

Local Control & Accountability Plan (LCAP) Annual Update

Goal #1 100% Graduation, Goal #4 Parent, Community and Student Engagement, Goal #5 Ensure School Safety

Parent Advisory Committee



Objectives

1. To review the Local Control Accountability Plan (LCAP) purpose and requirements
2. Review LCAP indicators and targets
3. To receive feedback on the Annual Update for Actions in the following goals:
 - a. 100% Graduation
 - b. Parent, Community and Student Engagement
 - 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



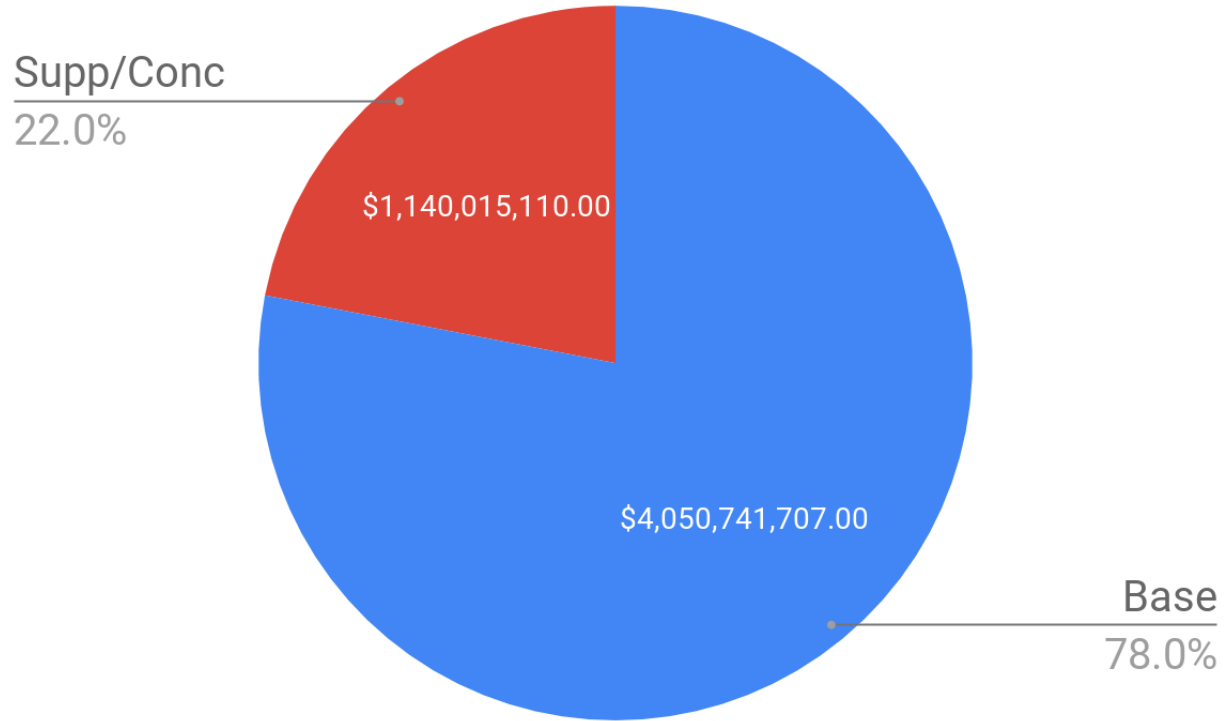
**Supplemental/
Concentration
Funds**

=

**Increased/Improved
Services for

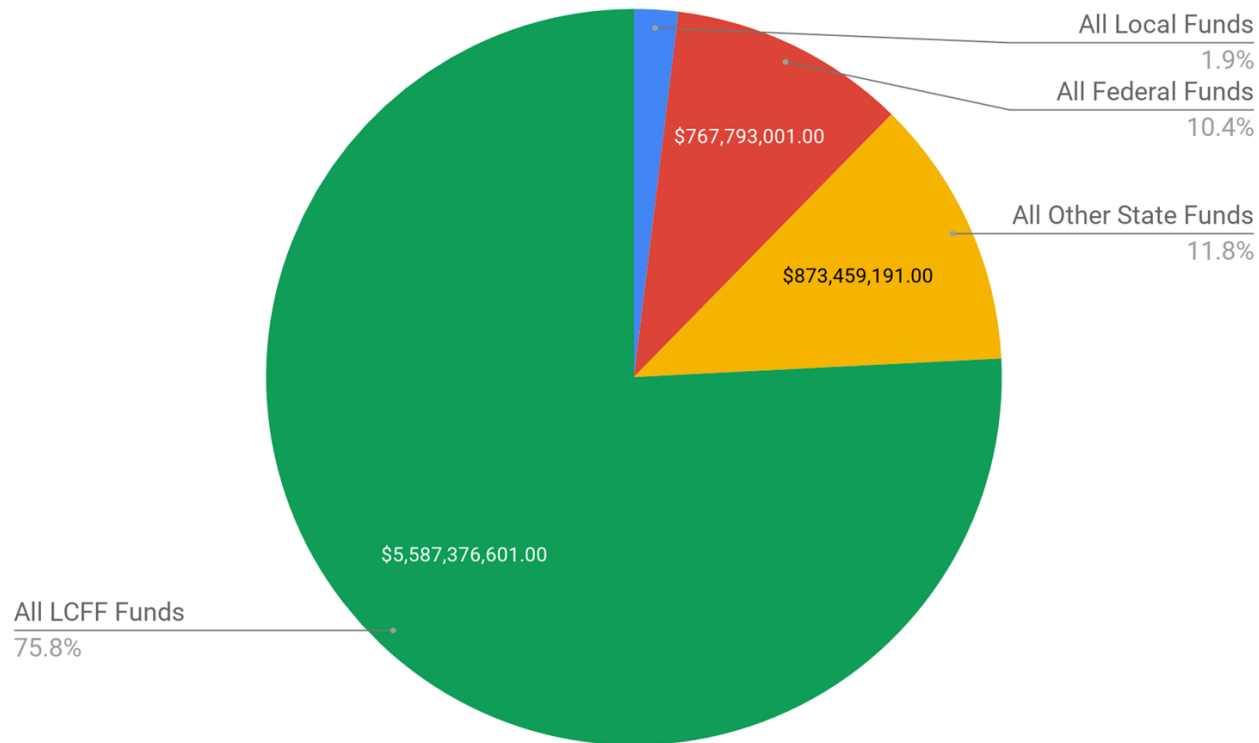
Foster Youth
English Learners
Low Income Students**

