Parent Advisory Committee
LCAP Goal # 2
PROFICIENCY FOR ALL

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

March 2019

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Local Control Accountability Plan (LCAP)

REVIEW

Across 6 LCAP Goals:
1. 100% Graduation
2. **Proficiency for All**
3. 100% Attendance
4. Parent, Community and Student Engagement
5. School Safety
6. Basic Services

For each major student group:
- ✓ English Learners
- ✓ Foster Youth
- ✓ Free and Reduced Price Meal

SCHOOL BUS

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Outcomes for Today's Meeting

▶ To **review**, **analyze** and **examine** LCAP Goal 2:

Proficiency for All

▶ Provide Feedback on the LCAP Goal 2

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Data Point:
Proficiency for All

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LCAP Score Card 2016-2020

PROFICIENCY FOR ALL		Actual	Annual Targets		
		2016-17	2017-18	2018-19	2019-20
Average Distance from "3" on the Smarter Balanced Assessment for English Language Arts			SBAC		
	Grades 3-5	-32.1	NEW	-18.6	-11.8
	Grades 6-8	-37.1	NEW	-23.1	-16.1
	Grade 11	4.2	NEW	8	10
Average Distance from "3" on the Smarter Balanced Assessment for Math			SBAC		
	Grades 3-5	-41	NEW	-33	-29
	Grades 6-8	-73.5	NEW	-55.5	-46.5
	Grade 11	-85.1	NEW	-71.1	-64.1
Percentage of Students Meeting Early Literacy Benchmarks (End of Year DIBELS assessment)	Grade 2	70%	74%	76%	79%
	Kinder	67%	NEW	75%	79%
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	EL	17%	20%	22%	22%
Percentage of English Learners that did not reclassify within 5 years	P-LTEL	19%	17%	15%	13%
English Learner Progress demonstrated on the ELPAC Assessment	CELDT 56%		UPDATED	ESTABLISH BENCHMARK	BENCHMARK +2%
Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time		66%	69%	71%	73%

Annual Measurable Outcomes

Expected / Actual

Percentage of Students Who Met 2017-18 or Exceeded Standards in 3rd - 8th, 11th Grade ELA as Measured by SBAC			Actual	
All Students	46%		All Students	40% (SY 2016-17)
Low-income	35%		Low-income	34% (SY 2016-17)
Eng. Lends	9%		Eng. Lners	4% (SY 2016-17)
RFEP	45%		RFEP	43% (SY 2016-17)
Afr. – Amer.	30%		Afr. Amer.	30% (SY 2016-17)
Latino	35%		Latino	34% (SY 2016-17)
Stud w/Disab.	11%		Stud w/Disab.	10% (SY 2016-17)
Foster Youth	23%		Foster Youth	21% (SY 2016-17)

Percentage of Students Who Met 2017-18 or Exceeded Standards in 3rd- 8th, 11th Grade Math as Measured by SBAC			Actual	
All students	36%		All Students	30% (SY 2016-17)
Low-income	25%		Low-income	24% (SY 2016-17)
Eng. Lners	9%		Eng. Lners	5% (SY 2016-17)
RFEP	31%		RFEP	30% (SY 2016-17)
Afr. – Amer.	21%		Afr. Amer.	19% (SY 2016-17)
Latino	24%		Latino	24% (SY 2016-17)
Stud w/Disab.	9%		Stud w/Disab.	8% (SY 2016-17)
Foster Youth	15%		Foster Youth	14% (SY 2016-17)

