



LOS ANGELES UNIFIED SCHOOL DISTRICT

PARENT ADVISORY COMMITTEE

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

PCSS Auditorium
Wednesday, February 11, 2015
10:00 a.m. – 1:00 p.m.

Meeting AGENDA

- | | | |
|-------|---|---|
| I. | Opening and Welcome | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| II. | Pledge of Allegiance | Member |
| III. | Public Comment
<i>Five speakers, two minutes each</i> | PCSS Staff |
| IV. | Roll Call/Establish Quorum
<i>Action item</i> | PCSS Staff |
| V. | Minutes
<i>Review and approval of minutes</i> | PCSS Staff |
| VI. | <i>Action item</i>
Unfinished Business
PAC Officers' Election
<i>Chairperson</i>
<i>Vice-Chairperson</i>
<i>Secretary</i>
<i>Parliamentarian</i> | PCSS Staff |
| VII. | Input Session on Local Control and Accountability Plan
<i>Provide feedback on goals, actions, Services and expenditures</i> | Pedro Salcido,
External Affairs and Accountability Advisor |
| VIII. | Agenda Recommendations | PCSS Staff |
| IX. | Announcements from members and PCSS Staff
<i>Action item</i> | PCSS Staff |
| X. | Adjournment | PCSS Staff |

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

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

Childcare is not provided.

Parent Advisory Committee (PAC)
Minutes of January 30, 2015
10 a.m. - 1 p.m.

Opening and Welcome

Diane Panossian, Administrator, PCSS, welcomed members at 10 a.m.

Pledge of Allegiance

Jacquelyn Smith Conkleton led the Flag Salute.

Public Comment

Alvaro Alvarengo, Administrator, PCSS, introduced Public Comment.

Jeff Fischbach spoke, advising the PAC to move the elections earlier on today's Agenda. He also observed that PCSS should provide meeting notifications earlier.

Attendance and Roll Call

Lisa Porter led roll call at 10:05.

At 10:10 there were 18 members present, no quorum.

There was agreement to proceed with the presentations. Mr. Alvarenga explained the procedures for questions.

Presentation/Program and Data Review

An overview of today's presentation related to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) was provided by Pedro Salcido, Coordinator, Office of Government Relations.

Documents will be uploaded onto LCFF website this week.

A presentation on English Learners related to the LCAP, program and goal update, was provided by Ismael Berver of the Multilingual and Multicultural Education Department (Hilda Maldonado, listed on the Agenda, was not available). (See handout).

- LCAP Goal 2) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient
- LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers
- LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL)

CELDT results determine if students are meeting goals and demonstrating proficiency. For Goal #4, the district is making progress, but not meeting the benchmarks set by the State. The biggest challenge is to have students reclassify and exit the program.

Questions:

1. A percentage of English Learners also qualify as Special Education. What percentage of LTELs are Special Education, and what accommodations exist to help them? For example, are there accommodations to help students with dyslexia on the CELDT? How difficult is the CELDT? There seem to be native English speakers who couldn't pass it. A: The first job of educators is to assess a student's need for services. If a student has an IEP there is an alternative assessment and accommodations and services are determined from there.

2. What services exist for new EL students? Usually one teacher is assigned to these students; they need more help. A: in middle school there are new LTEL courses that align to a student's level and need. Schools group similar students in a certain classroom, based on their levels. There's always a ratio that is maintained. For concerns about a specific case at a school site, please follow up after the meeting.

3. Parents often identify their kids as bilingual even when they speak good English. Their children are routed into these programs and find it hard to get out. The consequences of identifying as bilingual should be explained more clearly to parents whose kids speak English; in Spanish too. A: The Master Plan program requires schools to explain this to parents; staff can't make recommendations, but can explain. Information is provided in different languages. Q: It's not explained well; people are still misinformed. The explanation should be provided on the application.

4. Regarding the graph on page 5, with LTELs reclassified by grade level. Can you clarify: are we tracking a cohort of youth moving from grade to grade? So, in Grade 7, are those the students who reclassified in 6th grade? A: We are looking at the success from year to year of reclassifying. Q: It would be helpful to track the same cohort of students over time to see who is reclassifying.

5. When my daughter started kindergarten, we filled out the languages we speak at home. She was placed in a Spanish class, but speaks Tagalog. Now she speaks better Spanish than I do. Administrators, staff and volunteer parents at my school work together to reclassify students and we have a high volume of kids testing out. I hope other schools have the same support in place. In our elementary school, 17 kids reclassified, but the paperwork lagged for 3-4 months. I want to thank Diane Panossian and Rowena Lagrosa, who were helpful. Why is it so hard on our kids and why does it take so long? A: Mr. Berver agreed this is a problem and is glad PCSS assisted.

PCSS staff identified PAC members who arrived late, and which alternates could be seated. With 26 voting members present, there was quorum.

Approval of Minutes

Brent Anderson made a motion to approve the minutes. John Gonzales seconded the motion. It was agreed that members would take five minutes to review the minutes.

During discussion, a member asked if PCSS staff could email the Minutes at the same time the Agenda is emailed. Clarification was requested regarding whether Geo Cable

was an alternate seated at the last meeting, or was he a representative. It is correct for the last meeting; as of this meeting he is no longer an alternate, but a representative. Daisy Maria Ortiz requested roll call again. It was noted that quorum was established, with 26 members present. The Vote was taken: 22 voted to approve. None opposed. One abstained. The motion carried.

Presentation/Program and Data Review (cont'd)

A presentation on efforts to improve attendance and graduation rates was provided by Erika Torres, Director, Pupil Services. (See handout.)

The following LCAP Metrics were reviewed:

- Increase the percent of students attending 173-180 days each school year (96% attendance rate)
- Decrease students missing 16 days or more each year
- Increase graduation rates for all students.

Students in TK/Kinder and in grades 9 and above have the highest absence rates. Graduation rates have increased by 12%.

New programs are in place to target TK/K and 9th grade: Attendance Improvement, which serves over 100 schools. The Juvenile Hall/Camp Returnee, Foster Youth Achievement Project, Homeless Education, Diploma Project and Grad Van programs were all reviewed.

1. For children who work in the entertainment industry, why doesn't LAUSD take this into consideration? A: Independent Study programs are available at each school.

2. Regarding Recovery Day, kids return to school for credits but are unable to pass the exit exam. The ones that take the exam, and fail, complain to others and discourage them from trying. A: Students have the opportunity for CAHSEE in 10th grade. Each HS offers practice sessions and support onsite. Ms. Torres agreed to follow up to provide more specific information about programs and services at the school.