2019-20 Distribution of District LCAP Funding



Note: Does not include affiliated charters

2019-20 All District Revenues



Note: Includes affiliated charters

State Continuous Improvement Cycle



**School
Information⁺**



**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**

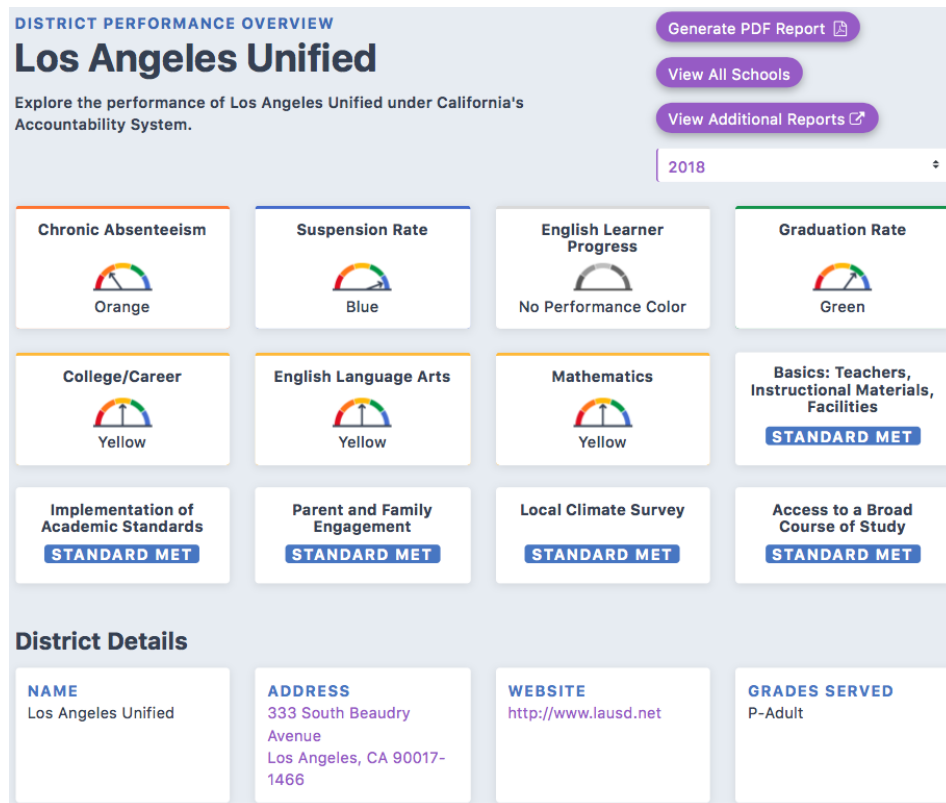


Summary of Actions and Expenditures							
District LCAP Goals		#1 100% Graduation	#4 Parent, Community & Student Engagement	#2 Proficiency for All	#3 100% Attendance	#5 Ensure School Safety	#6 Provide Basic Services
Goal	Action and Title	Funding Type	2017-18 Budget	2018-19 Budget	2019-20 Budget	Action Description	
1	1 - Programs & Interventions/College & Career Ready	Base	\$8,138,464	\$8,832,000	\$9,227,000	Various programs including Options programs (from Action 1.8), Arts Center Office, Summer Term, Enrichment Programs and Career Technical Education and Linked Learning.	
1	2 - General Adult and Career Education	Base	\$2,805,086	\$2,675,776	\$2,242,006	Adult Education programs to support credit recovery.	
1	3 - Adult and Career Education for Targeted Population	Supp	\$7,270,369	\$19,145,100	\$19,254,008	Staff to support Division of Adult and Career Education.	
1	4 - Teacher Retention and Support Program (REED)	Supp	\$2,138,348	\$9,821,366	\$2,024,002	Increased support for 37 schools from 2014-2019, retaining funding for Beginning Teacher Support Program.	
1	5 - School Autonomy	Supp	\$711,028,803	\$68,976,116	\$68,272,403	Various programs that allow schools to determine funding priorities including Student Study Needs Index as well as District-wide supports for schools (e.g., homes, co-sponsors).	
1	6 - Options Program	Supp	\$49,946,805	\$49,767,467	\$1,500,000	Per pupil allocations to support personalized supports at Options schools.	
1	7 - Navigated After-School Program	Supp	\$7,302,000	\$7,301,142	\$7,268,840	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	\$2,168,088	\$2,160,106	\$2,308,676	Counselors at Title I high schools and 20 middle schools to assist students to be on-track toward graduation.	
1	9 - A-G Immediate Intervention Plan	Supp	\$15,218,758	\$15,254,187	\$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	\$0	\$0	\$10,476,440 was allocated in 2017-18 and 2018-20 for 50 secondary schools identified as high needs (in Action 1.5 for 2017-18 and 2018-20). Counseling and additional supports for foster youth district-wide.	
2	1 - Foster Youth Support Plan and Family Source Centers	Supp	\$15,588,732	\$15,562,200	\$16,479,787	Beginning Teacher Growth and Development Initiative and STEP UP and Teach program to support teacher pipeline.	
2	2 - Professional Development	Base	\$7,801,621	\$10,132,888	\$8,899,821	Institutional materials for schools.	
2	3 - Counseling	Base	\$180,705,838	\$184,188,201	\$184,105,202	School site staffing, dual language program supports, targeted school support.	
2	4 - Instruction	Base	\$7,886,043,472	\$2,001,303,001	\$1,768,632,304	Expenses related to district wide assessments.	
2	5 - Assessment	Base	\$7,347,021	\$11,826,012	\$1,332,248	Central Office staffing needed to Action 1.9.	
2	6 - Early Childhood Expansion/Transitional Kindergarten Expansion Plan	Supp	\$65,144,309	\$69,568,828	\$88,174,032	Expansion of programs to additional elementary schools.	
2	7 - Special Education	Base	\$916,592,467	\$916,456,029	\$7,000,000,000	Staffing and resources to support mandatory services and resources for students with disabilities.	
2	8 - Supporting Integrating Special Education Students into General Education	Supp	\$27,265,468	\$27,230,000	\$0	Staffing to assist school transitions of students with disabilities to general education classrooms (aligned to Action 2.7).	
2	9 - English Learner Supports	Supp	\$9,280,802	\$9,714,018	\$7,805,248	Staffing and professional development for English Learner/Advanced English Learner Master Plan (some funds shifted to Action 1.5).	
2	10 - Instructional Technology Support	Supp	\$14,826,803	\$14,685,748	\$15,887,480	Staffing to support school instructional technology integration.	
2	11 - Targeted Instructional Support	Supp	\$27,288,354	\$14,539,212	\$8,840,018	School site funding for elective teachers to support class size reduction funds shifted to Action 1.1).	
2	12 - Arts Program	Supp	\$33,987,469	\$32,880,369	\$36,315,107	Arts program funding through Arts Equity Index to all schools.	
3	1 - Student Health and Human Services	Base	\$6,357,106	\$6,361,300	\$7,797,002	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	\$33,242,232	\$36,461,864	\$34,967,086	Additional school site Pupil Services and Attendance (PSA), Counselor and Psychological Social Workers (PSW).	
3	3 - Homeless Youth Program	Supp	\$2,302,800	\$2,284,521	\$2,400,000	Targeted PSA and PSW resources to support schools serving homeless youth.	
3	4 - Districtwide Student Engagement Plan	Supp	\$193,527	\$100,000	\$149,263	Staffing for enrollment supports and Student Involvement, Development and Empowerment Unit.	
4	1 - Targeted Parental Involvement	Supp	\$4,094,071	\$7,213,006	\$4,234,236	School-selected staffing to support parent engagement.	
4	2 - Parental Involvement	Base	\$201,236	\$202,860	\$201,862	Central Office staffing to coordinate engagement efforts.	
5	1 - School Climate and Restorative Justice	Supp	\$7,127,089	\$7,128,708	\$7,137,234	Central Office staffing to support school implementation of Restorative Justice (school-based funding to Action 1.6).	
5	2 - District Safety Operations	Base	\$67,246,394	\$67,744,482	\$68,163,573	Los Angeles School Police Department staffing and resources.	
6	1 - School Personnel/Staffing Support	Base	\$68,461,158	\$63,340,874	\$57,365,587	Human Resources Division staffing.	
6	2 - Districtwide Supports	Base	\$602,976,598	\$613,913,297	\$606,260,854	Operational costs including transportation, facilities, utilities, etc.	
6	3 - Central Office and Local Districts	Supp	\$168,710,598	\$173,014,001	\$168,481,007	Central Office and Local District staffing resources (some allocations previously identified in other Actions lines item funding).	
6	4 - On-Going Major Maintenance	Supp	\$33,026,265	\$33,000,265	\$33,000,000	Maintenance and Operations teams prioritizing schools with targeted student populations.	
6	5 - Expanded Access to Meals	Supp	\$7,800,000	\$7,800,000	\$2,215,000	Resources to support Breakfast in the Classroom and Hot Supper programs.	

