

The Story

Describe the students and community and how the LEA serves them.

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The Los Angeles Unified School District (LAUSD) is a district focused on ensuring all students are prepared for college, career and life. We are a district that serves over 574,877 Pre-K thru Adult Education students, of which approximately 85% of these students are either eligible for free and reduced lunch, an English learner or in the foster youth system. Acknowledging the challenges our students confront every day, both academically and emotionally, it is essential we ensure resources are effectively targeted to our neediest students. As such, our objective in developing equitable practices in LAUSD is informed by our diverse population where nearly 94 languages other than English are spoken and 74% of our student population is Latino, 9.8% is White, 8.4% is African American and 6.04% is Asian/Pacific Islander. The District embraces strategies that foster opportunities and aim to close the opportunity gap for students identified by the Local Control Funding Formula (LCFF). It cannot be done without our approximately 60,000 employees, consisting of teachers, administrators and classified personnel that are instrumental in helping LAUSD achieve the goals and objectives for improving student outcomes.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

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The Los Angeles Unified School District continues to foster programs and services aimed at providing necessary supports to our highest need schools that are determined by several Student Equity-Based indices focused on concentrating resources and services to our neediest students. Specifically, the District's plan continues to sustain essential programs and has designed programs that better support our low-income, English learners and foster youth under the following District goals:

Goal #1 - 100% Graduation: Ten LCAP actions that aim to increase the District's graduation rate and ensure students graduate college and career ready.

- Expands funding flexibility for the use of resources at school-sites to better serve our targeted student populations. Counseling and Assistant Principal positions are provided professional development and guidance for effectively supporting English learners and foster youth. The professional development will focus on our Targeted Student Population (TSP) to support building a student-centered master schedule that

provides equitable access and maintains a comprehensive, instructionally effective and compliant instructional program that fosters the academic achievement of English Learners, low income and foster youth. (Goal 1, Action 5)

- Provide resources to 50 identified secondary schools to support innovative practices that are intended to improve academic and school climate outcomes. Schools are investing in professional development focused on ELA and Math strategies catering to the needs identified at each school. In addition, a restorative justice position plus other student support personnel are a minimum staffing requirement for these schools. (Goal 1, Action 10)

Goal #2 - Proficiency for All: Twelve LCAP actions are focused on attaining grade-level academic proficiency for all students.

- Sustains commitments for Foster youth through the continued funding of the Foster Youth Achievement Program (Goal 2, Action 1)
- Implement a coordinated professional development framework which focuses on designing professional development courses to identify & service targeted student population (Goal 2 Action 2)
- Revamped Accelerated Academic Literacy program directed towards tier II/tier III interventions for the middle schools students (Goal 2, Action 9)

Goal #3 - 100% Attendance: Four District supported actions to effectively engage and foster growth in school attendance for students

- Provide student support personnel that engage students and families on the importance of attending school everyday. (Goal 3, Action 2)

Goal #4 - Parent, Community and Student Engagement: LCAP actions support schools in enhancing partnerships and collaboration between parents, students, teachers and community members, which specifically aim to develop and empower students to reach their full potential.

- Strengthen actions to decentralize parent and community engagement strategies and supports for schools (Goal 4, Action 2)

Goal #5 - Ensure School Safety: Create safe and orderly school environments where students and staff feel safe, cared for, connected and respected which is conducive to learning for all students.

- Support commitments for the District's Restorative Justice program (Goal 5, Action 1)

Goal #6 - Basic Services: Essential to maintaining effective staff, clean and welcoming schools and ensuring students receive equitable access to basic services throughout the District.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

