LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent, Community and Student Services

District English Learner Advisory Committee (DELAC)

MINUTES

Thursday, January 15, 2015
9:00 am
PCSB Auditorium

I. CALL TO ORDER

Enoe Teran, Parliamentarian called the meeting to order at 9:02 am.

II. PLEDGE OF ALLEGIANCE

Maria Ruiz (Roosevelt HS) led the Pledge of Allegiance.

III. PUBLIC COMMENT

Suzuki Figueroa was the only speaker.

IV. STAFF ANNOUNCEMENTS

Mr. Alvaro Alvarenga, Administrator announced reminders and ground rules to members.

- Members sign-in/out at the registration table.
- Members arriving after 10:00 am will be seated in the "Public" section.
- No tandem parking allowed at the visitor's lot due to city regulations.
- 7 presentations with 20 minutes allotted for each presentation including questions.
- Each presentation will allow 5 questions with question cards handed out and asked to be turned in. Presenters will create a question and answer sheet to be given to members at the next DELAC meeting and/or via email/mail.

V. ROLL CALL/QUORUM

Jocelyn Nicdao, Secretary conducted roll call of all the members present. She informed the body that the alternates will be seated at 9:30 am. There were 22 representatives before 9:30 am. Alternates were added to the voting body. Quorum was established with 31 voting members.

VI. MINUTES

Jocelyn Nicdao, Secretary asked the members to review the minutes from December 12, 2014. Lina Simeone, Chairperson asked for a motion to approve the minutes.

MOTION

Gabriela Garcia (Mendez HS) moved to accept the minutes, seconded by Agustin Bautista (Palms MS). There was discussion on the motion. 17 – In Favor, 10 – Against, 3 – Abstentions
Motion carried.

VII. UPDATE

Mrs. Rowena Lagrosa, Executive Director welcomed and thanked all DELAC members. She explained that one of the important roles that the DELAC membership has is to give suggestions to any changes to the LCAP. She said that this process might be new to many of the members, and today we have many LAUSD staff from the different departments that will

provide valuable information and help them understand the LCAP to be able to give input.

VIII. PROGRAM AND DATA REVIEW: LOCAL CONTROL FUNDING FORMULA (LCFF) & LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) – Pedro Salcido, Coordinator – Office of Government Relations

The following were discussed in detail:

- 1970's school funding & old funding model (program or resource specific)
- LCFF simplifies state funding with Base Grants for every student
- Supplemental Grants for every high-needs student (low income, English learners and foster youth)
- Concentration Grant for every high-needs student over 55% total enrollment
- LCAP- accountability plan for how districts use state funds and support targeted youth
- 3 year district wide plan
- Identify needs and sets goals
- Work with parents and community
- 20 LCAP goals were put together resulting from community town hall meetings
- Emphasized foster youth programs and counselors

Questions and answer session on the presentation followed.

- Pertained to the limited amount of time presented to members with this information.

PRESENTATION: FOSTER YOUTH ACHIEVEMENT PROGRAM - Erika Torres, Director, Pupil Services & LaShona Jenkins, Coordinator, Foster Youth Achievement Program

The following were discussed in detail:

- Foster Care Collaborative-made up of students, community partners, and LAUSD
- Direct Support Service Model
- Program goals and expected outcomes
- Program design and services provided
- Foster youth data and statistics
- Summary of services completed - academic assessments and individualized plans Parent training resources were handed out
- Foster Youth Achievement Program caregiver letter and caregiver workshop Schedule

Question and answer session on the presentation followed.

- Pertained to students not receiving enough services and resources.
- Who can attend these workshops? Caregiver workshops are open to all parents.
- Contact Erika Torres for further questions (213) 241-3852

PRESENTATION: POSITIVE AND SAFE SCHOOL ENVIRONMENT - Dr. Earl Perkins, Assistant Superintendent, School Operations

The following were discussed in detail:

- Holistic, safe, and healthy school environment
- Reduction of suspensions from 74,765 (2007-2008) to 8,351 (2013-2014)
- School-Wide Positive Behavior Intervention and Support
- Separate discipline policies: Elementary Level and Secondary Level
- Restorative Justice – kids are given a chance to solve problems working together instead of being put away

- Completed tasks and ongoing projects and tasks on promoting positive school climates
- Ongoing training and preparation – Restorative Justice Training

Question and answer session on the presentation followed.

- Pertained to safe schools and the safety of the children.
- Contact School Operations at (213) 241-5337 to report concerns on school safety and environment

PRESENTATION:PARENT INVOLVEMENT AND STUDENT ENGAGEMENT - Rowena Lagrosa, Chief Executive Officer & Dr. Brenda Manuel, Director, Parent, Community and Student Services

The following were discussed in detail:

- School Experience Survey
- Opportunity for district to receive input from parents annually in the spring
- School Report Card
- From data gathered from the School Experience Survey
- Reflects parents opinions of the school
- Used to inform decisions for the school
- Available to everyone including school staff
- School Workshops for Parents
- The relationship between a school and its parents is key to supporting student academic success
- At school, train parents on academic initiatives by providing a minimum of 4 workshops annually
- Training opportunities offered through the Parent, Community and School Services
    - Student Engagement and Involvement
    - Goal to seek student input
    - Provide avenues and venues for student involvement
    - Provide leadership skills training
    - Engage students in the decision making process

Question and answer session on the presentation followed.

- Pertained to parent participation incentives and parent conferences/training.

The Chairperson asked for a motion to extend the meeting.

MOTION

Cesar Delsas (Escalante ES) moved to extend the meeting 15 minutes, seconded by Alma Zuniga (Plasencia ES). There was discussion on the motion. 9- In favor, 11-Against, 4-Abstentions

Motion failed.

PRESENTATION: ENGLISH LEARNERS - Hilda Maldonado, Director, Multilingual and Multicultural Education

The following were discussed in detail:

- Background on the Multilingual and Multicultural Education Department and program efforts in LAUSD
- Separate goals for results increasing and for results decreasing.
- Goal of increasing number of EL students advancing one level per year
- Goal of increasing performance on basic skills assessments

- Goal of decreasing number of Long Term English Learners (LTEL)
- Removal of barriers that keep students from being reclassified
- Elementary strategy – Prevention
- Secondary strategy – Intervention

Question and answer session on the presentation followed.

- Pertained to students advancing at an academic level when language is not at the same level.

IX. ANNOUNCEMENTS

- Volunteer Fair – Saturday, February 7, 2015 – 8:30 a.m. – 12:30 p.m. at Byrd Middle School, 8501 Arleta Ave., Sun Valley, CA 91352
- Jornada Pedagógica Conference – Saturday, January 31, 2015 – 8:00 a.m. – 3:45 p.m. at Loyola Marymount University – 1 LMU Drive, Los Angeles, CA 90045
- Reminder: Martin Luther King Jr. birthday

X. ADJOURNMENT

Meeting adjourned at 12:08 pm.

Los Angeles Unified School District

Local Control Funding Formula (LCFF) & Local Control Accountability Plan (LCAP)

December 2014
(UPDATE)

School Funding in the Past

- Under the old system:
  - did not take into account student demographics
  - largely state controlled
  - lacked appropriate accountability measures

The inequities were primarily the result of how the state had responded to court rulings impacting education funding and Proposition 13.

Old Funding Model: Categorical Funding System

Figure 5
Treatment of Categorical Programs Under LCFF

Retained Programs	
Adults in Correctional Facilities	Foster Youth Services
After School Education and Safety	Mandates Block Grant
Agricultural Vocational Education	Partnership Academies
American Indian Education Centers and Early Childhood Education Program	Quality Education Improvement Act
	Special Education
Assessments	Specialized Secondary Programs
Child Nutrition	State Preschool
Eliminated Programs	
Advanced Placement Fee Waiver	Instructional Materials Block Grant
	International Baccalaureate Diploma Program
California High School Exit Exam Tutoring	National Board Certification Incentives
California School Age Families	Oral Health Assessments
Categorical Programs for New Schools	Physical Education Block Grant
Certificated Staff Mentoring	Principal Training
Charter School Block Grant	Professional Development Block Grant
Civic Education	Professional Development for Math and English
Community-Based English Tutoring	School and Library Improvement Block Grant
Community Day School (extra hours)	School Safety
Deferred Maintenance	School Safety Competitive Grant
Economic Impact Aid	Staff Development
Educational Technology	
Gifted and Talented Education	Summer School Programs
Grade 7-12 Counseling	Teacher Credentialing Block Grant
	Teacher Dismissal

LCFF Greatly simplifies state funding for Local Educational Agencies (LEAs)

Local Control Funding Formula (LCFF)

The District receives a Base Grant for every student.

The District receives a Supplemental Grant for every high-needs student*.

The District receives a Concentration Grant for every high-needs student* over 55% total enrollment.

* High-needs students: Low-Income, English Learners, and Foster Youth

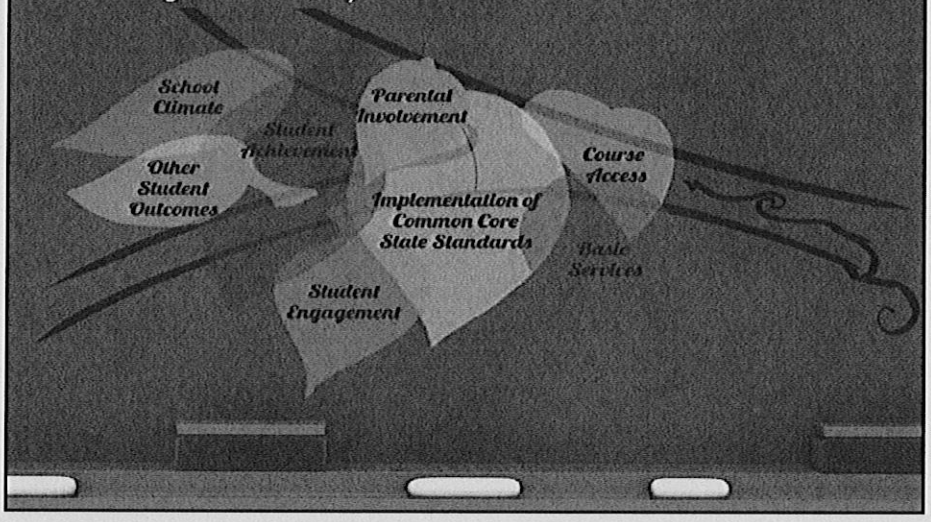
What is the LCAP?

Local Control and Accountability Plan (LCAP) is the plan on how districts are held accountable for using state funds and supporting targeted youth

- A District-wide plan
- Encourages telling a story of support, impact, and improvement for students
- Emphasizes good planning, communication, and engagement
- LCAP must include:
  - Stakeholder Engagement
  - Goals and Progress Indicators
  - Actions, Services, and Expenditures

Key Requirements of the LCAP

Annually, each California school district will, with meaningful stakeholder engagement, develop a Local Control Accountability Plan (LCAP), to address eight State Priority Areas:



LAUSD's LCAP supports the themes highlighted through our last year's engagement process

The District's LCAP focuses on low income youth, and...

1. Foster youth
2. English Learners
3. School climate and student engagement
4. Students with disabilities
5. Provide more budget autonomy to schools

LAUSD's LCAP Goals

1. **All Foster Youth will have a comprehensive academic assessment and each secondary student will have an annual Individual Culmination or Graduation Plan**
2. Increase the number of English Learners who make annual progress in learning English and who reclassify as Fluent English Proficient
3. Increase performance of English Learners in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers
4. Decrease the number of Long Term English Learners (LTEL)
5. Increase the percent of students attending 173-180 days each school year (96% attendance rate)

LAUSD's LCAP Goals (cont.)

6. Decrease students missing 16 days or more each school year
7. Decrease the number of suspensions for all students
8. **Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices.**
9. **Leverage existing student governance and engagement programs and new technology, to develop student leadership, voice, and engagement increasing district accountability for student outcomes**
10. Increase students scoring Proficient and above on the English language arts assessment

LAUSD's LCAP Goals (cont.)

11) Increase students scoring Proficient and above over CCSS/SBAC benchmark Mathematics scores established in 2014-2015
12) Increase the number of parents completing the School Experience Survey annually
13) Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually
14) Increase graduation rate for all students
15) Increase secondary students completing an annual Individual Graduation Plan (IGP)
16) Increase 12th grade students with a completed Federal Application for Free Student Aid (FAFSA)

LAUSD's LCAP Goals (cont.)

4 Basic Services Goals

17. Maintain the appropriate assignment of teachers, and fully credentialed in the subject areas and for the pupils they are teaching
18. Maintain an effective employee workforce
19. Provide pupils access to standards-aligned instructional materials
20. Maintain school facilities in good repair

How are we measuring our LCAP Goals?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: To reduce the number of student suspension Metric: # Students suspended	*Decrease the number of suspensions for all students*	*All Students*	*All Schools*		11,161	10,936	10,719	• School Climate - Suspension rate
		English Learners			2,663	2,530	2,404	
		Foster Youth			517	491	466	
		Low Income Students			9,108	8,653	8,220	
		African American Students			3,004	2,915	2,769	
		Students w/ Disabilities			2,634	2,502	2,377	
Need: To reduce the number of student suspensions Metric: % or # of Schools having implemented the Discipline Foundation Policy - Positive Behavior Interventions and Supports Out of Classroom	*Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices*	*All Students* *Out of Classroom Referrals by Subgroup* *Non-Academic Options Program Referrals* *Student Persistence*	*All Schools*		XX% Establish Benchmark Establish Benchmark Establish Benchmark	XX% Benchmark -X% Benchmark -X% Benchmark +X%	XX% Benchmark -X% Benchmark -X% Benchmark +X%	• School Climate - Suspension rate

Establish Benchmark and Data Source

Why an Annual Update for the LCAP?

- ✓ Revisit and Review District Goals and LCAP Targets
- ✓ Broad Update on program implementation based on approved LCAP resource allocations
- ✓ Receive Input from Stakeholders on potential revisions to Goals, Targets and Expenditures in the LCAP
- ✓ Emphasizes a transparent and inclusive process in reviewing and soliciting feedback on LAUSD's LCAP

State Board of Education
Changes to the Required LCAP Template

GOAL:		Related State and/or Local Priorities 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only 9__ 10__ Local: Specify
Identified Need:		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	

LCAP Year 1: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
		__ALL OR __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	
		__ALL OR __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	
		__ALL OR __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	

LCAP Year 2: xxxx-xx

Los Angeles Unified School District
Tentative LCAP Development Timeline

Annual Review of Goals, Programs and Targets
November 2014 through February 2015

Goals and Target Review and Consultation Sessions with the following stakeholders:
- Student Groups
- Foster Youth Groups
- Parent Advisory Committee
- District English Learner Advisory Committee
- Labor Partners
- Community Groups
- Board District Meetings
- ESC Regional Meetings
- Business Groups
- LCAP Advisory Group

Budget Review
February 2015 through May 2015

Budget considerations for District Priorities:

Review current funding levels

Assess needs with Stakeholders

Propose changes to existing LCAP expenditure plan to support Goals and Annual Targets.

April 2015

Collection & Presentation of Parent Advisory Committees Comments

Public Hearings and Approval
May 2015 through June 2015

Schedule LCAP Public Hearings:

May 2015 – Public Hearing 1

Superintendent provides response to Parent Comments. Public Comment Period

June 2015 – Public Hearings 2 & 3

Review LCAP changes and District proposals. receive public comment.

