

Local District Central Principals!



Principals' Professional Learning

Lanterman High School

Wednesday, September 4, 2019



SCHWABE BOOKS



Engaged Participant Outcomes



- Reflect on Framework of Focus
- Continue to develop common practices to improve Student Attendance
- Deepen understanding of Restorative Justice
- Develop common practices for School Wide Positive Behavior Intervention Support
- Review the process for an effective evaluation for certificated employees (permanent, probationary, and provisional)
- Reflect on the learning and provide feedback to LD Central staff



Welcome	Roberto A. Martinez LD Superintendent
LD Central Framework of FocusAttendanceSuspensions	Eugene L. Hernandez Administrator of Operations
Multi-Tiered Systems of Support	Maria Butler Operations Coordinator
Gender Identity and Students: Ensuring Equity and Nondiscrimination	-
More LA Smiles Dental Transformation Initiative	Dr. James Crall Oral Health Program
More than a Meal Updates	Maria Martinez May Arakaki MTAM Liasions
BREAK	
Breakout Sessions	

Session 1: 9:40 am-10:40 am Session 2: 10:50-12:00 pm

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- Chronic **Absenteeism**
- **Updates** -Truancy Letters

SWPBIS

- Rubric of Implementation
- Alternatives to Suspension
- MiSiS Referrals

Staff Relations

 Evaluations for Certificated Personnel

Restorative Justice

Implementation of Restorative Justice

Leilani Morales Rm 10

Jeremy McDavid Rm. 5

Erin Haynes Auditorium Evaluations

RJ TA Team Maria Butler Rm 6

Norms of Collaboration





Paying
Attention to Self
and Others



Presuming Positive Intentions









Inclusion



As you view the video,

 How does Curtis create a safe, respectful environment for all students?



Inclusion



As you view the video,

 How does Curtis create a safe, respectful environment for all students?

 How will you establish relationships with students to create safe, nurturing, and respectful environments?

Local Control and Accountability Plan (LCAP)

100% GRADUATION		tual	Annual Targets		
	201	7-18	2017-18	2018-19	2019-20
Four-Year Cohort Graduation Rate (Note change in annual targets from prior years due to change in state calculation)	77	.3%	80%	83%	86%
Cohort Dropout Rate		13.0%	12%	10%	8%
		Nat Yet Available	.1%	.05%	0.01%
Percentage of graduating cohort completing A-G requirements with a "C" or better	47	. 9 %	NEW	50%	53%
Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams	10	.4%	NEW	12%	13%
Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts	19	.8%	25%	28%	32%
Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math	7.	1%	10%	12%	15%

Local Control and Accountability Plan (LCAP)

100% ATTENDANCE	Actual	Annual Targets		
100% ATTENDANCE	2017-18	2017-18	2018-19	2019-20
Percentage of students attending school 96% or more (172-180 school days)	66.9%	UPDATED	68%	72%
Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism	14.7%	UPDATED	11%	7%
Percentage of all staff attending 96% or above	78.0%	78%	80%	82%

Local Control and Accountability Plan (LCAP)

PARENT, COMMUNITY AND STUDENT	Actual	Aı	nnual Targe	ets
ENGAGEMENT	2017-18	2017-18	2018-19	2019-20
Percentage of students who feel a part of their school (Question on School Experience Survey)	68.0%	87%	89%	91%
Parent/Caregiver Participation on School Experience Survey	46.0%	62%	64%	66%
Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually	76.4%	94%	98%	100%
Percentage of parents who state "My school provides resources to help me support my child's education."	90.0%	93%	95%	97%
SCHOOL SAFETY	Actual	Annual Targets		ets
SCHOOL SAFEIT	2017-18	2017-18	2018-19	2019-20
Single Student Suspension Rate (In & Out of School)	0.47%	UPDATED	0.4%	0.35%
Instructional Days Lost to Suspension	4,636	5,667	4,656	4,423
Expulsion Rate	0.02%	0.01%	0.01%	0.01%
Percentage of Students Who Feel Safe at School	84%	80%	87%	88%

Theory of Action



If we:

- Implement with fidelity our framework of focus
- Provide tiered support to our school communities
- Hold ourselves accountable.

