Committee of the Whole Meeting
Distance Learning Update

May 25, 2021

Alison Yoshimoto-Towery, Chief Academic Officer
Veronica R. Arreguín, Chief Strategy Officer
Lydia Acosta Stephens, Executive Director, Multilingual and Multicultural Education Department
DATA REVIEW

• Attendance/Login Update
• Return to Campus Data
• Secondary 15-Week Marks
• Class of 2021 A-G Progress
• Multilingual and Multicultural Education Update (MMED)
Students Attending In-Person

<table>
<thead>
<tr>
<th></th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>34%</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>34%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Black</td>
<td>35%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Latinx</td>
<td>30%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>57%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>EL</td>
<td>27%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>SWD</td>
<td>35%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>40%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Homeless</td>
<td>31%</td>
<td>22%</td>
<td>14%</td>
</tr>
</tbody>
</table>

*As of 5/11 MiSiS Student Information System
In-Person Attendance

% of All Students Attending In-Person*

<table>
<thead>
<tr>
<th>Grade Span</th>
<th># Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem (TK-5)</td>
<td>222,620</td>
</tr>
<tr>
<td>MS (6-8)</td>
<td>99,227</td>
</tr>
<tr>
<td>HS (9-12)</td>
<td>126,522</td>
</tr>
</tbody>
</table>

*As of 5/6 MiSiS Student Information System
Daily Attendance

*As of 5/6 MiSIS Student Information System
In-Person vs. Online Attendance Comparison

<table>
<thead>
<tr>
<th>Grade</th>
<th>In-Person</th>
<th>Online</th>
<th>In-Person</th>
<th>Online</th>
<th>In-Person</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>93.7%</td>
<td>92.5%</td>
<td>92.8%</td>
<td>92.8%</td>
<td>90.9%</td>
<td>90.4%</td>
</tr>
<tr>
<td>6-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students:
- K-5: 76,095
- 6-8: 146,606
- 9-12: 18,366
- All Students: 14,016
- Online: 80,622
- Online: 111,067

*As of 5/11 MiSiS Student Information System*
Students Attending Every Day Each Week

*As of 5/11 MiSIS Student Information System
Tiered Intervention Strategies to Support Student Attendance

Examples of efforts to support School Attendance include:

- **Ongoing Attendance Data Analysis and Reports** to identify prevention and early intervention
- **Messaging** and cultivating the importance of regular School Attendance, via campaigns, attendance recognitions, 25-day celebrations and opportunity drawings
- Ensuring all students have **access** to internet connectivity and devices to participate in the educational program
- Address the **Child Welfare** concern that manifests itself in poor attendance
- Daily **Personalized** outreach/check-ins with students/caregivers by phone, letter, and Home Visits to mitigate barriers to school attendance
- Parent-Student Conferences/ School Engagement Team meetings to **identify the root cause** for absences and provide **linkage** to Students and Families with Resources (e.g., food, clothing, housing, counseling and mental health treatment, parenting classes, vocational support and much more)
- **Thorough Assessment** of Academic Progress and History, Family Composition, Health, Economic Stressors, Housing Stability, Student or Family Member Substance Abuse, Involvement with Legal Systems, Mood, Sleep, Routines, Hobbies and Interests, Peer Relationships to determine **school and community supports** to assist with regular school attendance
- Secondary 15-Week Marks
- Class of 2021 A-G Progress
- Multilingual and Multicultural Education Update
Middle School 15-Week Marks

<table>
<thead>
<tr>
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<th>Fs</th>
<th>Ds</th>
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<tbody>
<tr>
<td>18-19</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>20-21</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Overall</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>African American</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Latinx</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Asian</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>EL</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>SWD</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td>Low SES</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Foster</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>Homeless</td>
<td>32%</td>
<td>15%</td>
</tr>
</tbody>
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*As of 5/18 FOCUS Data System

