

End of Year Highlights and Report



July 23, 2020

Human Resources

- Successful negotiations with 3 bargaining units
- Successful Memorandums of Understanding with all units
 - Voluntary Retirement Program
 - School closure/distance learning/safety protocols
- Attended introductory meeting with all three unions regarding the California Labor Management Initiative
- Alder University Residency program planned and operational
 - 13 residents for 2020-21
- Continued monthly Assistant Principals meetings
- 20 teachers in first year of the Aspiring Administrator Program
- Decreased number of employees on administrative leave
- Additional College Counselor at each high school to support the college application process for all students
- Implementation of document tracking program and training

Human Resources

- Aligned District staffing to enrollment
- Recognition for retirees and years of service
- Employee Recognition selection and virtual ceremonies
- Increased rigor of certificated application processes to include sample lessons and performance of job-like tasks
- Virtual/Remote oral examination
- Shortened postings/testing timeframes
- Continually expand and increase the involvement of hiring managers within the selection process
- Decreased unfilled substitute jobs through increasing staffing via on-call contract and increased hiring of subs
- Held New Employees Orientation with presentations by Technology, Benefits, Payroll, Security, and Bargaining Units
- Participation in various Job Fairs:
 - Hosted by Congresswoman Nanette Diaz Barragan at LHS
 - California Virtual Career Fair/CGU Virtual Fair

Business Services

- Self Insured for Workers Compensation
 - Intercare new TPA with cost savings
- Maintain Fiscal Health
- Positive Budget Certification
- Bond & ERP Major Projects
 - HVAC Project at Lynwood HS
 - Lynwood MS Field
- Reduced Daily Energy Costs
 - Daily energy costs savings over \$1K a month
- Every School Trained in Site Safety
- MOT Report with Recommendations
- Improving Operations in Child Nutrition
- Improved efficiency and communication with MOT/Facilities

Ed Services

- Lynwood High School named Outstanding High School
- Firebaugh High School Commendation for Excellence International Baccalaureate Program
- Lynwood High School named model Pre-AP school
- ECE Five Tier Ratings, one of the highest in California
- 400 college acceptances to Historically Black Colleges and Universities
- 138 Seal of Biliteracy Awarded

Special Education

- Developed Handbook for AAA Procedures
- Developed and Implemented Lynwood USDs Program and Continuum of Services Procedures
- Early Dispute Resolution Process
 - Trained all administrators on how to implement procedures
 - Developed Forms for Informal Dispute Resolution Process
 - Implemented Phase One of Process
- LACOE Take Back (Cost Savings)
- Opened Special Education Parent Center at LMS

Grants

- \$6.2 million scholarships awarded to students HBCU
- \$900,000 Health Sciences and STEM Grant
- \$868,950 Strengthening Engineering, Technology, and Manufacturing Grant
- \$426,846 CTE Incentives Grant
- \$225,000 Keck Foundation Grant
- \$80,051 Strong Workforce Career Pathways Grant
- \$45,000 California Community Foundation (CCF) Grant
- \$45,000 Kaiser Permanente Mental Health Services
- \$25,000 Honda Foundation for Technology Rosa Parks
- \$18,500 Los Angeles County Department of Arts and Culture

Grad Rates

Graduates	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20*
Lynwood High	88.8%	89.2%	89.1%	93%	91.5%	91.7%	94.8%	
Firebaugh High	88.8%	89.2%	90.4%	93.3%	95.7%	92.9%	97.0%	

Four Year Cohort Graduation Rate

	15-16	16-17	17-18	18-19	19-20*
Lynwood HS	93%	91.5%	91.7%	94.8%	
Firebaugh HS	93.3%	95.6%	92.9%	97.9%	
District	83.3%	84.7%	83.3%	90.1%	
AA	84.6%	81.6%	87.4%	93.1%	
EL	75.9%	76.9%	71.4%	82.5%	
SED	83.79%	84.8%	83.4%	90.1%	