Then...

Student outcomes will improve.

Framework of Focus





Framework of Focus

Relationships School Culture/Climate

Discipline Foundation Policy

Restorative Justice

Motivation

Attendance Recognition

Behavioral Reinforcements

Student Activities

Non-Optional Intervention

SSPT

Crisis Team Interventions

PBIS Team

Foundations

Accountable Leadership

Local District Central Instructional Days Lost to Instruction 2019

Category 1	Category 2	Category 3
Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Student Offenses with Limited Principal Discretion	Student Offenses with Broad Principal Discretion
98	104	378

Local District Central Category 3 Suspensions

ADAMS MS	35	FRANKLIN HS	7
FOSHAY LC	20	MAIN ST EL	7
IRVING MS	17	ARROYO SECO	_
CARVER MS	15	MUS/S	6
LOS ANGELES ACAD MS	15	CENTRAL HS CONTRERAS GLBL ST	6
MENLO AVE EL	14	KIM ACADEMY	6
VIRGIL MS	13	NAVA COLLEGE	
CASTRO MS	11	PREP	6
NORMANDIE EL	11	RFK NEW OPEN WLD	6
BERENDO MS	10	RFK UCLA COMM	
BUSHNELL WAY EL	9	SCH HARMONY EL	6 5
CONTRERAS SJ	9	KING JR EL	5
JEFFERSON SH	8	MAGNOLIA AVE EL	5
MANUAL ARTS SH	8	MAYBERRY ST EL	5
NAVA LA	8	UNION AVE EL	5
ROCKDALE VAPA	8	SOTOMAYOR ART/SCI MAG	4
ASCOT AVE EL	7	YORKDALE EL	4

ARAGON AVE EL	3
AURORA EL	3
BUCHANAN ST EL	3
BURBANK MS A/T/C MAG	3
CDS TRI-C	3
CLINTON MS	3
DEL OLMO EL	3
EAGLE ROCK EL	3
LAUSD/USC MA/ENG MAG	3
MONTE VISTA ST EL	3
SANTEE EC	3
STUDIO SCHOOL	3
24TH ST EL	2
49TH ST EL	2
ANNANDALE EL	2
CLIFFORD ST M/T MAG	2
FLETCHER DR EL	2

HIGHLAND PARK	2
HOOPER AVE EL	2
JONES EL	2
MACK EL	2
NEVIN AVE EL	2
NORWOOD EL	2
WHITE EL	2
ALEXANDER SCS	1
CONTRERAS ALC	1
CORTINES VAPA	1
EAGLE ROCK HS	1
GLENFELIZ BL EL	1
LOS FELIZ STEMM	1
POINDEXTER LAMOTTE EL	1
RFK AMBSDR GLBL LDSH	1
RFK LA SH ARTS	1
WEEMES EL	1
WEST ADAMS PREP SH	1

Core Instruction Non Curriculum Optional Intervention Leading with Relationships Culture and Motivation Climate Accountable Leadership



Schools that Met Excellent Attendance Target 2018-2019 70% of Students Attending 96% or Higher