LCAP Indicators and Targets

California School Dashboard

- Available at caschooldashboard.org and on the Open Data portal at achieve.lausd.net/opendata
- 2018-19 data is available
- Note English Learner information in ELA and math results sections



Performance Levels = Level and Change

Chronic Absenteeism Five-by-Five Colored Tables

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

District Overall Dashboard Performance

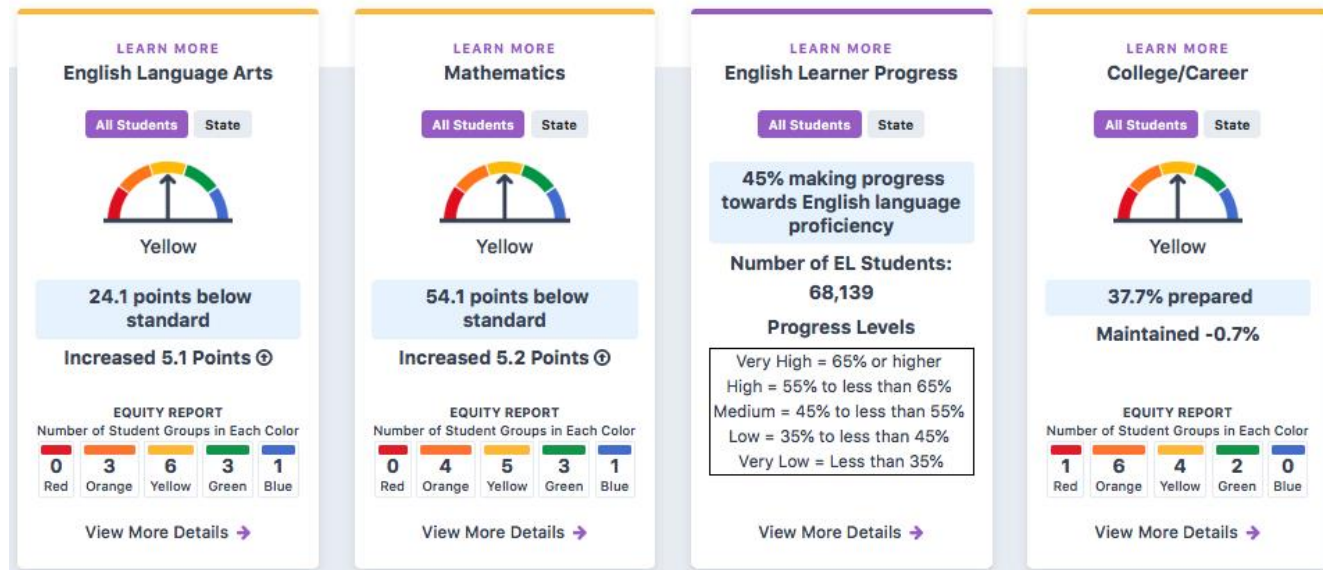


District Academic Performance

LOS ANGELES UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

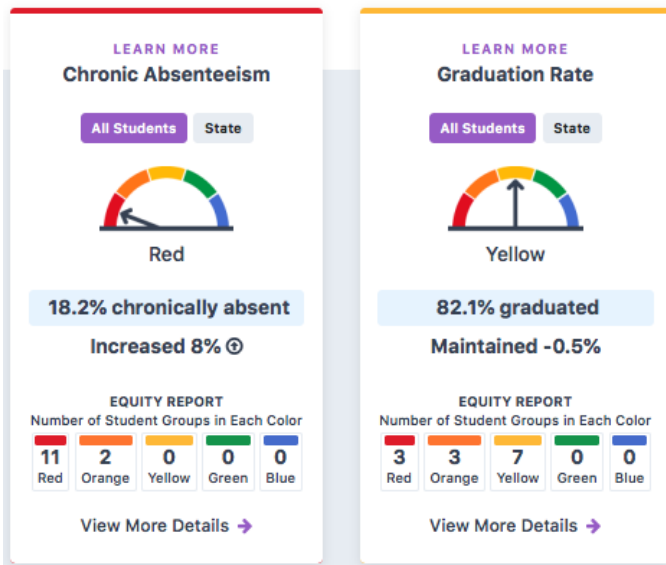


District Academic Engagement

LOS ANGELES UNIFIED

Academic Engagement

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



District Student Group Performance

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	Yellow	Yellow	Yellow	Yellow
English Learners	Red	Blue	Red	Orange	Yellow	Yellow
Foster Youth	Red	Green	Yellow	Yellow	Orange	Orange
Homeless	Red	Blue	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	Red	Blue	Yellow	Yellow	Yellow	Yellow
Students with Disabilities	Red	Blue	Red	Red	Orange	Orange
African American	Red	Green	Yellow	Orange	Yellow	Yellow
American Indian or Alaska Native	Red	Blue	Yellow	Orange	Yellow	Orange
Asian	Orange	Blue	Yellow	Green	Blue	Blue
Filipino	Orange	Blue	Yellow	Green	Green	Green
Hispanic	Red	Blue	Yellow	Yellow	Yellow	Yellow
Native Hawaiian or Pacific Islander	Red	Blue	Orange	Orange	Yellow	Yellow
White	Red	Blue	Orange	Yellow	Green	Green
Two or More Races	Red	Blue	Red	Orange	Green	Green

District LCAP Scorecards

- Two scorecards include:
 - District-wide - *all students*
 - Equity - *shows targeted student group results*
- State and local indicators included
- Targets are based on realistic expectations and 5x5 state performance levels

How is the District performing?

Which groups need additional support?

- 1. What are the areas of greatest progress?**
- 2. What are the areas of greatest need?**
- 3. What changes/recommendations do you have about the District indicators and/or targets?**

100% Graduation

100% Graduation Indicators

- Four Year Cohort Graduation Rate
- Cohort Dropout Rate - High School
- Cohort Dropout Rate - Middle School
- % Graduating Cohort Completing A-G with C or better
- % Students Exceeding Standards on 11th Grade Smarter Balanced Assessment - English Language Arts
- % Students Exceeding Standards on 11th Grade Smarter Balanced Assessment - Mathematics
- % Graduating Cohort Scoring 3 or higher on at least 2 Advanced Placement Exams

100% Graduation - Actions

Action	Funding	Lead(s)
1 - Programs & Interventions/College & Career Ready	Base	Division of Instruction
2 - General Adult and Career Education	Base	Division of Adult and Career Education
3 - Adult and Career Education for Targeted Youth	S/C	Division of Adult and Career Education
4 - Teacher Retention and Support Program (REED)	S/C	Beginning Teacher Growth and Development
5 - School Autonomy	S/C	Schools - Office of Chief Strategy Officer
6 - Personalized Learning in Options Schools	S/C	Division of Instruction
7 - Realigned After-School Program	S/C	Beyond the Bell
8 - A-G Diploma Program	S/C	Student Health and Human Services
