



My Brother's KEEPER

Improving the Life Outcomes of Boys and Men of Color



LOS ANGELES UNIFIED SCHOOL DISTRICT
IMPLEMENTATION PLAN



JUNE 2016

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ACHIEVE
L.A.Unified

SUPERINTENDENT'S MESSAGE

June 2016

Dear Colleagues and Stakeholders,

Welcome. The employees of the Los Angeles Unified School District believe that each child can achieve great things and that it is our responsibility to provide personalized, high-quality instruction in a caring and welcoming environment.

I am a true believer in L.A. Unified. I began in this rich and diverse district as a student. My dreams were fostered by teachers, administrators and staff who worked tirelessly to ensure I had the tools to succeed. Later, as an educator and now as Superintendent of Schools, I see students like me filled with excitement about learning and striving to achieve their dreams. I also see dedicated staff focused on building collaborative school communities that support the success of the whole scholar.



There are so many students, teachers and parents with fresh ideas and insights about the work of the District, and I am excited to engage with them and expand on our accomplishments. Through teamwork and a commitment to student achievement, we can continue to build a District that is unified in every way so that our graduates are ready for whatever path they choose.

Sincerely,


Michelle King
Superintendent of Schools

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INTRODUCTION

Second largest in the nation, the Los Angeles Unified School District (LAUSD) enrolls more than 528,000 students in kindergarten through 12th grade (not including independent charter schools), at over 900 schools and 274 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California. As the 2nd largest urban school district in the country, LAUSD has a large majority of minority students.



Student Characteristics

In all, 93 languages other than English are spoken in LAUSD schools. The District has 141,490 students who are learning to speak English proficiently. Their primary languages are Spanish (92.8% of English learners), Korean (1.0%), Armenian (1.1%), Tagalog, Cantonese, Arabic, Vietnamese and Russian, each accounting for less than 1% of total.

Latino	73.9%	Male	37.9%	200,317
African American	8.2%	Male	4.2%	22,030
White	10.0%			
Asian	4.0%			
Filipino	2.0%			
Pacific Islander	0.3%			
American Indian/Alaskan Native	0.2%			
Other	1.3%			

All youth achieving which is the mission of LAUSD, is reflected in the upward trend in the graduation rate, progress in the pass rate on the California High School Exit Exam (CAHSEE) and other academic indicators.

LA schools boast more winners of the United States Academic Decathlon championships-12-than any other District in this country. Add to those impressive victories, outstanding individual student and team achievements in: science, mathematics, social studies, language arts, foreign and dual languages, business and entrepreneurial skills, the visual and performing arts, and athletics.

Nationally recognized by the Physicians Committee for Responsible Medicine for serving healthy, low fat and vegetarian school lunches, LAUSD's standards also call for: whole grains, low sodium, locally grown fruits and vegetables and no trans fat, flavored milk or carbonated beverages.

Founded in 1853, the District today counts more than 130 new schools and campuses, thanks to the nation's largest public works project, funded by bond measures, a testament to broad voter support.



My Brother's Keeper Initiative



In September 2014, President Obama issued a challenge to cities across the country to enact sustainable change through policy, programs and partnerships. The MBK Community Challenge encourages communities to implement a coherent cradle to college-and-to career strategy for improving the life outcomes of all young people to ensure that they can reach their full potential, regardless of who they are, where they come from, or the circumstances into which they are born.

The *My Brother's Keeper Initiative* identifies six focus areas for success.

- Attending School Ready to Learn
- Reading at Grade Level by Third Grade
- Graduating from High School Ready for College and Career
- Completing College Education or Training
- Entering the Workforce
- Reducing Violence and Providing Second Chances

The **Los Angeles Unified School District's MBK Implementation Plan** recognizes that it will take a collaborative, united and focused effort by the District, City and Country to eradicate the special challenges to achievement faced by our young men of color. This implementation plan will serve as a summary of the strategies and tactics that are being and will be utilized to implement the pledge our district has taken, in collaboration with other districts in Council of Great City Schools to improve the academic and social outcomes of our young men of color. In addition, in order to ensure each of our young men can meet the six goals, LAUSD departments and units have worked in collaboration to create this plan, have scheduled quarterly meetings in order to successfully implement the plan and will continue to form cross-sector alliances with the larger community i.e. business, philanthropy, families, government, faith based and media sources.

The Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services was assigned the responsibility to implement programs and activities specifically designed to improve the life outcomes of young men of color. Both The Student Unit and The Office of School Operations were assigned the responsibility to collaboratively compile this LAUSD My Brother's Keeper Implementation Plan.

The Student Unit has been working to ensure that young men of color, their parents and teachers were provided with assistance, guidance, strategies, skills and role models. The following are conferences, workshops, professional development, programs, community engagement, best practices and a specialized curriculum that were utilized, designed, and coordinated by the unit.

Young Men of Color Conference

An annual conference held to expose young men of color to role models who provide insight, strategies and pathways to navigate the educational and other systems so that young men lead healthy, happy and productive lives.

The Village Movement Mentoring Program

A volunteer role model and mentoring program to help young men of color achieve academically so that they graduate from high school with the knowledge and skills necessary to enter college, to obtain a college degree and or pursue the career of their choice.

The Gathering of Great Minds Community Coalition

The Gathering is a coalition of change agents committed to improving the life chances of young men of color in and out of the Los Angeles area. It includes LAUSD, community organizations, foundations, fraternities, and leaders in government, education, media, public health, banking, law enforcement and religion.

Hired an Educational Consultant, Wes Hall (The Institute for Student Empowerment), to specifically oversee the young men of color initiative and to design programs and activities for the young men as well as their parents and teachers to enhance the educational and life outcomes of LAUSD's young men of color.

Purchased and utilized a researched based curriculum designed by Wes Hall titled "You are the Money for Young Men of Color" that is presently being utilized as the monthly workshops for the Village Movement Mentoring Program.

Each of these programs have been also included in the MBK Implementation Plan. LAUSD departments, units and divisions assembled this document to layout a game plan for improving the opportunities for young men of color. The group now known as the MBK Leadership Team will convene quarterly to review data, student research, share best practices, conduct book studies, and revise this implementation plan so that it is more specific and focused. The team will also identify base line data that will be tracked and monitored throughout the year and develop a three year phase in plan: Year 1-focus will be on African American young men, Year 2-focus will be on Latino young men, and Year 3-focus will be on all other young men of color. The phase in plan was decided upon by the team so that our focus can be laser sharp on one group at a time, and concentrated on strategies that work for that specific ethnic group. Our goal is to collaborate with the community, district leaders and schools to implement effective strategies to enhance the outcomes of young men of color by increasing their academic achievement, preparing them for college, a career and life beyond LAUSD. The MBK Leadership team will be data driven, research based and laser focused on improving the lives of young men of color.



MY BROTHER'S KEEPER FOCUS AREAS

FOCUS AREA #1 ***ATTENDING SCHOOL READY TO LEARN***

LAUSD is focused on assuring that all students particularly our young men of color attend school ready to learn and focused on achievement and learning, both at school and at home. We realize that students need to be healthy both mentally and physically in order to be successful. We are focused on prevention and have worked to ensure that systems are in place that will assist students and parents to reduce the distractors that keep students from being ready to learn and succeed.

One of these distractors is school attendance. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement appears early in a child's school career. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. Improving attendance and reducing chronic absence takes commitment, collaboration, and tailored approaches to the particular challenges and strengths of each school community. The Student Health and Human Services Branch has successfully taken steps to ensure children particularly our young men of color are attending school more and regularly from kindergarten through twelfth grade.

Student Health and Human Service-Pupil Services EFFORTS TO IMPROVE ATTENDANCE AND GRADUATION RATES

School-Based Pupil Services and Attendance Counselors (PSAC): School-based PSA Counselors are child welfare and attendance experts who work with students, parents, school staff, and communities to increase student attendance and engagement toward better academic outcomes for all students.

Counselors provide services consistent with activities described in the school plan and possess a broad knowledge of the education code, district policy, data systems and reports, and requirements related to special student populations. Responsibilities may include assessing school data trends, creating and implementing intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes, participating on multi-disciplinary teams, implementing strategies and activities to increase student attendance rates among identified targeted student groups, assisting with early identification and intervention systems to support at-risk students (young men of color included) and serving as a liaison between the school, home and community.