10 th St Elementary	Del Olmo Elementary	Hoover Elementary	Dr. Lee Medical Health Magnet	RFK New Open World	Orthopaedic Hospital SH Magnet
Adams Middle School	Downtown Business Magnet	Huerta Elementary	Liechty Middle School	RFK UCLA Community School	Politi Elementary
Arroyo Seco Museum/Science Magnet	Eagle Rock Elementary	Ivanhoe Elementary	Lockwood Elementary	Toland Way Elementary	RFK Ambassador Global Education
Berendo Middle School	Eagle Rock High School	Jones Elementary	MacArthur Park Elementary VAPA	Union Elementary	RFK Ambassador Global Leadership
Cahuenga Elementary	Esperanza Elementary	Kim Academy	Monte Vista Elementary	Virgil Middle School	RFK New Open World
Castelar Elementary	Gratts LA for YS	Kim Elementary	Orthopaedic Hospital SH Magnet	West Vernon Elementary	RFK School Of Visual Arts/Humanities
Dahlia Heights Elementary	Hobart Elementary	King Middle School Magnet Film/Media	RFK Ambassador Global Education	Yorkdale Elementary	RFK UCLA Community School

35 Schools Met Target



Schools that Met the Chronic Attendance Target Less than 9% of Students at Chronic Absentee Rate

32 nd St. USC Performing Arts Magnet	Castelar Elementary	Kim Elementary	Mount Washington Elementary
Arroyo Seco Museum/Sci Magnet	Dahlia Heights Elementary	Lee Medical Health Magnet	Rockdale VAPA Magnet
Downtown Business Magnet	Gratts LA for YS	MacArthur Park Elementary VAPA	14
Cahuenga Elementary	Ivanhoe Elementary	Monte Vista Elementary	Schools Met Target

Improved Excellent Attendance Rate

9 [™] St. Elementary	Dr. James Edward Jones PC	Manual Arts H.S.	Yorkdale Elementary
Barack Obama Global Prep Academy	Eagle Rock Elementary	Mount Washington Elementary	West Adams Prep High School
Berendo Middle School	Eagle Rock H.S	Riordan Primary	20
Buchanan St. Elementary	Early College Academy	Salvin Special Ed	20 Schools
Clifford St. Math & Tech Magnet	Glassell Park El STEAM Magnet	Toland Way Elementary	Improved
Dolores Huerta El	Glenfeliz Blvd Elementary	Tri-C CDS	*

Reduced Chronic Absenteeism

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9th St Elementary	Charles H. Kim Elementary School	Elysian Heights Elementary Arts Magnet	Manual Arts High School	Sophia T Salvin Special Ed Center
32 ND St. USC Performing Arts Magnet	Clifford M/T Magnet	Estrella Elementary	Maple Primary Center	Vermont Avenue Elementary
49 [™] St. Elementary	Commonwealth Avenue Elementary	Frank Del Olmo Elementary	Mayberry St. Elementary	Virgil Middle School
Aldama Elementary	Dahlia Hights Elementary	Glassell Park Elementary	Miguel Contreras- LA Sch of Global Studies	West Adams Preparatory SH
Allesandro Elementary	Dolores Huerta Elementary	Glenfeliz Blvd. Elementary	Monte Vista St. Elementary	Maintained their Chronic Rate from 2018:
Atwater Avenue Elementary	Jones Primary Ctr.	Gratts LA for YS	Nava College Preparatory Academy	20 th Street Elementary
Belmont Senior High	Alexander Jr. Science Center School	Lockwood Ave Elementary	RFK LAHSA	John H Liechty MS
Berendo Middle School	Eagle Rock Elementary	Los Angeles Academy Middle School	RFK Sch for Visual Arts and Humanities	Mount Washington Elementary
Buchanan St. Elementary	Eagle Rock High School	Luther Burbank MS/TC/Magnet	Richard Riordan Primary Center	47
Castelar St. Elementary	Early College Academy	Magnolia Ave Elementary	Rockdale Visual & Performing Arts Magnet	Schools
				Improved

Gender Identity and Students: Ensuring Equity and Nondiscrimination



PURPOSE

- Board Resolution Required Training
- BUL-6224.2: Gender Identity and Students Ensuring Equity and Nondiscrimination

GUIDELINES AND REQUIREMENTS

- Schools will respect the gender identity of each student
- Schools will ensure safe and equal access for all students

GENDER RECOGNITION ACT

- Every person deserves full legal recognition and equal treatment under the law.
- Emphasis on persons who identify as transgender, nonbinary, and intersex.