3. Thank you for highlighting Camp Returnees and Juvenile youth. Clarification is requested regarding which students are included in cohort graduation rates, the 20% for 2014/15. A: This number does not include Comprehensive High School students, only those enrolled in continuation schools. Q: Regarding kinder attendance: which is the pre-program year and which is the program year? When did the program start? A: The program began in 2010/11; chronic absenteeism rates were identified after the first year.

4. Regarding chronic absenteeism, how does the district support families that don't have a home? Where can homeless families get assistance? What support are teachers getting? A: PSA counselors assess for stable homes, violence; some schools have PSA Counselors or psychiatric social workers with training to connect students to resources. Ms. Torres provided her phone number: 213-241-3844 and invited members

to call if they know of someone who needs services. Teacher assistance includes professional development (PD) training and support groups. Teachers discuss self-care, how to deal with violence. Some schools can fund support staff.

It was noted that the City is now conducting a homeless census as per Mayor Garcetti's directive; these numbers will be sent to Governor Brown.

5. I work in a Foster Home and the counselor has been phenomenal. Q: are PSAs trained to capture partial credits, or is this only the purview of the school site academic counselors? A: Some PSAs were previously academic counselors so they understand how to calculate credits and read transcripts, but this is not their primary responsibility. Academic counselors should do this.

Diana Guillen made a motion to add 5 additional questions for this presenter. Daisy Maria Ortiz seconded the motion. During Discussion, Paul Robak noted that this is an important topic. Susuki Figueroa agreed, stating that parent representatives need this information to provide to school sites. John Gonzales commended Ms. Torres for her willingness to answer questions; she is a good resource. The vote was called: 22 in favor; 2 opposed; 2 abstained. The Motion carries.

Mr. Alvarenga clarified that Ms. Torres will take questions after the next presentation.

A presentation on the Common Core State Standards (CCSS) was provided by Kenneth Barker, Coordinator, Office of Curriculum, Instruction and Student Support. (See handout).

LCAP Goals 10 and 11:

- Increase students scoring Proficient or above on the CCSS/SBAC Baseline (10) English Language Arts and (11) mathematics scores established in 2014-15

A 2% increase target is set per year, but it is higher for subgroups to try to close the achievement gap. There is no SBAC data yet. The State will provide interim data and assessments soon. In the meantime, other interim assessments have been identified so teachers can track how well students are doing. The Scholastic Reading Inventory (SRI) is one -- currently in a pilot phase -- in 2 years or so the other tests will be released and those will be used. LAS Links is also being piloted - it is brand new. The data helps determine what professional development (PD) training to use at schools.

The State provides \$70 per student over 2 years for CCSS instructional materials, PD, or technology. Of this amount, \$10 is for parent training.

The Federal government directed extra funding to LAUSD and NYC for lesson planning, the Literacy Design Collaborative; this is currently pending BOE approval.

There was discussion about whether more than five questions could be asked of this presenter, or whether the last motion referred only to the last presentation.

Lisa Porter, of PCSS, recommended starting with 5 questions and if more are needed someone can make a motion.

1. Teachers say that the use of technology to take the test is problematic: students might know the information they are being tested on, but may lack the necessary tech skills to navigate the test. These students are being penalized for not being able to work a computer. Also, what kinds of games and extracurricular activities can students do at home to learn skills? A: Mr. Barker is not aware of software or games for use at home. District iPads, tablets and laptops have content aligned to CCSS. Regarding the need for students to become familiar with technology and develop tech skills, the district rolled out the technology as well as they were able to last year. They hoped to distribute devices sooner than last year, but the State changed some of the tech requirements. The district had to take some devices back to make them compliant. Mr. Barker agrees: the more opportunities students have to use technology, the better. Teachers also have to know how to use technology. This is a training issue.

2. I have a list of 34 schools in Performance Improvement (PI) and another list that may need immediate intervention. Of those schools, how many are targeted for CCSS PDs? How does a parent or lay-person get a chance to look at how the realignment of assessments is being done? Will I see this so-called rigor? A: The SBAC website, operated by the State, includes sample questions and tests which demonstrate the rigor. The new exams require students to justify answers, show their work, etc. PDs are voluntary because Superintendent Cortines mandated that trainings occur on weekends. Since this is outside the contractual day we can't mandate participation. Dr. Deasy had negotiated a cheaper "training rate" so that more teachers could be trained. Now teachers are being paid more, but as a result less are being trained. It's a tradeoff. We no longer consider schools to be in PI any more, since the CORE Waiver; now there are Focus and Priority schools. These receive additional PD training not included in the 10,000 teacher training hours mentioned earlier. This is a share school model, where Focus schools are paired with top-performing Reward schools.

3. There has been resistance and concern about the quality of CCSS. What is the thinking among senior administrators in LAUSD about these concerns? A: Our administration is very supportive of CCSS; they feel it's the right direction. The history of the CCSS is research-based about what students in the 21st century really need to know, including technology. It evolved from an examination of what other high performing countries require of their students. There are concerns about the increased rigor, and whether the standards are developmentally appropriate. We are asking students to do more rigorous work in earlier grades.

4. When will the tests be done? What other subjects will be tested? How many parents have been trained? My school is a pilot and a Focus school and the PD training for math is not mandatory due to labor contracts? A: Interim Assessments will be avail from

the State for ELA and math soon. We will put an online platform in place, probably next year. Science is about to implement Next Generation Science Standards, aligned with CCSS, in the next few years; history is also being updated. Q: How many parents have been trained so far, and who monitors that the PD is implemented in the classroom? The PD is not mandatory. The school principal and administration have primary responsibility for monitoring teachers. The Instructional Supervisors at ESCs also check to see that teachers feel prepared. The Teaching and Learning Framework is a rubric principals use, it provides a set of observable behaviors with which to evaluate teachers. There is no data on how many parents have been trained on CCSS.

5. How many teachers are employed by the district? A: 35,000. Q: Also, regarding the geographical spread: is it one school with 50 teachers who have been trained and other schools with zero? This would be good information to know. A: Mr. Barker agreed to run the data set and provide this to PCSS to pass on to PAC members. Q: The SBAC was given last year in 8th grade; will the data appear on transcripts to colleges? A: No. In fact, Superintendent Cortines has asked the Governor not to count this year's results in high stakes decisions. The Governor has not replied yet. In 11th grade, Early Assessment Program is being embedded into SBAC to see if students can skip remedial courses in college. That will probably appear on student transcripts. Q: Are textbooks available for math based on CCSS in grade 8 and 9? When will we get updated textbooks? A: That's up to the State - the latest texts to be adopted are for 6th grade. Q: How can schools implement CCSS if we don't have the textbooks? A: Some of the PD shows teachers how to adapt current texts and materials to the CCSS. Q: It seems inefficient; teachers don't have time for this or to find materials online.