Attendance Field Coordinators: The Field Coordinator serves as an administrator for the LAUSD Pupil Services, Division of Student Health and Human Services coordinating child welfare and attendance services and reports to the Director of Pupil Services. The Field Coordinator assists the Local Operations Service Center administrators and personnel in supporting the needs of all students; coordinates and directs the

activities and services of one or more Pupil Services and Attendance (PSA) field offices; participates with other District personnel, public and private community agencies and organizations, and law enforcement agencies to meet the welfare and attendance needs of students.

Attendance Improvement Program (AIP): Since 2011, the Attendance Improvement Program (AIP) has supported selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten, Kindergarten and Grade 9. These grade levels have the lowest overall attendance rates in the District and excessive absences in these critical transition grades is strongly correlated with lower academic achievement and graduation rates. The program is committed to engaging parents, students, school staff, and community members in a common vision of graduation for all students.

Student Attendance Review Board (SARB): SARB works to divert students with school attendance or school behavior problems from the juvenile court system by providing guidance and coordinated community services to meet their special needs. The main purpose of SARB is to keep students, especially our young men of color, in school and out of the juvenile justice system and to ensure that all available resources and services for the students are maximized. Irregular attendance and truancy is a complex problem that involves the student, his or her family, the school, and the community as a whole. Studies have shown that students who are frequently absent or tardy, miss opportunities to learn, do not build lasting relationship or develop the necessary social skills and attitudes needed to become good citizens and productive members of society.

FamilySource Centers (FSC): The FamilySource Partnership Program (FSPP) is a collaborative effort between the Los Angeles Unified School District and the City of Los Angeles Housing and Community Investment Department to serve students and families in FamilySource Centers (FSC) in low-income communities. The partnership's systems and collectively-aligned approach provides services through a multi-agency collaboration to promote academic achievement and graduation for all students and help family systems thrive and strengthen communities. PSA Counselors serves as educational consultants, conduct educational assessments and serve students and families through collaboration with FamilySource staff and programs. PSA Counselors at the FSCs also serve as the main provider for the Los Angeles School Police Department (LASPD) Diversion Referral, an alternative to citations for students who commit minor infractions (a large number of citations in the past were issues to young men of color).

The need for early childhood programming, assistance and interventions for all young men of color especially our African American males is profound and overdue. Yet the nation has not seriously confronted or addressed the inequalities and disparities facing some of them from their earliest years—inequities that contribute to negative outcomes over a life-time. The research indicates that early childhood programs can produce substantial benefits for young men of color. LAUSD is committed to addressing and working to mitigate these inequalities and disparities early in a young man of color's school career.



FOCUS AREA #2 ***READING AT GRADE LEVEL BY THIRD GRADE***

Young Men of Color entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Literacy is the gateway to high school graduation, retention in college and a successful career.

Division of Instruction
EFFORTS TO IMPROVE EARLY LITERACY RATES

Full-day Pre- Kindergarten and Kindergarten

Full-day Pre-Kindergarten and Kindergarten are one strategy that LAUSD is utilizing to help at risk students read on grade level by third grade. Educational research shows that third grade literacy is a key indicator of success. Students must learn to read by third grade, so that they can transition from learning to read to reading to learn.



FOCUS AREA #3 ***GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER***

According to the California Department of Education, LAUSD’s graduation rates for all high school students in 2014-2015 was 72.2% an increase of 2 percentage points from the previous year, and a 10% increase for the 2009-2010 year. Graduations rates by subgroups increased as well for all major subgroups in LAUSD: African Americans students have increased by .6 points and Latino students by 2.2 points. This data shows that we are on the right track but need to aggressively continue our effort to graduate 100% of our students.

Division of Instruction
ADVANCED LEARNING OPTIONS

Advanced Learning Options (ALO)

This section identifies the ALO educational programs that are intended to help close the opportunity and achievement gaps that exist among groups of students by race, ethnicity and gender. This section specifically focuses on action steps and support provided to intentionally support the educational success of African American and Latino males and successfully close the educational attainment gap that exists between them and their peers.

Advanced Placement (AP)

Advanced Placement courses provide unique learning experiences that promote college readiness by giving students access to the type of academic work they will experience in college. Access to and participation in rigorous and high-level course work, i.e., AP and A-G. AP is essential to improving the academic

achievement of African American and Latino male students **and** providing a key opportunity for college and career success.

To address the significant underrepresentation of African American and Latino students in AP, the District established in 2009 an **open access policy for AP course enrollment** which stipulates that any student interested and motivated to enroll in an AP course should be granted access and provided with support. By establishing this policy, the District intentionally addressed a long-standing opportunity gap which contributed to disparities in educational outcomes both in high school and beyond. As a result of LAUSD's open access policy, District data indicates that despite a 13% decline in secondary enrollment since 2009, African American and Latino course and exam participation has steadily increased over the same period. However, despite these gains, underrepresentation of African Americans and Latinos in AP still exists. As such, Advanced Learning Options (ALO) has taken a number of clearly articulated actions that support schools: 10th grade PSAT administration, AP Potential and AP Exam Fee Waiver Program teachers (AP and Pre-AP professional development), students (AP Readiness) and parents (Parent Conferences) to close this educational opportunity gap.

AP and Pre-AP Professional Development

To ensure that AP enrollment and AP exam participation reflect the demographics of the school, ALO provides AP and Pre-AP course-specific and discipline-specific professional development that strengthens teacher practice and ensures that all students, particularly underrepresented African American and Latino male learners, enroll and succeed in rigorous courses, e.g., AP, A-G, honors.



In addition to the AP and Pre-AP workshops that focus on curriculum and pedagogy (*what* material is taught and *how* it is taught), Advanced Learning Options also provides workshops for students, teachers, and parents that focus on motivational or non-cognitive factors that support resiliency, self-regulation, academic persistence and a growth mindset. Given the critical importance of non-cognitive factors in achievement, it is imperative that District educators have an understanding of how these key levers can transform student experiences and achievement in school. A growth mindset is of particular significance for students of color because it effectively

counters the unique social and cultural situations that negatively impact the performance of male students of color. Student understanding that they can "grow" their intelligence is effective in dismissing the belief that low academic performance indicates intellectual inferiority.

Research indicates that students who receive growth mindset training show significant increase in motivation, resilience and achievement. In a nationwide survey of dropouts, 69 percent indicated that school had not motivated or inspired them to work hard. Regrettably, District achievement data would also suggest that many students who remain in school, including students of color, are not motivated or inspired either. This lack of motivation to succeed represents a significant loss of human potential with negative ramifications for a student's future college and/or career options or success. Thus, beliefs (student and teacher) about whether effort leads to success **do** have a significant influence on motivation and academic outcomes in school. As such, ALO professional development will include a focus on which mindsets and non-cognitive skills matter and how best to impart them in educational settings.

AP Exam Fee Program

The District participates in the AP Exam Fee Reimbursement Program which removes the financial barriers that prevent many low-income students from taking AP exams. State and the District funds support the payment of AP exam fees for income-eligible students. Through this program, income-eligible students pay \$5.00 per AP exam rather than the full price which in spring of 2016 is \$92.00. It is important to note that over 26,000 income-eligible students took over 40,000 AP exams in spring 2015.

As indicated, the number of students enrolled in at least one AP course has steadily increased across the years (2007-08 to 2014-15). The number of Latino students enrolled in AP courses increased by 46% and African American students enrolled in AP courses has increased by 17%. It is important to note that AP course enrollment for English learners has decreased. However, the decline is offset by the 18% increase of RFEP students (former English learners) enrolled in AP courses.

AP Readiness

Through AP Readiness, the District provides supplemental support to Advanced Placement STEM students and teachers each month (September-April) at UCLA. This unique program, which targets historically underrepresented African American and Latino students, is open to all District AP STEM students. Over 4,000 students and nearly 200 teachers participated in AP Readiness during the-2015-2016 academic year. Of the students who participated, 6% were African American and 61% were Latino. (Of the African American total 62%, percent were female and 38% were male. Of the Latino students, 64% were female and 36% were male.) Although analysis of District data clearly indicates that the AP Readiness Program has played a significant role in increasing the District's AP participation and exam success rates, Advanced Learning Options must work collaboratively with schools to increase the participation of African American and Latino male students.