GENDER IDENTITY CONTINUUM

Gender Nonconforming

Gender Variant

pangender

Agender

Intersex

_{Transgender}

Two Spirit

Gender Queer

Gender Fluid

Nonbinary

Bigender

PRIVACY AND CONFIDENTIALITY

- All students have a right to privacy.
- A student's gender identity and expression should be shared only on a need to know basis.

PUPIL RECORDS

- State law requires that student enrollment forms allow a parent to designate their child's gender as male, female, or nonbinary.
- Students have the right to change their name and gender on pupil records, using established District protocols.

DISTRICT POLICY ON NAMES/PRONOUNS

- Students shall be allowed to use the name and pronoun that corresponds to their asserted gender identity.
- Be mindful in situations where disclosure of a student's legal name and gender differs from their asserted/preferred name and gender.

STUDENT SAFETY

- All staff must ensure that students are provided a safe school environment.
- School staff shall appropriately respond to incidents of discrimination, harassment, bullying or intimidation.
- Applicable District Policies:

BUL-3349: Sexual Harassment Policy

BUL-5212: Bullying and Hazing Policy

ACCESSIBILITY TO FACILITIES

- Students may access facilities (i.e., restrooms, locker rooms, etc.) according to asserted gender identity.
- Students who identify as nonbinary shall be granted access to the facility which best aligns with their asserted gender identity.
- Students shall be provided reasonable accommodations to address privacy and safety concerns (i.e., alternate restroom, supervision).

SCHOOL ACTIVITIES AND PROGRAMS

- Students have the right to equitable access to activities and programs in a manner consistent with their gender identity.
- Examples: Sports, physical education, course instruction, extra-curricular activities, after school programs, school events

DRESS CODE/SCHOOL UNIFORMS

- Policy must be gender neutral.
- Students have the right to dress in accordance with their gender identity.
- Enforcement should be equitable, based on parameters of the dress code or safety issues.

FOR FURTHER ASSISTANCE/QUESTIONS

Educational Equity Compliance Office

Phone: (213) 241-7682

Website: https://achieve.lausd.net/eeco

E-Library Publications:

REF-6799.1: Sex-Specific and All-Gender Single and Multiple-User Restrooms

BUL-6224.2: Gender Identity and Students – Ensuring Equity and Nondiscrimination

BUL-5703.3: Name and/or Gender of Pupils for Purposes of School Records

BUL-3349.1: Sexual Harassment Policy

BUL-5212.1: Bullying and Hazing Policy

LD CENTRAL PLAN

MULTI-TIERED SYSTEMS OF SUPPORT



Local District Central School Mental Health, Pupil Services and Attendance, and Operations Teams collaborated to discuss and identify levels of support needed at each school.

The following data points were taken into consideration when identifying levels of support:

- Attendance Data
- Discipline Referral Data
- Student Suspension Data
- iSTAR: Suicidal Ideation, etc.
- Crisis Response
- Community Partnerships
- Community Factors
- Anecdotal Data
- iSTARs



Multi-Tiered Support Teams (MTST) will support schools to:

- Analyze school and student data
- Review established systems of support: social emotional, behavior
- Provide guidance to enhance school systems to address student needs:
 - SSPT
 - Crisis Team
 - PBIS Team
 - RJ implementation

Tier 1 Schools

(x1 semester)

- 32nd/USC Span
- Aldama ES
- Alexander Sci
- Alexandria ES
- Allesandro ES
- Aragon ES
- Arroyo Seco
- Atwater ES
- Buchanan ES
- Cahuenga ES
- Castelar ES
- Clifford ES
- Dahlia Hts ES
- Del Olmo ES
- Delevan Drive
- Dorris Place

