



LOS ANGELES UNIFIED SCHOOL DISTRICT

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Parent, Community and Student Services
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350

PCSS Auditorium

Thursday, February 5, 2015

9:00 a.m. – 12:00 p.m.

Meeting AGENDA

- | | | |
|-------|---|--|
| I. | Welcome/Call to Order | Lina Simeone, Chairperson |
| II. | Pledge of Allegiance | Member |
| III. | Update | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| IV. | Public Comment
<i>Five speakers, two minutes each</i> | Enoe Teran, Parliamentarian |
| V. | Roll Call/Establish Quorum | Jocelyn Nicdao, Secretary |
| VI. | <i>Action Item</i>
Minutes
<i>Review and approval of minutes</i> | Jocelyn Nicdao, Secretary |
| VII. | Program and Data Review
• <i>Local Control Funding Formula (LCFF) and
Local Control Accountability Plan (LCAP)</i> | Kenneth Barker, Coordinator
Organizational Change Management

Erika Torres, Director
Pupil Services |
| VIII. | Input Session on Local Control and Accountability Plan | Pedro Salcido
External Affairs and Accountability Advisor
Beth Gibbons, Legislative Liaison
Colleen Pagter, Legislative Analyst
Office of Government Relations |
| IX. | Announcements from members and PCSS Staff | Mario Castillo, Vice-Chairperson |
| X. | <i>Action Item</i>
Adjournment | Lina Simeone, Chairperson |

Visitors' parking is limited; please make plans to carpool or arrive early.

To review and obtain copies of materials, please visit the Parent, Community and Student Service office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Angelina Cardenas at (213) 481-3350 or email her at angelina.cardenas@lausd.net at least 24 hours in advance.

Child care is not provided.



COMMON CORE STATE STANDARDS

LCAP- PROGRAM & GOAL UPDATE
OFFICE OF CURRICULUM, INSTRUCTION AND SCHOOL SUPPORT

District English Learner Advisory Committee – February 5, 2015

State Priority Area: Implementation of the CCSS



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LAUSD LCAP Goals #10 and #11 (Page 12-13)

- Increase students scoring Proficient and above on the CCSS/SBAC Baseline **English language arts** and **mathematics** scores established in 2014-2015
 - All Students
 - Students w/Disabilities
 - Latino Students
 - English Learners
 - Low Income Students
 - Foster Youth
 - African American Students
 - Reclassified Fluent English Proficient Students

State Priority Area Implementation of the CCSS



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LAUSD LCAP Goals #10 and #11 (Page 12-13)

SBAC TARGETS in ELA and Math

Student Group	2014-2015	2015-2016	2016-2017
All Students	Establish Baseline	Baseline + 1%	Baseline + 2%
Each Subgroup	Establish Baseline	Baseline + 1%	Baseline + 3%

CCSS - Monitoring Student Progress



4

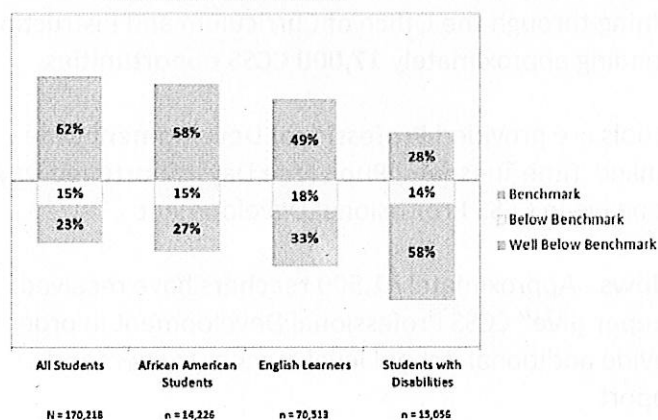
- CCSS Aligned **Interim Assessments** inform teachers of student progress (Grades K-11, English, Math, Science and History)
- **Foundational Literacy/Reading Assessments** in grades K-5 (DIBELS, Text Reading and Comprehension)
- End of Year **CCSS Math assessments** in Grade 6 and Grade 8 Algebra 1 – used for placement
- English Learner progress is monitored through the **Scholastic Reading Inventory, CELDT and LAS Links**

CCSS - Monitoring Student Progress



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LAUSD DIBELS Next Results
Grade K-3, End of Year 2013-2014



LAUSD Implementation of the Common Core



6



- ✓ 3-year plan with continued sustainability
- ✓ Year 3 – Implementation
- ✓ All schools are actively teaching using the CCSS standards

Teacher Professional Development



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- Approximately **10,000 teachers** have received **direct CCSS training** through the Office of Curriculum and Instruction attending approximately **17,000 CCSS opportunities**
- Schools are provided **Professional Development time** (Banked-Time Tuesdays, Pupil Free Days, Shortened Days) to engage in CCSS Professional Development
- **Fellows** - Approximately **1,500 teachers** have received **"deeper dive"** CCSS Professional Development in order to provide additional school level teacher trainers and support

Teacher Professional Development



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- ESCs provide **additional CCSS Professional Development**
- Second year of State of California **CCSS funding provided directly to schools** to spend on school-determined CCSS needs. \$70 per student over a 2 year period for instructional materials, PD or technology.
- **Literacy Design Collaborative (LDC)** grant to provide CCSS professional development to grades 4-12 over 5 years. Currently at 12 schools with plans to bring to scale.

Teacher CCSS Resources



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- PD on alignment of existing curriculum and textbooks to the Common Core
- PD on using CCSS adopted textbooks
- CCSS curriculum maps for grades TK-12
 - ELA, Math, Science and History
- CCSS aligned Assessment Blueprints/Interim Assessments

achieve.lausd.net

>> Resources >> Instruction >> Curriculum (Prek – 12)

CCSS Implementation Monitoring



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- Track Teacher Professional Development
- Monitor teacher need through the Teaching and Learning Framework
 - (LCAP Goal # 18 - Basic Services 2: Maintain an effective employee workforce, Page 15)
- District & ESC visits and supports to schools
- *Coming Soon* - Online CCSS implementation self-assessment tool for schools

Outcomes 2014-2015



2014-2015 is our **Baseline Year** for the Smarter Balanced Assessment Consortium (**SBAC**) state testing in ELA and Math (LCAP Goals #11 and #12 – pages 12-13)

- Summative assessment Grades 3-8 and 11

Considerations



Expect that students will receive lower scores on SBAC than they did on CST.

This reflects a realignment of assessment, not that your child is learning less.



E3

Questions?

Presenter: Kenneth Barker, Coordinator – Organizational Change Management
Presentation: 1

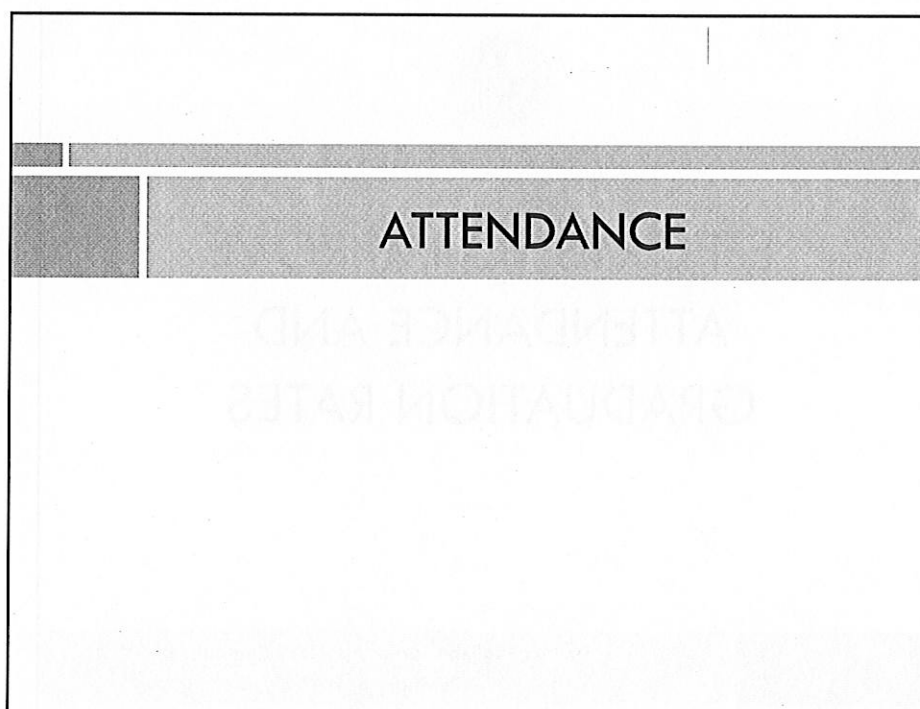


EFFORTS TO IMPROVE ATTENDANCE AND GRADUATION RATES

District English Learner Advisory Committee
February 5, 2015

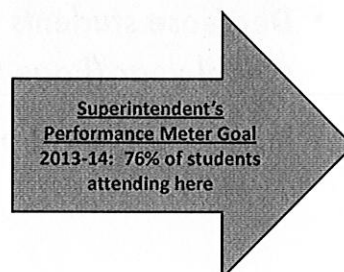
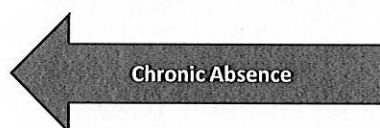
LCAP Metrics

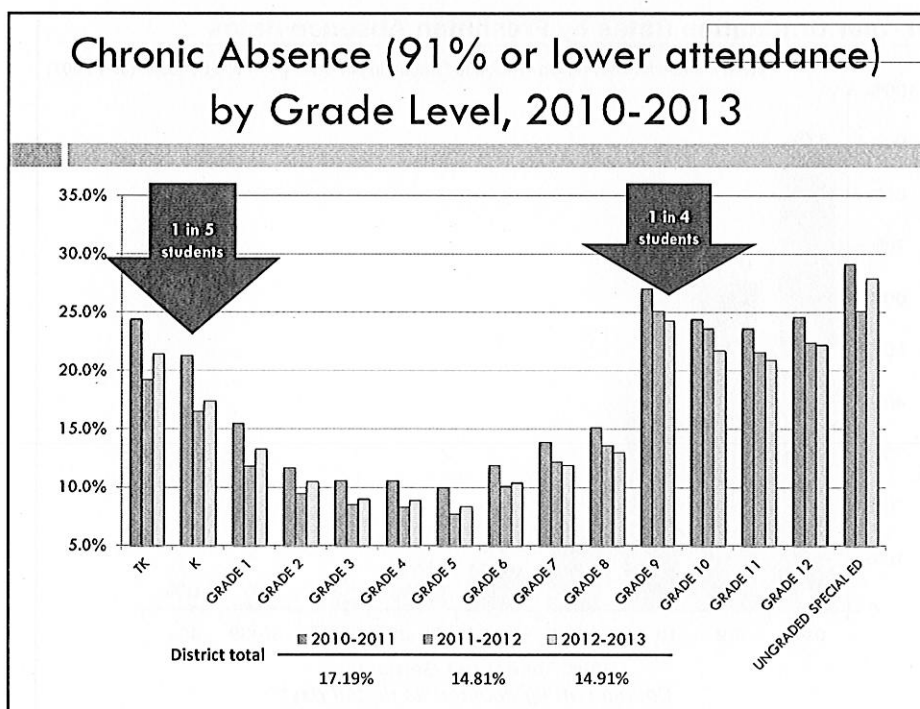
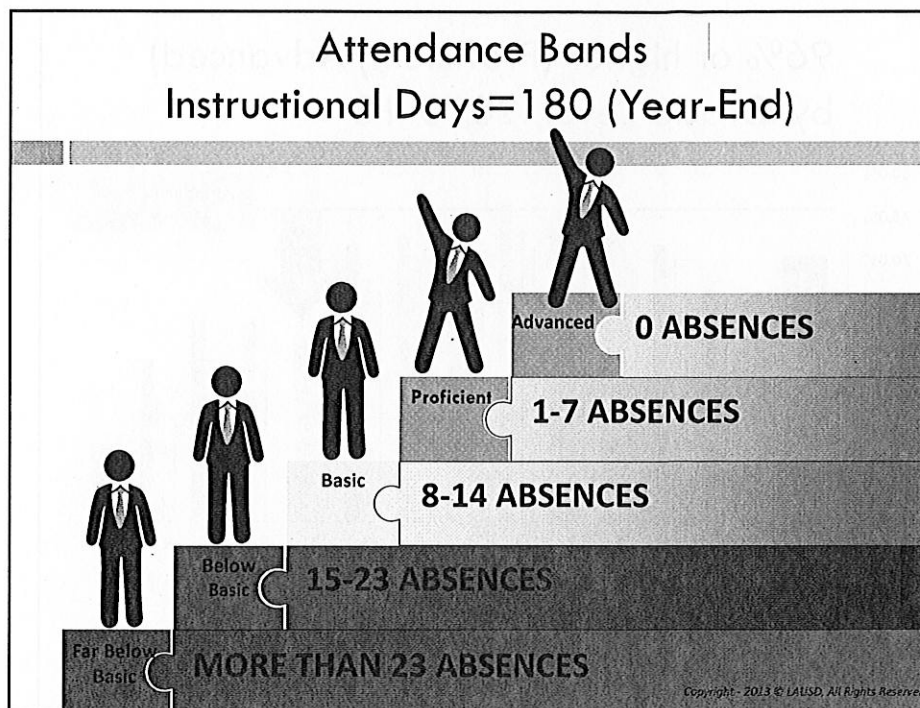
- ***Increase the percent of students attending 173-180 days each school year (96% attendance rate) (Page 9)***
- ***Decrease students missing 16 days or more each school year (Page 9)***
- ***Increase graduation rate for all students (Page 13-14)***