PSAT Administration and AP Potential

To support equitable access to AP, the District covers the PSAT fees for all District 10th graders. The PSAT/NMSQT provides firsthand practice for the SAT and gives students (11th graders) a chance to qualify for scholarships given by the National Merit Scholarship Corporation. It is the District's expectation that the PSAT/NMSQT score reports, particularly **AP Potential**, are used by high schools as **one** way to expand access to Advanced Placement. AP Potential is a web-based tool that allows schools to generate a roster of students likely to earn a qualifying score of 3 or higher on a given AP exam. To ensure that no student who has the chance of succeeding in AP is left out, ALO asks schools to use AP Potential to increase access to AP, particularly for underrepresented African American and Latino male students.

Advancement Via Individual Determination (AVID)

AVID is an educational system designed to provide supplemental support (academic **and** affective) to secondary students in the "academic middle." AVID has proven to be one of the most effective ways to increase the likelihood that a student will graduate from high school prepared for postsecondary education. Many of our AVID students are typically the first in their immediate family to attend college and fall into underrepresented groups, i.e., African American and Latinos, on post-secondary campuses.

AVID when implemented at a high level of fidelity significantly closes the achievement gaps among groups of students, e.g., AVID students complete university entrance requirements at much higher rate than their non-AVID peers. One of the most impressive and consistent indicators of AVID's success is the rate (78%) at which it sends students to four-year colleges. (AVID Center, AVID Senior Data Collection, 2014)

AVID's core components are:

- Academic support and instruction delivered to students by teachers trained in evidence-based instructional methodologies, designed to build students' writing, reading, inquiry, collaboration, and organizational skills.
- AVID tutors, under the supervision of the AVID elective teachers, provide key academic support by facilitating the groups' learning process.
- AVID curriculum resources, which are rigorous, sequential and integrate the AVID methodologies in all content areas. As a result of its African American Male Initiative (AAMI), AVID has included in its curriculum, culturally responsive strategies that support the academic engagement and achievement of students of color, particularly African American males.
- Professional development which prepares teachers and administrators to build school cultures with high expectations for all students and a growth mindset.
- Interdisciplinary site teams of teachers, counselors, and administrators that lead AVID implementation and set quantifiable goals for school improvement based on student data. Teams foster strong collegial support and demonstrate that student success is a shared responsibility.
- Caring, authentic relationships among students, teachers and families.

With over 60 LAUSD secondary schools implementing AVID, it is clear that the District and schools are taking steps to provide through AVID a strong academic and affective support system, starting at the middle school level. However, it is recommended that each District middle and high school offer AVID to ensure that there is an academic and affective support system and college pathway for all students, particularly our male students of color.



AVID Excel

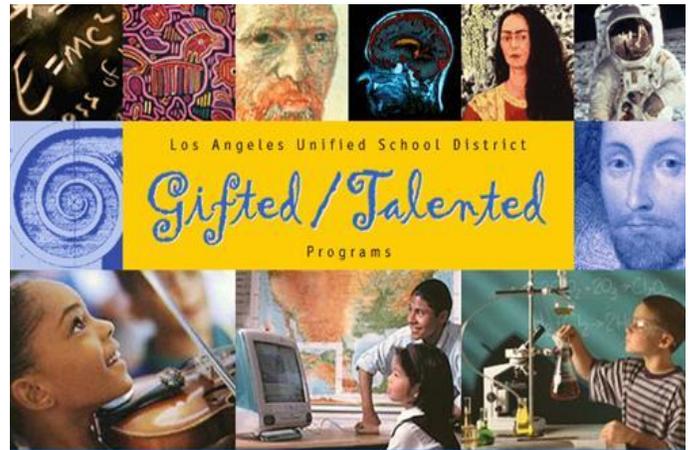
The AVID Excel Program, a pre-AVID middle school program for long-term English learners (LTELs), is intended to ensure that LTELs have full access to AVID and college preparatory coursework. Seven middle schools are participating in a pilot during the 2015-2016 academic year. AVID Excel, an evidence-based program, is proven to interrupt the cycle that leads to long-term English learner status, accelerates students' language acquisition, and places them on the path to college preparatory coursework.

AVID Excel intentionally supports educational opportunity and attainment for Latino/English learner male students. Analysis of District data clearly indicates that too often at every stage of education English learners have limited access to rigorous coursework which leads to college readiness. Review of District data clearly indicates that male LTELs have lower attendance rates, higher suspension and dropout rates, lower-subject-level proficiency rates, and lower four-year graduation rates than females and white and Asian males. Therefore, as part of the District's strategy to eliminate the substantial and persistent

opportunity and achievement gap among Latino male students, it is recommended that AVID Excel is expanded districtwide.

Gifted and Talented Programs (GATE)

With over 62,000 LAUSD students identified as gifted, the percentage of LAUSD student identified as gifted (11.7%) exceeds the national average (6-10%). However, the gifted identification rates for African American (7.5%) and Latino (9.7%) students are lower than the District average (11.7%). As a result of the underrepresentation of African American and Latino students in gifted, the District entered an agreement with the Office for Civil Rights that it would develop a plan that includes intentional and strategic steps to address this disproportionality.



One key action strategy is the implementation of the Targeted Identification Program (TIP), which is designed to identify schools not meeting District identification goals by providing intensive support from designated GATE psychologists and District GATE coordinators. TIP has proven to be an effective tool for the screening and identification of students from low-referring and low-identifying schools. Analysis of data at the end of each school year indicates that participating schools (over 100) made gains in Latino and/or African American gifted identification, contributing to schoolwide gains. Nevertheless, the identification of African American and Latino students, particularly male, remains a concern and GATE continues to address disproportionality with actions that include:

- Expanding identification efforts in the gifted categories of leadership, creative, visual and performing arts
- Deploying of Designated GATE psychologists to support each local district
- Administering OLSAT 8 to all second graders
- Piloting the administration of linguistic and culture-free assessments
- Providing professional development/resources that facilitate the identification of African American and Latino students by focusing on topics that support an inclusive gifted/talented program, i.e., social, cultural and psychological factors; gender issues; as well as school and family influences.
- Offering Parent Training/Resources
- Integrating GATE data into MiSiS
- Expanding, where possible, GATE Program Options

Most of the District's identified gifted students participate in GATE programs at the local neighborhood school. Therefore, it is the District's expectation that each school make a concerted effort to identify African American and Latino gifted/talented learners **and** provide them with the support that addresses their unique talents and ensures academic success.

Other Gifted/Talented program options include:

- **Schools for Advanced Studies (SAS)**—serve as District demonstration sites for innovative and research-based differentiated curriculum and instruction for gifted/high ability learners and students identified as gifted in multiple categories. Site selection is based on a rigorous, evidence-based application process.

- **Gifted/High Ability and Highly Gifted Magnet Centers**—A Student Integration Services Program. Gifted and Talented Programs **verifies** eligibility only.)
- **Conservatory of Fine Arts**—A 24-week Saturday instructional and enrichment program for students identified as gifted in the visual and performing arts at California State University, Los Angeles.

Division of Instruction

EFFORTS TO ASSIST STUDENTS TO GRADUATE HIGH SCHOOL READY FOR COLLEGE AND CAREER

The Middle Grades Collaborative

The Middle Grades Collaborative was created in response to the January 12, 2016, Board Resolution titled *Creating A Collaborative to Focus on the Middle Grades*. In this resolution, the middle grade years were identified as playing a “pivotal role in high school success”, as well as being a “time of heightened vulnerability”. A team was created in which parents, students, educators, school leaders, researchers, District staff and other experts worked collaboratively to reimagine the middle grades in order to better address the particular needs of students in this age group, and better prepare both them academically and emotionally for the demands of a challenging high school program and the A-G graduation requirements. Such preparation is critical in supporting all students on the path to college and career readiness especially our most at risk populations such as our young men of color.

Summer Term for High School Students

High School Summer School for students needing to recover credits will be available at select high schools for students currently enrolled in LAUSD schools in high poverty and low performing areas. Eligible students will have the opportunity to take two classes. This effort is very crucial so that our young men of color have an opportunity to get back on track to graduate.

Academic Support at Select Middle and Elementary Schools

A special four-week 2016 CORE Waiver Extended Learning Opportunity Summer Program will be available at selected middle schools. This program is designed to help children meet grade level standards in Mathematics or English language arts. This effort is very crucial so that young men of color stay on track to graduate.

