

Friday's Brief



LOCAL DISTRICT CENTRAL

Volume 7, Issue 3

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Intervening Early and Often: Multi-Tiered Systems of Support

When students struggle, learning in school is difficult. Using a multi-tiered system of instructional services, supports, and strategies, all students can learn.

MTSS Definition:

The MTSS framework is systemic, continuous and predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and supports necessary for each student's academic, behavioral, and social success.

Is your school practicing MTSS? Please read and share with your leadership teams the attached MTSS Bulletin. Use the bulletin as a starting point to self-assess where your school is in terms of establishing, implementing, and monitoring multi-tiered systems of support for both academic and social emotional student needs. Please reach out to your operations coordinator for assistance.



Important Dates

| | |
|--|------|
| Labor Day | 9/2 |
| Elementary Operation's Principals' Meeting | 9/4 |
| Secondary Operation's Principals' Meeting | 9/9 |
| Student Recovery Day | 9/18 |
| Safe Passages | 9/19 |
| Norm Day | 9/20 |
| Operation School Bell on Wheels | 9/20 |
| Foundations Training (selected school) | 9/25 |

Kindergarten Immunizations Update



The table below shows Local District Central kindergarten immunization compliance information as of August 27, 2019. We appreciate all your efforts in following up with families to ensure all students are properly immunized.

| District | Total # of Students | Compliant | % Compliant | Non-Compliant | % Non-Compliant |
|---------------------|---------------------|-----------|-------------|---------------|-----------------|
| Central | 8259 | 5607 | 67.9% | 2652 | 32.1% |
| LAUSD Total/Average | 48399 | 34157 | 70.6% | 14242 | 29.4% |

**More than
a Meal**



Thanks to all the schools that have submitted Household Income Forms (HIF's) -- LD Central is off to a great start! THE MUCH ANTICIPATED LAUNCH OF THE MORE THAN A MEAL DASHBOARD HAS BEEN DELAYED. When the Dashboard goes live, you will be able to run the list of students who are missing HIF's. In the meantime, continue to collect and submit HIF's for **all students new to LAUSD**. Should you need assistance, contact your assigned MTAM Liaison: May Arakaki (marakaki@lausd.net) OR Maria Martinez (m.s.martinez@lausd.net).



ATTENDANCE AWARENESS MONTH

September is Attendance Awareness Month! As we continue to strive toward 100% attendance and graduation, it is important to reinforce the importance of school attendance on a daily basis. Kick off your school-wide attendance incentive and recognition program to help promote a climate of positive school attendance and 100% graduation.

School leaders, staff and community members are encouraged to work toward establishing goals for improving attendance and reducing truancy and chronic absence. Provide all stakeholders with information regarding the attendance policies and school-wide expectations. Create posters, flyers and other promotional materials to help celebrate this special month.

Promote your schools' attendance policy and attendance goal by encouraging students, staff and members of the school community to wear **Green** on Thursdays during the month of September and help get everyone talking about the importance of school attendance.

By building strong partnerships with all stakeholders, we can share the common message that attendance is everyone's business. It is through these partnerships that we can ensure that students are in school every day and on time.

Together let us achieve the LAUSD goal of
100% attendance and graduation!

For promotional materials to help jump start your attendance awareness activities, visit: <https://www.attendanceworks.org/resources/toolkits/>



2019-20 LCAP Goals for Student Attendance Percentage of Students with **Excellent Attendance: 72% or better** Percentage of Students **Chronically Absent: 7% or less**

| Attendance Achievement by Instructional Day 2019-2020 | | | | | | |
|--|--------------|-----------------|-------------|-----------|----------------------|----------|
| 96% Attendance rate means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION | | | | | | |
| | | Chronic Absence | | | Excellent Attendance | |
| | | Less than 87% | 87% - 91% | 92% - 95% | 96% - 99% | 100% |
| Instructional Day | Date | Far Below Basic | Below Basic | Basic | Proficient | Advanced |
| 25 | September 25 | 4 or more | 3 | 2 | 1 | 0 |
| 50 | November 1 | 7 or more | 5-6 | 3-4 | 1-2 | 0 |
| 75 | December 16 | 10 or more | 7-9 | 4-6 | 1-3 | 0 |
| 100 | February 11 | 14 or more | 9-13 | 5-8 | 1-4 | 0 |
| 125 | March 18 | 17 or more | 11-16 | 6-10 | 1-5 | 0 |
| 150 | April 30 | 20 or more | 13-19 | 7-12 | 1-6 | 0 |
| 175 | June 5 | 23 or more | 15-22 | 8-14 | 1-7 | 0 |
| 180 | June 12 | 24 or more | 15-23 | 8-14 | 1-7 | 0 |



4th Annual Attendance Poster Challenge!