District English Learner Committee
LCAP Engagement

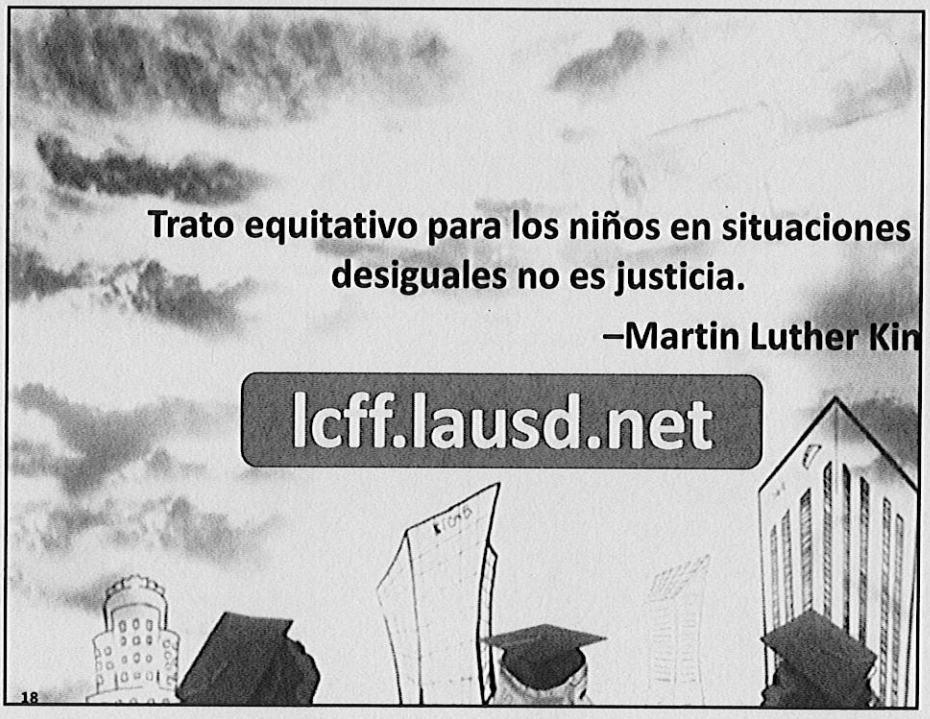
Tentative Meeting Dates

District English Learner Advisory Committee	
January 15, 2015	LCAP – Update and Data Review
February 5, 2015	Input Session
March 13, 2015	Draft LCAP Presentation
April 10, 2015	Comment Development and Submission Session
May 15, 2015	Superintendent Response

Comité Asesor del Distrito para Estudiantes Aprendices de Inglés
Participación en relación al LCAP

Fechas Propuestas para Reuniones

Comité Asesor del Distrito para Estudiantes Aprendices de Inglés	
15 de enero de 2015	LCAP-Actualizaci'on y Repaso de Datos
5 de febrero de 2015	Sesión de Comentarios y Sugerencias
13 de marzo de 2015	Presentación del Borrador del LCAP
10 de abril de 2015	Sesión para Desarrollar Comentarios y Entrega de los Mismos
15 de mayo de 2015	Respuesta del Superintendente



FOSTER YOUTH ACHIEVEMENT PROGRAM

LCAP- PROGRAM & GOAL UPDATE

DELAC Meeting – January 15, 2015

Related LCAP Goals and Target

1) *All Foster Youth will have a comprehensive academic assessment and each middle or high school student will have an annual Individual Culmination or Graduation Plan, as grade appropriate, and offered the services and supports to implement the plan. Eligible Foster Youth will have an Independent Living Plan in place as age appropriate.* *(Page 7)*

Comprehensive Academic Assessments, Annual Individual Culmination/Graduation Plan

- Year 1: 65%
- Year 2: 85%
- Year 3: 100%

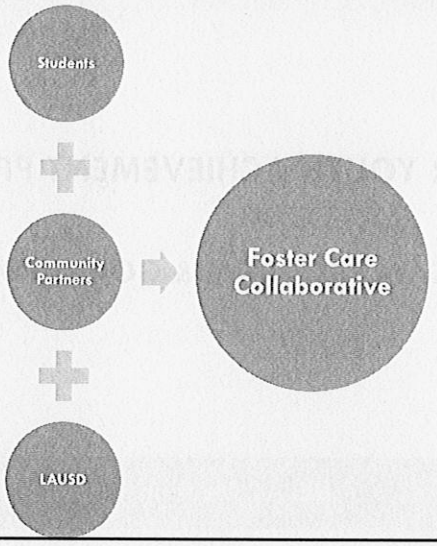
Independent Living Program

- Years 1+: 100%

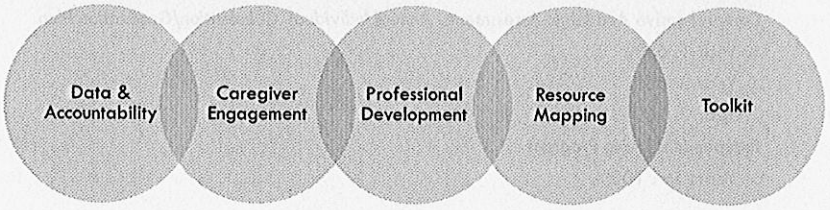
2) *Increase graduation rate for all students (Page 13-14)*

- Year 1: 46%
- Year 2: 48%
- Year 3: 50%

LAUSD – Foster Care Collaborative



Collaborative Workgroups



Strategic Goals & Objectives

STRATEGIC GOALS 2014 - 2015	STRATEGIC OBJECTIVES 2014 - 2015
1. DATA & ACCOUNTABILITY Establish methods of program evaluation and data collection for Foster Youth Counselors.	1.1: Establish protocols (i.e., program flow chart, description of outcome measurement goals, and logic model) 1.2: Determine measurement indicators, tools, methods and data sources 1.3: Develop a comprehensive academic assessment and treatment plan forms 1.4: Create data tracking system
2. CAREGIVER ENGAGEMENT Provide training and resources to caregivers that support the academic and lifelong success of youth in foster care.	2.1: Establish partnership with the Department of Children and Family Services (DCFS) to provide certified training to caregivers (e.g., understanding the educational rights and options of youth in foster care, and Navigating LAUSD) 2.2: Connect caregivers to District and community resources 2.3: Offer support groups and training hours to caregivers
3. PROFESSIONAL DEVELOPMENT Enhance the knowledge of Foster Youth Achievement Program staff around the issues that impact youth in foster care and their academic success. Provide the Foster Youth Achievement Program staff with the tools and resources needed to best serve youth in foster care.	3.1: Create 3-day initial training on substantive material specific to youth in foster care 3.2: Develop on-going trainings for Foster Youth Achievement Program staff
4. RESOURCE MAPPING Develop a resource guide for Foster Youth Counselors and staff to identify available resources for foster youth.	4.1: Identify LAUSD resources (i.e., academic, mental health, and medical) 4.2: Identify community resources (i.e., academic, mental health, and medical) 4.3: Organize resources by Educational Service Centers (ESC)
5. TOOLKIT Develop an online Foster Youth Achievement Program Toolkit that will contain relevant information, documents, and resources for LAUSD Foster Youth Counselors.	5.1: Foster Youth Achievement Program forms and templates 5.2: LAUSD policies and procedures; LAUSD bulletins 5.3: Federal and State legislation specific to foster youth 5.4: Academic, mental health, and medical resources

Community Partnerships

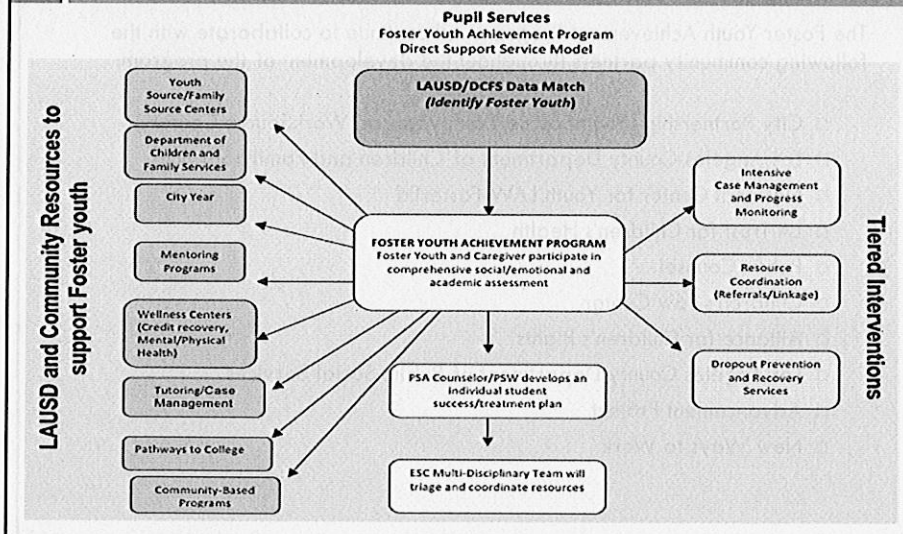
The Foster Youth Achievement Program will continue to collaborate with the following community partners throughout the development of the program:

- City Partnership (YouthSource, FamilySource, WorkSource Centers)
- Los Angeles County Department of Children and Family Services
- National Center for Youth LAW-FosterEd
- LA Trust for Children's Health
- Public Counsel
- Children's Law Center
- Alliance for Children's Rights
- Los Angeles County Department of Public Social Services
- Advancement Project
- New Ways to Work

LAUSD Partnerships

- School of Mental Health
- Division of Special Education
- Office of Curriculum, Instruction, and School Support
- Office of Government Relations
- Student Discipline Unit
- Early Childhood Education Division
- Early Childhood Special Education Department
- MiSiS
- MyData

Direct Support Service Model



9

Program Goals
&
Intended Outcomes

Program Goals

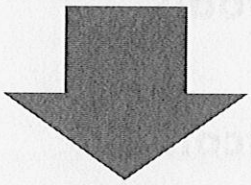
LAUSD has worked closely with community stakeholders on program development, formulating program goals and expected outcomes.

The goals of the Foster Youth Achievement Program are to:

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

Expected Outcomes

It is expected that the comprehensive academic assessments conducted and interventions implemented by counselors within the Foster Youth Achievement Program will serve to:



Attendance Rates
Performance on State Tests
Graduation Rates

Chronic Absenteeism
Number of Suspensions
Drop Out Rates

Expected Outcomes (LCAP pg. 14)

INCREASE GRADUATION RATES:

- Year 1: 46%
- Year 2: 48%
- Year 3: 50%

Expected Outcomes (LCAP pg. 12)

INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE ON STATE STANDARDIZED EXAMS

- Year 1: Establish benchmark
- Year 2: 1%
- Year 3: 3%

Expected Outcomes (LCAP pg. 9)

INCREASE THE NUMBER OF FOSTER YOUTH WITH PROFICIENT/ADVANCED ATTENDANCE RATES (96% AND ABOVE)

- Year 1: 55%
- Year 2: 58%
- Year 3: 61%

Expected Outcomes (LCAP pg. 9)

DECREASE CHRONIC ABSENCE RATES FOR FOSTER YOUTH

- Year 1: 20%
- Year 2: 18%
- Year 3: 16%

Expected Outcomes (LCAP pg. 10)

DECREASE THE NUMBER OF SUSPENSIONS

- Year 1: 517
- Year 2: 491
- Year 3: 466

Guiding Assessments (LCAP pg. 7 & 14)

Grade Levels	Guiding Assessments
Elementary Schools	•Comprehensive Academic Assessment
Middle School	•Comprehensive Academic Assessment •Individual Culmination Plan (ICP)
High School	•Comprehensive Academic Assessment •Individual Graduation Plan (IGP)

Comprehensive Academic Assessment

Pupil Services

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

FOSTER YOUTH ACHIEVEMENT PROGRAM
COMPREHENSIVE ACADEMIC ASSESSMENT Date: Click here to enter a date.

Residency Status:	Choose an item.	Student Status:	Choose an item.
ICP/IGP Completed:	Choose an item.	If Yes, Date:	Click here to enter a date.

STUDENT BIOGRAPHICAL INFORMATION

Student's Name:		DOB: Click here to enter a date.	
Gender:	Ethnicity:	Age:	Grade:
SpEd: Choose an item.	If Yes: SLD LAS OHI ED	Other:	
Services: RSP SDC Speech & Language BII ERMHS Other:		Reviewed IEP: Choose an item.	
LAUSD ID:		SSID:	
Court Case #: CK:		DCFS Client ID #:	
Address:	City:	Zip:	
E-mail Address:		Student Cell#:	
Home Language:		Pending Tickets/Warrants: Choose an item.	

Educational Rights Holder:	Relationship:	Address:	Phone:
Is Ed Rights Holder Biological Parent? Choose an item.	*Please note:* If the Educational Rights holder is biological parent, biological parents should NOT be given access to foster care caregiver information. In addition, biological parents should not be provided with school records if they are NOT the Educational Rights Holder for the youth.		

CAREGIVER INFORMATION

Caregiver:	Relationship:	Address:	Phone:

Biological parent(s) access/contact restriction: Choose an item. If Yes, whom? Choose an item.
Is the court order on file?: Choose an item.
Emergency Contact Name: Emergency Contact Phone:
Household Composition:

CONTACT INFORMATION

Minor's Attorney:	Phone/E-mail:
Probation Officer:	Phone/E-mail:
County Social Worker:	Phone/E-mail:
County Social Worker Supervisor:	Phone/E-mail:
Wrap Around (Agency Name/Point of Contact):	Phone/E-mail:
Other:	Phone/E-mail:

Comprehensive Academic Assessment

STUDENT HEALTH:			
MAT Reviewed: Choose an item.	Therapist:	Phone/Fax:	
Medication: Choose an item. If Yes:		Substance Abuse: Choose an item.	If Yes:
Pregnant/Parenting: Choose an item.	# of children:	Age of child(ren):	
Counseling Services: Choose an item.	Need Referral: Choose an item.		

SCHOOL INFORMATION				
Current School:				
Current: # of Absences	Attendance Rate:	Attendance Band:	Not Enrolled: ☐	
2013-2014: # of Absences:	Attendance Rate:	Attendance Band:	Not Enrolled: ☐	
Suspension: Choose an item.	Total Number of Days Suspended:	Opportunity Transfer: Choose an item.	Expulsions: Choose an item.	
State Testing Date: Click here to enter a date.	ELA:	Math:		
GPA:	GATE: Choose an item.	EL: Choose an item.		
Proposed Graduation Date:	On Track to Graduate: Choose an item.	Credits Earned:	Academic Counselor:	
CAHSEE Date: Click here to enter a date. ELA Passed: Choose an item.		CAHSEE Date: Click here to enter a date. Math Passed: Choose an item.		
Graduation Type: Choose an item.				