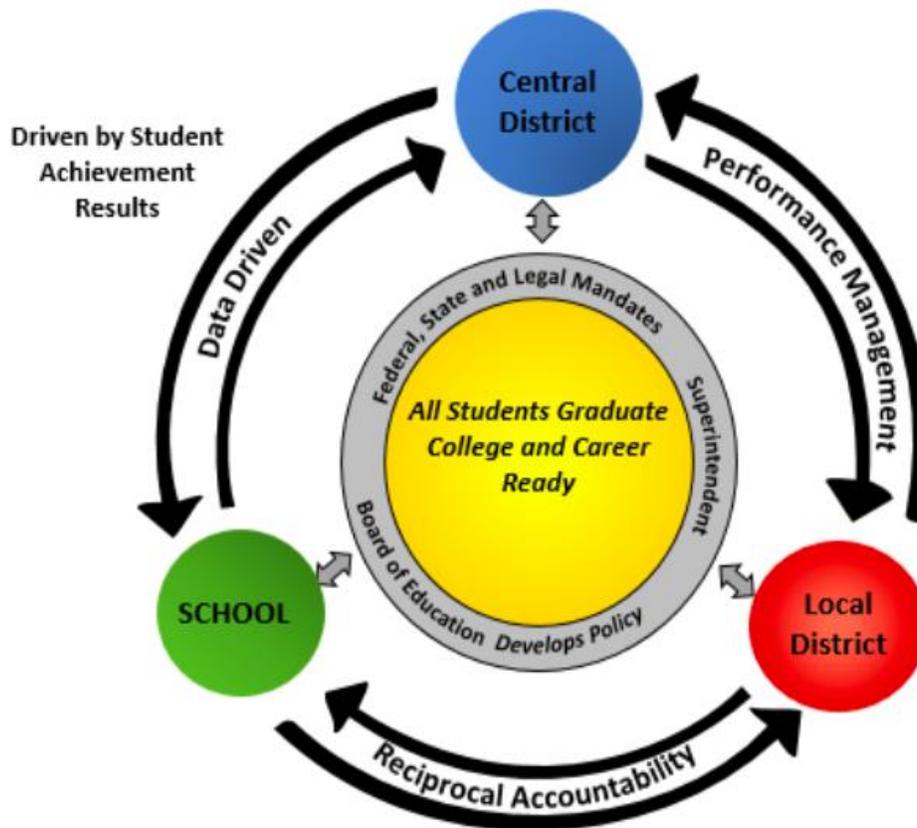
Academic English Mastery Program (AEMP)

Academic English Mastery Program (AEMP) is a comprehensive, research based program designed to promote equity in access to the District’s core language, literacy, and mathematics curriculum for Standard English Learners (SEL’s). AEMP’s program’s mission is to eliminate disparities in educational outcomes for African American and other under-achieving students. Working in alignment with the District’s instructional initiatives the Program advances the acquisition of school language, literacy, and learning in SEL (African Americans, and others), through culturally and linguistically responsive pedagogy.

The Development of a District-Wide A-G Plan

In June of 2015, LAUSD re-committed itself to providing all students equity and access to the college and career preparation courses known as the “A-G” requirements. The District has invested in interventions to increase the momentum of student successful completion of A-G courses. In the spring of 2015, a district created task force, comprised of all stakeholders, identified specific priorities, goals and strategies, existing instructional programs, credit recovery options, and various student supports. The end result of this effort was the design of an immediate A-G plan to meet the critical needs of the classes of 2016, 2017 and

beyond with the development of a PreK-12, multi-dimensional instructional and support system tailored to meet the highly diverse needs of LAUSD students. United in a common goal of 100% graduation with all students (especially our young men of color) prepared for college and career, the A-G plan targets eight critical focus areas: standards aligned curriculum, effective language and literacy instruction, multi-tiered behavioral and academic support, school culture, use of data, high quality teaching and leadership practices, credit recovery, and parent and community engagement.



Create and implement A-G Credit Recovery Opportunities

Credit recovery opportunities enable all students from the classes of 2016-2017 and beyond to meet the A-G course requirements, increase on time graduation rates, and eliminate dropouts.

PASS (Performance Assessment Student Support) allows students to recover credit for previously failed courses by focusing on course content not yet mastered.

RIG (Recovery + Intervention = Graduation) provides an opportunity to recover credit for failed courses by having students take pass-thru-classes during the school day with a continuation high school teacher.

Edgenuity programs offer virtual and blended learning courses, supported by LAUSD teachers.

Students Taking Action for Readiness (STAR 17) provides extended time to increase a grade of a “D” or Fail” for students who have not mastered course content standards within a given semester. Participation is by teacher recommendation only; once accepted into the STAR 17 Program, the student, teacher, counselor and parent will engage in a contract outlining course requirements, commitments and expectations.

Division of Adult and Career Education (DACE) will provide two zero periods and two after-school classes for the Class of 2016 and 2017 Tier III students at 14 high schools. These extended hours are part of the Zero Dropout program strategies.

Auxiliaries provide opportunities within the school day for students retaking failed courses. The number of courses and time frame will depend on room in each school's master schedule.

Beyond the Bell provides Extended Learning Opportunities Summer (ELOS) for CORE Waiver elementary and middle schools, and the District-wide Credit Recovery Summer School Program (CRSSP) at high school and continuation campuses.

Independent Study provides maximum flexibility for students to recover credits. Students will enter into a written agreement, which stipulates the assignments required, and the time frame to meet with the teacher for additional instructional support.

Middle School College and Career Coaches

The Middle School College and Career Coaches are new school site based positions for the 2016-2017 school year. Coaches will collaborate with teachers, staff, families and community partners to ensure that at-risk students including young men of color are prepared for the A-G course sequence, and will graduate college and career ready. Coaches' work will focus on the following key points to ensure equity and access for all students: provide administrators and teachers with professional development on intervention strategies, technology integration and differentiated instruction utilizing the ELA/ELD standards, provide schools with targeted differentiated support and coaching on research-based instructional strategies. They will facilitate the transition of at-risk students into high school and collaborate with counseling staff to support the completion of each student's Individual Graduation Plan. They will use early alert systems to identify possible at-risk students and increase opportunities for articulation, and support students in communicating their needs and challenges, especially during the transitional stages of elementary to middle and middle to high schools.

Division of Instruction – Linked Learning

EFFORTS TO ASSIST STUDENTS TO GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER

CSULA Spring Bridge Program

Thirty-six LAUSD Linked Learning seniors, who were accepted or conditionally accepted into CSULA, participated in CSULA Spring Bridge, a 4-Saturday mentoring program. In this program LAUSD Linked Learning seniors from: School of Business and Tourism, STEM Academy of Hollywood, Environmental Social Policy Magnet, Community Health Advocates School, and Roosevelt High School, received mentoring from current CSULA undergraduate students. This program was co-designed between the CSULA Charter College of Education and the LAUSD Linked Learning office, and provided mentoring that focused on helping LAUSD Linked Learning seniors recognize the human capital they were bringing with them into college; and which would help them persist and succeed in their transition into CSULA. The CSULA Spring Bridge also helped LAUSD Linked Learning seniors understand and navigate CSULA systems, like Financial Aid and Registrar offices. There was also a session for parents, so that parents could better understand the offices and programs CSULA had to support parents and students in successfully matriculating into and graduating from CSULA.

Dual Enrollment Courses

This year, across 12 LAUSD Linked Learning high school sites, 25 sections of dual enrollment courses were offered to 370 LAUSD Linked Learning students. These college courses were taught on the high school campus and provided: college transcribed credit, information on how to transfer to CSU or UC, lead to a certificate and or degree, and were aligned with high school career pathway programs of study. Next year there will be an additional 16 sections of these dual enrollment courses offered to an additional 300 LAUSD Linked Learning students; these additional courses will have the added benefit of being accessible to many more students as the courses will be offered during the school day on the high school campus.

