor student enrollment in appropriate courses. For example, the Division of Instruction monitors all schools to ensure all students have access to arts instruction, and no schools are rated at the lowest level of the Arts Equity Index. Schools have also consistently met all requirements for physical education minutes for students. Student progress toward graduation has consistently improved over the past five years, even with the change in district graduation requirements to now require a-g course passage by all students. Over the past five years, the percentages of students graduating while meeting the a-g course requirements for entrance into UC/CSU has increased.

#### **3. Identification of any barriers preventing access to a broad course of study for all students.**

One barrier to LAUSD providing access to a broad course of study for all students has been in accelerating the performance of English Learners and students with disabilities so these students can participate fully in all general education courses, including elective courses. English Learners are required to receive designated English Language Development time to improve their academic language skills. Students with Disabilities are also required to often receive additional supports, and in some cases through Special Day Program courses, that may limit their access to a broad course of study. Another barrier is the enrollment-based resource allocation to schools.

Schools with smaller enrollments may be limited in their abilities to offer a full range of electives; Additional access to other resources have to be provided in these cases.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

LAUSD continues to concentrate resources and supports for schools and student groups whose students perform below the district-wide average on state assessments, graduation rates and a-g course completion. In Fall of 2019, a new Whole Child dashboard will be released for teachers and in Winter of 2020, a new Whole Child dashboard for principals will be released to support using data to drive instructional improvement and student learning.

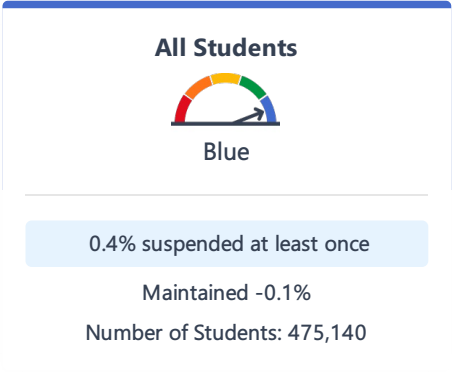
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

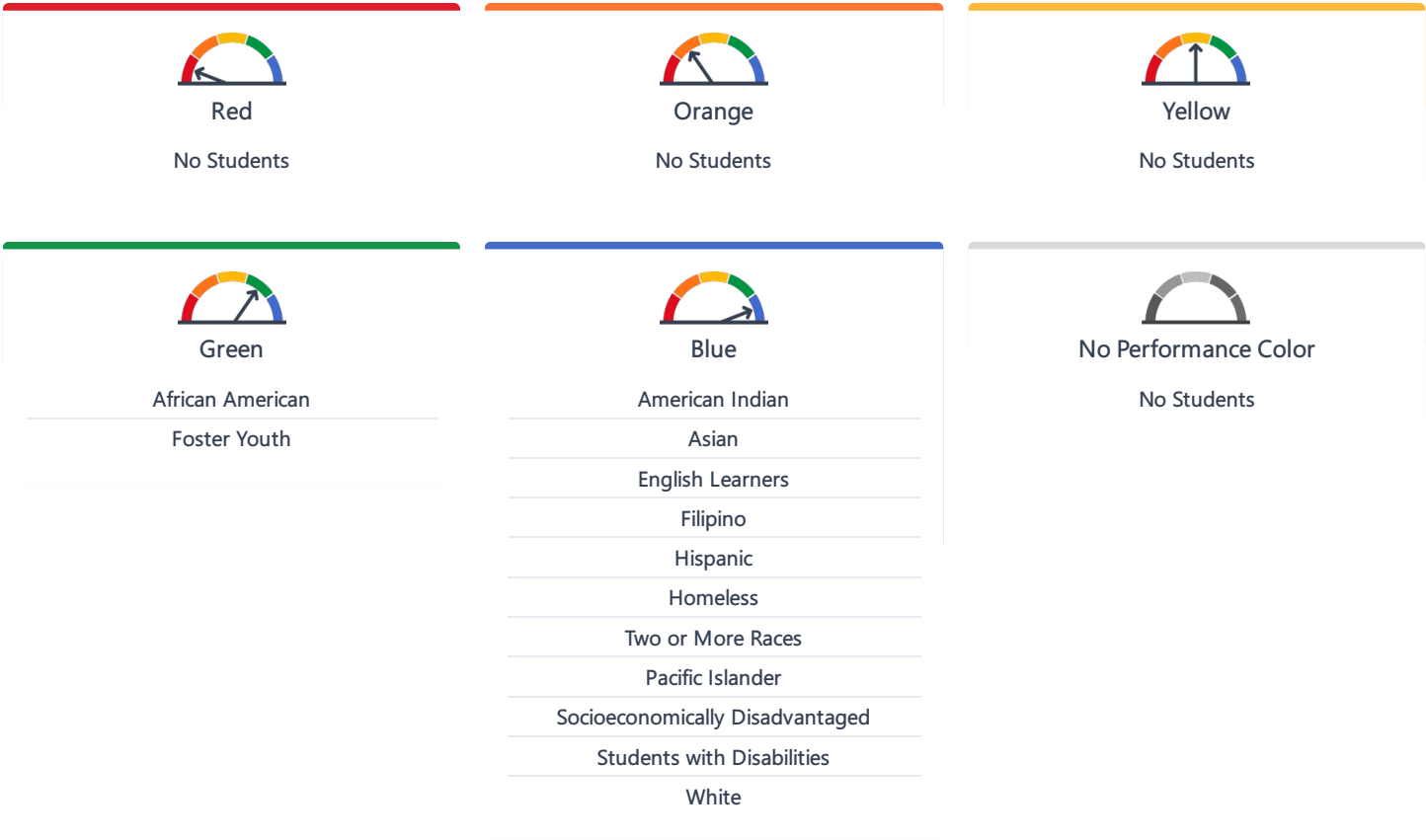
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