- Downtown
- Eagle Rock ES
- Elysian Hts ES
- Franklin ES
- Garvanza ES
- Glassell Pk ES
- Glenfeliz ES
- Ivanhoe ES
- Kim Academy
- Kim ES
- Lanterman HS
- McAlister HS
- Monte Vista
- Mt. Washington ES
- RFK-ASGE ES
- RFK-ASGL SEC

- RFK-LAHSA
- RFK-NOW
- RFK-SVAH SEC
- RFK-UCLA
- Riordan PC
- Rockdale ES
- Salvin Sp Ed
- Toland Way ES
- Trinity ES
- Vermont ES
- W. Vernon ES
- Widney CPTC
- Yorkdale ES



Tier 2 Schools

(x2 semester)

Politi ES

Ride ES

Rosemont ES

10th Street ES Foshay Span* Los Angeles ES Franklin HS Los Feliz STEMM 20th Street ES **Gratts LA YS** MacArthur Park 24th Street ES Highland Pk HS Mack ES 28th Street ES **Hobart ES** Magnolia ES Annandale ES Hooper PC Maple PC Berendo MS * Mariposa-Nabi PC • Hoover ES **Burbank MS** Mayberry ES **Huerta ES** Central HS Menlo ES Irving MS Commonwealth ES Jones ES Micheltorena ES Contreras ALC Jones PC Nevin ES Contreras BT Kahlo HS Newmark HS Contreras GS Norwood ES King MS Cortines HS La Fayette Park PC • Olympic PC Dayton Heights ES Orthopaedic HS Lake Street PC Eagle Rock HS Lee Med Magnet Plascencia ES Early College Acad

Lexington PC

Lockwood ES

Logan ES

Esperanza ES

Fletcher Drive ES

Estrella ES

Roybal HS *

Santee LC *

Union ES

Virgil MS

White ES

Sotomayor Span*

Wadsworth ES

Weemes ES

Tier 3 Schools

(x6-8 wks)

- 49th Street ES
- 9th Street ES
- Adams MS
- Angelou HS *
- Ascot ES
- Aurora ES
- Belmont HS
- Bushnell Way
- Carver MS *
- Castro MS *
- Contreras SJ
- Clinton MS *

- Foshay LC*
- Harmony ES
- Hooper ES
- Jefferson HS *
- King Jr. ES
- Liechty MS *
- Lizarraga ES
- LAAMS *
- Main Street ES
- Manual Arts HS *
- Marshall HS
- Nava College Prep HS*

- Nava LA MS *
- Normandie ES
- Obama MS *
- Lamotte ES
- San Pascual ES
- San Pedro ES
- West Adams HS



Multi-Tiered Support Teams (MTST) will support schools to:

- Analyze school and student data
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- Provide guidance to enhance school systems to address student needs:
 - SSPT
 - Crisis Team
 - PBIS Team
 - RJ implementation

Team Visit

- Email from your Operations Coordinator for appointment.
- Schedule meeting with appropriate personnel.
- Innovation Schools will continue with established Orenda process.



A UCLA-led Consortium Funded by CA DHCS through the California Medi-Cal 2020 Demonstration

More LA Smiles Dental Transformation Initiative

Meeting with LAUSD District Central

August 2, 2019



Outline



- I. Background on Children's Oral Health in CA & LA
- II. UCLA-led DTI Local Dental Pilot Project (More LA Smiles): Genesis, Goals and Aims
- III. More LA Smiles Components
 - I. Clinical trainings
 - II. Quality improvement
 - III. Community linkages
 - IV. Enabling technologies
- IV. Proposed School-based/School-linked Program Components
 - I. Oral health assessments / screenings
 - Oral health education (children, parents, staff)
 - III. On-site preventive services for children who do not have a dental home
 - IV. Support/assistance with referrals to school-based or community based dental homes



Children's Oral Health in CA



At least 5 of these kids have/will have Early Childhood Caries



- Dental caries remains a common, significant problem
- 54% of CA children have caries experience by kindergarten
 - 28% have untreated decay / 19% have extensive decay
- > 70% of CA children have caries experience by 3rd grade
- Persistent oral health disparities by income and race-ethnicity
- Growing recognition of the importance of early interventions, ongoing risk-based care, innovative collaborative care delivery models, and interventions geared toward systems improvements



CHALLENGE: Dental caries is a complex, chronic disease, but isn't widely recognized or treated as such.

