

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of Data and Accountability

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: June 22, 2022

FROM: Saul Fernandez, Ed.D., Interim Executive Director

SUBJECT: STATE ACCOUNTABILITY DASHBOARD LOCAL INDICATORS

The purpose of this correspondence is to report to the Los Angeles Unified School District (LAUSD) Board of Education the District's results for the California Dashboard Local Indicators. The Office of Data and Accountability has collaborated with staff from the Division of Instruction, Parent and Community Services, Human Resources, Facilities, and Integrated Library and Textbook Support Services to determine the findings.

Background

California's accountability system is based on multiple measures which are used to determine district and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner (EL) progress, suspension rates, and parent engagement. Performance on these multiple measures will be reported through the California Dashboard. District and school performance in the ten Local Control Funding Formula (LCFF) priority areas are measured using a combination of state and local indicators.

The criteria established for state indicators include: (1) valid and reliable measures, (2) comparable, state-level data, and (3) the ability to disaggregate data by student groups. These criteria ensure a common and comparable way of measuring performance on the indicators across the state.

The state indicators apply to districts, schools, student groups (e.g., race/ethnicity, socioeconomically disadvantaged, ELs, and Students with Disabilities), and progress on the indicators is reported through the state Dashboard.

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators and will require districts to determine whether they have *Met*, *Not Met*, or *Not Met for Two or More Years* for each applicable local indicator. The local indicators only apply at the district level. Districts will use the local indicators to evaluate and report their progress on priority areas. The local indicators will only appear on the district page of the California Dashboard.

The following table lists the LCFF Priority Areas and the corresponding Local Indicators:

Local Control Funding Formula Priority Area	Local Indicators
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)	Access to textbooks, adequate facilities, and appropriately assigned teachers
Implementation of State Academic Standards (Priority 2)	Annual report on progress in implementing the standards for all content areas
Parent and Family Engagement (Priority 3)	Annual report on progress toward: (1) Building relationships between school staff and families; (2) Building partnerships for student outcomes; (3) Seeking input for decision making
School Climate (Priority 6)	Administer a Local Climate Survey every other year and report results
Access to a Broad Course of Study (Priority 7)	Annual report on progress toward providing students, including students with exceptional needs, access to a broad course of study.

Performance on Local Indicators

The standards for the local performance indicators are based on whether districts:

- Measure their progress on the local performance indicator based on locally available information.
- Report the results to the District's local governing board at a regularly scheduled meeting of the local governing board.
- Determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each applicable local performance indicator. Districts make this determination by using self-reflection tools.

The performance standards for the local performance indicators are:

1. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Standard: District annually measures its progress in meeting the Williams settlement requirements at 100 percent of its school sites, as applicable,

and promptly addresses any complaints or other deficiencies identified throughout the academic year.

2. Implementation of State Academic Standards (LCFF Priority 2)

Standard: District annually measures its progress implementing state academic standards.

3. Parent and Family Engagement (LCFF Priority 3)

Standard: District measures its progress in: building relationships between school staff and families, building partnerships for student outcomes and seeking input for decision making.

4. School Climate (LCFF Priority 6)

Standard: District administers a local climate survey annually that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span(s) that the District serves (e.g., K-5, 6-8, 9-12).

5. Access to a Broad Course of Study (LCFF Priority 7)

Standard: District annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study including courses specified in State Education Code for grades 1-12, including programs and services for students with exceptional needs.

Local Indicator Results

The District used the resources included in the Dashboard to support the determination of whether we have “Met” the performance standard. The following are the results for the local indicators:

1. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
 - a. Percentage of misassignments of teachers of English Learners: **1%**
 - b. Percentage of total teacher misassignments: **11%**
 - c. Number of vacant teacher positions: **388**
 - d. Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0%**
 - e. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

Reflection findings:

LAUSD annually audits master schedules and develops individualized site reports to include resolutions to misassignments. Staff continuously works on maintaining a strong knowledge base of former, current and future Commission on Teacher Credentialing (CTC) practices and does not hire teacher candidates without an EL authorization. In addition, failure to maintain EL Authorization may result in disciplinary action and/or dismissal. The District also audits master schedules and when needed, develops individualized site reports to include resolutions to misassignments.

LAUSD consistently meets the Williams sufficiency requirements that all students have instructional materials to use at home and school. For 2022, the District is 100% sufficient, therefore each student has instructional materials in the core/required subject areas to use at home and school.