College Readiness Advisory Course

This past fall semester (2015), 280 LAUSD Linked Learning students from across seven LAUSD Linked Learning high school sites participated in a pilot program where they received instruction from their advisory teachers regarding: college access, college matriculation, and work-readiness training. As a result, after successfully completing performance assessments that demonstrated their mastery of the college access and work-readiness content, 185 LAUSD Linked Learning students were awarded digital badges on the ConnectEd Studios platform. After receiving instruction and earning the digital badges, there was an 11% increase in students who felt confident that they knew how to pay for college. Additionally, there will be many more students earning work-readiness badges this spring semester (2016) and the upcoming years, as all Linked Learning high school teachers, counselors, and administration receive training and implementation support to provide these units to all students across grades 9-12; ultimately, in order for 11th grade Linked Learning students to be eligible to interview for paid summer internships, they will need to have successfully earned the work-readiness badges.

Office of School Choice – The Single Gender Model Schools

LAUSD has embraced the single gender model, based on internal data showing disparity between girls and boys in STEM, and between boys and girls in English Language Arts. Research on single gender schools shows benefits especially for children of color and low-income students. This includes increased graduation rates, higher achievement, better sense of self, and willingness to take on academic rigor. Following the model of the Young Women’s Leadership Schools and the Eagle Academy Schools in New York, where all students graduate and continue on to college, The Girls Academic Leadership Academy (GALA) opens in 2016-17 and the Boys Academic Leadership Academy (BALA) will open in 2017-18. Both schools will be highly rigorous STEM schools with a focus on leadership and academic success.

Zero Drop Out Resolution by Board of Education

The Board of Education has charged the Superintendent to develop a plan, actions and timeline for strengthening District efforts to eliminate dropouts. The plan is to include proposed targets, actions, timetables, responsibilities, and resources/funding by January 31 beginning 2017. The resolution states that the Office of Data and Accountability will identify secondary students who are at risk of dropping out;

1. Using the NDPC framework, school support teams will develop an individualized graduation plan for each identified student;
2. Schools will use available resources to implement each individualized graduation plan,
3. Each school will submit an annual progress report for each identified at-risk student to the appropriate District Superintendent and the Office of Data and Accountability;
4. The Office of Data and Accountability will develop an annual report that will provide, at minimum, the following information for each District secondary school:

- a. Number of students identified as at risk of not graduating based on current academic status
- b. Number of students for whom educational advancement plans were implemented and

- c. Identify effective and ineffective practices implemented by schools based on student progress and outcomes.

**Student Health and Human Service-Pupil Services
EFFORTS TO IMPROVE GRADUATION RATES**

Student Recovery Day (SRD):

SRD is a district-wide effort aimed at locating and recovering students that have dropped out of school. Students are provided resources and support to re-engage back into an appropriate educational setting. Student Recovery Day is the kick-off event for "Student Attendance Month," a resolution adopted in 2012 by the Los Angeles Unified School District, Los Angeles County and the City of Los Angeles to support efforts to keep students in school and engaged in learning

City Partnership: Since July 2012, Pupil Services has partnered with the City of Los Angeles to establish reengagement centers in communities identified as high need throughout the city. The centers provide an innovative way of addressing the high school dropout crisis and implementing student recovery efforts by targeting out of school youth and in school youth who are most at-risk. They also serve as a deterrent, intervention and alternative for all students dealing with citations for daytime curfew violations as part of their Truancy Diversion Program. Pupil Services and Attendance Counselors provide support services such as needs assessments, case management and follow-up, linkages, resources and referrals through the YouthSource system.

Diploma Project: PSA Counselors implement scientifically based, sustainable and widely replicated strategies for school dropout prevention and re-entry; including early identification of at-risk youth, intensive case management, support for transitions and enrollment in appropriate educational programs. PSA Counselors support Title 1 high schools, selected middle schools, and zones of support to provide targeted and school-wide support and resources to identified schools.



Grad Van: The Grad Van is a mobile information unit available for school and community events. It is staffed by experienced Pupil Services and Attendance Counselors who can meet with parents or students to discuss school or attendance records, resources and referrals, and District programs. Outreach activities include college ready, elementary and secondary events, parent meetings, community health and resource fairs, and student recovery day. Reservations on a first come, first serve basis for day, evening and weekend events



Division of Instructions

EFFORTS TO IMPROVE GRADUATION RATES

Office of School Choice – The UCLA-LAUSD Collaborative

The UCLA-LAUSD Collaborative is a multi-year effort to increase the college competitiveness of African American (AA) students in the Los Angeles Unified School District (LAUSD), with a focus on the University of California's admission criteria. This Collaborative creates synergistic opportunities to engage and strategize with school leadership to improve the academic trajectory of African American students; developing pipelines of information, providing professional development opportunities and access to resources. The College Board (All-In Campaign), was brought in as a strategic partner to provide targeted support to 28 high schools in the Collaborative. The work of the College Board has been instrumental in helping to close the opportunity and achievement disparities that currently exist between AA students and other subgroups.

Through collective planning and implementation, the UCLA-LAUSD Collaborative has developed a comprehensive program to improve educational outcomes for AA students by focusing on the following areas:

Professional Development

- Quarterly Meetings that bring together UCLA and LAUSD representatives including Principals, Coordinators, Counselors and local district leaders for dialogue about key issues, exploration of possible strategies and solutions, sharing of best practices and time for planning with school teams.
- Provide access to education experts from UCLA and the District to offer current perspectives, training modalities and new initiatives.

Share and discuss real time data – including UCLA Admission trends for their schools, AP participation and AP success, college readiness and competitiveness, etc.

Instructional Support

- Provide ongoing training (i.e., Springboard & AP) for teachers to infuse pre-AP and AP strategies across the curriculum, with emphasis in the CORE subjects (English, math, science, and social science)
- Address the linguistic needs of AA/standard English learners through culturally and linguistically responsive teaching practices
- Expand access to a full range of educational resources for AA students (e.g., supplemental instructional materials, technology, & classroom libraries)

College and Career Education Support

- Provide students with exposure to various colleges and careers through college fairs and field trips to local post-secondary institutions
- Provide ongoing college awareness workshops to inform parents of A-G requirements as well as other information pertinent to the college application process
- Train school personnel on the use of the College Board Suite of Assessments and Khan Academy

Resiliency Support

- Implement school-wide Restorative Practices and related systems to ensure an inviting school culture
- while improving teacher-student relationships

- Collaborate with the District's Parent, Community, and Student Services Branch to implement mentoring programs to increase school engagement of AA students
- Create opportunities to routinely recognize and celebrate the successes of AA students

The goals for Collaborative schools are directly linked to supporting college readiness and access and function as a lens through which schools ensure equity and progress in advanced learning opportunities and academic achievement for AA students:

1. Increase AA student enrollment in AP classes
2. Increase the number of AA students passing A-G classes with a C or better
3. Increase the number of AA students passing AP exams with scores of 3 or higher
4. Increase the number of AA students accepted to 4 year institution
5. Increase parents' awareness of the college application process

Thus far, the Collaborative has been instrumental in nearly doubling the total number of AA students being accepted to UCLA in two years. Although UCLA is ranked among the top 15 institutions in the country, the Collaborative was not designed as a pipeline for UCLA or to encourage students to enter UCLA. However, the rigorous admittance requirements of the UC system provides a high bar for all students applying to college. Through this premise, the expectations set by the Collaborative has enable several hundred students within 28 District high schools to become admitted to various other UCs, California State Colleges, and other public and private schools across the country.

The Student Unit

Educating Young Men of Color Conference

A panel of young men of color were pre-selected to share their opinions and ideas about best practices related to how they would like to be treated and educated. Those young men shared their perspectives with teachers at our 1st Educating Young Men of Color Conference for Educators.

This Conference will be held every two years as a means to assist educators to understand how young men of color learn and should be taught.



Teachers responded with surprise to hear male students of color speak of the desire for discipline in the classroom. Those same teachers were equally surprised to learn that young men of color wanted the bar raised high, in terms of expectations and that they could tell if a teacher did not believe they could achieve. Providing teachers with tools, insights, and strategies that enable them to identify, address, modify, and redirect challenging student behavior, as well as, techniques to re-engaged disengaged students, is an important variable in the success of our young men of color initiative. Although our primary delivery of

training to teachers in this area has been minimal to-date, we plan on expanding our offering of information and best practices to a greater number of teachers in the years to come.

