Community Feedback Report on the LAUSD’s Local Control & Accountability Plan

2016 - 2017

A District on the Move
The Local Control and Accountability Plan provides for a continuous review and assessment of the District’s progress in achieving 100% graduation while investing resources to support students, staff, and parents. The LCAP includes a process that evaluates needs, establishes concrete goals, outlines resources, and allows for an annual review of how the District has achieved numerous established targets.
District Goals

1. 100% Graduation
2. Proficiency for All
3. 100% Attendance
4. Parent, Community, & Student Engagement
5. School Safety
Summary of Engagement

Fall 2016

- 22 meetings
- Held Across the District
- 18,713 Individual Responses
- 31 Partner Organizations & Offices
- Over 1,400 Total Attendees

- In-Person & Online Survey
- Qualitative & Quantitative Questions
- Group Discussion Notes
The overarching question of the LCAP Input Sessions:

“How do we best support our students with the highest needs?”
Demographics of Participants

**Race/Ethnicity**
- Hispanic/Latino: 73%
- Asian: 4%
- Black/African American: 10%
- White: 10%
- Multi-Racial: 3%
- Hawaiian/PI: 0.7%
- Other: 1%

**Roles of Participants**
- Parents/Guardians: 52%
- Teachers: 9%
- Support Staff: 17%
- Students: 10%
- Community Members: 5%
- Administrators: 3%
- Other: 3%

**Community Voices**
- Parents/Guardians: 52%
- Teachers: 9%
- Support Staff: 17%
- Students: 10%
- Community Members: 5%
- Administrators: 3%
- Other: 3%
Demographics of Participants

- Elementary School: 46%
- High School: 27%
- Middle School: 19%
- Early Education: 1%
- Special Education: 1%
- NA: 6%
- Adult Education: 0.4%
- Options: 0.3%

School Affiliation
Demographics of Participants

- **Free or Reduced Lunch**: 56%
- **English Learners**: 38%
- **Foster Youth**: 10%

In comparison, LAUSD has 76% Free or Reduced Lunch students, 25% English Learners, and 1% Foster Youth. Many of these students fall within multiple categories.
Community Sessions at a Glance

**INPUT SESSION FRAMEWORK**

Local District West/Board District 1/
Sen. Holly Mitchell/ LACCD
Dorsey High School

First 5 LA/ Best Start Southeast LA
Bell Community Center

Board District 5: SELA/Local District
East
Gage Middle School

Local District West/Board District 1/
Assembly member. Ridley-Thomas
Dorsey High School

Board District 6/Local District
Northeast
Haddon Elementary School

Partnership for LA Schools
Roosevelt High School

Assembly District 50 & Assembly
District 54
University High School

Local District Northwest
Portola Middle School
The Results of LAUSD’s LCAP Input Sessions
Q4: What are some areas where your school has shown improvement over the last year?

- **Parent Engagement**: 14%
- **Academic Counseling**: 11%
- **Support for struggling students**: 10%
Q5: What are some areas your school needs to improve?

16% Support for struggling students
13% Parent Engagement
10% Academic Proficiency
Q6: I feel like my school should provide (more) support for:

- English Learners: 23%
- Teachers: 23%
- Youth in Special Education: 15%
Q7: How would you like to be involved to help improve your school?

- **School Volunteer Program**: 17%
- **In a Parent Group**: 15%
- **Email Updates**: 12%
Q8: What are some successful strategies to support students with the highest needs?

1. **Intervention & Student Supports**
   Additional intervention for struggling students. Tutoring. Small group or 1-on-1 instruction. Differentiated and individualized instruction. Use as a method to prevent low academic achievement.

2. **Parent/Family Engagement**
   Parents are engaged and welcome in their schools. Workshops and training for parents on supporting student academically. Ensure materials are written in the language that parents speak. Parents are involved with their child's education.

3. **Student Engagement**
   Students are involved in their schools. Student leadership opportunities. Care for the well-being of students. Motivating students to succeed academically. Listening to students' needs.

4. **English Learner Supports**
   Support for students in which English is their second language. Improving progress in English proficiency. Hiring English Learner Coaches/Teachers. Increasing bilingual teachers and staff who can support students and communicate with parents.

5. **Afterschool Tutoring**
   Provide afterschool (or before school) tutoring for students who are falling behind academically. Use as a method to prevent low academic achievement.

6. **Teacher Supports**
   Professional development and training for teachers. Hire more TA’s to support teachers in the classroom. Teacher engagement.

*Ranked in order of highest interest, 1 being highest.*
Q9: What are the greatest challenges our school district/your school has to address over the next three years?

1. Safety in Schools
   Ensuring safety in schools. Focus on discipline and behavior management. Protecting students from external factors in the community.

2. English Learner Supports
   Support for students in which English is their second language. Improving progress in English proficiency. Hiring English Learner Coaches/Teachers. Increasing bilingual teachers and staff who can support students and communicate with parents.

3. Parent/Family Engagement
   Parents are engaged and welcome in their schools. Workshops and training for parents on supporting student academically. Ensure materials are written in the language that parents speak. Parents are involved with their child’s education.

4. College & Career Readiness
   Preparation for college and/or careers. Access to A-G and AP courses. Hire more college counselors. Support for students to graduate with all required classes and on time. Provide credit recovery options. Implement/expand vocational training.

5. Academic Achievement
   Monitor school/student for academic progress. Close the achievement gap. Analyze data to inform instruction. Students meet grade level standards.

6. Additional Funding/Resources
   Generic references to additional funding and/or resources (not specific causes). “Fair” funding for schools.

Ranked in order of highest interest, 1 being highest.
Themes from Small Group Discussions

“Visualize college within school complex.”

Engage Parents

Ensure students receive Academic Counseling

Provide Intervention & Tutoring

We heard…

Offer Extracurriculars, Electives, & Enrichment

Reduce Class Size

Support Teachers with Training & TA’s

“We invest in educational programs such as Project Steps, Gear Up, Student Ambassadors as well as hire more counselors to teach students about their graduation requirements.”

“Not waiting till senior year – start in middle school. Middle school is very important – don’t lose them. Ensure they graduate.”
Teacher Voice

“Be as much as possible to them, not only teacher. Meet them where they are and bring them up at a pace they can handle, celebrating achievement every step of the way.”

Parent Voice

“Encourage parents to take an active role in and out of school with relation to the students’ academic goals, academic challenges, and academic achievements. Encourage parents to become advocates for the children…”

Student Voice

“I believe that the most successful strategy is establishing mentor and educational programs because they spread awareness on what the students need to work on while also motivating them to strive for what's best.”
Next Steps

Initial Community Feedback Report released

All schools complete School Report Card Workshops

Local District Budget Update Meetings

Parent Advisory Committee & DELAC submit formal LCAP comments to Superintendent

Superintendent provides formal responses to PAC & DELAC

Formal Public Hearings. LCAP is approved by the Board of Education. June 13th & 20th.
Thank you to our Partners!
ADDENDUM

Please find the following materials attached or online at lcff.lausd.net:

• 2016 – 2017 LCAP Community Input Survey

• Previous year’s materials including the Local Control Accountability Plan, Investment List, LCAP Scorecard, Executive Summary, and Community Feedback Reports