"By appreciating that dental caries belongs to the group of common diseases considered as 'complex' or 'mulifactorial' such as cancer, heart diseases, diabetes, and certain psychiatric illnesses, we have to realize that there is **no simple causation** pathway. It is not a simplistic problem such as <u>'elimination of one type of microorganism', or a </u> matter of improving 'tooth resistance'. Complex diseases cannot be ascribed to mutations in a single gene or to a single environmental factor. Rather they arise from the concerted action of many genes, environmental factors, and risk-conferring behaviors."

Fejerskov O. Changing paradigms in concepts on dental caries: consequences for oral health care. Caries Res 2004; 38:182-191.



through the California Medi-Cal 2020 Demonstration





For want of a dentist





Healthcare impact on chronic diseases – ~20% ... implications for oral health care systems.

The Expanded Chronic Care Model (Barr, 2003)



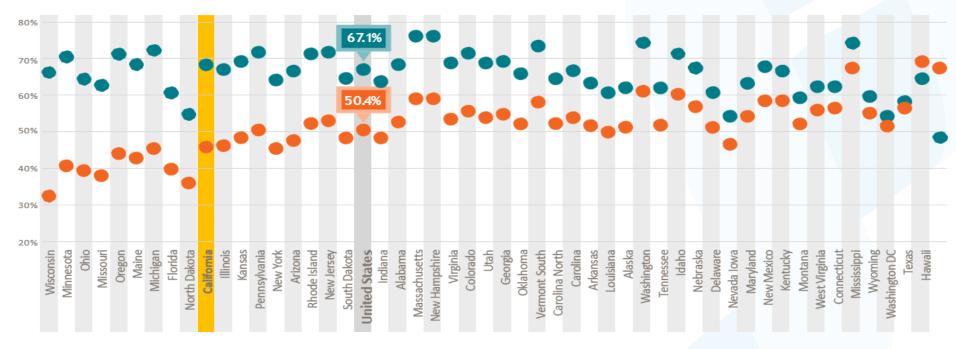
Source: Barr, V., S. Robinson, B. Marin-Link, L. Underhill, A. Dotts, D. Ravensdale, and S. Salivaras. The expanded chronic care model: An integration of concepts and strategies from population health promotion and the chronic care model. Hospital Quarterly 2003;7(1):73–82.



CA and National context – Medicaid and Commercial Coverage (Source: ADA Health Policy

DENITALE AMONG CHILDREN BY STATE, 2016

- I PRIVATE DENTAL BENEFITS
- MEDICAID OR CHIP





Medi-Cal 2020 (CA 1115 Waiver) Dental Transformation Initiative (DTI)

The Dental Transformation Initiative represents a critical mechanism within California's Medi-Cal 2020 demonstration to improve dental health for Medi-Cal children by focusing on high-value care, improved access, and utilization of performance measures to drive delivery system reform.

The Medi-Cal 2020 DTI is comprised of 4 domains:

- **Domain 1** Increase **Preventive Services** Utilization for Children
- **Domain 2 Risk-based Prevention & Disease Management**
- **Domain 3** Increase **Continuity of Care**
- Domain 4 Local Dental Pilot Programs (LDP 1985) m A. Jackson slides DTI May 21, 2018





Outgrowth of Two UCLA-First 5 LA Projects

Overview

The primary goal of these projects was to increase access to dental and oral health care for at least 53,000 children* ages 0-5 in LA County in partnership with 22 community clinic sites (20 FQHCs) and other community-based partners.