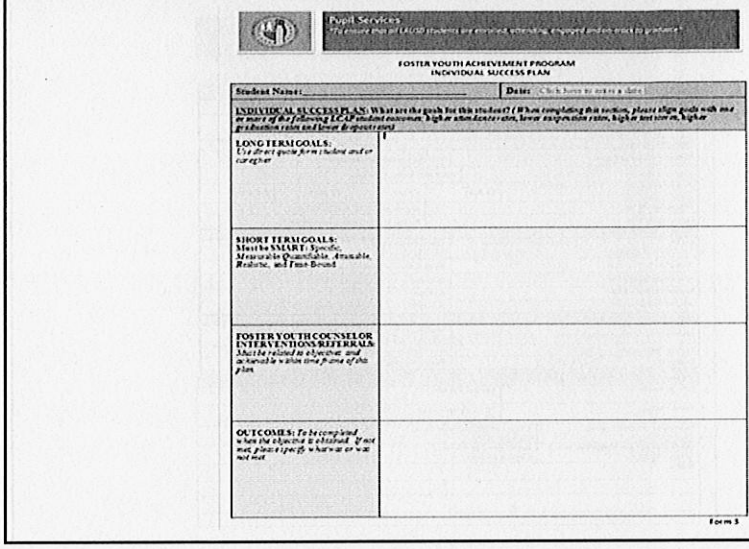
SCHOOL HISTORY:		
Previous School:	District:	Dates of Enrollment:

Comprehensive Academic Assessment

SERVICES:			
Service	Contact Name/Phone #:	Date Referred	Outcome
COST			
SST			
Tutoring			
Employment Training			
Cal Works/AFLP			
Homeless Services			
Youth Source Center			
FamilySource Center			
Regional Center (0-3 years)			
Mental Health			
Medi-Cal			
Oral Health			
Vision			
Special Ed/IEP Evaluation (3+ years)			
WIC/Nutrition			
Parenting Workshops			
Other:			

DOCUMENTS	
☐ Birth Certificate	Holder:
☐ Social Security Card	Holder:
☐ CA Driver License/Picture ID	Holder:
☐ Transcripts	Holder:
☐ Immunizations	Holder:
☐ Other:	Holder:

Individual Success Plan



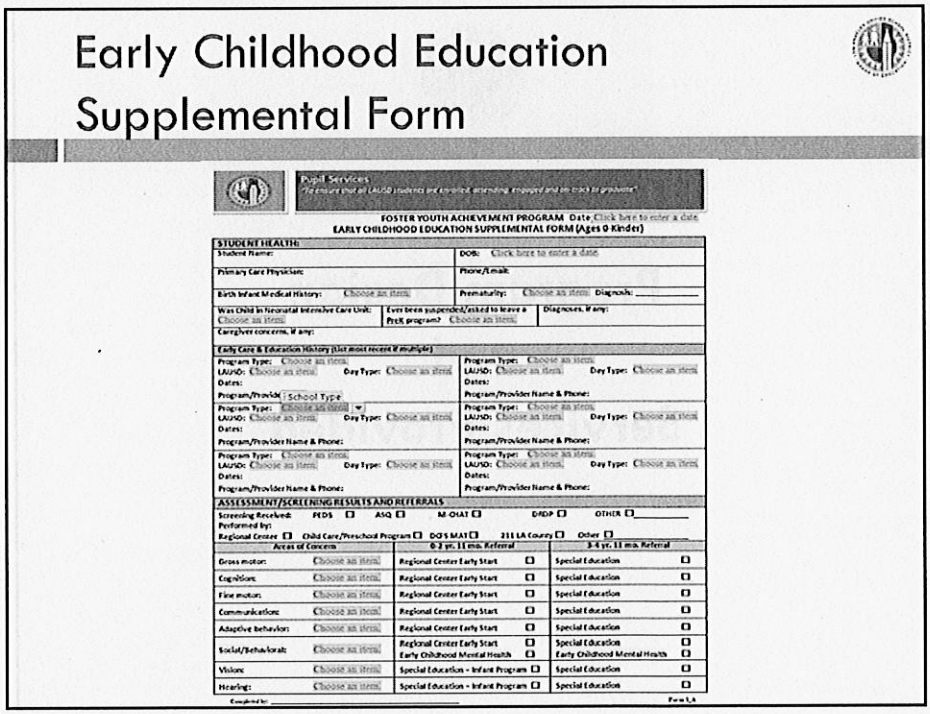
Pupil Services

FOSTER YOUTH ACHIEVEMENT PROGRAM
INDIVIDUAL SUCCESS PLAN

Student Name: _____	Date: Click here to enter a date.
INDIVIDUAL SUCCESS PLAN: What are the goals for this student? (When completing this section, please align goals with one or more of the following LCAP student outcomes: higher attendance rate, lower suspension rate, higher test scores, higher graduation rate and lower dropout rate)	
LONG TERM GOALS: Use direct quote from student and/or caregiver	
SHORT TERM GOALS: Must be SMART: Specific, Measurable Quantifiable, Attainable, Realistic, and Time-Bound	
FOSTER YOUTH COUNSELOR INTERVENTIONS/REFERRALS: Must be related to objectives and actions to be taken in the time frame of this plan	
OUTCOMES: To be completed when the objective is attained. If not met, please specify what was or was not met	

Form 3

Early Childhood Education Supplemental Form



Pupil Services

FOSTER YOUTH ACHIEVEMENT PROGRAM Date: Click here to enter a date.
EARLY CHILDHOOD EDUCATION SUPPLEMENTAL FORM (Ages 0 Kinder)

STUDENT HEALTH:

Student Name:	DOB: Click here to enter a date.
Primary Care Physician:	Phone/Email:
Birth Infant Medical History: Choose an item.	Prematurity: Choose an item. Diagnosis: _____
Was Child in Neonatal Intensive Care Unit: Choose an item. / Ever been suspended/asked to leave a PreK program? Choose an item. / Diagnoses, if any:	
Caregiver concerns, if any:	

Early Care & Education History (List most recent if multiple)

Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:	Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:
Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:	Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:
Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:	Program Type: Choose an item. LAUSD: Choose an item. Day Type: Choose an item. Dates: Program/Provider Name & Phone:

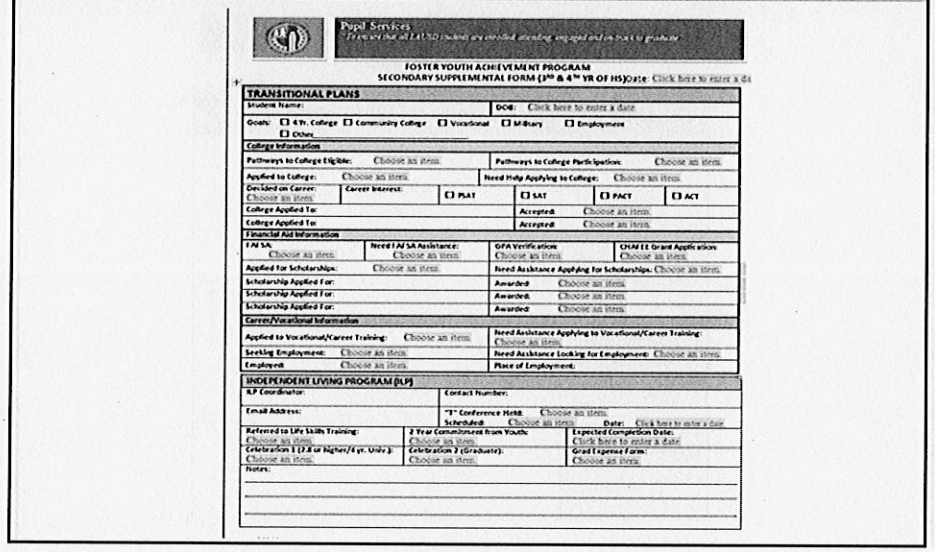
ASSESSMENT/SCREENING RESULTS AND REFERRALS

Screening Received: PEDS ☐ ASQ ☐ M-CHAT ☐ DRDP ☐ OTHER ☐_____
Performed by:
Regional Center ☐ Child Care/Preschool Program ☐ DCFS MAT ☐ 211 LA County ☐ Other ☐

Areas of Concern		0-2 yr. 11 mo. Referral		3-4 yr. 11 mo. Referral	
Gross motor:	Choose an item.	Regional Center Early Start	☐	Special Education	☐
Cognition:	Choose an item.	Regional Center Early Start	☐	Special Education	☐
Fine motor:	Choose an item.	Regional Center Early Start	☐	Special Education	☐
Communication:	Choose an item.	Regional Center Early Start	☐	Special Education	☐
Adaptive behavior:	Choose an item.	Regional Center Early Start	☐	Special Education	☐
Social/Behavioral:	Choose an item.	Regional Center Early Start Early Childhood Mental Health	☐ ☐	Special Education Early Childhood Mental Health	☐ ☐
Vision:	Choose an item.	Special Education – Infant Program	☐	Special Education	☐
Hearing:	Choose an item.	Special Education – Infant Program	☐	Special Education	☐

Completed by: _____ Form 1.A

Secondary Supplemental Form



Pupil Services

FOSTER YOUTH ACHIEVEMENT PROGRAM
SECONDARY SUPPLEMENTAL FORM (3RD & 4TH YR OF HS)Date: Click here to enter a da

TRANSITIONAL PLANS

Student Name:			DOB: Click here to enter a date		
Goals: ☐ 4 Yr. College ☐ Community College ☐ Vocational ☐ Military ☐ Employment ☐ Other					
College Information					
Pathways to College Eligible: Choose an item.			Pathways to College Participation: Choose an item.		
Applied to College: Choose an item.			Need Help Applying to College: Choose an item.		
Decided on Career: Choose an item.	Career Interest:	☐ PLAT	☐ SAT	☐ PACT	☐ ACT
College Applied To:			Accepted: Choose an item.		
College Applied To:			Accepted: Choose an item.		
Financial Aid Information					
FAFSA: Choose an item.	Need FAFSA Assistance: Choose an item.		GPA Verification: Choose an item.	CHAFEE Grant Application: Choose an item.	
Applied for Scholarships: Choose an item.			Need Assistance Applying for Scholarships: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Scholarship Applied For:			Awarded: Choose an item.		
Career/Vocational Information					
Applied to Vocational/Career Training: Choose an item.			Need Assistance Applying to Vocational/Career Training: Choose an item.		
Seeking Employment: Choose an item.			Need Assistance Looking for Employment: Choose an item.		
Employed: Choose an item.			Place of Employment:		

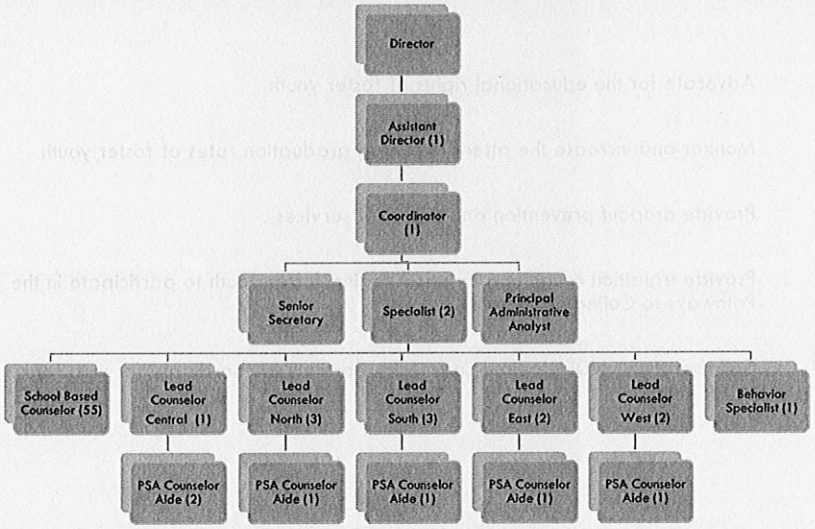
INDEPENDENT LIVING PROGRAM (ILP)

ILP Coordinator:	Contact Number:	
Email Address:	"T" Conference Held: Choose an item. Scheduled: Choose an item. Date: Click here to enter a date	
Referred to Life Skills Training: Choose an item.	2 Year Commitment from Youth: Choose an item.	Expected Completion Date: Click here to enter a date
Celebration 1 (12 or higher/4 yr. Univ.): Choose an item.	Celebration 2 (Graduate): Choose an item.	Grad Expense Form: Choose an item.
Notes:		

24

Program Design and Services Provided

Foster Youth Achievement Program



Support Services Provided (LCAP pg. 7)

11 Foster Youth Lead Counselors will be assigned to support each educational service center, central office, and YouthSource and FamilySource Centers.

- Develop and implement trainings for District personnel
- Organize and facilitate quarterly caregiver engagement workshops
- Provide consultation and guidance to school based Foster Youth Counselors
- Provide consultation and support services to school site staff

Support Services Provided (continued)

- Advocate for the educational rights of foster youth
- Monitor and increase the attendance and graduation rates of foster youth
- Provide dropout prevention and recovery services
- Provide transition counseling by encouraging foster youth to participate in the Pathways to College Program
- Collaborate with District and community partners to coordinate services for foster youth

Caregiver Engagement (LCAP pg. 13)

The Foster Youth Achievement Program aims to increase caregiver engagement in the academic process by:

- Providing 4 regional Caregiver Workshops this school year:
  - October
  - December
  - February
  - May
- Distributing Foster Youth Newsletter quarterly
- Conducting caregiver outreach at local community events

29

Foster Youth Data and Statistics

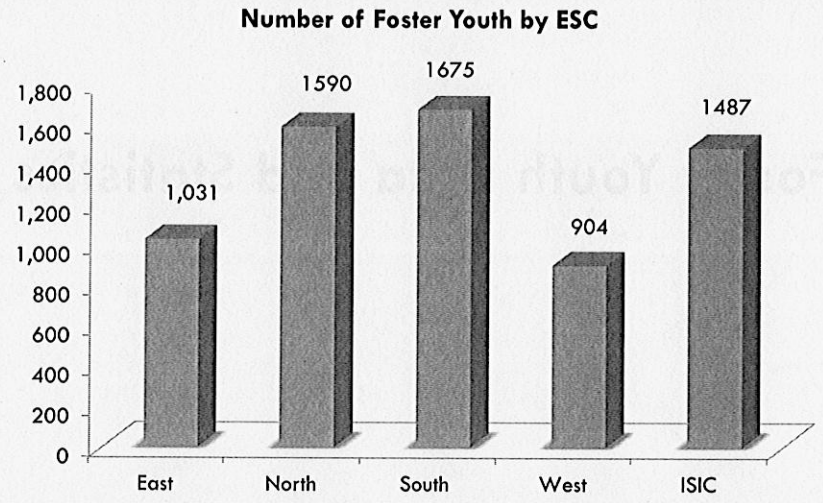
LAUSD Foster Youth by Grade Level

October 2014

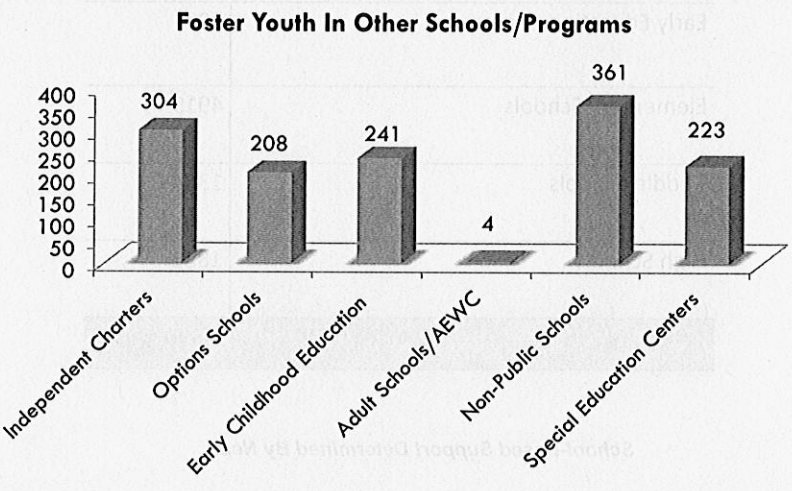
Early Education Centers	292
Elementary Schools	4919
Middle Schools	1354
High Schools	1831
Total	**8,396**