Mr. Alvarenga observed that taking more questions leaves less time for elections.

Several members replied that the Agenda had too many items on it, and the presentations are worthwhile and sufficient time should be devoted to them.

Ms. Torres returned for remaining questions:

1. The A-G progress report, by ethnicity, shows 50% on track. So if students are not on track to meet A-G requirements for graduation, doesn't this impact attendance? Do they just give up and drop out? A: Yes. Students often drop out because they know they won't pass. This is also true of the CAHSEE - if students don't pass, they drop out.

2. There are four counselors for the entire district for students expelled and in prison? How many students are served? A: They serve 600 students who are currently incarcerated and in camp in L.A. County. Juvenile Halls serve 1200 students, most return to LAUSD schools. There are eleven PSA Counselors, one at each of the three Juvenile Halls. Others work with the County and there are four After Care PSAs. One administrator oversees the program.

3. Many of us have heard that the tendency to drop out can be identified as early as 4th grade when kids are falling behind in reading and math. Have you been able to track cohorts or specific students to show that HS dropouts begin to become chronically

absent in 4th grade? A: My office doesn't do data collection but that capability might be possible. Yes, research talks about the importance of kinder and elementary school attendance. A study by Dr. Belfant examined a cohort of students entering 6th grade and looked at several variables and found early indicators. We can predict dropouts, we have looked at middle school and now we are looking at elementary school. Being able to read by third grade is a predictor. An organization called Attendance Works is collaborating with LAUSD.

PAC Officers Election

Ms. Panossian of PCSS introduced the topic of elections. Mr. Alvarenga reviewed the duties of each position. A member asked why the Officer terms are only for one year? Mr. Alvarenga replied that if officers are effective, the membership may re-elect them, but this also gives others an opportunity to run.

A request was made for roll call to be taken. Lisa Porter led roll call at 12:36. Only 23 members remained; 24 are required for quorum. Elections could not be conducted.

There was a discussion about placing Elections earlier on the Agenda of the February 11, 2015 meeting. However, no motion could be made. Rather, PCSS will take this under advisement. Members were encouraged to complete the PAC Agenda Recommendation form.

Announcements

A Candidate Forum in District 5 is scheduled next Thursday at 7 p.m.

There will be a Volunteer Fair in ESC North on February 7; a flier is in the packet.

John Gonzales requested a moment to acknowledge the two Banning High School students who died while racing.

Mr. Alvarenga adjourned the meeting at 12:47 p.m.

LOS ANGELES UNIFIED SCHOOL DISTRICT January 2015		DRAFT			
PERFORMANCE METER		Historical			
100% GRADUATION		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 (AMAO1)		49	56	53	56
Percentage of English Learners who have not reclassified in 5 years (LTEL)		35	32	26	26
100% ATTENDANCE		Historical			
		2010-11	2011-12	2012-13	2013-14
Percentage of students attending 173-180 days each school year (96% or higher attendance rate)		62	65	68	71
Percentage of students missing 16 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 training parents on academic initiatives by providing					
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

PERFORMANCE METER

DRAFT

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	

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

A few measures, however, need to be revisited.

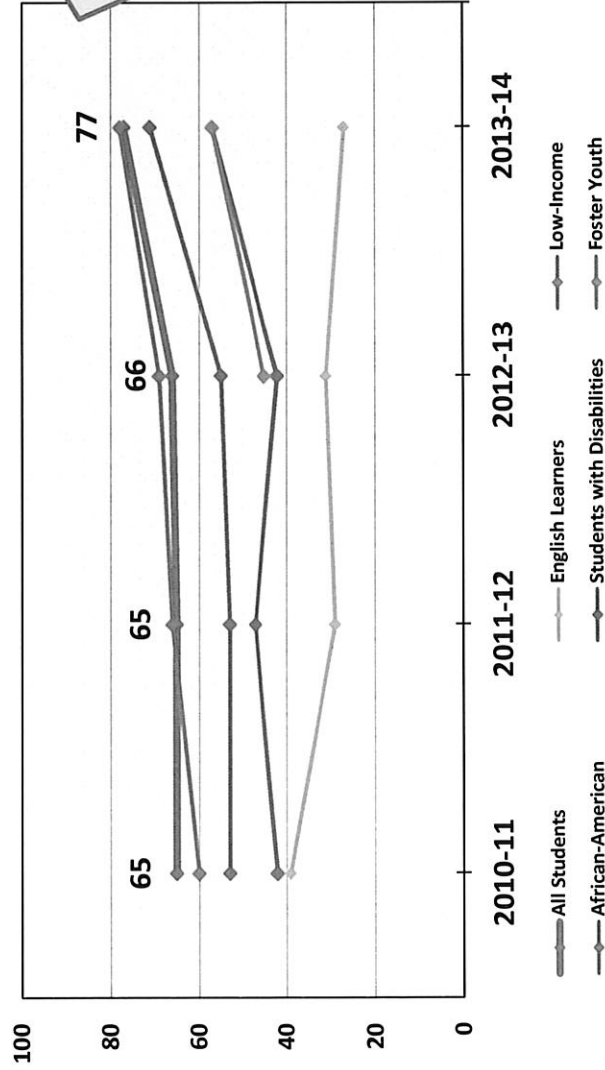


PERFORMANCE METER

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Four-Year Cohort Graduation Rate	Historical		
	2010-11	2011-12	2012-13
Comprehensive High Schools	65	65	66
All Schools (Grades 9-12)			59
			67

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



Four-year cohort graduation rates have increased over time in LAUSD. With increasingly rigorous graduation requirements, however, there is still work to be done to accelerate the progress of our target subgroups.