LAUSD performs school facility condition inspections annually according to State-mandated School Accountability Report Card (SARC) guidelines. For 2022, all schools received the “good repair” overall rating at initial inspection.

*Priority 1 Criteria: **Standard Met***

2. Implementation of State Academic Standards (LCFF Priority 2)

The District was asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science Standards
- Career Technical Education Standards
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts Standards
- World Language Standards

Reflection findings:

LAUSD uses standards-aligned curricula within a multi-tiered system of support framework to deliver instruction that prepares students for a successful transition to college, career and life. Teachers are provided regular professional learning opportunities on curricular frameworks and standards. LAUSD continues to support early literacy foundational skills instruction through our tiered approach to the Primary Promise Initiative that supported over 225 highest need elementary schools since 2020-2021 and Early Language and Literacy Plan by offering intensive professional development and teacher materials to 520 elementary school teams to support differentiated instruction for students. In June 2018, LAUSD adopted an updated English Learner and Standard English Learner Master Plan. Mandatory district-wide professional development this year on the Master Plan supports the implementation of the ELD standards, compliant implementation of programs and services for ELs, and a Comprehensive ELD program (consisting of Designated and Integrated ELD). Schools continue to track English Learner progress with an online dashboard featuring real-time data.

In 2020-2021, LAUSD began transitioning to a new high-quality math curriculum. Teachers participate in professional development and receive training to support shifts in curriculum and pedagogy. Schools utilize the Smarter Balanced Assessment interim assessment blocks aligned to ELA and mathematics. The district uses these data to identify supports and resources that schools may need during the school year. LAUSD continues implementation of the Next Generation Science Standards (NGSS) and the Career Technical Education standards. Since the state adoption of the NGSS in 2013, LAUSD has provided extensive professional development on the NGSS and the instructional shifts necessary for classroom implementation. New high school NGSS curricula was implemented in Fall of 2019 and new K-8 materials have been implemented since Fall 2020. Districtwide teacher leader cohorts continue to develop sample units, assessments, and professional development to build the capacity of schools to implement the NGSS.

LAUSD implemented new high school HSS instructional materials in Fall 2018 and in grades K-8 in Fall 2019. LAUSD continues to partner with the Stanford History Education Group to provide training to HSS teachers. The Linked Learning/Career Technical Education (CTE) office has provided professional development around the new CTE standards since 2014-15. All CTE curriculum was revised to align with these standards. LAUSD is at full implementation and sustainability with the health education, physical education, visual and performing arts, and world language standards. All Visual and Performing Arts Courses have been updated and aligned with the new California standards for Visual and Performing Arts. Regular, ongoing

professional development is provided to teachers in each of these content areas.

Priority 2 Criteria: **Standard Met**

3. Parent and Family Engagement (LCFF Priority 3)

The District was asked to summarize its progress toward building relationships between school staff and families, building partnerships for student outcomes and seeking input for decision making.

Reflection findings:

LAUSD is organized to support family engagement through a centralized Office of Parent & Community Services (PCS), and six regional Parent & Community Engagement Teams (PACE). Family engagement is also cultivated by coordinating closely with District offices and divisions. PCS and Local District PACE teams support the implementation of District and school site training for staff and families including the School Volunteer Policy to prepare families in their capacity as volunteers both virtually and in person. Los Angeles Unified to date, has processed over 5,000 volunteer participants.

In 2021-22 school year, welcoming environment indicators continue to be captured in the District's School Experience Survey to inform school and District practices. Participants of the survey reported high response rates when asked *I feel welcome to participate at this school*: 89% for elementary, 82% for middle, and 82% for high school stated they agreed and highly agreed with this statement. These rates represent a slight decrease from last school year, 2%, 4% and 3% respectively.

Federal policy also tasks Title I schools to organize a Parent & Family Engagement Policy. This tool highlights resources and workshops offered in collaboration with school staff and community agencies. This coordinated effort builds bridges and two-way communication between the home and the school site. The area of growth is to provide teachers, administrators and staff with opportunities to expand two-way communication and engagement of high-need students through continued professional development and best practices.

The LAUSD provides families with information and resources at multiple access points including the District, regional office, and school site webpages, in addition to the five hundred and fifty Parent & Family Centers, and through workshops provided by school staff and community partners. During the COVID-19 pandemic, the District brought together multiple offices to launch a family hotline (213-443-1300) which provides support for

families with social emotional and mental health support, and other District services. The Hotline is also linked to the Parent Portal, where families access student information, school and District resources. A third source families have accessed are 68 Grab and Go centers, where families routinely used to receive COVID-19 testing, meals and other donations. Regarding programs where teachers meet with families, the School Experience Survey reports that many families participate in teacher events, like parent teacher conferences and performances.