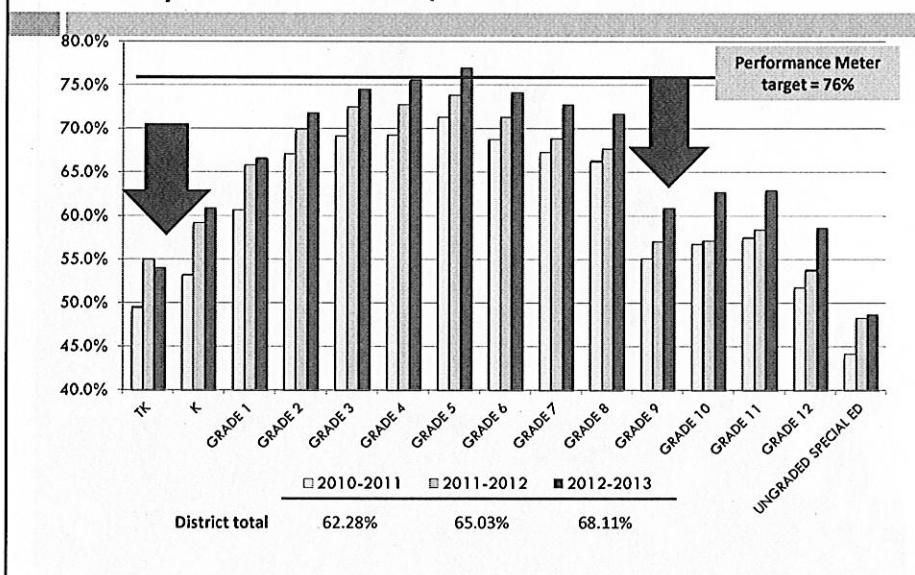
Attendance Performance Bands

LESS THAN 87% (Far Below Basic)	87 - 91% (Below Basic)	92 - 95% (Basic)	96 - 99% (Proficient)	100% (Advanced)
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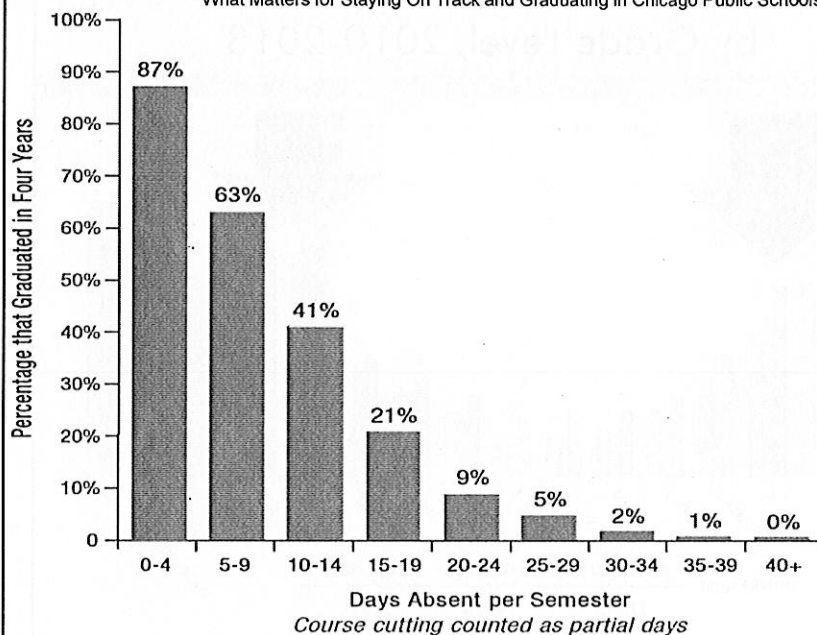


96% or higher (Proficient/Advanced) by Grade Level, 2010-13



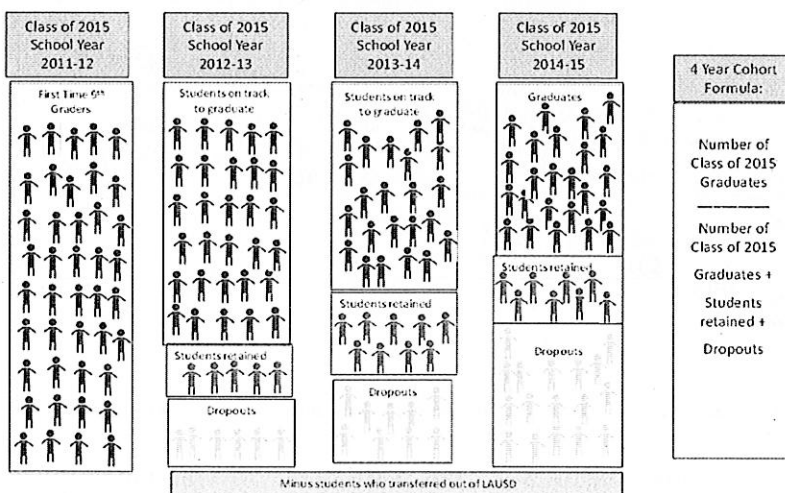
Four-Year Graduation Rates by Freshman Absence Rates

"What Matters for Staying On Track and Graduating in Chicago Public Schools" (July 2007)



GRADUATION

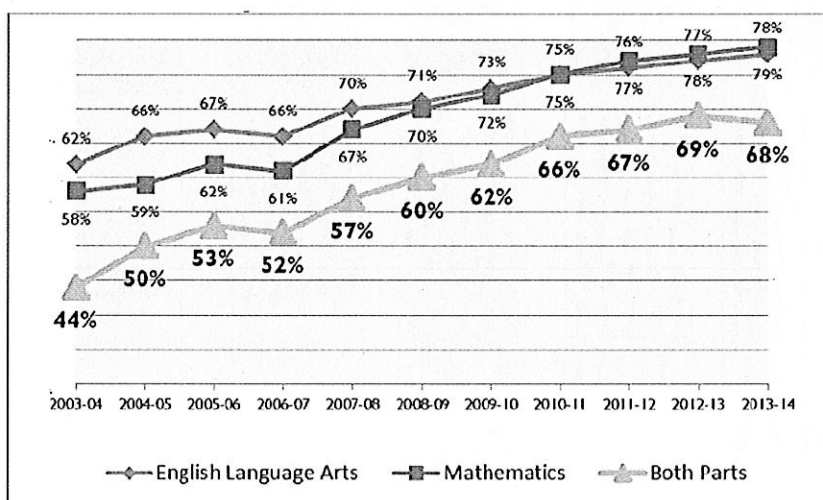
4 Year Cohort Graduation Rate (Follows Same Students Over Time)



Cohort Graduation Rates

2012-13	2013-14	% Difference
65%	77%	↑ 12%

10th Grade CAHSEE Pass Rates



A-G Progress Report by Ethnicity

Ethnicity	A-G ON TRACK 2013-2014	A-G ON TRACK 2012-2013	% Difference
AMERICAN INDIAN/ALASKA NATIVE	31.6%	28.0%	↑ 3.60%
ASIAN	65.1%	64.0%	↑ 1.10%
BLACK	29.2%	26.8%	↑ 2.40%
HISPANIC	34.6%	31.8%	↑ 2.80%
WHITE	52.0%	49.7%	↑ 2.30%
FILIPINO	59.3%	58.9%	↑ 0.40%
PACIFIC ISLANDER	37.8%	38.6%	↓ -0.80%

Student Health and Human Services





PUPIL SERVICES

Erika Torres, Director

January 8, 2015

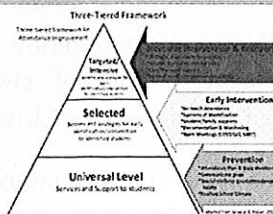
Pupil Services Mission Statement

*"To ensure that all LAUSD students are enrolled,
attending, engaged and on-track to graduate"*



Pupil Services and Attendance Counselors

- Master's Degree and/or a Doctoral degree
- Pupil Personnel Services and Child Welfare and Attendance credential
- Child welfare and attendance advocates
- Utilize a three-tiered model
 - Prevention
 - Early intervention
 - Intensive intervention
- Improve individual and system-wide student attendance, engagement, achievement and graduation
- Work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers
- Specialized units provide additional support services that are needed by the specific populations they serve.



Pupil Services and Attendance Counselors Early Outreach and Targeted Support

Implement Absence Prevention and Intervention Programs

- Analyze and address barriers to attendance
 - ▣ Academic issues, family dynamics, bullying, drugs and alcohol, gangs, mental health issues, community factors of violence, etc.
 - ▣ Link students and families to community resources

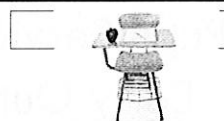


Pupil Services and Attendance

Chronic Absence: A Hidden National Crisis

- ☐ Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.
- ☐ In some cities, as many as one in four students are missing that much school.
- ☐ Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- ☐ Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.

Chronic Absence



- ☐ Chronic absence is particularly detrimental to our youngest students and those growing up in poverty:
 - ☐ Early Literacy skills
 - ☐ Disrupts instruction for all students
 - ☐ Lower ELA & Math test scores in later grades
 - ☐ Higher risk for dropping out

Chronic absence reduction has been identified as a key area for focus in California's new Local Control and Accountability Plan (LCAP) and by the Campaign for Grade Level Reading.

