

# 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' Single 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 Los Angeles Unified School District (LAUSD) identifies disparities in teacher assignment through our Leaders' Evaluation and Analysis Development (LEAD) tool, which categorizes school characteristics related to teacher evaluation, teacher experience, teacher turnover, and principal tenure. Through this tool and other means, the District then determines schools that are disproportionately staffed by ineffective, inexperienced, or out-of-field teachers, and seeks to provide additional resources to the schools (e.g., additional teacher/administrator positions, additional preparation time for new teachers, funding for professional development, etc.).

The District also pursues a variety of remedies to assist ineffective, inexperienced, or out-of-field teachers:

#### Ineffective Teachers

The District provides administrators with a rigorous five-day Observer Certification training on the District's teacher Evaluation process (Educator Development and Support: Teachers (EDST)) and instructional framework (LAUSD Teaching and Learning Framework). Through this certification training and annual calibration, administrators receive the necessary professional development to collect classroom observation evidence to differentiate teaching practice. Administrators are provided with the tools and resources to prepare, plan, and conduct timely and accurate teacher evaluations. At the end of the school year, a Final Evaluation Rating is provided to the teacher based on three levels (Below Standards, Meets Standards, Exceeds Standards). These data may be used to inform placement, retention, and professional development decisions for teachers at the school site.

In addition, the District provides training to school site administrators/supervisors in the areas of supervision and evaluation for all employees. The training is intended to guide the evaluation of employee performance and assisting management personnel in providing effective supervision for employees. The Supervision and Evaluation Training module content consist of writing documentation that contains guidance and assistance to teachers, and provides feedback following classroom observations. Additional assistance as needed is provided to school site administrators in addressing employee misconduct, as needed.

The District's Peer Assistance and Review Program (PAR) provides support to teachers who have received a Below Standard Evaluation for instructional practices. For these teachers, full participation is mandatory. PAR Consulting Teachers provide one-to-one confidential support, which is individualized to address the specific areas deemed "ineffective." The Consulting Teachers guide the teachers through monthly formal lesson cycles of planning, implementation, and reflection, in addition to unannounced observations, which are always followed by a reflection conference.

### **Inexperienced Teachers**

The work of our principals is crucial for the retention of new and inexperienced 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: classroom management, routines and procedures, and lesson planning for success.

- 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.

- Ensure that materials are provided to inexperienced teachers to support their onboarding process into the classroom and school site.

- Meet with inexperienced teachers individually to provide a space and venue for open feedback on their teachers' new experience and growth.

- Partner with inexperienced teachers' credentialing programs to learn more effective ways to bring teacher's training background at teacher preparation into the classroom experience.

- Develop a retention plan for inexperienced teachers and meet periodically with the teachers through the school year to monitor their progress.

Additionally, District personnel at the Local District level work with principals, universities, and other support providers to coordinate the support and development of new and inexperienced teachers.

### **Out-of-Field Teachers**

District staff provide Assignment Monitoring & ESSA Compliance presentations at Local Districts Offices to educate them on alternative options available to assist with mis-assignments (further detail on each option is available upon request).

- Education Code Options Available at NO Cost

- Local Teaching Assignment Options:

  - Middle School Authorization (K-8)

  - Board Permit (9-12)

- Committee on Assignments (K-12)
- One Period Coach Authorization (K-12)
- Local Assignment Option
- University and District Internship options (in approved subjects).
- CTC-Issued Documents (at cost to the employee)
- Provisional Intern Permit, cost \$100
- Short Term Staff Permit, cost \$100
- Supplemental Authorization, cost \$100
- Emergency CLAD/BCLAD permit, cost \$10

## **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 Local District Title I Study Groups, which consist of 36 meetings held across the District. The Study Group participants provide feedback on the Policy while they review its content and effectiveness. Schools are required to distribute a summary of the District's Title I Parent and Family Engagement Policy to all parents each year. This Title I Parent and Family Engagement Policy contains many of the strategies outlined in this section of the Federal Addendum below.

The Los Angeles Unified School District is comprised of various student culture groups, with 73.4% of the District's students of Latino background, 10.5% are White, 8.2% are African-American, 4.2% are Asian, less than 1% are American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, 2.1% are Filipina, and 1% are not reported. In all, 94 languages other than English are spoken in L.A. Unified schools. In addition, the District has 157,619 students who are learning to speak English proficiently. Their primary languages are Spanish (92.5% of English learners), Armenian (1.1%), Korean (1%) Tagalog, Cantonese, Arabic, Vietnamese and Russian, each accounting for less than 1% of total. The District also has more than 7,000 foster care students. 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. 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 will make sure 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 goal of obtaining 100% Graduation for all students.

### **Collaboration**

The first strategy will involve 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 will be given 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 will provide input into the School Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The third group will review various general school programs and expenses. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. Efforts should be 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 will 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 will be uploaded onto an online District portal. This evidence is often verified when Local District Parent and Community Engagement staff and the District's Office of Parent and Community Services visit the schools onsite and speak with stakeholders. The District's Office of Parent and Community Services will monitor this evidence monthly and work with the six Local District Parent and Community Engagement units, as well as the Federal and State Education Programs Office and the Multilingual and Multicultural Education Division, to provide coordinated training and targeted support to schools. Schools that do not meet these requirements are provided additional support by their Local District Directors. 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. Efforts will be made to have Local Districts support Parent and Family Center staff in engaging underrepresented and underserved parent groups as volunteers, disseminating information regarding free clinics for the volunteers' required medical exams, in cases where medical clearance serves as a barrier. In addition, the District will continue to identify ways of helping parents pay for the mandated fingerprinting fees through private donations, corporate support and grants.

At the Local Districts, Title I parents will be selected by Title I parents from each school to participate in Title I Parent Study Groups, which will meet monthly to review the content and effectiveness of the Local Educational Agency's Title I Parent and Family Engagement Policy annually. Also, the Title I Parent Study Groups will provide input into the Local Educational Agency Plan, now known as the Local Control and Accountability Plan Federal Addendum, while reviewing the coordination of the District's programs that have family engagement components and other Title I topics. A minimum of three hundred Title I parents will commit to the Title I Parent Study Groups each year, with each school sending two Title I parents to participate in Study Groups. Participants will learn about the two new school identification criteria, Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI), as identified in the California Dashboard, and what schools are doing to address identified needs. As a result, they will be empowered to support their schools in strengthening the strategies used to improve student achievement and attendance. Interested parents will participate on the District Title I Focus Group, in addition to serving on the Title I Parent Study Groups, to learn more about and provide feedback on all Title I programs and budgets, not only on those related to parent and family engagement. Along with Title I Parent Study Groups and the District Title I Focus Group, the parents of African-American students will have the opportunity to participate in African-American Parent Study Groups offered in various Local Districts. The African-American Parent Study Groups will convene to learn more about the achievement of African-American students and how to support closing the achievement gap for them in the District. In addition, approximately 150 parents

will 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 will be provided with extensive training and multiple opportunities to provide input on a variety of District initiatives so that they can be provided with meaningful consultation on the quality and content of family engagement supports in the District. They will also receive information that can be shared with their Local District leadership and other parents at the Local District level. Parents will learn about the available opportunities for participating in school and District leadership in May for the following year, so that they can have time to plan for increasing their engagement with school staff. Various policies provide guidance to school sites and District offices to strengthen their parent and family engagement programs, and these policies will be reviewed annually by the Office of Parent and Community Services in partnership with parents to ensure that there is stakeholder input and consistency in establishing the policies. One of the policies will include a summary of the Local Control and Accountability Plan Federal Addendum for dissemination to all families.

### **Communication**

A second strategy will involve 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 will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families will receive text messages, if they opt in, and phone calls providing them with critical school information. When possible, communication will be 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 required to identify and provide bilingual staff who can assist with oral interpretation at Individualized Education Plan meetings. In addition, schools will communicate with their families regarding their CSI or ATSI identification under the California School Dashboard. To support this effort, parents will 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 will allow 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 Office of Parent and Community Services will share research and promising practices on parent engagement, along with District initiatives for communication with families to the six Local District Parent and Community Engagement units, which communicate regularly and meet monthly with Parent and Family Center staff from each school. Principals are encouraged to select Parent and Family Center staff that meet the language needs of their communities. Parent and Family Center staff will be provided with opportunities 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. Local District Parent and Community Engagement units will teach Parent and Family Center staff about how to move through the career ladder, if they are interested, also. At these meetings, 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 will be established and communicated to determine what effective parent and family engagement in each Local District 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 Local District and school.

Facilitating the communication from parents to schools, parents will be provided with various opportunities for communicating 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 is exploring ways to create a technology help desk for families so that they can get assistance with Schoology and the Parent Portal. Families can also use traditional means of communicating with school and District staff by calling, visiting and writing. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be 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 site in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Access to programs will be 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 will be 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 will be 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 will be 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 the communication with families.

