

Local Control & Accountability Plan Annual Update Part 2

100% Attendance

Parent, Community and Student Engagement

Ensure School Safety

Provide Basic Services



District English Learner Advisory Committee



Objectives

1. To review the Local Control Accountability Plan (LCAP) purpose and requirements
2. To receive feedback on the Annual Update Actions in the 100% Attendance; Parent Community and Student Engagement; Ensure School Safety; and Provide Basic Services that focus most on English Learners



Local Control Funding Formula

Base Funding

All districts receive
based on per pupil
funding

+

Supplemental and Concentration Funds

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



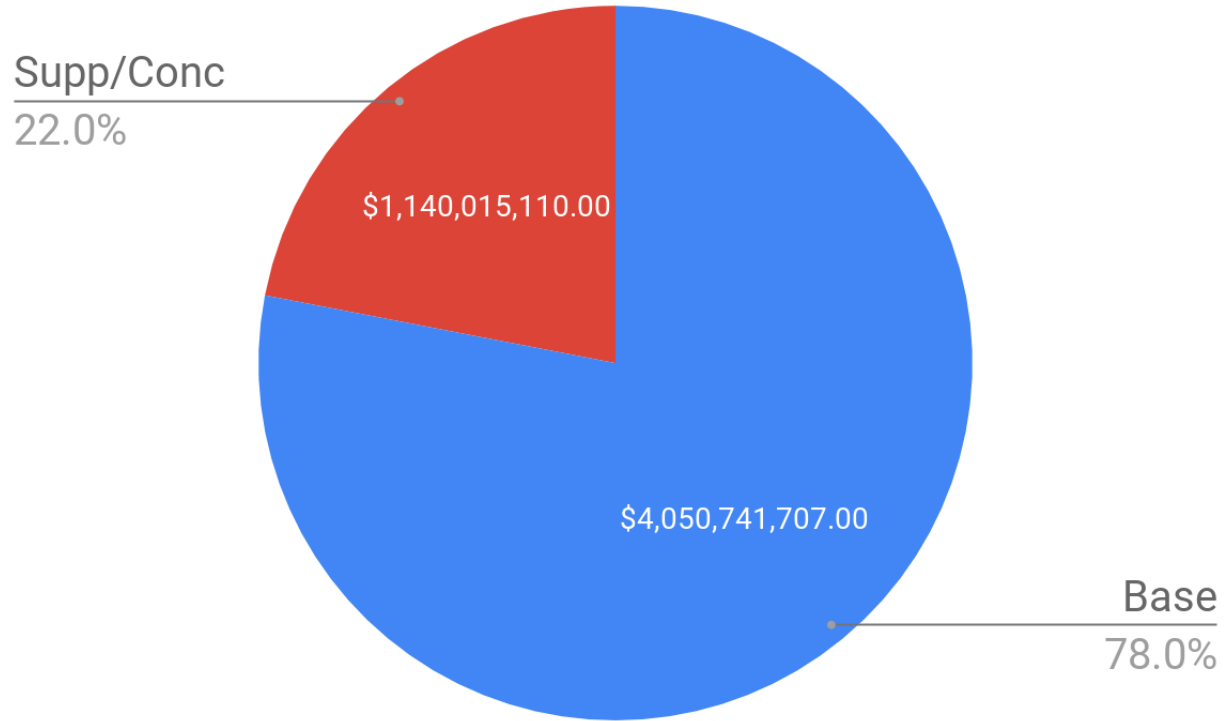
**Supplemental/
Concentration
Funds**

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**Increased/Improved
Services for