Attendance Improvement (AI)

- Supports selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten, Kindergarten and Grade 9
- Committed to engaging parents, students, school staff, and community members in a common vision of graduation for all students
- AIP Schools have consistently demonstrated significant gains in Proficient/Advanced attendance rates and declines in chronic absence rates outpacing district-wide improvements in both Kinder and Grade 9

Attendance Improvement Program

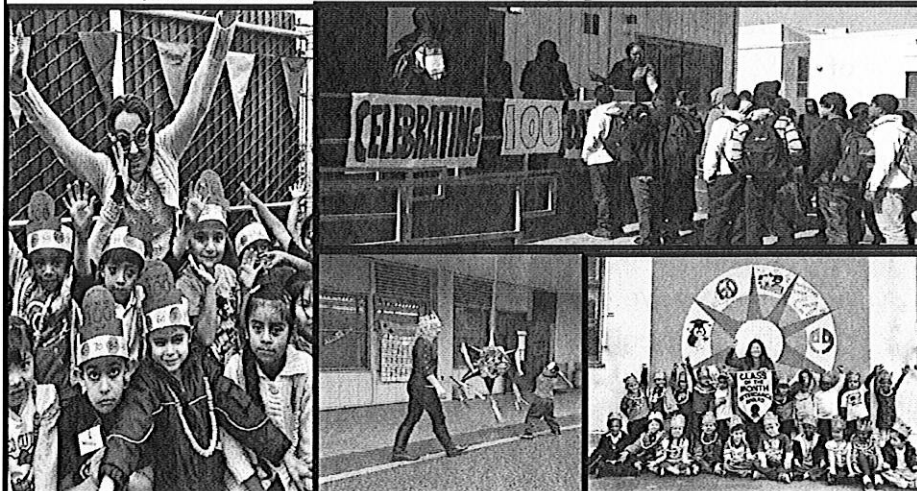
- District focus on **increasing student attendance**
 - Launched in September 2011
 - Focused child welfare and attendance support for TK/Kinder/Ninth Grade
- Strategically **improve Performance Meter rates** of student attendance in lowest grade levels
- **Prevent and address** Chronic Absence
- **Currently, Attendance Improvement Counselors (AICs)** serve over **9,800 TK, Kindergarten, and Ninth Grade students**
 - 70 Elementary Schools and 9 high schools throughout the District

Attendance
Improvement
Program

Pupil Services and Attendance

Attendance Improvement Counselors Implement Prevention and Intervention Programs

- *Create incentive programs using universal and tiered strategies (attendance incentives, events, campaigns, and challenges)*

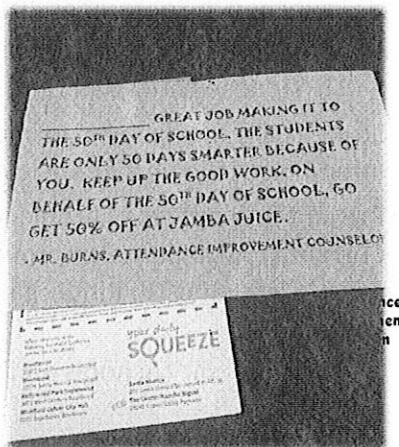


Incentive and Recognition Programs

Attendance Improvement Program

Main components

- ▣ Recognition of students
- ▣ Recognition of parents
- ▣ Recognition of staff
- ▣ 25 instructional day activities/events
- ▣ Attendance challenges (5 days, 10 days, 25 days, etc.)



Incentives and Recognition Programs

Attendance Improvement Program

□ Types of Rewards

- Parent and student recognition letters, certificates, gift cards, meal coupons, game tickets, and other donated prizes
- Recognition assembly for students and their parents/families
- Field trips
 - Finance Park, Aquarium of the Pacific, LACMA, etc.
- Movie and Popcorn Party

Pupil Services and Attendance

Incentive and Recognition Programs

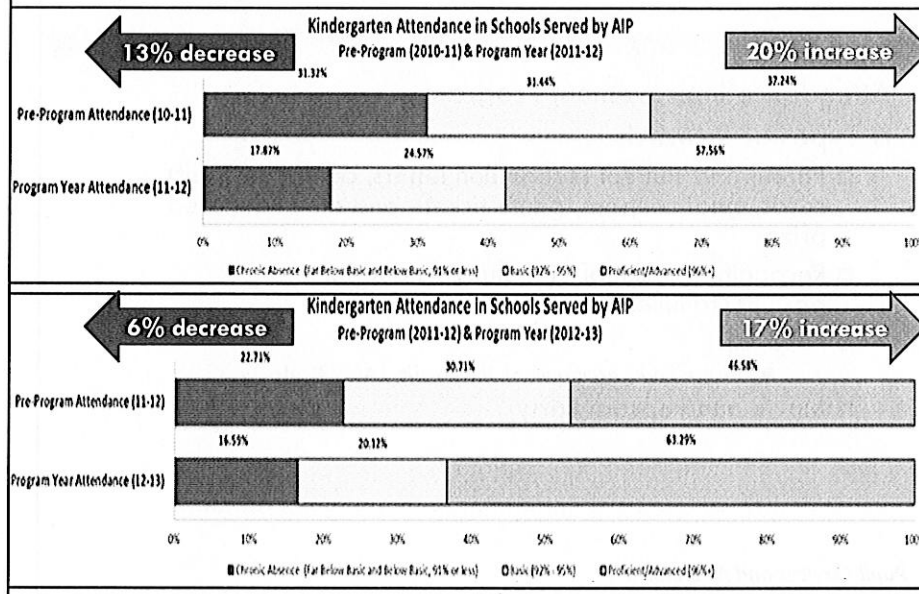
Recognizing all Stakeholders

- Students with Proficient/Advanced attendance each month/year
- Students who pass all classes the first/second semester
 - Smaller goals can be set every 5 weeks (progress reports)
- Students who meet small goals set with counselor (e.g., attendance, credits, and or behavior)
- Most improved certificates for the above categories
- Parents/caregivers of students who meet specific goals
- Classrooms with excellent/improved attendance
- School staff who directly support students (to show appreciation)

Attendance
Improvement
Program

Pupil Services and Attendance

AIP Year-End Outcome Data: Years 1 and 2



Juvenile Hall/Camp Returnee

- In L.A. County, approximately 180 juvenile offenders are sent home from a detention facility each month (LA County Dept. of Probation)
- Two-thirds of all youth released from LA County correctional facilities reside within LA Unified School District, making it the highest population of probation students in the nation
- Provide early intervention, dropout prevention & recovery services to students returning from juvenile detention facilities
- Enhanced case management is utilized to ensure timely enrollment, increased school attendance and academic achievement, school stability, and access to resources.
- 11 Juvenile Hall/Camp Returnee counselors serve LAUSD

YouthSource Centers

- PSA Counselor is co-located at 16 YouthSource Centers
- Provide support services such as needs assessments, case management and follow-up, linkages, resources and referrals through the YouthSource system.
- Targets youth between the ages of 16-21
- Focus on re-engaging students in the educational process and providing opportunities to develop employment skills
- Serve as a deterrent, intervention and alternative for all students dealing with citations for daytime curfew violations as part of their Truancy Diversion Program

FamilySource Centers

- PSA Counselors co-located at 13 FamilySource Centers
- Provide support services such as:
 - Outreach to local schools
 - Collaboration with LAUSD departments/services and FamilySource System Partners
 - Psychosocial Assessments
 - Linkage for families to FamilySource Services
 - Volunteer Income Tax Assistance (VITA)
 - Cash for College
 - FAFSA Workshops
 - Arrest Diversion Program
 - Parent Education

Foster Youth Achievement Program

- Provide comprehensive services to maximize educational outcomes, the emotional well-being, and social development for children in out-of-home care and/or on probation
- The program has a multi-disciplinary staff responsible for providing academic support, vocational/career counseling, transition support and case management services
- Currently, there are 8,278 foster youth attending LAUSD schools

Homeless Education

- Provides advocacy and assistance to approximately 15,000 homeless students and their families annually in compliance with the McKinney-Vento Homeless Assistance Act
- Educate staff on enrollment procedures for youth
- Connect with community partners to get donations for families:
 - Backpacks
 - Toiletries
 - Tokens
 - Prom Dress Giveaway
 - Adopt a Family

The Diploma Project

- Federally funded by the U.S. Department of Education's High School Graduation Initiative Grant
- Schools selected based upon annual dropout rates above the state average, 9th grade retention rates, and school attendance rates
- A Graduation Promotion Counselor is placed at selected secondary schools. In addition, Re-entry Graduation Promotion Counselors focus on re-engaging students that have dropped out from the identified high schools.
- Graduation Promotion Counselors identified and served over 24,987 students (High School and Middle School) from 2010-2013

Grad Van



2013-2014 Accomplishments

Grad Van

- Staffed by PSA Counselors who provide information on:
 - ▣ Enrollment and registration support
 - ▣ Graduation information, credits earned, A-G requirements
 - ▣ Education Options
 - ▣ Importance of Attendance
 - ▣ Identifying resources needed for student success
- The goals of the Grad Van are to:
 - ▣ Promote & inform parents about LAUSD and Pupil Services
 - ▣ Highlight importance of attendance to academic achievement
 - ▣ Promote and explain Superintendent's performance meter
 - ▣ Provide information on post secondary options

Student Recovery Day



PURPOSE

Re-engage students and families and provide resources and support to transition youth back into school

Educate the community about compulsory education laws and the impact of chronic absenteeism

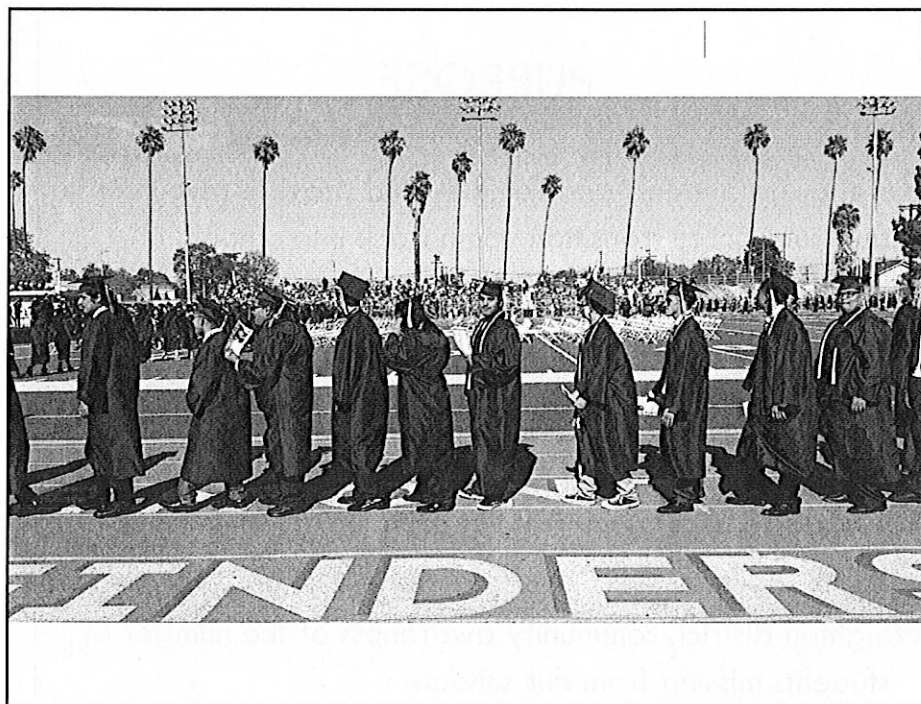
Assist schools with recovering out of school youth with the ultimate goal of decreasing the dropout rate

Create a sense of ownership in bringing students back to school

Heighten district/community awareness of the number of students missing from our schools

2013-2014 Accomplishments SRD Outcomes (2008-2013)

Volunteers	3,617
Phone Calls	14,808
Home Visits	9,561
Business Visited	3,151
Students Recovered	4,598



Parent, Community and Student Services
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350