Parent Community Student Services (PCSS)

When families and schools partner together, students have higher grades better attendance and increase motivation (Michigan.gov Parent Fact Sheet, 2002)



The Los Angeles Unified School District believes that parents promote a culture of literacy and high expectations at home and at school and are equal partners in their children's education. This is accomplished through the work of the Parent, Community and Student Services (PCSS) which provides direct support to schools so that they have the resources available to foster the home/school collaboration necessary to ensure that all students are college prepared and career ready upon high school graduation. The PCSS is focused upon the following five goals which foster parent/family engagement:

- Providing a welcoming environment for families which invites them to participate as equal partners in the education of their children.
- Providing parents opportunities to acquire necessary information, knowledge and skills to support their children's education at home and at school.
- Engaging parents in the school's volunteer program so that they can participate in supporting school-wide, classroom and parent involvement activities.
- Responding to parent concerns and/or complaints to ensure their child's educational needs are met.
- Complying with all LAUSD, State, and Federal requirements regarding parent/family engagement.

PCSS supports school efforts to implement effective parent/family engagement plans that value partnerships with parents for the benefit of children's learning and achievement. This is accomplished by directing support to schools through the six regionalized Parent and Community Engagement (PACE) units which dedicate focused support to assist schools in meeting their goals for parent/family engagement. Each PACE Team is comprised of an administrator and three to four parent educator coaches who are knowledgeable about the research and promising practices in the field of parent/family engagement and who possess expertise in working with families. The teams have a strategic focus on strengthening the school's capacity to implement programs and activities to achieve the schools goals for parent engagement. The PCSS provides support to the PACE teams by giving them the tools and curriculum necessary to deliver professional development to school staff and direct training to parents in areas that build an understanding of the District's instructional initiatives. One goal of the PCSS is to engage more parents of young men of color especially African American parents. We want to authentically engage them and members of their community.

The Unit offers parenting classes and a variety of other workshops that help parents learn how to mitigate systems, help their child to be college and career ready as well as show them what resources are available to them and to their child. We focus in on all children but we are aware that our young men of color are the ones who are not progressing as much academically as all others. We have provided conferences and workshops for parents of young men of color and will continue to do so in the future.

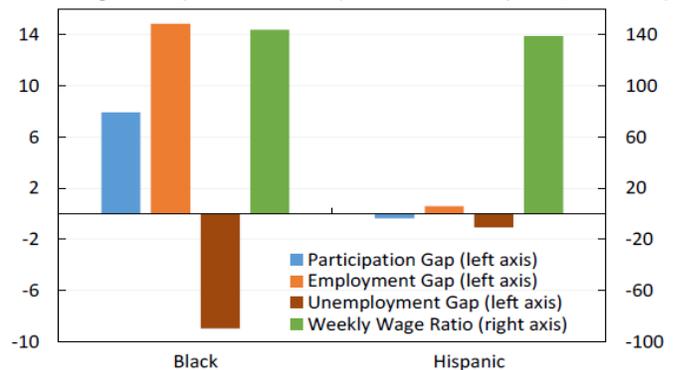
FOCUS AREA #4 *COMPLETING COLLEGE EDUCATION OR TRAINING*

The experience of young men of color with obtaining employment and quality jobs has been negatively influenced by many factors, including persistent discrimination, the hiring practices of employers,

geographic and social isolation, substandard secondary education, lack of career and postsecondary educational guidance, inadequate career and technical education, and higher incarceration rates.



Figure 5: Male Labor Market Outcome Gaps, 2014, Ages 25-34
 Percentage Points (White-Non-White) Ratio (White/Non-White)



Note: "White" excludes those of Hispanic origin.
 Source: Bureau of Labor Statistics, Current Population Survey; CEA calculations.

As a result, young men of color have long suffered from lower earnings and higher unemployment rates. In the early 1980s, 20 to 24-year-old African American men endured 30 percent unemployment rates, compared with 14 percent for young non-Hispanic white men. While unemployment rates for these groups of young men dropped to 18 and 7 percent in the late 1990s, employment and real earnings of black and Hispanic young men have declined since 2000. These worsening outcomes stem from both the general weakening of the economy and structural shifts in the labor market. At the same time, the skills beyond the high school level demanded and rewarded by employers have increased, while the supply of these skills among most low-income men of color has lagged.

What can be done to turn around these dismal outcomes? A broad solution set is needed, involving multiple institutions in all sectors—government, public institutions, nonprofits, education, and business—and interventions that are targeted at every age and across the economic spectrum. This MBK Implementation Plan will focus on strategies that show promise for improving the labor market outcomes of low-income young men of color, in particular. We are aware that a multitude of factors are linked to economic opportunities—such as health, early childhood and elementary school education, criminal justice policies and practices, and community environments—and this is why we as a District are committed to improving the life outcomes for boys and young men of color and are embarking on developing and supporting this plan.

Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster
 February 2015

Transportation Career Prep Academy (TCPA)

LAUSD developed the Transportation Career Prep Academy as a means of providing training, gainful employment and free post-secondary education to underserved LAUSD graduates, especially young men of color. The TCPA provides free in-class and behind-the-wheel training for participants to become LAUSD Bus Drivers earning \$15+/hour with benefits. In addition, TCPA participants are afforded the opportunity to enroll into a special college program to earn their Associate’s Degree and complete lower division general education requirements needed to transfer to a four-year college or university. By actively recruiting underserved LAUSD graduates, especially recent graduates, the TCPA seeks to get young African American and Latino men on a positive trajectory towards long term prosperity. The college tuition reimbursement

program provided by LAUSD also helps ensure that TCPA participants are not financially burdened by the cost of college tuition.

FOCUS AREA #5 *ENTERING THE WORKFORCE*

LAUSD believes that forming employer and education partnerships will best serve at-risk students especially our young men of color who need higher incomes to support themselves and their families. Our goal is to provide our young men with academic and job readiness skills, along with occupational skills and credentials, so they can start and advance in their chosen career. Work-based learning is an area that LAUSD is working to increase and continue to development.



LAUSD also believe that we as a District must embrace career and technical training so students can earn high-value credentials and find good jobs fast. Our goal is to combine basic skills instruction with career and technical learning which will make academic classes more relevant and engaging.

Linked Learning

The LAUSD Linked Learning initiative is transforming high school into a personally relevant and engaging experience by bringing together [*strong academics, demanding career technical education, real-world experience and integrated student support systems*](#) to help students gain an advantage in high school, in post secondary education, and in their future careers. Linked Learning exposes students to previously unimagined college and career opportunities.

Participation in Linked Learning prepares students to graduate from high school and succeed in a full range of postsecondary options, including two- or four-year colleges, certification programs, apprenticeships, military service, or formal job training. Students follow career-themed [Pathways](#), choosing among fields such as engineering and architecture, arts, media and entertainment, or health science and medical technology.

This innovative approach to educating young men of color and all at risk students is helping LAUSD to create an enthusiastic and productive future workforce ready to succeed in college, career, and life.

Beyond the Bell (Before/After School Programs)

21st Century Community Learning Centers – After School Safety and Enrichment for Teens and After School Education and Safety grants provide programs, which includes academic, enrichment and recreational activities at 700 elementary and secondary schools. All Beyond the Bell and out-of-school agency partners develop programs based on the Learning in After School Time Standards listed below. For the 2014-15 school year Beyond the Bell served 149,000 students on a daily basis in all of the various before and after school programs and activities. At elementary and middle schools 87% were students of color, 51% young men. In the high school programs 96% of participants are students of color, 51% young men.



Cyber Patriot

A specific secondary program dealing with Science Technology Engineering and Mathematics (STEM) is the Cyber Patriot Program. Competing in the Air Force Association competition of the same name, students work in teams of five. These teams work to find vulnerabilities in operating systems as well as building and defending networks from outside attacks. With partnerships with Cal State Universities Northridge and Pomona, students receive trainings, which gives valuable experience not just for the competition, but for employment opportunities after high school. The Beyond the Bell Branch has had high school teams competing in the competition for the past seven years, has added middle schools for the past three years, and just this past year started an elementary component to the program. Last year Beyond the Bell had 140 teams competing in the Cyber Patriot competition. Of the students participating 75% are students of color, with 65% being young men.

FOCUS AREA #6 *REDUCING VIOLENCE AND PROVIDING SECOND CHANCES*

LAUSD has been very focused on revamping school district disciplinary policies to restrict harsh punishments for minor offenses, eliminate zero-tolerance policies that sometimes entrap disproportionate numbers of African American males, and reduce the numbers of out-of-school suspensions. The Office of School Operations has created alternative disciplinary procedures and response-to-intervention strategies to address behavioral issues. As a District we are being proactive in identifying and addressing issues of equity and have been awarded for our efforts.

Student Health and Human Service-Pupil Services EFFORTS TO PROVIDE SECOND CHANCES

Juvenile Hall/Camp Returnee Program: PSA Counselors assist with the appropriate school placement and timely enrollment of LAUSD students a large number are young men of color that are released from juvenile detention centers. The PSA Counselors collaborate with Probation, LACOE camps, LAUSD schools and other agencies to ensure that students and families receive the services they need to support a successful transition from camp to school to community.

Office of School Operations EFFORTS TO REDUCE VIOLENCE

Discipline Foundation Policy/DFP

The Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support was revised as a result of the May 14, 2013 Board Resolution "*School Discipline Policy and School Climate Bill of Rights.*" This resolution requested that the district review all policies related to discipline and utilize alternatives to suspension. It further requested that the district develop and implement Restorative Justice practices as an alternative to suspension by 2020.



Now in our second year of Restorative Justice implementation, students are benefitting from these holistic practices that promote empathy, respect, and honesty, while improving the overall climate of schools. For example, the district no longer suspends students for acts of willful defiance, instead the use of restorative practices are in place. The district's student data indicates a significant reduction of suspensions, and the number of instructional days lost to suspension. Our strategic training plan will ensure that all schools are trained and implementing Restorative Justice practices by 2020.

Restorative Justice in LAUSD

Restorative Justice is a philosophy and an approach to discipline that moves away from traditional discipline models and focuses on building community and strengthening relationships. School-wide implementation of key restorative practices will transform the culture and climate of the school. These nine key practices include:

- School-wide use of Affective Statements
- School-wide use of Restorative Questions
- School-wide use of Restorative Language
- Community Building Circles
- Harm Circles
- Restorative Conferences
- Restorative Staff Community
- Restorative practices with Parents
- Re-entry Circles



Restorative Justice acknowledges that when a person does harm, it affects the person they hurt, themselves, and the community. The use of restorative practices gives everyone involved a voice, and takes the attention away from the rule that was broken, and places it on using a solutions oriented approach to repairing severed relationships and making things as right as possible.

During the first year of implementation, schools are trained in Tier I, Community Building Circles. This is a two-day training, lasting six hours each day. Embedded in the training are modules on Empathy and Teambuilding, and Defusing Disruptive Behavior in the Classroom. A clear understanding of these modules is key to effectively implementing Community Building Circles in the classroom.

After one year of implementing Community Building Circles, schools are trained in Tier II, Harm Circles and Tier III, Re-entry Circles. This training is also two days, for six hours each day. The goal of a Harm Circle is to provide schools, families, and communities a way to ensure accountability, while breaking the cycle of retribution and violence. The use of Harm Circles includes appropriate accountabilities as alternatives to suspension. This practice is one of several alternatives to suspension which are listed in the Discipline Foundation Policy, Bulletin 6231.0 by age/grade and developmental level. Tier II, Re-entry Circle training is presented in conjunction with Tier II. The goal of Tier III is to ensure the success of the student who is returning from a suspension or the juvenile justice system without shame and isolation. Through the Re-entry Circle process, support for the returning student is ensured and a system is put in place to follow up on the student's progress.

The Restorative Justice approach is a three-tiered model of prevention, intervention, and re-entry, in response to conflict. School-wide implementation of these practices will reduce the occurrence of misconduct on school campuses as students, staff members, and communities build positive relationships, ensuring all students greater access to a high quality education through which they will graduate career ready and college prepared.

Student Unit

Student Voice and Perspective KLCS Television Show (Involving, Developing and Empowering Young Men of Color)

In an effort to promote the “Student Voice,” and provide students a vehicle to share their ideas and opinions about their educational process, the district has funded a new television program entitled, “Inside LAUSD Student Voices. The program airs live monthly on our district’s own PBS Affiliate Channel.

Our plans include creating a television program that highlights the positive accomplishments of young men of color from across the district. The television show will be used as a source of pride and motivation for school campuses across the district, as we celebrate the positive achievement of their young men of color. We also plan to generate a series of press releases and articles that highlight our young men of color who are maintaining great attendance records, performing community service, volunteering, and those who have been accepted to college. In all, we intend on shining a bright light on those students who represent the best we have to offer and use their focus and hard work as fuel and motivation to all of our students throughout the district.

Young Men of Color Conferences

The Young Men of Color Conferences provide young men unique opportunities to receive new information, network with other young men from campuses across the district, hear from accomplished speakers/men of color, and participate in a variety of workshops that assist them to become college, career and life ready.

Conferences are held on college campuses in order to expose them to college life. For some this is their first college campus visit. A campus tour is scheduled as part of the conference format, which allows participants to view college-life up close and personal as well as interaction with present college students that look like them (role models).

The conferences act as the impetus to motivate, educate, and inspire young men to reach for greater heights, and at-the-same-time, provides a visual component that is tangible, real, and leaves a lasting mental impression.

Expanding Sports, Music, Arts and Extra-curricular activities

LA Unified recognizes that keeping students engaged through student activities, including sports, music, and the arts has a positive impact on school culture and academic achievement by connecting students to their school community. Students who feel connected will strive to attend school regularly, stay grade eligible and be involved in school activities.

Developing a Robust Mentoring Program Village Movement Mentoring Program

The children that we serve come from households and communities where they have not had the opportunity to see what success looks like and experience successful role models that look like them. This has often led to a cycle of generational poverty, hopelessness and low achievement. It is imperative that young men of color learn of success stories from men who have overcome many of the obstacles that they



are facing and what strategies they utilized to successfully mitigated systems. They also need to know that there is a community of adults who care about them and that they can turn to for guidance and solutions.

LA Unified serves over 640,000 students and statistics show that the vast majority live in poverty and are in need of positive mentors in their lives. To help solve this problem, LA Unified developed the Village Movement Mentoring Program.



The Village Movement Mentoring Program encourages community partners and LAUSD personnel who work in District

Offices to mentor students in grades 4-12 at their school sites. One goal of the program is to build a framework for a mentoring network that will match students to adults who care about their well-being and want to see them succeed. A second goal is to work to retain African American males in mentoring and community-based programs for at least two years, so they develop connections with adults, peers, and programs. The Villagers act as mentors and coaches who work to assist the young men and women to successfully mitigate school and life issues.

Gathering of Great Minds Community Coalition

The “Gathering of Great Minds,” (The Gathering), is an adult male think-tank comprised of accomplished men of color, brought together for the sole purpose of identifying ways and means to help young men of color succeed academically and beyond.

The Gathering meets once a month to share ideas and present information intended to be of benefit to our young men of color. The group reviews policy, standards, and data, pertaining to the educational development of young men of color and offer suggestions and insights on how to improve the district’s approach to educating our young men. The Gathering works toward gaining sound information related to graduation rates, truancy, and dropout rate, being experienced by our young men, and present ways to effectuate positive change in troubled areas.

The scope of work ahead for the group includes efforts to: Create a plan to advocate to the Board of Education to assure that young men of color are adequately educated in the elementary grades. Create programming around the big buckets of Education, Financial Literacy, Facilitate an on-going black male think tank designed to analyze, trouble shoot as well as share ideas and strategize (Gathering meetings), Create models designed to impact locally and nationally that others will want to replicate, Collaborate, share best practices and combine resources and efforts

CONCLUSION

LA Unified is proud to be a supporter of *MY Brother's Keeper* the White House Initiative to address the opportunity gap faced by males of color and help to ensure that our entire nation's youth can reach their full potential. This implementation plan identifies what our District is doing and plans to do in order to improve the academic and social outcomes of our young men.

LA Unified will continue to enhance this Implementation Plan as we work to provide a framework for our community to better serve our youth. This plan is the framework defining our efforts so that we better serve every student learner and to ensure that they graduate college and career-ready. LA Unified Believes in our students and will work hard to assist them to Achieve.

LAUSD leaders have assembled this document to lay out a game plan for improving opportunities for young men of color, but schools will not be able to address all the challenges successfully on their own. Experience and research indicate that community partnerships and the mentoring of other adults can be critical in the lives of many African American males and other young men of color.

Research is quickly demonstrating that programs that extend the school day, school week, and school year are producing significantly better student achievement when these opportunities are structured to build on and enhance what students are learning during the school day. Some of these programs are provided through the schools, but many are offered through community-based organizations with strong links in the African American and other communities. Best practices and experience in these areas indicate that urban schools should: Encourage enrollment of young men of color in community-based programs.

Our district's principals in collaboration with community partners have also implemented a variety of programs focused on empowering strategies to help our male students make positive and productive choices for themselves such as:

- Brotherhood Crusade
- Communities In Schools
- Inspiration 52
- The Institute for Student Empowerment
- 100 Black Men
- Urban League
- Village Nation
- Alpha Kappa Alpha Fraternity
- Omega Psi Phi Fraternity

Proud to be Me

An evidenced-based trauma-informed youth development education and mentoring model that uses well-trained and highly-competent caring adults to create connection, provide an impetus of hope and assist young people in self actualizing (understanding who they are, from whence they come, the sacrifices that were made for them, the shoulders upon which they stand, the power they possess, their role in society and their responsibility to honor themselves, their family and those who came before them).



Augustus Hawkins selects high-risk students for the program. An orientation is conducted with the students and their parents/guardians to introduce the two-year program and delineate expectations, roles, responsibilities, requirements and policies. Students then meet with mentor case managers and Los Angeles Unified School District Pupil Services and Attendance Counselors to: (1) determine their academic status; (2) assess social emotional issues; (3) become empowered to share about their desires, challenges and fears; (4) and jointly create a plan with goals, objectives, desired outcomes and milestones that addresses identified issues.

Highly trained and specialized caring adults are assigned in small ratio to work with the students on a daily basis during and after school to implement their plans. All plans initiate with a series of self actualization modules and the provision of supportive services. Learning gap-specific remedial tutoring, homework assistance, power skills development, college/career readiness, volunteerism, internships, physical activity, health services, mental health services and service learning opportunities are then provided as prescribed. The cadre of planned services is incorporated into the student's regular school day programming and continues in the after school hours. Student progress, mentor instructor performance and program effectiveness are continuously evaluated to inform correction and promote continuous improvement. In so doing, the student begins to recognize their inherent greatness and aspire to their own success.

In short, Proud to be Me uses evidence-based trauma-informed youth development mentoring to re-engage in school, significantly improve academic performance , put on track to graduate on-time, improve the social behavior of, and considerably improve the graduation rates of: (1) high school-age students who have dropped out; (2) high school students at high risk of dropping out; (3) severely underperforming high school students; and (4) low-income, highly-urbanized high-risk South Los Angeles high school-age youth of color with considerable issues of unresolved trauma (adverse life experiences and chronic adversity). By so doing, we will also further demonstrate proof of concept and inform Los Angeles Unified School District-wide systems change.

Proud to be Me initiates with self-actualization activities to facilitate connection, infuse hope and address issues of trauma: connectedness to the past; attitude of gratitude; understanding sacrifice; shoulders upon which I stand; my reality versus the reality; habits and traits of successful people; comfortable being uncomfortable; my role in society; and putting the needs of others in front of one's own desires.

The curriculum then transitions to a series of exercises that cause youth to reflect, become vulnerable and begin introspective investigations to gain a sense of self and an understanding of the agency they possess. This is followed by power skills training activities that range from the Simple Three (Smile, Shake Hands and Speak Up) to Mocktail Parties (VIP guests are invited to help teach networking). From here, they initiate mainstreaming activities (service learning, volunteer, internship, stipend-bearing work, part-time work and special event (community fair, job-shadowing, corporate tour, concert, sporting event, etc.) opportunities that allow them to demonstrate and put into practice the core values, work ethic and power skills they learned.

Learning gap-specific remedial tutoring, homework assistance, educational enrichment, reading challenge, journaling, experiential and discovery learning, team debate, academic decathlon, science experiments and other interventions are also offered.

Traditional school models expect students to “go along with the program” and have limited success because no one does anything they don’t want to do.

Proud to be Me uses self actualization (mindset change & addressing unresolved issues of stress) and connection with caring adults to help students aspire to their own success. Our activities: (1) help students understand who I am, from where I come, the shoulders upon which I stand, sacrifices made for me, cultural strength and accomplishments and my responsibilities moving forward; (2) facilitate mindset change (current thinking = current results. Change thinking, change attitudes; change attitudes, change beliefs; change beliefs, change behaviors; change behaviors; change actions; change actions, change habits; change habits, change results. New thinking = new results); (3) address unresolved issues of stress (adverse childhood (or life) experiences & chronic adversity); (4) build agency (advanced self actualization) and increase student capacity to succeed (empowerment, coping skills, power skills, etc.); and (5) improve academic performance by first meeting students where they are.

Overwhelming evidence indicates that this approach significantly increases attendance, improves GPA and causes students to get on-track and graduate on time because students now have a thirst for knowledge and are better positioned to receive it.

Student participation is tracked using daily Session Summary Sheets in concert with individual youth development plans. Collectively, these instruments describe issues being addressed; share student goals, objectives and desired outcomes; outline a plan of action and milestones; and provide the following: first and last name, de-identified student number, gender, grade level, ethnicity/race, qualification for free or fee-reduced lunch, English Proficiency status, English Learner status, attendance record, school discipline and incident reports, state proficiency test scores, credits earned, core course statue, grade point average, enrollment data, Proud to be Me attendance, Proud to be Me discipline issues and previous year’s data. This project is intensively assessed on three levels in accordance with the Proud to be Me evaluation and monitoring plan.

YOUTH IMPROVEMENT (LEVEL 1): Baseline, weekly, monthly and quarterly socio-behavioral, academic, and social acuity assessments gauge youth progress towards the realization of goals, objectives and desired outcomes. The evaluation is comprised of stakeholder feedback (parent, teacher, coach, pastor, tutor, peer, etc., and data gathered as part of the application process), staff observations (orientation, interview, and ongoing), school reports (report cards, GPA, etc.) and socio-behavioral assessment data.

PROGRAM QUALITY (LEVEL 2): Monthly and quarterly audits assess twelve measures of program quality (outcomes; safety; participation in planning; connection; nutrition; equity in participation; relationships; continuous improvement; skills, agency capacity, sustainability; and collaboration). Qualitative stakeholder surveys (distributed to youth’s circle of influence - parent, youth, teacher, pastor, etc.) also measure service provision quality.

STAFF EFFECTIVENESS (DELIVERY - LEVEL 3): Staff performance is evaluated based on the observations of the Directors, the improvement of the youth charged to their care, quantitative validated and reliable assessments, program quality assessment results, self assessment, qualitative feedback from stakeholder surveys, and third-party evaluation.

Feedback from all three levels of program learning and evaluation serve to measure staff success. In short, our philosophy and approach is not to hope that the objectives are met because the students participated in programming, but to assure the objectives are met because highly-competent caring adult staff members intentionally guided students through a purposed series of interventions and processes that guarantee our desired outcomes.

Communities in School's

Communities In Schools' mission is to surround students with a community of support, empowering them to stay in school and achieve in life.

In 2014, the four-year graduation rate for the Los Angeles Unified School District (LAUSD) was 70%. More than 20,000 Angelenos are entering the economy every year without a high school diploma. At Communities In Schools of Los Angeles, we will combat those statistics by working in partnership with LAUSD to achieve the goal of 100% graduation in Los Angeles.

- Alexander Hamilton High School
- Daniel Webster Middle School
- Felicitas and Gonzalo Mendez Learning Center
- Hollenbeck Middle School*
- Le Conte Middle School
- John Liechty Middle School*
- Manual Arts High School*
- Mark Twain Middle School
- Thomas Jefferson High School*
- Santee Education Complex
- William Jefferson Clinton Middle School*
- Venice High School

*Schools where CISLA is partnered with City Year and Talent Development through Diplomas Now.



SPECIAL THANKS

- To all offices, divisions, and units of the Los Angeles Unified School District as report contributors and most of all to the students especially our young men of color, their families and the staff of LAUSD.
- To those listed below who have given their time and expertise to compile, edit and format this Implementation Plan:

Dr. Earl R. Perkins, Assistant Superintendent, School Operations

Dr. Brenda Manuel, Director Student Unit

Daryl Narimatsu, Administrator of Operations, School Operations

Wes Hall, Educational Consultant