School-Based Support Determined By Need

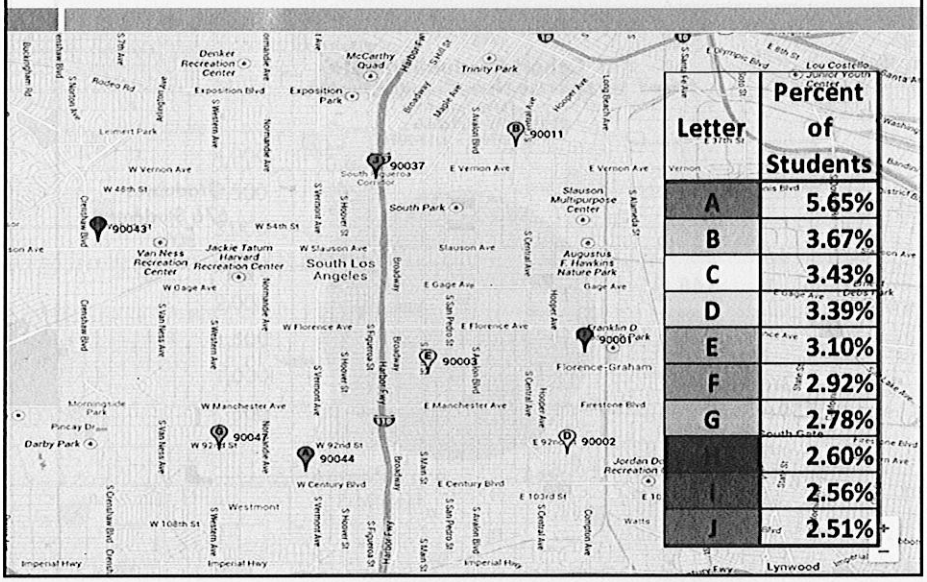
LAUSD Foster Youth – November 2014



LAUSD Foster Youth – November 2014

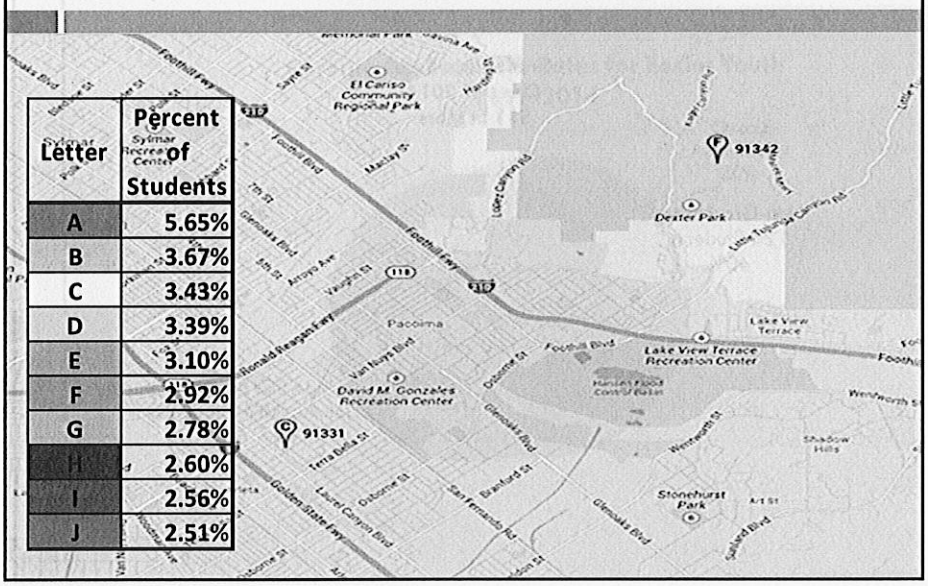


Zip Codes with Highest Number of Students in Foster Care



Letter	Percent of Students
A	5.65%
B	3.67%
C	3.43%
D	3.39%
E	3.10%
F	2.92%
G	2.78%
H	2.60%
I	2.56%
J	2.51%

Zip Codes with Highest Number of Students in Foster Care – Continued



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E	3.10%
F	2.92%
G	2.78%
H	2.60%
I	2.56%
J	2.51%

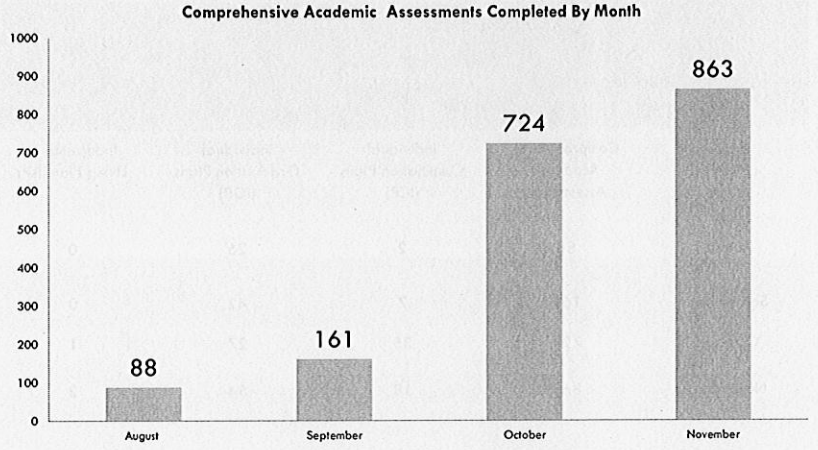
Suspensions (2013-2014)

Suspensions (Out-of-School)	
Suspension Events	273
Suspension Rate	3.6%
Total Days Suspended	417

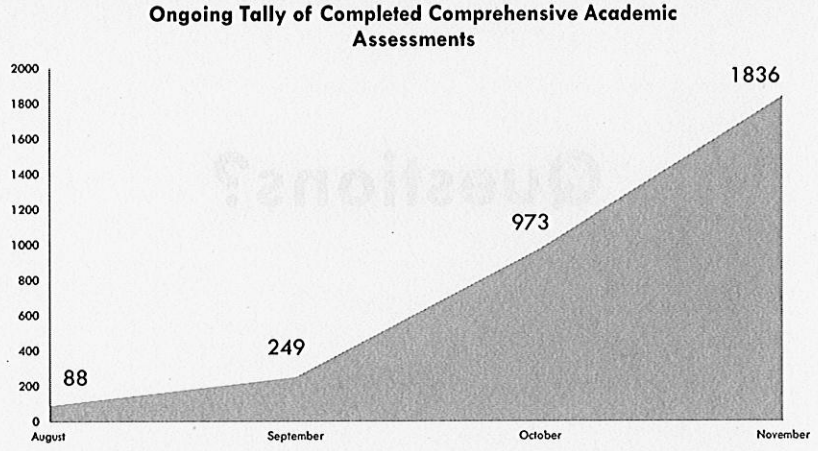
40

Summary of Services

Comprehensive Academic Assessments



Comprehensive Academic Assessments - Completed



Outcomes as of November 2014

OUTCOMES AS OF NOVEMBER 2014				
Month	Comprehensive Academic Assessments	Individual Culmination Plans (ICP)	Individual Graduation Plans (IGP)	Independent Living Plan (ILP)
August	88	2	26	0
September	161	7	42	0
October	724	35	27	1
November	863	18	54	2
TOTAL	1836	62	149	3

44

Questions?

MEMBERS OF THE BOARD

DR. RICHARD A. VLADOVIC, PRESIDENT
TAMAR GALATZAN
MÓNICA GARCÍA
BENNETT KAYSER
DR. GEORGE J. McKENNA III
MÓNICA RATLIFF
STEVEN ZIMMER

RAMON C. CORTINES
Superintendent of Schools

MICHELLE KING
Chief Deputy Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT

STUDENT HEALTH AND HUMAN SERVICES

PUPIL SERVICES
FOSTER YOUTH ACHIEVEMENT PROGRAM
333 South Beaudry Avenue, 29th Floor
Los Angeles, California 90017
Telephone: (213) 241-3852
Fax: (213) 241-6858

DEBRA DUARDO, MSW, Ed.D.
Executive Director

ERIKA TORRES
Director

LA SHONA JENKINS
Coordinator

January 23, 2015

Dear Caregiver,

The Los Angeles Unified School District (LAUSD) has instituted a new program, the Foster Youth Achievement Program (FYAP), to provide assistance to youth living in foster care and the caregivers who support them. We are excited to provide our next caregiver workshop in February! The training topic will be:

"Promoting Resiliency in Our Foster Youth"

Come and learn about the impact of trauma on developing youth, how to recognize the symptoms of trauma and how to support your youth towards resiliency.

We hope that this will also be a time to connect with other caregivers and access a support network.

You will receive credit for **Resource Family Training (2 hours of Basic B-Rate or 2 hours toward D-Rate Annual Renewal hours) through DCFS.** You may attend one workshop regardless of geographic area. Workshops will be filled on a ***first-come, first-served basis*** so you must RSVP (only if you plan to attend) to Gloria Zuniga, Office Technician, via email at gloria.a.zuniga@lausd.net or at 213-241-3552 by ***Tuesday, February 3, 2015***. Space is limited and seats will be filled in the order RSVPs are received.

Refreshments will be provided and **a free raffle will be held for gifts and prizes**. We are excited about meeting you and working with you to improve educational and life outcomes for youth living in foster care.

Sincerely,

La Shona Jenkins, Coordinator
Foster Youth Achievement Program

LAUSD PUPIL SERVICES
FOSTER YOUTH
ACHIEVEMENT PROGRAM

MEMBERS OF THE BOARD

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DEBRA DUARDO, MSW, Ed.D.
Executive Director

ERIKA TORRES
Director

LA SHONA JENKINS
Coordinator

El 23 de enero 2015

Estimado padre de crianza,

El Distrito Escolar Unificado de Los Ángeles instituyó un nuevo programa, el Programa Para el Logro Académico de Jóvenes en Hogares de Crianza (FYAP por sus siglas en ingles), para proporcionar asistencia a los jóvenes que viven en hogares de crianza y para sus tutores. Nos gustaría invitarlo a usted a aprender sobre cómo ayudar a sus jóvenes de crianza a tener éxito en la escuela. ¡Estamos entusiasmados de poder ofrecer nuestro próximo taller para padres de crianza en Febrero! El tema de capacitación será:

"Promoviendo el Bienestar de la Salud Mental en los Jóvenes en Hogares de Crianza"

Venga a este taller informativo sobre el impacto del trauma en el desarrollo de la juventud. Aprenderá cómo reconocer los síntomas de trauma y cómo apoyar a nuestros jóvenes para establecer resistencia contra el trauma de haber sido quitados de sus hogares.

Esperamos que usted tome esta oportunidad para conectarse con otros padres de crianza y establecer una red de apoyo.

¡También recibirá el crédito para **Formación de Recursos Familiar o "Resource Family Hours" (2 horas de Tarifa Básica B o 2 horas hacia la Renovación Anual de Tarifa D)** a través del Departamento de Servicios Para Niños y Familias (DCFS por sus siglas en inglés)! Usted puede asistir a un taller sin importar el área geográfica. *Los talleres se llenaran en el orden en que se reciban las reservaciones* por lo que debe confirmar su asistencia los más pronto posible (solo si va a asistir) con Gloria Zúñiga, Secretaria, a través de correo electrónico a gloria.a.zuniga@lausd.net, o a través del correo de voz al 213-241-3552 antes del **3 de febrero**. Reserve su lugar con tiempo ya que el espacio es limitado.

Se proporcionarán refrescos y habrá una **rifa gratuita para regalos y premios**. Esperamos conocerles y trabajar con usted para mejorar los resultados educativos y bienestar para los jóvenes que viven en hogares de crianza.

Sinceramente,

La Shona Jenkins, Coordinadora
Programa de Logros Para Jóvenes de Crianza

LAUSD PUPIL SERVICES
FOSTER YOUTH
ACHIEVEMENT PROGRAM

FOSTER YOUTH ACHIEVEMENT PROGRAM
Caregiver Workshop Schedule

LAUSD Educational Service Center (ESC)	Date	Workshop Time	Site	Address	Parking Instructions	Phone Numbers
NORTH	2/10/2015	9am-11am	New Economics for Women	6931 Van Nuys Blvd. Van Nuys, CA 91406	Medium lot or street	(818) 786-4098
NORTH	2/12/2015	5pm-7pm	YPI-Pacoima	12502 Van Nuys Blvd. Pacoima, CA 91331	Large lot in the front	(818) 899-5550
SOUTH	2/10/2015	9am-11am	Toberman Neighborhood Center	131 N. Grand Ave. Bldg 630 San Pedro, CA 90731	Parking lot behind building or street	(310) 832-1204
SOUTH	2/12/2015	4pm-6pm	Sellery Special Ed Center-Room #9	15805 S. Budlong Ave. Gardena, CA 90247	Green Gate-Medium lot or street	(310) 354-3400
EAST	2/19/2015	8:30am-10:30am	Boyle Heights Technology Center (Recreation Room #137)	1600 E. 4th Street Los Angeles, CA 90033	Small lot or street	(323) 526-0143
EAST	2/19/2015	5pm-7pm	Youth Policy Institute-East Hollywood	1075 N. Western Ave. #110 Los Angeles, CA 90029	Parking Lot	(323) 836-0055
WEST	2/10/2015	9am-11am	Catholic Charities LA, South (AYE South)	3965 S. Vermont Avenue Los Angeles, CA 90037	Parking structure on corner of Browning Blvd & Vermont-2nd & 3rd floors only	(323) 730-7900
WEST	2/17/2015	5pm-7pm	ESC West- (Training Room #1)	11380 W. Graham Place Los Angeles, CA 90064	Webster Middle School Parking lot or street	(310) 914-2110

Programa Para el Logro Académico de Jóvenes en Hogares de Crianza (FYAP)
Horario de Talleres para Tutores de Crianza

LAUSD Centros de Servicios Educativos	Fecha	Horario de Talleres	Sitio/ Lugar	Domicilio	Estacionamiento	Teléfono
Norte	10/2/2015	9am-11am	Nuevas Economías para Mujeres	6931 Van Nuys Blvd. Van Nuys, CA 91406	Estacionamiento mediano o calle	(818) 786-4098
Norte	12/2/2015	5pm-7pm	Instituto de Póliza y Juventud(YPI) -Pacoima	12502 Van Nuys Blvd. Pacoima, CA 91331	Estacionamiento en frente	(818) 899-5550
Sur	10/2/2015	9am-11am	Centro Comunitario Toberman	131 N. Grand Ave. Edificio 630 San Pedro, CA 90731	Estacionamiento detrás del edificio o calle	(310) 832-1204
Sur	12/2/2015	4pm-6pm	Centro de Educación Especial Sellery- Salón 9	15805 S. Budlong Ave. Gardena, CA 90247	Estacionamiento mediano o calle	(310) 354-3400
Este	19/2/2015	8:30am-10:30am	Centro de Tecnología de Boyle Heights (Cuarto- 137)	1600 E. 4th Street Los Angeles, CA 90033	Estacionamiento pequeño o calle	(323) 526-0143
Este	19/2/2015	5pm-7pm	Instituto de Póliza y Juventud (YPI)-East Hollywood	1075 N. Western Ave. # 110 Los Ángeles, CA 90029	Estacionamiento	(323) 836-0055
Oeste	10/2/2015	9am-11am	Catholic Charities LA, South (AYE South)	3965 S. Vermont Avenue Los Ángeles, CA 90037	Estacionamiento en esquina de Browning Blvd & Vermont (2° y 3° piso solamente)	(323) 730-7900
Oeste	17/2/2015	5pm-7pm	Centro de instrucción oeste- (Salón de entrenamiento #1)	11380 W. Graham Place, Los Ángeles, CA 90064	Estacionamiento de Webster o calle	(310) 914-2110

POSITIVE AND SAFE SCHOOL ENVIRONMENTS

LCAP- PROGRAM & GOAL UPDATE

PRESENTER: Earl R. Perkins, Assistant Superintendent
Office of Educational Services – School Operations

DELAC Meeting – January 15, 2015

LCAP Related Goals and Targets

GOAL 7 - Decrease the number of suspensions for all students (Page 10)

GOAL 8 - Ensure effective and fair handling of student behavior by promoting positive solutions through the reform of student discipline policies and practices (Pages 10-11)

1

Leading by Changes in Key Discipline Policies

Division of School Operations

3

The District adopted the Discipline Foundation Policy in March 2007. The policy provided an overarching umbrella for student discipline. In the Fall of 2011, the District entered into an Agreement with the Office of Civil Rights (OCR) to address concerns regarding disproportionate suspension rates. On May 14, 2013, the LAUSD Board of Education adopted by majority vote the Board Resolution 2013 School Discipline Policy and School Climate Bill of Rights that outlines requirements regarding students' right to:

- a holistic, safe and healthy school environment
- effective positive behavior support and interventions
- and establishes the LAUSD commitment to a District-wide culture of positive and humanistic approach to working with students, staff and parents.