9:00 am – 12:00 pm

Questions/Comments

Presentation: 2

LOS ANGELES UNIFIED SCHOOL DISTRICT January 2015					DRAFT
PERFORMANCE METER					
100% GRADUATION					Historical
	2010-11	2011-12	2012-13	2013-14	
Four-Year Cohort Graduation Rate for comprehensive high schools	65	65	66	77	
Four-Year Cohort Graduation Rate for all schools (students in GR 9-12)			59	67	
Percentage of secondary students with an annual Individual Graduation Plan (IGP)			58	76	
Percentage of 12 th grade students who have completed a Free Application for Federal Students Aid (FAFSA)				57	
Percentage of Foster Youth with a Comprehensive Academic Assessment					TBD
PROFICIENCY FOR ALL					Historical
	2010-11	2011-12	2012-13	2013-14	
Percentage of students Proficient or Above in ELA	44	48	48		
Percentage of students Proficient or Above in Math	43	45	45		
Percentage of English Learners who Reclassify as Fluent English Proficient	12	16	14	14	
Percentage of English Learners demonstrating proficiency in English as measured by basic skills assessment					TBD
Percentage of English Learners making annual progress on the CELDT (LAAO2)	49	56	53	56	
Percentage of English Learners who have not reclassified in 5 years (ITEL)	35	32	26	26	
ATTENDANCE					Historical
	2010-11	2011-12	2012-13	2013-14	
Percentage of students attending 172-180 days each school year (96% or higher attendance rate)	62	65	68	71	
Percentage of students missing 18 days or more each school year (91% or lower attendance rate)	17	15	12	12	
PARENT, COMMUNITY AND STUDENT ENGAGEMENT					Historical
	2010-11	2011-12	2012-13	2013-14	
Percent of students engaged and involved in district governance and academic growth (measured as student participation on School Experience Survey)	60	74	77	75	
Percentage of students who state that they are proud to be a student at their school (question on School Experience Survey)			73	75	
Parent participation on School Experience Survey	25	32	33	31	
Percentage of schools meeting targets on academic initiatives for improvement					
SCHOOL SAFETY					Historical
	2010-11	2011-12	2012-13	2013-14	
Number of Student Suspensions (measured as Instructional Days Lost to Suspension)	45,041	25,948	12,651	8,351	
Percentage of schools ensuring effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies (measured as having fully implemented the Discipline Foundation Policy)			22	44	

LCAP Goals grouped by
LAUSD Board Goal:

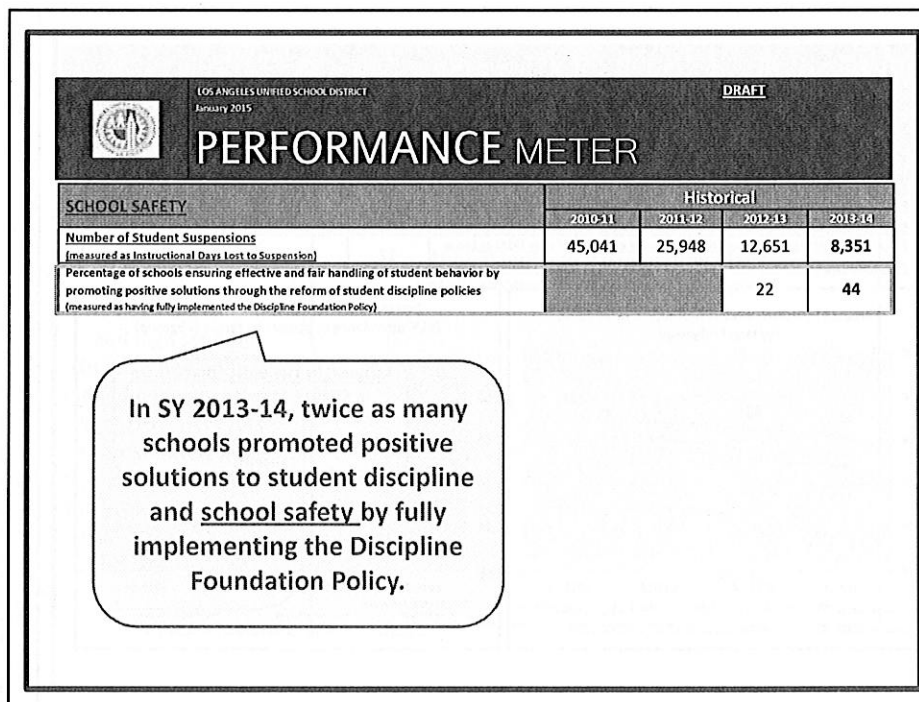
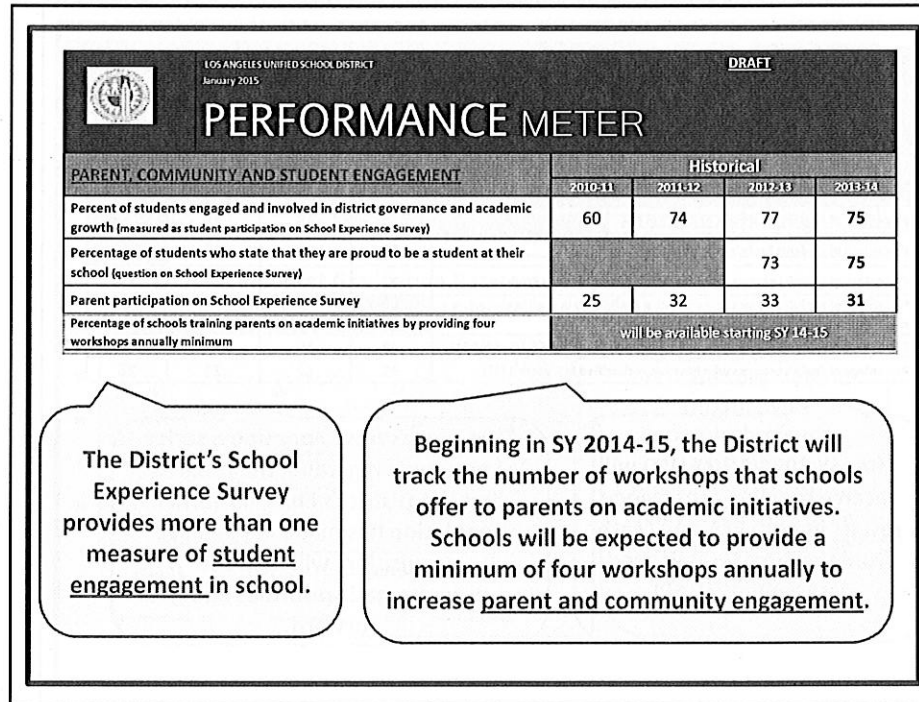
1. 100% Graduation
2. Proficiency for All
3. 100% Attendance
4. Parent, Community and Student Engagement
5. School Safety

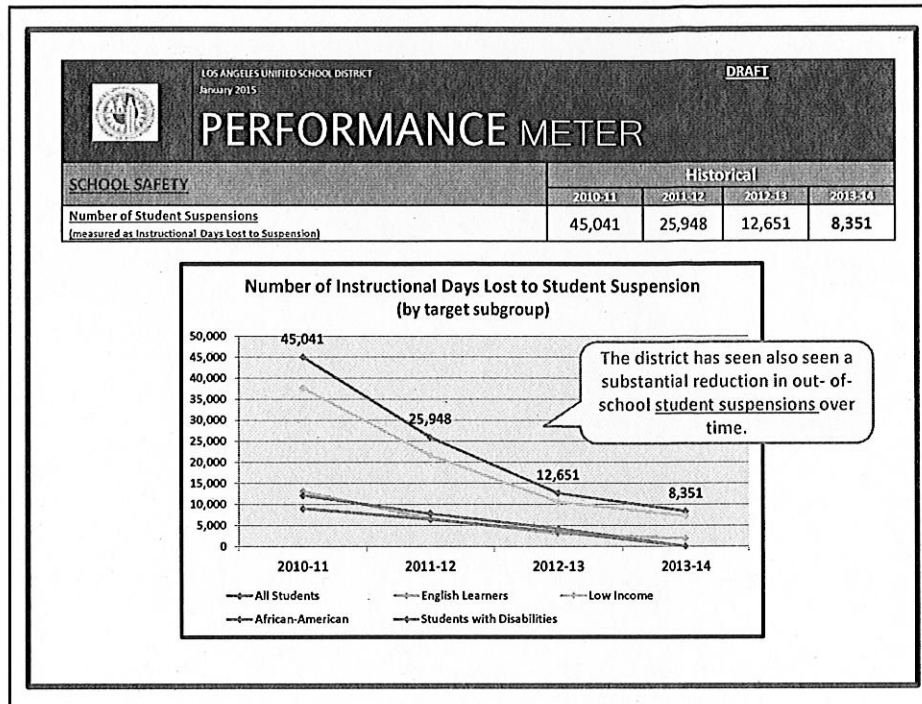
In addition to a group of goals
about providing *Basic Services* to
all students and schools.

LOS ANGELES UNIFIED SCHOOL DISTRICT January 2015					DRAFT
PERFORMANCE METER					
100% GRADUATION					Historical
	2010-11	2011-12	2012-13	2013-14	
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Percentage of secondary students with an annual Individual Graduation Plan (IGP)			58	76	
Percentage of 12 th grade students who have completed a Free Application for Federal Students Aid (FAFSA)				57	
Percentage of Foster Youth with a Comprehensive Academic Assessment					TBD

For almost all
LCAP goals, the
District tracks
progress by
target
subgroup.

A few
measures,
however,
need to be
revisited.







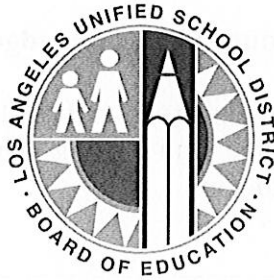
PERFORMANCE METER

100% GRADUATION	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Four-Year Cohort Graduation Rate for comprehensive high schools	65	65	66	77	68	70	72
Four-Year Cohort Graduation Rate for all schools (students in GR 9-12)			59	67	TBD	TBD	TBD
Percentage of secondary students with an annual Individual Graduation Plan (IGP)			58	76	59	60	61
Percentage of 12th grade students who have completed a Free Application for Federal Students Aid (FAFSA)				57	60	65	70
Percentage of Foster Youth with a Comprehensive Academic Assessment	TBD				65	85	100
PROFICIENCY FOR ALL	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	CST				SBAC		
Percentage of students Proficient or Above in ELA	44	48	48		Benchmark	B. +1%	B. + 2%
Percentage of students Proficient or Above in Math	43	45	45		Benchmark	B. +1%	B. + 2%
Percentage of English Learners who Reclassify as Fluent English Proficient	12	16	14	14	16	18	20
Percentage of English Learners demonstrating proficiency in English as measured by basic skills assessment	TBD				Benchmark	B. +1%	B. + 2%
Percentage of English Learners making annual progress on the CELDT (AMAO1)	49	56	53	56	TBD	TBD	TBD
Percentage of English Learners who have not reclassified in 5 years (LTE)	35	32	26	26	26	24	22
100% ATTENDANCE	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percentage of students attending 173-180 days each school year (96% or higher attendance rate)	62	65	68	71	70	71	72
Percentage of students missing 16 days or more each school year (91% or lower attendance rate)	17	15	12	12	11	10	9
PARENT, COMMUNITY AND STUDENT ENGAGEMENT	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of students engaged and involved in district governance and academic growth (measured as student participation on School Experience Survey)	60	74	77	75	TBD	TBD	TBD
Percentage of students who state that they are proud to be a student at their school (question on School Experience Survey)			73	75	TBD	TBD	TBD
Student participation on School Experience Survey	25	32	33	31	35	38	41
Percentage of schools training parents on academic initiatives by providing four workshops annually minimum	will be available starting SY 14-15				35	38	41



PERFORMANCE METER

SCHOOL SAFETY	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Student Suspensions (measured as Instructional Days Lost to Suspension)	45,041	25,948	12,651	8,351	11,161	10,938	10,719
Percentage of schools ensuring effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies (measured as having fully implemented the Discipline Foundation Policy)			22	44	65	TBD	TBD
BASIC SERVICES	Historical				Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	TBD				100	100	100
Percentage of the employee workforce that effectively provides basic services for students and schools	TBD				TBD	TBD	TBD
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	TBD			100	100	100	100
Percentage of facilities that are in good repair	99	99	97	99	99	99	99



2015 LCAP Community Input Survey

Getting to Know You

I am a...