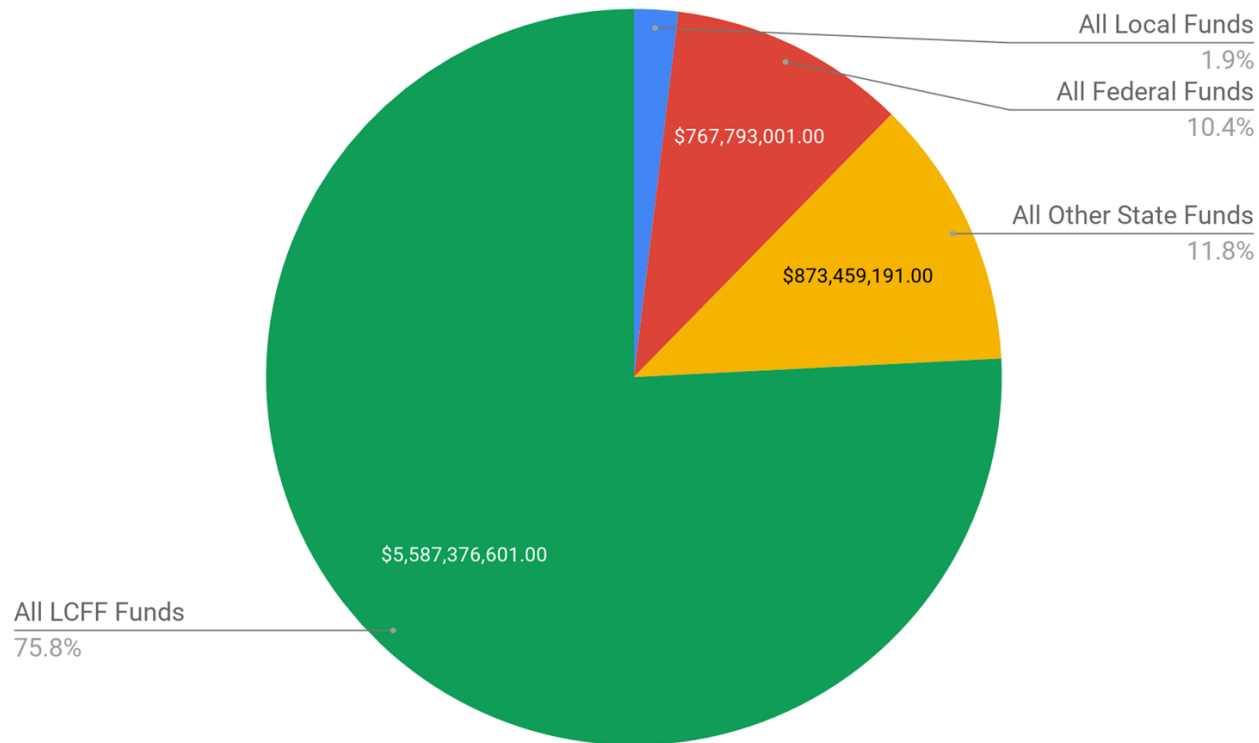
Foster Youth
English Learners
Low Income Students**