Percentage of 2nd grade Students Meeting Early Literacy Benchmarks	2017-18	All Students 79% Low-income 67% Afr. – Amer. 67% Latino 68% Stud w/Disab. 33% Foster Youth 58% Fluent Eng. 84% EL ELD 1-3 39% EL ELD 4-5 75%	All Students 70% (SY 2016-17) Annual Measurable Outcomes Low-income 66% (SY 2016-17) Afr. Amer. 65% (SY 2016-17) Latino 67% (SY 2016-17) Stud w/Disab. 37% (SY 2016-17) Foster Youth 49% (SY 2016-17) Fluent Eng. 82% (SY 2016-17) EL ELD 1-3 30% (SY 2016-17) EL ELD 4-5 65% (SY 2016-17)	
Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP)	2017-18	Eng. Lners 22%	English Lners 20% (SY 2017-18)	
Percentage of English Learners Who Have Not Reclassified in 5 years (LTEL)	2017-18	Eng. Lners 17%	English Lners 26% (SY 2016-17)	
Percentage of English Learners Making Annual Progress on the CELDT	2017-18	Eng. Lners 57%	Eng. Lners 56% (SY 2016-17)	
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	2017-18	Stud w/Disab. 69%	Stud w/Disab. 66% (SY 2016-17)	
Percentage of Students with Disabilities Who Attended Nonpublic Schools	2017-18	Stud w/Disab. 3.2%	Stud w/Disab. 3.7% (SY 2016-17)	

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2018-2019
LCAP Goal 2: Proficiency for All

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

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LCAP Goal 2: Proficiency for All

There are 12 Actions:

- Action 1:   Foster Youth Support Plan and Family Source Centers
- Action 2:   Professional Development
- Action 3:   Curriculum
- Action 4:   Instruction
- Action 5:   Assessment
- Action 6:   Early Education Program and Transitional Kindergarten Expansion
- Action 7:   Special Education
- Action 8:   Supporting Special Education Students into General Education
- Action 9:   English learner Support
- Action 10:   Instructional Technology Support
- Action 11:   Target Instructional Support and English Language and Literacy Program
- Action 12:   Arts

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Review of the Local Control and Accountability Plan

ACTION 1

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	1000–1999 Certificated Salaries – LCFF: $10,107,278	1000–1999 Certificated Salaries – LCFF: $10,055,180
Students to be Served: Foster Youth, Low Income	Students to be Served: Foster Youth, Low Income	2000–2999 Classified Salaries – LCFF: $616,868	2000–2999 Classified Salaries – LCFF: $642,857
Scope of Service: LEA-wide	Scope of Service: LEA-wide	3000–3999 Employee Benefits – LCFF: $4,726,511	3000–3999 Employee Benefits – LCFF: $4,869,337
Location: All Schools	Location: All Schools	4000–4999 Books and Supplies – LCFF: $5,000	4000–4999 Books and Supplies – LCFF: $81,946
Foster Youth Support Plan and Family Source Centers	**Foster Youth Support Plan and Family Source Centers**	5000–5999 Services and Other Operating Expenses – LCFF: $114,075	5000–5999 Services and Other Operating Expenses – LCFF: $59,875

Augmentations to counselors, psychiatric social workers, behavior specialists, pupil services & attendance counselor aides, and pupil services & attendance counselors specifically supporting foster youth to provide the following services:
 	
• Conduct a comprehensive academic assessment and subsequently develop an individual success plan for each foster youth
• Provide ongoing intensive case management
• Ensure equitable access to resources (i.e., tutoring)
• Advocate for the educational rights of foster youth
• Promote school stability
 	
Coordinate with Department of Children and Family Services (DCFS) and Department of Probation regarding foster youth school transfers, implement data tracking infrastructure, and identify baseline data necessary to minimize foster youth transfer rate.
 	
FamilySource Partnership Program (FSPP) Pupil Services and Attendance (PSA) Counselors conduct educational assessments to provide support to students and families district-wide through referral and linkage to City of Los Angeles FamilySource Center services, LAUSD support services and other community agencies. PSA Counselors provide parent engagement through classes and outreach
	• The Pupil Services, Foster Youth Achievement Program (FYAP) supported the social-emotional and academic achievement of approximately 7,000 foster youth who attend schools within the Los Angeles Unified School District.
	