- ☐ Student
- ☐ Parent/Guardian
- ☐ Teacher
- ☐ School-Site Support Staff
- ☐ Community Member
- ☐ Other

I identify as...

- ☐ Asian
- ☐ Hawaiian or Pacific Islander
- ☐ Hispanic or Latino
- ☐ African American
- ☐ White
- ☐ Multi-Racial
- ☐ Other

Is your child an English Learner?

- ☐ Yes
- ☐ No

Are you a foster parent?

- ☐ Yes
- ☐ No

Do you or your child receive free or reduced lunch services?

- ☐ Yes
- ☐ No
- ☐ Decline to State

My child/I attend a:

- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ Adult Education program

Your LCFF Knowledge

Rate your knowledge in the following areas as it relates to the LAUSD budget and LCFF (1 being "I have no knowledge" and 4 being "I am highly knowledgeable"). Check the box that best applies to you.

	I have no knowledge 1	I have very little knowledge 2	I have some knowledge 3	I am highly knowledgeable 4
Local Control Funding Formula (LCFF)				
LCFF funding projections for the coming years				
Average Daily Attendance (ADA) ties to funding				
The effect of declining enrollment on funding				

The District has for many years focused its' work on 5 central goals of the District that are essential to all youth achieving in LAUSD.

- 1) Achieving 100% Graduation
- 2) Proficiency for All
- 3) 100% Attendance
- 4) Parent, Community and Student Engagement
- 5) School Safety

Please rank the following priorities for the District's Strategic Goal of 100% Graduation from 1-4.

- Increasing the Four-Year Cohort Graduation Rate for all schools (GR 9-12)
- Increasing the percentage of secondary students with an annual Individual Graduation Plan (IGP)*
- Increasing the percentage of 12th grade students who have completed a Free Application for Federal Student Aid (FAFSA)*
- Increasing the percentage of Foster Youth with a Comprehensive Academic Assessment.

Which goal should be a priority for LAUSD under Proficiency for All? Please rank in the order of your preference from 1-6.

- Increasing the percentage of students that are proficient or above in ELA
- Increasing the percentage of students proficient or above in Math
- Increasing the percentage of English Learners who reclassify as Fluent English Proficient
- Increasing the percentage of English Learners demonstrating proficiency in English as measured by a basic skills assessment
- Increasing the percentage of English Learners making annual progress on the CELDT
- Decreasing the percentage of English Learners who have not reclassified in 5 years (LTEL)

Which goal should be a priority for LAUSD under 100% Attendance? Please rank in the order of your preference from 1-2.

- Ensure all youth are attending school regularly with less than 7 absences per year.
- Decreasing the percentage of students missing 16 days or more each school year

Which goal should be a priority for LAUSD under Parent, Community and Student Engagement? Please rank in the order of your preference from 1-4.

- Increasing the percentage of students engaged and involved in district governance and academic growth
- Increasing the percentage of students who state that they are proud to be a student at their school
- Increasing the parent participation on the School Experience Survey
- Increasing the percentage of schools training parents on academic initiatives by providing 4+ workshops annually

Which goal should be a priority for LAUSD under School Safety? Please rank in the order of your preference from 1-2.

- Decreasing the number of Student Suspensions
- Increasing the percentage of schools ensuring effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies

Are there other areas we should be measuring under the District Strategic Goals?

In your opinion, how can LAUSD continue to support Student Achievement?

In your opinion, are there any road-blocks that prevent students from participating fully in their education? If yes, what are they?

What are some successful strategies that you have seen that increased parent or student involvement?

* Free Application for Federal Student Aid (FAFSA) is an application administered by the a federal agency known as the office of Federal Student Aid which provides grants, loans, and work-study funds for college or career schools. According to FSA, more than \$150 billion each year to help millions of students pay for higher education.

* Individual Graduation Plan (IGP) is a collaborative process that begins no later than the spring semester of fifth grade. At the High School Level, the IGP is called the Four Year High School **Individualized Graduation Plan**. With a focus on academic, personal and career planning, the plan is designed for use with all secondary students.

Smarter Balanced Assessments

Next-generation Assessments

SMARTER BALANCED Assessments



Parent Resources

Dear Parents and Guardians:

At LAUSD, our focus is on graduating all students college-prepared and career-ready. To help achieve that goal, California is one of many states that transitioned to new tests called the Smarter Balanced Assessments. These next-generation assessments are taken on electronic devices and will measure the full understanding of the Common Core State Standards in math and English language arts/literacy. Students in grades 3-8 and grade 11 will take the assessments.

As a partner in your child's education, we want to keep you informed about the changes we are making to help prepare our students for their future. Enclosed, please find resources that will help you understand the shift to these new assessments: What they are, how they are different from previous tests, and what's expected of you and your child.

Supports will be provided for all students, including those who are English learners and students with disabilities, to ensure the assessments meet the needs of each student. For more information about the assessments, please visit LAUSD's Smarter Balanced website at achieve.lausd.net/SmarterBalanced.

Throughout the District, we believe that our students deserve the best education we can offer. The results of these new assessments will be setting a new baseline, so let's learn, grow and adapt together.

Sincerely,

Ramon C. Cortines

Ramon C. Cortines
LAUSD Superintendent



Smarter Balanced Online Learning Tutorials and Videos

*Coming soon



Background Info on Smarter Balanced Assessments



Informational Flyer on Smarter Balanced Assessments



Frequently Asked Questions (FAQ)



Student and Parent Testing Tips



Additional Resources For Parents (important links)

SBA: Overview

Next-Generation Assessments

Smarter Balanced Assessments: Updated Device Set-up Guide (tutorial)

Smarter Balanced Assessments: Using the Online Practice Test

Smarter Balanced Assessment Technology

Smarter Bal

De



COMING SOON

NEXT >

SBA: Overview

Next-Generation Assessments

Background Info

California is one of many states transitioning to new, next-generation assessments as part of the new educational benchmarks set by the Common Core State Standards.



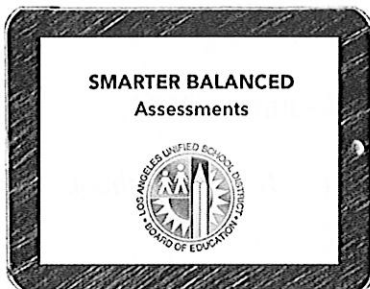
- The Smarter Balanced Assessments will measure the full understanding of the Common Core State Standards in math and English language arts/literacy.
- Students in grades 3-8 and grade 11 will take the new assessments — all online, on electronic devices.
- The Smarter Balanced Assessments will offer yearly, as well as interim assessments, based on the Common Core State Standards to monitor student learning throughout the year and ensure all students are on-track for college and career.

The results of these new assessments will serve as a baseline for measuring our students' understanding of the new Common Core State Standards.

- As with any major shift, we should be prepared for our scores to look different from the previous state tests in English language arts and math, since our standards in these subjects have changed along with the shift to Common Core.
- We must remember that this is a starting point — a baseline. We will learn, adapt and grow together as we move forward.

The new Smarter Balanced Assessments will be given electronically, which provides multiple benefits to students, teachers, and the broader education system as a whole.

- Our students will take the un-timed assessments using electronic devices, instead of the old paper-and-pencil approach.
 - This reduces testing time, and allows teachers to follow-up with targeted instruction to ensure all students are on track for college and career.
 - The assessments will be given using “computer adaptive testing,” which means that test questions become harder or easier, depending on a student’s previous answers. The goal is to measure what students know, which provides a more accurate measure of a student’s achievement level.



Next-Generation Assessments: Spring 2015

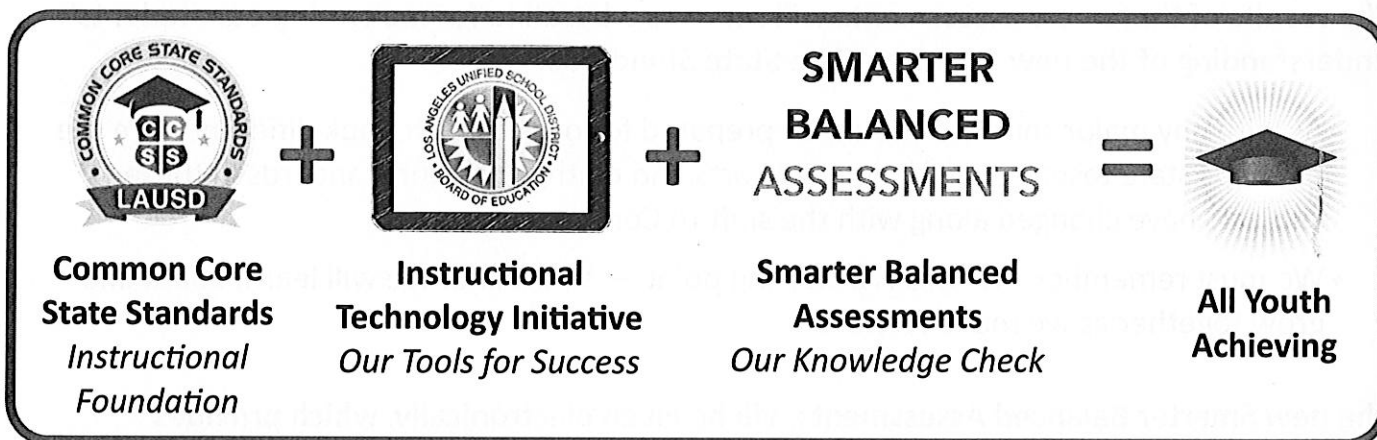
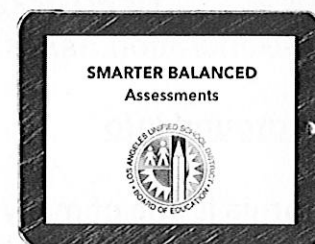
All LAUSD students deserve an education that prepares them for their next step in life — whether that's going on to college or starting their career.

To provide our students with a strong foundation of skills, the District, along with all public schools in California, has transitioned to Common Core State Standards (CCSS). These new standards are designed to prepare students for real-life knowledge and 21st century skills to succeed.

The Smarter Balanced Assessments are new, next-generation assessments LAUSD and the state are using to measure our students' understanding of Common Core in math and English languages arts/literacy. The Smarter Balanced Assessments give parents, students and teachers accurate information about whether students are on-track to graduate college-prepared and career-ready.

Instead of the old paper-and-pencil approach, the new assessments are taken on electronic devices — allowing students to go beyond multiple-choice questions and demonstrate analytical skills and real-world problem solving.

As with any new major shift, we will **learn, grow** and **adapt** together as we move forward.



Testing 411

LAUSD and school districts across the country are leading the way with the new CCSS-aligned Smarter Balanced Assessments in math and English language arts!

Which students will be taking the new assessments this spring?
Students in grades 3-8, and grade 11.

When will LAUSD students take the assessments?

Students in grades 3-8 will be testing between March 4 - June 4, 2015.