### **Capacity Building**

A third strategy will involve building the capacity of both parents and school and District staff to partner with one another. To address this strategy, schools will offer training to parents to understand parents' rights, identifying resources for navigating the District, utilizing Smarter Balanced Assessment and Parent Portal resources, social-emotional support on physical, emotional and online safety and gang awareness, 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. Parents serving on a committee or council will be 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. Two pre-selected trainings will be held for parents, one on the California School Dashboard and another on LAUSD graduation requirements. Schools will 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 will partner with parent leaders to co-present to other parents, using curriculum that is co-developed by knowledgeable parents. A Title I Meeting will be held annually to share detailed information about the Title I programs with families. Workshops will be posted online in multiple languages for parents who cannot attend meetings at school, so that families have various opportunities to learn. The Local District Parent and Community Engagement units, in partnership with parent leaders and other District staff, will hold symposiums for families in each region to learn more about specific topics, like art and STEM, through workshops and resource tables. Workshops on technology will be offered to parents in Local Districts as well. At selected schools in each Local District, enriched English as a Second Language classes will be 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. The Office of Parent and Community Services will partner with the Early Childhood Education Division on developing a training to be offered to parents transitioning their children from pre-school to elementary school, with information about available leadership opportunities, so that they can better understand how to engage in District programs and opportunities.

In order to build the capacity of school and District staff, all levels of school personnel will be trained, paying particular attention to the training of staff working with parents, like Parent and Family Center staff. In addition to providing workshops for parents to learn more about school matters, school administrators will be 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 will occur with parents as partners. The Office of Parent and Community Services will create presentations for schools and District staff to use for these trainings, 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 six Local District Parent and Community Engagement units also will provide direct service to schools, by providing specific workshops and forums for supporting parent education and input. The workshops presented will 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. Local District Parent and Community Engagement staff will co-teach workshops with school staff, and parents when appropriate, to build capacity and will work with Parent and Family Center staff to ensure that the Parent and Family Center is developed into a 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 Local District Parent and Community Engagement units, will monitor the availability of this resource for parents. Local District staff will 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 will be uploaded into an online portal which is monitored by the Office of Parent and Community Services. Quarterly, various District staff will train aspiring and new principals and assistant principals on supporting family engagement; and these administrators, along with teachers, will be evaluated during their evaluation cycle on their family engagement goals, as determined by their supervisors. The District will strongly recommend 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 will be 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 Local District for teams of school personnel, including the principal and 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 Single 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 or Title III school site, a duly formed School Site Council is required by law to annually write or update a Single 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 priorities described in the Single Plan for Student Achievement and available funds. The supplemental services and resources are meant to support the achievement of the District's five Performance Goals:

1. Achievement in reading and mathematics
2. Advancement of English Learners
3. Enhancement and maintenance of teacher quality
4. Increasing graduation rates/decreasing dropout rates
5. Safe school environments

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 50% or above are eligible for Title I based on the policy approved in December 2011 by the Board of Education. 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.

At Pricing Schools, in base years and non-base years, parents/guardians of all enrolled students 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 Provision 2 and Community Eligibility Provision (CEP) Schools, in base years, parents/guardians of all enrolled students are encouraged to complete the Meal Applications. The applications will identify economically disadvantaged students. These students will qualify for either free or reduced price meals, the school will receive TSP funding, and the school will benefit from a Title I ranking and allocation. In addition, based on the percentage of students who qualify for free or reduced price meals, a school may be identified as a Provision 2 school for the following three school years which will allow for all students at the school to be provided with meals at no charge to the student.

At Provision 2 and 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 and Title I ranking and allocation. 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).

	<b>2015-2016 Base Year</b>	<b>2015-2016 Base Year</b>	<b>2017-2018 Non-Base Year</b>	<b>2018-2019 Non-Base Year</b>	<b>2019-2020 Base Year</b>
<b>Pricing Schools</b>	Request A Meal Application From All Students	Request a Meal Application From All Students	Request a Meal Application From All Students	Request a Meal Application From All Students	Request a Meal Application From All Students
<b>Provision 2 and CEP Schools</b>	Request A Meal Application From All Students	Request a Household Income Form From New to the District Students	Request a Household Income Form From New to the District Students	Request a Household Income Form From New to the District Students	Request A Meal Application From All Students

### **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 Single 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 Local Districts 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 Local Districts 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 the Local District and 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 Local Districts to support schools to become part of the Schoolwide Program (SWP):

-Assist schools in identifying eligible Title I students using multiple measures.

-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 principal and Director.

-Provide an online Single 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, on average, five planning meetings. School visits 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.

-Work with LACOE as the outside entity to provide technical assistance in addressing the required components for SWP.

-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 Local Districts 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 Local Districts the effective implementation of the plan.

-Disseminate 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**

The Division of Student Health and Human Services receives annual funding from Title I, Part D. These funds are allocated to the Department of Student Support Programs, which supports the Group Home Scholars Program (GHSP), the Academic Support and Achievement Program (ASAP), and the Juvenile Hall / Camp Returnee Program (JHCR).



The Group Home Scholars Program (GHSP) provides prevention and intervention services for youth residing in 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 program 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.

LAUSD Title I, Part A funds for neglected or delinquent youth are used to improve educational outcomes for youth residing in 79 group homes. 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. Funds are also used to hire Pupil Services and Attendance Counselors who provide intensive case management and coordinate care to prevent youth from dropping out of school.

Specifically, LAUSD utilizes Title I, Part A funds to implement strategies that enhance academic achievement and college-going school cultures and provide underrepresented students and families with the motivation, knowledge and skills aimed to increase student access to higher education/postsecondary opportunities and build their capacity to become vocational or college/postsecondary-ready. 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 foster and probation youth 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 occur every 60 days. The implementation of the Student Support System (S3), a student case management system, allows for refinement of data collection and reporting.

The Juvenile Hall/Camp Returnee (JHCR) 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 JHCR 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 student outcomes and program goals are obtained. Re-entry and dropout prevention are a main focus of the program. In order to achieve these 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. Assistance for students who desire post-secondary options and employment are supported through the integration with the LAUSD YouthSource City Partnership Program to provide youth with college and career readiness support and services. In addition, the JHCR 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 homeless students annually. The LAUSD uses the Student Residency Questionnaire (SRQ) to identify eligible homeless students and provide support services. During the 2016-17 school year, the Los Angeles Unified School District identified 17,258 students experiencing homelessness via Student Residency Questionnaires submitted. The SRQ 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 homeless 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 homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success and are not to stigmatize homeless students.

Students are identified through the SRQ (Student Residency Questionnaire) 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 SRQ. Each school is required to have a designated school site homeless liaison who provides the SRQ to the Pupil Services Homeless Education Program for services. Parents can self-identify via the SRQ at any time during the school year at their school site or directly with the Pupil Services Homeless Education Program.

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

In addition, designated LEA Homeless Liaison will support the identified specialized student population and work with school site staff to ensure compliance with District policy and federal mandates regarding:

-Immediate Enrollment

-Appropriate educational placement (e.g., school of origin); this provision is inclusive of preschool enrollment

-Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades

-Identification of all students experiencing homelessness

-Awareness and training for school site staff on support to be provided to students and parents in transition

-Consultation and collaboration with PSA Counselors in the Homeless Education Program

-Transportation assistance to school of origin, even if the student becomes permanently housed during the school year

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

-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

-Conduct professional development trainings for school personnel and community agencies regarding the educational rights and supports afforded to homeless student

-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 on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation

-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 documentation for Applications for Free Application for Federal Student Aid

-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

-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

-Participate in the mediation of school enrollment disputes

-Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen parents, children with special needs, and unaccompanied youth

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

## **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), Expanded Transitional Kindergarten (ETK), and California State Preschools (CSPP) will maintain a yellow preschool folder.

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).

#### **Middle to High School Summer Bridge Program**

The Bridge Program, supported by Title I funds, is for incoming freshmen students who have demonstrated difficulty with academics, attendance, and/or behavior in middle school. The goal of the program is to ensure that these students will be successful academically as they transition to high school. The Bridge session is 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 provide orientation days prior to the beginning of school to support elementary school students transition to middle school. Students become familiar with the campus, receive their textbooks and learn how to use a locker. Students will 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 necessary testing.

### **Middle School Support**

Through the Career Technical Education Incentive Grant (CTEIG) CTE programs are being developed in middle schools. Career awareness courses are being developed for the sixth and seventh grades and eighth graders take a career technical education course in the same career field as is offered by the feeder high school. The number of middle school Linked Learning pathways is also increasing.

### **Summer Bridge Programs**

High school summer bridge programs build student academic preparation for the English Language Arts and math a-g courses introduce college and career readiness skills, and provide the social-emotional supports to assist with the transition from middle school to high school. The Bridge programs help students make connections, build relationships and ease the transition for students into high school.

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. In Linked Learning high school pathways, students are immediately immersed in this approach, through a summer bridge program. Incoming ninth grade students work with senior student leaders, 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.

### **Naviance**

LAUSD has adopted the Naviance program for grades 6-12. Naviance by Hobsons is a comprehensive college and career readiness solution that helps students turn their aspirations into achievement. The tasks designed in this program support self-discovery through foundational assessments that help students identify their strengths and personality type. Students see how they can capitalize on their strengths and unique qualities as they plan for future careers and educational paths. Naviance has a range of career research tools, that allow students to identify careers that

align with their unique strengths. Over 3,500 videos help students see how leaders in a variety of fields created their own path and how students can begin to define their own road in life. The college planning tools help students identify their best-fit post-secondary options. Educator tools streamline the college application process, enabling counselors to have more time with students.

### **A-G Bi-Weekly Meetings**

Central Office staff meet bi-weekly to provide updates on data and programs connected to progress towards graduation including Title I funded programs.

### **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

-College Access Teacher Training Institute taught by Rebecca Joseph at CSULA

-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, 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.