LOS ANGELES UNIFIED SCHOOL DISTRICT
January 2015

PERFORMANCE METER

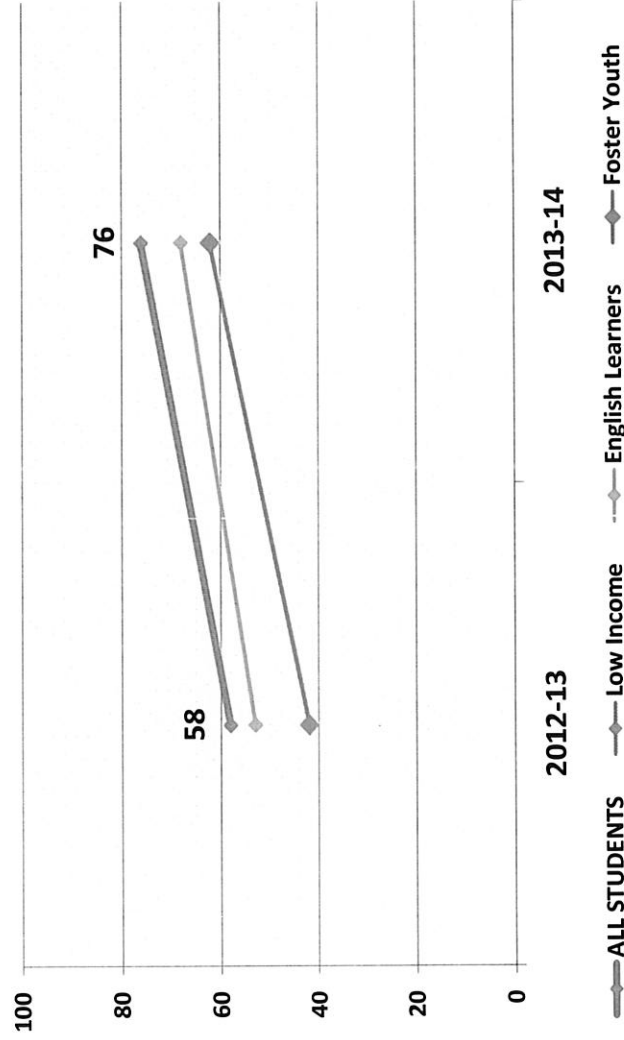
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Percentage of secondary students with an annual Individual Graduation Plan (IGP)

Historical

2010-11	2011-12	2012-13	2013-14
		58	76

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



In SY 2013-14, middle and high school students had annual Individual Graduation Plans (IGPs) at rates approximately 20% higher than they did in the year prior. This is true across target subgroups as well.



LOS ANGELES UNIFIED SCHOOL DISTRICT
January 2015

DRAFT

PERFORMANCE METER

PROFICIENCY FOR ALL

Historical

	2010-11	2011-12	2012-13	2013-14
	CST			
Percentage of students Proficient or Above in <u>ELA</u>	44	48	48	
Percentage of students Proficient or Above in <u>Math</u>	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 (AMAO1)	49	56	53	56
Percentage of English Learners who have not reclassified in 5 years (LTEL)	35	32	26	26

After SY 2014-15, LAUSD will receive baseline proficiency results in both ELA and Math from the Smarter Balanced Assessment (SBAC).

These measures, alongside a series of measures regarding the progress that the District's English Learner population has made in language acquisition, will help set programmatic priorities going forward.



LOS ANGELES UNIFIED SCHOOL DISTRICT
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PERFORMANCE METER

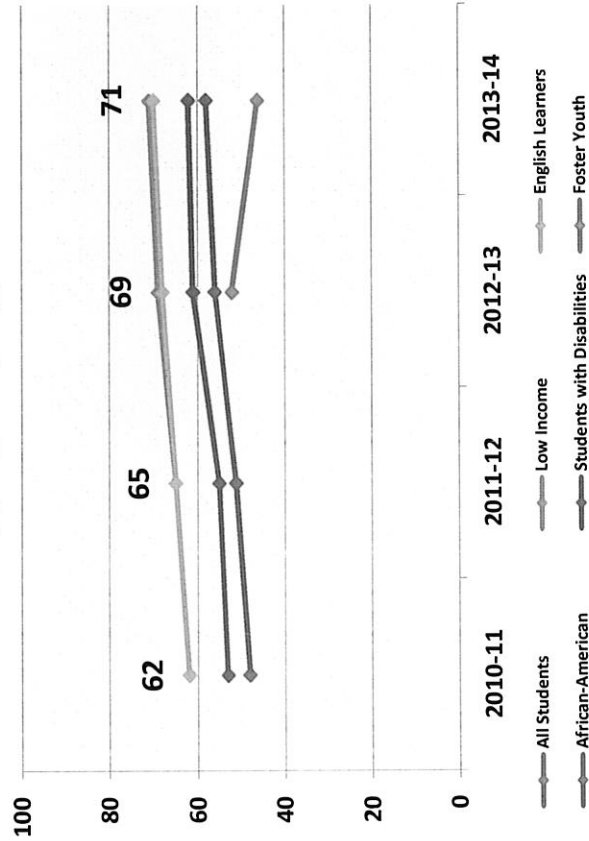
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100% ATTENDANCE

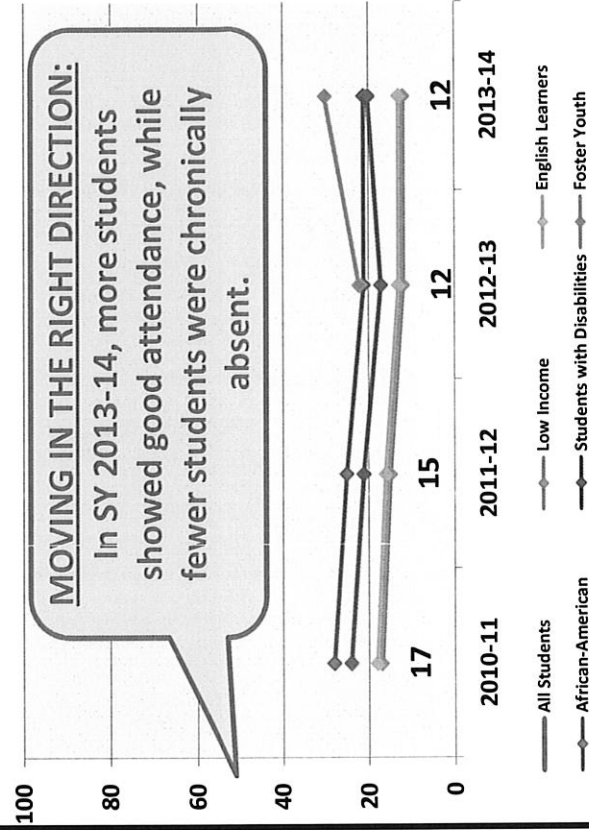
Historical

	2010-11	2011-12	2012-13	2013-14
Percentage of students attending 173-180 days each school year (96% or higher attendance rate)	62	65	68	71
Percentage of students missing 16 days or more each school year (91% or lower attendance rate)	17	15	12	12

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



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





LOS ANGELES UNIFIED SCHOOL DISTRICT
January 2015

DRAFT

PERFORMANCE METER

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 training parents on academic initiatives by providing four workshops annually minimum

will be available starting SY 14-15

The District's School Experience Survey provides more than one measure of student engagement in school.

Beginning in SY 2014-15, the District will track the number of workshops that schools offer to parents on academic initiatives. Schools will be expected to provide a minimum of four workshops annually to increase parent and community engagement.



