

100% GRADUATION			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
DELAC	Reclassification intervention.	MMED	English Learners (ELs) ongoing progress is monitored as part of the Student Support and Progress Team. ELs who are not making adequate progress towards reclassification are provided in-class intervention or targeted instructional support beyond the school day.
DELAC	Monitor children with special needs on their right to graduate without generalizing their disability since it is their right, not only living skills but also the goal of 100% graduation for them.	SPED	<p>The District supports students with disabilities in graduating with a diploma and monitors students' progress towards that goal.</p> <ul style="list-style-type: none"> • An informational guide for students with disabilities ages 14 and older and their families provides information regarding the Individual Transition Plan (ITP) portion of the Individualized Education Program (IEP) and includes guidance on the requirements for graduating with a diploma. The publication is "The ITP and You". • The District's policy bulletin, BUL-6257.1, High School "A-G" Graduation Requirements and Students with Disabilities (March 27, 2017) outlines the course options for high school students with disabilities who will earn a diploma from the Los Angeles Unified School District. • Documentation of whether a student with disabilities age 14 or older is working towards diploma or working towards a certificate of completion is collected on the ITP section of the IEP. • Information regarding the student's progress toward graduation is included on the student's Individual Graduation Plan (IGP). The District's policy bulletin, BUL-2537.7, Individualized Graduation Plan (IGP) for All Secondary Students (August 25, 2016) outlines the procedures for conducting and documenting IGP conferences for secondary students and provides information regarding addressing information related to the IGP during the IEP team meeting discussion about transition planning.

DELAC	Trainings for teachers and school personnel (with credentials that are bilingual and how to treat children with special needs and understand that children have needs and how to address them.)	MMED/SPED	The Special Education Department and Multilingual Multicultural Department (MMED) are working together to address students with disabilities who are also English Learners through our revised Master Plan and collaborative meetings around dual language programs. Teachers are receiving information on how to provide designated and integrated English Language Development instruction with high impact strategies that will be effective for also supporting students with disabilities.
DELAC	Specific coordinator to monitor each school and that the person keeps a record of every school and their effectiveness in preparing English learners and school's individual needs. "The District to provide the funds for these resources."	MMED	Each Local District has Coordinators responsible for monitoring the outcomes for Elementary, Secondary and Compliance coordinators. They currently monitor the progress of EL's toward both reclassification and graduation. The positions are funded through Local Control Funding Formula funds.
DELAC	Workshops for parents to know their children's rights and the benefits that the District has for their students.	PCS	Parent and Community Services (PCS) does have several workshop modules available for staff to use with parents. I will ask that PCS make these trainings available to parents without needing an LAUSD Single Sign On.
PROFICIENCY FOR ALL			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
DELAC	Redesign interventions in all schools to meet the needs of the students.	DOI	As a response to the Middle Grades Framework for Action, the Division of Instruction has been re-evaluating interventions for English Language Arts and mathematics across all grade levels. Next year, initial changes to the middle grades English Language Arts interventions will occur, and mathematics interventions will be adjusted the following year. The Division of Instruction is currently revising all curriculum maps for courses across all grade levels in order to calibrate expectations for first instruction in classrooms.