Four Year College or University FAFSA Application*

Four Year College or University

Schools	17/18	18/19	19/20
Lynwood HS	65%	74%	86%
Firebaugh HS	71%	62%	84%

FAFSA Application

Schools	17/18	18/19	19/20
Lynwood HS	70%	71.2%	92%
Firebaugh HS	71.9%	70%	81%

A-G Rates

School	Student Groups	15/16	16/17	17/18	18/19	19/20*
District	All Students	47.3%	53%	54%	55.4%	67%
Lynwood HS	AA	32.3%	56.6%	45.5%	51.6%	62%
	EL	28.1%	27%	32.5%	45.8%	39.7%
	SED	47%	53.2%	54.2%	55.4%	62.7.%
Firebaugh HS	AA	30%	21%	56.3%	41.7%	55%
	EL	17.9%	10%	35%	29.4%	49.2%
	SED	48%	44.4%	62.6%	44.5%	45.2%

Facilities Update

Lynwood High School

- Shoring of Soffits
 - Inspection of All Soffits
 - Pull Test to Check Stability
- * Soffit is an Outdoor Ceiling**

Projects in Construction

- Abbott Restrooms
- Play Structures at 7 sites
 - Abbott
 - Mark Twain
 - Rosa Parks
 - Marshall
 - Will Rogers
 - Roosevelt
 - Washington
- New Gas Line at LMS
- Fire Alarms at LMS, Rosa Parks, Will Rogers, Mark Twain and Lindbergh
- Secure Entrances at Washington, Wilson, and Lincoln

Equity Report



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Assistant Superintendent, Educational Services

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Director, Equity, Access, and Instructional Services

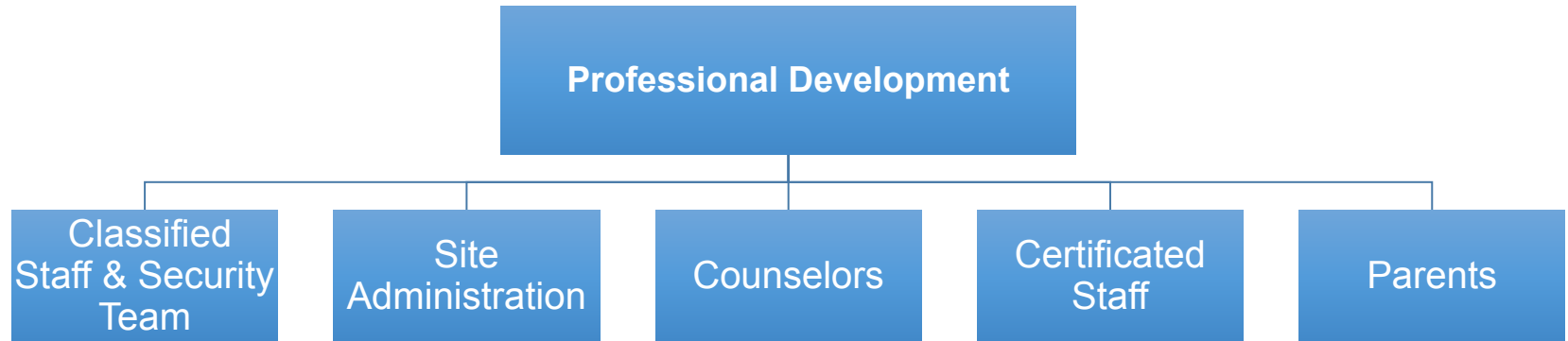


In LUSD we believe equity means providing unfettered, differentiated support and access to all students. We believe it is our moral obligation to systematically provide opportunities for every student to fearlessly achieve their own personal and professional aspirations.