Students 18-19: 630,316
20-21: 579,608

45,834 42,854 462,252 418,635 26,960 23,976 67,898 66,244 57,040 81,263 72,135 83,150 525,709 474,044 5,142 5,920 18,098 11,248
High School 15-Week Marks

Students 1819: 769,268
2021: 736,499

As of 5/18 FOCUS Data System
Class of 2021 A-G Progress

*As of 5/11 FOCUS Data System
Class of 2021 Meeting All Graduation Requirements

- Overall: 76% Graduation D or better, 51% Graduation C or better
- EL: 53% Graduation D or better, 19% Graduation C or better
- SWD: 57% Graduation D or better, 22% Graduation C or better
- Homeless: 57% Graduation D or better, 28% Graduation C or better
- Foster Youth: 58% Graduation D or better, 40% Graduation C or better
- African American: 74% Graduation D or better, 43% Graduation C or better
- Latinx: 75% Graduation D or better, 48% Graduation C or better
- Asian: 89% Graduation D or better, 78% Graduation C or better
- White: 82% Graduation D or better, 64% Graduation C or better

Students: 29,742 Overall, 2,289 EL, 3,735 SWD, 622 Homeless, 210 Foster Youth, 2,342 African American, 22,778 Latinx, 1,121 Asian, 2,129 White

*As of 5/11 FOCUS Data System
Class of 2021 Needing Credit Recovery

16% 40% 36% 47% 47%

Overall EL SWD Homeless Foster Youth

19% 17% 7% 11%

African American Latinx Asian White

Students: 29,742 2,289 3,735 622 210 2,342 22,778 1,121 2,129

*As of 5/11 FOCUS Data System
Division of Instruction, Academic & Counseling Services
First Annual School Counselor Conference: Leaders and Advocates in Educational Equity

Participants
- 470 High School Counselors
- 88 School Administrators

“I leave this conference with appreciation and a lot of knowledge that I’m eager to utilize to improve my skills, effectiveness as a counselor, and to better support and advocate for my students.”
Purpose

This school counseling conference was designed to empower high school counselors in addressing inclusion, equity and access in their comprehensive school counseling programs as they reflected on their role as leaders and advocates in educational equity to promote each student’s academic and social emotional success.

This conference was offered in three sections:

I. Overview of Equity and Access in Schools and Reflection on “Who am I as an Educator?”
II. Supporting and Monitoring Students’ Development
III. Systemic Change Through Data Analysis

Focus on school site Problems of Practice

School Counselors strengthened their skills to support the holistic development of all students and contributed to closing the achievement gap. Their ‘power of why’ and their role as leaders and advocates was reexamined in ensuring a comprehensive and inclusive school counseling program that is driven by equity and access for all students.
Outcomes

- Developed a deeper understanding regarding implicit biases, social justice, and diversity in school counseling.

- Provided an opportunity for self-reflection on examining one’s identity and positionality of how we may contribute to or detract from student success.

- Recognized, respected, and utilized student’s strengths, experiences, and background as assets through enhancing the understanding of Adverse Childhood Experiences and identifying protective factors.

- Strengthened and refined how to address barriers and understand the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement of students.

- Addressed the needs of all students by providing comprehensive and coordinated programs and services to help build inclusive, equitable, nurturing, learning opportunities, and environments.

- Acquired a deeper knowledge of data-driven strategies and practices that will foster student growth in academic achievement, college and career, and personal/social development.

“Thank you so much for providing this conference! I loved everything I learned and hope these professional development opportunities will continue! It’s so important to continue to learn and grow as a professional counselor. There’s always room for improvement!”
Attendee Testimonials

“I really appreciate this conference series. As counselors, we have to wear many hats and implement and orchestrate different programs and strategies to ensure our students stay on a path of success and progress…trainings and programs like this can help us stay on a productive path and know what other schools are working on as well.”

“This whole series was extremely inspiring. I wish it would also be available for teachers and principals.”