	  The program has 84 Foster Youth Counselors that provided the following services:
	
	  o Conducted a Comprehensive Academic Assessment and Individual Success Plan for foster youth
	  o Promoted school stability and proper transfer of school records including recovering partial credits
	  o Decreased chronic absences and increase school attendance
	  o Worked with biological parents, caregivers, and foster parents to enhance involvement in the educational process
	  o Ensured that students enroll in appropriate classes and monitor educational progress
	  o Connected families with district and community		

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Programs and Support for Proficiency for All

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

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Early Childhood Education Expansion

➢ Has expanded from 117 Expanded Transitional Kindergarten (ETK) programs in 2014-2015 to 334 programs in 2018-2019.

➢ Has expanded Preschool Special Education Inclusion from 112 classrooms to 126 rooms which has reduced the number of children entering special day classes in kindergarten and provided early intervention for children with special needs.

➢ Provided access to over 250 professional development opportunities for teachers, early education aides, and administrators over the last three years.

➢ Supported kindergarten readiness for almost 20,000 students through early language and literacy work in all 86 Early Education Centers, 334, ETK classrooms, and 92 California State Preschool Programs.

➢ Provides essential programs to identify and support students to eliminate the kinder readiness gap for students in low-income areas throughout the District.

Early Language and Literacy Program (ELLP)

➢ Has expanded from 85 elementary schools in 2015-16 to all elementary schools in 2018-19

➢ Provides professional development to all elementary schools to provide targeted, differentiated instruction

➢ Supports use of early literacy assessment data to personalize instruction for students

➢ Is a collaboration across Elementary Instruction, Multilingual, Multicultural Education Department, Standard English Learners, Students with Disabilities and Early Childhood Education

➢ Has resulted in gains in early literacy assessment data results

Academic English Mastery Program

Comprehensive, research and evidence-based program
- Addresses the language and literacy needs of Standard English Learners (i.e., African American, Mexican American, Hawaiian American, and American Indian Standard English Learners).

AEMP Support Network of 115 Schools
- Supports schools in their implementation of Culturally and Linguistically Responsive instructional strategies that accelerate the acquisition of academic English for Standard English Learners.

AEMP Demonstration School Sites in each Local District (6)

Specialized Professional Development for Administrators, Coaches, Teachers and Parents:
- AEMP Summer, Fall, Winter and Spring Institutes
- Monthly SEL Data Coordinator and Coach Meetings
- Quarterly Parent Representative Meetings

District-Wide Professional Development for All Stakeholders:
- 2018 English Learner and Standard English Learner Master Plan Institute
- Equal Access Series: Culturally and Linguistically Responsive Pedagogy

Partnerships:
- UCLA CenterX and Harvard University

190,646
- *LAUSD Enrollment of Probable Standard English Learners (PSELs)*

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Foster Youth Achievement Program

The goals of the Foster Youth Achievement Program are to:

- Provide support services to all foster youth attending LAUSD schools
- Conduct comprehensive academic assessments
- Promote school stability
- Facilitate timely enrollment
- Improve caregiver participation in the academic process
- Provide continuous training and education on legislation and policy related to foster youth

School Stability
Attendance
Graduation (On-Track)

Chronic Absenteeism
Number of Suspensions
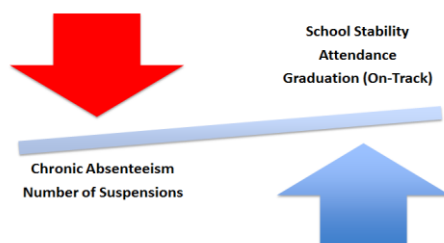
FamilySource Partnership Program

OUTREACH	DIRECT SERVICES	PARENT ENGAGEMENT & EDUCATION	LASPD DIVERSION REFERRAL PROGRAM
Identify and recruit students and families who can benefit from FamilySource services	Provide Educational Assessments for eligible clients, clinical case management and linkage to services that support attendance and academic achievement	Provide targeted parent (e.g., attendance, A-G, graduation) to empower parents to help their child succeed in school	Main provider for support, intervention and resources for students referred through the Diversion Referral Program

family source

Special Education

➤ The Division of Special Education is supporting over 40 LA Unified Inclusion Pilot sites for the 2018-19 school year.