District Equity Plan Goals

- Goal 1: Create an understanding of equity, tolerance, and cultural competence throughout the organization. LCAP GOAL 5
- Goal 2: Create structures that provide opportunities to learn about cultural groups. LCAP GOAL 7
- Goal 3: Provide targeted supports to traditionally underserved **STUDENTS** including but not limited to African American students, English Learner students, Foster Youth, Homeless students, and students who identify as LGBTQ. LCAP GOAL 6
- Goal 4: Provide targeted supports to **PARENTS** of traditionally underserved students including but not limited to African American students, English Learner students, Foster Youth, Homeless students, and students who identify as LGBTQ. LCAP GOAL 8
- Goal 5: Use data to define, establish, and implement culturally proficient practices throughout the organization. LCAP GOAL 5

Goal 1: Create an understanding of equity, tolerance, and cultural competence throughout the organization.



- Race and Culture
- Unconscious Bias – The Many Faces of Bias
- Culturally Responsive Teaching Methods
- Trauma Informed Classrooms
- Courageous Conversations & Creating Equitable School Environments
- Equitable Grading Practices
- Teaching Tolerance in the Home
- Raising Resilient Leaders
- Counseling Diverse Student Populations
- Supporting Linguistic Differences
- Equity Vs Equality
- Strategies to support African American, English Learner, LGBTQ+, & Asian Pacific American Students

Goal 2: Structures that provide students and staff with opportunities to learn about various cultural groups, expose students to a multicultural curriculum and character education, foster community partnerships, & provide extended learning opportunities.

STAFF	STUDENTS
Staff members participated in outside learning experiences such as the ACSA Equity Professional Learning Network, the CAAASA Professional Learning Network, conferences, workshops, and virtual equity conversations with other professionals. Annual Equity Summer Institute- Over 150 Teachers attended 2 days of Equity focused workshops	Responded to appropriately support students and address organizational structures.
Ethnic studies courses were aligned to CDE guidelines, Teachers developed a Social Justice Curriculum, Students participated in Learning Trips.	Supported the development and implementation of: Young Black Achievers Student Union's Gay Straight Alliance's La Raza Los Suenos
Character Education Program was developed and shared with staff	Provided meaningful cultural learning trips to enhance curriculum. Provided guidance on site based cultural recognitions, assemblies, forums, and curricular inclusion.
Multi –Cultural Libraries were purchased for each school site. Cultural experience weekly plans were shared with school site staff.	Goal setting weeks, assemblies, cultural celebrations, leadership symposiums/summits
Wilson Elementary School Piloted Dr. Sharroky Hollie's Culturally and Linguistically Learning Teaching Toolbox	Ongoing consistent support with mentoring, tutoring, college readiness, life skill development with the help of community partnerships
Human Resources ensures we hire via an equity lens from interview to intake using equity and inclusion as a focus when determining a candidates eligibility.	After school and enrichment programs and services which continued in a virtual format

Goal 3: Provide targeted supports to traditionally underserved **STUDENTS** including but not limited to African American students, English Learner students, Foster Youth, Homeless students, Asian Pacific American students, and students who identify as LGBTQ+

**African
American
Students**

- Junior -Senior Action Plan / Student conferences to support after graduation education
- Male and Female Leadership Conferences and Teen Summits
- African American cultural experiences
- Home visits, data reflection sessions
- Rites of Passage cultural experience, & 3-5 Grade mentoring and cultural class-selected sites
- On campus mentors, tutors, and club advisors.
- Implementation of the Young Black Achievers Student Unions – 6th-12th grade
- Virtual student meetings and establishment of a YBASU
- Honda STEAM Pipeline for young men of color & Leadership Academies
- Academic and social emotional progress monitoring

**English
Learner
Students**

- Created a planning matrix for the district program.
- Reviewed and Revamped the Reclassification Criteria
- Reviewed the ELD Standards and Framework
- ELL data is monitored with a particular focus on the reclassification rates for long term EL students.
- Seal of Bi-literacy
- Learning modules for Admin and Teachers
- Leadership Academies, Honda STEAM Pipeline, ELD Learning Walks