[TARGET: 53,500 / >75,000 served!]

Achievements

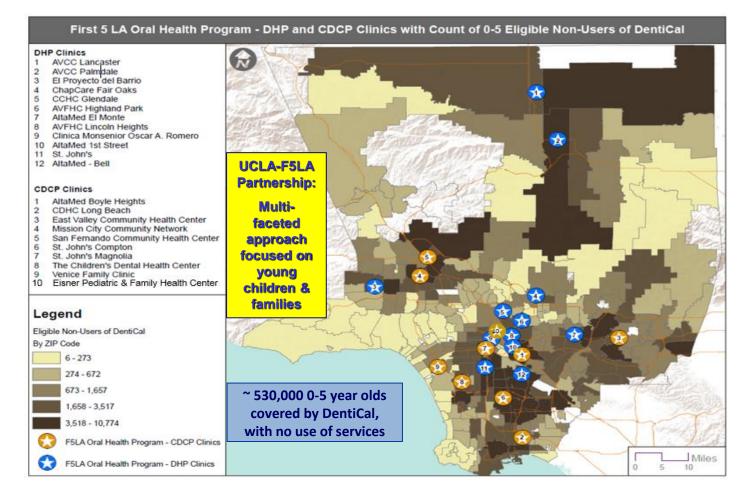
- More young children and pregnant women received oral health services
 - Expanded service delivery by 2x—3x
- QI methods → systems redesign
 - Medical-dental integration
 - Service delivery and clinic administration
- Improved outreach and linkages to community-based programs and resources





Focus of Our Work & Our Partners







A UCLA-led Consortium Funded by CA DHCS through the California Medi-Cal 2020 Demonstration

Medi-Cal 2020 Dental Transformation Initiative UCLA-led Los Angeles Local Dental Pilot Project:

Scaling up the strategy with new partners
Systems Transformation
"Going from retail to wholesale"



UCLA-led DTI Goals & Aims



- Target population: Medi-Cal beneficiaries aged 0-20 in dental, medical and community-based settings
- High-level aims:
 - Improve oral health for 500,000 children ages 0-20 with Medi-Cal / Denti-Cal coverage in LA County
 - Redesign delivery systems and provider incentives to support delivery of appropriate care
 - Develop new linkages for early intervention and care coordination, and increase use of existing community systems to combat access-related disparities at the community level
 - Increase awareness of the importance of children's oral health







More LA Smiles Consortium



- Consortium partners include:
 - Medi-Cal and Denti-Cal health plans
 - Dental and medical professional provider organizations
 - Community-based organizations (e.g., Schools, Head Start, WIC)
 - LA County agencies
- Envisioned roles for consortium partners
 - Promote program offerings (e.g., trainings) to provider networks/memberships via communications channels (i.e. newsletters, social media, listservs, etc.)
 - Support implementation and deployment of enabling technologies (including the LA Dental Registry and Referral System)





Clinical Trainings and Quality Improvement Offerings

- Goal: Train 1,600 dental providers about contemporary caries prevention and disease management.
- Goal: Train 1,500 medical providers to conduct oral health screenings, and deliver preventive oral health services at well-child visits.





Quality Improvement Opportunities

Oral Health Improvement Collaborative

This collaborative teaches and supports the application of quality improvement fundamentals, evidence-based prevention and disease management, and integrated care delivery to improve the oral health of children.

Who Should Join?

Dental Providers, Clinic Leadership, Clinical Staff, Community Organizations, Medical Providers.

Benefits of Participation

- Free dental CE credits
- Free medical CME and MOC credits
- Networking and best practices sharing from national experts and medical and dental professionals in LA County

Primary Care Practice Quality Improvement

This program offers free one-hour onsite or virtual training for providers to integrate oral health services into wellchild visits for children ages 0-6 followed by 6 months of expert technical assistance.