## **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.

### **(B) Integrated Library and Textbook Services (ILTSS)**

ILTSS 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:

- Assisting school site personnel on library media center issues and the development of library leadership teams
- Training new teacher librarians, library aides, school personnel, and Local District 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 development of California Model Library Standards-based courses and lessons
- 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 recommended minimum ratio is one (1) credentialed teacher librarian per 785 students. 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 3-hour library aides and to secondary schools for teacher librarians. 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 and teacher librarians.

### **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 should have Internet access in the school library per the District’s E-Rate projects. The number of computers or devices (e.g., laptops, tablets) varies from school to school, especially as many schools continue to implement 1:1 devices for all students.

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. At the elementary level, there is also the issue of supervising students not 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 expires, it is up to the school to renew. Due to the current funding crisis, many schools cut back on 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.

The overall age of the District’s collections is 21 years old. The California State Standards recommend at 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.

### **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 Single 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.

### **Middle School College and Career Readiness Coaches**

Given that almost half of all 9<sup>th</sup> grade students fall off-track in their freshman year and that over 60% of students fail at least one A-G course in high school, Middle School College and Career Readiness Coaches support the needs of at-risk middle school students to prepare them for high school A-G courses to successfully graduate high school college and career ready. These coaches collaborate and partner with the Local District and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. College and Career Coaches are responsible for identifying achievement gaps, utilizing multiple data points for early alert data to inform intervention and support, assisting in the roll-out of English Language Arts (ELA)/ English Language Development (ELD), integrating instructional technology and providing a bridge of support as at-risk students transition into high school.

### **Middle School Student Aspirations Training**

The Quaglia Institute will engage in delivering a series of seminars and school visitations for up to twenty-four schools representing each Local District within LAUSD. Specifically, there will be twelve middle schools (continuing from the 2017-2018 academic year); six elementary schools; and six high schools. Senior Quaglia Institute staff members (including Dr. Quaglia) will be delivering presentations to participating schools with a focus on Training the Trainer in each participating school. There will be two distinct levels of training. Level 1 schools will be new to the Student Voice and Aspirations framework. Level II schools will continue to work with the Quaglia Institute and deepen their learning and advance implementation of strategies in the areas of student engagement and parent relations.

### **Quaglia Student Voice and Aspirations – 28 Schools PD**

According to the 2017-18 School Experience Survey only 11% of high school students and 14% of middle school students strongly agreed that they had a voice in decision making at their school. The Quaglia Institute provided a series of 5 seminars and school visitations for each of the twenty-eight Title I schools representing each local school district in LAUSD. Specifically, there are nine middle schools (continuing from the 2017/18 Academic Year); nine elementary schools; and, ten high schools. Senior Quaglia Institute staff members (including Dr. Quaglia) delivered presentations to participating schools with focus on Training the Trainer model in each participating school. There are two distinct levels of training. Level I for newly participating elementary & high schools received training on the Student Voice and Aspirations framework. Level II for continuing middle schools worked with the Quaglia Institute to deepen their learning and advance implementation of strategies in the areas of student engagement and parent/community relations.

Goals for Level I schools are:

- Raise student and staff aspirations leading to greater social and emotional development for all students
- Improve academic motivation and achievement
- Increase student and staff expectations
- Advance the importance of school voice
- Promote collaboration between LAUSD schools
- Improve attendance and completion/graduation rates

Goals for Level II schools are:

- Raise student and staff aspirations leading to greater social and emotional development for all students
- Improve academic motivation and achievement
- Increase student and staff expectations
- Advance the importance of school voice
- Promote collaboration between LAUSD schools
- Create engaging learning environments
- Become more sensitive and responsive to parent and community needs
- Improve attendance and completion/graduation rates

### **Quaglia Student Voice and Aspirations – iKnow My Class Tool**

The Quaglia Institute also provided all Title I middle schools and the 19 of the 28 Title I secondary schools participating with the work of the Quaglia Institute an opportunity to measure the classroom conditions that affect student-learning outcomes with the iKnow My Class tool. The iKnow My Class is a tool to assess and address the conditions that inspire struggling students to engage in learning in order to reach their fullest potential. This survey helps individual classroom teachers to discover struggling students' perspectives about themselves as learners, course content, and instruction. It

allows for ongoing, formative assessment of struggling student perceptions and engagement and allows teachers to make necessary midcourse adjustments. Individual teachers receive data from their students immediately after the administration of the survey and are provided with suggestions and resources to improve practice.

### **SAT Prep – Study Smart Tutor Presentations**

The Division of Instruction provided professional development by Study Smart Tutors on SAT prep for all Title I high schools for each Local District (LD) to support student success on the SAT. Study Smart Tutors conducted 12, three-hour trainings for high school math and English teachers on best practices and provided each participant with resources and curriculum to prepare students for the fall 2018-19 PSAT/SAT exams. The professional development objectives will be:

- Integrate SAT Prep into school day and enrichment programming
- Prepare teachers to more easily integrate Khan Academy SAT prep in their classes
- Answer common student questions relating to PSAT and SAT preparation
- Execute lessons geared toward the needs of LAUSD students.

### **AIR Credit Recovery Study Auxiliaries**

Los Angeles Unified School District (LAUSD) implemented online credit recovery courses districtwide for high school students in 2015-16, joining a growing number of districts around the country that are utilizing these programs to help students get back on track toward graduation. As we continue with our efforts to provide rigorous, high-quality options for all students, LAUSD is participating in the American Institutes for Research (AIR) study, "Assessing the Efficacy of Online Credit Recovery on Student Learning and High School Graduation." AIR received a \$3.26 million grant from the U.S. Department of Education to conduct this study.

LAUSD is collaborating with AIR as a subcontractor as researchers investigate how online credit recovery affects student content knowledge, credit accumulation and graduation relative to retaking failed courses in a traditional face-to-face format. Approximately 3,000 LAUSD students who need to recover Algebra I and/or English 9 course credits from 20 high schools are participating in the study. The auxiliaries are provided to support the implementation of the study of the effectiveness of online credit recovery vs. face-to-face instruction in high schools. Each participating school will receive two auxiliaries for math and ELA to support the implementation of a face-to-face and online Edgenuity credit recovery course during the school day. Principals will monitor the implementation of the auxiliary credit recovery courses within the master schedule.

### **A-G Diploma Counselor at Title I High Schools**

A-G Diploma Program Counselors currently serve zones of support that include Title I comprehensive and continuation high schools. Counselors provide continuity of support services for identified Tier 2 (off-track 3-4 courses) and Tier 3 (off-track 5+ courses) students to remove barriers and get our students back on track towards graduation. A-G Diploma Program Counselors serve as liaisons between continuation and comprehensive high schools, assisting with enrollment in credit recovery, and the continuation schools, supporting the transition back to the comprehensive school, if appropriate, once credits are earned. 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. The amount of staff time allocated to each school is based on the number of students identified as off-track with the A-G graduation requirements. A-G PSA Counselors collaborate with Academic Counselors to provide supplemental services to students identified as the program's targeted population; Tier 2 and Tier 3 (TPT23). According to the new 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 at-risk high school students who are not meeting grade-level standards in the core subject areas of English, mathematics, science and/or history/social science or who are off track for graduation. The extended learning opportunities are for high school students in grades 9-12 who have received a D or F in one of the four core academic areas. At-risk students will be able to make up credits in a learning environment that includes lower class size.

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

-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

### **Credit Recovery for Students with Disabilities Accessing Core Curriculum**

The Division of Special Education is piloting a Summer School Credit Recovery session specific to students with disabilities. The pilot is using the LAUSD created PASS curriculum for Algebra 1 and English 9A/B, and Geometry a mastery learning based curriculum which allows for multiple means of demonstrating mastery of subject matter. Students will receive direct instruction with a special education teacher who holds an additional subject matter credential in English or Math. Students who are seniors close to graduation but in need of one of these three courses will be the focus of the pilot for at least the first year.

The A-G Advisors presented on the various credit recovery options in the District to all Transition Teachers so they could more effectively advocate for students with disabilities to be considered for credit recovery as appropriate.

The A-G Counselors at every senior high are required to collaborate with the Special Education Transition teachers on their campuses to best serve students with disabilities and keep them on track for graduation.

### **K-2 Social Emotional Learning (SEL) Trainings**

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Los Angeles Unified's Strategic Plan describes how safe learning environments are needed to foster student success. Such environments promote emotional safety where students develop positive relationships, school connectedness, and feel confident to ask questions, seek help and advocate for

themselves. These are also environments where students can learn free of physical and online bullying, hazing and violence.

In order to support teachers in creating and maintaining these environments that foster optimal academic success, professional development (PD) is required to build the capacity of TK–2nd grade teachers at Title I elementary schools to provide consistent, effective Social Emotional Learning (SEL) experiences, incorporating research-based strategies.

### **Social Emotional Learning (SEL) Culture/Climate Work**

Research shows that Social Emotional Learning improves student attendance and academic outcomes. It also shows that low income students and students of color report lower scores on measures of SEL competencies. The program intends to improve the social emotional learning skills of the students at the schools we serve, and to improve the climate and culture of these schools as measured by the constructs in the LAUSD School Experience Survey. Our goal is to improve individual outcomes in the self-selected construct for each of 73 schools. That is to say, if High School X examines their data and determines that they wish to focus their resources on improving Self-Efficacy, that school's SEL facilitator will provide the school with resources and support. With the guidance of the coach, the team at that school will design and implement activities and school wide strategies focused on improving student self-efficacy. To implement the SEL program, Title I supports SEL facilitators who will work with schools.