9 - A-G Immediate Intervention Plan	S/C	Division of Instruction
10 - School Innovation Funds	S/C	Schools - Office of Chief Strategy Officer

Goal 1 PAC Comments and Responses from 2019

- 13 Comments from PAC
- Goal 1 Action 9 - Funding for A-G Immediate Intervention Plan supports college and career readiness programs
- Goal 1 Action 5 - Provides schools with autonomy to reduce class sizes and hire additional counselors
- Goal 2 Action 5 - Includes funding for college entrance exams for all students
- Goal 2 Action 6 - Includes early education expansion funding

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 Programs & Interventions/College & Career Ready (Base)

Division of Instruction

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: Programs and Interventions

Early Language and Literacy Plan (ELLP)

The goal of ELLP is to support schools in providing reading instruction to students that is based on the science of teaching reading so that all students reach reading proficiency

- 520 schools participating
- Stipend for a literacy lead teacher at every school
- Principal and lead teacher learning series on using data for personalized reading instruction
- 10,000 teachers and administrators trained on DIBELS 8 and using results to plan lessons
- 2,632 teachers trained on teaching reading, including strategies for English Learners and Standard English Learners and supports for upper grade teachers
- Amplify Reading software available for K-5 for 450 Title I schools



Cognitively Guided Instruction (CGI) in Mathematics

CGI is an approach to teaching mathematics where students get many opportunities to engage with problems and share their thinking in class. CGI teachers use students' thinking to support them in developing as mathematicians.

- 210 schools participating
- More than 5,600 teachers participating in professional developing and coaching at school sites
- Promotes academic discourse and problem solving important for English Learners and other student groups



Action 1: Programs and Interventions

- Fully funding all Options school staffing and operations
- Funding Science Centers that support schools with materials replenishment
- Funding extracurriculars:
 - Athletics programs and CIF membership
 - Academic decathlon
 - District marching band
- Funding Summer School Credit Recovery

Action 1: College and Career Ready (CTE)

What was the planned Action for 2019-20?

- Increase the number of students enrolled in Career Technical Education (CTE) & Linked Learning Pathways
- Support development of CTE Teachers
- Increase the number of Work-based Learning experiences for students
- Increase quality of pathways



College & Career Ready (Base)

What has been implemented so far?

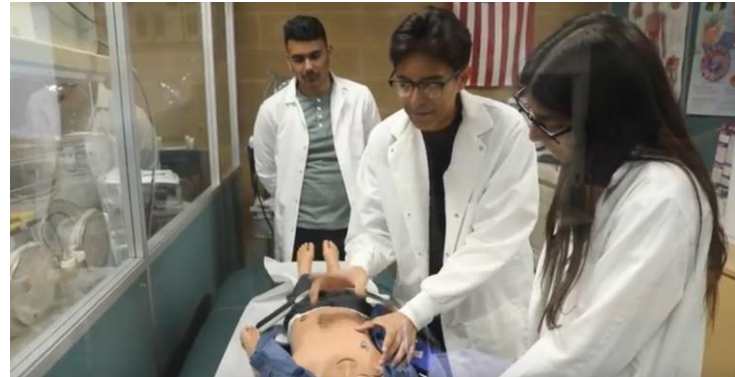
- Work-based Learning MiSIS reporting tool released
- 15 work-based learning coordinators hired to create industry partnerships with schools
- Monthly CTE professional development sessions for CTE teachers
- In process for hiring coach to work with new CTE teachers
- \$70 million investment in CTE facilities via CTE Incentive Grant



College & Career Ready (Base)

What are any outcomes so far?