➤ In our Early Childhood Special Education Programs (ECSE), we have (409) Preschool for ALL Learners (PAL) Program, 24 Preschool Comprehensive Class (PCC) and 126 Preschool Collaborative Classrooms (PCC)

➤ By increasing inclusion opportunities for our SwD's, listed below are the desired outcomes:
   - Percent of students attending classes in least restrictive environments increases
   - Percent of students achieving mastery in English Language Arts and Math increases
   - Percent of SwD attending school most or all of the time increases
   - Ratio of Student Support and Progress Team referrals increases, special education designations decrease, special education exits increase
   - Staff and Family satisfaction increase

Division of Special Education

Special Education - Action 7

Division of Special Education

Parent Workshops	Students with Autism	Students with Reading Difficulties	Long-Term English Learners	Achievement on the CAASPP
Trainer of Trainers for community representatives on dyslexia	Resources and on-site coaching for new teachers to support students' behavior and academic needs	95% Group Training for Elementary RSTs: resources and on-site follow-up	New reclassification policy and professional development	Strategies-based workshops on achievement of CCSS in reading, writing, and math
Dyslexia Workshops	Staff PD on behavior supports for students with autism	IDEC Affiliates: resources, training and coaching on effective reading interventions	PD for secondary teachers on meeting the needs of LTELs.	
LTEL Workshops		Benchmark & Tier 3 curriculum PD		

English Learner and Standard English Learner Support

➢ Implement the 2018 Master Plan for English Learners and Standard English Learners, which will include:
  • Enhancing the District's Comprehensive ELD program (Designated and Integrated ELD);
  • Expanding and enhancing the District's Dual Language Education and English Learner Mastery Programs
  • Providing EL and SEL instructional coaches to school with high EL and SEL student populations
  • Supporting the Accelerated program for Long-Term English Learners
  • Providing teachers professional development on Designated, Integrated ELD, and MELD
  • Funding administrative staff to support and monitor EL/SEL instructional programs

➢ Provide transition services by using a Multi-Tiered System of Support

➢ Provide Speech and Language Pathology Services for pre-schools to support the early identification and language supports for ELs

➢ These supports will result in the expansion of Dual Language Education, Academic English Master Programs, and an increase in the District's reclassification rate.

Instructional Technology Support

Instructional Technology Facilitators (ITFs)

❖ Provide direct support to specific school sites

❖ Deliver small group instruction to students on how to leverage technological resources and construct knowledge

❖ Provide small group instruction students, they are 50/50, 50% of time spent with students and 50% of time directly with teachers

❖ Model, teach and guide leadership teams, teachers and students in intentional use of digital tools and resources for teaching and learning

❖ Model learner-driven lessons through co-planning and co-teaching

❖ Provide differentiated individual and or group coaching and support for teachers on technology integration aligned to California State Standards, the International Society for Education in Technology Standards for Students and the K-12 Computer Science Framework.

❖ Facilitate and support ITI District Wide professional learning sessions

❖ Support schools in implementing an Instructional Technology Plan

❖ Collect exemplars to be shared with educators across the district

Targeted Instructional Support

Class Size Reduction Teachers in grades 4 through 5 (6 for K-6 schools:

- Provide for smaller classes allowing teachers to increase personalized support for students
- May allow schools to eliminate combination classes

Class Size Reduction teachers reduce class size in secondary mathematics and English Language Arts classes by 2 students to allow for more personalized support

Class Size Reduction elective teachers create opportunities for students to have elective courses

Arts Program

Arts Education includes discreet instruction in dance, film, music, theatre, visual and/or media arts, as well as integrated arts instruction within language arts, math, science and social studies/history lessons.

Every P-12 school throughout the District offers arts education.

Principals complete surveys to outline arts opportunities at each school.
Survey results are calculated to identify school needs. This is referred to as the Arts Equity Index.
Itinerant arts teachers are assigned to elementary schools based on the Arts Equity Index results.
All P-12 schools receive fund allocations to support arts instruction based on the Arts Equity Index results.

Secondary schools hire arts teachers based on student enrollment.

Arts community partnerships are provided to supplement P-12 schools based on the Arts Equity Index results.

Questions