### **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 students groups, there continues to be an urgent need to accelerate progress for African American/Black students. An administrator, a coordinator, and a teacher advisor 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 will create 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.

### **Extended Learning Opportunities Fall and Spring at Elementary and Middle Schools**

Schools that are identified by the following three criteria based on the California School Dashboard 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.

- Red-Red in ELA and math
- Red-Orange in ELA and math
- Red in two or more subgroups

The above-mentioned criteria will be in effect until schools have been identified for Comprehensive Support and Improvement or Targeted Support and Improvement based on the State Accountability system.

Resources will support before school, after school, and/or Saturday intervention to maximize instructional time in the core subject areas of ELA, mathematics, science and/or history/social science.

### **Extended Learning Opportunities – Summer at Elementary Schools and Middle Schools**

Schools who are identified by the following three criteria based on the California School Dashboard 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.



- Red-Red in ELA and math
- Red-Orange in ELA and math
- Red in two or more subgroups

The above-mentioned criteria will be in effect until schools have been identified for Comprehensive Support and Improvement or Targeted Support and Improvement based on the State Accountability system.

Resources will support summer intervention for a 4-week period. Elementary schools will provide ELA classes and middle schools will provide ELA/math. Students are identified by the schools based on the criteria in the District's memorandum (MEM-046781.0)

### **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 PLTELS 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.

Staff were provided guidance from the Division of Special Education and Multilingual/Multicultural Department through a jointly issued new policy for IEP teams to determine when a SWDs may be considered for reclassification, if deficits are due to the students' disability and not language acquisition issues and the student is performing commensurate to their EO peers with similar 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 provides pre-employment instruction and paid work experience for students with disabilities. This program provides students an opportunity to define career goals through assessment, instruction and work experience. The program assists students with disabilities to develop skills to gain competitive integrated employment and/or a successful transition to post-secondary education.

### **Comprehensive Support and Improvement (CSI)**

Resources are set-aside to support the CSI schools who will be identified in December 2019. Decisions on the supports will be based on the needs of the identified schools.

### **Public School Choice Transportation/Priority School Matriculation Choice Program**

To continue providing transportation to students who were offered transportation under NCLB and the CORE Waiver.

### **2018-2019 Title I Reservation**

The \$9,929,646 Title I reservation in the 2018-2019 school year was expended on the following activities:

College and Career Coaches in Title I middle schools to support academic achievement in language arts for at-risk Title I students

A-G Diploma Counselors in Title I high schools to support students who have failed courses, are at risk of dropping out, or are chronically absent

Summer-time extended learning provided to academically at-risk students in designated Title I elementary, middle, and high schools

## **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:**

The Group Home Scholars Program (GHSP) provides prevention and intervention services for youth residing in 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 in the GHSP support students with immediate enrollment, as well as advocate on behalf of the student's educational rights. Our Pupil Services and Attendance (PSA) Counselors also provide intensive case

management; referrals to District and community resources; serve as a liaison between group homes, DCFS, Probation, schools and families.

The GHSP includes nine (9) Counselors, who have served 769 students from August 2017 through the month of February 2018, which come from 81 various group homes. The following is a breakdown of the student demographics for the GHSP:

Age	Male	Female	Total
4	1	0	1
9	1	1	2
10	0	1	1
11	3	3	6
12	8	6	14
13	16	23	39
14	47	29	76
15	91	46	137
16	125	72	197
17	141	93	234
18	30	23	53
19	2	1	3
20	2	1	3
21+	2	1	3
<b>Total</b>	<b>469</b>	<b>300</b>	<b>769</b>

Ethnicity	Total
Hispanic or Latino	399
American Indian or Alaskan Native	2
Asian	9
Black or African American	287
Native Hawaiian or Pacific Islander	4
White	63



<b>Multiracial</b>	<b>0</b>
<b>Other</b>	<b>5</b>
<b>Total</b>	<b>769</b>

<b>English Language Students</b>	<b>226</b>
<b>Special Education Students</b>	<b>79</b>

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 same challenging academic standards as all other students. Academic assessments are conducted every sixty days to measure academic achievement. The ASAP program has provided tutoring to 196 students from August 2017 through February 2018. The following is a breakdown of the student demographics for the ASAP:

<b>Age</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>11</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>12</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>13</b>	<b>8</b>	<b>3</b>	<b>11</b>
<b>14</b>	<b>17</b>	<b>5</b>	<b>22</b>
<b>15</b>	<b>30</b>	<b>9</b>	<b>39</b>
<b>16</b>	<b>39</b>	<b>17</b>	<b>56</b>
<b>17</b>	<b>33</b>	<b>20</b>	<b>53</b>
<b>18</b>	<b>8</b>	<b>5</b>	<b>13</b>

<b>Total</b>	<b>135</b>	<b>61</b>	<b>196</b>
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<b>Ethnicity</b>	<b>Total</b>
<b>Hispanic or Latino</b>	<b>100</b>
<b>American Indian or Alaskan Native</b>	<b>0</b>
<b>Asian</b>	<b>0</b>
<b>Black or African American</b>	<b>78</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>1</b>
<b>White</b>	<b>17</b>
<b>Multiracial</b>	<b>0</b>
<b>Other</b>	<b>0</b>
<b>Total</b>	<b>196</b>

<b>English Language Students</b>	<b>66</b>
<b>Special Education Students</b>	<b>27</b>

The Juvenile Hall/Camp Returnee (JHCR) 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 JHCR 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 JHCR program consists of 1 lead counselor, 15 Pupil Services and Attendance (PSA) Counselors, 2 Pupil Services and Attendance aides, who have served 1,029 students from August 2017 through the month of February 2018. The students we serve transition from juvenile halls and/or Probation camps operated by the Los Angeles County Probation Department. The following is a breakdown of the demographics for the JHCR program:

Age	Male	Female	Total
11	1	0	1
12	3	3	6
13	23	4	27
14	39	17	56
15	129	29	158
16	196	46	242
17	275	54	329
18	150	26	176
19	24	4	28
20	3	1	4
21	1	1	2
<b>Total</b>	<b>844</b>	<b>185</b>	<b>1029</b>

Ethnicity	Total
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<b>Hispanic or Latino</b>	<b>719</b>
<b>American Indian or Alaskan Native</b>	<b>1</b>
<b>Asian</b>	<b>9</b>
<b>Black or African American</b>	<b>275</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>24</b>
<b>Multiracial</b>	<b>0</b>
<b>Other</b>	<b>1</b>
<b>Total</b>	<b>1029</b>

<b>English Language Students</b>	<b>635</b>
<b>Special Education Students</b>	<b>111</b>

## **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 education outcomes for youth. There are currently two JDRC's within the Los Angeles Unified School District; Boyle Heights Tech Academy which opened in the fall of 2016. The most recent JDRC, Central Promise Academy, opened in fall of 2017. 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.

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 justice and or group home facility.

On a monthly 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 local school district, the LAUSD Counselors from the Group Home Scholars Program and Juvenile Hall Camp Returnee Program 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 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 justice setting. As noted in the LAUSD Policy Bulletin 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 to 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 correctional 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 Counselor, County Mental Health clinician, and LAUSD JHCR Counselor. 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 a school enrollment/transition letter and plan.

Additionally, students that are involved with STAR 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 JHCR 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.

Former students who have been successful in transitioning from either the Group Home Scholars Program (GHSP), Academic Support and Achievement Program (ASAP), Juvenile Hall/Camp Returnee (JH/CR) Programs will be identified and asked to provide their success stories, via a videotaped segment, to be shared and used during presentations of the program.

## **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 correctional 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 the Group Home Scholars Program & Juvenile Hall Camp Returnee 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. Appropriate placement in 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 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.

The following data is respective to a couple of the programs and students serviced with various needs:

GHSP

<b>English Language Students</b>	<b>66</b>
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Special Education Students	27
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**ASAP**

English Language Students	226
Special Education Students	79

**JH/CR**

English Language Students	635
Special Education Students	111

JDRC	44
English Language Students	29
Special Education Students	8

**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 are 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 correctional facilities, and other participating youth.

Referrals to LAUSDs school mental health department, nursing department, wellness department, Special Education Department Non-Public Schools (NPS), and School Discipline and Expulsion support are also provided. Programs for our students who have been victims of Commercially Sexual



Exploitation, trauma, and/or parenting/pregnant teens also receive support in these specialized areas from LAUSD's Wellness Centers and Mental Health providers, as well as organizations such as Baby2baby and the STAR 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 the following higher education institutions Los Angeles Community College, East Los Angeles City College and Mission College to facilitate higher education opportunities. 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 provide 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. Additionally, the LAUSD has a partnership with Sprint, as part of the Sprint's One Million Project via the Instructional Technology Department (ITD). This collaborative project provides high school students free internet access and Chromebooks.

## **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:**

The Group Home Scholars Program (GHSP) provides professional development focusing on college and career readiness that involves parents, and family members to improve the educational achievement of their children. Both the GHSP and the Juvenile Hall and Camp Returnee (JH/CR) program assist in dropout prevention activities, in collaboration with Foster Youth Achievement Program, that is targeted for parents and caregivers. These programs conduct professional development trainings for parents, specifically focused on LAUSD's Policy Bulletin 6718.0. The training is geared for parents to better understand the educational rights and guidelines afforded to them and their children.