- 405 CTE Pathways across 145 secondary schools
- 45,691 students enrolled in CTE pathways
- 120 CTE teachers attend CTE professional development sessions
- 66 Linked Learning pathways with 8 pathways onboarding this year
- 6 pathways applying for Linked Learning Gold Certification to join the current 4



Action 2 General Adult and Career Education (Base)

1. Planned Action:

- Expand Family Success Initiative program to serve more EL parents

2. Implementation Update:

- 23 FSI Sites (one or more in each Local District)
- Service Learning Projects to empower parents as community leaders
- Regional Advocacy to increase awareness and leverage resources

3. Outcomes:

- Providing ESL + Parent Education Classes for 350+ parents
- Increased parent volunteerism and advisory participation
- Increased interest from K-12 schools and districts (with funding support)

Action 2 General Adult and Career Education (Base)

1. Planned Action:

- Increase Career Technical Education opportunities for At-Promise students
- Expand access to Apprenticeship Programs for underserved communities

2. Implementation Update:

- Collaboration Meetings, Strong Workforce Program Grant, New Staff
- Apprenticeship Innovation Center, Letters of Support, Union Discussions

3. Outcomes:

- CTE/Options: Established SWP Pilot Program, Enrolled First Cohort (20)
- Apprenticeships: Increased Enrollment, Innovation Center Approval, Union Partnerships, New Pre-Apprenticeship Programs

Action 3 Adult and Career Education for Targeted Youth (S&C)

1. Planned Action:

- Increase Credit Recovery partnerships to expand student access
- Provide Winter Plus and Spring Plus programs for off-track students

2. Implementation Update:

- Promoted Credit Recovery Services, Identified Partner Schools
- Collaborated with K-12 Partners, Created Program Plan, Identified Host Sites

3. Outcomes:

- Credit Recovery: Increased from 15 to 20 Sites, Currently 1000+ Students
- Winter/Spring Plus: Increased from 18 to 20 Sites

Action 4 Teacher Retention and Support Program (REED) (S&C)

Beginning Teacher Growth and Development Induction

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

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
- California clear credential

How does BTGDI Implement This Planned Action?



To support the growth of teachers, mentors:

- guide teachers in establishing goals based on individual student needs that impact student achievement
- encourage continual collaboration and coordinated support with site administrator, colleagues, parents and the community

Planned Action for BTGDI:



ASSET-BASED APPROACH

- Language
- Culture
- Traditions

BTGDI Outcomes



- Almost 1,200 candidate teachers are enrolled and 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 5 School Autonomy (S&C)

Derrick Chau

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

2019-20 SENI Implementation

715 Elementary,
Middle and High
Schools

Total
\$284
Million

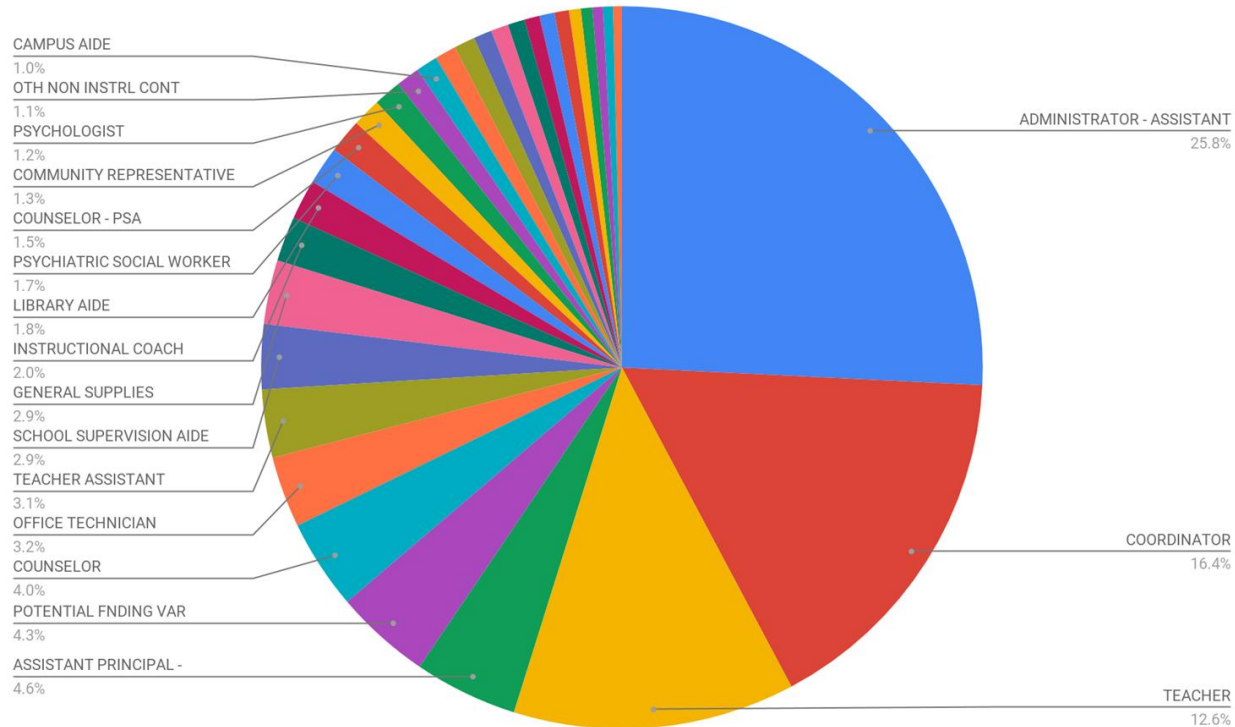
All Schools
Held
Harmless

Support for
Norm-Based
Secondary
AP

Allocation
per TSP
student

Higher
Funding
for Middle
and High
Schools

Budgeted SENI Expenditures 2019-20



Action 5 School Autonomy - School Example

- Each school has written a Targeted Student Population plan for the use of these funds (see LAUSD LCAP website)
- Example: Clinton MS
 - Received \$830,285
 - Focus on Early Warning Indicators and interventions along with EL reclassification
 - Additional Staffing:
 - 2 Assistant Principals
 - Counselor
 - TSP Program Advisor
 - 2 Teachers, after school tutoring
 - EL reclassification rates continue to rise