Students in grade 11 will be testing between April 15 and June 4.

Schools will select their own testing dates during these windows, depending on the needs of their school.

What can students do to prepare?

Practice, practice, practice! Take the Practice Test at: caaspp.org/practice-and-training/index.html

SBA: Overview

Next-Generation Assessments

Frequently Asked Questions (FAQ)

What are the Smarter Balanced Assessments?

The Smarter Balanced Assessments are next-generation assessments aligned to the Common Core State Standards that accurately measure student progress toward college and career readiness in math and English language arts/literacy.

Which students will take the Smarter Balanced Assessments?

Students in grades 3-8 and grade 11 will take these new assessments.

When are the assessments taking place?

Students in grades 3-8 will be testing between March 4 - June 4, 2015, and students in grade 11 will be testing between April 15 and June 4.

Schools will select their own testing dates during these windows, depending on the needs of their school.

How will these new assessments contribute to my child's success?

All students deserve an education that prepares them for their next step in life—whether going on to college or career. The Smarter Balanced Assessments will give parents and students accurate information about whether students are on track to graduate college-prepared and career-ready.

The assessment system also provides teachers with resources to tailor instruction to fit student needs through a digital library of instructional best practices.

As a parent or guardian, what can I expect the scores of these new assessments to be?

Since LAUSD will be receiving scores for these new assessments for the first time in 2015, we can expect to learn, grow and adapt together. We are setting a new baseline and paving the way for an exciting future of a more accurate measure of our students' proficiency levels.

We must remember that along with the new assessments, LAUSD shifted to the new Common Core State Standards (CCSS) as well, which means that it is going to take a while to adjust to how we measure what our students learn through these new standards. Although the assessments and standards are new, we know that we are better-preparing our students for their futures — whether college or career.

SBA: Overview

Next-Generation Assessments

Frequently Asked Questions (FAQ) - Continued

Will students who need extra support — such as students with special needs and English learners — also participate in the Smarter Balanced Assessments?

Yes. Through the use of universal tools, designated supports, and accommodations, the assessments will be accessible by all students, including students with special needs and English learners.

What will the questions on the assessments be like?

Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response (in-depth short answers), extended constructed response (in-depth long answers), and performance tasks that allow students to complete an in-depth project to demonstrate analytical skills and problem solving.

- See what the Smarter Balanced Assessments will be like at:
caaspp.org/practice-and-training/index.html

Will students use paper-and-pencils for the new assessments?

No, students will take the assessments using an LAUSD-provided electronic device, instead of the old, paper-and-pencil approach. (Note: Students in grades 5, 8 and 10 will take paper-and-pencil science assessments as well.)

Why will the Smarter Balanced Assessments be given on electronic devices?

Taking the assessments online using an electronic device offers multiple benefits, including giving our students hands-on experience with the type of technology they will be expected to use in college and career. This approach also reduces testing time, and allows for specific, timely, meaningful information so teachers can follow-up with targeted instruction.

Also, the assessments are given using “computer adaptive testing,” which means that the test adjusts to a student’s ability by basing the difficulty of future questions on the student’s previous answers. You can’t do that with paper and pencils.

What are some additional benefits to the new assessments?

The assessments will be taken annually, as well as on an interim (or periodic) basis, to measure progress throughout the school year. Also, teachers, principals, and parents will be able to receive results from computerized assessments more quickly.

More progress measures and faster results mean that teachers can use the information from optional interim assessments throughout the school year to individualize instruction and better meet the unique needs of their students.

Student Test-Taking Tips



Before the test:

- ✓ Mark the testing day(s) on your calendar.
- ✓ Get enough sleep the night before the test. Your brain and body need rest to perform at their best!
- ✓ Eat a healthy breakfast to ensure your brain is working at its best.
- ✓ Wake up early and get to school on time.
- ✓ When getting ready, wear comfortable clothing appropriate for the day's weather.

During the test:

- ✓ Relax and do your best.
- ✓ Have a positive attitude – this goes a long way toward being successful.
- ✓ Read and pay careful attention to all directions.
- ✓ Read each passage and accompanying questions thoroughly.
- ✓ Keep your eyes focused on your own device.
- ✓ Don't change an answer unless absolutely necessary. Your first choice is usually correct.
- ✓ Don't get upset or frustrated if stuck on a question. Reread the question again, and then solve it as best you can. Take your best educated guess if need be.
- ✓ Use the process of elimination to help you choose the correct answer in multiple-choice questions.
- ✓ Don't worry if others finish before you. Instead, focus on the test in front of you.
- ✓ Go back and review your answers before completing the test. Make sure that you didn't make any careless mistakes.

Testing Prep Tips for Parents

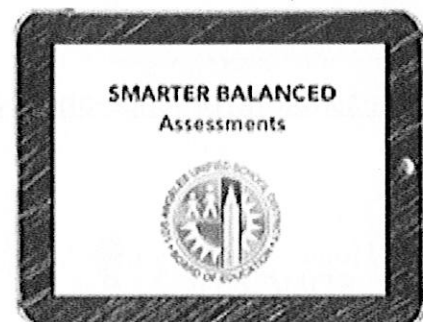


- ✓Tip #1: Get your child to school on time the day of the test. Make attendance a priority, especially on days that you know Smarter Balanced tests will be administered. Making sure your child is there when the test is taken helps to ensure your child won't lose more learning time because he/she has to make up a test during school.
- ✓Tip #2: Make a note of test days on your calendar – This will help remind you and your child when testing will take place and plan your preparation accordingly.
- ✓Tip #3: If you have a concern about the test or testing situation, talk to your child's teacher. Confirm that your child will be receiving any pre-determined accommodations and supports during tests. These accommodations and supports are detailed in your child's IEP or 504 Plan. If your child does not have an IEP or a 504 Plan but needs assistance, make sure you've communicated with your child's teachers about child's needs.
- ✓Tip #4: Make sure your child gets a good night's sleep the night before the test. Your child will probably perform better if well rested. Tired children have difficulty focusing and are easily flustered by challenges.
- ✓Tip #5: Make sure your child has enough time to wake up fully before going to school. Just as rest is important, so is having enough time to get your child's brain engaged and in gear. If the test is first thing in the morning, your child can't afford to spend the first hour of school groggy and unfocused.

Testing Prep Tips for Parents, Cont.



- ✓Tip #6: Make sure your child eats a healthy breakfast. Your child should eat a nutritious breakfast. Avoid high sugar cereals. Provide a high-protein, healthy breakfast for your child. Kids learn better on full stomachs, but if their stomachs are full of sugary, heavy foods that will make them sleepy or slightly queasy, it's not much better than an empty stomach.
- ✓Tip #7: Talk to your child about how the test went. Keep in mind that your child may have to test over several days. Talk to your child about what he/she did well and what he/she would have done differently. Think of it as a mini-debriefing or brainstorming session. You can talk about test-taking strategies after the fact as easily as beforehand.
- ✓Tip #8: Give your child a chance to practice. If you have a computer with internet access at home, set aside time for several weeks before the test to access the practice tests with your child. Ensure your child becomes familiar with the test delivery system and how to answer different types of questions. If you don't have a computer with internet access, consider going to your local library or the schools.
- ✓Tip #9: Attend any meeting your school schedules before the test. Call your child's school and find out when they are holding informational meetings about the test. You may be able to get additional resources and/or recommendations to help your child succeed.
- ✓Tip #10: Ensure your child wears comfortable clothing for longer than normal test-taking periods.

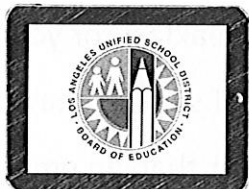


SBA: Overview

Next-Generation Assessments

Additional Resources

You can access these online resources from home, your local public library or your school's Parent Center.



Smarter Balanced — Student Testing Branch

LAUSD

<http://achieve.lausd.net/SmarterBalanced>



Instructional Technology Initiative

LAUSD (formerly Common Core Technology Project, or CCTP)

<http://achieve.lausd.net/iti>



Smarter Balanced Assessment Consortium

Smarter Balanced Assessment Consortium

- [Click here for Students & Parents Page](#)
- [Click here for Teachers Page](#)
- [Click here for the Spanish Page](#)

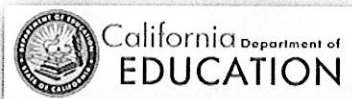
<http://www.smarterbalanced.org/>



Smarter Balanced Assessment Practice Test

California Assessment of Student Performance and Progress (CAASPP)

<http://caaspp.org/practice-and-training/index.html>



Smarter Balanced Assessment System

California Department of Education

<http://www.cde.ca.gov/ta/tg/sa/index.asp>

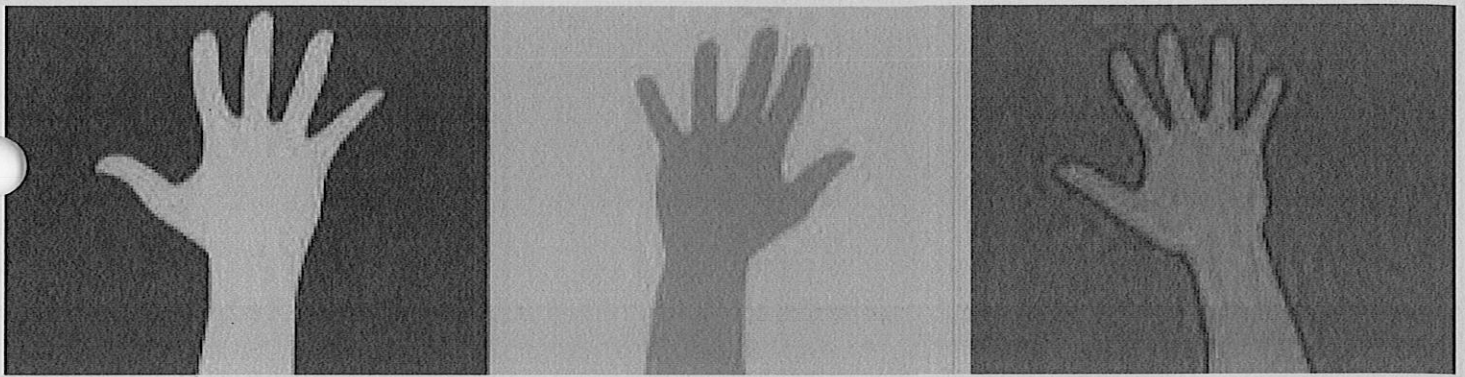


LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES



Educational Service Center Community Briefings

ESC	Date	Time	Location
ESC- North	March 10, 2015	6-7:30 pm	Monroe High School 9229 Haskell Avenue North Hills, CA 91343
ESC- East	February 25, 2015	6-7:30 pm	Garfield High School 5101 E Sixth Street Los Angeles, CA 90022
ESC-South	March 5, 2015	6-7:30 pm	Bell High School 4328 Bell Avenue Bell, CA 90201
ESC- West	February 18, 2015	6-7:30 pm	Cochran Middle School 4066 W Johnnie Cochran Vista Los Angeles, CA 90019



Volunteer Fair

Educational Service Center North

Our students need you!

Parents, Guardians, and Community Members:

Please come and join us for a day of fun and inspiration as you learn how to become a part of your school's volunteer program!

**How to Register as a
School Volunteer**

**Local Control Funding
Formula**

**Free
TB
testing**



Date: Saturday, February 7, 2015

Time: 8:30 a.m. – 12:30 p.m.

**Location: Byrd Middle School
8501 Arleta Ave.
Sun Valley, CA 91352**

Community Resources

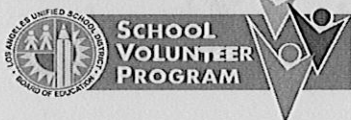
Door Prizes

Special Education

Common Core

**A-G
Requirements**

Continental breakfast and child care will be provided. For more information please contact Shakeh Ayyazian, Parent Community Facilitator, Educational Service Center North at (818) 654-3634.