LAUSD has made tremendous strides since 2007-2008 SY through 2013-2014 SY in the reduction of the instructional days lost as a result of suspension from ~~74,765 to *8,351~~.

** The Discipline Data total may change once the MiSiS issues have been resolved.*

2

Tracking Our Progress

(Goals and Targets)

4

In response to AB 1729 and LAUSD Board Resolution - 2013 School Discipline Policy and School Climate Bill of Rights, the Office of School Operations focused on:

- Other means of correction and alternatives to suspension strategies
- Cultivating an environment of positive behavior support

SPECIFIC GOALS

- Implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS)
- Revision of LAUSD policy bulletins, procedures, and practices related to student discipline
- Development and implementation of Restorative Justice (RJ) Practices as alternative to traditional school discipline.

METRIC

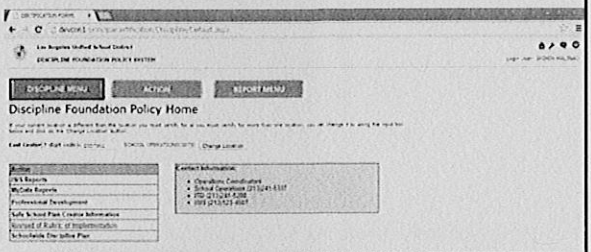
- Monthly online Student Discipline Data Reports in summary formats on various webpages in Inside LAUSD by District-wide, ESC, and school (https://dfp.lausd.net)
- Monthly Central Office Operations Performance Management Key Performance Indicator (LCAP/LCFF Focus Areas)

3

RESOURCES

Accessible Data Reports

5



KEY PERFORMANCE INDICATOR	TARGET
Schools implementing the Discipline Foundation Policy by June 2015.	65%
Decrease by 1% the total number of Board approved expulsions total from 2013-2014 SY.	106
Decrease by 1% the total number of out of school suspensions total from 2013-2014 SY.	*
Complete the Restorative Justice training at identified school sites by the end of 2014-2015 SY.	150
Identified central office personnel complete the required Restorative Justice training by the end of 2014-2015 SY.	100%

* *The Discipline Data total may change once the MiSiS issues have been resolved.*

4

Promoting Positive School Climates

Project Status and Tasks

6

COMPLETED

- ✓ Hired an Independent Auditor - Duerr Evaluation Resources
- ✓ Selected 5 ESC Restorative Justice Advisers, Central Office RJ Specialist, and Administrative Staff Aide
- ✓ Selected 25 RJ Teacher Advisers for 25 demonstration schools
- ✓ Completed the formal bidding process and selected Creative Educational Consultants, Inc. as the RJ Training Expert for the 25 demonstration schools.
- ✓ Finalized the school list for the RJ training roll out through 2020
- ✓ Published the School Climate Bill of Rights in the 2014-2015 Parent Student Handbook; distributed posters to all schools.
- ✓ Positive Safe School Climate Awareness Kick-Off – October 2014
- ✓ Modified and published BUL-6231.0 – Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS) published on February 14, 2014

5

Promoting Positive School Climates

Project Status and Tasks

COMPLETED

- ✓ Communicated the Discipline Foundation Policy: SWPBIS through trainings, meetings, introductory video, Inside LAUSD website, LAUSD Brief, etc.
  - ➢ Monthly Task Force meetings with representatives including, but not limited to, students, parents, teachers, and principals
  - ➢ Developed as part of the Bulletin the Discipline Matrix
  - ➢ Developed the School Climate Bill of Rights - for Elementary and Secondary versions and translated in various languages
  - ➢ Worked on the Restorative Justice implementation plan
  - ➢ Worked collaborative with School Police in reviewing and revising policies, practice trainings
  - ➢ Developed the complaint process and system for students, parents, & employees
- ✓ Analyzed discipline and related data – published online monthly data
- ✓ Collaborated with charter schools

6

Promoting Positive School Climates

Project Status and Tasks

ONGOING PROJECTS and TASKS

- ❑ Finalizing the training plan
- ❑ Finalizing training materials
- ❑ Ongoing data monitoring and analysis
- ❑ Ongoing report analysis
- ❑ Rubric of Implementation data analysis for 2014-2015 SY

7

Ongoing Training and Preparation

9

List of Restorative Justice Training Schedules for this school year through 2020 is posted in Inside LAUSD under Discipline Foundation Policy website or by accessing through http://dfp.lausd.net.

TRAINING TRACKING AND STATUS:

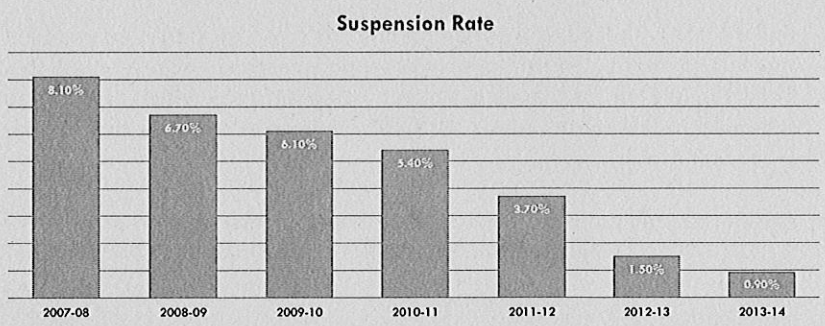
TYPES OF TRAINING	NUMBER OF SCHOOLS TRAINED
1. Introduction to Restorative Justice	44
2. Empathy and Team Building	23
3. Defusing Disruptive Behavior	18
4. Restorative Justice Community Building Circles	8

ESC	BD	Loc Code	School	School Type	Config	# Total Enroll.	RJ ESC Adviser	RJ Teacher Adviser	Symposium	Meet w/principal	Intro to RJ	Prereq. Empathy Training	Prereq. Defusing	RJ Training	Yr. to start
W	4	7696	WESM ENV NATRL SCI	SENIOR HIGH	9-12	333	Ina Gordon	KIMBERLY SHILLING	ATTENDED 10/6 to 10/10	10/13/2014	11/10/2014				2014-15 *
W	4	8943	WESM HLTH/SPORTS MED	SENIOR HIGH	9-12	689	Ina Gordon	KIMBERLY SHILLING	ATTENDED 10/6 to 10/10	10/13/2014	11/10/2014	10/17/2014		11/15/2014	2014-15 *
S	7	2089	AMBLER EL	ELEMENTARY	K- 5	345	Tamara Robinson	N/A	N/A	11/5/2014					2014-15
S	7	2146	ANNALEE EL	ELEMENTARY	K- 6	271	Tamara Robinson	N/A	N/A	10/22/2014	11/18/2014	12/2/2014		1/14/2015	2014-15
W	1	7644	WEST ATHENS EL	ELEMENTARY	K- 5	809	Ina Gordon	N/A	N/A	10/20/2014	11/4/2014	12/2/2014	12/9/2014	1/21/15, 1/28/15	2014-15
XS	2	8991	CDS TRI-C	OPTION	7-12	243	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/101/24/15	2014-15
XS	2	8580	CENTRAL HS	OPTION	9-12	584	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/101/24/15	2014-15
XS	7	8578	EAGLE TREE CONTN HS	OPTION	9-12	149	Mary Jackson	N/A	N/A		11/18/2014	11/18/2014	12/2/2014	1/101/24/15	2014-15

8

Identified Early Trends

10



DESCRIPTION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Instructional days lost to suspension	74,765	59,783	53,725	46,006	26,286	12,353	* 8,351
Suspension rate	8.1%	6.7%	6.1%	5.4%	3.7%	1.5%	* 0.9%

** The Discipline Data total may change once the MiSiS issues have been resolved.*

9

Intended Outcomes

11

What is the intended outcome for the year?

KEY PERFORMANCE INDICATOR	TARGET	DATA/METRIC
Schools Implementing the Discipline Foundation Policy by June 2015	65%	Using the Discipline Foundation Policy System-Rubric of Implementation (ROI) section, the target is to increase the 44% of schools implementing the DFP from 2013-2014 SY 44% to 65% for this school year.
Decrease by 1% the total number of Board approved expulsions total from 2013-2014 SY	106	SY 2013-2014 expulsion total is 107 Goal for SY 2014-2015 is to decrease the number of Board approved expulsions by 1%.
Decrease by 1% the total number of out of school suspensions total from 2013-2014 SY	*	Goal for SY 2014-2015 is to decrease the number of out of school by 1%. *** NOTE:** *The discipline data total may change once the MiSiS issues have been resolved.*
Complete the Restorative Justice training at identified school sites by the end of 2014-2015 SY	150 including demonstration schools	Identified schools including demonstration schools will be trained in the following areas: 1. Introduction to Restorative Justice 2. Empathy and Team Building 3. Defusing Restorative Behavior 4. Restorative Justice Community Building Circle Training
Identified central office personnel complete the required Restorative Justice training by the end of 2014-2015 SY	100%	Educational Service Centers, School Operations, School Police, Division of Special Education, Pupil Services and Attendance and Academic English Mastery and Proficiency Plus, Parent Community Student Services Branch, School Nurse and selected Executive Staff.

10

Considerations

12

- **Collaborate with the Los Angeles County Office of Education for expelled students to receive educational and support services under the AB 922 Countywide Plan for Expelled Students, as well as provide resources to support and include programs that will continue to decrease the number of student expulsions.**
- **Additional funding to increase the number of demonstration schools for the 2015-2016 school year and hire additional Restorative Justice Teacher Advisers to train and support selected elementary, middle and high schools.**
- **Additional resources for central office to continue supporting the District-wide training and implementation of Restorative Justice practices in all schools by 2020.**

11

13

Questions?

12

13

¿Preguntas?

12

PARENT INVOLVEMENT AND STUDENT ENGAGEMENT

LCAP- PROGRAM & GOAL UPDATE

PARENT, COMMUNITY AND STUDENT SERVICES

DELAC Meeting – January 15, 2015

State Priority Area: Parent Involvement

2

LAUSD Local Control and Accountability Plan, Page 13

LCAP Goal 12: Increase the number of parents completing the School Experience Survey annually

- *Efforts to seek parent input*

LCAP Goal 13: Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

- *Promotion of parent participation*

School Experience Survey

3

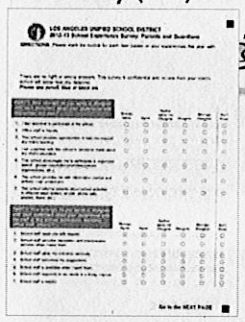
LCAP Goal 12: Increase the number of parents completing the School Experience Survey annually

Subgroup	2013-2014	2014-2015	2015-2016	2016-2017
All Parents of All Schools	31%	35%	38%	41%
		+4%	+3%	+3%

School Experience Survey

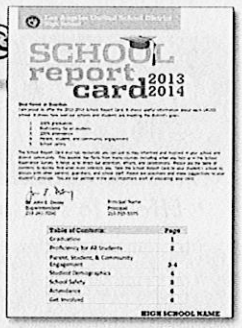
4

School Experience Survey (SES)



Relationship → Relevance

School Report Card (SRC)



SES/SRC Principal Tool

SRC Board Resolution

Complete for all schools

Targeted support

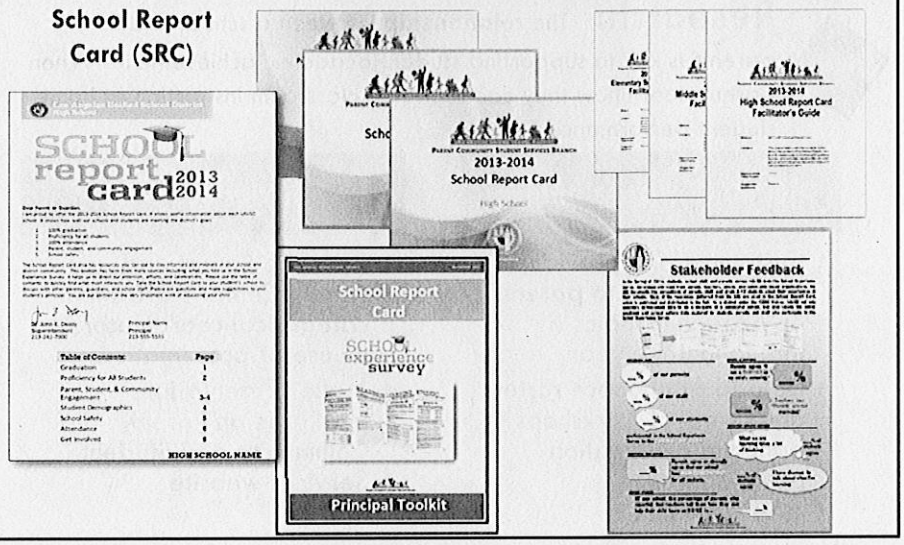
- Online or on paper
- Receive support from school
- Opens in mid-March

- Published in Dec./Jan.
- SES, achievement and culture/climate data

SES/SRC Principal Toolkit

5

School Report Card (SRC)



School Workshops for Parents

6

LCAP Goal 13: Increase percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

Subgroup	2013-2014	2014-2015	2015-2016	2016-2017
All Parents of All Schools	xx%	35%	38%	41%
English Learner, Low Income, Foster Youth		**Establish Targets**		
			+3%	+3%

School Workshops for Parents

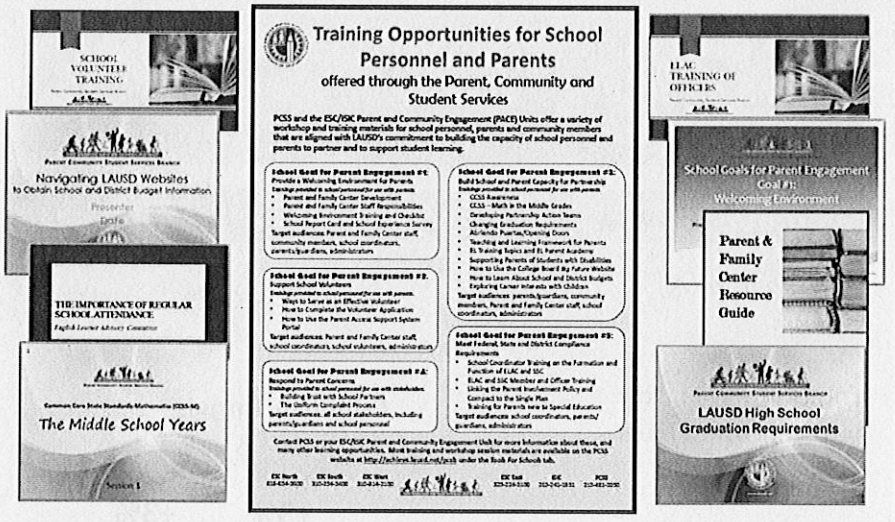
7

Research: The **relationship** between a school and its parents is key to supporting student academic achievement. When parents learn how they can reinforce classroom instruction at home, student performance improves.