LOS ANGELES UNIFIED SCHOOL DISTRICT
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PERFORMANCE METER

SCHOOL SAFETY

Historical

	2010-11	2011-12	2012-13	2013-14
<u>Number of Student Suspensions</u> (measured as Instructional Days Lost to Suspension)	45,041	25,948	12,651	8,351
<u>Percentage of schools ensuring effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies</u> (measured as having fully implemented the Discipline Foundation Policy)			22	44

In SY 2013-14, twice as many schools promoted positive solutions to student discipline and school safety by fully implementing the Discipline Foundation Policy.



LOS ANGELES UNIFIED SCHOOL DISTRICT
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PERFORMANCE METER

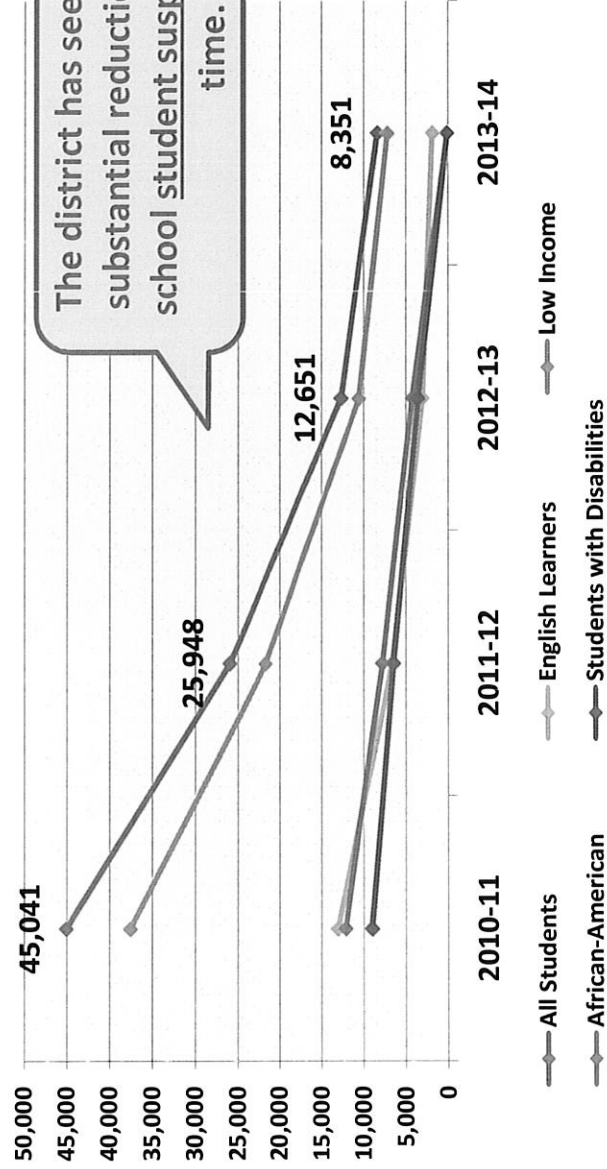
SCHOOL SAFETY

Historical

Number of Student Suspensions
(measured as Instructional Days Lost to Suspension)

2010-11	2011-12	2012-13	2013-14
45,041	25,948	12,651	8,351

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





PERFORMANCE METER

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



LOS ANGELES UNIFIED SCHOOL DISTRICT
January 2015

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

100% GRADUATION

Four-Year Cohort Graduation Rate for comprehensive high schools	<p>The District's four-year cohort graduation rate for <u>comprehensive high schools</u> uses a unique student identifier to determine first time 9th graders, then tracks individual students to determine which students graduated four years later.</p> <p>Students that are included in the 4-year graduation cohort:</p> <ul style="list-style-type: none"> • Were a first time 9th grader 4 years ago, and • Were last enrolled in a <u>comprehensive high school</u> in LAUSD. • May have transferred into LAUSD in 10th, 11th, or 12th grade, or • May have dropped out in 9th, 10th, 11th, or 12th grade. <p>Students that are excluded from the 4-year graduation cohort:</p> <ul style="list-style-type: none"> • Were last enrolled in an Options school, or • Transferred to other school districts or out of the state or country and did not re-enroll in LAUSD are subtracted from the cohort. <p>4-Year Cohort Graduates:</p> <ul style="list-style-type: none"> • DO receive a diploma within four years of being enrolled in high school. • DO NOT receive a diploma after being enrolled 5 or 6 years in high school. <p>The targets for this measure were set at a rate of 2% annual growth from the most recently (SY 2012-13) available data at the time of writing the SY 2014-15 LCAP.</p>
Four-Year Cohort Graduation Rate for all schools (students in grades 9-12)	The four-year cohort graduation rate tracked in this measure is calculated almost exactly as the measure detailed above. The only difference is that this measure includes students last enrolled in Options and Continuation schools, as well as comprehensive high schools in LAUSD.
Percentage of secondary students with an annual Individual Graduation Plan (IGP)	Percentage of students in grades 6 – 12 for whom at least one Individual Graduation Plan (IGP) has been logged over the course of the school year. The targets for this measure were set at a rate of 1% annual growth from the most recently (SY 2012-13) available data at the time of writing the SY 2014-15 LCAP.
Percentage of 12 th grade students who have applied for FAFSA	Percentage of individual 12 th graders enrolled in LAUSD who have been reported by the California Student Aid Commission to have filed a Free Application for Federal Student Aid (FAFSA) over the course of the school year. The targets for this measure were set based on programmatic goals and priorities.
Percentage of Foster youth with a Comprehensive Academic Assessment	This measure is still under development.

PROFICIENCY FOR ALL

Percentage of students Proficient or Above in ELA	Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced English Language Arts Test (SBAC) throughout the district. The targets for this measure were set at a rate of 1% annual growth from the baseline, which will be established in SY 2014-15.
Percentage of students Proficient or Above in Math	Percentage of students in grades 3-8 and 11 who scored Proficient or above among all those tested in the Smarter Balanced Mathematics Test (SBAC) throughout the district. The targets for this measure were set at a rate of 1% annual from the baseline, which will be established in SY 2014-15.
Percentage of English Learners demonstrating proficiency in English as measured by basic skills assessment	This measure is still under development.
Percentage of English Learners making progress learning English (AMAO 1)	Percentage of English Learners who improved one or more performance levels on CELDT over the course of the school year.
Percentage of English Learners who have not reclassified in 5 years (Long Term English Learners)	Percentage of English Learners who have completed five full years in U.S. schools (i.e., beginning their sixth year and beyond) without meeting the criteria for reclassification. The targets for this measure were set to decrease (the percentage of ELs that are LTEL) by 2% annually from the most recently (SY 2012-13) available data at the time of writing the SY 2014-15 LCAP.