2019-20 Distribution of District LCAP Funding



Note: Does not include affiliated charters

2019-20 All District Revenues



Note: Includes affiliated charters

State Continuous Improvement Cycle



**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		#1 100% Graduation	#4 Parent, Community & Student Engagement	#2 Proficiency for All	#3 100% Attendance	#6 Provide Basic Services
District LCAP Goals		#1 Parent, Community & Student Engagement	#2 Proficiency for All	#3 Ensure School Safety	#4 100% Attendance	#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	\$8,136,464	\$8,832,000	\$9,207,630	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	Staff to support Division of Adult and Career Education.
1	3 - Adult and Career Education for Targeted Population	Supp	\$7,970,369	\$19,145,100	\$19,254,038	Adult Education programs to support credit recovery.
1	4 - Teacher Retention and Support Program (REED)	Supp	\$2,136,348	\$9,821,366	\$2,024,032	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	\$68,372,403	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	\$49,946,303	\$49,767,467	\$1,500,000	Per pupil allocations to support personalized supports at Options schools.
1	7 - Navigated After-School Program	Supp	\$7,302,209	\$7,307,142	\$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	Continuation of 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	\$15,216,758	\$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).
2	1 - Foster Youth Support Plan and Family Source Centers	Supp	\$15,588,732	\$15,562,200	\$16,479,787	Counseling and additional supports for foster youth district-wide.
2	2 - Professional Development	Base	\$7,801,621	\$10,132,888	\$8,899,821	Beginning Teacher Growth and Development Initiative and STEP UP and Teach program to support teacher pipeline.
2	3 - Continuum	Base	\$180,705,838	\$184,188,301	\$184,105,202	Instructional materials for schools.
2	4 - Instruction	Base	\$7,886,343,472	\$2,001,303,001	\$1,768,632,304	School site staffing, dual language program supports, targeted school support.
2	5 - Assessment	Base	\$7,347,021	\$11,826,012	\$1,332,248	Experiences related to district wide assessments.
2	6 - Early Childhood Expansion/Transitional Kindergarten Expansion Plan	Supp	\$65,144,339	\$69,568,828	\$88,174,032	Expansion of programs to additional elementary schools.
2	7 - Special Education	Base	\$916,592,467	\$916,406,029	\$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	\$27,230,300	\$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	\$89,260,802	\$87,314,018	\$7,805,248	Staffing and professional development for English Learner/Intermediate English Learner Master Plan (some funds shifted to Action 1.5).
2	10 - Instructional Technology Support	Supp	\$14,826,853	\$14,685,748	\$10,587,480	Staffing to support school instructional technology integration.
2	11 - Targeted Instructional Support	Supp	\$27,268,354	\$14,539,212	\$8,840,018	School site funding for elective teachers to support class size reduction funds shifted to Action 1.5).
2	12 - Arts Program	Supp	\$33,987,469	\$32,680,369	\$30,315,107	Arts program funding through Arts Equity Index to all schools.
3	1 - Student Health and Human Services	Base	\$6,367,196	\$6,361,320	\$7,797,002	Staffing resources for whole child services (e.g., health) in schools.
3	2 - Targeted Supports to Increase Student Engagement of Campuses of Highest Need	Supp	\$23,232,232	\$26,461,404	\$26,967,986	Additional school site Pupil Services and Attendance (PSA), Counselor and Psychological Social Workers (PSW).
3	3 - Homeless Youth Program	Supp	\$2,302,360	\$2,284,521	\$2,400,606	Targeted PSA and PSW resources to support schools serving homeless youth.
3	4 - Districtwide Student Engagement Plan	Supp	\$169,527	\$100,000	\$149,263	Staffing for enrollment supports and Student Involvement, Development and Empowerment Unit.
4	1 - Targeted Parental Involvement	Supp	\$4,394,071	\$7,213,096	\$4,234,296	School-selected staffing to support parent engagement.
4	2 - Parental Involvement	Base	\$207,236	\$202,840	\$207,862	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	\$88,461,158	\$83,340,874	\$87,365,587	Human Resources Division staffing.
6	2 - Districtwide Supports	Base	\$602,976,598	\$613,973,297	\$606,260,854	Operational costs including transportation, facilities, utilities, etc.
6	3 - Central Office and Local Districts	Base	\$168,719,298	\$173,074,001	\$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	\$33,026,305	\$33,026,305	\$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 Lunch programs.

100% Attendance

100% Attendance Indicators

- % Students with Good Attendance (96%+)
- Chronic Absenteeism Rate
- % of All Staff Attending 96%+

100% Attendance - Actions

Action	Funding
1 - Student Health and Human Services	Base

We will be exploring these actions today

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

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

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

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

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

Action 3 Homeless Youth Program (S&C)

Student Health and Human Services realigned staffing to increase access to specialized support services for our students experiencing homelessness district-wide by realigning staffing to increase time spent in schools (versus travelling); overall, increasing the number of SHHS staff supporting students experiencing homelessness, including:

- Training and support for designated school site homeless liaisons;
- Individual check-ins/counseling/social-emotional support (as needed)
- Caregiver, school-site, and agency personnel consultation
- Academic progress and attendance monitoring
- Educational advocacy (e.g., access to services, eligibility for graduation exemptions, timely record transfer, school of origin rights)
- Service/resource coordination

Action 3 Homeless Youth Program (S&C)

Psychiatric Social Worker assigned to 9th Street Elementary School to support high number of students experiencing homelessness and exposed to stress and trauma; enhancing school climate and social-emotional supports; facilitating social-emotional curriculum and hosting a social-emotional support group

Action 3 Homeless Youth Program (S&C)

Established partnership with city and county partners to support LAUSD families with accessing housing vouchers; 47 families have been provided vouchers so far this year

Established homelessness taskforce that is meeting weekly to coordinate priority efforts, including establishment of food pantries and regional clothing boutiques to support highest need students and families



Action 4 Districtwide Student Engagement Plan (S&C)

Programs and Support for Student Engagement



INCREASED STUDENT ENGAGEMENT

Student Leadership



Increased student
engagement and
school connection



**Associated Student Body
Presidents Meetings**



Superintendent's Student Advisory Council



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

**Questions/Comments
and Feedback/Advice**

Parent, Community and Student Engagement

Parent , Community and Student Engagement



A word cloud visualization featuring the following terms: engagement, parent, learning, education, school, achieve, teacher, community, success, child, and partner. The words are arranged in a cluster, with 'engagement' and 'education' being the largest and most prominent. 'parent' and 'learning' are also large, while 'school', 'achieve', 'teacher', 'community', 'success', 'child', and 'partner' are smaller and oriented vertically or at an angle.

engagement
parent
learning
education
school
achieve
teacher
community
success
child
partner

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.