School Responsibilities	District Support
• Customize and provide four workshops to parents on academic topics throughout the year • Upload attendance rosters and flyers of workshops in principal certification portal	• Train the Parent and Family Center staff and categorical coordinators on use of presentations • Make presentations available on Parent, Community and Student Services website

School Workshops for Parents

8



Intended Outcomes

9

GOAL 12

Build the awareness of all stakeholders regarding the relationship between the School Experience Survey and the School Report Card and the importance of utilizing the data from each when developing school goals during budget development and when reflecting upon progress.

GOAL 13

Strengthen the relationship between the parents and the school as parents learn more about how to support student achievement

Considerations

10

GOAL 12

- Access to technology for School Experience Survey completion
- Supporting schools that need assistance
- Engaging support of all partners, staff, parents and students

GOAL 13

- Need to establish baseline data

State Priority Area: Student Engagement

15

The Student Involvement, Development and Empowerment Unit of the Parent Community Student Services is dedicated to **engaging students in the decision making process** of the District and schools.

- LCAP/LCFF Student Forum
- Administer an Annual Student Survey-School Experience Survey
- Student Body President's Meetings (School Student Leaders will receive LCAP updates)
- Superintendent's Student Advisory Council (LCAP Student Advisory Council)
- Student Focus Groups
- Aspen Challenge, Los Angeles

16

Questions?

ENGLISH LEARNERS

MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

LCAP- PROGRAM & GOAL UPDATE

DELAC Meeting – January 15, 2015

Multilingual and Multicultural Education Dept.

Background on Department and Program Efforts in LAUSD

2

- 1970 • Lau v Nichols
- 1981 • Castaneda v Pickard
- 2000 • NCLB
- 2011 • OCR/LAUSD Voluntary Agreement
- 2012 • English Learner Master Plan
  • NEW CA ELD Standards
- 2014 • State Adopts ELA/ELD Framework

LCAP Related Goals/Metrics

3

LCAP GOAL 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

- AMAO 1

LCAP GOAL 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

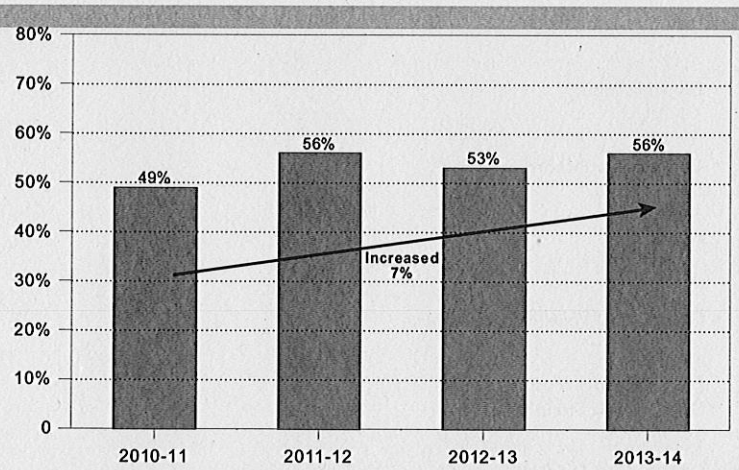
- AMAO 2

LCAP GOAL 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

- Long Term English Learner
- Reclassification Rate

Percentage of English Learners

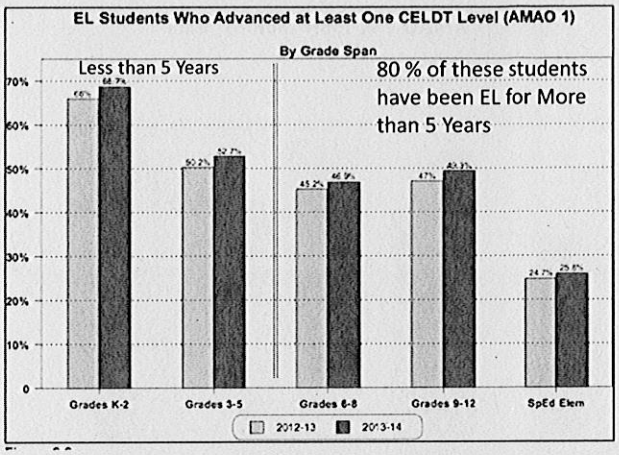
Making Annual Progress in Learning English
AMAO 1



LCAP Goal 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

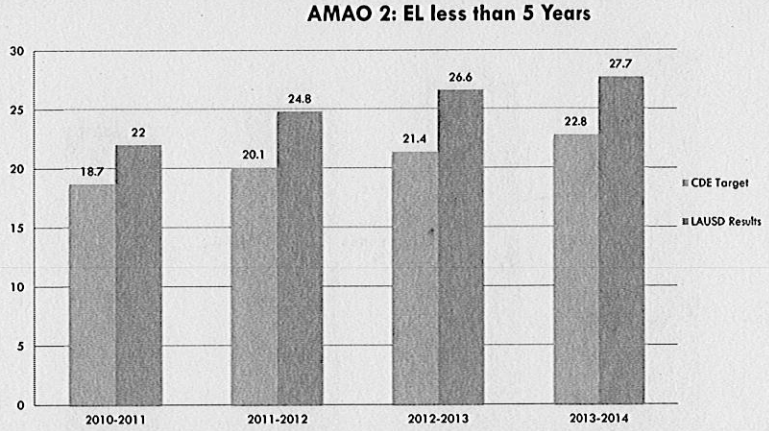
Percentage of English Learners

Making Annual Progress in Learning English
AMAO 1



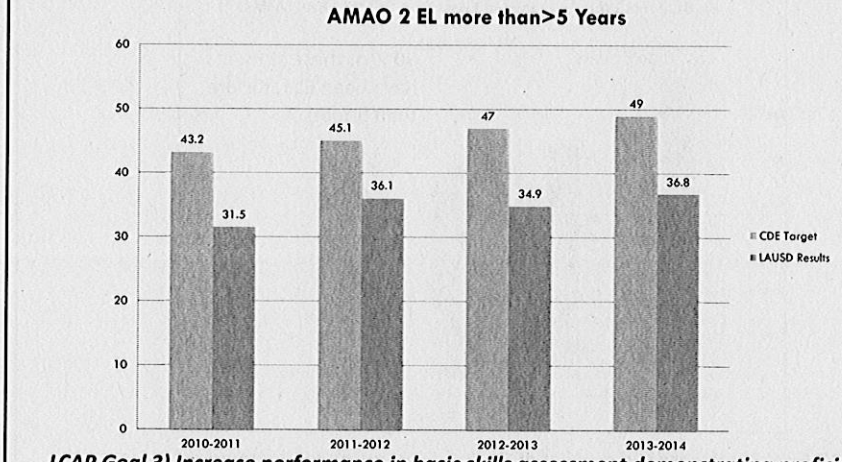
LCAP Goal 2) ***Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)***

Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 <5 Years



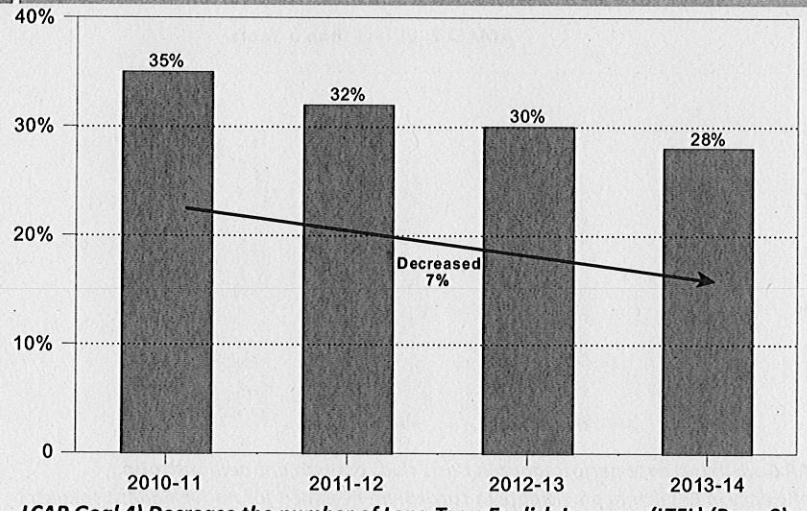
LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 >5 Years



LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

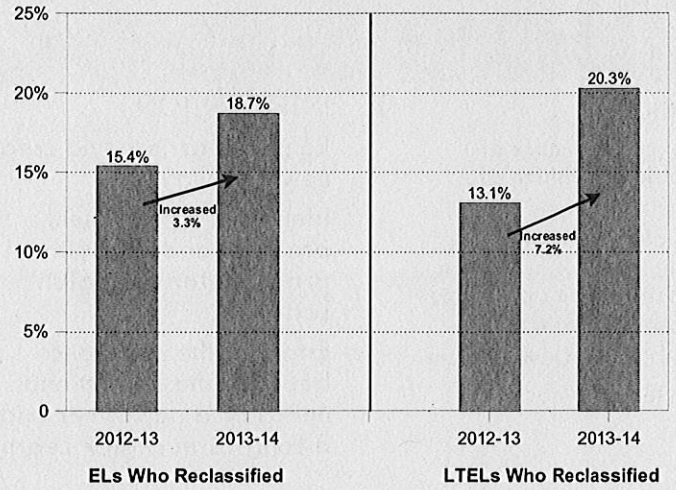
Decrease in percentage of Students Not Reclassified in 5 Years - Long-Term English Learners (LTELs)



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

Percentage of Students Who Reclassified

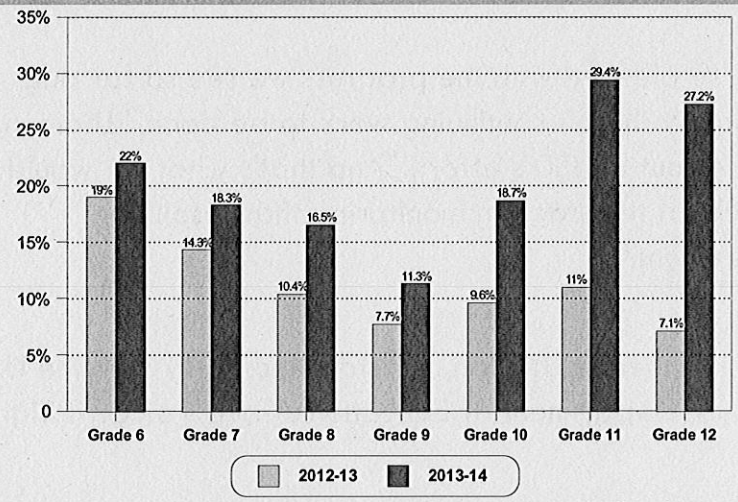
All Grades



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

Long-Term English Learners (LTELs) Who Reclassified

Before (2012-13) and After (2013-14) Implementation of LTEL courses



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

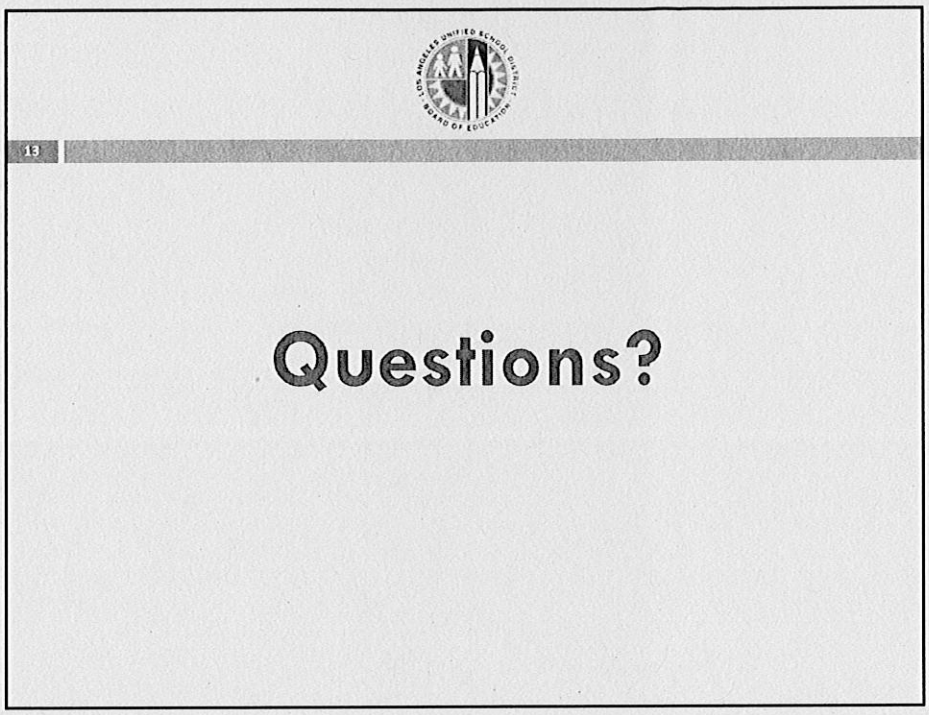
English Learner Master Plan

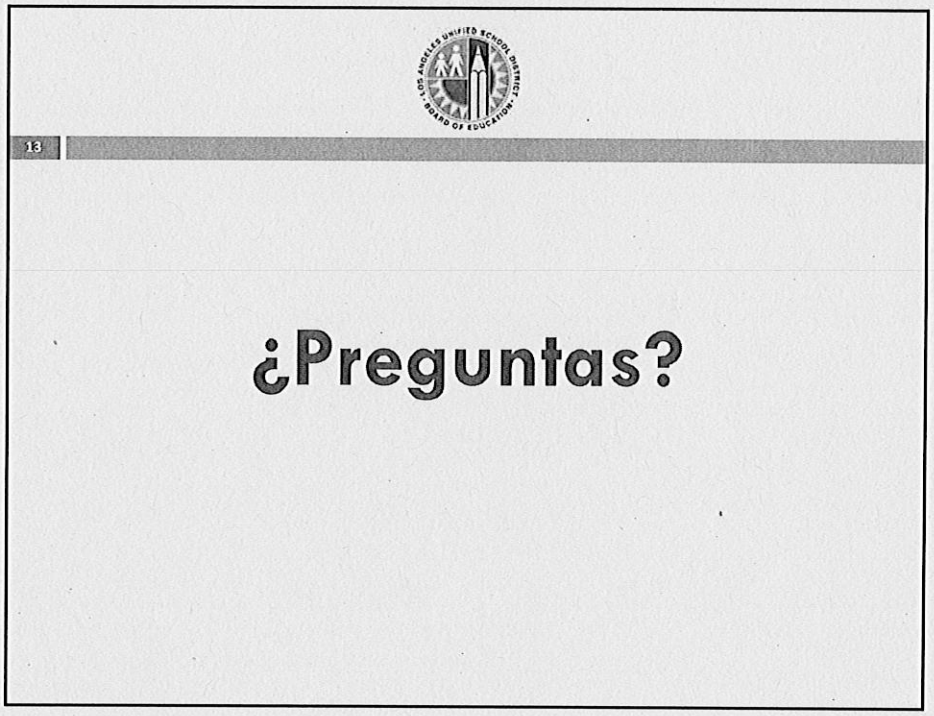
Elementary Strategy	Secondary Strategy
▫ PREVENTION	▫ INTERVENTION
▫ Set a benchmark of reasonable acquisition of proficiency	▫ Remove Barriers and create new pathways
▫ LAUSD- at the end of 5 consistent years of instruction students should be able to meet the reclassification criteria	▫ Identify the placement, progress and instructional practices for all English Learners
▫ Monitor Literacy Development	▫ Establish the difference between the instructional needs of a newcomer and a Long Term English Learner
▫ Monitor Teacher Marking Practices	

FEDERAL OFFICIALS STATEMENT ON LAUSD

"We're pleased with the progress we see so far and obviously there's continuing work to be done," Lhamon said about LAUSD's effort. "And that's what we would expect at this stage in monitoring that resolution agreement."