Goal 3: Provide targeted supports to traditionally underserved **STUDENTS** including but not limited to African American students, English Learner students, Foster Youth, Homeless students, Asian Pacific American students, and students who identify as LGBTQ+

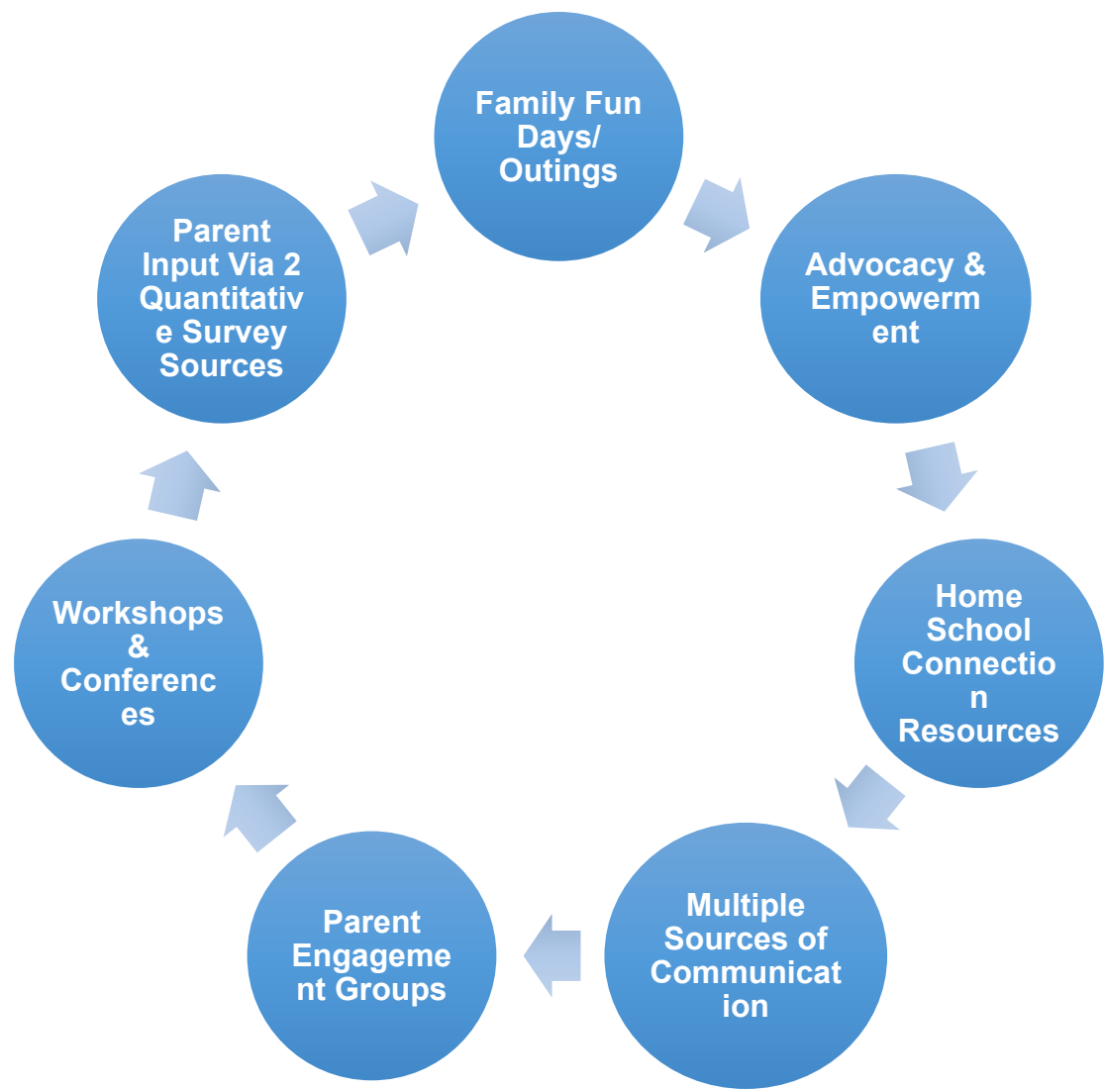
LGBTQ+ Students

- Updated Board Policies
- Establishment of LUSD Gay Straight Alliances with Club Advisors
- Establishment of cultural spaces for inclusion
- Club shirts, materials, and learning trips
- Guest speakers
- Professional Development for Admin and Counselors
- Academic Progress Monitoring and Motivational Support by club advisors and EAL staff
- Resources and supports for students and parents using the GSA framework
- Student conferences provided by club advisors

Asian Pacific Islander/Asian Pacific American Students

- Academic Progress monitoring and individual student conferences
- Establishment of the APA student outreach group
- Cultural Experience trips
- Guest speakers
- Family Fun Nights