<p>Greatest Progress</p>	<p>DRAFT</p> <p>The Los Angeles Unified School District is proud of the heroic efforts by our teachers, counselors, parents, administrators and classified staff who rally around our students every day. We also thank our education leaders and partners who work with us to understand our challenges and celebrate our gains year after year.</p> <p>1 – LAUSD reached its highest graduation rate of 80%* increasing by 8% over the last 3 years. Not only an increase but a demonstration that students are now completing the college required sequence of courses as part of their graduation requirement. The continued investments in credit recovery, graduation counseling and planning and furthering the culture change in our schools and amongst our families to set their sights on graduation, college and career through the District's Pre-k thru 12th grade continuum will ensure our success continues.</p> <p>2 – LAUSD continues to demonstrate a great focus on addressing discipline through positive practices. The District continues to be a leader on decreasing the number of student suspensions with only .5% of our students being suspended in the 2016-17 school year. The District remains focused on implementing the school climate bill of rights and the discipline foundation policy while rolling out a 4-year strategy to train all schools with restorative practices and positive behavior and intervention supports for youth. LAUSD is proud of the significant decrease in suspensions we have seen over the last 6 years, which is a product of the policies and people leading the way in this work.</p> <p>3 – The District’s English learner reclassification rate reached a record height of 20% for the 2017-18, a 9% increase in two years. In a district that serves over 120,000 English learners this is significant progress. A continued focus on monitoring English learner progress at school-sites and establishing a foundation of culturally and linguistically responsive practices is resulting in greater progress for English Learners. With the passage of Proposition 58 and the transition to the LPAC, the District is developing strategies to support an expansion of opportunities for English learners and their families.</p> <p><i>*80% is a preliminary estimate based on prior year California Department of Education graduation calculation rules. We expect this estimate to change due to changes in the calculation by the California Department of Education</i></p>
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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

<p>Greatest Needs</p>	<p>DRAFT</p> <p>There are two identified “orange” indicators in ELA and Math performance for "all students that need significant improvement. Specifically, a review of the District's performance found:</p> <p>#1) The LAUSD is identified as having “low” status in English Language Arts Assessments, specifically having an average student performance of 39.6 points below level 3.</p> <p>The Division of Instruction continues to support local district and schools to implement the new state standards in English Language Arts. The district implemented new instructional materials in English Language Arts courses aligned with the standards in the 2016-17 school year. The Division of Instruction is committed to providing a multi-tiered system of support to address the needs of all students. The Division of Instruction continues to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels, including English learners, Standard English learners and students with disabilities. The Division of Instruction continues to support Mastery Learning and Grading training district-wide to improve teachers’ instructional and assessment practices. Social-emotional learning and culturally and linguistically responsive teaching strategies are also areas of focused professional development for teachers.</p> <p>LA Unified Early Language and Literacy Plan (ELLP) seeks to ensure that, by the end of second grade, students are able to read, write, speak and listen with proficiency. The ELLP course of study for collaborative school teams includes phonemic awareness and phonics instruction along the continuum, small group reading instruction and effective use of data. ELLP schools are provided strategies for conducting in depth analyses of Dynamic Indicators or Early Literacy Skills (DIBELS) data and are encouraged to conduct supplemental diagnostic assessments in order to provided effective differentiated literacy instruction for students. Schools also receive professional development to support the consistent progress monitoring of students and the frequent adjustment of instructional groupings to ensure students meet and exceed literacy targets.</p> <p>Based on the middle grades Framework for Action, students in grades 5-9 may demonstrate more success when offered more engaging courses aligned with real-world and personal connections. The Division of Instruction has expanded efforts to develop new, more engaging courses at the high school level including:</p>
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- Working with the Get Lit program to strengthen student skills around analysis in literature and non-fiction and provide a variety of opportunities to build presentation and speaking skills.
- Expository Reading and Writing Course designed to provide students with reading and writing experiences and skills to be prepared for college level English courses.

A key to aligning English Language Arts instruction with the new standards is for teachers to understand how assessments must be adapted to allow students to demonstrate their proficiency. The Division of Instruction continues to invest in teacher professional development aligned with Building Educator Assessment Literacy (BEAL) so teachers can understand the expectations of the new Smarter Balanced Assessment and how to align their classroom assessments with these new expectations.

A wide array of high school credit recovery courses are offered to students needing to make up classes for A-G completion. These courses comprise virtual or blended models in the Edgenuity platform. In addition, the Performance Assessment Student Support (PASS) program was developed by the district to allow teachers raise student grades by differentiating learning opportunities so students can demonstrate mastery of course objectives in English 9, 10, 11, and 12A courses. Schools also provide additional instructional time beyond the semester where students have the opportunity to raise their grades in the STAR-17 program, to better prepare students to be competitive in making college applications. Literacy intervention is provided for students needing tier 2 and tier 3 support, giving students a support course within the school day.

Leaders of English Language Arts district-wide are also incorporating concepts from Academic Language Development by Kate Kinsella into professional development for teachers. These strategies are aligned with social-emotional learning practices that focus teachers and students on the power of consistent instructional routines for academic vocabulary, discussion, writing and supporting growth mindset in students. Also incorporating best practices from Kelly Gallagher on 180 day planning, and Catlin Tucker on blended learning in English Language Arts.