Catherine Lhamon, assistant secretary with the U.S. Department of Education's Office of Civil Rights


13
Questions?


13
¿Preguntas?

EFFORTS TO IMPROVE ATTENDANCE AND GRADUATION RATES

District English Learner Advisory Committee
January 15, 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)***

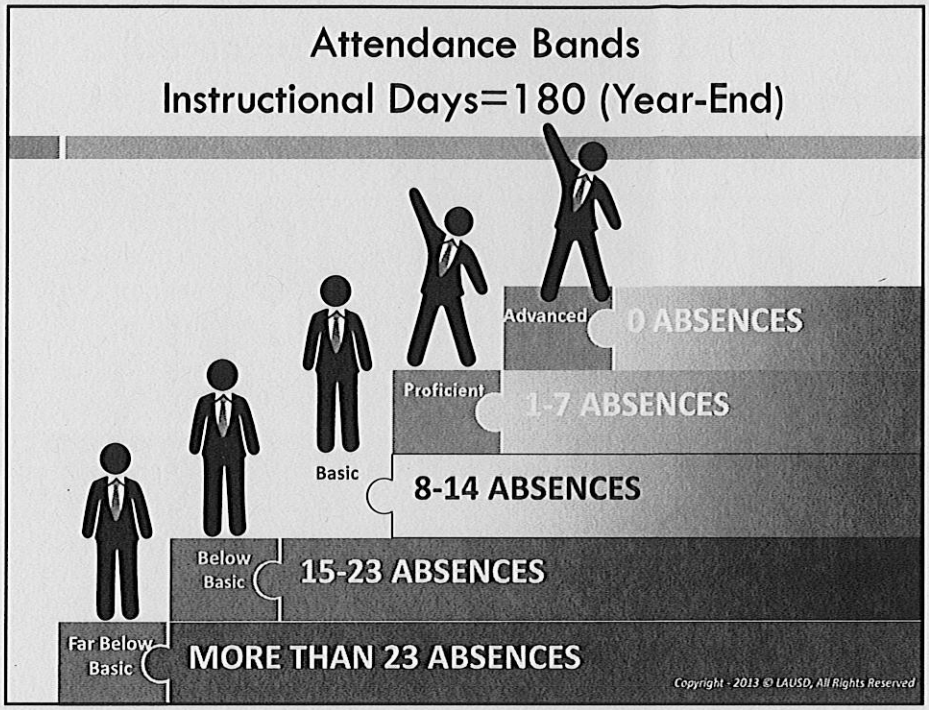
ATTENDANCE

Attendance Performance Bands

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

Chronic Absence

Superintendent's Performance Meter Goal 2013-14: 76% of students attending here


Attendance Bands
Instructional Days=180 (Year-End)
Advanced
0 ABSENCES
Proficient
1-7 ABSENCES
Basic
8-14 ABSENCES
Below Basic
15-23 ABSENCES
Far Below Basic
MORE THAN 23 ABSENCES
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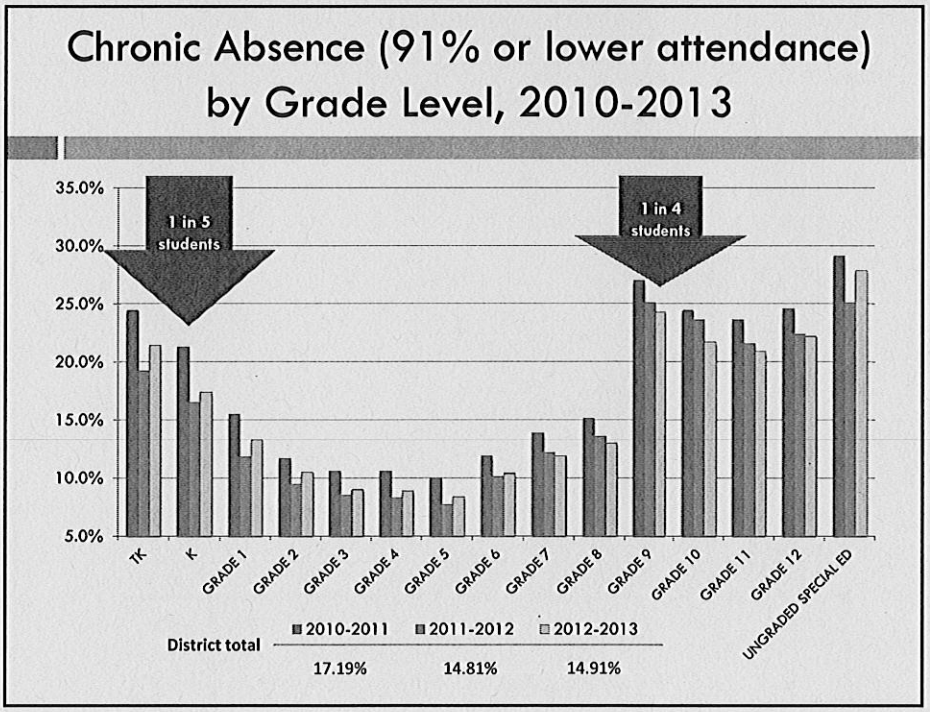
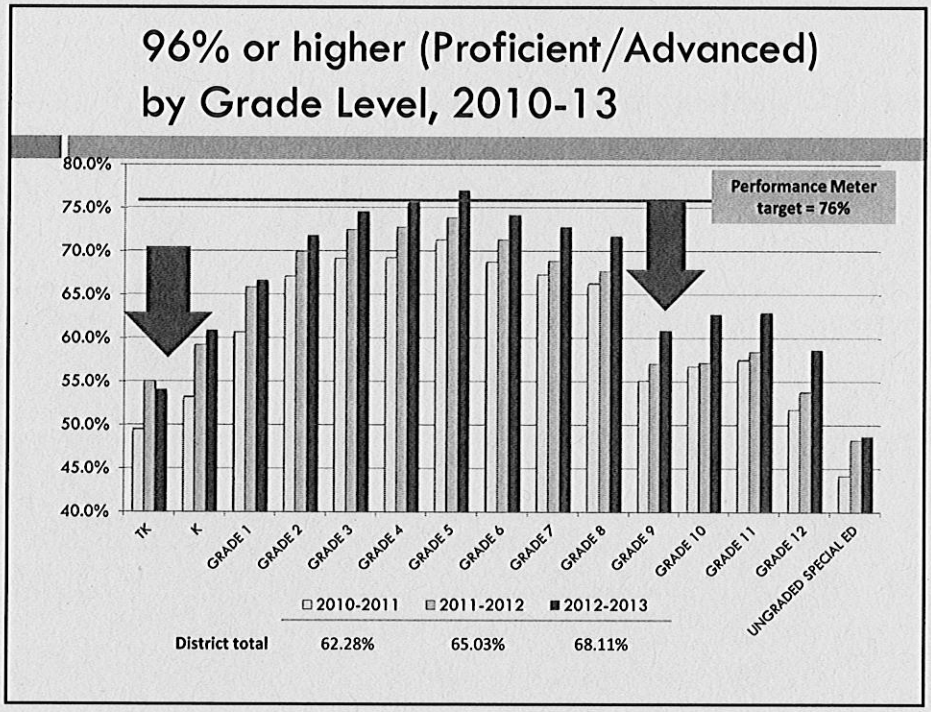
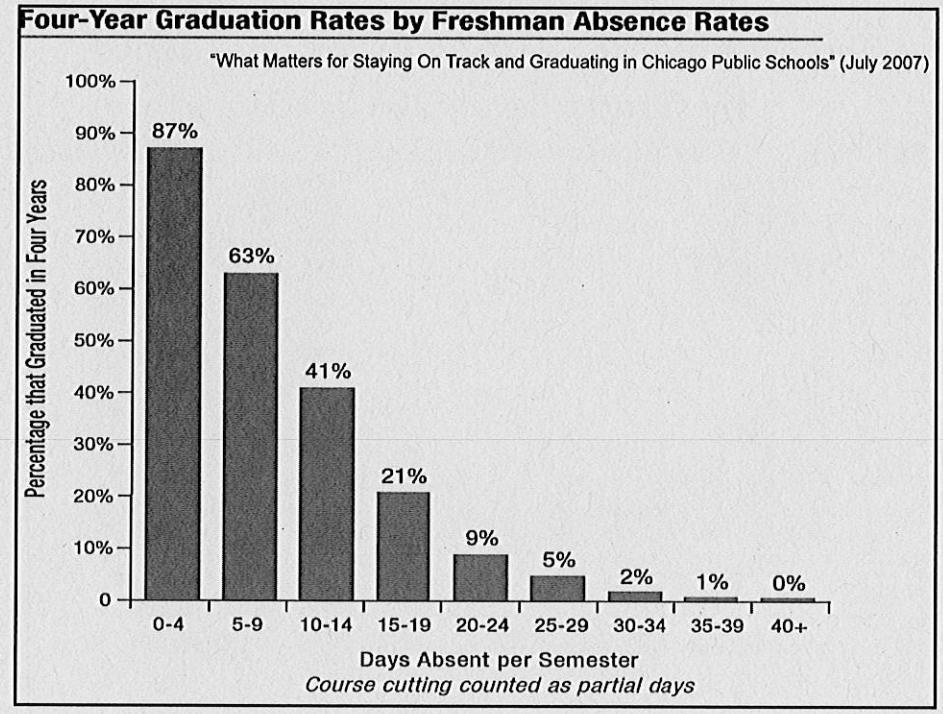

Chronic Absence (91% or lower attendance)
by Grade Level, 2010-2013
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
1 in 5 students
1 in 4 students
TK
K
GRADE 1
GRADE 2
GRADE 3
GRADE 4
GRADE 5
GRADE 6
GRADE 7
GRADE 8
GRADE 9
GRADE 10
GRADE 11
GRADE 12
UNGRADED SPECIAL ED
2010-2011
2011-2012
2012-2013
District total
17.19%
14.81%
14.91%

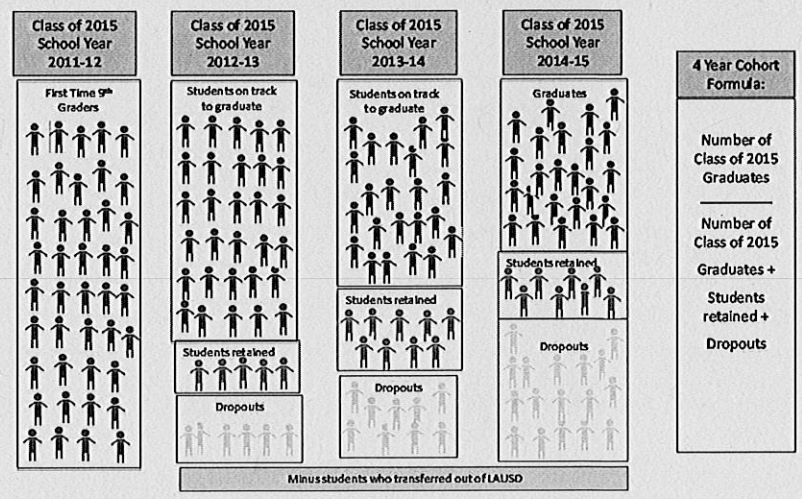

96% or higher (Proficient/Advanced) by Grade Level, 2010-13
80.0%
75.0%
70.0%
65.0%
60.0%
55.0%
50.0%
45.0%
40.0%
Performance Meter target = 76%
TK
K
GRADE 1
GRADE 2
GRADE 3
GRADE 4
GRADE 5
GRADE 6
GRADE 7
GRADE 8
GRADE 9
GRADE 10
GRADE 11
GRADE 12
UNGRADED SPECIAL ED
2010-2011
2011-2012
2012-2013
District total
62.28%
65.03%
68.11%


Four-Year Graduation Rates by Freshman Absence Rates
"What Matters for Staying On Track and Graduating in Chicago Public Schools" (July 2007)
Percentage that Graduated in Four Years
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0
87%
63%
41%
21%
9%
5%
2%
1%
0%
0-4
5-9
10-14
15-19
20-24
25-29
30-34
35-39
40+
Days Absent per Semester
Course cutting counted as partial days

GRADUATION

4 Year Cohort Graduation Rate

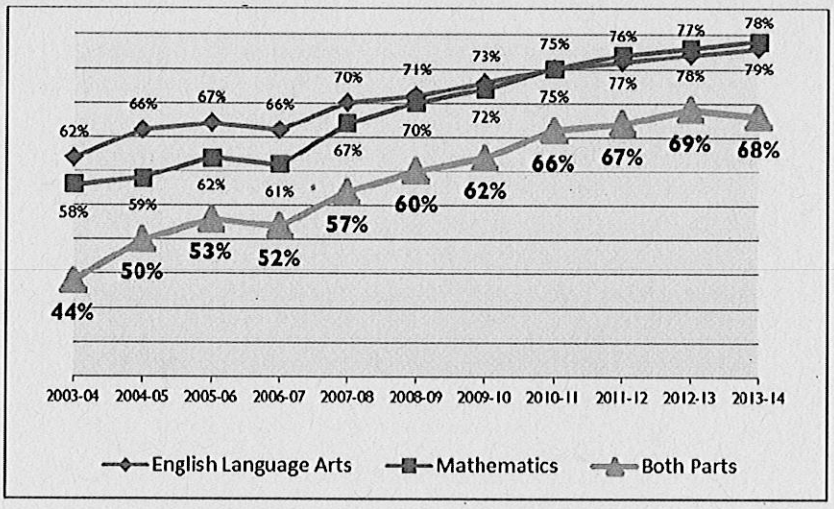
(Follows Same Students Over Time)