“Thank you very much for a very well-organized event. It was a good session to reflect and commit to actions that will support all students.”
“The heart of DL begins locally, with families, and educators working together.” - Blanca Vigil

“This program has taken the rigor of my instruction to new heights.” - Solon Castillo

“The program has given me a different perspective on rigor for ELs.” - Olivia Lam

“...through transformative practices ... we liberate the bilingual and biliterate potential for all students ...” - Yesenia Francia
Pathway to Bilingualism & Biliteracy
El camino hacia la alfabetización bilingüe

K and First
Kinder/Primero

Elementary - 5/6
Escuela primaria

Middle School - 8
Escuela intermedia

High School - 12
Escuela secundaria

K- Promise to Bilingualism First- Pathway to Bilingualism Premio de bilingüismo

Pathway to Biliteracy Camino a la alfabetización bilingüe

Pathway to Biliteracy Camino a la alfabetización bilingüe

L. A. Unified/California State Seal of Biliteracy Sello de alfabetización bilingüe L.A. Unified y/o el estado de California

Coming in 2021-22 Llegando en 2021-22

400 parents, students and teachers attended our virtual meetings to earn these awards!
Educator PD: Dual Identified EL Students with Disabilities

475 educators engage in strategies to support reclassification, meet IEP language goals, and explore resources to build foundational literacy.

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Teachers</td>
<td>121</td>
</tr>
<tr>
<td>Secondary Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>195</td>
</tr>
<tr>
<td>Administrators, Coordinators, RSTs Staff</td>
<td>124</td>
</tr>
</tbody>
</table>
# Summative ELPAC Completion Data As of May 17, 2021

<table>
<thead>
<tr>
<th>Local District</th>
<th># of ELs</th>
<th># Completed*</th>
<th>% Completed</th>
<th># In Progress**</th>
<th>% In Progress</th>
<th># Not Started</th>
<th>% Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>21,527</td>
<td>5,331</td>
<td>24.8</td>
<td>10,600</td>
<td>49.2</td>
<td>5,596</td>
<td>26</td>
</tr>
<tr>
<td>E</td>
<td>15,973</td>
<td>4,902</td>
<td>30.7</td>
<td>7,909</td>
<td>49.5</td>
<td>3,162</td>
<td>19.8</td>
</tr>
<tr>
<td>NE</td>
<td>15,296</td>
<td>5,475</td>
<td>35.8</td>
<td>7,234</td>
<td>47.3</td>
<td>2,587</td>
<td>16.9</td>
</tr>
<tr>
<td>NW</td>
<td>11,738</td>
<td>3,608</td>
<td>30.7</td>
<td>5,081</td>
<td>43.3</td>
<td>3,049</td>
<td>26</td>
</tr>
<tr>
<td>S</td>
<td>15,473</td>
<td>4,065</td>
<td>26.3</td>
<td>7,524</td>
<td>48.6</td>
<td>3,884</td>
<td>25.1</td>
</tr>
<tr>
<td>W</td>
<td>10,981</td>
<td>2,899</td>
<td>26.4</td>
<td>5,365</td>
<td>48.9</td>
<td>2,717</td>
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</tr>
<tr>
<td>XS</td>
<td>145</td>
<td>17</td>
<td>11.7</td>
<td>18</td>
<td>12.4</td>
<td>110</td>
<td>75.9</td>
</tr>
<tr>
<td><strong>LAUSD Total</strong></td>
<td>91,133</td>
<td>26,297</td>
<td>28.9</td>
<td>43,731</td>
<td>48</td>
<td>21,105</td>
<td>23.1</td>
</tr>
</tbody>
</table>

Data Source: Student Testing Branch, May 17, 2021.
*Data includes only students who have completed every domain of the ELPAC assessment, excluding K-2 students who have completed every domain except for writing.
**Data includes K-2 students who have completed all domains but not the K-2 writing.