- Resources to support students and parents from the Asian Pacific Islander Family Support Network – APIFRN
- LACOE Resources- Dr. Victor Thompson
- Student Hula Performances
- Equity API Point Person- Mrs. Lenora Archie

Goal 4: Provide targeted supports to **PARENTS** of traditionally underserved students including but not limited to African American students, English Learner students, Foster Youth, Homeless students, Asian Pacific American students, and students who identify as LGBTQ+



Goal 5: Use data to define, establish, and implement culturally proficient practices throughout the organization

DATA SOURCES Are Reviewed Quarterly

SBAC - African American, Foster Youth, Homeless student, Asian/Pacific Islander student achievement data in ELA and Math

English Learner Reclassification rates and academic achievement data.

*Graduation rates, AP entry, course completion, and passage rates for targeted population
Percentages of students represented in leadership groups on campuses*

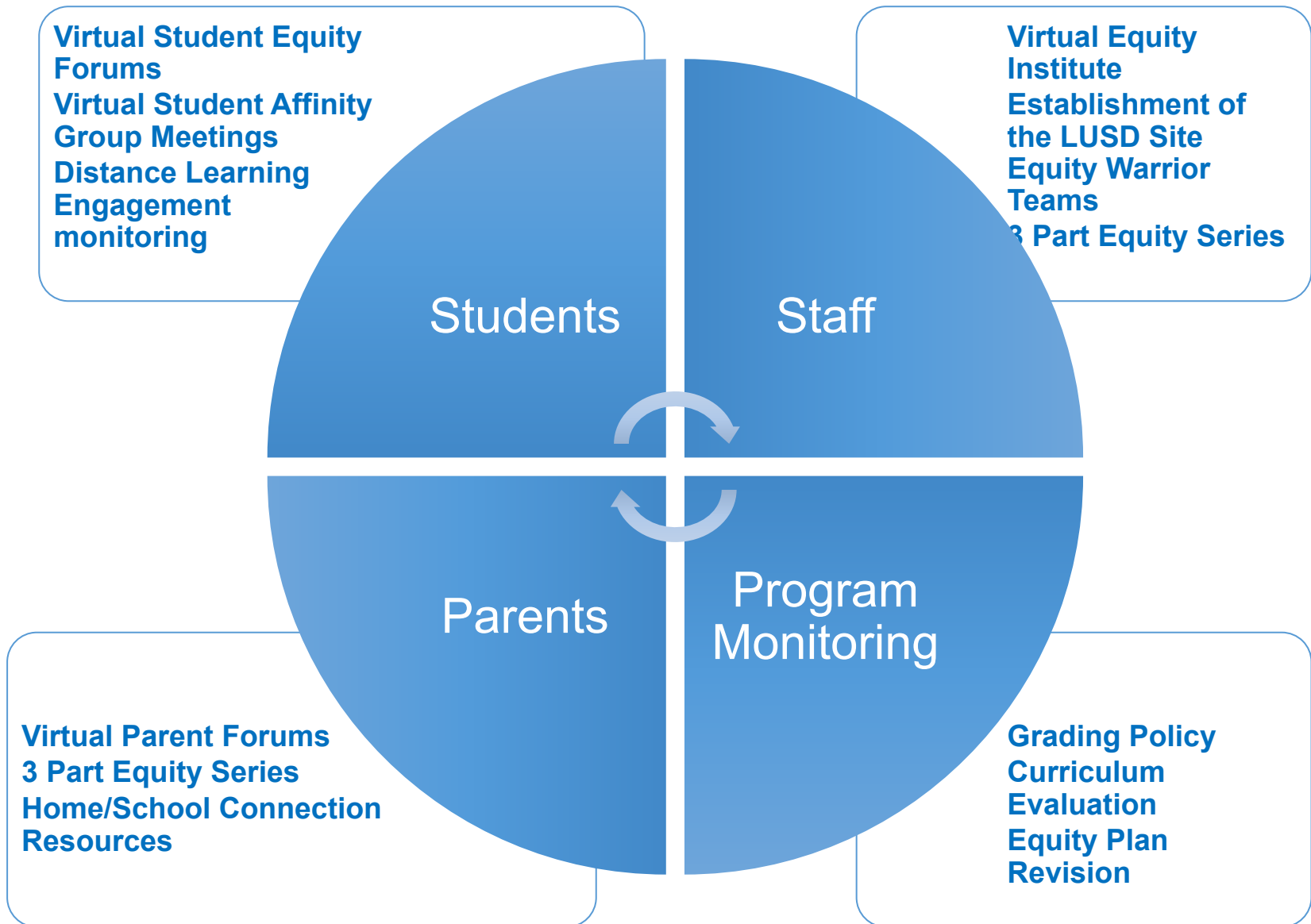
Discipline data including suspension and expulsion data for targeted subgroups