Don't Be a Victim of **IMMIGRATION SCAMS**

tips from LA City Attorney
Mike Feuer



Only a lawyer or an accredited representative working for a Board of Immigration Appeals-recognized agency can give legal advice.

USCIS (United States Citizenship & Immigration Service) does not charge for blank forms. They are free and can be downloaded at www.uscis.gov/forms Do not trust anyone who wants you to pay.

Be sure to obtain a written contract explaining the work your attorney will do and the fees they will charge.

INS (Immigration & Naturalization Service) no longer exists. Any reference to INS is coming from a fraudulent source.

Do not sign any forms, applications or petitions containing false or missing information.

USCIS will never ask you for any payment over the phone. They also will not call and request personal information (social security number, passport number, A-number) or identify false problems with your immigration record and ask for payment to correct it.

Don't trust anyone who claims to be able to speed up the process and guarantee immigration benefits because of a special relationship with immigration officials.

Don't trust someone who promises immigration benefits by applying through them instead of directly with USCIS.

Always get a copy of your documents and a receipt upon filing.

If it sounds too good to be true, it probably is.

If you believe you have been victimized by an immigration consultant, call LA County Department of Consumer Affairs - (800) 593-8222.



PARENT COMMUNITY STUDENT SERVICES BRANCH

Los Angeles Unified School District
Parent, Community and Student Services
District English Learner Advisory Committee

Thursday, February 5, 2015

Evaluation Form

Please answer the following question.

Which part of the meeting was **most** helpful?

I would like more information about:

Suggestions on how we can improve:

Additional comments, suggestions, or ideas for future training?

Reimbursement Form [Formulario de Reembolso]

District Committees

Complete in ink/Llene la información en tinta

Refer to the reverse side of this form for instructions before completing./Lea las instrucciones al dorso antes de completar.

Name [Nombre] _____
(Please Print) [Letra de molde por favor] Last [Apellido] First [Nombre]

Address [Dirección] _____
Street [Calle] City [Ciudad] Zip Code [Zona Postal]

Home Phone [Teléfono de la Casa] () _____
Area Code [Código del Área]

Name of Committee _____

School _____ ESC _____
[Comité del Distrito Central/ Local] [Escuela] [Distrito]

Check Type of Activity: [Marque el Tipo de Actividad:]

District English Learner Advisory Committee DELAC ☐ Other ☐
[Comité del Distrito para Alumnos Aprendiendo Inglés (DELAC)]

____ Representative [Representante] ____ Alternate [Suplente]

Date of meeting _____ Site of meeting _____
[Fecha de la reunión] [Lugar de la reunión]

Hours attended [Horas de asistencia]: From _____ To _____
[De la(s)] [A la(s)]

Actual Expenses [Gastos Reales]

TRANSPORTATION [TRANSPORTE]

1. Auto: Number of miles traveled round trip \$ _____
[Automóvil: Número de millas recorridas de ida y vuelta]
(Starting point is the school that is being represented) [La escuela representada es el punto de partida]
2. Bus Fare @ Current Cost [Tarifa del Autobús al Costo] \$ _____
3. Parking when pre-authorized [Estacionamiento con autorización previa] \$ _____
ATTACH RECEIPT/Adjunte recibo.

TOTAL REIMBURSEMENT [REEMBOLSO TOTAL] \$ _____

AFFIDAVIT [AFIDAVIT]

Only one reimbursement per family (per meeting) will be allowed. *Solamente se permitirá un formulario de reembolso por familia (por cada reunión).*
Only council/committee members representing schools receiving state compensatory education funds are eligible to receive reimbursements. *Solo los miembros del comité que representan escuelas que reciben fondos de educación compensatoria califican para recibir reembolsos.* Members who carpool, arrive late (beyond 30 minutes of posted meeting time), and/or do not remain for the duration of the meeting will not qualify for reimbursement. *Los miembros que vienen compartiendo el viaje con otros, los miembros que lleguen tarde (30 minutos o más), y/o los miembros que no se queden durante toda la reunión no califican para recibir reembolso.*

I declare under penalty of perjury that the above is a true and accurate statement of information requested. I am only requesting ONE reimbursement per day/per meeting. *Yo declaro, bajo pena de perjurio, que lo anterior es una declaración verdadera y exacta de la información solicitada y que solo estoy solicitando UN reembolso por día/por reunión.*

Parent's Signature [Firma del Padre]

Date [Fecha]

TO BE COMPLETED BY DISTRICT PERSONNEL [A SER COMPLETADO POR EL PERSONAL DEL DISTRITO]

Local District [Distrito Local] _____ Central District [Distrito Central] _____

Approved by [Aprobado por] _____

Administrator's Signature (Name and Title) [Firma del Administrador (Nombre y Título)]

Program Code [Código del Programa] _____

Reimbursement of Expenses [Reembolso de los Gastos]

1. Complete every item requested (Please print legibly.) [Completar toda la información solicitada (Por favor escriba claramente en letra de molde).]
2. Make certain that your address, including zip code, is correct. Please be sure to include your area code with your telephone number. [Asegúrese que su dirección, incluyendo la zona postal, esté correcta. Asegúrese de incluir el código del área para su número de teléfono.]
3. Should your address and/or phone number change, please promptly notify your local/central district. [En caso de que cambie de dirección y/o número de teléfono, favor notificar rápidamente al distrito local/central.]
4. Indicate whether you were elected as a parent or community member. Only check one. [Indique si fue elegido como padre o miembro de la comunidad. Marque uno solamente.]
5. Please indicate your local/central district committee, school, and advisory committee status, i.e., representative, alternate (for conferences only). [Favor de indicar su título en el Comité del distrito local o central, o el comité escolar ej., representante, suplente (para conferencias solamente)].
6. The name, date, and location of the meeting should be completed by the claimant. Hours of attendance and mileage will be verified by staff. [El nombre, la fecha y el lugar de la reunión deben ser completados por el solicitante. Las horas de asistencia y el millaje serán verificados por el personal.]
7. The procedure for completing the expenses section of this form is: [El procedimiento para completar la sección de gastos de este formulario es el siguiente:]

A. TRANSPORTATION (Applicable only to Form RF-1) [TRANSPORTE (Aplicable solamente al Formulario RF-1)]

1. Auto [Automóvil]

The total mileage to claim will be the number of miles round trip between the school you represent and the meeting site. [El millaje total a solicitar será el número de millas de ida y vuelta entre la escuela que usted representa y el lugar de la reunión].

2. Bus Fare [Tarifa del Autobús]

Bus Fare will be reimbursed at the current rate; show total amount. [La tarifa del autobús será reembolsada al valor actual; mostrar la cantidad total pagada.]

3. Parking [Estacionamiento]

Parking fees will be reimbursed only with prior approval of the Superintendent or designee. [Los pagos por estacionamiento serán reembolsados únicamente con la aprobación previa del Superintendente o su designado.]

4. PROCEDURE FOR PAYMENT [PROCEDIMIENTO PARA PAGO]

The procedure for payment is as follows: [El procedimiento para el pago es el siguiente:]

- Central sponsored training programs, the white and yellow copies are to be forwarded to Accounts Payable. The pink copies are to be retained by the Parent Community Student Services Branch Superintendent or designee, or fiscal specialist, along with a copy of the agenda and sign-in sheet for a minimum of five years after the training session. [Para los programas de capacitación patrocinados por el distrito central, las copia blanca y amarilla debe ser enviada a Accounts Payable Section. La copia rosa debe ser archivada por el Superintendente de PCSB o su designado o un especialista fiscal junto con una copia de la lista de asistencia y la agenda por un mínimo de cinco años después de la sesión de capacitación].
- The goldenrod copy is to be kept by the person requesting the reimbursement. [La copia amarilla oscura debe ser guardada por la persona que solicita el reembolso.]
- Warrants will be mailed directly to the person requesting the reimbursement. [Las órdenes de pago serán enviadas directamente a la persona que solicita el reembolso.]

NOTE: All items requiring receipts will be reimbursed when receipts are attached.

NOTA: Todos los asuntos que requieran recibos serán reembolsados cuando se adjunten los recibos.

APPROVED:

Parent Community Student Services Branch [Oficina de Servicios para los Padres de Familia y la Comunidad]
Office of School, Family and Parent/Community Services [Oficina de Servicios Escolares, Familiares y de Padres/Comunidad]



LCAP Input Session: DELAC

February 5, 2015 – 5 de febrero de 2015

Guiding Questions - Guía de Preguntas

District Goal: 100% Graduation

Meta del Distrito: 100% Graduación

1. Are these the appropriate measures under this goal? Why or why not?
1. ¿Son estas las medidas apropiadas en este objetivo? ¿Por qué o por qué no?

2. Should there be additional measures under this goal?
2. ¿Debería haber medidas adicionales en el marco de este objetivo?



LCAP Input Session: DELAC

February 5, 2015 – 5 de febrero de 2015

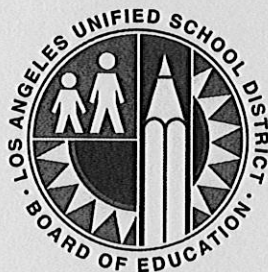
Guiding Questions - Guía de Preguntas

District Goal: Proficiency for All

Meta del Distrito: Competencia para Todos

1. Are these the appropriate measures under this goal? Why or why not?
1. ¿Son estas las medidas apropiadas en este objetivo? ¿Por qué o por qué no?

2. Should there be additional measures under this goal?
2. ¿Debería haber medidas adicionales en el marco de este objetivo?



LCAP Input Session: DELAC

February 5, 2015 – 5 de febrero de 2015

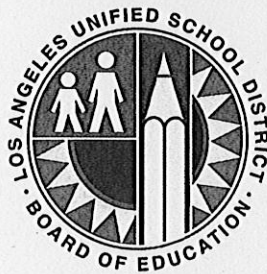
Guiding Questions - Guía de Preguntas

District Goal: 100% Attendance

Meta del Distrito: 100% Asistencia

1. Are these the appropriate measures under this goal? Why or why not?
1. ¿Son estas las medidas apropiadas en este objetivo? ¿Por qué o por qué no?

2. Should there be additional measures under this goal?
2. ¿Debería haber medidas adicionales en el marco de este objetivo?



LCAP Input Session: DELAC

February 5, 2015 – 5 de febrero de 2015

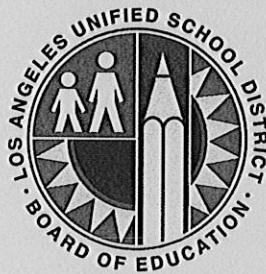
Guiding Questions - Guía de Preguntas

District Goal: Parent and Community Engagement

Meta del Distrito: Participación de Padres y Comunidad

1. Are these the appropriate measures under this goal? Why or why not?
1. ¿Son estas las medidas apropiadas en este objetivo? ¿Por qué o por qué no?

2. Should there be additional measures under this goal?
2. ¿Debería haber medidas adicionales en el marco de este objetivo?