DELAC	Students are not achieving adequately due to the lack of healthy and good food. Food affects student health and they miss school and loose time and instructional days.	Food Services	<p>All LAUSD meals meet both United States Department of Agriculture and California Department of Education meal requirements. This is done to not only receive reimbursement from the federal and state government but to also support our students' growth and development. The Food Services Division menus are created by our Nutrition Specialists, some of whom are Registered Dieticians. In the last two years, the division has made significant improvements to our menus in order to increase student satisfaction and increase participation in our programs. Examples of this include adding hot breakfast sandwiches multiple days each week, offering sandwiches and salads on our menus daily and increasing hot supper menu choices for participating schools.</p> <p>As we know, nutrition only happens when students eat, so the Food Services Division understands the importance of serving products which are familiar and well-liked by students. An example of this is our flatbread; although it is similar to a slice of pizza, it is whole grain, lower in sodium and fats and is well received by students. In addition to the main item served each day, the Food Services Division continues to focus on offering students a variety of choices for fresh fruits and vegetables. A different vegetable and fruit is served for each day of the week and LAUSD exceeds the Federal standards in order to provide a wide variety to meet the nutritional needs of our students. All meals served are well-balanced, wholesome and nutritious. They are geared to meet the nutritional and energy needs of children and provide the vitamins, minerals, and other key</p>
DELAC	Provide more math and English tutoring and hold it on Saturdays.	DOI	Beyond the Bell offers academic support services to schools after school hours. In addition, school sites have autonomy to fund additional academic tutoring for students after school and on Saturdays.

DELAC	When a student takes the DIBELS exam— supervise for compliance on goals and if they are not complying: (Support immediately and provide necessary help so that they pass the exam) and see results (BOY) DIBELS.	DOI	The district’s Early Language and Literacy Plan is designed to provide training and support to schools to ensure data from formative literacy assessments(e.g., DIBELS) are being utilized to support small group instruction that is targeted to student needs. While only teams from schools were trained, the Division of Instruction is planning to open training for more teachers and may also coordinate with Parent and Community Services to develop trainings for parents.
DELAC	Provide workshops and train parents about the exams (DIBELS, SBAC.)	PCS	PCS does have several workshop modules available for staff to use with parents. I will ask that PCS make these trainings available to parents without needing an LAUSD Single Sign On.
100% ATTENDANCE			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
DELAC	Discussions with students to explain to them the importance of school attendance.	SHHS	Schools utilize tiered strategies including absence notification letters, phone calls, bulletin boards, assemblies, individual and group counseling and parent meetings. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools receive extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District’s goal for attendance submittal and/or student attendance improvement.

<p>DELAC</p>	<p>That the District enforce with our teachers and school personnel the same attendance policy used with the student.</p>	<p>RISK MANAGEMENT</p>	<p>LAUSD recognizes the impact of employee attendance on student achievement. In 2004, the Board of Education adopted an employee attendance policy that includes an expectation of regular attendance and avoidance of absenteeism.</p> <p>In support of the employee attendance policy, the District monitors employee attendance, provides support and training for administrators in managing employee attendance, and takes disciplinary action against employees when necessary. The District also maintains an active program to aggressively return employees to work and to accommodate employees with disabilities so they can continue to work and support our students. At the start of every school year, administrators are required to advise employees of the Board employee attendance policy.</p> <p>At the same time, the District is required to comply with bargaining unit agreements with our labor partners and with state and federal employee leave statutes that give employees the right to job protected time off work. Examples of these statutes include the federal Family and Medical Leave Act, California Kin-care and School Activities Leave. These job protected time off statutes do not apply to students.</p> <p>The Student attendance goal for the current school year is to have 75% of students attending school 96% of the time or more. In contrast, the employee attendance goal is to have</p>
<p>DELAC</p>	<p>Motivating workshops so that the child wants to go to schools and to improve learning and so that parents also are engaged in school.</p>	<p>DOI/PCS</p>	<p>PCS does have several workshop modules available for staff to use with parents. I will ask that PCS make these trainings available to parents without needing an LAUSD Single Sign On.</p>

DELAC	That the school create strategies to help students according to their individual needs along with the teachers so that they feel motivated and therefore attend class and school.	DOI	Schools and their leadership are accountable for generating a culture of inclusivity and individual engagement for students in their school. Working alongside pupil services and attendance counselors (PSA), counselors, social workers, administrative members, schools outline strategies in their school-level plans to address attendance, academics, and other areas of focus. I will encourage our leaders to make this an area of work for the coming school year.
DELAC	That the school environment be friendly and welcoming for parents and students so that they do not refuse to go to school.	PCS/SHHS	SHHS is working on revising the Discipline Foundation Policy/Schoolwide Positive Behavior Intervention and support which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate. Currently restorative justice practices are being implemented in schools throughout the district to support community building and support a safe and welcoming environment. Schools utilize the rubric of implementation to assess how the school is implementing the policy.