Andrea Canty

Senior Facilitators

Gloria Acosta

Leah Brackins

Angie Cardenas

Lisa Porter Houston

ITD Resource

Jose Escalante

ITD Help Desk

Angie Rios

Administrative Secretary

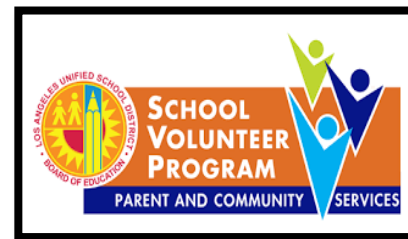
Risa Ryti

Office Technician

Maria Guevara

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

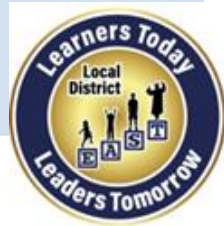
- Susana Alcalá
- Laura Bañuelos

DEBORAH SIRIWARDENE

- Lucio Garcia
- Vacancy

THERESA ARREGUIN

- Leticia Vallejo
- Vilma Monzon
- Ana Martinez
- Susana



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%

Parent, Community and Student Engagement - Actions

Action	Funding
2 - Parental Involvement	Base

We will be exploring these actions today	Action	Funding
	1 - Targeted Parental Involvement	S/C

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



**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
2 - District Safety Operations	Base

We will be exploring these actions today	Action	Funding
	1 - School Climate and Restorative Justice	S/C

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 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 district-wide
- increase Trauma-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)

- 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](#) 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.

**Questions/Comments
and Feedback/Advice**

Provide Basic Services

Basic Services Indicators

- % Teachers Appropriately Credentialed
- % Early Education Center and Pre-K-12 Classroom Teachers Who Have Evaluation
- *% Schools Providing Students with Standards-Based Instructional Materials
- *% Facilities in Good Repair
- % Students Whose Eligibility for Special Education Services Determined Within 60 Days
- Students with Disabilities Receive Services Specified in Their Individualized Education Program

Provide Basic Services - Actions

Action	Funding
1 - School Personnel/Staffing/Support	Base
2 - Districtwide Supports	Base
3 - Central Office and Local Districts	Base

We will be exploring
these actions today

Action	Funding
4 - On-Going Major Maintenance	S/C
5 - Expanded Access to Meals	S/C

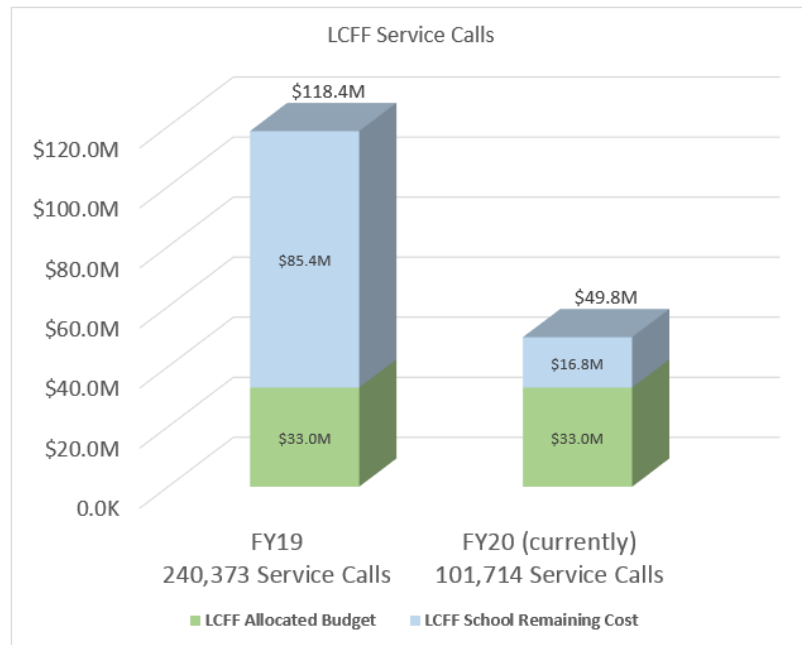


LCAP - LCFF Schools

2019-20 LAUSD Facilities Services Division Maintenance & Operations

Background

- The goal is to improve school facilities above and beyond standard cleaning and to prioritize repairs at LCFF schools.
- The Maintenance & Operations LCFF Allocated Budget:
 - \$33 million of the M & O Budget was committed to LCFF schools
 - \$1.5 million additional funds were provided for additional custodial services to LCFF schools
- Schools targeted for this program were those schools above 100% duplicated percentage
- LCFF School Service Calls Completed:
 - 2018-19: 240,373 of service calls at a cost of \$ 118,434
 - 2019-to current: 101,714 of service calls at a cost of \$49,804



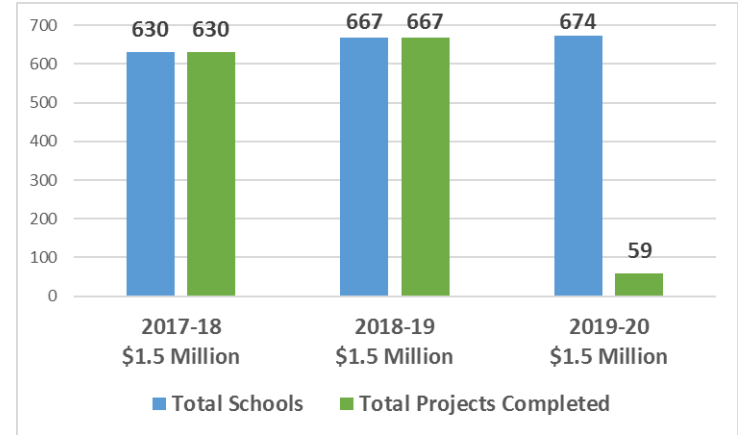
Tiger Team

General Scope of Services

- Washing Walls/Stairs
- Scrubbing/Waxing/Buffing of Floors
- Shampoo Carpets/Rugs
- Deep-Clean Restrooms
- Exterior Cleaning
- Gardening and Landscaping
- Pressure Washing and De-gumming Walkways
- Clear Out Rain Gutters/Storm Drains

Process

- ▶ School is provided with a tentative date for the project
- ▶ 2 weeks prior to tentative date, OPM meets with Principal to plan job
- ▶ Principal is provided with options based on general scope of Tiger Team services
- ▶ Principal to notify OPM of what is needed at the site
- ▶ OPM plans the job, coordinates and executes the project
- ▶ Once job is completed, OPM sends satisfaction survey questionnaire to principal and returns to OPM



LCFF Tiger Team Principal Surveys

Principals surveyed if they would recommend that this program continue next year

2019-20

- **56 Received**
- **100%** recommend the program continue next year

2018-19

- ▶ **625 Received**
- ▶ **99.2%** recommend the program continue next year
 - ▶ 620 out of the 625 responded, and recommended this program continue
 - ▶ 5 respondents did not answer this question

2017-18

- ▶ **583 Received**
- ▶ **98.8%** recommend the program continue next year
 - ▶ 576 out of the 583 responded, and recommended this program continue
 - ▶ 7 respondents did not answer this question

Tiger Team

Before



After



Tiger Team

Before



After



Action 5 Expanded Access to Meals (S&C)

Food Services

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

Actions Planned to Expand Access to Meals

- Increase the number of schools on the Community Eligibility Program (CEP)
- Utilize technology to match siblings of Direct Certified students and hence give them an eligibility without a application.
- Utilize food carts at Secondary schools to provide additional Points of Service for students.
- Serve supper meals to Special Education students on K-12 campuses.

Implementation of Planned Actions

- Increased the number of schools on CEP by 100.
- Food Services worked with District ITD to extend Direct Certification benefits to all possible students identified as members of the same household.
- More than 80 secondary schools are sending out food carts to feed students on the school campus in areas where they congregate.
- Schools are being contacted to serve students with special needs at the time of their dismissal which is normally 20 minutes before the regular school bell for all students.

Outcome of Planned Food Services Actions

Feeding children healthy nutritious meals is our focus and goal. Here are the preliminary results of our implementation.

- 75% of district schools are now CEP. This impacted an additional 43,551 students who are now eligible for meals at no charge.
- ITD extended benefits to approximately an additional 15,000 students through the sibling match
- The addition of food carts has increased lunch participation by ~6,700 students daily between August- November 2019.
- ~ 1900 Special Education students are being served supper before the bell daily.

**Questions/Comments
and Feedback/Advice**