On a daily basis, our Counselors collaborate with parents to ensure that students have an appropriate school placement, are immediately enrolled, and that all individual educational and social emotional needs are addressed. Additionally, this year, we implemented a customer satisfaction survey to determine how well our program was addressing the needs of parents and caregivers. The JHCR program provides parents and caregivers with a customer service survey to gauge their overall satisfaction with the services provided. The following data represents the survey responses:

JHCR Customer Service Survey	Total # of Surveys	# of Respondents Satisfied/Satisfied	Overall Very	Percentage
November 2017 - March 2018 YTD	77	77		100.0%

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).

GHSP and JHCR programs will identify and collaborate with parents, guardians and Educational Rights Holders of students who have successfully transitioned through the programs and share their experiences with current parents and students, via a taped video session.

GHSP and JHCR programs will work with Parent and Community Services to hold bi-annually, or as-needed, meetings that will include Group Home Administrators, Educational Rights Holders (ERHs) and any other stakeholder that should be made aware of the programs' services and support. Additionally, literature and information regarding these programs will be shared with all stakeholders. Identification banners will be created to be placed at the three juvenile courthouses where JHCR Counselors are located, which will enable parents and ERHs to easily seek support from the JHCR counselors upon exiting their student's court hearing.

## **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 the Group Home and Juvenile Hall/Camp students. The services provided by these organizations provide possible opportunities for our youth seeking career readiness skills and employment. There are 13 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.

The GHSP and JHCR Pupil Services and Attendance Counselors 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 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 monthly to analyze data and conduct workgroup meetings, partnerships through our Juvenile Day Reporting Center (JDRC), and our annual Inter-Agency Symposium Collaborative to assist in meeting the needs of children and youth returning from correctional 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 correctional 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 meeting, that all stakeholders determine the appropriate school placement for that 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:**

Induction for Teachers, Principals and Other School Leaders Teacher Induction Programs

### **Beginning Teacher Growth and Development Induction Program (BTGDI)**

This program supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a hybrid model of support while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Full release "BTGDI mentors" provide intensive and individualized support that is aligned with current District initiatives and goals leading towards accelerating new teacher practice to Year I candidates. Year II candidates receive support from school site mentors (most National Board Certified) and their support is also aligned with current LAUSD initiatives and goals. The outcome is to accelerate new teacher practice.

## **Clear Education Specialist Induction Program (CESIP) and District Intern Program (DIIP)**

CESIP supports special education teachers who are enrolled to obtain their clear education specialist credential. The LAUSD CESIP program is a tuition free CTC accredited program. Per the Commission on Teacher Credentialing (CTC) guidelines, each participating teacher is provided a “CESIP Mentor”. The mentor supports the participating teacher through reflective conversations that lead to development of effective practices that increase student understanding and success. Each teacher is matched with a like-credentialed mentor.

DIIP supports general education teachers who have completed their preliminary credential through the District Intern Program. Teachers are enrolled to obtain their clear general education credential through LAUSD’s free and accredited credentialing program. Per the Commission on Teacher Credentialing (CTC) guidelines, each participating teacher is provided a “DIIP Mentor”. Each teacher is matched with a like-credentialed mentor. The mentor supports the participating teacher through reflective conversations that lead to development of effective practices that increase student understanding and success.

## **Administrator Induction Programs**

### **The Los Angeles Administrative Services Credential**

The Los Angeles Administrative Services Credential program is a two-year competency based, job-embedded leadership development program that leads to a clear administrative services credential. Candidates engage in 70 hours of professional learning. Forty hours are working directly with a coach and thirty hours are engaged in professional development. Each participant engages in a 2-year Problem of Practice inquiry. This inquiry focuses on the instructional and/or systemic issues that school leaders address at their school sites. The purpose of this professional learning exercise is for professional growth as an education leader and to use the inquiry problem solving cycle. Additionally, candidates demonstrate mastery over each of the California Professional Standards for Educational Leaders and The Los Angeles Unified School District School Leadership Framework.

### **Aspiring Principal Program and Aspiring Assistant Principal Program**

The Aspiring Principal Program and Aspiring Assistant Principal Program are cohort-based professional development programs for LAUSD employees who aspire to assume the role of principal or assistant principal. The programs are designed to provide participants with a series of targeted sessions aligned to the School Leadership Framework in the areas of instructional and operational leadership. Participants build their leadership capacity through extensive practice using multiple sources of data to analyze the school context and to develop an entry-plan for assuming the role of principal or assistant principal. Highly qualified, equity driven leaders are essential to accelerating student achievement. This comprehensive program focuses on developing transformational school leaders prepared to meet the challenge of improving outcomes for all students.

## **Capacity Building for Teacher and Administrator Growth and Development**

### **Learning Management**

#### **My Professional Learning Network (MyPLN)**

MyPLN is the District’s professional learning management system. MyPLN has been tested and designed to offer educators diverse learning opportunities, including in-person, virtual, and blended

learning professional development. In addition, through MyPLN, educators can leverage online professional learning communities to collaborate and share best practices.

### **Salary Point Credit Program**

LAUSD provides opportunities for teachers to engage in professional learning and growth Sessions and workshops. Teachers may earn salary point credit, which can be used to enhance their skills and knowledge as well as earn salary points which are similar to accruing unit credit.

### **Educator Development and Support Teachers (EDST)**

To ensure all students have access to effective instruction, the District's teacher evaluation process, EDST, supports the development of increasingly high-quality teaching and learning practices. EDST includes observations, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth to ensure all students have access to high quality teachers. The foundation of EDST is the Teaching and Learning Framework.

### **Educator Development and Support - School Leaders (EDSSL)**

Principals and assistant principals (generic) are evaluated using the EDSSL process. EDSSL includes observations, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and encourages professional reflection and growth. The foundation of EDSSL is the School Leadership Framework. EDSSL is designed to gather evidence of leadership practice through multiple measures to support principals and assistant principals in improving their practice.

## **Professional Development Opportunities**

### **Los Angeles Unified School District Professional Development and Teacher Credential Programs**

Los Angeles Unified School District (L.A. Unified) 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.

Through this funding the district offers a spectrum of teacher professional development and credentialing programs designed to assist teachers to continuously improve practice across their careers as well as technology, culturally and ability level responsive materials and supplies. These opportunities begin with pre-service orientation and advisement prior to beginning contracted service and continue throughout a teacher's career through to retirement accommodating for a range of teacher capacity from novice to accomplished, including leadership opportunities. Los Angeles Unified has several forums for families, community members, institutions of higher education (IHE) and educational partners to provide insight on needs and priorities for educator learning such as the Local Control and Accountability (LCAP) committee, IHE Collaborative, Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the Close the



Gap Working Group with the Communities for Los Angeles Student Success (CLASS) organization. Presenters are selected from district employees recognized for their expertise, professional learning partners, and district parent organizations supplemented by strategic use of outside experts and consultants. Full release and classroom-based coaches and mentors as well as content area and program specialists provide feedback, modeling, demonstrations and other support to enhance understanding and implementation. Care is taken to align with district policy and priorities as articulated in memos, bulletins, policy documents, committee findings/recommendations and website postings. Registration for professional development opportunities is hosted on the MyPLN platform which also includes an evaluation feature where participants assess the relevance, design, presentation and usefulness of the instruction provided

Additional funding and support is 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 Need 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 Need Index includes many of the more traditional measures of student achievement, such as 3rd and 8th grade test scores, number of suspension and expulsions, and dropout rates.)

Although informational trainings centered on dissemination of knowledge of policies, guidelines and mandates is necessary the primary model for District sponsored professional development (PD) supports research based, job-embedded trainings that actively engage educators in inquiry centered on authentic problems and instructional practices to improve student performance. Los Angeles Unified offers a range of learning activities including study groups, coaching networks, synchronous and asynchronous technology-based learning, professional learning communities, face-to-face PD, leadership and collaborative curriculum development groups and attendance at conferences and sessions from professional learning organizations. Use of digital tools such as email, yammer, Schoology, MyPLN and google applications provide opportunities for communication, sharing best practices and collaborative planning and development. An array of opportunities is offered to allow educators to engage in professional development aligned to their level of expertise, assignment, context and goals.

Professional Development is designed to assist teachers in strengthening content connected to state and district student outcomes within and across disciplines as well as additional strategies for assessment and supporting positive behaviors. Sessions are offered that are designed to build capacity to identify, understand and select instructional strategies, materials, equipment and technology then utilize them in ways that are culturally and linguistically responsive. Sessions emphasize the development of attitudes, beliefs and dispositions as well as knowledge and skills in order to be able to select and modify instruction to meet diverse student learning needs and support students in meeting content and performance expectations so that they will be college and career ready.

Teachers are supported in strategies to collect and examine information on the class, school, district and community needs and culture, including information from the SENI and apply that knowledge to the process of creating a culturally responsive climate that is physically and socio-emotionally safe to nurture student growth. Professional Development and banked time activities provide time during and outside the school day for teachers to collaborate on developing engaging lessons designed to foster success for the class as a whole and each individual student within the class. Professional development sessions are designed that allow educators to build and practice a repertoire of evidence-based



instructional approaches and select strategies tailored to the needs of the students they are teaching. Both formative and summative assessments are used to assess progress, identify changes in needs and guide instructional decision making for the PK-12 students in the classrooms as well as the for the educators engaging in PD.