#2) The LAUSD is identified as having “low” status in Math Assessments, specifically having an average student performance of 59.7 points below level 3.

The Division of Instruction continues to support local district and schools to implement the new state standards in mathematics. The district implemented new instructional materials in core math courses aligned with the standards in the 2015-16 school year and will adopt additional instructional materials in the advanced and elective mathematics courses in the 2018-19 school year. The Division of Instruction is committed to providing a multi-tiered system of support to address the needs of all students. The Division of Instruction is also continuing to invest in targeted support and intervention programs to meet the

instructional needs of at-risk students at all grade levels, including English learners, Standard English learners and students with disabilities. The Division of Instruction continues to support Mastery Learning and Grading training district-wide to improve teachers' instructional and assessment practices. Social-emotional learning and culturally and linguistically responsive teaching strategies are also areas of focused professional development for teachers.

At the elementary school level, the Division of Instruction continues to provide professional development and resources to enhance teachers' ability to implement our focus on mathematical strategies, Three-Phase Problem Solving, Number Talks and Talk moves. Three-Phase Problem-Solving is a protocol for presenting and solving a rigorous task, with specific moves for the Before, During and After phases, which promotes student discourse and sense-making in mathematics. Number Talks are the short, ten-fifteen-minute mental math opportunities at the beginning of a lesson that support student discourse and fluency in math. Talk Moves are the teacher and student classroom moves, such as Re-phrasing, Re-voicing, Wait Time, Revising Thinking, etc., that support student discourse. Additionally, we continue to partner with UCLA on our Cognitively Guided Instruction (CGI) initiative that supports access and equity for all students by providing many entry points, personalizing tasks to engage students, and an individual approach to assist children through a trajectory of learning in which math makes sense.

During the 2015-2016 school year, all elementary teachers received common core standards aligned mathematics materials for the first time through our district-wide adoption of the MyMath curriculum. MyMath provides ELD Resources to support integrated ELD. In addition, there are supplemental professional development modules on the LAUSD elementary math PD website that support mathematical development of ELs, including work with UC San Diego (English Learner Strategies for Math: with Dr. Santa Cruz, Grades 2-3) and San Diego State University (English Learner Strategies for Math: Daily Oral Language and Cognitively Guided Instruction, Grades 2-3).

Finally, there is the Building Educator Assessment Literacy (BEAL) project, which started in 2015. In partnership with the Los Angeles County Office of Education (LACOE), BEAL trained 120 elementary and secondary educators in the first year. BEAL builds the capacity of educators to developed common core aligned performance tasks in mathematics. In designing the performance tasks, teachers use Universal Design for Learning (UDL) to address the multiple learning needs of students such as English learners, ensuring that task involve multiple forms of representation, expression and engagement.

Based on the middle grades Framework for Action, students in grades 5-9 may demonstrate more success when offered more engaging courses aligned with real-world and personal connections. The Division of Instruction has expanded efforts to develop new, more engaging courses at the high school level including:

- Financial Algebra 1 and 2 that focus on teaching algebra concepts through finance and business applications
- Introduction to Data Science that engages students in using participatory sensing devices to collect data as well as analyze

the data using analysis software

- Transition to College Mathematics and Statistics designed to provide students with quantitative reasoning experiences and skills to be prepared for college level mathematics courses.

A key to aligning mathematics instruction with the new standards is for teachers to understand how assessments must be adapted to allow students to demonstrate their proficiency. The Division of Instruction continues to invest in teacher professional development aligned with Building Educator Assessment Literacy (BEAL) so teachers can understand the expectations of the new Smarter Balanced Assessment and how to align their classroom assessments with these new expectations.

To support students in achieving success in Algebra 1, advisors from the Division of Instruction A-G team have collaborated with local district coordinators and central office secondary math staff in the design of a fully integrated Algebra 1 Intervention Program. The program is intended for flexible implementation in upper secondary grades using mastery-based practices, integrated within the classroom as a co-requisite or in an additional math lab setting. Students may enter the intervention setting as determined by their teacher, counselor, or by their own request and they continue in the program for as long as needed. The program comprises all elements needed to support students in mastering the concepts and skills required to pass Algebra 1.

A wide array of high school credit recovery courses are offered to students needing to make up classes for A-G completion. These courses comprise virtual or blended models in the Edgenuity platform. In addition, the Performance Assessment Student Support (PASS) program was developed by the district to allow teachers raise student grades by differentiating learning opportunities so students can demonstrate mastery of course objectives in Algebra 1, Algebra 2 A/B, and Geometry A/B. Schools also provide additional instructional time beyond the semester where students have the opportunity to raise their grades in the STAR-17 program, to better prepare students to be competitive in making college applications.