CLINTON MS (1806201) 2019-2020

Los Angeles Unified School District

LCAP TSP PLAN 2019-2020



CLINTON MS (1806201) 2019-2020

Los Angeles Unified School District

2019-2020 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:
10183 (TSP School Allocation)
10397 (TSP Per Pupil School Allocation)
10400 (TSP Supplemental & Concentration Grant)
10405 (TSP Supplemental & Concentration Grant Parent)

18

Name of School CLINTON MS (1806201)		Local District C		Principal RIVERA, JOSE
Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
787	98.00	30.00	1.30	10397 \$ _____ PPV - \$ _____ 10452 \$ _____ PPV - \$ _____ 10502 \$ 830,285 PPV - \$ 33,969 10503 \$ _____ PPV - \$ _____ 10600 \$ _____ PPV - \$ _____ Total \$ 778,318

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2019-2020 School-level Plan for Use of TSP Program Funds.

**Questions/Comments
and Feedback/Advice**

Action 6 Personalized Learning in Options Schools (S&C)

\$1,500,000 is allocated to the 55 options schools to personalize learning. Funds are to be used for:

- 1) Designing Instruction**
- 2) Early Literacy and Reading in the Content Areas**
- 3) Individualizing Instruction**
- 4) Using Assessments to Support Learning**
- 5) Career Readiness**

Monies are allocated to the schools based on student enrollment.

Thirty-one (31) of the 55 options schools have submitted their plans for their allocation of funds. Most schools indicate their goal is 100% graduation as measured by number of courses recovered to get back on track to graduate.

Action 6 Personalized Learning in Options Schools (Cont.)

The table below shows where schools are spending the majority of the \$969,223 allocated thus far:

Provide intervention and tutoring for students after school and on Saturdays (personnel salaries)	\$435,483
Instructional Service Contracts (Arts programs, science experts, professional development providers, etc.)	\$121,101
Additional Clerical overtime to support the after school programs	\$90,331
Career/Technical Education Teacher	\$86,098
Provide additional opportunities for students to meet with an academic counselor to review graduation plans after school and on Saturdays	\$79,142

Action 6 Personalized Learning in Options Schools (Cont.)

\$120,000 was used to purchase Renaissance STAR Reader and STAR Math for all options schools. These programs assess student learning and provide teachers with necessary information to address gaps in learning. The assessments are also used to monitor growth and progress in reading and math.

As of November 22, 2019, 19 schools are actively using the assessments.

Action 7 Realigned After-School Program (S&C)

Beyond the Bell

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



The estimated count of students who participated in summer term is 32,622



112,611 students have participated in BTB extended day program this fiscal year, (Jul-Oct).

Action 8 A-G Diploma Program (S&C)

Student Health and Human Services

Pupil Services and Attendance Counselors continue to support our students in 20 middle schools who are identified as at-risk for non-culmination from 8th grade (based on attendance, behavior, and academic performance) and to support our high school students who are furthest off track from meeting the A-G graduation requirements.

Action 8 A-G Diploma Program (S&C)

Specialized support services include:

- individual check-ins/counseling/social-emotional support
- caregiver consultation and support
- academic progress and attendance monitoring (including credit recovery)
- educational advocacy (e.g., eligibility for graduation exemptions)
- service/resource coordination

Action 8 A-G Diploma Program (S&C)

Student Outcomes:

- A-G graduation rates have continued to improve District-wide, including outcomes for our students in foster care and/or experiencing homelessness
- Over 4,000 (about 1:4) students served by the program in 2018-19 did not fall further behind that academic year and were able to graduate or move closer to “on track” status (moving from Tier III - 5+ classes off track- to Tier II -3-4 classes off track, or to Tier I or on-track)

Action 9 A-G Immediate Intervention Plan (S&C)

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

A-G Grade Level Benchmarks

Indicators for On-Track

9 th grade	10 th grade	11 th grade	12 th grade
1 • B English	1 • A World History	2 • A US History	3 • A Prin Am Dem • G Economics
1 • C Math	2 • B English	3 • B English	4 • B English
1 • PE	2 • C Math	3 • C Math	1 • F Vis & Perf Art
1 • Career Pathway	1 • D Bio or Phys Sci	2 • D Bio or Phys Sci	1 • G Elective
✓	1 • E LOTE	2 • E LOTE	✓
✓	2 • PE	✓	✓
✓	½ • Health	✓	✓
50 Credits	105 Credits	160 Credits	210 Credits

Students have space in their schedules for enrichment and credit recovery courses.