In addition to infusing these concepts in all PD specific classes focus on having educators examine their own experiences and beliefs related to different equity perspectives, including race, gender, language, sexual orientation, religion, special abilities and needs, and socioeconomic status and the impact personal identity has on teaching and learning. Professional development on social justice, restorative justice and flexible learning pathways, alternative curriculum, and inclusive classrooms are developed and offered to educators in the district. Strategies to strengthen both a supportive classroom where each student is a valued part of the class/school community and students' academic, cultural, social, physical and emotional well-being are common themes throughout the professional development curriculum. Knowing which students are over or under represented in proportion to their percentage of the school and district populations helps add perspective to the need for addressing the inequities. The need to build and maintain trusting relationships with students and their families and developing effective communication that allows students and families to share their ideas as shared commitment to high expectations are forged is an important foundation for other strategies that are presented and practiced.

Although sessions may range from one-hour workshops through multi-year study follow up and implementation is an expectation for all learning. Many professional development sessions include online and/or face to face instruction, followed by teacher use of the strategies and reflection upon and assessment of the impact or success of utilizing the strategy. There is a strong emphasis on modifying instruction based on how the students they are teaching learn and develop.

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. Together, educators engage in new learning as well as reflect on the results and impact of instructional and cultural decision making. One feature of these site based banked time sessions is the use of strategies to build an environment where educators develop group process skills to provide a safe place to examine practice and move forward in an evidence-based cycle of continuous learning and improvement, allowing educators to hold themselves and their peers accountable for upholding professional standards and improving student learning outcomes.

Within this model educators are able to receive feedback from a variety of sources including peer, administrator, mentor, pd trainer, student and family feedback and utilize it to reflect on their practice, identify personal challenges and take action to increase their professional expertise. The District's Office of Data and Accountability offers access to a fund of data and information such as district and school information, research student records, and student testing data. In conjunction with school and classroom data this serves as a powerful tool to utilize within the process.

Professional development is an essential component of the Educator Development and Support for Teachers evaluation system used by the district and is documented within that process. In addition to evaluation implications, incentives such as advancing on the salary schedule, training rate, differentials and stipends are offered to encourage teachers to continue professional growth though out their career.

Credential Programs support candidates in obtaining the certifications that they need to serve the students in their classrooms through tuition free programs. Selection of candidates focuses on staffing

schools with the highest needs as measured by the Student Equity Needs Index (see description above) and credential areas with the greatest shortage of qualified teachers available for placement. Each program is designed to be in compliance with California Commission on Teacher Credentialing standards and to integrate with key district priorities and initiatives. The programs engage in ongoing internal review with set quarterly and bi-annual checkpoints using feedback from candidates, supervising administrators, mentors and district staff to assess levels of participation, satisfaction, learning and continued compliance and relevance. State compliance audits and the Commission on Accreditation's Bureau of Institutional review cycle also ensure checks on compliance and effectiveness. Findings from both internal and external reviews are utilized to make adjustments to curriculum as well as program improvements, policies and procedures. As they enter the program the mentor and teacher candidate review evidence of past and current practice in relationship to the [California Standards for the Teaching Profession Continuum of Teaching Practice](#) and develop an individual learning plan. In addition to credential program specific content credential programs incorporate the professional development tenets indicated above. Teachers in each program work with a mentor teacher that nurtures their progress on the Individual Learning Plan. They assist the new teachers in developing habits of practice as they apply concepts from professional development into their personal practice preparing them to transition from individual mentor support toward professional autonomy and integration into their learning community.

### **Beginning Teacher Growth and Development Induction Program (BTGDI)**

This program supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. 755 participating with one half eligible to culminate and earn the clear credential each year.

### **University Intern Program**

The University Intern program support program provides advisement, professional development, including RICA prep sessions for those completing the clear credential through a university intern program. 186 participants

### **Preliminary Education Specialist Intern Program**

#### **Clear Education Specialist Induction Program (CESIP) and District Intern Program (DIIP)**

The preliminary intern credential program serves special education mmd/msd/new, ECSE and general education Single Subject/Multiple Subject credentials.

CESIP supports special education teachers who are enrolled to obtain their clear education specialist credential.

DIIP supports general education teachers who have completed their preliminary credential through the District Intern Program. 823 participants

### **Provisional Teacher Support Program**

Provides advisement, professional development 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 226 Teachers

## **Learning Management**

### **My Professional Learning Network (MyPLN)**

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learning professional development. In addition, through MyPLN, educators can leverage online professional learning communities to collaborate and share best practices.

### **Salary Point Credit Program**

LAUSD provides opportunities for teachers to engage in professional learning and growth Sessions and workshops. Teachers may earn salary point credit, which can be used to enhance their skills and knowledge as well as earn salary points which are similar to accruing unit credit.

### **Educator Development and Support Teachers (EDST)**

To ensure all students have access to effective instruction, the District's teacher evaluation process, EDST, supports the development of increasingly high-quality teaching and learning practices. EDST includes observations, conferencing opportunities, professional goal setting activities, and a series of reflection activities throughout the year. This process incorporates promising practices in coaching and feedback and encourages professional reflection and growth to ensure all students have access to high quality teachers. The foundation of EDST is the Teaching and Learning Framework.

## **Professional Development Opportunities**

### **Teacher Leadership and Learning Conference**

The Teacher Leadership and Learning Conference series is held on a quarterly basis and has been designed to support the growth and development of new teachers. The format provides opportunities for new teachers to attend with their mentor. This allows the mentor to provide ongoing support and assistance in the implementation of research based instructional strategies designed to promote student achievement. Teachers are also able to earn salary point credit for their attendance. About 900 participants per year.

### **Tailored Special Education Training**

The Tailored Special Education is an intensive 30-hour training designed to support special education teachers with a status code of V1, B1, B2, Q1 or Q2. 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. Substitute coverage is provided through the Division of Special Education for teachers attending while on track. 200 teachers per year.

### **Subject Matter Preparation (SMP)**

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. The modules are focused on the California Content Standards and Common Core. 268 teachers supported.

### **Provisional permit Career Ladder's Supporting Teacher Education Preparation and 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. Currently there are 220 members in the Special Education Cohort and 42 members in the Multilingual and Multicultural cohort. Since July 1, 2016, 162 STEP UP and Teach members have transitioned and are now serving English language learners and students with special needs as their classroom teachers. STEP UP and Teach has

developed and fostered strong partnerships with the District Intern Program, California State University, Dominguez Hills, California State University, Los Angeles, California State University, Northridge and UCLA Extension.

### **Teacher Quality Program**

Teacher Quality Specialists provide inexperienced teachers to LAUSD with coaching and feedback to develop their capacities and promote their retention as teachers of record in LAUSD. Ongoing professional development is provided to strengthen their skill sets to deliver effective instruction and successfully translating learnings from teacher preparation programs into successful classroom experiences.

### **Monthly Meetings for New Teachers**

Teacher quality specialists host and plan monthly professional development meetings for new teachers. These professional development sessions are organized by local district and are designed to meet the professional needs and interests of the teachers. New teacher meetings create community for new teachers and allow for collaboration in level alike groups and new ideas to implement in their classrooms. Topics range from best practices around classroom management, lesson planning development, culturally relevant teaching and strategies to promote emotional well-being. 240 teachers

### **Summer Institute for New Teachers**

Coordinated by the Teacher Quality Program, the New Teacher Summer Institute is held twice each summer for new teachers. Multiple workshops are offered and taught by LAUSD content experts and practitioners to introduce and review the best practices occurring in LAUSD classrooms. These workshops are designed with new teachers as audience to best capture their understanding and support their success in their classrooms as they prepare to start the school year. The institute provides an opportunity for teachers to receive 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.

### **Onboarding**

#### **New Teacher Orientation (NTO)**

The NTO is a 30-hour orientation for alternatively certified general education and special education teachers in shortage fields who do not yet hold a preliminary credential. The orientation content includes classroom management, lesson planning, supporting EL learners and students with special needs, District initiatives, policies, compliance and classroom observations. Participants completing the training earn one salary point. As a condition of their employment, all teachers must attend prior to the start of their teaching assignment. This training is mandated by the UTLA-District Collective Bargaining Agreement. 307 teachers supported.

#### **Substitute Training**

The 16-hour Substitute training supports new substitute teachers working in both general education and special education settings. The training content includes classroom management, effective teaching strategies, supporting EL learners and students with special needs, and District initiatives, policies and compliance. This training is mandated by the Modified Consent Decree. 747 substitutes supported.

## **Teach for America (TFA) and California Stem Initiative for Innovation and Improvement (CSI)**

The sixteen-hour training provides an orientation to TFA and CSI teachers new to LAUSD. The two-day orientation includes District initiatives, supporting EL learners and students with special needs, LGBTQ, District policies and compliance, and the Teaching and Learning Framework. 40 participating teachers.

## **District Intern Program**

The District Intern program provides professional development RICA prep sessions at various times during the year. The sessions are tuition free and are open to any teacher who is preparing for the RICA. In addition, each week, IEP work sessions are available for any LAUSD teacher wishing to have support. Contact [District Intern Program@lausd.net](mailto:District Intern Program@lausd.net) for additional information.