Leaders of mathematics district-wide are also incorporating concepts from Mathematical Mindsets by Jo Boaler into professional development for teachers. These strategies are aligned with social-emotional learning practices that focus teachers and students on the power of mistakes and struggle, the development of rich mathematical tasks and supporting growth mindset in students.

3) The District's overall chronic absenteeism grew by 1% although there was progress in particular student groups.

The District Chronic Absence Rate grew from 14% to 15% which has resulted in the district identifying new strategies to improve the availability of actionable Local District and school site attendance data and tools to support attendance improvement efforts district-wide. We are also developing online tools to train school site and district staff on attendance taking procedures, processes, and interventions. The district continues to invest in targeted support and interventions, focusing on schools with the highest chronic absence rates for TK/Kinder and 9th grade levels, as research supports that chronic absence in these grades are strong predictors of student academic failure and dropout.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

<p>Performance Gaps</p>	<p>DRAFT</p> <p>Based on a review of the Fall 2017 California School Dashboard results, the LAUSD had identified performance gaps in the state's Graduation indicator. Specifically, <u>English Learners</u>, <u>Foster Youth</u>, <u>Student with Disabilities</u>, and <u>American Indian</u> students were identified as having existing performance gaps in graduation outcomes.</p> <p>The Los Angeles Unified School District has developed a Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the needs of the district's diverse student population. This system of supports is connected to the district's Local Control and Accountability Plan (LCAP) and key initiatives for improving outcomes for students in early education centers, elementary and secondary schools. Through a coherent process involving multiple district departments, districtwide initiatives have been aligned to provide direct supports to schools to enable them to make progress towards meeting the district's LCAP goals, and more importantly achieving 100% Graduation.</p> <p>All schools, including Early Education Centers, are required to use MTSS for the early identification and delivery of supports to students who are struggling academically, linguistically and/or behaviorally and are underachieving. This support system helps P-12 schools respond to the needs of all student subgroups, including English Learners (EL), Standard English Learners (SEL), students with disabilities, expelled students, students in foster care and/or experiencing homelessness, students who have socio-economic disadvantages as well as students identified as gifted/talented.</p> <p>Through MTSS, all students have access to a layered continuum of supports, regardless of achievement level. It is expected that in Tier 1, all students receive high-quality, culturally and linguistically responsive core instruction as well as ongoing assessments and intervention for academic, linguistic, behavioral, and social emotional learning as a school-wide foundation. In Tier 2, students not making adequate progress receive focused intervention that corresponds with their level of performance and rate of progress. Tier 3 intervention is provided to a small number of students who require highly targeted and intensive interventions. Students at the Tier 3 level of support require daily intervention, in addition to what is provided in Tiers 1 and 2.</p> <p>As part of the district's efforts to capacitate all P-12 schools with a coherent plan to provide excellence in instruction, opportunity, and access to each student, a pre-referral system, the Student Support and Progress Team (SSPT), was developed and is being implemented district-wide. This team is school-based and composed primarily of general educators and counselors. The SSPT requires all schools to implement an MTSS for the early identification and provision of supports to students who are struggling and/or underachieving academically, linguistically and/or behaviorally in the general education setting. Through this process, school teams conduct universal screening, provide evidence-based interventions for underachieving students, collect progress monitoring data, and ensure accountability for the implementation of such activities. The SSPT also support the instruction,</p>
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	<p>progress monitoring and reclassification/re-designation of ELs and SELs in accordance with the district EL/SEL Master Plan.</p> <p>An "All Hands On Deck" approach has allowed LAUSD to implement the A-G graduation requirements while continuing to grow the number of students graduating over the last 4 years. We continue to implement various strategies to close performance gaps while accommodating options for select student groups to waive graduation requirements or extend their ability to complete course requirements beyond their fourth high school year. As demonstrated in the LCAP, the District's A-G Intervention and Support and Access, Equity and Acceleration units are building upon the MTSS framework to ensure there are differentiated supports for our diverse student population.</p>
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If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