Families are supported in understanding District policy, exercising their legal rights, and advocating for their own students and all students through the SSC, as members of the ELAC, and the Local School Leadership Council. Furthermore, 100% of schools established a SSC for the 2021-22 school year. Through the work of the SSC, staff and families learn about assets and needs assessments, analyzing family strengths, languages, and identifying common goals for students.

Building Partnerships for Student Outcomes

Los Angeles Unified has also begun a trend of hosting learning groups that serve the purpose of developing families as ambassadors in specialized areas. During the fall semester a cohort of families complete a Legislative Learning Group course where learning is organized around civic engagement, advocacy, state and federal government in partnership with the Office of Government Relations. Legislative officials at various levels of government are invited to share information and facilitate learning with families.

A second effort is a partnership with the Los Angeles Unified and County of Los Angeles Public Health and Planned Parenthood to offer a Public Health Ambassador Program to family volunteers. Health Ambassador course participants learn about COVID-19 health and safety protocols, vaccination and social emotional care. When participants culminate, a certificate of completion is issued, and families are supported to become members of the School Volunteer Program.

LAUSD has also observed increased engagement of families by use of webinars and town hall meetings to engage hundreds and thousands. Partnerships with the City of Los Angeles, LA County, District offices, and other government agencies.

In addition, as we continue to partner with families, they learn about Title I, English Learners, and foster youth policies, programs, and funding, where participants offer program recommendations. For the 2021-22 school year, we began hosting Title I Parent and Family Engagement Conferences in the Fall and Spring for families throughout each local district focused on Title I policies the development of the Local Control and Accountability Plan's (LCAP) Federal Addendum.

Other ways to engage our families include three districtwide committees which are in place for parents to engage in decision-making. The first committee is the District Community Advisory Committee (CAC), which offers recommendations to the District's Special Education Local Plan Area (SELPA) Local Plan. Members of the CAC participate annually in approximately ten meetings lasting three hours in duration. The second committee is the District English Language Advisory Committee (DELAC), which presents recommendations to the Superintendent and the Board of Education on mandated topics specific to English Learners, and the Local Control and Accountably Plan.

In the 21-22 school year, research-based professional development module series were developed for school staff on the topics of high-impact parent and family engagement and on strategic budget development with families.

An area of growth is for Los Angeles Unified to continue to align professional development and offer families a welcoming environment, and training to develop the needs of the parents and families. This will be an area of focus for the 2022-2023 school year.

Seeking Input for Decision Making: Collaboration

Providing families with multiple opportunities to provide input in school site decisions is an area of strength for the LAUSD. These opportunities are offered at the school site, regional office, and central offices. From the school site perspective, principals, staff, families and students attend annual School Site Council training hosted during the weekends, and work week, to effectively engage families in advisory groups and with decision-making. A district bulletin with detailed procedures and handouts is also used widely so that councils welcome and support parents in their role as decision makers. During the 21-22 school year, families participated in a series of SSC and ELAC Family Ambassadors training program to support parent/guardian members of the School Site Council and English Learner Advisory Committee in their leadership roles at school sites.

The School Site Councils specifically make decisions about programs and services and receive recommendations from parent membership from the English Language Advisory Committees (ELAC). The ELAC is organized at school sites with twenty-one or more English Learner students. The participants meet to offer recommendations to the School Site Council.

Another initiative where families learn about their legal rights is through the We Are One L.A. Unified: Standing with Immigrant Families campaign. The districtwide campaign empowers families to know their rights in the areas of immigration, health, housing, and education

*Priority 3 Criteria: **Standard Met***

4. School Climate (LCFF Priority 6)

Reflection findings:

LAUSD administered the 2021-22 *School Experience Survey* during the fall semester. The following are the results that pertain to school climate:

- *School Experience Survey* participation rates for students was 78%, versus 69% from 2020-21.
- The percentage rates of middle and high school students reporting being happy at school were 74% and 67% respectively. Sixty-two percent of middle school students reported feeling like they are part of their school, while 59% of high school students also reported feeling they were a part of their school. These rates are a slight decrease of 7%, 6%, 8%, and 3% respectively from last school year.
- LAUSD schools were perceived to be safe places by at least 73% of students, which is a decrease of 11% from last school year.
- When students were asked if adults treated them with respect, 81% of elementary school students, 65% of middle school students and 62% of high school students replied in the affirmative. These rates are a decrease of 4%, 14% and 10% from 2020-21.