A-G Credit Recovery Pathways

Adult Education

Community College Courses

Independent Study

Online Learning

**Performance Assessment Student
Support (PASS)**

**Recovery + Intervention =
Graduation (RIG)**

Summer School

5th Year of High School

Graduation Progress by Grad Year

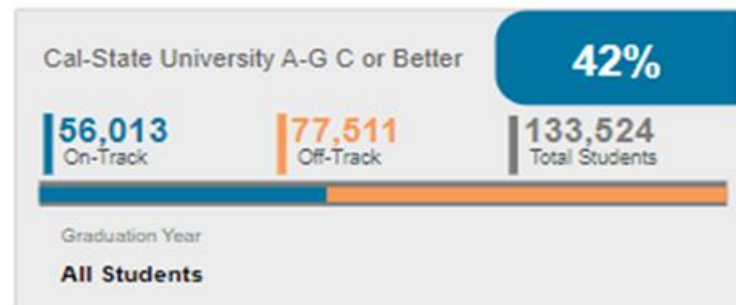
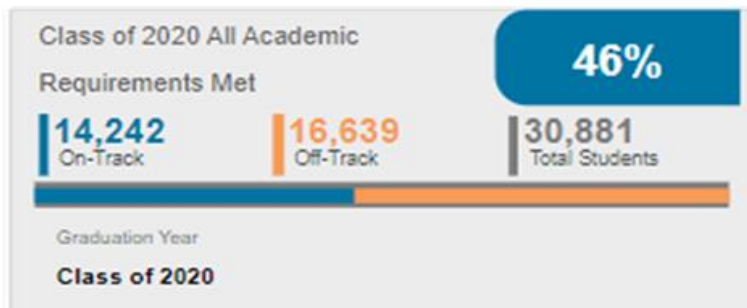
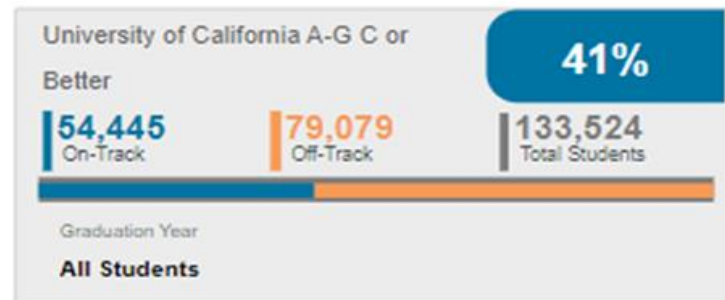
Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track
2019-2020	12%	5%	17%	66%
2020-2021	17%	9%	22%	53%
2021-2022	11%	10%	21%	57%
2022-2023	0%	4%	30%	66%
Total	10%	7%	23%	60%

Focus Dashboard 1-10-20

Graduation Progress by Grad Year (English Learners)

Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track
2019-2020	35%	11%	29%	25%
2020-2021	50%	16%	19%	15%
2021-2022	35%	25%	20%	20%
2022-2023	0%	9%	58%	32%
Total	26%	16%	34%	24%

A-G Graduation Progress



Action 10 School Innovation Funds

Additional \$50.4M for 30 high schools and 20 middle schools to be used to support high needs students to:

- **Provide academic support and mental health, social and emotional support**
- **Increase A-G and Advanced Placement course access and completion**
- **Implement Linked Learning**
- **Implement school climate initiatives including Restorative Justice**
- **Improve graduation rates and prevent dropouts**
- **Increase parent and community engagement**

Action 10 School Innovation Funds

- Each school has written a plan for the use of these funds
- Example: Roybal Learning Center
 - Focus on English/Math/ELD professional development, intervention program to based on state SBA and ELPAC data
 - Additional Staffing:
 - Instructional Coach
 - Assistant Principal
 - Intervention Support Coordinator
 - 5 Additional Class Size Reduction Teachers
 - 2 Counselors

Edward R. Roybal Learning Center

Los Angeles Unified School District 2019-2020 School Innovation Funds Plan

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Edward R. Roybal Learning Center	Central	Jared DuPree

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
882 duplicated-1087	95.57%	22%	1.0%	Total \$ 1,119,866/year

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth. **NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level. Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.**

To create additional rows, click outside a row on the right side then press enter.

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**Questions/Comments
and Feedback/Advice**

Parent, Community and Student Engagement

Parent, Community and Student Engagement - Actions

Action	Funding
1 - Targeted Parental Involvement	S/C
2 - Parental Involvement	Base

Goal 4 PAC Comments and Responses from 2019

- 8 Comments from PAC
- Training for Parents
 - Goal 4 Action 1 - School targeted staffing for parent engagement
 - Goal 4 Action 2 - PCS support for more trainings
 - Goal 1 Action 5 - School funding for more parent engagement

Allocations for Parent, Community & Student Engagement

- **Local District Parent Engagement (6 Local District Offices)**

- Administrators (6)
- Parent Educator Coaches (15)
- Parent Community Facilitator (1)
- Translation Services (1)
- Community Representatives (2)



- **Office of Parent & Community Services**

- Administrators (4)
- Sr. Parent Community Facilitators (4)
- Translator Interpreter (1)
- Clerical Support (3)
- ITD Resource & Help Desk (2)
- Program & Policy Development Specialist



District Staff Focused on Parent Engagement

Office of Parent and Community Services

Administrator (Interim)

Antonio Plascencia

Director

Diane Panossian

Administrative Coordinator

Danny Dixon, Ed.D.

Specialists

Heidi Mahmud, Ed.D.

Senior Parent Community Facilitator

Gloria Acosta

Leah Brackins

Angie Cardenas

Lisa Porter Houston



Program & Policy Development Specialist

Andrea Canty

ITD Resource

Jose Escalante

ITD Help Desk

Angie Rios

Administrative Secretary

Risa Rytí

Office Technician

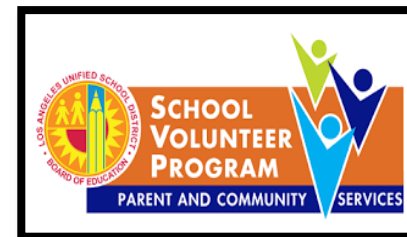
Maria Guevara

Office Technician

Robert Gutierrez

Translator/Interpreter

Luz Roldan



LOCAL DISTRICT PACE

Administrators and Parent Educator Coaches

GONSALO GARAY

- Joel Sanchez
- Ritma Estupinan
- Phyllis Spadafora



PATRIZIA PUCCIO

- Morena Camp
- Michelle Campos



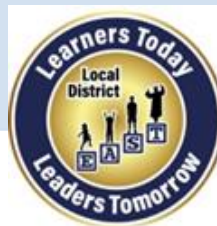
TRACI CALHOUN

- Anthony Williams
- Jill O'Brien



ELSA TINOCO

- Susana Alcalá
- Laura Bañuelos



DEBORAH SIRIWARDENE

- Lucio Garcia
- Vacancy



THERESA ARREGUIN

- Leticia Vallejo
- Vilma Monzon
- Ana Martinez
- Susana Verduzco



Parent, Community and Student Engagement Indicators

Annual Measurable Outcomes

Expected	Actual
Percentage of Students Who Feel 2018-19 a Part of Their School (Question on School Experience Survey) All Students 89%	All Students 68.0%
Parent/Caregiver Participation on 2018-19 School Experience Survey All Parents 64%	All Parents 46.0%
Percentage of Schools Training 2018-19 Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually All Schools 98%	All Schools 76.4%
Percentage of Parents Who State: 2018-19 My school provides resources to help me support my child's education. All Parents 95%	All Parents 90.0%

Action 1 Targeted Parental Involvement (S&C)

PCS

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 - Targeted Parental Involvement (S&C)

Planned Action

Provide parent training, learning opportunities and workshops:

- Supporting Common Core State Standards
- EL reclassification and progress monitoring,
- Graduation requirements and college-readiness
- Importance of School Experience Survey
- Social-emotional support.
- Provide more resources to support parent engagement at the local level: Increase parental engagement, training, and workshops across the district.