## **Teacher Leadership and Learning Conference**

The Teacher Leadership and Learning Conference series is held on a quarterly basis and has been designed to support the growth and development of new teachers. The format provides opportunities for new teachers to attend with their mentor. This allows the mentor to provide ongoing support and assistance in the implementation of research based instructional strategies designed to promote student achievement. Teachers are also able to earn salary point credit for their attendance.

## **Career Ladder's Supporting Teacher Education Preparation and 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. Currently there are 220 members in the Special Education Cohort and 42 members in the Multilingual and Multicultural cohort. Since July 1, 2016, 162 STEP UP and Teach members have transitioned and are now serving English language learners and students with special needs as their classroom teachers. STEP UP and Teach has developed and fostered strong partnerships with the District Intern Program, California State University, Dominguez Hills, California State University, Los Angeles, California State University, Northridge and UCLA Extension.

## **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:**

Many LAUSD divisions including the Division of Instruction, Local Districts, Student Health and Human Resources and Parent and Community Services analyze multiple measures based on the California state school accountability dashboard in addition to the Local Control Accountability Plan targets, as identified by the Board of Education, in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. This analysis



occurs during frequent Local District leadership team meetings, monthly district-wide meetings with Local District leadership and content coordinator meetings, and district parent advisory council meetings. In addition, the district has developed various data dashboards to monitor and evaluate school progress toward LCAP and state accountability targets.

Based on this analysis process, 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.

For the teacher leader cadres led by the Division of Instruction (DoI), priority will be given to teachers from CSI/ATSI schools in any new recruitment efforts. Additionally, DoI staff will conduct outreach to CSI/ATSI schools to highlight any resources or professional developments that are made available from the Division of Instruction and funded out of Title II.

## **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:**

LAUSD supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system, including for teachers and school leaders, evidence and ratings from classroom observations, artifacts and evidence of effective leadership, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments. 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.

Human resources staff engage in internal and external partnerships to broaden perspectives on what is needed to continuously improve activities. 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, Professional Learning and Leadership Development (teacher evaluation, administrator certification and development, 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. Additionally, 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 District English Learner Advisory Committee (meets approximately twice per month Nov-May) sessions to share program information and data and receive feedback and guidance. Los Angeles Unified has partnerships with many community organizations such as The United Way, Families in

School, Dodgers Dream Foundation, LA84 Foundation, Target Community Outreach, Gay & Lesbian Center of Los Angeles, Library Foundation of Los Angeles and Library Foundation of Los Angeles, LA Trust for Children's Health and Communities for Los Angeles Student Success (CLASS). Each of these organizations 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. Regular meetings with partners are posted on the Master Calendar in addition to more targeted meetings with smaller groups of District staff to move specific projects forward. The District also has several partnerships with national, state, and local educational organizations and local Institutions of higher learning, to share research and best practices and increase effective articulation. There is a quarterly meeting with IHE partners as well as a quarterly Regional Network meeting specifically addressing credentialing and accreditation issues. The District has several external review processes such as the Commission on Teacher Credentialing Review cycle. With the collaboration of the partners the District looks to maintain accredited programs, provide programs that are relevant and effective in building capacity to provide services to students in the District.

Human Resources 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. Additionally, empirical 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. The data has been presented at numerous state and national educational research conferences. Several publications on effective LAUSD practices have also appeared in educational leadership magazines.

LAUSD's My Professional Learning Network (MyPLN) platform is the central data warehouse for all professional development programs. MyPLN is used by program managers to capture real-time data on teacher and leader professional development attendance, completion, and program outcomes.

Finally, for targeted programs, human resources staff conduct in-depth assessments of program outcomes. Some illustrative examples of these assessments are shown below. All Los Angeles Administrative Services Credential coaches are observed during at least one coaching session per year to collect and rate evidence of coaching competencies. Additionally, all administrators who conduct annual Educator Development and Support are calibrated annually on the accuracy of their teacher observation ratings and evidence of school leader practice is audited annually for quality. Beginning Teacher Growth and Development Induction participants' evaluation data are compared with similar non-participant teachers to determine the quality of program outcomes. Finally, all aspiring administrator program participants are assessed at completion in their responses to rigorous, real-world school leadership scenarios. In consultation with human resources data and insights analysts, program staff measure program success and identify areas of program growth.

## **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:**

To enhance teacher, paraprofessional, school support staff, Local District and school site administrator capacity to support the English learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging state academic content standards that all children are expected to meet, the following professional development will provide:

Adopted ELD curriculum, leveraging the digital resources

-Designated and Integrated ELD Methodology and Lesson planning

-Analysis of ELD Standards

-Understanding the difference between an instructional need based on language development and a learning disability to decrease the referrals of ELs to Special Education

-Instructional implications of English Proficiency Assessments for California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula

-Foundational Literacy Skills

-Disciplinary Discussion

-High Impact Essential Practices (Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output)

-EL Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing)

-EL program data analysis to inform instruction and targeted intervention

The District will also allocate Title III funding for teachers (including EL Instructional Coaches) to attend EL program professional development sessions and engage in Designated and/or Integrated ELD lesson planning during or outside the instructional day. The purpose of the 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 for English Learners.

### **EL Typologies**

L.A. Unified has 101,827 English Learners of which 15,317 (15.04%) are Newcomers, 17,326 (17.02%) are Potential Long-Term English Learners (PLTEs) and 119,359 (17.02%) are Long-Term English Learners (LTEs). The District will supplement the implementation of the overall professional development plan by continuing to multi-fund with Title III and Targeted Student Population funding elementary and secondary EL Instructional Coaches (149 total) to provide school-based professional development support on the above referenced professional development areas, addressing the different typologies of English Learners (including Newcomers, PLTEs and LTEs). These support positions will provide professional development and facilitate Designated and Integrated ELD lesson planning during and outside the instructional day. Furthermore, they will conduct coaching cycles with individual teachers to co-plan, teach, and reflect on developed and implemented Designated and Integrated ELD lessons.

## **Family Outreach**

Moreover, the District will invest in EL parent outreach and engagement to ensure parents are equal partners in the education of their children. To ensure parents of English Learners are an integral, engaged part in the education of their children and in their path to English proficiency and academic success, the District will fund EL Designees and Instructional Coaches who will conduct parent trainings on the reclassification criteria, Comprehensive ELD, Constructive Conversation Skills, Single Plan for Student Achievement, attendance, A-G requirements, credit recovery, and on methods to support language, literacy and numeracy of English Learners at home. Furthermore, they will provide parent 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 Long-Term English Learners towards reclassification whereby the student, parent, and teacher will set goals for the student's progress towards reclassification. The District is committed to creating a parent friendly school environment whereby parent concerns in regards to students' instructional needs are validated and addressed.

## **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 Newcomer student population, the District's Multilingual and Multicultural Education Department will provide District-wide professional development to enhance teacher and administrator capacity to provide the best instructional opportunities for Immigrant Newcomer children and youth. Currently, the District has 15,317 immigrant Newcomer children, which is 15.04% of the total EL student population. The Multilingual and Multicultural Education Department in collaboration with Local Districts and other instructional divisions will provide professional development to teachers of Newcomers on the following:

- (1) Immigration experience of Immigrant Newcomers
- (2) Newcomer ELD Lessons
- (3) Newcomer curricular resources
- (4) Aligning the curricular materials to the MMED created Newcomer ELD lessons
- (5) Instructional strategies/approaches
  - a. Small group, differentiated Designated and Integrated ELD instruction
  - b. Project-based learning
  - c. Community Building Activities
  - d. Creating and publishing ELD objectives
  - e. Constructive Conversation Skills

- f. Cooperative Learning Strategies
- g. Sentence Frames/Starters
- h. Models/Non-Models
- i. Student Progress Forms
- j. Multimedia Presentations
- k. Student Oral Presentations
- l. Presentation rubrics and criteria charts

The District will fund high school Title III Immigrant Newcomer Coaches or Counselors (15 positions in total) to support the instructional and socio-emotional needs of the growing immigrant newcomer student population at high schools with a high enrollment of Immigrant Newcomer student population. These positions will provide supplemental specialized support to Immigrant Newcomer students and their parents above and beyond core services.

Furthermore, the District's Multilingual and Multicultural Education Department will plan and provide a Title III Immigrant Newcomer Summer Program to Immigrant Newcomer students in selected high newcomer count high schools and middle schools to offer enhanced, accelerated English Language Development through project-based, multimedia learning experiences. Immigrant Newcomer students will receive strategically planned, interactive ELD lessons based on the ELD standards that integrate listening, speaking, reading and writing.

## **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 the English language proficiency and academic success of English Learners, the District will implement programs, services and supports for English Learners as outlined in the L.A. Unified's 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 English Learners. The District's comprehensive ELD program for English Learners, consisting of both Designated and Integrated ELD, incorporates Multi-Tiered System of Supports for English Learners to achieve English fluency and academic success.

The District is committed to expanding and enhancing instructional programs and/or opportunities for English learners to develop English proficiency, mastery of academic content, and biliteracy. The district will continue to fund supplemental supports and services for English Learners which include purchasing supplemental instructional materials and funding Designated and Integrated ELD

professional development to enhance teacher and administrative capacity that will address the diverse learning needs and styles of English Learners. The District is also committed to providing targeted ELD or academic content intervention for English Learners who are not making adequate linguistic or academic progress. Furthermore, to accelerate the English Language Development of English learners and promote academic success, the District is committed to designing and implementing English Learner enrichment educational programs through the arts or science during the winter recess session or during the summer months.