Rates of entry into Special Education programs for targeted subgroups

LCAP, Parent, & YouthTruth Survey Data

EAI Team Members used data sources to target resources for students, parents, and staff. Data was also used to share our experiences with ACSA, CABE, CAAASA, LACOE, Riverside COE. Student data and successful outcomes were published via the CAAASA PLN Whitepaper- Equity In Action Report for the CDE/CCEE- Calif. Collaborative for Educational Excellence

Next Steps



COMMUNICATION

Sharing the plan
Website & Resources
Equity Updates

OUTREACH

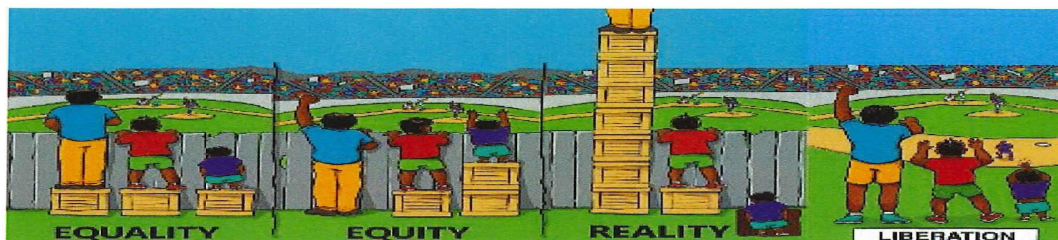
Equity PD Catalog
Parent Groups
Student Club/Organizations
Site Support

POLICY
ALIGNMENT

Revision of Board Policies on: Inclusion, Discrimination, Grading, Suicide, Immigration, Categorical Funding, & Sexual Harassment.



Questions?



Liberation

We are Equity Warriors!

We facilitate structural changes in school systems that traditionally underserve and marginalize students. The greatest gift we give is to create environments where every student can thrive. We are game changers, life savers, motivators, teachers, and lifelong learners. Our work is challenging but the stakes are great. We will not fail, for we know that our life's calling is to liberate students from all constraints that hold them back.

Written by Dr. Patricia Brent - Sanco