### African American



Green

1.4% suspended at least once

Declined 0.4% ▼

Number of Students: 39,709

### Foster Youth



Green

1.8% suspended at least once

Declined 0.5% ▼

Number of Students: 5,830

### American Indian



Blue

0% suspended at least once

Declined 1.1% ▼

Number of Students: 689

### Asian



Blue

0.1% suspended at least once

Maintained 0%

Number of Students: 16,243

### English Learners



Blue

0.3% suspended at least once

Maintained 0%

Number of Students: 107,901

### Filipino



Blue

0.1% suspended at least once

Maintained 0%

Number of Students: 9,091

### Hispanic



Blue

0.3% suspended at least once

Maintained -0.1%

Number of Students: 364,997

### Homeless



Blue

0.7% suspended at least once

Maintained -0.1%

Number of Students: 16,842

### Two or More Races



Blue

0.4% suspended at least once

Maintained -0.1%

Number of Students: 7,027

### Pacific Islander



Blue

0.4% suspended at least once

Maintained -0.2%

Number of Students: 1,407

### Socioeconomically Disadvantaged



Blue

0.4% suspended at least once

Maintained -0.1%

Number of Students: 399,785

### Students with Disabilities



Blue

0.8% suspended at least once

Declined 0.3% ▼

Number of Students: 66,946

### White



Blue

0.3% suspended at least once

Maintained 0%

Number of Students: 35,977

# Local Indicators

## STANDARD MET

### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

Mis-assignments are 0.1%, 0.6%, and 129.5 positions respectively.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0% of students are without instructional materials

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

### Additional Comments

LAUSD annually audits master schedules and develops individualized site reports to include resolutions to mis-assignments. Staff continuously works on maintaining a strong knowledge base of former, current and future Commission on Teacher Credentialing (CTC) practices, and does not hire teacher candidates without an EL authorization. In addition, failure to maintain EL Authorization may result in disciplinary action and/or dismissal. The District also audits master schedules and when needed, develops individualized site reports to include resolutions to mis-assignments.

LAUSD consistently meets the Williams sufficiency requirements that all students have instructional materials to use at home and school. For 2019, the District is 100% sufficient therefore each student has instructional materials in the core/required subject areas to use at home and school.

LAUSD performs school facility condition inspections annually according to State-mandated School Accountability Report Card guidelines. For 2019, all schools received the "good repair" overall rating at initial inspection.