<p>Increased or Improved Services</p>	<p>DRAFT</p> <p>The District's 2017-2020 LCAP identifies various areas in which services are improved or increased for the targeted youth in the LCFF. Specifically, the District is intending to invest an additional \$50 million in targeted student population funds to 50 high need high schools and middle schools to address academic and school climate needs. In addition, the District will grow its investment in the expanded transitional kindergarten program to support 20 new additional sites which primarily target low-income students in the District. One modification to the LCAP actions includes redesigning the Accelerated Academic Literacy program to more effectively utilize resources in our middle schools to address the academic literacy needs of our students. The District will continue to enhance school level autonomy by increasing available Targeted Student Population (TSP) funding to support low-income, english learner and foster youth students.</p> <ol style="list-style-type: none"> 1. Goal #1, Action #10: Invest in a School Innovation Fund program which targets an allocation of resources based on the number of unduplicated students enrolled at the school-site. The schools were selected via criteria that heavily weighted foster and homeless youth enrollment, suspension rates and math performance. For the next 2 years, schools will be required to implement a restorative practices model that utilizes a restorative justice teacher advisor to build capacity and inform the implementation of the District's discipline foundation policy. In addition, 10% of the allocation must be used on professional development focused on improving ELA and Math outcomes. After meeting the minimum requirements, schools will have discretion to determine how additional resources will be used to serve unduplicated students at the school-site. 2. Goal #2, Action #6: Expanded Transitional Kindergarten - A fundamental building block for the implementation of the early language and literacy work, early access to kinder preparation programs is essential to identifying and supporting students to eliminate the kinder readiness gap for students in low-income areas throughout the District. The District, through the ETK
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	<p>program, provides quality preschool seats for low income children who turn 5 after December 2. This is a program that provides structured and unstructured opportunities for children to build socialization and communication skills with other children and with adults. It focuses on student engagement and academic skill development by cultivating at a very young age, personal qualities that improve children’s resilience, confidence and persistence to a task and setting a strong language and literacy foundation for our youngest students.</p> <p>3. Goals #1 & #2, Actions 1 & 9 : The Division of Instruction is proposing using AAL funds to redesign and strengthen the English Language Arts strategic and intervention programs in grades 6 – 10. The elements of this proposal—reading assessment, new strategic intervention (Tier II) curriculum (grades 6 -10), new intensive (Tier III) reading intervention program—would support specific LAUSD LCAP goals. The 2015-16 Smarter Balanced Assessment achievement level data shows that three TSP groups, Special Education, foster youth, and low-income, are struggling to meet the rigorous grade level standards. There are too many TSP students who are not on the college and career-ready path by the time they reach grade 12. To address this large gap in the TSP population (homeless, Special Education, foster youth, and low-income), the Division of Instruction is proposing an aggressive and innovative plan to provide schools with the tools and training to fill the literacy gaps that are preventing a large number of the TSP students from succeeding in school.</p>
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Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,231,500,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,337,415,351

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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General Fund (GF) expenditures not in the LCAP account for \$1.9 Billion budgeted resources:

Education Protection Account, Lottery and unrestricted GF resources supporting teacher and school-site positions - **\$1.03 Billion**

Title 1, Resources to schools and summer programs - **\$303.6 million**

Title 2 Resources for professional development and quality educator improvement - **\$27.1 million**

Title 3 Resources supporting English Learner coaching and other efforts - **\$14.5 million**

Title 4 Part B, 21st Century Community Learning Centers Program - **\$16.4 million**

Educator Effectiveness Grant - **\$.925 million**

Special Education IDEA Support, Alternative Dispute Resolution, Mental Health resources - **\$538.9 million**

Workforce, Vocational Education and Transition Partnership programs - **\$6.1 million**

California Clean Energy Jobs Act - **\$1.2 million**

College and Career Pathways Trust - **\$2 million**

College Readiness Block Grant - **\$11.6 million**

Medi-Cal Billing Program and FEMA Assistance - **\$16.3 million**

After School Education and Safety (ASES) program - **\$44.6 million**

Additional State funded after school, adult education and pending grants - **\$40.9 million**

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Federal Funding for After-school, Reserve and Student Health & Human Support Personnel - **\$42.9 million**

Instructional Materials supported by the Lottery - **\$23.1 million**

State Teacher Retirement System (STRS) on-behalf pension contributions - **\$202.5 million**

Additional Major Maintenance Account fund - **\$14.2 million**

Limited English Proficient and English Language Acquisition Program, Teacher Training and Student Assistance - **\$.0125 million**

Other Locally funded program - **\$12 million**

Total Projected LCFF Revenues for LCAP Year	\$5,259,670,000
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