100% ATTENDANCE

Percentage of students attending 173-180 days each school year (96% or higher attendance rate)	Percentage of all TK – 12 students with an attendance rate greater than or equal to 96% among all students at the end of the school year. Student attendance rates are calculated by taking the number of days that a student attends school (at least one period of the day) and dividing that by the total number of days the student is enrolled in the district. The targets for this measure were set at a rate of 1% annual growth from the most recently (SY 2012-13) available data at the time of writing the SY
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	2014-15 LCAP.
Percentage of students missing 16 days or more each school year (91% or lower attendance rate)	Percentage of all TK-12 students with chronic absence at the end of the school year. Chronic absenteeism has been defined in the District's Local Control and Accountability Plan (LCAP) as an individual student missing 16 or more instructional days out of a full 180 day school year. For students not enrolled for 180 school days, chronic absenteeism is set as 91% or lower attendance. The targets for this measure were set to decrease (the percent of students chronically absent) by 1% annually from the most recently (SY 2012-13) available data at the time of writing the SY 2014-15 LCAP.

PARENT AND COMMUNITY ENGAGEMENT

Student participation on School Experience Survey	Percentage of 3 rd – 12 th grade students who completed the School Experience Survey among the total number of student surveys administered.
Percentage of students who state they are proud to be a student at their school	Percentage of students (grades 3 – 12) who answered "Agree" or "Strongly Agree" on the statement "I am proud to be a student at this school" in the School Experience Survey.
Parent participation on School Experience Survey	Percentage of parents who completed the School Experience Survey among the total number of parent surveys administered. The targets for this measure were set at a rate of 3% annual growth from the most recently (SY 2012-13) available data at the time of writing the SY 2014-15 LCAP.
Percentage of schools training parents on academic initiatives by providing four workshops annually minimum	Beginning in the 2014-15 school year, the district will track the percentage of schools that have certified having completed four academic workshops (Graduation Requirements, Common Core State Standards, English Learner Master Plan, and the School Report Card) that they are required to offer parents annually. The targets for this measure were set based on programmatic goals and priorities.

SCHOOL SAFETY

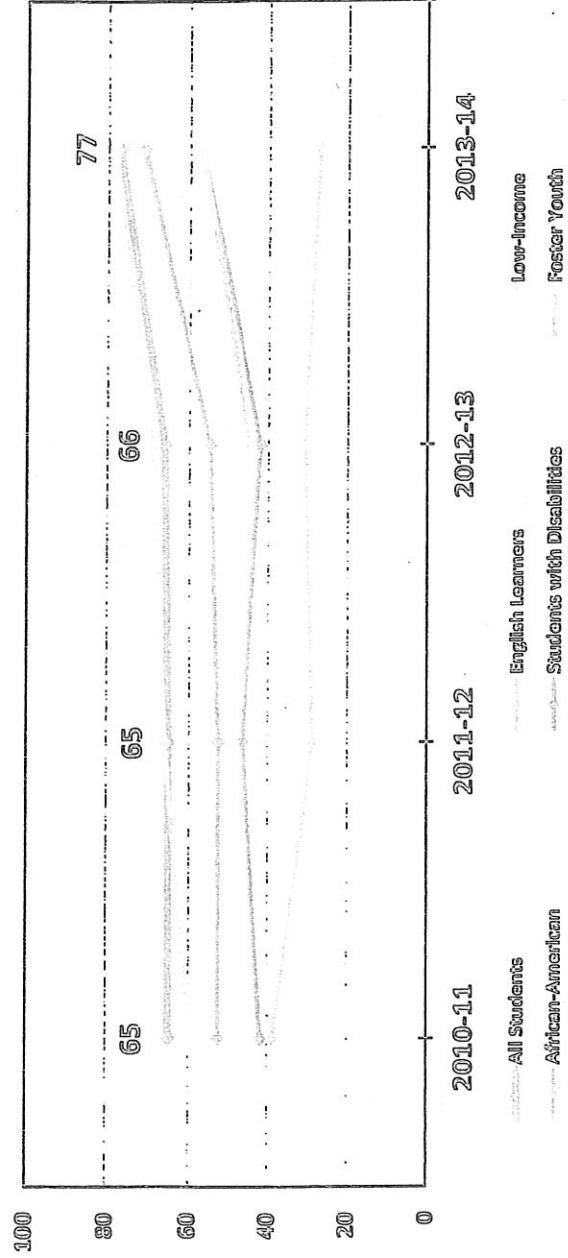
Number of Student Suspensions (measured as instructional days lost to suspension)	Total number of out-of-school suspension days given to students in grades K -12 in LAUSD over the course of the school year. The targets for this measure were set to decrease student suspensions by approximately 2% each year.
Percentage of schools having fully implemented the Discipline Foundation Policy	Beginning in SY 2012-13, each Education Service Center (ESCs) used the district's Rubric of Implementation (ROI) to assess the extent to which each individual school (K-12) within the district is implementing the Discipline Foundation Policy (DFP) – School wide Positive Behavior Intervention and Support system as referenced in LAUSD BUL-6231.0. The percentage of schools within the district fully implementing the DFP is calculated annually. The targets for this measure were set based on programmatic goals and priorities.

BASIC SERVICES

Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	Percentage of teachers throughout the district who are assigned appropriately, meaning that they have a state recognized credential or certificate to teach the subject or students that they are assigned to teach in October of the new school year. These data are reported by school on the School Accountability Report Card (SARC). The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year.
Percentage of the employee workforce that effectively provides basic services for students and schools	This measure is still under development.
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	The percentage of schools that have been certified to have sufficient textbooks and/or instructional materials in the core and required subject areas so as to satisfy the Williams Act. These data are reported by school on the SARC. The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year.
Percentage of facilities that are in good repair	Percentage of schools that are in good or exemplary repair as required by the Williams Act. These data are reported by school on the SARC. The targets for this measure were set to ensure that all schools are in compliance with the Williams Act each and every school year.