## STANDARD MET

### Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

#### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Beginning Development

## **2. Rate the LEA's progress in creating welcoming environments for all families in the community.**

Exploration And Research Phase

## **3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

Beginning Development

## **4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Initial Implementation

## **Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

The school district has identified 550 Parent & Family Centers of which 279 (50.7%) were modernized with mobile devices, furniture and equipment. The centers facilitate workshops covering academic, health and enrichment workshops for families. Districtwide, during the 2018-19 school year, 90% of district schools reported hosting at least four academic workshops for families. The workshops are provided by teachers, school staff and administrators. The Los Angeles Unified provides families with information and resources at multiple access points including the district, regional office and school site webpages, in addition to the five hundred and fifty Parent & Family Centers, and through workshops provided by school staff and community partners. The majority of families surveyed in the District's School Experience Survey stated that their school sites provide information on grade level requirements, 90% for elementary, 87% for middle, and 85% for high school. Furthermore, many families reported receiving information (verbal/non-verbal) they can understand, 96% for elementary, 94% for middle, and 91% for high school. Regarding programs where teachers meet with families, the School Experience Survey reports that a majority of participants participate at teacher events, like parent teacher conferences and performances at a rate of 95% for elementary, 86% for middle, 73% for high school families.

## **5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Beginning Development

## **6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Beginning Development

## **7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Beginning Development

## **8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Beginning Development

## **Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

The LAUSD is organized to support family engagement through a centralized Office of Parent & Community Services, and six regional Parent & Community Engagement Teams in coordination with the Federal & State Education Programs Office. These teams support the implementation of school site trainings for staff and families including the School Volunteer Policy to prepare families in their capacity as volunteers. In 2018-19, the district processed 20,000 volunteers.

Families and school staff are also provided opportunities to work together to plan, design, implement and evaluate family engagement activities at school and district levels. The school site facilitates this process during the School Site Council meetings, and at the district level this process is facilitated as part of the Title I study groups hosted geographically across the Los Angeles Unified. In both scenarios families evaluate the family engagement program for the school site, as well as district, which results with establishing a family engagement policy.

## **9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

## **10. Rate the LEA's progress in building the capacity of and supporting family members to**

**effectively engage in advisory groups and decision-making.**

Initial Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Initial Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Beginning Development

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

100% of schools established a School Site Council at the start of the new school year. This includes a family needs assessment where staff and families learn about family strengths, languages, and identify common goals for students. Federal policy also tasks schools to organize a Parent & Family Involvement Policy for Title I families. This tool highlights resources and workshops offered to families in collaboration with school staff and community agencies. This coordinated effort builds bridges and two-way communication between the home and the school site. The area of growth is to provide teachers, administrators and staff with opportunities to expand two-way communication and engagement of high need students through continued professional development and best practices. Families are also supported in understanding district policy, exercising their legal rights, and advocating for their own students and all students through the School Site Council, as members of English Language Advisory Committees and the Local School Leadership Council. Another initiative where families learn about their legal rights is through the We Are One L.A. Unified: Standing with Immigrant Families campaign. The districtwide campaign empowers families with know your rights information in the areas of immigration, health, housing and education rights. An area of growth for the school district is to adopt a set of initiatives that directly target Title I and highest need families through teacher and staff training, providing of resources, and connecting families to advocate for their own students. Providing families with multiple opportunities to provide input in school site decisions is an area of strength for the LAUSD. These opportunities are offered at the school site, regional office, and central offices. From the school site perspective, principals, staff, families and students attend annual School Site Council trainings hosted during the weekends, and workweek, to effectively engage families in advisory groups and with decision-making. A district bulletin with detailed procedures and handouts is also used widely so that councils welcome and support parents in their role as decision makers. The School Site Councils specifically make decisions about programs and services and receive recommendations from parent membership from the English Language Advisory Committees (ELAC). The ELAC are organized at school sites with twenty-one or more English Learner students. The participants meet to offer recommendations to the School Site Council.

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**STANDARD MET**

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

## Local Climate Survey Summary



LAUSD administered the 2018-19 School Experience Survey during the fall semester. The following are the results that pertain to school climate:

- School Experience Survey participation rates for students was 82%.
- The percentage rates of middle and high school students reporting being happy at school were 74% and 67% respectively. Sixty-eight percent of middle school students reported feeling like they are part of their school, while 61% of high school students also reported feeling they were a part of their school.
- LAUSD schools were perceived to be safe places by at least 82% of students.
- When students were asked if adults treated them with respect, 80% of elementary school students, 68% of middle school students and 61% of high school students replied in the affirmative.