Who Should Join?

Pediatricians, Family Medicine Physicians, Physician Assistants, Nurse Practitioners, Clinical Staff

Benefits of Participation

- 30-50 CME credits
- 20-25 Maintenance of Certification Part IV credits
- Additional Medi-Cal reimbursement for fluoride varnish applications

How to Sign Up

For questions or to enroll, email evillegas@dentistry.ucla.edu or visit moreLAsmiles.org





Strengthening Community Linkages

More LA Smiles is connecting community partners in LA County with oral health training, services, and other resources to support better oral health care for children 0-20 years old.

The program aims to:

- ➤ Increase outreach and care coordination across programs and engage LA County, WIC, Head Start/Early Head Start and other community partners (home visitor programs, schools, etc.) in oral health promotion and integration.
- Facilitate connections between community programs/sites and local providers through More LA Smiles Connections.

The central goals of community linkages are to:

- Increase awareness of oral health among children their families, and caregivers
- 2. Connecting children, their families and caregivers to oral health care services





Key Component: Enabling Technology

LA Dental Registry & Referral System (LADRRS)

- Technology infrastructure to bridge communication and patient referrals across medical and dental providers.
- Train 1,600 dental providers to utilize LADR to receive dental referrals and document caries risk assessments and patient care management plans.
- Train 1,500 medical providers to utilize LADR to refer patients to appropriate follow-up care.

More LA Smiles Connections

Match local needs and resources

more LA smiles

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UCLA-led Dental Transformation Initiative:

An Opportunity for Large-scale System Transformation Using Knowledge Gained from Previous Experience with New Collaborators

12



Proposed Services for School Programs

We propose to provide the following services in participating schools:

- Oral Health Assessments / Screenings
- Classroom Education on Oral Health
- Oral Health Educational Materials
- Take-home Dental Kits
- On-site Preventive Services for Children without a Dental Home
- Assistance Connecting Children to Local Dental Homes





Contact Information

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moreLAsmiles.org



A UCLA-led Consortium Funded by CA DHCS through the California Medi-Cal 2020 Demonstration



Get Social With Us









@moreLAsmiles



More than

May Arakaki Maria Martinez



INTEGRATED SAFE SCHOOL PLAN

- www.issp.lausd.net
- Key Components:
 - Staff Directory
 - Current Cell Phone Numbers
 - Emergency Plan View



DUE: October 1, 2019

Safety Committee

- Committee Meets Monthly to review school
 Safety Procedures, drills and Emergency protocols
- Plan training
- Members from all stakeholder Groups;
 - Certificated: Teacher/UTLA, Aide, Admin, out of Classroom Support staff...
 - Classified: Office Staff, Campus Aide, Community Rep,
 Supervision Aide...
 - Parent (non/employee)

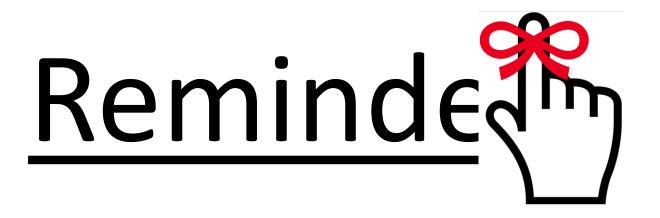




Incident System Tracking Accountability Report Eugene L. Hernandez, Administrator of Operations

Local District Central, LAUSD





- Be sure to have your principal review the iStar. Email notifications are sent to applicable District personnel when the user clicks "SUBMIT"
- An iSTAR closes automatically after 30 days, so be sure all information has been entered into every applicable tab
- The school principal must certify all injuries/illnesses, and istars created at level 2



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Breakout Session

Session 1: 9:40 am-10:40 am Session 2: 10:50-12:00 pm

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 Absenteeism
- Updates-TruancyLetters

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Implementation of Restorative Justice

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