Action 1 - Targeted Parental Involvement (S&C)

Continued...

What has been implemented so far? (Actual Actions/Services)

- The Office of Parent and Community Services (PCS) partnered with Local District Parent and Community Engagement (PACE) units to provide parent engagement activities to families throughout the District.
- Multiple parent workshops were offered at various school sites with a focus on sharing Common Core instructional strategies, showing parents how standards build upon each other as students move from one grade level to the next.
- Parents were also taught how to apply Common Core Standards in every day activities with their children
- Parents learned about college preparedness for students and Linked Learning programs, digital platforms like Power My Learning, and the California Assessment of Student Performance and Progress (CAASPP).
- Workshops also included the following: Math Practices, Fun with Multiplication, Fun with Fractions, DIBELS, EL Reclassification, A-G Graduation Requirements, and the Importance of the School Experience Survey.
- Parent training on supporting English Learners and Standard English Learners through sessions on the 2018 EL and SEL Master Plan.
- PACE units collaborated with the Local District Math, English Language Arts, English Learner and Next Generation Science Standards Coordinators to present workshops at monthly Parent and Family Center Staff meetings at various school sites.

Outcomes so far?



- Increased parent trainings and workshops at the district and school site levels
- Dedicated workshops focusing on English Learner supports
- Dedicated workshops on A-G requirements
- Increased Parent Centers
- Increased volunteers on school campuses
- Development of Family Engagement Rubric

Action 2 Parental Involvement (Base)



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

Action 2

Planned action –

- District-level parent committees review action plans and student data to provide comments and/or recommendations on how to improve parent engagement
- Provide parent training, learning opportunities and workshops
- Staff capacity building and training are provided to support parent and family engagement
- Materials, books and supplies for parent education
- Provide materials and training to Parent/Family Centers and schools to support parent engagement work

Action 2



What has been implemented?

- District parent committees are meeting on a regular basis
- Training and workshops are provided at school sites and at the district level
- Materials have been distributed to schools/parent centers to support family engagement to support learning and awareness

Action 2

Outcomes

- District parent committees continue to work diligently on the LCAP, English Learners, Special Education, as well as other topics and mandates
- Parent/Family centers are open to support the engagement of parents in school and district academic efforts
- School and district staff are being trained on supporting school committees and engaging parents in the budget development process

INCREASED STUDENT ENGAGEMENT

Student Leadership



Associated Student Body Presidents Meetings



Superintendent's Student Advisory Council



Increased student engagement and school connection



2019 Student Board Member

- 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

"Together may we give our children the roots to grow and the wings to fly."

~Hooding S. Cater



**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

Planned Action

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



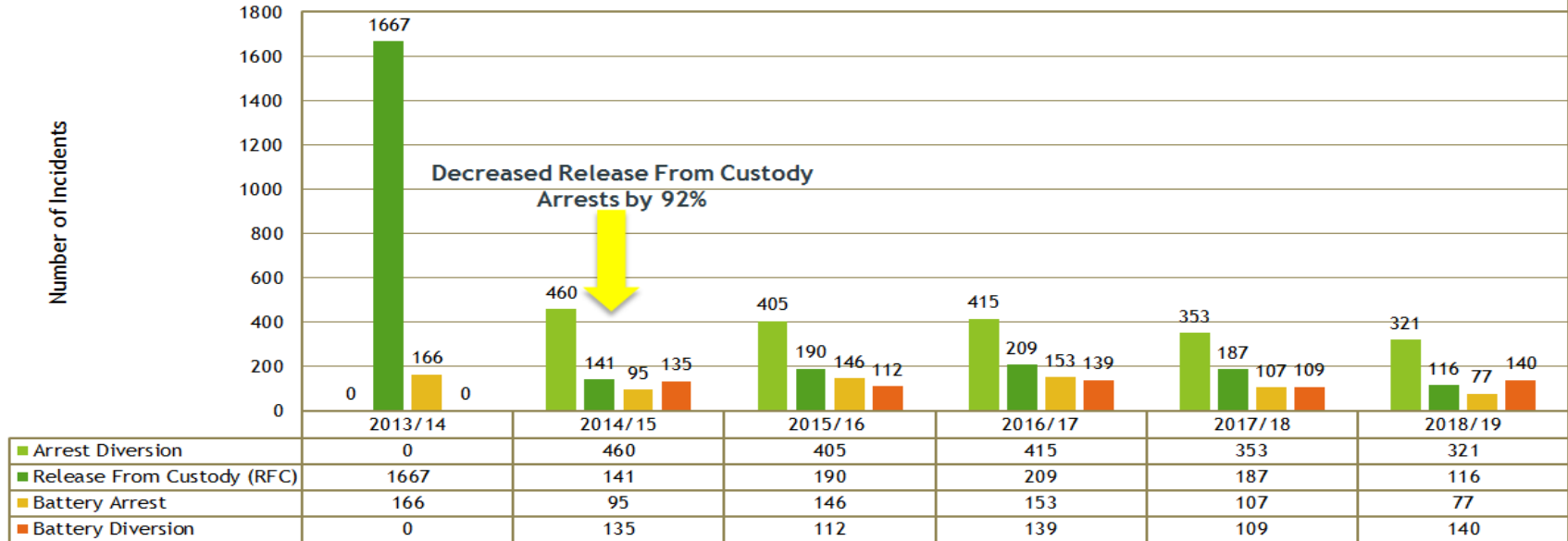
LASPD School Safety Initiatives Division (SSID) Implemented and Outcomes

- ▶ **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.

Los Angeles School Police Department Arrest Diversion Program



Diversion and Arrest Comparison



**Questions/Comments
and Feedback/Advice**

Objectives

- 1. To review the Local Control Accountability Plan (LCAP) purpose and requirements**
- 2. Review LCAP indicators and targets**
- 3. To receive feedback on the Annual Update for Actions in the following goals:**
 - a. 100% Graduation**
 - b. Parent, Community and Student Engagement**
 - c. Ensure School Safety**