Furthermore, the District will provide teachers, EL Designees, and Title III coaches supplemental instructional resources to support the delivery of high quality Designated and Integrated ELD instruction. During or outside the instructional work day, the District will provide opportunities for teachers to plan effective Designated and Integrated ELD lessons that incorporate visual text, Constructive Conversation Skills, complex text and formative assessments. The District will provide opportunities for elementary and secondary teachers (as part of a cadre of teachers) 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 is to support teachers in developing lessons that help English Learners engage in the structured use of academic language through disciplinary, 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:**

Through the use of the District's Multilingual and Multicultural Education Department (MMED) Dashboard and the My Integrated Student Information System (MiSiS), English learner 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:

- (1) Identify instructional needs of EL students
- (2) Inform Designated and Integrated ELD instruction
- (3) Inform professional development needs
- (4) Inform targeted intervention programs

Local District and District EL program support staff will conduct Designated and Integrated ELD professional development, model Designated and Integrated ELD lessons, data chats, use of digital tools, use of formative assessment tools, and differentiate instruction to support the enhancement of Designated and Integrated ELD instruction for English Learners. Furthermore, they will conduct

classroom observations to monitor the overall implementation of the provided professional development. Moreover, the District EL staff will hold 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 LTELs with disabilities.

Overall, the District will provide high quality instructional programs for all ELs, Designated and Integrated ELD instruction, professional development, supplemental materials or resources, and intervention/enrichment programs to ensure English Learners make progress in learning English as measured by the English Language Proficiency Assessments for California (ELPAC Summative), 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 for the provision of supplemental support services to enhance existing core programs for English Learners. The Title III funded supplementary services include:

- 1) Providing targeted professional development to teachers of English learners and administrative support staff designed to support teachers and administrators understand 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) Funding Title III EL Instructional coaches to support teachers of ELs at high needs schools with the highest concentration of English learners where they provide professional development, coach teachers of ELs around EL instructional strategies and model Designated and Integrated ELD lessons for teachers.
- 3) Providing targeted intervention to English learners beyond the school day in intervention programs specifically designed for ELs.
- 4) Purchasing supplementary instructional materials to enhance access to core materials and instruction for English Learners.

## **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 the Title IV program, the District completed the following process/consultation in conducting its needs assessment:

- Reviewed the relevant themes from the Local Control Accountability Plan (LCAP) engagement process, which included:
  - a) 41 parent meetings
  - b) 2 meetings with community-based organizations
- Consulted and collected feedback from the District English Learner Advisory Committee
- Reviewed relevant results from the 2018-19 School Experience Survey, which gathers stakeholder feedback from parents, students, teachers/staff on a variety of areas
- Completed a District staff reflection on implementation and outcomes in key areas related to Well-Rounded Education, Safe and Healthy Schools and Effective Use of Technology
- Reviewed relevant themes from principal focus groups conducted in Spring 2018
- Reviewed results of the LAUSD LCAP Scorecard

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 – 5.9M**

LAUSD will budget at least \$5.9 million (i.e. 25% of the entitlement) plus carryover to oversee several programs to support a well-rounded education, including but not limited to:

**Science, Technology, Engineering, Arts and Mathematics (STEAM)**

Teacher professional development around STEAM-related topics is led by coordinators in both the central office and the local districts. These additional learnings provide teachers with the strategies and approaches to integrate these content areas to develop more engaging learning environments for students. In addition, these coordinators are developing and implementing a school certification process to ensure the implementation of a consistent framework for STEAM-focused schools district-wide. These approaches are aligned with the Middle Grades Framework for Action that identified more engaging instruction and learning connected to the real-world as critical for improving adolescent learning. In addition, supplemental professional development will be provided to teachers around re-imagining mathematics instruction and implementation of personalized learning strategies through Cognitively Guided Instruction and mastery learning and grading strategies.

**History-Social Studies**

Supplemental professional development will be provided to teachers on how to personalize learning for students utilizing newly-aligned instructional materials from kindergarten through high school. The opportunities will be available through history-social studies teacher leaders in elementary and middle



schools who will provide coaching and professional development on personalized learning strategies and the use of new digital resources available to students. A teacher leadership team district-wide will also support the development of additional professional development workshops and resources aligned with the state framework.

### **College and Career Readiness**

As a pathway to accelerate student matriculation to college and careers, the Division of Instruction will invest in professional development to supplement existing programs to support the development and implementation of Linked Learning pathways. These pathways are designed to develop more engaging, real-world instructional programs aligned with performance-based assessments. Teachers in these programs align their curriculum with integrated projects and career-based pathways that increase student engagement and provide them with skills to pursue college and career. Additional professional development supports will be available for counselors to improve counselors' understanding of college entrance requirements and career pathway opportunities.

Linked Learning implementation and expansion support: the Division of Instruction will invest in professional development to supplement existing programs to support the development and implementation of Linked Learning pathways. These pathways are designed to develop more engaging, real-world instructional programs aligned with performance-based assessments. Teachers in these programs align their curriculum with integrated projects and career-based pathways that increase student engagement and provide them with skills to pursue college and career.

Naviance Training: Naviance is a comprehensive college and career readiness tool that helps students turn aspirations into achievement. It helps students identify strengths, discover careers and match to best-fit higher education institutions. Training in Naviance will support schools as they implement the curriculum into student course work.

Summer Melt Counseling: This provides supplemental time to high school counselors and teacher advisors to support graduating seniors who have earned a place in college meet the deadlines needed to complete enrollment and succeed in college.

### **Reducing the Achievement Gap**

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.

Cognitively Guided Instruction: Professional development and implementation support to expand implementation of the elementary math program (with support from UCLA).

### **Supporting Engaging Instruction and College and Career Readiness**

Professional development for new high school courses: To support college and career readiness, the District is offering new courses, and will provide professional development for the teachers of these courses, including Computer Science, Data Science, and Interactions.

Professional development to support in History/Social Science: To support implementation of new and engaging curriculum in History/Social Science, teachers will have professional development opportunities.

STEAM Certification: To support schools in calibrating, refining and implementing quality STEM/STEAM programs that will result in student engagement and achievement.

Pending contracts, the District will 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 - \$5.9M**

LAUSD will budget at least \$5.9 million (i.e. 25% of the entitlement) plus carryover to oversee several programs to support a safe and healthy schools, including but not limited to:

#### **Physical and Health Education**

As a means of improving core physical education instruction, the physical education leads in the central office will convene a physical education teacher leadership team that will develop additional professional development and resources for all physical education teachers. Content for these professional development opportunities will supplement past professional development by supporting teachers in developing performance assessments and aligning physical education teacher practices to mastery learning and grading practices. Health education teachers are provided with additional professional development content that is aligned with new scientific findings and resources available online.

#### **Mental Health and Trauma-Informed Instruction**

In alignment with the goals of the Office of Student Health and Human Services within LA Unified, professional development and resources will be provided to schools to supplement existing mental health programs and encourage the implementation of trauma-informed instruction in classrooms.

#### **Mental Health and Bullying Supports**

Develop trainings and provide assistance to schools in mental health and suicide prevention, affirming learning and working environments for sexual and gender diversity, etc.

#### **Social Emotional Learning and Building Healthy Relationships**

Develop trainings and build capacity to address implicit bias and discrimination, violence prevention, trauma-informed instruction, etc.

#### **Drug and Alcohol Prevention and Juvenile Diversion**

Develop trainings and provide assistance 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.

## **Positive Behavior and Support**

Develop a local app to support positive behavior reinforcement and school connectedness with students and families.

## **Healthy/Active Lifestyle**

Teacher Leadership to develop resources for physical education.

Pending contracts, the District will partner and coordinate efforts with other agencies and organizations to support safe and healthy schools in Culturally Responsive Violence Prevention (e.g., Peace Over Violence) and Sexual Orientation and Gender Identity Expression (SOGIE) consultants (e.g., Gender Spectrum).

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

## **Effective Use of Technology - \$4M**

LAUSD plans to budget approximately \$4 million to several programs to support effective use of technology, including but not limited to:

### **Practitioner Schools**

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**

Support for educators in integrating computer science across grade levels.

### **Personalized Education Training via Schoology**

Support for teachers in leveraging the Schoology Learning Management System to personalize learning for all students.

### **Implementing International Society for Technology in Education (ISTE) standards**

Support for teachers to expose learners to collaborative digital resources such as Google Apps for Education and additional web-based tools. Sessions build college and career readiness skills, and learner agency, aligning with the recommendations of the Instructional Technology Initiative Task Force.

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

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

### **Personalized Learning Strategies**

Professional development opportunities will be provided to teachers on personalized learning strategies and the use of blended learning approaches to individualize student learning and improve instruction and student performance in classrooms. In addition, the allowable proportion of Title IV

funding will be allocated to supplement schools with devices to move to 1:1 ratios for devices to students.

### **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. To do so, LAUSD will implement multiple programs overseen by designated administrators. The administrators overseeing each program funded with Title IV dollars will be responsible to set measurable objectives for their program and submit reports at least annually to reflect progress/achievement against the set objectives. In addition to reporting on the measurable objectives, the reports will include reflections on implementation for continuous improvement purposes.