LCAP Input Session: DELAC

February 5, 2015 – 5 de febrero de 2015

Guiding Questions - Guía de Preguntas

District Goal: School Safety

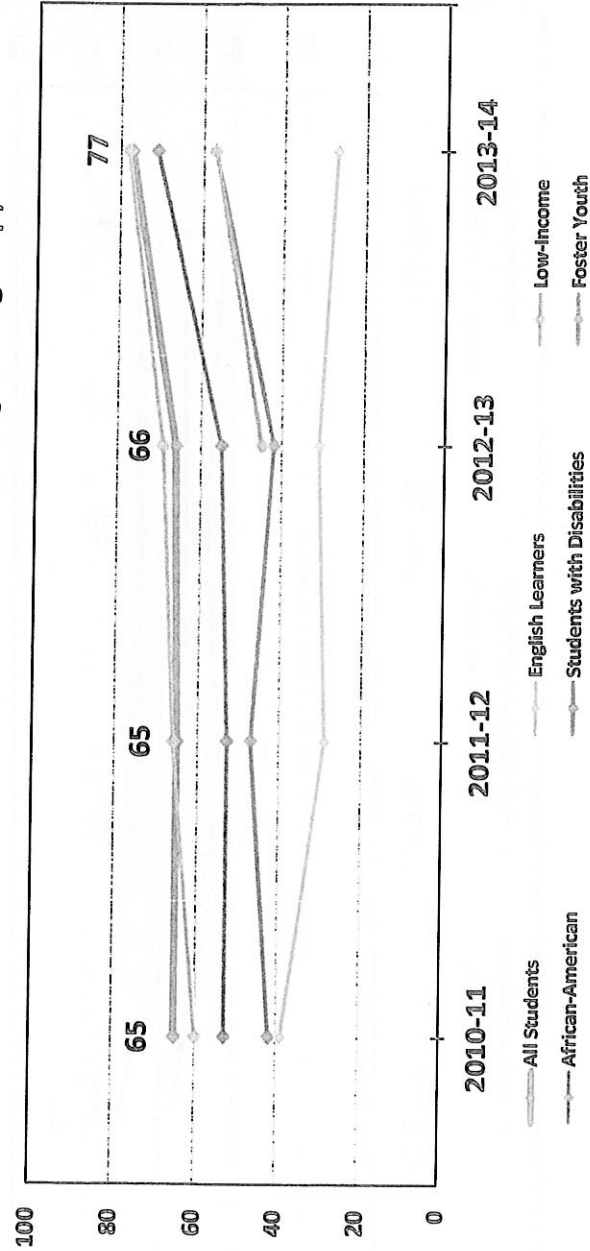
Meta del Distrito: Seguridad Escolar

1. Are these the appropriate measures under this goal? Why or why not?
1. ¿Son estas las medidas apropiadas en este objetivo? ¿Por qué o por qué no?

2. Should there be additional measures under this goal?
2. ¿Debería haber medidas adicionales en el marco de este objetivo?

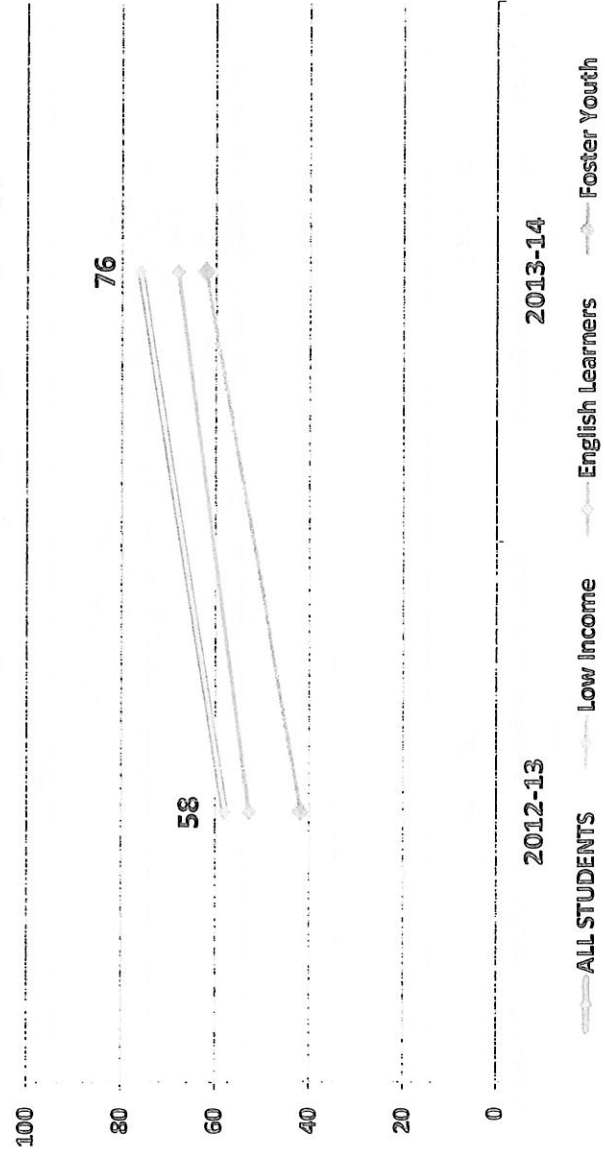
	Historical					Annual Targets				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	65	65	66	77	68	70	72			
English Learners	39	29	31	27	34	37	40			
Low-Income	60	66	69	78	71	73	75			
African-American	53	53	55	71	58	61	64			
Students with Disabilities	42	47	42	57	45	48	51			
Foster Youth			45	57	45	46	48			

Four-Year Cohort Graduation Rate
(for comprehensive high schools - by target subgroup)



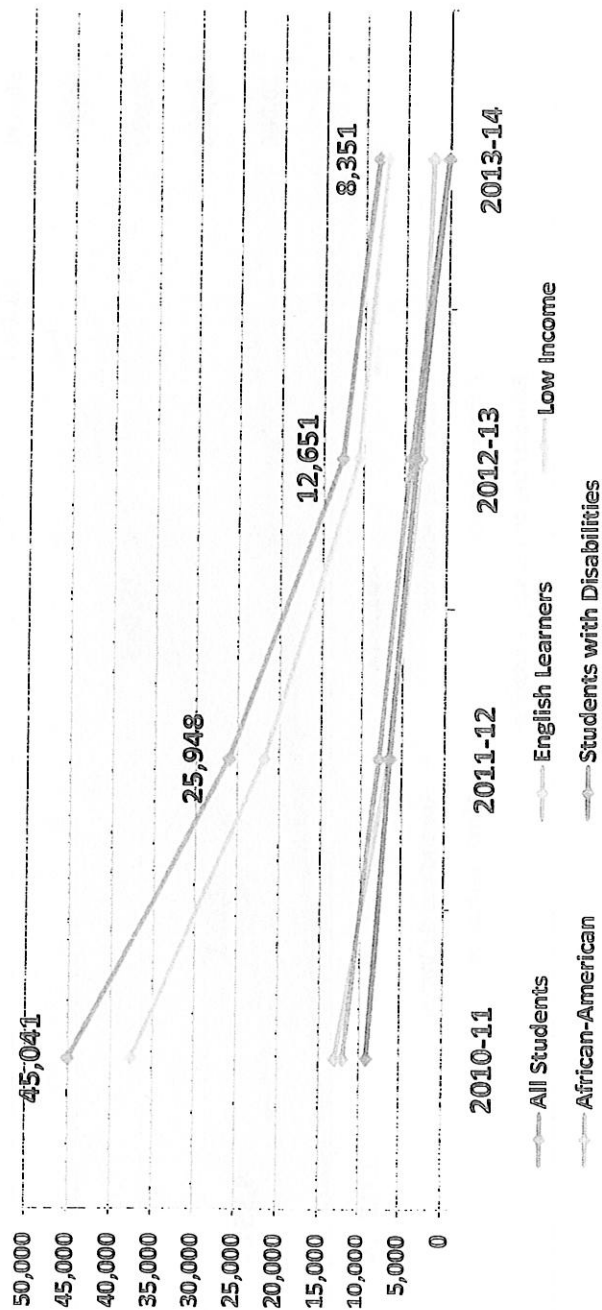
	Historical		Annual Targets		
	2012-13	2013-14	2014-15	2015-16	2016-17
ALL STUDENTS	58	76	59	60	61
Low Income	58	76	59	60	61
English Learners	53	68	54	55	56
Foster Youth	42	62			

Annual Individual Graduation Plans (for all secondary students - by target subgroup)



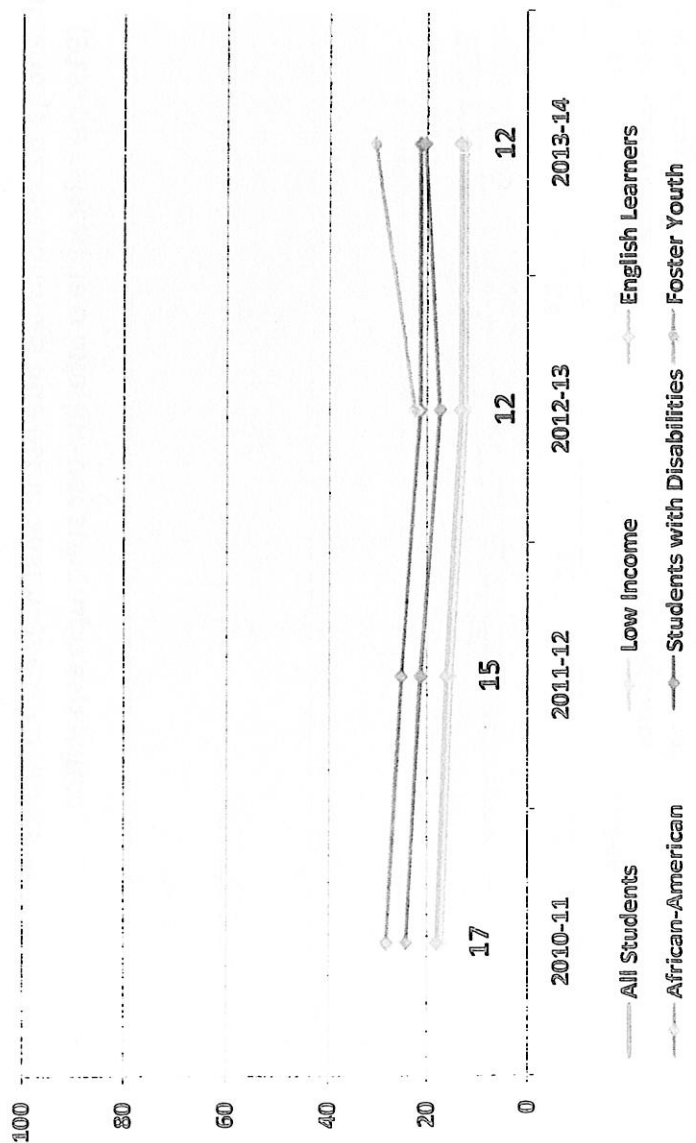
SUSPENSION EVENTS	2010-11	2011-12	2012-13	2013-14
All Students	45,041	25,948	12,651	8,351
English Learners	13,052	6,618	3,019	1,843
Low Income	37,631	21,704	10,553	7,205
African-American	12,098	7778	4,184	2,691
Students with Disabilities	8,973	6,417	3,477	2,513

Number of Instructional Days Lost to Student Suspension
(by target subgroup)



			Historical			Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
All Students	17	15	12	12	11	10	9	
Low Income	17	15	12	12	11	10	9	
English Learners	18	16	13	13	11	9	7	
African-American	28	25	21	21	19	17	15	
Students with Disabilities	24	21	17	20	15	13	11	
Foster Youth			22	30	20	18	16	

Percentage of Students chronically absent
(91% attendance or below - by target subgroup)



			Historical			Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
All Students	62	65	69	71	70	71	72	
Low Income	62	65	69	71	71	73	75	
English Learners	62	65	68	70	70	72	74	
African-American	48	51	56	58	59	62	65	
Students with Disabilities	53	55	61	62	64	67	70	
Foster Youth			52	46	55	58	61	

Percent of Students with 96% or higher attendance
(by target subgroup)