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

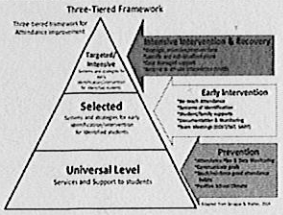
Erika Torres, Director

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

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

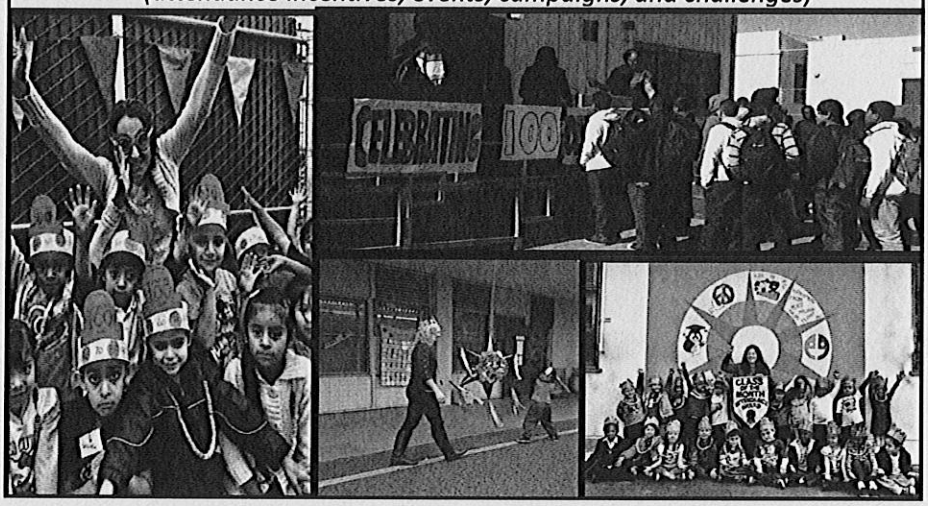
Attendance Improvement Program

- 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 Counselors

Implement Prevention and Intervention Programs

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

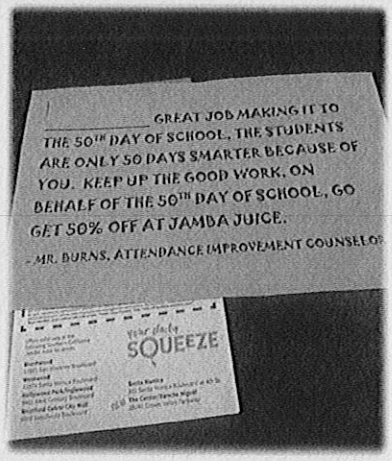


Incentive and Recognition Programs

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

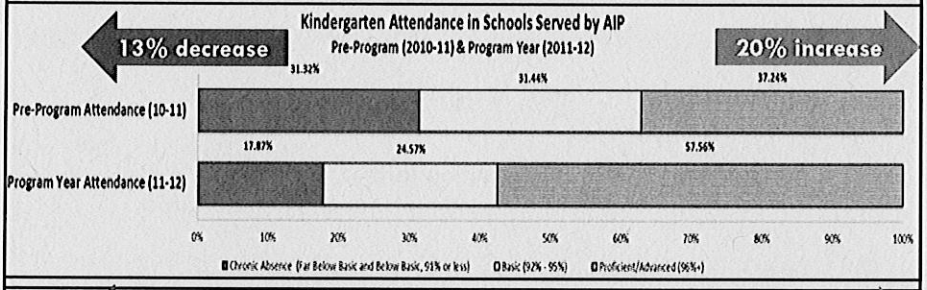
- Types of Rewards
  - Parent and student recognition letters, certificates, gift cards, meal coupons, game tickets, and other donated prizes
  - Recognition assembly for students and their parents/families
  - Field trips
    - *Finance Park, Aquarium of the Pacific, LACMA, etc.*
  - Movie and Popcorn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

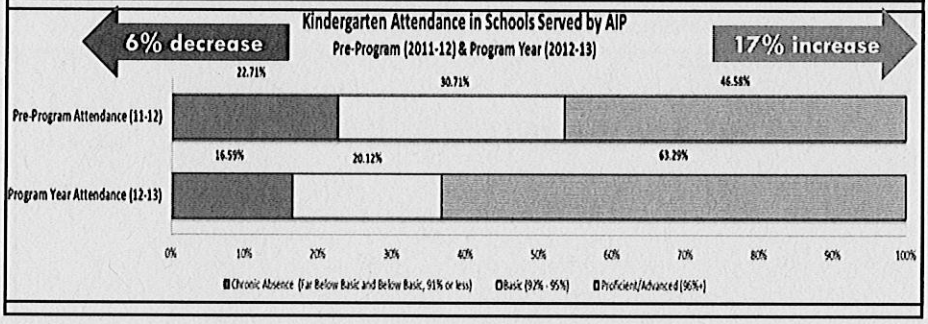
Incentive and Recognition Programs

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)

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

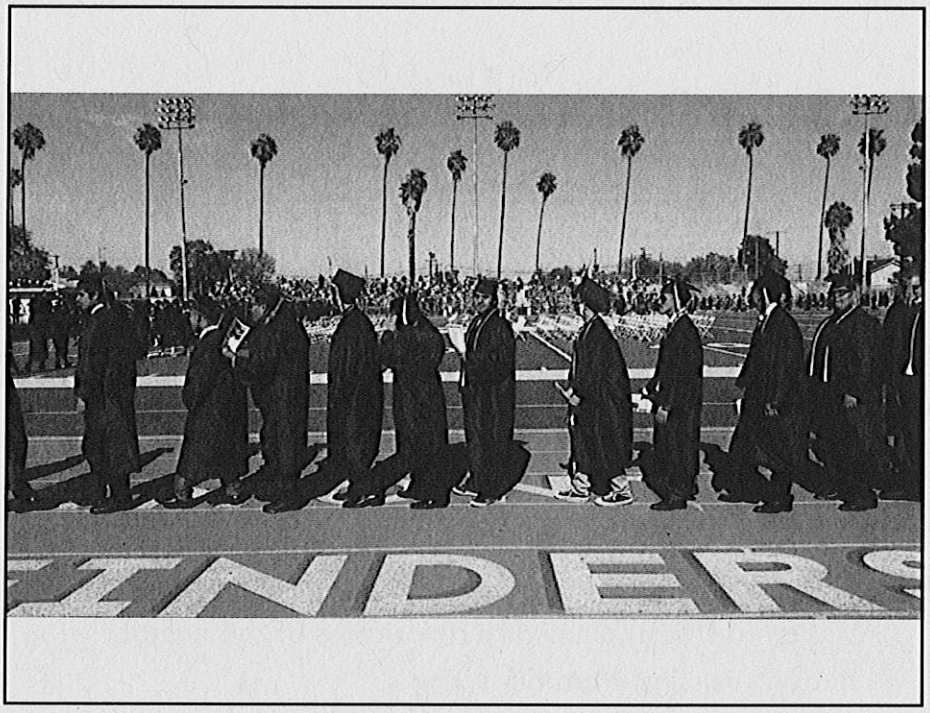
Assist schools with recovering out of school youth with the ultimate goal of decreasing the dropout rate

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



Thank You

COMMON CORE STATE STANDARDS

LCAP- PROGRAM & GOAL UPDATE

OFFICE OF CURRICULUM, INSTRUCTION AND SCHOOL SUPPORT

DELAC Meeting – January 15, 2015

State Priority Area: Implementation of the CCSS

2

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

3

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 (DIBLES, Text Reading 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**

LAUSD Implementation of the Common Core

5

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

Teacher Professional Development

6

- 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

7

- 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

8

- 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

9

- Track Teacher Professional Development/LDC
- 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

10

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

11

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.

12

Questions?

DELAC Calendar

Los Angeles Unified School District

Parent, Community and Student Services

December 12, 2014
Regular Meeting

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

January 15, 2015
Meeting/Training

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

February 5, 2015
Meeting/Training

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

February 13, 2015
Regular Meeting

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

March 13, 2015
Regular Meeting

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

April 10, 2015
Regular Meeting

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

May 15, 2015
Meeting/Training

9:00 am to 12:00 pm

PARENT, COMMUNITY AND STUDENT SERVICES BRANCH AUDITORIUM
1360 West Temple Street
Los Angeles, CA 90026

1/8/15 AC

Calendario de DELAC

Distrito Escolar Unificado de Los Ángeles

Parent, Community and Student Services

12 de diciembre de 2014
Reunión Ordinaria

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

15 de enero de 2015
Reunión/Capacitación

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

5 de febrero de 2015
Reunión/Capacitación

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

13 de febrero de 2015
Reunión Ordinaria

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

13 de marzo de 2015
Reunión Ordinaria

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

10 de abril de 2015
Reunión Ordinaria

9:00 am to 12:00 pm

AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

15 de mayo de 2015
Reunión/Capacitación

9:00 am to 12:00 pm
AUDITORIO
SERVICIOS PARA LOS PADRES, LA COMUNIDAD Y LOS ESTUDIANTES
1360 West Temple Street
Los Angeles, CA 90026

1/12/15 AC

PARENT COMMUNITY STUDENT SERVICES BRANCH

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

Thursday, January 15, 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?

PARENT COMMUNITY STUDENT SERVICES BRANCH

Distrito Escolar Unificado de Los Ángeles
Servicios para Padres, la Comunidad y los Estudiantes
Comité Asesor del Distrito para los Estudiantes Aprendices de Ingles

Jueves, 15 de enero de 2015

Formulario de Evaluación

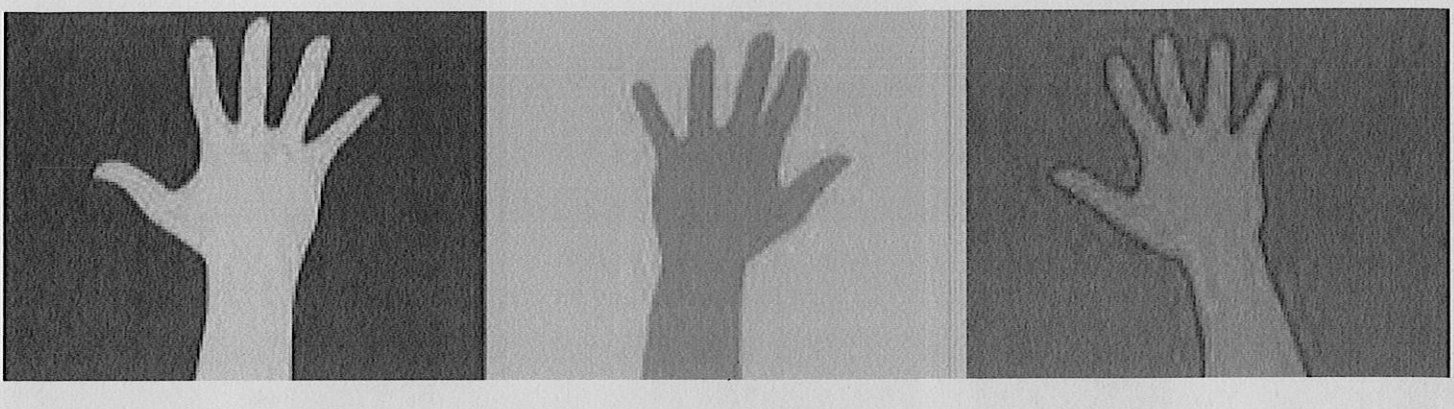
Conteste la siguiente pregunta.

¿Qué parte de la reunión fue **más** útil?

Me gustaría más información sobre:

Sugerencias sobre cómo podemos mejorar la capacitación

¿Tiene algún otro comentario, sugerencia o ideas para reuniones futuras?



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

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

Door Prizes

Free TB testing

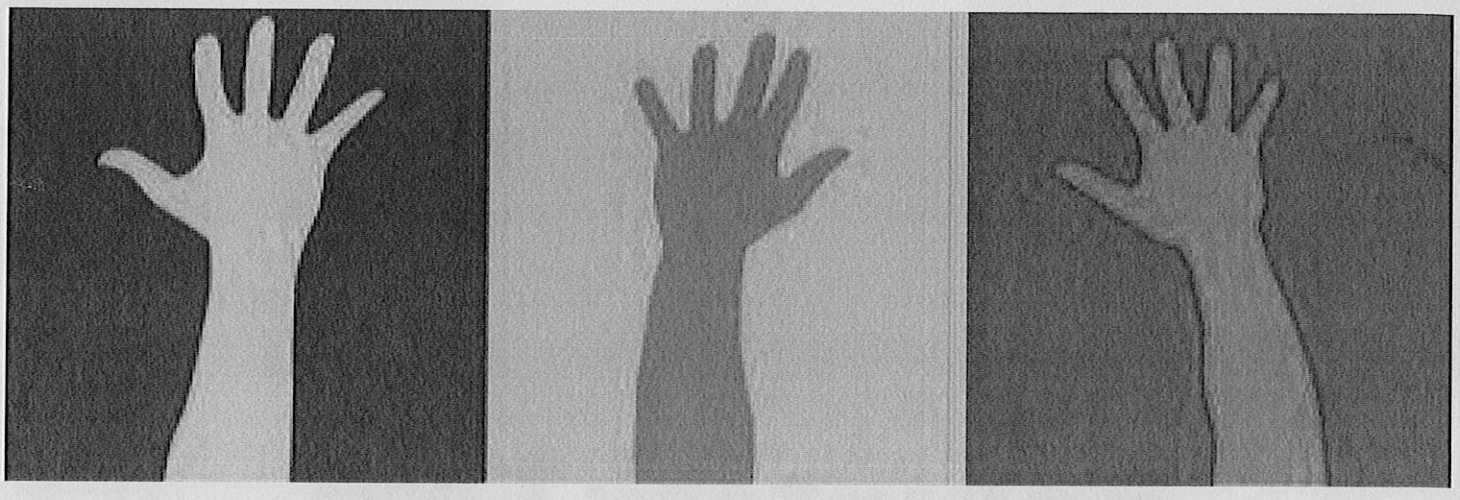
A-G Requirements

Community Resources

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

SCHOOL VOLUNTEER PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT



FERIA DE VOLUNTARIOS

Centro de Servicios Educativos Zona Norte

¡Nuestros estudiantes nos necesitan!
Padres, Tutores Legales y Miembros de la Comunidad:
¡Vengan y compartan con nosotros un día lleno de diversión e inspiración mientras aprenden cómo apoyar el programa de voluntarios de su escuela!

Cómo registrarse como Voluntario

Fecha: **Sábado, 7 de febrero de 2015**

Horario: **8:30 a.m. – 12:30 p.m.**

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

Premios

¡Gratis! Examen de TB

Recursos de la Comunidad

Requisitos A-G

Se proveerá desayuno y cuidado de niños. Para más información, comuníquese con la Facilitadora de Padres y Comunidad: Shakeh Ayvazian, al Centro de Servicios Educativos Zona Norte al

(818) 654-3634.

SCHOOL VOLUNTEER PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT