

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Los Angeles Unified School District

CDS code:

1964733

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A / Title I, Part D / Title II, Part A / Title III, Part A / Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The District has established a Student Equity Needs Index and provides centralized positions and funds to schools to address areas in need of improvement. Federal funds are allocated to schools to supplement LCFF funds based upon a school level needs assessment utilizing data and centralized supports are implemented to supplement the LCFF investments.

Core investments in the LCAP represent numerous priorities addressing the differentiated needs of students. Specifically, the District has focused on college and career readiness by providing A-G Intervention and Support resources for schools to utilize tiered interventions for students off-track on completing their A-G requirements.

In addition, attendance and school climate initiatives are provided via dedicated personnel focused on addressing pupil life and health needs.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The goals in the schools' School Plan for Student Achievement (SPSA) are aligned to State priorities and the goals in the District's LCAP. Data and the LCAP metrics help to identify targeted areas in need of supplemental support.

LAUSD currently requires every school site receiving local control funding formula resources, in particular supplemental and concentration funds, to prepare and submit a Targeted Student Population Fund Plan which is closely aligned with the SPSA and the District's LCAP Goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The following actions were put in place to address issues of equity: Create STEAM, English Learner, and Early Literacy micro-credentialing programs to expand teacher expertise through professional development and to promote permanence in service to English learners and highest need students. Data are derived from 2022-2023 permits, waivers and local assignment options issued.

Ineffective Teachers

Low-income students are taught at higher rates than other students by ineffective teachers. District data identifying teachers authorized by a limited emergency permit (i.e. Provisional Internship Permit, Short Term Staff Permit, Variable Term Waivers, Substitute Permit, and Teacher Permit for Statutory Leave holders serving as teachers of record) serving schools with high percentages of low income students (Title I schools) revealed that 97% of ineffective teachers are at Title 1 schools. The impacted Title 1 site counts were 212 Elementary Schools, 68 Middle Schools, 90 High Schools, eight K-8 Span School, nine K-12 Span School, and ten 6-12 Span School. There were an additional 25 sites with ineffective teachers, but these sites were not Title 1.

Minority students are taught at higher rates than other students by ineffective teachers. Data identifying the percent of ineffective teachers at each site revealed that 98% of ineffective teachers were serving at schools with high percentages of minority students (each site had >50% minority student population). The impacted site counts with >50% minority student population were 220 Elementary Schools, 69 Middle Schools, 90 High Schools, nine K-8 Span School, nine K-12 Span School, and ten 6-12 Span School. The remaining fifteen sites impacted by ineffective teachers were < 50% minority.

To address this, District staff provide live Assignment Monitoring and ESSA Compliance presentations for all Local Districts to educate certificated staff overseeing the master schedule on alternative options available to assist with reducing the numbers of ineffective teachers. The District also developed an

online training on assignment monitoring that is available to all certificated staff year-round. In addition, the District provides administrators with a rigorous five-day Observer Certification training on the District's teacher Evaluation process and instructional framework.

Inexperienced Teachers

The assignment of inexperienced teachers to Special Education classrooms is an issue that the District continues to face, though progress has been made in this area. While greater than 97% of teachers assigned to general education classrooms have a preliminary or clear credential in each of the last four school years, only 85-88% of Special Education teachers have held a preliminary or clear credential during the same time frame. The proportion of Special Educators holding a preliminary or clear credential has increased each year since 2019, and the majority of those who are not fully-credentialed are enrolled in intern programs, as opposed to serving under a Short-Term Staff Permit or Provisional Internship Permit.

Minority students are also taught at higher rates than other students by inexperienced teachers. The following schools with high percentages of minority students were taught at higher rates than other students by inexperienced teachers: 15 Elementary Schools, 14 Middle Schools, 21 High Schools, and 3 Span Schools.

The work of our principals is crucial for the retention of new and novice teachers in LAUSD. To promote the retention of these teachers and develop their growth in the teaching profession, principals facilitate monthly onsite professional development to inexperienced teachers and address areas of need and provide an on-site support partner who is an immediate point of contact for the inexperienced teacher to address the teacher's need for classroom support, reflection on practice, and guidance in navigating the school system. Additionally, the District provides professional development and assigns mentors to teachers serving under a Provisional Internship Permit or Short-Term Staff Permit and has launched a series of targeted professional development for new teachers who are assigned to our schools with the most profound student needs.

Out-of-Field Teachers

Low-income students are taught at higher rates than other students by out-of-field teachers. Data used to determine these findings are derived from District reporting capturing the number of Limited Assignment Permits, Short Term Waivers, Emergency English Learner or Bilingual Authorization Permits, and Local Assignment Options (excluding those made pursuant to the California Code of Regulations, Title 5, Section 80005(b)) issued in 2022-2023 to both Title I and non-Title I sites. Data identifying the percent of out-of-field teachers at each site revealed that 95% of out-of-field teachers were serving at schools with high percentages of low-income students (Title I schools). The teacher shortage has contributed to our educator equity data. The impacted Title I site counts were: 103 Elementary Schools, 61 Middle Schools, 82 High Schools, nine K-8 Span Schools, nine K-12 Span Schools, and seven 6-12 Span Schools. There were an additional eight sites with out-of-field teachers, but these sites were not Title I.

Minority students are taught at higher rates than other students by out-of-field teachers. Data used to determine these findings were derived from District reporting capturing the number of Limited Assignment Permits, Short Term Waivers, Emergency English Learner or Bilingual Authorization Permits, and Local Assignment Options issued in 2022-2023. Data identifying the percent of out-of-field teachers at each site revealed that 96% of out-of-field teachers were serving at schools with high percentages of minority students (each site had >50% minority student population). The impacted site counts were: 105 Elementary Schools, 62 Middle Schools, 83 High Schools, nine K-8 Span Schools, nine K-12 Span Schools, and seven 6-12 Span Schools. The remaining 4 sites impacted by out of field teachers had less than 50% minority student population. To address this, District staff provide guidance to teachers and administrators regarding renewal requirements that teachers must fulfill prior to the

expiration of their document. The documents falling in the out-of-field teacher category require that teachers continue their education in the particular subject area by either taking additional qualifying coursework or passing the appropriate subject matter exam; thus, gaining subject matter knowledge.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Los Angeles Unified School District's Title I Parent and Family Engagement Policy outlines how the District is addressing the federal mandates for Title I family engagement. The Policy was developed with parents during the 2016-2018 school years. Six meetings and over 22 hours of collaborative effort led the parents to agree on the Policy. Annually, the Policy is reviewed by parents through the annual Fall and Spring Title I Conferences. The parent participants provide feedback on the Policy while they review its content and effectiveness. During the conferences last year, over 1,000 parents were engaged and invited to provide their assessment on improvements and promising practices. Schools are also required to distribute a summary of the District's Title I Parent and Family Engagement Policy to all parents each year. This District Title I Parent and Family Engagement Policy contains many of the strategies outlined in this section of the Federal Addendum.

The Los Angeles Unified School District is comprised of various student culture groups, with 73.8% of the District's students of Latino background, 9.7% are White, 7.1% are African-American, 3.4% are Asian, less than 1% are American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, 1.6% are Filipino, 2.7% share 2 or more categories and 1.3% are not reported. In all, 97 languages are spoken in Los Angeles Unified schools in addition to English. Los Angeles Unified has 86,081 students who are learning to speak English proficiently. The primary languages are Spanish (91% of English Learners) and Armenian (1.67%), Russian, Korean, Arabic, Farsi, Vietnamese, K'iche' (a Mayan language of Guatemala), Bengali, Cantonese, and other languages each accounting for less than 1% of the total. In order to implement effective parent and family engagement as described under Section 1116, supporting the rich diversity of the District's students, LAUSD employs multiple strategies and has co-developed with families a rubric to support schools' implementation of various strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school for the strongest impact on student achievement. (*Jeynes, William; The Relationship Between Parental Involvement and Urban Secondary School Academic Achievement, 2007*) Therefore, the District ensures that all family engagement focuses on students and their academic and social-emotional growth needs. The family engagement activities must have the goal of supporting the District's Strategic Plan so that students will graduate from LAUSD ready for the world.

Collaboration

The first strategy involves collaborating with parents as leaders, encouraging them to participate in various forms of governance both in schools and in the District. Parent leaders are those who assume important roles in schools as volunteers supporting school programs or on various governance structures. At schools, parents have opportunities to participate on the School Site Council, the English Learner Advisory Committee, and the Local School Leadership Council, as appropriate. The first two of these school groups provides input into the School Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The third group reviews various general

school programs and expenses. Parents' consistent and informed participation enables meaningful consultation with them as stakeholders. Efforts are made to encourage the parents of underrepresented and underserved families, like the families of special needs students and homeless students, on the governance councils and committee. In partnerships with school staff, parent leaders develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation is uploaded onto an online District portal called the Principal Portal. This evidence is verified routinely at multiple times during the year by Region Parent and Community Engagement staff and the District's Office of Parent and Community Services who review uploaded documents. The District's Office of Parent and Community Services and Region Parent and Community Engagement units, along with the Federal and State Education Programs Office and the Multilingual and Multicultural Education Division, provide coordinated training and targeted support to schools. Schools that do not meet the requirements in the Principal Portal are provided additional support by Community of Schools Administrators, their Region Parent and Community Services Unit and the Office of Parent and Community Services. In addition, the District has a robust parent volunteer program which provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities both virtually, and on campus. Efforts are made to have Regions support Parent and Family Center staff in engaging underrepresented and underserved parent groups as volunteers. Los Angeles Unified has also developed volunteer guides which communicate volunteer application procedures to families so that they are encouraged to participate.

The Office of Parent & Community Services and Region Offices host opportunities for families to learn about District programs and supports. Title I parents participate in the annual Fall and Spring Title I Conferences, which meet twice each year to review the content and effectiveness of the District's Title I Parent and Family Engagement Policy. Also, the conference participants provide input into the Local Educational Agency Plan, now known as the Local Control and Accountability Plan Federal Addendum, while reviewing the coordination and implementation of the District's programs that have family engagement components and other Title I topics. All Title I parents in each Region are invited to attend the Region's Title I Conference annually. Invitations are distributed to all Title I schools and families to expand awareness and participation. Each conference provides families with instructional strategies, resources, and connections to socio-emotional services, and are co-led and planned with parents. As a result, parents are empowered to support their schools in strengthening the strategies used to improve student achievement and attendance. Interested parents can participate on the LAUSD District Title I Focus Group, in addition to attending the Title I conferences. At the Focus Group, they learn about and provide feedback on all Title I programs and budgets, not only on those related to parent and family engagement. Along with conferences and the District Title I Focus Group, the parents of African-American and Black students are invited to participate in a District-level Black Parent Advisory Committee and Region Black Parent Advisory Committees. These groups convene to learn more about the implementation of the District Black Student Achievement Plan and the District's initiatives focused on the achievement of African-American and Black students. In addition, approximately 150 parents participate on parent and community leadership committees at the District, including the Parent Advisory Committee, the District English Learner Advisory Committee, and the Community Advisory Committee. These parent and community leaders are provided with extensive training and multiple opportunities to provide input on a variety of District initiatives, offering meaningful consultation on the quality and content of family engagement supports in the District. They receive information that can be shared with their school and Region leadership and other parents at the school and Region levels. Parents learn about the available opportunities for participating in school and District leadership throughout the year. Various policies provide guidance to schools and District offices to strengthen their parent and family engagement programs, and these policies are reviewed annually by the Office of Parent and Community Services. One of the policies includes a summary of the Local Control and Accountability Plan Federal Addendum Parent Section for dissemination to all families. District committee members are also provided with a series of courses they have identified as essential training

to fulfill their responsibilities. The three courses are focused on Parliamentary Procedures, Understanding Data, and Developing SMART Comments, which are co-planned and presented with parents.

Communication

A second strategy involves establishing multiple modes of communication between the District, families, and schools to address families' diverse needs and interests. Special attention is provided to support parents and family members with disabilities, homeless and foster families, migratory families, and families with limited English proficiency. To facilitate communication from schools to families, information is provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. The District makes use of its television station, KLCS, online webinars and multimedia tools to keep families informed and engaged. Families receive text messages, if they opt in, phone calls, and notices on social media pages for schools and offices, providing them with critical school information. When possible, communication is provided in parent-friendly language and in graphic form for parents with low literacy levels. In particular, for the English Learner parents of students with special needs, each school is encouraged to identify and provide bilingual staff who can assist with oral interpretation at Individualized Education Plan meetings. To support this effort, parents have access to an online Parent Portal through which they can learn about their students' daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, transportation schedule, lunch application, health records and contact information. Gaining access to their children's school information through the Portal allows for families and school staff to have the same foundational information about their students so that they can better focus on coordinating strategies for targeted support. The Los Angeles Unified also releases a LAUSD App which helps families increase the frequency of use of the Portal. The release of the new App includes a new Individual Acceleration Plan for families to monitor student progress. The Office of Parent and Community Services shares research and promising practices on parent engagement, along with District initiatives for communication with families, to the Region Parent and Community Engagement Units, and Community of Schools Administrators, who communicate regularly and meet monthly with Parent and Family Center staff from each school. Principals select Parent and Family Center staff that meet the language needs of their communities. Parent and Family Center staff are provided with professional development to increase their learning around various District initiatives, including learning about trainings provided to teachers and how to support families of students with special needs. Parent and Family Center personnel are provided with training and guidance to evolve on-campus Parent and Family Centers into virtual centers of support. At their training, Parent and Family Center staff are provided with information and training to welcome, communicate and partner with parents effectively and frequently. They focus particular attention to efforts centered on supporting families with disabilities, foster and homeless families, migratory families, and those with limited English proficiency to consider how to differentiate their outreach to provide access. This training includes communicating with parents about their rights and responsibilities, supporting parents as volunteers and how schools can get support for their volunteer programs. Clear metrics are established and communicated to determine what effective parent and family engagement in each Region and school looks like, with feedback being provided to District staff on meeting these metrics. It is strongly recommended that parents partner with administrators in evaluating this effective parent and family engagement in each Region and school.

Facilitating the communication from parents to schools, parents are provided with various opportunities for engaging with school and District staff. Through the online platform of Schoology, accessed through the Parent Portal, parents can communicate with their children's teachers over email, while reviewing specific assignments for each class online. The District has a Family Hotline with live agents that provide assistance to families with Schoology, Parent Portal, resolving concerns, and connecting to District resources and services. Families can also use traditional means of communicating with school and District staff by calling, visiting, virtual conferences, e-mails, and

writing. Appointments to confer with school teachers and other staff are made directly with each school through email, phone calls or in person. Special accommodations are made for communicating with families that have accessibility needs to facilitate their informed participation in programs at the school and District level, with the Translations Unit providing material in multiple languages at schools upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at each school in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Access to programs is provided to the parents and family members with disabilities through the provision of reasonable accommodations. For foster, homeless, and migrant parents and family members, additional engagement is provided to ensure that children are receiving the support that they need to succeed before and after any extended absences. Parents who do not have access to information digitally can request paper copies from the school office. Parents are invited to complete an annual School Experience Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey are required to increase and are published annually for all stakeholders to review by school site. It is strongly recommended by the District that every school offer parents a means to provide feedback to school personnel informally through the use of a suggestion box. In addition, it is strongly recommended that schools purchase Parent and Family Center staff positions to support and strengthen communication with families. In addition, the Office of Parent and Community Services, in partnership with parents, has co-developed a Parent and Family Engagement Rubric that is used by schools to strengthen their communication, capacity-building and collaboration with their staff and parents. This is one way to measure and strengthen the welcoming environment within Title I schools.

Capacity Building

A third strategy involves building the capacity of both parents and school and District staff to partner with one another. To address this strategy, schools offer training to parents to understand parents' rights, identifying resources for navigating the District, utilizing the California Assessment of Student Performance and Progress (CAASPP) and Parent Portal resources, social-emotional support on physical, emotional and online safety, how to get support for students with special needs, District academic initiatives and to provide parents with opportunities to learn how to support learning in the home for specific grade levels, exposing them to specific strategies that are used in the classroom, when appropriate. The Office of Parent and Community Services is developing additional module series for schools to use with families, going beyond a one-time training, to deepen families' learning and the practicing of new skills. Topics include college and career readiness; early literacy; English language arts and mathematics content standards; understanding student, school, and District data; and supporting the learning environment at home. All LAUSD families are invited to attend bi-weekly Family Academy webinars on a variety of topics. In addition, the families of English Learners, African American families, families of students with special needs and families with young learners are invited to participate in 7-week course series which provides opportunities for adults to connect and learn about District resources to support their specific needs. As explained earlier, parents serving on a committee or council are trained to understand and provide feedback on the specific content pertaining to the committee or council. When parents are informed about what is being discussed and taught in schools, they can make connections and reinforce the learning at home, so schools are required to hold a monthly training for parents. Schools consult families, plan with families, and choose from a variety of other academic topics, depending on school goals and needs, to teach their parents, many of which address California State Standards and assessments. When possible, school staff partner with parent leaders to co-present to other parents, using curriculum that is co-developed by knowledgeable parents. A Title I meeting is held annually to share detailed information about the Title I programs with families. Workshops are posted online in multiple languages using Schoology and other online platforms for parents who cannot attend meetings at school, so that families have various opportunities to learn. Workshops on technology are offered to parents in Regions as well. At selected schools in

each Region, enriched English as a Second Language classes are offered through the Family Success Initiative to help English Learner parents learn more about supporting their children's transitioning through school levels and navigating the District. To support families who are interested in learning Spanish, language courses are being offered through selected Skills Center sites, accessible to adult learners. An Annual School Goals and Budget Consultation Meeting is offered during the Budget Development season to provide families with an understanding of how schools align funds to their plans for students. A module series with a PowerPoint and facilitator guide is available for school administrators to engage their community at large in developing an Asset and Needs Assessment, understanding data, and aligning funds to school goals and plans.

In order to build the capacity of school and District staff, all levels of school personnel are trained, paying particular attention to the training of staff working with parents, like Parent and Family Center staff, Title I Coordinators, EL Designees, and school administrators. In addition to providing workshops for parents to learn more about school matters, school administrators are required to train either certificated or classified staff twice each year in how to partner effectively with parents, focusing on the value and utility of contributions of parents and their assets. When possible, this training occurs with parents as partners. This is verified for completion by use of the Principal Portal where school sites certify they have completed the training. The Office of Parent and Community Services developed training courses for schools and District staff to use for these training sessions, to build the capacity of both parents and school and District staff. Workshop topics include teaching parents about how to develop questions and engage with school staff, how to use technology, how to analyze data, how to understand school budgets and the funding of the community representatives, how to identify school and District budgets online, and how data should be used to determine funding priorities leading to improved student achievement. The Region Parent and Community Engagement Units also provide direct service to schools, by providing specific workshops and forums for supporting parent education and input in a hybrid manner. The workshops presented enable parents to support their schools around the area of budget development, instructional strategies, and social emotional support, including the building of self-esteem and improving school attendance. Region Parent and Community Engagement staff co-teach workshops with school staff, and parents when appropriate, to build capacity. They also work with Parent and Family Center staff to ensure that the Parent and Family Center is developed into a hybrid parent classroom. Bond-renovated Parent and Family Centers have laptops for use with parents, and the Office of Parent and Community Services, in partnership with Region Parent and Community Engagement Units, monitor the availability of this resource for parents. Region staff work with Parent and Family Center staff to survey their school communities, identifying what hours are best for holding workshops, how to identify technology needs and deliver technology courses, and how to incentivize parent learning. Workshops and training at the school and District levels should be held at varied times, not only during the day but also in the evenings and on Saturdays to meet the needs of various parent stakeholders. Evidence demonstrating completion of the training of parents and school staff is uploaded into an online portal which is monitored by the Office of Parent and Community Services. Quarterly, various District staff train aspiring and new principals and assistant principals on supporting family engagement; and these administrators, along with teachers, are evaluated during their evaluation cycle on their family engagement goals, as determined by their supervisors. The District strongly recommends that principals select Standard 5: Family and Community Engagement from the School Leadership Framework during their evaluation process, and that parent response rate for School Experience Survey be considered as a measure in the evaluative process. Evaluation metrics are provided for principals to use to evaluate the effectiveness of staff responsible for parent and family engagement, including using stakeholder surveys to gather feedback on the job performance of employees on family engagement. Annually, a professional development summit is held in each Region for teams of school personnel, including the principal and two or three other staff supporting family engagement, to learn about how to welcome families, how to assess their welcoming environments and how to share promising practices with one another which move from involvement to empowerment.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Distribution of Federal Funds

Los Angeles Unified schools participating in programs funded through the state's consolidated application process are required to develop a School Plan for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. At each Title I and Title III school site, a duly formed School Site Council is required by law to annually write or update a School Plan for Student Achievement and to conduct an annual comprehensive needs assessment to assist with the creation of a program that provides supplemental services and resources to assist its students in meeting grade-level standards. These school site expenditures are based on the Pillars described in the School Plan for Student Achievement and available funds:

1. Academic Excellence:

- Graduation/College Career
- English Language Arts
- Mathematics
- English Learner Programs
- Other Academic Content

2. Joy and Wellness

3. Engagement and Collaboration

The District uses a composite measure to identify schools eligible for Title I funding: (a) number of children in families receiving assistance under the CalWorks program, and (b) number of children eligible for Free/Reduced Price Lunch programs. The District annually ranks schools based on the percentage of children from low-income families. This ranking of schools is used to establish school eligibility for Title I. Schools with poverty percentages of 45% or above are eligible for Title I based on the policy approved by the Board of Education in 2020-2021. The Board also approved a differentiated per-pupil allocation. Schools between 65-100% poverty percentages receive a higher per-pupil

allocation than schools between 50-64.99% poverty percentages, and schools between 50-64.99% receive a higher per-pupil allocation than schools between 45-49.99%.

At Pricing Schools, in base years and non-base years, parents/guardians of all enrolled students, except those with students who meet the applicable exemptions for Direct Certification or Program Eligibility) are encouraged to complete the Meal Applications. The applications will identify economically disadvantaged students. These students will qualify for either free or reduced priced meals, the school will receive TSP funding and the school will benefit from a Title I ranking and allocation.

At Community Eligibility Provision (CEP) Schools, in base years, parents/guardians of all enrolled students (except those with students who meet the applicable exemptions for Direct Certification or Program Eligibility) are encouraged to complete the alternate Household Income Form. The applications will identify economically disadvantaged students. Under California's Universal Meal Policy, all students will receive meals at no charge. The students who qualify contribute to the district's LCFF allocation from the State. Students at CEP schools will be on the program for four years.

At CEP schools, in non-base years, only parents/guardians of students new to the District are encouraged to complete the Household Income Form (HIF). The forms will identify economically disadvantaged students for the school's TSP funding. Students are considered new to the District if they were not enrolled in an LAUSD school, State Preschool, TK program or affiliated charter at any time during the previous school year. The table below summarizes the directions as to which document needs to be completed for the base and non-base years depending on the school's type (Pricing, Provision 2, or CEP)

	2022-2023 Non-Base Year	2023-2024 Base Year
Pricing Schools	Request a Meal Application From All Students who are not DC (Except those exempt)	No Pricing schools
CEP Schools	Request a HIF For Students who are New to the District (Except those exempt)	Request a HIF For All Students who are not DC (Except those exempt)

Targeted Assistance Schools

The District's Title I Targeted Assistance Schools (TAS) participate in programs funded through the state's consolidated application process and are required to develop a TAS School Plan for Student Achievement (SPSA). The School Site Council (SSC) is responsible for the development, annual review, and update of this plan. The District requires the content of the TAS SPSA to be aligned with goals for improving student achievement and to address how funds will be used to improve academic performance. TAS use these funds only for programs that provide services to Title I-eligible students

identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state's challenging academic achievement standards.

Federal and State Education Programs (FSEP) provides the following assistance in collaboration with the Regions to support Targeted Assisted Schools (TAS):

- Assists schools in identifying eligible Title I students using multiple measures.
- Provides a TAS SPSA template containing all of the required activities of TAS schools.
- Provides a checklist to ensure that the required TAS activities are addressed in the plan.
- Monitors through the Regions the effective implementation of the TAS plan.
- Disseminates the SPSA Annual Evaluation to determine effectiveness of the SPSA.
- Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement.
- Provides technical assistance and resources to develop and complete SWP SPSA or assist schools in meeting the responsibility of providing for identified Title I students the opportunity to meet the state's challenging academic achievement standards.

TAS are required to use the following procedures for identifying Title I-eligible students:

- Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make an informed decision about the achievement level of each student.
- Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and who has been identified as being most at risk of failing to meet grade-level standards.
- Identify a student as Title I-eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
- Document the school's Title I student identification procedures and submit the assessment measures used and roster of students identified to FSEP.

In Targeted Assistance Schools, a student is Title I-eligible based on multiple academic measures that identify the student as performing below grade level in reading/language arts and/or mathematics. In addition, Title I-eligible students are considered at risk of failing if they meet one or more of the following criteria:

- Participated in a Head Start or Even Start program at any time in the two years preceding the year of identification

-Students in an institution for neglected or delinquent children and youth or attending a community day program for such children

-Students served in the previous two years under the Migrant Education Program as identified in My Integrated Student Information System (MiSiS)

-Identified migrant children coded in the District's My Integrated Student Information System (MiSiS) with Certificates of Eligibility

-Identified homeless students coded in the applicable My Integrated Student Information System (MiSiS)

School-Wide Program Schools

The following assistance is provided by FSEP in collaboration with the Regions to support schools to become part of the Schoolwide Program (SWP):

-Assist schools in identifying students at-risk of not meeting academic achievement standards.

-Collect an "Intent to Operate a SWP" form from schools that elect to become SWP. The form is submitted to FSEP and must have approving signatures from School Site Council chairperson and principal.

-Collect a "Request for Authorization of a School Wide Program" form from schools that elect to become SWP. The form is submitted to FSEP and must have approving signatures from School Site Council chairperson and principal.

-Provide an online School Plan for Student Achievement (SPSA) template that addresses all required elements needed to upgrade the entire school's academic program.

-Provide technical assistance and resources to principals and their school staff, by conducting planning meetings. School support sessions are held throughout the entire school year to analyze data, evaluate past action steps and activities, develop new action plans based on current data, and align all resources to support action plans.

-Host a website with online links to resources that provide guidance, information, and tips to assist School Site Councils as they work to develop effective SPSAs designed to address the unique educational needs of students at their school sites.

-Provide schools and Regions a checklist to ensure that the elements of SWP are addressed in the plan.

-Assist schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.

-Instruct schools to review, evaluate, and revise the plan annually based on current student academic achievement data.

-Monitor through the Regions the effective implementation of the plan.

-Have schools complete the SPSA Annual Evaluation to determine effectiveness of the SPSA.

-Provide workshops to parents on topics related to partnering with schools to support students' high academic achievement.

Neglected or Delinquent Children Program

Beginning in 2019-2020, the California Department of Education no longer provided Neglected and Delinquent Title I, Part D funds to Local Educational Agencies. The Division of Student Health and Human Services receives annual funding from Title I, Part A (neglected reservation) to supplement the support services provided to students who are part of the dependency (Neglected) and delinquency (Delinquent) courts. These funds are allocated to the Department of Student Support Programs, which supports students in Short Term Residential Therapeutic Programs (STRTPs)/Group Homes, the Academic Support and Achievement Program (ASAP), and the Specialized Student Services program (SSS).

Support for STRTPs/Group Homes provides prevention and intervention services for youth residing in STRTPs/Group Homes. Instructional and counseling support services are provided for these students, as well as those who are transitioning from juvenile detention centers. The purpose of the programs is to improve educational outcomes and ensure students have equitable access to resources. Immediate enrollment of students is a main priority, as well as advocating for student's educational rights. Pupil Services and Attendance (PSA) Counselors serve as a liaison between the STRTP/Group Home, school, Department of Children and Family Services (DCFS), Department of Probation, and District offices to address any barriers to help ensure students' success. PSA Counselors provide a wide range of services to address the social-emotional and educational needs of students and provide intensive case management, coordinate care to prevent youth from dropping out of school and help students develop a post-secondary plan.

LAUSD Title I, Part A funds for neglected or delinquent youth are used to improve educational outcomes for youth residing in over 50 STRTPs/Group Homes. During the 2022-2023 school year, the Title I, Part A program also supported students who are placed in a transitional/emergency shelter care facilities. Students are placed in the transitional/emergency shelter care facilities for a short term and waiting for a long-term placement. These students are provided with the opportunity to meet challenging state academic content standards, as well as the necessary services to transition from a juvenile justice setting to further schooling or employment. Moreover, the intent of the program is to support the neglected or delinquent student population in their efforts to achieve academically, comparable to their peers and access vocational and or higher education/postsecondary opportunities.

The Academic Support and Achievement Program (ASAP) provides targeted, intensive academic support to identified, high-need youth, in foster care, through one-on-one or small group after school tutoring by a highly effective LAUSD teacher tutor. Educational services for youth who are neglected and/or delinquent are provided, so that these students have the opportunity to meet the same challenging academic standards as all other students.

Ongoing professional development is provided throughout the school year, to ensure the ASAP staff utilize evidence-based practices, effective instructional strategies, and age-appropriate pedagogy. Additionally, monitoring of student driven academic support/tutoring plans occurs once per semester or more as needed, as well as ongoing pre- and post- assessments. The Welligent student case management system is utilized and allows for refinement of data collection and reporting.

The Specialized Student Services (SSS) program ensures the successful re-enrollment and transition of all the LAUSD students following juvenile detention. The program monitors and analyzes data trends (attendance, academic achievement, and behavior) to guide effective case management and other student support and intervention efforts. The SSS program also supports student success, as measured by credit accrual toward a high school diploma or equivalent, high school completion, and college and/or career readiness. Our Counselors serve as a liaison between the courts and schools to

ensure that we meet identified student outcomes and program goals. Re-entry and dropout prevention are the main focus of the program. In order to achieve program goals, Counselors ensure students are immediately enrolled as they transition back to LAUSD. For those students with special needs, Counselors collaborate with the Division of Special Education to advocate for appropriate placement and support. Additionally, we offer post-secondary options, such as college and career readiness support and employment services provided collaboratively with the LAUSD YouthSource City Partnership Program. In addition, the SSS program has partnered with the Los Angeles Community College District and the Los Angeles County Probation Department to offer students within the program concurrent enrollment in college courses.

Homeless Children and Youth Services ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Federal and State Law mandate that all school districts identify students experiencing homelessness annually. The LAUSD uses the Student Housing Questionnaire (SHQ) to identify eligible homeless students and provide support services. The SHQ is the identification tool utilized and is disseminated to all LAUSD students at the commencement of the school year. The SHQ establishes the parent/student's rights under the federal McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.)

The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all housing insecure school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify students experiencing homelessness, inform them of their rights, remove barriers to enrollment, attendance, or academic success, and not stigmatize identified students.

Students are identified through the SHQ, which is required to be included in every enrollment packet and distributed to all students annually with the emergency cards. Families self-identify their current nighttime residence on the SHQ. Each school is required to have a designated school site homeless liaison who submits the SHQ to the Student Support Programs, Homeless Education Office for services. Parents can self-identify via the SHQ at any time during the school year at their school site or directly with the Homeless Education Office.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, designated liaisons ensure that their school site identifies students experiencing homelessness, accurately inputs student information in MiSiS, and indicates the nighttime residence in MiSiS for auditing purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of McKinney-Vento eligible students.

In addition, the designated homeless liaison will support the specified needs of identified students and work in collaboration with school support staff (e.g., Specialized Student Services Counselor, PSA Counselor, Psychiatric Social Worker, etc.) to ensure compliance with District policy and federal mandates regarding:

- Identification of all students experiencing homelessness and immediate enrollment
- Appropriate educational placement (e.g., school of origin) that considers the student's best interest; this provision is inclusive of preschool enrollment
- Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), pupil records, and grades
- Awareness and training for school site staff on District policy and support to be provided to students and parents in transition
- Transportation assistance to the school of origin, even if the student becomes permanently housed during the school year

The LAUSD Homeless Education Office provides the following support to children, youth, families, and staff:

- Facilitate school enrollment as needed to ensure compliance with District policy (e.g., school of origin rights) and to equal access to educational and meal programs, as well as tutoring and other support services
- Assessment and case management support to identified roster of students
- Conduct professional development training for school personnel and community agencies regarding the educational rights and supports afforded to students experiencing homelessness
- Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer
- Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate staff on the importance of ensuring the privacy of student records, including information about a child or youth's nighttime residence
- Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes
- Provide support with higher education and/or vocational pursuits for graduating seniors experiencing homelessness by providing opportunities to obtain scholarships, sponsorships to participate in senior events/activities, and supporting the verification of unaccompanied homeless youth submitting the Free Application for Federal Student Aid (FAFSA)
- Provide medical, dental, and mental health referrals, in addition to other school/community services
- Educate students and parents on their educational rights, and promote parent participation in school-related activities
- Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources

-Consultation and collaboration with LAUSD staff as well as community organizations and government agencies

- Aid in the transition of identified graduating seniors by providing linkage to appropriate post-secondary resources (e.g., occupational/vocational, college or universities, etc.)

-Provide advocacy services for parents and students during school-related educational meetings, such as Student Success and Progress Team (SSPT), Individualized Educational Program (IEP), and Student Attendance Review Team (SART) or School Attendance Review Board (SARB) meetings

-Follow and support the dispute resolution process when parents, guardians, or unaccompanied youth disagree with schools over eligibility for services, school selection, or enrollment

-Provide targeted assistance to particular sub-groups of unhoused students, including preschoolers, teen parents, children with special needs, and unaccompanied youth

-Assist with the identification of students who may be eligible for the AB 1806 graduation exemption

- Develop, revise, and implement District policy to reflect updates to state and federal mandates

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition from Early Education Centers and California State Preschool Programs

The District's early education programs maintain assessments of children's learning strengths and needs. Articulation and a smooth transition from prekindergarten to kindergarten are critical to learners continued educational success. Articulation and transition are the responsibility of both the sending early education program and the receiving elementary school.

Preschool children enrolled in Early Childhood Education Division programs including Early Education Centers (EECs) and California State Preschools (CSPP) will maintain a yellow preschool folder which is passed on to the child's next school of enrollment.

The yellow preschool folder will alert elementary schools that the entering student has attended a Los Angeles Unified School District early education program prior to enrolling in the elementary school.

The yellow preschool folder will contain:

For children enrolled in Early Childhood Education Division programs: A copy of the child's Pre-K Developmental Profile. A signed copy of the Permission to Transfer Preschool Information to Elementary School form.

For children enrolled in Early Childhood Education Division programs: Parents/guardians must give permission for information to be transferred to the elementary school by completing a Permission to Transfer Preschool Information to Elementary School. A copy of the permission form should be placed in the yellow folder and a copy kept on file at the sending preschool. Each pupil's preschool folder shall be kept with the elementary school's cumulative record folder in accordance with district policy. Each pupil transitioning from Division Special Education preschool services will also have a green Special Education folder with the cumulative record folder. The child's preschool experience must be recorded on the cumulative record in Section #8 (School History).

For children in the district's Universal Transitional Kindergarten program, their records are maintained in the district's TK-12 student information system known as My Integrated Student Information System (MISIS). For students in the district's TK programs, their files can be accessed at their current school of enrollment.

Middle to High School Summer Bridge Program

Title I funds may be set aside to support Summer Bridge Programs, supported by Title I funds, for incoming first-year students who may have demonstrated difficulty with academics, attendance, and/or behavior in middle school. Resources created by the A-G Intervention & Support team are available in Schoology for schools to utilize as part of their own unique Bridge programming options. Schools can select from folders of core subject academic, social-emotional, campus orientation, and other materials as well as job aids for Naviance. The goal of the program is to ensure that incoming students will be successful academically and socially-emotionally as they transition to high school. The Bridge session is typically scheduled for 14 days during the Summer Break.

The programs below are funded with non-Title I funds but schools may choose to use their school site Title I funds to supplement.

Middle School Orientation

Middle schools can provide orientation days prior to the beginning of the fall semester to support elementary school students transitioning into middle school. During such programs, students become familiar with the campus, receive textbooks and materials, and learn to use a locker, etc. Students can engage in team-building activities to get to know their classmates, faculty, and staff. Some middle schools extend orientation over a few days and include academic preparation for English language arts and math, study skills, and any grade-level testing.

Middle School Support

Through the Career Technical Education Incentive Grant (CTEIG), exploratory CTE programs are being developed in middle schools. The development of these programs allow students to explore careers across the 15 industry sectors. Middle schools to high schools articulation agreements outline

the alignment of middle school programs with their local high school feeder program and highlight early career exploration. The number of middle school Linked Learning pathways has increased from 4 pathways in 2019 to 13 pathways in 2021-22. We are also offering every middle school the Paxton-Patterson career labs to 52 middle schools. These labs engage students in authentic problem-based learning experiences while they discover their interests and aptitudes. Students work in teams of two as they explore up to 16 career fields with hands-on learning. They build and run solar cars, learn to wrap sprain ankles, create, and edit videos, explore viruses under microscopes, design, and construct model houses; and each unit has writing and presentation elements. [Pillar 1B]

Summer Bridge Programs- School Sites

Linked Learning is a deep and comprehensive approach implemented to close the achievement gap and ensure students are college and career successful. It includes rigorous academics linked to a career theme, taught through interdisciplinary, real-world projects alongside a continuum of work-based learning experiences. Linked Learning pathways, through support from the CTE-Linked Learning office can implement their own summer bridge program to introduce students who are transitioning either to middle school or high school to this unique instructional approach. Students are immediately immersed in this approach, through a summer bridge program. Incoming sixth and ninth grade students work with student mentors, as well as teachers and industry professionals around an authentic project related to the career theme of the school's pathway(s), building relationships as they work together to create a product or presentation.

The items below describe supports that are not funded with Title I, including collaboration with institutes of higher education:

Dual Enrollment

In alignment with Career Technical Education's 12 Essential Elements of a High-Quality College and Career Pathway, CTE programs aim to integrate equivalent community college courses into the pathway. These dual credit CTE pathways allow students to earn both college and high school credit. Approved CTE equivalent community college courses allow students to earn both CTE high school credit and community college credit. The approved community college courses are often introductory courses to a community college stackable credential or degree program. Most courses carry transferable credit to the California State University and/or University of California system. The development of robust dual credit could support students in completing low-unit certificate programs at the local community college.

Counselor Training

-Community Colleges, UCLA, California State Universities visit schools and outreach with students to help with application, enrollment, and financial aid.

-Trainings from various college campus representatives to provide professional development to counselors include: Hugo Cristales, Associate Director of UCLA Education Outreach Program, Ben Castleman, Assistant Professor of Education and Public Policy at the University of Virginia, Rebecca Joseph, Associate Professor CSULA, Allisson DeLuca from Southern California College Access Network, Maricela from 826LA

-Collaboration with the Chamber of Commerce and Cash for College on FAFSA and Dream Act completion

Los Angeles Education Research Institute (LAERI)

LAUSD has partnered with LAERI on a number of research projects focused on learning more about college going patterns, the impact of credit recovery programs, college counseling resources available to support students on their path to and through college, and strategic early benchmarks in students' K-8 educational experiences that are predictive of meeting key college-readiness benchmarks once they are in high school. LAERI is a research-practice partnership that collaborates to identify important problems of practice or challenges facing students, schools, and district leaders that research may help to resolve or illuminate.

Naviance

LAUSD has adopted the Naviance platform for grades 6-12. Naviance by Powerschool is a comprehensive college and career readiness hub that helps students turn their postsecondary aspirations into achievement. The grade-level curricula provided in Naviance support self-discovery and exploration of personal strengths through foundational tasks that help students identify their abilities, passions, and personality type. Students see how they can capitalize on their unique qualities as they plan for future careers and educational majors/pathways. Naviance has a range of career research tools that allow students to identify careers that align with their interests and abilities. Over 3,500 videos help students see how leaders in a variety of fields created their own paths and illuminate how students can begin to define their own road in life. Embedded college planning tools help students explore and plan for best-fit post-secondary options. Educator tools support the college application process, allowing them to monitor individual student progress. All steps in the application process – including to in-state, out of state and private colleges – are streamlined in Naviance.

While the following programs are not funded with Title I funds, they complement Title I programs in supporting student transitions for students with disabilities:

Career and Transition Centers (CTC) for Students with Disabilities on the Alternate Curriculum

Students with disabilities on the alternate curriculum ages 18-22 have the opportunity to participate in CTC models for transition-focused instruction in support of competitive integrated employment, social skill, and independent living skill development. As part of our CTC programs the District also offers Center for Advanced Transition Skills, a community college-based adult transition program, and Project SEARCH, a business-based employment preparation program.

Transition Services for Students with Disabilities

The District Office of Transition Services prepares students with disabilities ages 14+ to transition from school to adult life. Transition planning includes instructional activities, collaboration, employment preparation, and assessment to help students identify and move toward their post-secondary goals. This program also provides pre-employment instruction and paid work experience for students with disabilities to assist in the development of skills needed for competitive integrated employment.

Credit Recovery for Students with Disabilities Accessing Core Curriculum

Students with disabilities on the core curriculum participate in general education classes available regionally. The Division of Special Education supports them through Itinerant Resource Teachers, who provide consultation to the general education teachers during the summer. This entails ensuring teachers are aware of the Students with Disabilities in their classes and accommodations they may

need. They are available if the teachers have any questions or need coaching on strategies for how to best teach students with disabilities.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) **Gifted/Talented Programs, Advanced Learning Options**, does not receive Title I funding. District schools, however, do receive funding and may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated instruction that addresses their unique talents and advances their achievement. Additionally, funds may be used to provide staff access to professional learning opportunities that focus on such specific instructional practices as differentiated instruction, enrichment, acceleration, and curriculum compacting. Additionally, a school's funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e., low income, African American, Latino, English learners. Accordingly, funds can be used to increase gifted/talented learners' access to and engagement in high quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness. In addition, Title IV funds support identification in two gifted and talented categories—Creative Ability and Leadership Ability. For additional information, refer to the Title IV section.

(B) Integrated Library and Textbook Services (ILTSS)

ILTSS does not receive Title I funding but works directly with schools to provide all students with access to school libraries. A direct correlation exists between student achievement and access to appropriately staffed and well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to successful implementation of the Common Core State Standards (CCSS).

ILTSS provides services such as:

- Supporting school site personnel on library media center issues and the development of library leadership teams
- Training new teacher librarians, library aides, school personnel, and Region staff
- Providing staff development for elementary and secondary personnel
- Supporting and maintaining Destiny and the Digital Library consisting of paid and free online content
- Coordinating school issues such as library media center schematics, collection development, weeding, and staffing

- Advising schools regarding modifications of library media centers
- Evaluating library books, selecting and developing collections, and cataloging
- Assisting in the implementation of California Model Library Standards
- Training, reviewing, and providing information for library-related grants and funding sources

A 2014 Library Task Force Report by ILTSS recommended that the District fully implement the California Model School Library Standards (2010). These standards were, in part, based on the District's own 2002 library media center standards. To graduate students who are college prepared, career and life ready, and life-long learners, LAUSD needs to provide all students with equitable access to effective library services by centrally funding school library staffing and providing funding for up-to-date print and electronic collections.

A 2017 ILTSS report on the implementation of the California Model School Library Standards in LAUSD focused on the "School Library Program Standards," which "describe base-level staffing, resources, and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards" (p. vii). The report found the following:

Staffing

The staffing standard is defined as a team consisting of a credentialed teacher librarian and paraprofessional support staff, e.g., a classified position such as a library aide. The library aide position should be full time with full time defined as "at least 34 hours per week" (p. 32). The District provides funding to elementary schools for 6-hour library aides. However, schools may repurpose the funding as long as student access to the library is provided. In addition, schools use their Title I funds to purchase additional library aides.

Access

A full-time library aide position is 6 hours per day x 5 days per week = 30 hours per week. Many library aides work 3-hour positions at two different schools. The library aide is either at each school 30 hours per week on an alternating basis or alternating days at each school. According to UTLA contract Article IX Section 3.4., library media teachers (teacher librarians) shall have a scheduled minimum on-site obligation of sufficient duration that they can personally keep the library open to students one-half hour before and after the normal full pupil day for the school.

The District instituted Destiny Library Manager as the online automated catalog and circulation system accessible by students at school and remotely. Most teacher librarians provide a library web page as part of their school's website and/or as part of their Destiny Library Manager home page. ILTSS provides a Digital Library website (more below in Resources). All students have their own device and Internet access on any LAUSD site.

Usually, the schedule for students and class visits is most flexible at the secondary schools, especially those staffed by a teacher librarian. At the elementary school level, the schedule is usually a fixed one for class library visits. Elementary level students must be accompanied by credentialed staff during instructional time.

The District's specifications for newly constructed school libraries and for remodeling of older libraries adhere to this standard. When ILTSS staff work with schools, creating such areas in the current library space is always a point of discussion.

Teacher Librarian Responsibilities

ILTSS provides training and professional development to teacher librarians with a focus on teaching media and information literacy, research skills, and collaboration with all teachers and departments. Teacher librarians work with whole classes, including Special Education classes, small groups of students, and individual students. Some are the teacher of record for students enrolled in online classes which are accessed via the library's computers. As funding and resources allow, teacher librarians engage in collection development, weeding, ordering, cataloging, and supervising the work of student aides and library aides. Student aides in the library do receive instruction in the operation of the school library. Teacher librarians provide book talks to classes and small groups of students, as well as individual students looking for a "good book to read."

Resources

ILTSS promotes diverse library collections that support the California State Standards and frameworks that provide appropriate age- and grade-level materials that support language needs, and that provide for all students' cognitive needs. ILTSS provides the Digital Library for all students for use at school and via remote access. There are 13 subscriptions representing 89 databases as well as links to vetted free sites.

Magazine subscriptions are included as part of the opening day collections for all libraries in newly built schools. After the 2-year subscriptions expire, it is up to the school to renew the magazine subscriptions. While this expectation focuses on print magazines, this was written in 2010. Since then, "zines" and regular magazines have become available in electronic format. The Digital Library includes magazines.

Elementary schools received funding in the 2022-2023 school year to refresh their libraries. Schools received funds based on the following allocation model: 70% norm and 30% SENI. The overall age of the secondary/span collections is 21 years old. The California State Standards recommend a ratio of 28 books per student. Based on a 2016-17 norm enrollment of 513,875, the current ratio is 18.26 books per pupil. Based on the standards, the cost of adding one book per student at elementary and middle school levels and one per two students at high school level is approximately \$15.9 million. Collection development also includes replacing "well loved" books or weeding obsolete volumes from the collection and replacing them with current titles. If 5% of the collection is replaced annually, using the above total for adding new books each year, that would amount to approximately an additional \$800,000.

Schools use Title I funds to purchase magazine subscriptions, library books, reference materials, leveled readers, and software licenses. Additionally, through the Early Literacy Language Program (ELLP-Leveled Reading Program), central Title I funds are used to support leveled readers from a shared bookroom for small group differentiated instruction, classroom libraries, and professional development for the elementary school teachers on how to use these materials.

The items below describe additional programs funded with Title I to support meeting the purpose of the federal program. Items may change from one year to the next depending on needs and/or input.

SSC Trainings

In order to build the capacity of School Site Council (SSC) members to serve and be effective on the council, the District will provide three Saturday trainings in September and October for school teams (parents, students, and school staff). Each training will have workshops on the School Plan for Student Achievement, data, budget, parliamentary procedures, governance requirements for school councils, Title I parent involvement policy and school-parent compact, and student empowerment.

Summer Professional Development Days

Optional Professional Development Days provided on August 9-11th. The three optional professional

development days will provide teachers and other staff with the opportunity to receive and participate in professional learning intended to support coherence of practices and maximize their success in the classroom. These professional development days will help address the academic loss experiences by our students still feeling the effects of the pandemic.

READ

The Title 1 funded READ program will provide a full time READ Teacher Expert for each eligible school. READ schools will receive support to deliver intervention, Tier 1 small group instruction, facilitate targeted professional development and engage teachers in a coaching cycle. READ Expert time will be devoted to direct instruction, coaching and professional development delivery and design. Selected schools will have systems in place to support differentiated instruction and collaboration so the READ Teacher Experts can support the implementation of multi-tiered systems of support in reading for Kindergarten and First Grade. Participating schools will provide ongoing opportunities for The READ Teacher expert to facilitate professional development for participating teachers, provide access to teachers for coaching, support with data analysis and allow time for collaborative planning.

Newcomer Coaches/Counselors

Schools with the highest counts of International Newcomer EIs will be prioritized for the Newcomer Counselor/Coach position support. This plan takes into account all Regions and their highest need schools. These Newcomer Counselors are in addition to and supplement the services that are already provided for our English learner at the Regions. Coaches and Counselors provide supplemental targeted support to Newcomer students at high Newcomer student count high schools. Support services include monitoring and analyzing data, providing socio-emotional support, surveying Newcomer students and teachers, implementing action plans focusing on improving instructional outcomes, etc. Funding pays for 7 Coaches and 11 Counselors

Newcomer Summer Program

The Summer International Newcomer Enrichment Program is designed to provide students who have enrolled in a United States school less than three years the opportunity to enroll in special courses during the Summer Term. Enrichment courses will support expanded learning time for students to accelerate their acquisition of English.

New Title I Designee Institute

Federal and State Education Programs (FSEP) office hosts an annual Title I Institute for Coordinators/Designees who are new or have less than a year experience in the position. The purpose of the Title I Institute is to provide foundational knowledge on relevant topics related to Title I. Principals with no coordinator/designee are also invited to attend. Pertinent topics include: Time and Effort Reporting, School Plan for Student Achievement, Gathering Data for Progress Monitoring and Needs Assessment, Purchasing and Compliance Procedures and Policies, and Parent and Community Engagement.

Digital Tools

In order to provide resources that incorporate technology and further differentiate instruction, Title I students will have access to supplemental digital tools. These digital tools will allow for teachers to utilize them as part of instruction, with small groups, and students will also have access to them to continue learning at home. Based on the most recent Title I evaluation, schools provided common challenges and all school types emphasized the need to integrate more technology in math and ELA that would allow for differentiation and personalized support.

Digital tools will include:

- Imagine Learning/Edgenuity

- Brain Pop
- Newsela
- Raz (Learning A-Z)
- IXL
- Discovery

Middle School College and Career Readiness Coaches

Recent data shows that about 40% of 9th grade students fall off-track to meet grades of C or better in their first year, and that over 60% of students fail at least one A-G course in high school. With the goal to support the preparation of middle grades students for high school, Middle School College and Career Readiness Coaches (MSCCRC) perform various duties at Title 1 sites. They are credentialed ELA teachers who serve in half or full-time roles, and are tasked with supporting their school in multiple ways including but not limited to:

- Assisting the ELA department with instructional planning and pedagogy.
- Implementing postsecondary activities and initiatives at grade levels and schoolwide.
- Utilizing data points and providing support for students identified with early alerts in core academics, attendance, and behavior.
- Integrating instructional technology.

MSCCR helps prepare students for successful course completion, to meet the goal of earning grades of C or better, and to matriculate to high school aware of A-G course sequence and graduation requirements. The coaches collaborate with Regions and school site staff, families, and the community to ensure data-driven, results-based support services and programs for all at-risk students.

Support for Student Voice and Aspirations

The Quaglia Institute for Voice and Aspirations (QIVA) has provided services by request to Title 1 funded schools since the 2016-2017 SY. QIVA's mission is to provide personalized research-based support to build student voice as part of collaborative schoolwide culture, and for students to gain skills of advocacy and confidence to achieve their potential.

Student-Facing Surveys

The QIVA provides participating schools with access and support to two types of survey. *Student Voice* measures students' experiences and perceptions of the whole school environment. *iKnow My Class* is intended for implementation in the classroom; it measures students' experiences of the course and their role in learning. This survey can be instrumental for educators to discover struggling students' perspectives about themselves as learners, their responses to course content and instruction, and social dynamics in the classroom. Both types of survey are purposed to capture information about the non-cognitive conditions that affect students' classroom and school experience. Surveys are anonymous; available in short and long-form versions; offered in versions for grades 3 to 5 and 6 to 12; available in English and Spanish; designed to be customized with questions created by teachers/school teams; built to provide results in real time. As each survey captures student perspectives and needs, an extensive bank of resources aligned to each survey question can immediately be implemented; results build community and enhanced sense of belonging, engagement, and purpose.

Schools of Action

There are twelve Schools of Action (SOAs) that have implement QIVA initiatives schoolwide (some commencing in the 2017-2018 academic year) with student-focused activities and student voice embedded in decision making. Each SOA selects an Aspirations Team (staff and administrators) that receives personalized supports through the year from senior QIVA staff in a "train the trainer" model.

SOAs implement both *Student Voice* and *iKnow My Class* surveys as part of intentional response to data and schoolwide goals. They work to develop action plans based on the Student Voice and Aspirations framework with the view to improving the school experience with shared accountability of students and staff. SOA goals vary by school site and can include but are not limited to:

- Collaborate to raise student and staff aspirations, enhancing social and emotional gains.
- Advance the importance of school voice.
- Improve academic motivation and achievement.
- Increase student and staff expectations.
- Advance the importance of school voice.
- Promote collaboration between SOAs.
- Improve attendance, on-track with grades of C or better, and graduation rates.
- Promote engaging, welcoming learning environments.
- Increase responsiveness to parent and community needs.

A-G Diploma Counselor at Title I High Schools

A-G Diploma Program PSA Counselors currently serve zones of support that include Title I comprehensive and continuation high schools. A-G Diploma Program PSA Counselors provide a continuity of support services for identified Tier 2 (off-track 3-4 courses) and Tier 3 (off-track 5+ courses) students to remove barriers to academic achievement and support students to be on track towards graduation. A-G Diploma Program PSA Counselors serve as liaisons between continuation and comprehensive high schools, assisting with enrollment in credit recovery, and the continuation schools (when appropriate), and enrolling students in programs to earn a high school diploma who have dropped out of school. A-G Diploma Program PSA Counselors utilize a multi-tiered system of support, providing dropout prevention and intervention services aimed at increasing A-G course passage and graduation rates, promoting college and career readiness, and achieving the goal of zero dropouts in Los Angeles Unified School District.

Currently, all Title I high schools are served by an A-G Diploma Program PSA Counselor. A-G Diploma Program PSA Counselors collaborate with School Counselors to provide supplemental services to students identified as the program's targeted population (Tier 2 and Tier 3). According to the MiSiS FOCUS Grad Progress dashboard, students are divided into several tiers: On-Track, Tier 1, Tier 2, and Tier 3. Tier 1 students are missing 1-2 A-G classes; Tier 2 students are missing 3-4 A-G classes; and Tier 3 students are missing 5+ A-G classes.

Credit Recovery Programs

Credit recovery programs provide resources for high school students who have not yet met grade-level standards in the core subject areas of English, mathematics, science and/or history/social science, and who are off track for graduation with one or more grades of "F" recorded on their transcript. There are many types of credit recovery available to schools, including Performance Assessment Student Support (PASS), a modular, student-paced option for ELA and Math courses. Schools may also implement virtual learning courses provided by Edgenuity/Imagine Learning, APEX/Edmentum, or locally-designed courses (by approval of the Region).

Academic Course Extensions (ACEs) opportunities are for high school students who have received a "D" or "F" in a course required for graduation. ACEs provide students with additional time and practice to demonstrate proficiency and raise an existing low grade to improve their GPA. ACEs can be provided between the semesters (Winter, Spring and Summer intersessions) or during the semester immediately following the one in which a low final grade was recorded.

-Winter Spring Plus Credit Recovery – conducted primarily during Winter/Spring Breaks

The Winter/Spring Plus Program is a collaboration between the Division of Instruction and the Division of Adult and Career Education to allow juniors and seniors who are off track for graduation to make up credits on Saturdays, during winter break, and during spring break. A self-paced and competency-based online program, Winter/Spring Plus supports learning with regular class meetings, individualized instructional support, and one-on-one student-teacher conferencing. Virtual classes are offered at high schools across all Regions and are open to all students who need to make up credits.

-Extended Learning Opportunities – Fall and Spring SH: conducted during the school year (before school, after school, Saturdays)

-Extended Learning Opportunities – Summer SH: conducted for 5 weeks in the Summer

Access, Equity, and Acceleration (AEA)

The academic progress for African American/Black students has been marginal across multiple data indicators. Although the District has produced several initiatives to close achievement gaps and address disproportionality among underserved student groups, there continues to be an urgent need to accelerate progress for African American/Black students. An administrator, a coordinator, and a specialist will coordinate and implement operations designed to transform school culture and improve the academic achievement of at-risk, historically underserved, and African American students from grades Pre-K to 12. The team supports the creation of and fosters a District-wide culture shift by training staff to embed the concept of high expectations for African American students and to build strong schools cultures that transform the common narrative about African American youth typically framed in a language of deficits.

Title I Intervention Program (TIIP) Fall and Spring at Elementary and Middle Schools

Schools that are identified based on academic indicators on the California School Dashboard and other academic factors will be provided resources to extend learning opportunities for students to meet and exceed grade level California State Standards and become college prepared and career ready. Resources will support before school, after school, and/or Saturday intervention to maximize instructional time in the core subject areas of ELA, mathematics, English Language Development (ELD), science and/or history/social science.

LTEL/SPED Training

To provide professional development (PD) to general education and special education teachers and EL designees/TSP Advisors to support the linguistic, academic progress of Long-Term English Learners (LTELs) with disabilities leading to reclassification in participating schools. The PD will enhance teacher's capacity to progress monitor and effectively instruct LTELs with disabilities.

The focus on increasing the percentage of students reclassified as fluent English proficient and accurately identifying English Language Learners eligible for special education will support outcomes for EL and LTEL SWDs. The goal of identifying more LTEL SWDs who can reclassify will provide these students with greater access to academic rigor needed to perform at a higher achievement level on the statewide assessments.

In an effort to achieve coherence and optimal learning for all students, existing partnerships between Multilingual Multicultural Education Department (MMED) and the Division of Special Education is being leveraged for select initiatives (e.g., Academic Conversation, UDL). In collaboration these departments are engaged in providing teacher workshops and training in supporting English Learners who are Potential Long-Term English Learners (PLTELs) and Long-Term English Learners (LTELs) in development of academic English proficiency to meet grade level standards and become eligible for

reclassification. Professional development will be provided on standards-based (ELA and ELD) instructional design and support for all secondary schools ELA and Special Education teachers, focused on the integration of the newly selected/adopted textbooks and other resources with optimal instructional practices. Teachers will be provided additional professional development in diagnostic assessments for PLTEs and LTELs. They will engage in data analysis and provide action plans to ensure students receive interventions designed to meet their individual instructional needs.

Directors and Principals will be provided additional professional development in setting up systemic monitoring structures in school/student academic progress, used to analyze data to inform instruction for students not meeting benchmark expectations.

School psychologists will receive training on language acquisition vs. learning disabilities to ensure that their assessments are able to determine which students may need more language development support before a special education referral is warranted or student is made eligible for special education, as well as which students may be appropriate to reclassify.

Comprehensive Support and Improvement (CSI)

Resources may be set aside to support the CSI schools who were identified in January 2020. Decisions on the supports will be based on the needs of the identified schools. One example is that alternative and options schools have significant representation in the schools identified for CSI. Based on discussions of resource inequities and needs of options schools, LAUSD set aside centralized Title I funds to ensure that CSI continuation schools will have one additional day (beyond the norm) of academic counselor time to support academic needs.

Advancement Via Individual Determination (AVID): Avid Excel

AVID Excel is an AVID program that is intended to change the trajectory of Long-Term English Learners (LTELs). The AVID Excel course, which can only be offered at an AVID middle school, specifically focuses on academic language acquisition as well as academic vocabulary development. By accelerating academic language acquisition and reclassification, AVID Excel places LTELs on a path to high school AVID and college preparatory coursework.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Support for STRTPs/Group Homes provides prevention and intervention services for youth in foster care and residing in STRTPs/Group Homes. The purpose of the program is to improve educational services and ensure students have equitable access to resources. Counseling and support services are provided to students, as well as those who are transitioning from juvenile detention centers. Counselors support students with immediate enrollment, as well as advocate on behalf of the student's educational rights. PSA Counselors provide intensive case management; referrals to District and community resources; serve as a liaison between STRTPs/Group Homes, DCFS, Probation Department, schools, and families.

Support for STRTPs/Group Homes includes six (6) Counselors, who served 460 students for the 2021-2022 school year from over 50 STRTPs/Group Homes District wide.

The Academic Support and Achievement Program (ASAP) provides targeted, intensive academic support to identified, high-need foster and probation youth through one-on-one or small group after school tutoring by a highly effective LAUSD teacher tutor. Youth who are identified as neglected and/or delinquent are allocated the opportunity to receive supplemental educational support, to ensure that they are provided the opportunity to meet the same challenging academic standards as all other students. Academic pre- and post- assessments are conducted every sixty days to measure academic achievement.

The Specialized Student Services (SSS) program ensures the successful re-enrollment and transition of all the LAUSD students following juvenile detention. The program monitors and analyzes data trends (attendance, academic achievement, and behavior) to guide effective case management and other student support and intervention efforts. The SSS program also supports student success, as measured by a reduction in recidivism rates, credit accrual toward a high school diploma or equivalent, high school completion, and college and/or career readiness.

The SSS program consists of two Camp Placement Counselors, two Court Liaisons, and an SSS Counselor assigned to every LAUSD school in the four District Regions (East, North, South, and West). The students we serve transition from juvenile halls and/or camps operated by the Los Angeles County Probation Department.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A formal Memorandum of Understanding between the LAUSD, the Los Angeles County Probation Department, and the City of Los Angeles has been established for the Juvenile Day Reporting Centers (JDRC). The JDRC provides a school-based service for court-involved youth. The JDRC provides a highly structured, community based educational and treatment-oriented program designed to prevent future delinquent behavior, while improving educational outcomes for youth. There are currently three

JDRC's within the Los Angeles Unified School District; Boyle Heights Tech Academy, Central Promise Academy and the most recent, Panorama JDRC. We have SSS Counselors assigned to each site to support and advocate for students in special populations by ensuring access and school stability. These programs are accredited by the Western Association of Schools and Colleges, offer Project-Based Learning, small classroom environments, job training and restorative justice programs. Additionally, they have supported student transition to post-secondary education and career pathways, by offering online college courses with the assistance and support of the Los Angeles County Probation Department.

The Los Angeles Unified School District also has a formal agreement in place with the Los Angeles County Office of Education (LACOE) to utilize their Educational Passport System, an online database to share student information/school records. Such information includes, but are not limited to, transcripts, Individual Educational Plans (IEP), and immunization records. This system allows for the partners to share and access student records.

Assembly Bill 2276 recommends that there be "joint transition planning that includes collaboration between the LAUSD, the Los Angeles County Probation Department and the Los Angeles County Office of Education". AB 2276 requires policy, systems, and planning in regard to the immediate transfer of educational records and immediate enrollment of pupils transferring from juvenile court schools. The systems in place begin with the Los Angeles County Probation Department and the Los Angeles County Office of Education, identifying and notifying the LAUSD of students detained and released from juvenile justice facilities.

Assembly Bill 1354 requires that a pupil detained for more than 20 consecutive school days to have an individualized transition plan and have specific items accessible to the holder of educational rights of the pupil upon release, and specifically, establish procedures for the timely, accurate, complete, and confidential transfer of educational records.

In addition, there are 30-, 60-, and 90-day monitors in place for students. This is completed in collaboration with the Los Angeles County Probation Department and LACOE, to ensure the needs of the students are being met, as they transition to and from a juvenile detention and/or group home facility.

On a quarterly basis, LAUSD, LACOE and Los Angeles County Probation Department leaders meet to share and review data, as well as review student cases, to ensure the needs of the students are being met and that systems are in place to support positive student outcomes.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order, to promote school stability for our students that is comparable to a school operating in the District Regions, the LAUSD STRTPs/Group Homes and Court Liaison/Camp Placement Liaisons seek alternative educational settings for our students who are unable to return to their comprehensive school campus. Such settings may include, but are not limited to, a Juvenile Day Reporting Center (JDRC), Independent Studies School, Home/Hospital School, Continuation High Schools, Pregnant Minor Schools, or a Non-Public School (NPS).

In collaboration with the Los Angeles County Office of Education (LACOE), the use of LACOE's student information data system, known as the Educational Passport System (EPS) allows LAUSD's PSA Counselors to access student transcripts, IEPs, or any other pertinent school records that would allow for the successful transition of the student in a timely manner. LAUSD and LACOE have a memorandum of understanding (MOU) in place to utilize LACOE's EPS, which houses student information and records from 80+ school districts within Los Angeles County.

Additionally, the Special Education Department within LAUSD will provide a list of Non-Public Schools to our Counselors, prior to the transition of the student, to assist in placing a student at a NPS prior to the release of the student from the juvenile detention setting. As noted in the LAUSD Policy Bulletin 076310.1 and 6718.0, "Identified specialized student populations who transfer high schools mid-semester have a right to receive full or partial credits, based on enrollment, for all work satisfactorily completed before transferring schools. Upon withdrawal, a sending school must issue grades and full/partial credits on an official transcript. A youth's grades may not be lowered because of absences caused by placement changes, court appearances or court ordered activities." Counselors advocate and ensure students exit with records for the receiving school to review and place the student accordingly.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To provide a successful transition for the children and youth returning from juvenile detention facilities, the Los Angeles Unified School District (LAUSD), the Los Angeles County Probation Department, and the Los Angeles County Office of Education (LACOE) participate in the following:

- Initial Multi-Disciplinary Team (I-MDT) convened upon the student's entry to the juvenile camp facility
- Transitional Multi-Disciplinary Team (T-MDT) meetings are held 45-60 days prior to the student's release from camp
- Aftercare follow-up

All stakeholders attempt to participate in both the I-MDT & T-MDT, including the student, parent(s)/guardian/Educational Rights Holder (ERH), Probation Officer, LACOE Transition Counselor, County Mental Health clinician, and LAUSD SSS Camp Placement Liaison. Every effort to return the student to his/her School of Origin (SOO) is made during the transitional planning meeting (T-MDT), as the focus is to ensure school enrollment is immediate and appropriate for the student. All members provide pertinent information regarding the finalization of the student's School Enrollment/Transition Plan. Upon release, the School Enrollment/Transition Plan will include a school placement recommendation as well as information needed for immediate enrollment.

Additionally, students that are involved with DREAM Court, a court program which specializes with students involved in the Commercial Sexual Exploitation of Children (CSEC), are carefully placed with the assistance of the SSS PSA Counselor to ensure the safety and success of each student.

Furthermore, case management is completed by LAUSD and the Los Angeles County Probation Department, which includes the documentation of information in electronic logs to monitor the students' progress. Equally, monitoring and analyzing of data trends (attendance, academic achievement, behavior) are completed to guide other student support and intervention efforts, as well as advocating for students' rights to ensure State laws and District policies are enforced. For those students whose adjustment is unsuccessful, alternative placements are provided.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Characteristics of students who will be returning from detention facilities, and youth expected to be served by the program, may include Special Education, English Learners, students with substance abuse problems, and students who are deficient in credits. Both STRTPs/ Group Homes and Court Liaison/Placement Counselors ensure nursing and wellness referrals are made for those students in need of substance abuse support/education, as well as tutoring services, Special Education services, and/or English language support. Counselors will conduct an assessment and review appropriate placement options that will meet the needs of students, which may include small learning environments that provide additional support, as well as traumatic and social emotional support are also provided for our students.

School of Origin (SOO) is desired to promote school stability and every effort to have the student return there is made, but parents, legal guardians and/or the Educational Rights Holder (ERH) are the ultimate decision makers regarding whether a student remains or re-enrolls in their SOO per Cal. Educ. Code §§ 48204, 48853, 48853.5. For our Special Education population who are in need of a Non-Public School (NPS), collaboration with the Special Education Department is made to ensure the appropriate environment and setting are identified for each student.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coordination with various programs is currently offered to provide students services in the areas of attendance, wellness, mental health, Restorative Justice, Commercially Sexually Exploited Children (CSEC), and parenting/pregnant teens. These supports exist to meet the needs of students returning from detention facilities, and other at -promise youth.

Referrals to LAUSDs School Mental Health, District Nursing, Wellness department, Special Education Non-Public Schools (NPS), and Student Discipline and Expulsion Support are also provided. SSS counselors provide case management and support for students who have been victims of trauma, including Commercial Sexual Exploitation, and/or parenting/pregnant teens. Students also receive support in these specialized areas from partners such as Baby2baby and the Dedication to Restoration through Empowerment, Advocacy, and Mentoring (DREAM) court.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAUSD has partnered with local higher education institutions to support college readiness and access for underrepresented students. Due to the pandemic, Student Support Programs shifted from in-person field trips to virtual college tours with higher education institutions which include local community colleges, CSUs, and UCs. At this time, we are offering both virtual and in-person options. The college tours are designed specifically for students in foster care, involved in the juvenile justice system or experiencing homelessness. During the tour, students in special populations will be provided with admissions and financial aid information, an opportunity to hear student voices through an interactive panel and connected to support services such as Guardian Scholars, Homeless Liaisons and Equal Opportunity Program (EOP).

Along with the two aforementioned colleges, Los Angeles Unified high school graduates will receive a year's free tuition and priority admission to any Los Angeles Community College District campus via the L.A. College Promise initiative. This initiative is in conjunction with The Mayor's Fund for Los Angeles, and other donors, which include business, educational and philanthropic groups.

As for postsecondary and workforce development partnerships, the LAUSD co-locates Pupil Services and Attendance Counselors in several YouthSource Centers, throughout the city of Los Angeles. The YouthSource Centers are a city partnership that provides job opportunities, tutoring, workforce development and other social services for our students and the community. We also partner with the County of Los Angeles to offer students, who live within County zip codes, the County's equivalent known as America's Job Centers of California.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PSA Counselors regularly engage caregivers, parents, and educational rights holders in the student's education, facilitate workshops at the STRTPs/Group Homes on foster youth education rights, graduation and A-G requirements, and higher education resources to improve the educational achievement of their children. PSA Counselors assist in dropout prevention activities, collaborate with parents/educational rights holder to facilitate Best Interest Determination (BID) meetings to ensure that educational rights holders and students are aware of their educational rights, have an appropriate school placement, immediately enrolled, and that all individual educational and social emotional needs are addressed.

Our PSA Counselors work closely with parents who have students with special needs. The main support that we provide is participating in the Individualized Educational Plan (IEP). Collaboration with LAUSD's Special Education Department is also provided for those Special Education students who are in need of a Non-Public School (NPS).

In February 2020, Student Support Programs increased partnerships with DCFS through establishing educational triage meetings. The triage meetings are facilitated by DCFS and the purpose is to discuss the most appropriate educational placement of a youth who has entered the STRTPs that we support. These multidisciplinary team meetings consist of the STRTP, DCFS, parent/educational rights holder, PSA Counselor, Title I, Part A Program Administrator, and a representative from the Division of Special Education. Student records are reviewed and once a school placement decision has been made, the assigned PSA Counselor will provide enrollment and transition support and case management services.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Coordination with America's Job Centers of California and YouthSource are in place to service students involved in the foster care system and students involved in the juvenile justice system. The services provided by these organizations provide possible opportunities for our youth seeking career readiness skills and employment. There are 14 YouthSource Centers located throughout the city. The Centers

serve youth between the ages of 16-24 with a focus on re-engaging students into school and providing them with opportunities to develop work skills.

PSA Counselors in Support for STRTPs/Group Homes and Court Placement Liaisons work collaboratively with the PSA Counselors from Pupil Services who are housed within the city YouthSource Centers to conduct student intakes, assessments, and determine appropriate interventions for identified at-risk students with behavioral, social and attendance related issues. The primary goal is to provide students with support and services to overcome barriers that impede school attendance and academic achievement. Counselors make appropriate referrals to necessary services and monitor student's progress.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAUSD works with the Probation Department on a daily basis. The collaboration with Probation occurs through our participation in participating in Transitional Multi-Disciplinary Team (T-MDT) meetings, providing Aftercare support, meeting quarterly to analyze data and conduct workgroup meetings, partnerships through our Juvenile Day Reporting Center (JDRC) to assist in meeting the needs of children and youth returning from juvenile detention facilities.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students returning from juvenile detention facilities with Individualized Education Program (IEP) would be identified upon being sent to a Probation camp, or prior to his/her release via the Initial Multi-Disciplinary Team (I-MDT) or Transition Multi-Disciplinary Team (T-MDT) meetings. It is during these meetings that all stakeholders determine the appropriate school placement for an individual student. Students identified with an IEP are in need of additional supports for placement and enrollment, which are provided via the Counselors by way of LAUSDs Special Education Department, Mental Health Department and Student Discipline and Expulsion Support. LAUSDs Special Education Department may in some case have to provide recommendations of Non-Public School (NPS) settings for some of our students.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The steps that will be taken to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public-school program are seeking an appropriate placement into one of the LAUSD's alternative education schools:

- City of Angels School Independent Study School
- Pregnant Minor Schools
- Alternative school, Youth Opportunities Unlimited (Y.O.U.) Alternative High School
- Carlson Home/Hospital School
- Continuation High Schools
- Community Day Schools (CDS)
- Opportunity Schools
- Division of Adult & Career Education (DACE)

In collaboration with LAUSD's Special Education Department, an alternative placement such as a Non-Public School for Special Education students who are in need of specialized support would be sought. Equally, assistance with school enrollment, services addressing mental health needs and the development of a transition plan to meet the student's needs would be put into place.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAUSD offers a range of learning activities including study groups, coaching networks, synchronous and asynchronous technology-based learning, professional learning communities, face-to-face professional development, leadership and collaborative curriculum development groups, and attendance at conferences and sessions from professional learning organizations. Each school has banked time sessions conducted during paid work time where teachers come together on a weekly basis. These serve as a platform for developing a professional community of practice with a culture of shared accountability, collaboration and a continuous cycle of learning and improvement.

Mentor Support and Training

Ongoing PD learning opportunities are provided for mentors who support new teachers via the Human Resources Division. Course content has been aligned to updated CTC standards and designed to facilitate the ability of new teachers to create a culture for learning and success for their students. Topics range from best practices to support new teacher challenges, lesson planning development, culturally relevant teaching, and strategies to promote emotional well-being.

My Professional Learning Network (MyPLN) is designed to offer educators diverse learning opportunities, including in-person, virtual, and blended learning PD. Provisional permit teachers are offered the opportunity to enroll in online test preparation modules designed to support teachers for successful passage of the CSET Math and or Multiple Subject exams.

Supporting Student Teachers as a Pipeline for New Teachers

Coordinated by the Teacher Development and Support Branch our Student Teacher Support Program has been designed to foster the development of potential new teachers for our district. This program introduces and reviews some of the best practices occurring in LAUSD classrooms. Support sessions, office hours and access to LA Unified technology and resources are designed to assist Student Teachers to prepare for the role of new teacher. This program provides an opportunity for student teachers to receive augmented direction and guidance in establishing classroom management systems, developing classroom routines and procedures, strategies to support SELs and ELLs, and discovering the resources of the District to support their new careers and supplements support from their host teacher.

Teacher Leadership and Learning Conference

The Teacher Leadership and Learning Conference series has been designed to support the growth and development of new teachers. The format provides opportunities for new teachers to attend with their mentor should they desire to do so. This allows the mentor to provide ongoing support and assistance in the implementation of research based instructional strategies designed to promote student achievement.

Tailored Special Education Training is an intensive 30-hour training designed to support special education teachers. This one-week training is offered three to four times per year based on District needs. The training content includes positive behavior support, IEP preparation, autism spectrum disorder, psychological services, collaborative teaching, LGBT and compliance, child abuse and anti-bullying training and making core curriculum comprehensible to ELs.

Clear Education Specialist Induction Program supports special education teachers to obtain their clear education specialist credential. Each teacher is matched with a like-credentialed mentor. Provisional Teacher Support Program Provides advisement, PD and mentoring support and support with examination preparation for teachers serving on a provisional permit Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairment, Physical and Health Impairment, Early Childhood, other shortage areas within LAUSD.

Administrator Induction Programs

Through its two-year competency and performance-based Administrator Induction Programs, LAUSD supports new administrators to receive their Clear Administrative Services Credential. This program has been approved by the Commission on Teacher Credentialing and is anchored in the California Professional Standards for Education Leaders (CPSEL) and the School Leadership Framework. Participants receive coaching from an experienced administrator.

Career Ladder's Supporting Teacher Education Preparation & Undergraduate Program (STEP UP and Teach)

STEP UP provides paraprofessionals and teaching assistants with professional development, mentoring, tuition reimbursement, a textbook stipend, and vouchers or reimbursement for test preparation and tests required for teacher credentialing, as well as test preparation courses for selected examinations.

In addition to the items above, the district offers professional development/capacity building opportunities to teachers and administrators to improve effectiveness, and support staff to design and implement the professional development opportunities. Topics and support may vary from year to year based on need or input, and may come in multiple formats, including coaching, trainings, social media groups, access to resources and conferences, etc.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

L.A. Unified follows established guidelines for the use of Title II funds. Distribution of funds are made with the ultimate goal of providing opportunities for high level professional growth and improvement for our teachers and administrators. This allocation of resources has supported a wide range of learning pathways and supports. They include:

- Support of our L.A. Unified Credential pathways (District Intern Programs, Credentials for Educational Specialists (SPED Programs)
- Opportunities for teachers to obtain their Clear Credentials and meet CTC requirements
- Support for Provisional Permit teachers so that they may enter an approved Intern Program (District or University)
- Mentor support for teachers who require the support of an experienced and qualified mentor teacher
- Specific growth and development in designated content areas: science, math, music, art, physical education, etc.

Our district reviews the status of our teaching workforce to establish priorities and which pathways need to be utilized to meet our ultimate goal: an organized and targeted outreach designed to best meet the instructional needs of our students by providing teachers who are highly skilled and who have continuous opportunities for professional growth and improvement. Title II funds provide supplemental support above and beyond the activities and resources funded with Local Control Funding Formula (LCFF). The Division of Instruction (DoI) reviews student achievement data to determine the most effective use of Title II funds to improve student achievement. Division of Instruction (DoI) uses Title II funds to support teacher effectiveness and professional development. One example includes teacher cadres, which are comprised of teachers who meet regularly to grow their own capacity and build resources that are in turn shared with teachers at other school sites.

Another example is Equitable Grading and Instruction (EGI) (formerly known as Mastery Learning and Grading, or MLG), a growth-mindset approach to instruction centering on research-based evidence that all students can learn when provided with the right conditions and support. EGI practices, when implemented with fidelity, offer students and teachers an alternative to traditional instruction and grading. By refocusing classroom grading, assessment, and instructional practices on clear, standards-

based learning targets, moving away from averaging over time, and by implementing research-based instructional practices that honor individual variation in learning needs, EGI allows more students to demonstrate grade-level proficiency, take agency over their learning, and to graduate prepared for college and career success. Equitable Grading allows “grades” to function as effective, actionable, informative feedback for students, teachers, and parents and deepens student learning. EGI honors students’ variables for learning, supports personal agency, and results in higher academic motivation. A team of central office and Regions-based EGI coaches supports educators in LA Unified in making the shift to EGI-aligned classroom practices via various professional development options. Currently, 165 school sites have an EGI Champion; a staff member that has flexibility in the school day (varying by school) to develop practices and support their school site in EGI implementation. EGI Champions are credentialed teachers; those who were not already EGI certified were able to engage in certification training immediately upon accepting the Champion role. In collaboration with Human Resources, the first EGI Micro-Credential program was also launched this year, with 50 educators taking part. Moreover, an intent of the program is to support the neglected or delinquent student population in their efforts to achieve academically, comparable to their peers and access vocational and or higher education/postsecondary opportunities.

All professional development efforts funded by Title II dollars will give priority enrollment to ATSI, CSI, and TSI schools and schools with the highest poverty levels or need and will include teachers at schools outside of those identified as ATSI, CSI and TSI when space is available. For Title II funded teacher leader cadres led by the Division of Instruction (DoI), ATSI, CSI, and TSI status will be a priority factor in any new recruitment efforts. Additionally, DoI staff may conduct outreach to ATSI, CSI, and TSI schools to highlight any resources or professional developments that are made available from the Division of Instruction and funded out of Title II.

Additional funding and support are provided to schools with the highest needs as measured by the Student Equity Needs Index (a rigorous, research-based ranking system developed in collaboration with the Community Coalition and InnerCity Struggle). This Student Need Index not only measures how students are doing in the classroom, but also takes into account the neighborhood conditions that can negatively impact a student’s academic success. The Student Need Index measures target student populations such as foster youth, English Language Learners, and low-income students. At the same time, the Student Equity Needs Index measures neighborhood conditions, such as exposure to violence, access to other community resources like youth programming and early care and education and health outcomes. Finally, the Needs Index includes many of the more traditional measures of student achievement, such as 3rd and 8th grade test scores, number of suspensions and expulsions, and dropout rates.)

Differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. Tier 1 approaches are focused on supporting the implementation of effective first instruction by aligning the use of assessments to determine appropriate instructional supports. Tier 2 and 3 approaches are expected to use assessment data to identify appropriate instructional interventions to support the acceleration of student learning.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data represent all indicators of the multiple measures evaluation system. Professional learning and leadership analytic staff provide annual measures of program outcomes of teachers and leader program participants compared to similar non-program participants. These data are used to guide programmatic changes and professional development for program staff.

A working group which was composed of parents, teachers, central office staff and representatives from most LAUSD offices came together to see how to coordinate and manage a support package which had as its goal, the task of closing the instructional performance gap that does exist in parts of our district. The result was a commitment to create structures, programs, practices, and activities which have been designed to equalize access and promote success. Senior staff meet several times monthly to examine priorities, adjust activities and determine action steps based on relevant information and data. Information on the views of constituents is gathered via surveys, session and program evaluations, review of program documentation and personal contact. Members of the Teacher Development and Support team, Educator Development and Support team (teacher evaluation, administrator certification and development), My Professional Learning Network (MyPLN)(professional learning network platform), Recruitment and Retention, Career Ladder (paraprofessionals as well as other school staff interested in entering a teacher credential pathway) among others attend this meeting. Members of the staff interact with leadership from the Charter School Division and the Parent and Community Services Division as well as several parent groups such as the Parent Empowerment Development (meets approximately 6 times per year) and DELAC (meets approximately twice per month Nov-May) sessions to share program information and data and receive feedback and guidance.

LAUSD has partnerships with many community organizations. Each organization collaborates with the District to examine policy, procedures, curriculum, and services provided to lead to more inclusive schools and equitable access to achievement and opportunities for all students. HR staff regularly conduct post-session and end-of-program feedback surveys and outcome reporting including all school leader and administrator induction programs. These data are used in consultation with program staff to ensure continuous improvement for present and future participants. Data collection occurs in the form of confidential surveys, focus groups, individual interviews, observations, and document reviews. The data is coded and triangulated to improve program quality and effectiveness. For targeted programs, HR staff conduct in-depth assessments of program outcomes. Teacher Growth and Induction participants' evaluation data are compared with similar non-participant teachers to determine the quality of program outcomes.

All aspiring administrator program participants are assessed at completion in their responses to rigorous, real-world school leadership scenarios. In consultation with HR data and insights analysts, program staff measure program success and identify areas of program growth. The Title II dollars are used to fund teacher cadres that engage in capacity building and resource development to improve and support teacher quality. The focus of their work is to deepen the implementation of appropriate intervention and monitoring of progress based on multiple data sources. This focused work ensures coherence across district initiatives and programs. LAUSD examines district- and school-level achievement data to determine areas of focus and to identify evidence-based instructional strategies. Trends and actions are discussed with multiple stakeholder groups during ongoing meetings with the senior executive cabinet, Regions, community-based organizations, LCAP parent advisory committee, parent committees, content coordinators and charter school leaders.

LAUSD draws on multiple funding sources, including state and federal funding, grants, contributions from community partners and general funds to support professional development. Expenditures are carefully monitored with expectations in place for each program to report on what is offered and the impact of the work. Measures such as retention rates, formal evaluation ratings, session evaluations, principal observations, and accurate use of District technology systems and review of evidence of

learning artifacts are examined to determine impact. Formal analysis occurs monthly, quarterly, bi-annually, or annually depending on the scope and application of the data. Student achievement and attendance data is used on a schoolwide basis to determine directions and effectiveness of training and on an individual teacher basis to assess their practice and adapt instruction. Results are analyzed by school site administrators and district level administrators to guide selection and funding of professional development.

During the month of June 2018, the LA Unified Board of Education created a resolution which became known as “Close the Gap.” This resolution was quite broad and required that our LEA coordinate funding, activities, and other related strategies. As an outcome, a working group which was composed of parents, teachers, central office staff and representatives from most LAUSD offices came together to see how to coordinate and manage a support package which had as its goal, the task of closing the instructional performance gap that does exist in parts of our district. The result was a commitment to create structures, programs, practices, and activities which have been designed to equalize access and promote success. One such example has been the collaboration between the Division of Instruction and the Human Resources Division. Team members have reviewed data related to teacher status and instructional support needs. We have come up with three pathways to strengthen instructional delivery and pupil growth via the micro-credentialing program: curriculum structures related to supporting students in the areas of STEAM, English Learner growth and development, as well as providing structures to strengthen support for our youngest students in the area of Early Literacy. This coordination required a review of data both in terms of student performance as well as a review of data related to teacher skillsets and performance measures. We see growth in educator performance in the areas of STEAM, English Learner instruction, and Early Literacy. Our Micro-Credential offerings have been expanded to include Dual Language Education, Early Childhood, and Equitable Grading and Instruction. Additional expansion programs in Antiracist Instruction, Social Emotional Learning, and Parent Engagement are also planned, and we are optimistic that we will continue to see similar patterns of continuous educator growth and development across all programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In alignment to the California EL Roadmap, the District’s Strategic Plan, and L.A. Unified’s 2018 Master Plan for English Learners and Standard English Learners, our overall goal is to graduate English Learners who are ready for the world, multilingual, multicultural and college and career ready. To enhance teacher, paraprofessional, school support staff, and all administrators' capacity to support English Learners (ELs) in achieving outcomes that meet/exceed English Language Development

benchmarks (increase one ELPAC Performance level per year) and meet challenging state academic content standards as expected, L.A. Unified will provide the following professional development:

- (1) Master Plan Instructional Institute (MPII)
- (2) A-G Requirements and Seal of Biliteracy
- (3) Adopted ELD curriculum, leveraging digital resources
- (4) Designated and Integrated ELD methodology and lesson planning
- (5) Foundational elements of Designated and Integrated ELD
- (6) Analysis of ELD Standards
- (7) Understanding the difference between instructional needs based on language development versus learning disabilities to decrease referrals of ELs for Special Education services
- (8) Instructional implications of the English Proficiency Assessments for California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula
- (9) Strategies to improve foundational literacy and reading comprehension
- (10) High Impact Essential Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output) in all content areas.
- (11) EL Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing) in all content areas.
- (12) EL program data analysis to inform instruction and provide targeted acceleration/enrichment

L.A. Unified will also allocate Title III funding for teachers (including EL Instructional Coaches/teacher experts) to attend EL program professional development sessions (synchronous, asynchronous or in-person) and engage in Designated and/or Integrated ELD lesson planning during or outside the instructional day. The purpose of this District-wide professional development is to enhance staff capacity to understand and implement ELD curricula, formative and summative assessment practices and measures, and instructional strategies to support ELs.

Multilingual Multicultural Academic Language Coaches

L.A. Unified has approximately 91,935 ELs of which 18,889 (21%) are International Newcomers, 16,807 (18%) are Potential Long-Term ELs (PLTEs) and 17,868 (19%) are Long-Term ELs (LTEs). The District will supplement the implementation of the overall professional development plan by multi-funding with Title III and Targeted Student Population (TSP) elementary and secondary Title III Multilingual Multicultural Academic Language Coaches to provide school-based support on the above referenced professional development areas, and address the different typologies of ELs (including International Newcomers, PLTEs, LTEs, and ELs with disabilities). These support positions will provide professional development, facilitate Designated and Integrated ELD lesson planning during and outside the instructional day, and support with push-in, small group acceleration/enrichment and parent engagement activities. They will also conduct cognitive coaching cycles with individual teachers to co-plan, teach, and reflect on developed and implemented Designated and Integrated

ELD lessons and provide up to 50% of their time acceleration support services specifically to PLTELEs in grades 4-8th grade.

Family Outreach

L.A. Unified will invest in EL/DLE family outreach, engagement, and training to ensure parents are equal partners in the education of their children. To ensure parents of ELs are an integral, engaged part in the education of their children, L.A. Unified will fund EL Designees and Instructional Coaches who will conduct parent trainings on: Reclassification criteria, Comprehensive ELD, Constructive Conversation Skills, Single Plan for Student Achievement (SPSA), improving attendance rate, A-G requirements, credit recovery, and methods to support language, literacy, and numeracy of ELs at home. Furthermore, they will provide family training on how to progress monitor and support their children's linguistic and academic progress. Each school's EL Designee will conduct parent-student-teacher meetings to discuss the progress of Potential and Long-Term ELs towards reclassification. Students, parents, and teachers will set goals for the student's progress towards reclassification and establish an Individual Reclassification Plan (IRP) for each student. L.A. Unified is committed to creating a parent-friendly school environment whereby parent concerns with regard to students' instructional needs are validated and addressed. To further support this goal, L.A. Unified has launched and funded a three-year campaign, "I Am Limitless...We Are Lighting Our World," whereby families know that there are individuals at each site ready to support the linguistic and academic success of their children.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support the growing International Newcomer student population, L.A. Unified's Multilingual Multicultural Education Department will provide District-wide professional development to enhance teacher and administrator capacity to provide the best instructional opportunities for Immigrant, International Newcomer children and youth. Currently, the District has 18,889 immigrant Newcomer children, which is 18% of the total EL student population. The Multilingual Multicultural Education Department, in collaboration with regional staff and other instructional divisions will provide professional development to teachers of International Newcomers on the following:

- (1) Immigration experience of Immigrant Newcomers to gain a deeper understanding of the accomplishments and challenges of these students
- (2) International Newcomer ELD Lessons
- (3) International Newcomer curricular resources
- (4) Instructional strategies/approaches
 - a. Small group, differentiated dELD and iELD instruction (in heterogeneous groups)
 - b. Project-based learning

- c. Community Building Activities
- d. Constructive Conversation Skills
- e. Cooperative Learning Strategies
- f. Sentence Frames/Starters
- g. Language Models/Non-Models
- h. Multimedia Presentations
- i. Student Oral Presentations

L.A. Unified will fund high school International Newcomer Coaches or Counselors (18 positions in total) to support the instructional and socio-emotional needs of the growing immigrant, International Newcomer student population at high schools with high enrollment of International Newcomer students. These positions will provide supplemental specialized support to students and their families beyond core services.

During the summer months, L.A. Unified's Multilingual Multicultural Education Department will provide a Title III International Newcomer Summer Program to International Newcomer students in selected high-count high schools and middle schools to offer enhanced, accelerated English Language Development through project-based, multimedia learning experiences. International Newcomer students will receive strategically planned, interactive ELD instruction, based on the ELD standards that integrates listening, speaking, reading, and writing. Furthermore, in January the Multilingual Multicultural Education Department will hold an International Newcomer Leadership Conference whereby various student, parent, and teacher workshops will be offered to address student social emotional, linguistic, and instructional needs.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To strategically increase English language proficiency and academic success of ELs, L.A. Unified will implement programs, services and supports as outlined in the L.A. Unified's Strategic Plan and 2018 Master Plan for English Learners and Standard English Learners (2018 Master Plan hereafter). The 2018 Master Plan describes the District's strategic framework for the provision of instructional services and programs for ELs. L.A. Unified's comprehensive ELD program for English Learners, consisting of both Designated and Integrated ELD, incorporates Multi-Tiered System of Supports (MTSS) for English Learners to achieve English fluency and academic success.

L.A. Unified will enhance instructional programs and/or opportunities for ELs to develop English proficiency, mastery of academic content, multiculturalism and biliteracy. L.A. Unified will continue to fund supplemental supports and services for ELs, which include purchasing supplemental

instructional materials and funding Designated and Integrated ELD professional development to enhance teacher and administrative capacity to address the diverse learning needs and learning styles of ELs. L.A. Unified will also provide targeted ELD or academic content acceleration services via regions for ELs who are not making adequate linguistic or academic progress. To accelerate the English Language Development of ELs and promote academic success, the District will design and implement EL acceleration/enrichment educational programs during/after-school, on Saturdays, during winter recess, and/or during the summer months.

Furthermore, the District will provide supplemental resources for teachers, EL Designees, and the Multilingual Multicultural Academic Language Coach positions to support delivery of high quality Designated and Integrated ELD instruction. During or outside the instructional workday, the District will provide opportunities for teachers to plan effective Designated and Integrated ELD lessons that incorporate visual texts, Constructive Conversation Skills, complex texts, and formative assessments. The District will provide opportunities for elementary and secondary teachers (as part of a cadres) to develop, implement, and share teacher-created instructional resources, lessons, and strategies/practices to improve the quality of Designated and Integrated ELD instruction for English Learners. The goal of these resources and programs is to support teachers with developing lessons that help ELs engage in the structured use of academic language through multidisciplinary academic discussions, which will support their English language development, and mastery of grade level standards.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

L.A. Unified will ensure our elementary and secondary schools receive the services/funding identified within this section of the LCAP addendum, based on identified student need. With L.A. Unified's Multilingual Multicultural Education Department (MMED) Dashboard and the My Integrated Student Information System (MiSiS), EL progress will be monitored to ensure they are making adequate linguistic and academic progress. Teachers, EL Designees, Title III coaches and administrators will utilize the MMED Dashboard and MiSiS Ad Hoc data reports to inform:

- (1) Instructional needs of EL students
- (2) Designated and Integrated ELD instruction
- (3) Professional development needs
- (4) Targeted acceleration/enrichment programs

Regions and District EL program support staff will conduct professional development on Designated and Integrated ELD, data chats, use of digital tools, use of formative assessment tools, differentiating

instruction to support the enhancement of Designated and Integrated ELD instruction for ELs, and model Designated and Integrated ELD lessons. Furthermore, they will conduct classroom observations to monitor the overall implementation of the provided professional development. District EL staff will hold ongoing, collaborative meetings and co-plan professional development with the Division of Special Education to reduce the number of ELs referred to special education and support the reclassification of PLTEs and LTELs with disabilities.

Overall, the District will provide high quality instructional programs for all ELs, create resources for Designated and Integrated ELD instruction, professional development, supplemental materials or resources, and acceleration/enrichment programs. This will be done with the purpose of ensuring ELs make progress in learning English (as measured by the English Language Proficiency Assessments for California – Summative ELPAC), achieve English proficiency, and meet or exceed grade level content standards as every student is expected to meet.

The District funds most of the aforementioned strategies and action steps using LCFF funds to meet its legal obligation under ESSA section 3116 (b)(2)(A-B), focusing its Title III funds on the provision of supplemental support services to enhance existing core programs for ELs. Title III funded supplementary services include:

- 1) Providing targeted professional development to teachers of English learners and administrative support staff designed to support their understanding of instructional strategies for English learners, improve instruction and assessment for ELs, and enhance their overall skills to serve English learners (above and beyond those services provided by the core program).
- 2) Partially funding with title III funds (70%) the Multilingual Multicultural Academic Language Coach positions to support teachers of ELs at high needs schools with the highest concentration of ELs, to provide professional development, coach teachers of ELs around EL instructional strategies, and model Designated and Integrated ELD lessons.
- 3) Providing targeted acceleration services to ELs beyond the school day in acceleration/enrichment programs specifically designed for ELs.
- 4) Purchasing supplementary instructional materials to enhance access to grade-level instruction and grade level core textbooks for ELs.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To determine LAUSD priorities for Title IV, district staff completed the following process and review in conducting its needs assessment:

- 1) Reviewed the relevant themes from the ongoing Local Control Accountability Plan (LCAP) engagement and planning process across educational partners (e.g., families, community-based organizations, students, board members, school, and district staff, etc.)
- 2) Reviewed key themes from Spring 2022 LAUSD Strategic Planning process, based off of the 100-Day Plan Learning to Inform Actions and included review of multiple stakeholder feedback sessions, surveys, and reports.
- 3) Consulted, reviewed and/or collected feedback from the District English Learner Advisory Committee and Parent Advisory Committee
- 4) Reviewed relevant results from the School Experience Survey, which gathers stakeholder feedback from parents, students, teachers/staff on a variety of areas
- 5) Reviewed resource inequities identified in School Plans for Student Achievement
- 6) Historical data that was reviewed for ongoing relevant themes:
 - Principal focus groups conducted in Spring 2018
 - Consultations with the Title I Focus Group
 - Community of Schools needs assessment, which was based off of Community of School Administrator responses in Fall 2020

In addition to the stakeholder engagement, LAUSD staff reviewed district-level results in key Title IV-related areas based on the LCAP Scorecard.

Well-Rounded Education – (minimum 20%)

LAUSD will budget at least \$5.1 million (i.e., 20% of the projected entitlement) plus carryover to oversee several programs to support a well-rounded education. This may include direct services to students, materials, or professional development/building capacity of educators. Topics may vary from year to year based on need and/or input, and some examples are provided below:

College and Career Readiness

To support student success in college and career, the Division of Instruction will offer direct services, materials/resources and/or professional development to educators to increase capacity. Examples might include:

Naviance: Naviance is a comprehensive college and career readiness platform that helps students turn postsecondary aspirations into achievement. It helps students identify strengths, discover careers and match to best-fit higher education institutions. Training in Naviance will support secondary schools as they implement the grade-level curricula and tasks into student course work. Support is also provided to high school counseling teams utilizing Naviance to streamline the college application process.

College Access Lab Hours: This provides supplemental time to high school counselors and teacher advisors to support graduating seniors in meeting the deadlines needed to apply for college admission (UC, CSU, private) and financial aid (FAFSA and CADAA).

Summer Melt Lab Hours: This provides supplemental time to high school counselors and teacher advisors to support graduating seniors, who have earned a place in college, to meet the many tasks and deadlines needed to complete enrollment and enter college in the Fall after graduation.

Junior and Senior College Journals: Every 11th and 12th grader receives a College Journal for Juniors or Seniors, published in English and Spanish. These are updated each year to reflect changes in the college preparation and application processes. A combination of workbook and instructional guide, the Senior Journals contains information and resources that support a smooth and timely transition to college. They include admissions guides for UC, CSU and LACCD, timelines and due dates, FAFSA/CADAA, Cal Grant and scholarship application tips, and other helpful tools.

The College Journal for Juniors focuses on 11th graders' effective planning for college and career and inspires thinking about postsecondary futures. Included is information about college systems and a calendar to maximize preparation during the Junior year. Students will also find resources about extracurricular activities, creating resumes, financial aid, and college tests.

Both Journals are also now available in writeable PDF format, with Schoology companion courses that mirror and expand on the content.

Financial Aid Success Toolkit (FAST): This online resource provides school staff with resources to support students and parents in successfully completing the FAFSA or CADAA application.

College Access Leadership Group: Using the collaborative model, experts from the field will support and build capacity in the area of college access and building strong college-going cultures at school sites. This steering committee will meet virtually through the year to support/build college access materials and programs (such as, but not limited to CAFÉ, publications).

College Empowerment Program: The College Empowerment Program is a collaborative effort between the Division of Student Health and Human Services and Division of Instruction to increase college access and college completion for underrepresented youth.

Reducing Achievement and Opportunity Gaps

Gifted Network for African American Students and Families: This is a supplemental Saturday enrichment program for students in grades 6-12 that will offer rigorous instruction in math, creative writing, and computer science technologies.

Equitable Grading and Instruction (EGI) (formerly known as Mastery Learning and Grading, MLG): Equitable Grading and Instruction (EGI) is a growth-mindset approach to teaching based on the expectation that everyone can learn when provided with the right conditions and support. It offers all students and teachers an alternative to traditional instruction and grading. By refocusing classroom grading, assessment, and instructional practices on clear, standards-based learning targets, moving away from averaging grades over time, and by implementing research-based instructional practices honoring individual variation in learning needs, EGI allows more students to demonstrate grade-level proficiency, to take agency over their learning, and to graduate prepared for college and career success. Equitable Grading allows "grades" to function as effective, actionable, informative feedback for students, teachers, and parents and deepens student learning. Equitable grading honors students' variables for learning, recognizes existing achievement and opportunity gaps and student progress

towards closing such gaps, provides personalized learning, and results in higher engagement and academic motivation. A team of central office and Regions-based EGI coaches supports teachers in LA Unified in making the shift to EGI-aligned classroom practices and offers professional development. Currently, 165 school sites have an EGI Champion; a staff member that has flexibility in the school day (varying by school) to develop practices and support their school site in EGI implementation. EGI Champions are credentialed teachers; those who were not already EGI certified were able to engage in certification training immediately upon accepting the Champion role.

Cognitively Guided Instruction (CGI): CGI is a framework for math instruction, and LA Unified works with UCLA Math Project (UCLAMP) to support the professional development and implementation support to our elementary math educators to effectively implement CGI.

Propelling Academic Success in Creativity and Leadership (PASCAL): The District will provide professional learning opportunities to school site administrators and teachers that 1) promote equitable access to gifted/talented identification, with an emphasis on Targeted Student Populations (TSP), in the Creative or Leadership Ability categories and 2) increase staff capacity to provide identified or potentially gifted/talented learners with the requisite instructional support that nurtures and enhances their abilities and skills.

Supporting Engaging and Effective Instruction

Professional development across content areas: To ensure a well-rounded education for students, LAUSD will provide professional development across a variety of content areas, such as English Language Arts, Science and STEAM, History/Social Science, Math, and/or World Languages.

A-G Intervention and Support staff provides secondary educators with asynchronous and synchronous professional development in support of the intervention, academic course extension (ACE) and credit recovery programs created by the team.

Pending contracts, the District may partner and coordinate efforts with other agencies and organizations such as UCLA to support efforts to support a well-rounded education.

In addition to the above, LAUSD is consulting with Private Schools. Decisions are pending.

Safe and Healthy Students – (minimum 20%)

LAUSD will budget at least \$5.1 million (i.e., 20% of the projected entitlement) plus carryover to oversee several programs to support safe and healthy schools. Topics and funding levels may vary from year to year based on need and/or input, and some examples of possible activities are provided below:

Physical and Health Education

The physical education and health education leads in the central office will assess needs and coordinate professional development opportunities and related supports or resources for physical education and health teachers throughout the district.

Mental Health and Bullying Supports

To ensure our students are part of a welcoming and safe environment at school, Student Health and Human Services will provide sexual orientation or gender identity/expression (SOGIE)- affirming interventions to students to support self-determination and resiliency. Additionally, this work will build capacity within our schools to promote school climates that build community, connection and understanding, and reduce bullying, bias, and related behaviors.

Social-Emotional Learning

Division of Instruction will offer trainings, capacity-building opportunities and resources for educators to implement programs and effective instructional practices that will address social emotional learning needs.

Building Healthy Relationships

Student Health and Human Services will promote healthy relationships through trainings, capacity building efforts, and direct services to students to address implicit bias and discrimination, violence prevention, trauma-informed instruction, etc.

Drug and Alcohol Prevention and Juvenile Diversion

Student Health and Human Services will develop trainings and provide assistance or materials to schools to implement best practices in prevention strategies and progressive intervention, and alternatives to suspension and expulsion for alcohol and drug-related offenses.

School Connectedness for Foster Youth (partnership with Department of Children and Family Services and Los Angeles County Office of Education)

Provide transportation to foster youth to ensure their ability to continue education at their school of origin.

College Empowerment Program: The College Empowerment Program is a collaborative effort between the Division of Student Health and Human Services and Division of Instruction to increase college access and college completion for underrepresented youth. College Empowerment counselors leverage their social work background to support high-need students.

In addition to the above, LAUSD is consulting with Private Schools. Decisions are pending.

Effective Use of Technology –

While there is no minimum spending requirement in this category, LAUSD plans to budget a portion of funds to support several programs to increase effective use of technology. Topics and funding levels may vary from year to year based on need and/or input, and some examples are provided below:

Practitioner Schools

This program offers support to select schools in making shifts in practice to cultivate 21st Century instruction. These schools exemplify leveraging digital tools to create rigorous and personalized learning environments for all learners.

Computer Science P-12

This series can support educators in integrating computer science across grade levels to prepare our students for college and career in the 21st century.

Implementing International Society for Technology in Education (ISTE) standards

This support for teachers will help effective implementation of the ISTE standards. For example, a Teacher Leader Network series will support a cohort of teachers in reflecting and refining their implementation of 21st Century learning practices as they relate to the ISTE Standards for Students, digital citizenship, and computer science education. Additional ISTE sessions will cover a variety of topics such as digital citizenship, global collaborator, computational thinking, empowered learning, creative communicator and more.

Personalized Education Training via Schoology

This support for teachers will deepen knowledge and awareness of leveraging the Schoology Learning Management System to personalize learning for all students.

While some of the programs above *may* include the purchase of devices/infrastructure, the costs will not exceed 15% of the funds used for the effective use of technology program.

In addition to the above, LAUSD is consulting with Private Schools. Decisions are pending.

Monitoring/Evaluation: In general, each Title IV funded program/activity that is implemented is part of an approved plan that includes key information such as the reason/need for the program, measurable objectives, prioritization of schools, and a description of key activities. Administrators overseeing Title IV programs are to evaluate their implementation at least annually to assess impact.

Private School Services

As required by the Title IV provisions, LA Unified will continue to consult with private school partners and receive needs assessment requests aligned with the focus areas of allowable expenses. A lead specialist in the central office coordinates requests and identifies services and resources available to be provided to private schools.

Leveraging Title IV funds, LAUSD hopes to increase college and career readiness, increase student engagement, address mental health challenges, prevent drug use and violence, improve support for physical education, and effectively integrate technology across grade levels and content areas.