*Priority 6 Criteria: **Standard Met***

5. Access to a Broad Course of Study (LCFF Priority 7)

The District was asked to identify the locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Reflection findings:

All students are required to have access to a broad course of study and a free and appropriate public education. The California Assessment of Student Performance and Progress is used to track the extent to which all students have access to, and are enrolled in, a broad course of study. Additionally, locally, LAUSD uses assessments such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for elementary literacy, Edulastic Common Formative Assessments for elementary mathematics, and the STAR Renaissance assessment for secondary literacy and mathematics. In addition, physical education in elementary schools is monitored using a certification process that requires teacher and principal confirmation of appropriate

instructional minutes. At the secondary levels, LAUSD makes use of the central student information system and master scheduling system to track student enrollment in a broad course of study. Students in need of additional supports are identified using various reports in the student information system (e.g., at-promise reports). For high schools, an additional a-g course progress dashboard is used to track student completion of graduation and a-g course requirements, which can also be disaggregated by student groups.

For all grade levels, English Learner progress dashboards are used to track English learner progress toward reclassification, including course enrollment, course grades, grade-level skills assessment scores and English Learner proficiency exam scores. Also, for all grade levels, LAUSD utilizes an Arts Equity Index to categorize all schools based on the scope of their provided arts instruction and resources as well as the Title I status and representation of low income, foster students, and English learners. Based on school categorization on the index, school assessment results provide LAUSD with guidance on how to more equitably allocate arts resources to ensure that all students have appropriate arts access and instruction. In fall of 2019, a new Whole Child Integrated Data platform was released for K-12 teachers, counselors and principals to use data to drive instructional improvement and student learning. The platform integrates various types of data into one place for educators, including assessments, marks, attendance, social emotional learning, graduation readiness, college, and career readiness, and more. Whole Child Integrated Data also provides data by student group, such as English learners, students with disabilities, and others.

LAUSD continues to address the barriers that prevent English Learners and students with disabilities access to a broad course of study so these students can participate fully in all elective courses. English Learners are required to receive designated English Language Development time to improve their academic English language skills. Students with Disabilities are also required to receive additional support as dictated by the Individualized Education Program or 504 Plan. LAUSD is addressing the fact that resource allocation to schools with smaller enrollment may be limited in their abilities to offer a full range of electives through concurrent enrollment and blended learning opportunities. In Fall of 2021, the District expanded its online virtual academy and is currently expanding options for 2022-2023.

LAUSD continues to implement multi-tiered systems of support districtwide to ensure all students have access to a broad course of study. Overall Tier 2 and 3 supports continue to be developed in English Language Arts and mathematics. Refinements to the Arts Equity Index 2.0 will continue to result in a more accurate assessment of art resources within schools. The district has also invested over the past four years in additional resources for schools to improve a-g course completion districtwide for all students. The district is

committed to continual review of policies and updates based on effective research practices and models of effective comprehensive ELD.

The District's Black Student Achievement Plan and 2022-2023 Standard English Learner policy reflects these practices. As part of this work, LAUSD continues to identify and implement Tier 2 and 3 supports for students in need. In addition, LAUSD continues to develop additional resources to improve instruction across all content areas including integrated English Language Development. LAUSD is also expanding the implementation of full inclusion model schools for students with disabilities so that academic and social-emotional support for students can be implemented within more general education classrooms.

Using its locally selected measures, LAUSD can confirm that all students have access to and are enrolled in a broad course of study. School site administrators, Local District leaders, and central office staff all monitor student enrollment in appropriate courses. Student progress toward graduation has consistently improved over the past five years, even with the change in district graduation requirements to now require a-g course passage by all students. Over the past five years, the percentages of students graduating while meeting the a-g course requirements for entrance into UC/CSU has increased. LAUSD continues to concentrate resources and supports for schools and student groups whose students perform below the district-wide average on state assessments, graduation rates and a-g course completion.

*Priority 7 Criteria: **Standard Met***

Submission of Local Indicator Findings:

The Office of Data and Accountability is informing the LAUSD Board of Education of the District's findings for the Local Indicators and of the submission of the results into the California Dashboard as public information. The District's findings are due to the California Department of Education on November 1, 2022. The Office of Data and Accountability plans to submit the information as soon as it has been shared with the governing board.

If you have any questions, or need additional information please contact me at (213) 241-2460.

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