DELAC	Motivate the student about the importance of school attendance.	SHHS	<p>Recognition of excellent and improved attendance is conducted at a school site and local district level. Schools recognize students using trophies, medals or certificates. Local districts often recognize schools that are meeting LCAP targets or have reduced chronic absenteeism levels. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools receive extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District's goal for attendance submittal and/or student attendance improvement.</p>
DELAC	That attendance is taken at the start of instruction and not during Breakfast in the Classroom.	SHHS	<p>The initiative to provide Breakfast in the Classroom was in response to a growing need to have students start their day with a meal to support their learning. Currently, the BIC is part of the instructional day and district policy requires teachers to take attendance within the first 15 minutes of the period/day. I agree that we must have the clear policy regarding record keeping as it relates to attendance. In order to do this we must continue to provide training and support for all staff. We are working on training modules for all personnel who are involved in student enrollment, withdrawal, attendance taking, and marking procedures. As an example, most recently the District provided an incentive fund for schools focused on enhancing timely attendance reporting and submittals to ensure student attendance is monitored appropriately and there is not a fiscal impact to the District.</p>

DELAC	That District pay for the PSA half day when schools have high absenteeism.	SHHS	<p>In an effort to support Local Control, school sites are provided with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. In addition, we are implementing strategies, supports, and campaigns highlighting the importance that everyone plays in increasing attendance rates. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. It is the collaboration of all stakeholders to improve student attendance. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District's goal for attendance submittal and/or student attendance improvement.</p> <p>While it would be great if we could assign a PSA Counselor to every school, I believe it is essential that schools continue to make staffing decisions based on their school's data and needs. We will continue to support schools with the highest needs, and to provide PSA support for those schools.</p>
DELAC	Certificate for parents with perfect attendance.	PCS	PCS is modeling this idea by presenting Committee parents attendance certificates. Some schools also provide certificates to parents of students with perfect attendance. I will ask SHHS to provide this as a practice that should be encouraged at all sites.
PARENT AND COMMUNITY ENGAGEMENT			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE

DELAC	Establish a special committee for parents for surprise visits to different local schools to evaluate (customer service), for example, parent centers, office and cafeterias, etc. (justification is accountability in the schools.)	PCS	The idea of establishing a "secret shopper" process is one that I am interested in exploring. I will ask PCS to develop a pilot that we can implement in the 2018-2019 school year.
DELAC	School personnel is trained about the importance of parent engagement. At least three times a year and that PCS is the one to train and monitor.	PCS	In the Strategic Plan we have started the process of training the staff on the importance of parent engagement. The School Team Parent Engagement Summits were successful in bringing that topic to the forefront of the attention of the schools. I understand also that all new administrators do receive information on how to engage parents. The PCS staff provides the training to these new administrators at least 3 time in the Aspiring Administrators training program. We will continue to work on training the school teams regarding the importance of engagement parents in a respectful and transparent manner.
DELAC	The District provides an official identification for parents and legal guardians for District use only and monitor the number of hours that parents are engaged, for example, volunteer hours, workshop attendance, parent and teacher conferences, guidance, IEP and others, library visits or District Office visits and others that are applicable. All these hours to be used as a culmination requirement at all schools levels (primary, middle and high) and that it is mandated in the School Report Card.	PCS	This idea has many merits and is worth exploring. I will ask PCS to develop a plan on the feasibility of this process. Thank you for your thoughtful suggestion.
DELAC	When ELAC representative elections are held, that they are willing to go to the District meetings to take the information back to the schools (that it is a requirement when doing the election.)	PCS	According to Ed. Code DELAC has several key responsibilities. Taking the information they receive at the DELAC meetings is something that many DELAC members do naturally. Making it a requirement might discourage some ELAC chairs from joining DELAC. We will be working with the Local Districts to ensure that the ELAC chairs have information that they can take back to thei schools.