LET'S TEAM UP FOR ATTENDANCE! This year we encourage everyone to remember that community-wide engagement matters for attendance. We are emphasizing the role for everyone from staff, faculty, stakeholders and parents can all play a role in creating a welcoming and engaging school environment that motivates students and families to come to school every day.

Get involved!

The Local District Central Pupil Services team, in collaboration with, Operations is sponsoring its [4th Annual Attendance Poster Challenge](#). Teachers please use the poster challenge as an opportunity to promote and reinforce attendance in your classroom.

All participants will receive a certificate. Winners will be selected by school level (Elementary, Middle School, & High School). Schools will receive a trophy and be recognized in LAUSD's Local District Operation Brief.

Submissions due September 27, 2019.

Poster Rules and Details:

- All posters should be 8.5x11 to 11x17"
- The back of the poster must Include Student's name, grade, school name

Topics:

- Cultivate a school-wide culture of attendance
- Promote a positive attendance message
- Posters must include student's artwork (no computer generated pictures)

Submission:

- *Submit entries via school mail or dropped off to LD Central Pupil Services, Beaudry Building, 11th Floor.*

Questions, Comments, Concerns:

- Contact Chan Paulino 213 241 – 3903 chan.paulino@lausd.net

Updated Reference Guide:

REF – 6554.4 Opening Day Procedures: Supplemental Guide and Updates

Student Housing Questionnaire (SHQ)

Attachment J-16 of the Enrollment and Attendance Supplemental Guide
Formerly the Student Residency Questionnaire (SRQ)



SWPBIS/ROI Update

Now that the school year is under way, school leaders are reminded to have Discipline Review /SWPBIS team review the school's Rubric of Implementation Spring 2019 results to determine this year's school goals to enhance their practice in establishing a safe school environment. In addition, school leaders are encouraged to share Discipline data from MiSiS and/or Get Data platforms to identify focus areas. The eight key features are referenced below as a reference for teams. ROI data scores can be accessed from the Principal's Portal under the Discipline Foundation Policy drop down menu.

Eight Key Features:

- Administrative Leadership and Support
- Team Based Implementation
- Behavioral Expectations Defined
- Behavioral Expectations Taught
- Acknowledge and Reinforce Appropriate Behavior
- Monitor and Correct Behavioral Errors
- Data-Based Decision Making
- Family and Community Collaboration

For your convenience, refer to the [ROI](#) form for more details.

Certificated Single Track/C-Basis Employees Being Evaluated

- ◆ Must be notified that they will be evaluated by September 20, 2019
- ◆ Objectives must be established by October 11, 2019
- ◆ Administrators must evaluate all non-permanent teachers, those who received a BSE last year, and those who had 13 or more absences last year.
- ◆ Attached you will find the job descriptions for the following positions:
 - ◇ [Elementary Teacher](#)
 - ◇ [Secondary Teacher](#)
 - ◇ [Special Education Teacher](#)
 - ◇ [EEC Teacher](#)
- ◆ Additional job descriptions can be found in the Human Resources website.

California Credit Union Teacher Grant Opportunity

California Credit Union is inviting all Los Angeles area teachers who have a great class project idea to apply for a credit union grant through its bi-annual Teacher Grant Program. Ten grants of \$500 each will be awarded to Los Angeles area teachers in November in the fall program. Interested teachers can find more information and apply online at ccu.com/teachergrant. The application deadline is October 18, 2019. Please see the [News Release and Flyer](#) for more information.



Friday's Brief

Restorative Practice

A restorative school is one which uses restorative practices to resolve conflict and prevent harm.



Restorative practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible, to acknowledge this impact and take steps to put it right.

Restorative practices refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

Restorative Practices can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behavior, and disputes between pupils, their families, and members of staff.

To be effective, restorative schools adopt a whole-school approach to restorative practices. This means all students, staff (including non-teaching staff), administrators and the entire school community must understand what acting restoratively means and how they can do it. For more information about Restorative Practices, please contact your Local District Central Restorative Justice Adviser.

Belief

I have always believed the importance of relationships and how they are foundation of a great school, classroom, or organization, but having “belief” in every student you interact with, no matter how hard it is and where they have come from, can make all of the difference.

If we don’t believe kids can change the world or even just make it a better place to live, they are already starting in deficit.

Embodying that one little word, can make a huge difference for a kid who needs you more than you will ever know.

So when our students are starting the school year, do they know that have the power to impact the lives of others in meaningful ways? I do a lot better with people that I know are rooting for my success, and our students are no different. It is not enough to have this belief in all of our students but to ensure they know we believe they can make a purposeful impact in the world.

—George Couros