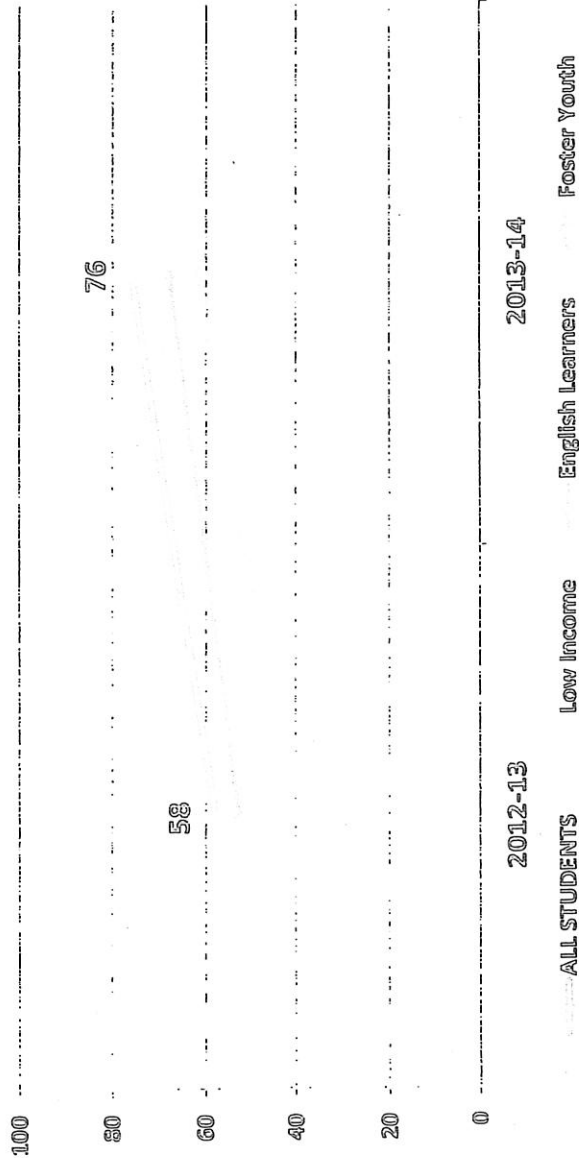
	Historical					Annual Targets			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
All Students	65	65	66	77	68	70	72		
English Learners	39	29	31	27	34	37	40		
Low-Income	60	66	69	78	71	73	75		
African-American	53	53	55	71	58	61	64		
Students with Disabilities	42	47	42	57	45	48	51		
Foster Youth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

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



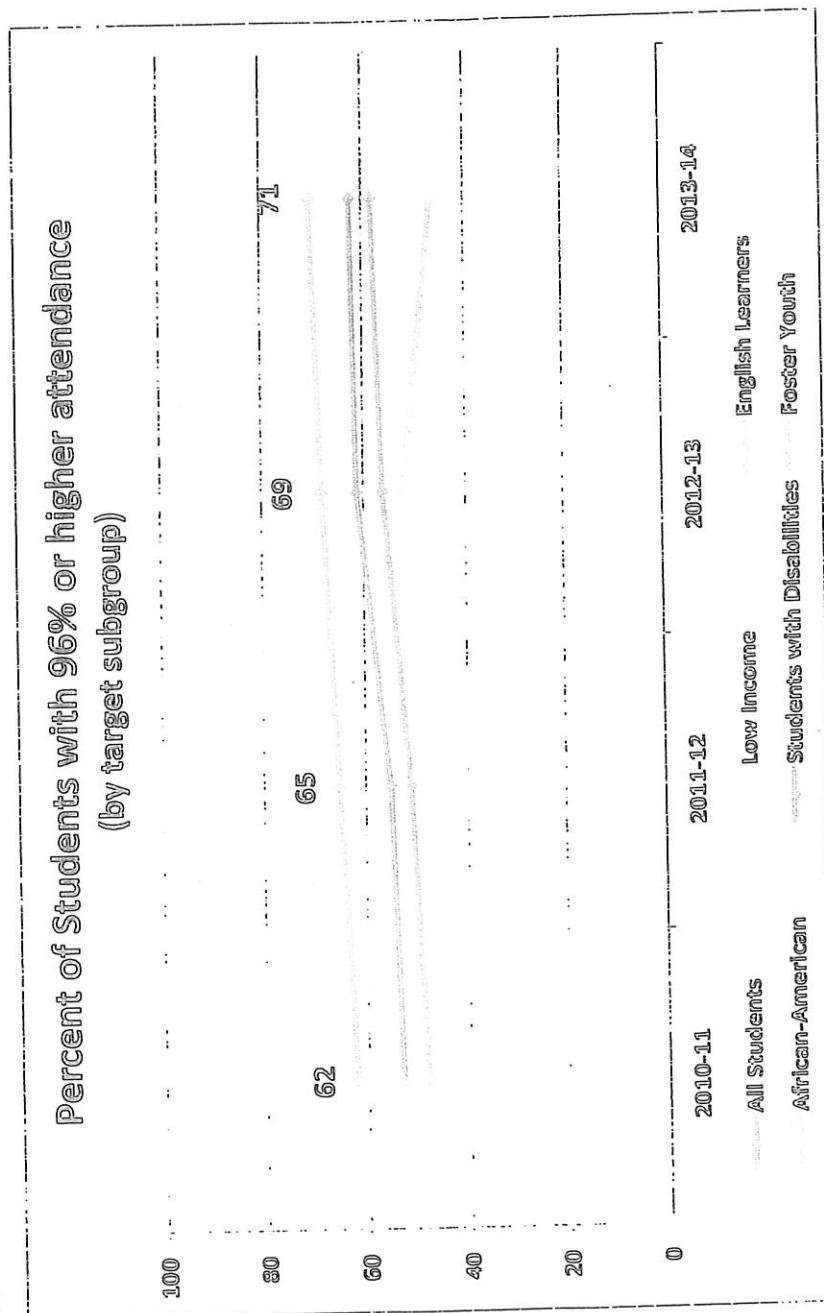
	Historical		Annual Targets			
	2012-13	2013-14	2014-15	2015-16	2016-17	
ALL STUDENTS	58	76	59	60	61	
Low Income	58	76	59	60	61	
English Learners	53	68	54	55	56	
Foster Youth	42	62				

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



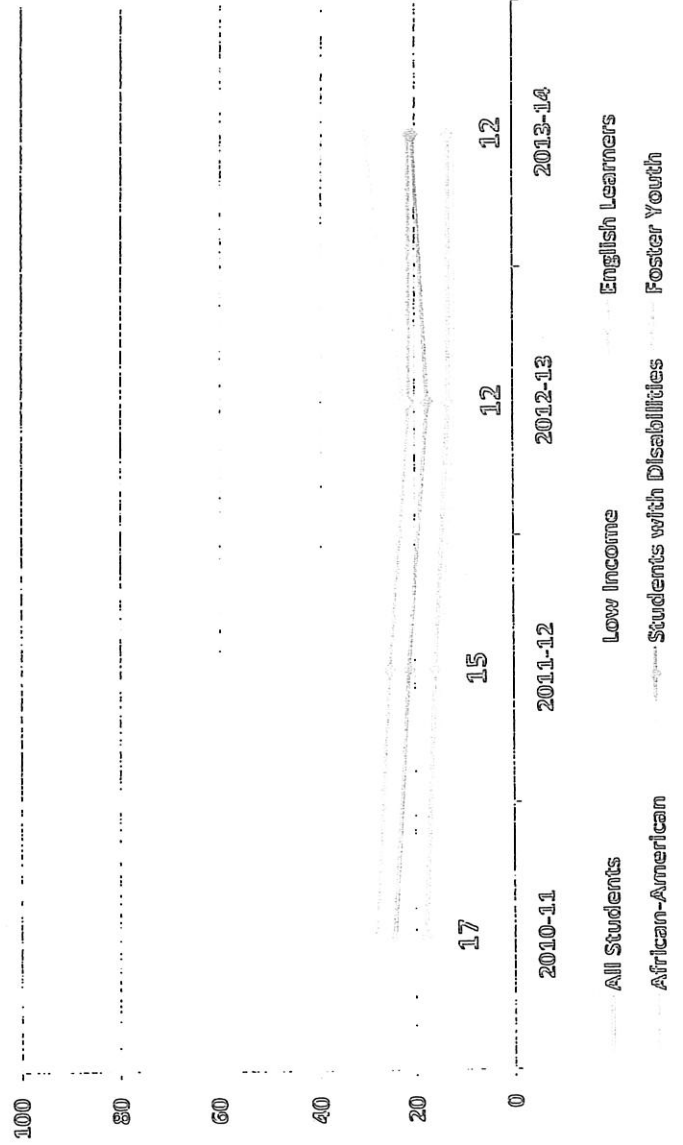
			Historical		Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	62	65	69	71	70	71	72
Low Income	62	65	69	71	71	73	75
English Learners	62	65	68	70	70	72	74
African-American	48	51	56	58	59	62	65
Students with Disabilities	53	55	61	62	64	67	70
Foster Youth			52	46	55	58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

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



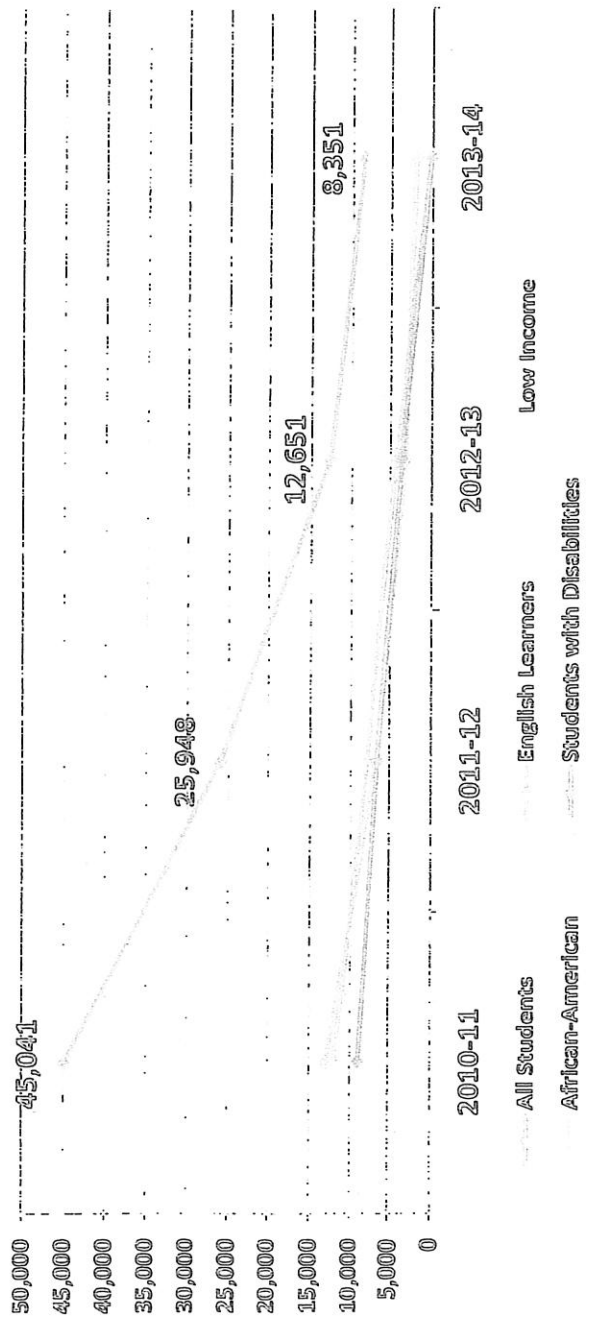
				Historical			Annual Targets		
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
All Students	17	15	12	12	11	10	9		
Low Income	17	15	12	12	11	10	9		
English Learners	18	16	13	13	11	9	7		
African-American	28	25	21	21	19	17	15		
Students with Disabilities	24	21	17	20	15	13	11		
Foster Youth			22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

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



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)





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.



Parent Advisory Committee: LCAP Input Session

February 11, 2015

Suggested Steps for Small Group Discussion:

1. Form a group of 6.
2. Designate group roles, such as timekeeper, facilitator, recorder, and reporter.
3. Review the 5 Strategic Goals in the Performance Meter.
4. Choose 1 Strategic Goal to review with the group.
5. Spend ~20 minutes discussing the Strategic Goal and Targets. Use the provided handout to document the group's discussion.
6. If you have more time, choose another goal and repeat your discussion process.

Roles:

- Facilitator – helps guide the group discussion and make sure everyone's thoughts are heard from.
- Recorder – takes notes and completes input handout for each goal that is discussed.
- Timekeeper – watches the time and helps keep the group on track to meet the goal.
- Reporter – shares out to the large group a summary of the group's discussion.



Parent Advisory Committee: LCAP Input Session

District Goal: 100% Graduation

Group Members' Names:

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Parent Advisory Committee: LCAP Input Session

District Goal: Proficiency for All

Group Members' Names:

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Parent Advisory Committee: LCAP Input Session

District Goal: 100% Attendance

Group Members' Names:

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Parent Advisory Committee: LCAP Input Session

District Goal: Parent and Community Engagement

Group Members' Names:

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Parent Advisory Committee: LCAP Input Session

District Goal: School Safety

Group Members' Names:

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Parent Advisory Committee: LCAP Input Session
February 11, 2015

District Goal: _____

Group Members' Names: _____

What targets did you focus on?

What do you believe needs to be changed in the LCAP to help LAUSD achieve this goal?

Findings:

Questions:

Additional Comments:

Please feel free to write on the back.

To submit more thoughts, complete the survey at lcff.lausd.net.



Los Angeles Unified School District
Parent, Community and Student Services
Parent Advisory Committee (PAC)

Wednesday, February 11, 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?