DELAC	Supervise funds assigned to parents so that they are used adequately.	PCS/Budget	I have heard that parents are concerned regarding the use of funds designated for parent engagement. I want to assure you that I will work with District staff to ensure that parent funds are used to support parent engagement.
SCHOOL SAFETY			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
DELAC	Have surprise visits in all schools with police dogs to prevent drug use, guns and alcohol.	School Operations/LASPD	We actually respond daily to campuses based on requests from administrators to conduct area searches (open) when students are in classes in an attempt to detect any narcotics. Some searches may be specific areas based on propensity for certain areas of the school to be used to “stash” contraband. Some may be “running hallways/corridors” to sniff lockers, and some may be specific locations where random or reasonable suspicion searches of backpacks may occur (not on a person) to detect contraband. We have 4-6 K-9s deployed daily for this purpose. Unfortunately the K-9 do not detect “alcohol”.
DELAC	Confidentiality for harmed as well as for the harmer and give them the necessary help and seek the root cause for the aggressive behavior and take steps for the events, as well as give them consequences for the aggressive behavior (and that the consequences are constructive and reflective for improvement.)	School Operations/SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate
DELAC	In all elementary schools mandate program training and train key people to implement and support the Restorative Justice Program in all elementary schools.	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate including training and implementation of Restorative Practices.
DELAC	That school are transparent in the following areas: key people, school data, and the restorative justice school plan. (Monitoring/compliance)	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate.

DELAC	Support programs for children who are bullied.	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to bullying.
BASIC SERVICES			
COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
DELAC	Establish a parent and district committee that conducts surprise school visits to supervise that the expectations are met.	LASPD	The idea of establishing a "secret shopper" process is one that I am interested in exploring. I will ask PCS to develop a pilot that we can implement in the 2018-2019 school year.
DELAC	Train the parents on the UCP and William's process, about their rights and how to use them. Schools should provide suggestion or needs sheets available to all parents and that they are sent directly to the school district and are redirected to the parent committees for review.	School Operations/SHHS	Student Health and Human Services will work with the Division of School Operations and the Office of General Counsel to support this request.
DELAC	Invite the unions so that they can explain what their commitment is with education and parents.	SHHS	We will extend an invitation to our labor partners to meet with parent committees in the fall of 2018. We will explain that this will be an opportunity to present their goals and visions to parent groups.
DELAC	Train the parents on how to lodge a complaint and how to escalate it systematically to achieve the needed improvement.	SHHS	I understand this is an important component to holding schools and the District accountable for needed improvements. I will direct Parent Community Services to work with the Office of General Counsel to support this request.

<p>DELAC</p>	<p>Technology implementation in the classroom with specifically assigned funds to each school based on the number of students.</p>	<p>SHHS</p>	<p>The Information Technology Division (ITD), in collaboration with the Division of Instruction, has developed an initiative called the Empowered Learner. The Empowered Learner initiative will go before the Citizens' Bond Oversight Committee, who oversees the use of Bond Funds by the District, on March 31, 2018 for review. The Initiative will then go before the Board of Education for funding and approval on June 12, 2018. The Empowered Learner initiative fulfills Board Resolution 039-17/18 (advocating 1:1, one device for every student) and continues work on Board Report 639-16/17 (prepares every K-12 campus to leverage digital tools, resources and enhance instruction).</p> <p>Additionally, on a five to seven year recurring cycle, schools' network equipment is upgraded to enable site wide network capacity, including classroom wireless networking capabilities. The length of the refresh cycle reflects the manufacturers' useful life of equipment.</p>
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