



California Department of Education Federal Program Monitoring 2020-21 Notification of Findings

May 28, 2021

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Los Angeles Unified (19647330000000)

Review Date(s): 05/10/2021 - 05/28/2021

Regional Team Leader(s): Jessica Gray, 916-319-0585
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Program Reviewed	Program Reviewer	Total Findings
Adjusted Cohort Graduation Rate (ACGR)	Wendy Jenkins	0
Adult Education (AE)	Jim Shields	1
CARES Act Monitoring (CA)	Amber Ronan, Lorene Euerle	1
Compensatory Education (CE)	Oluwole Olukoya, Monique Moton	0
Career Technical Education (CTE)	Bryan Baker	1
Education Equity (EE)	Randi Thompson	0
English Learner (EL)	Stephanie Woo, Elisa Ayala	3
Early Learning and Care (ELC)	Katina Boulai	0
Expanded Learning Programs (EXLP)	Iqbal Badwalz, Darrell Parsons	0
Fiscal Monitoring (FM)	Mariann Bjorkman, Brian Hayano	0
Homeless Education (HE)	Leanne Wheeler	0
Physical Education (PE)	Linda Wilkinson	2
Supporting Effective Instruction (SEI)	Geeta Rezvani, Jill Johnson	0
School Support and Improvement (SSI) (SSI)	Oluwole Olukoya, Monique Moton	0
Uniform Complaint Procedures-effective 7-1-2020 (UCPr)	Sally Lewis, Raquel Castellon, Bobby	0



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The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 07/12/2021. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
102nd St Child Ctr (6473)	ELC
28th St Early Education Center (6473)	ELC
36th St Early Education Center (6473)	ELC
Abram Friedman Occupational (19647331931278)	AE
Academy of Medical Arts at Carson High (19647330126623)	CTE
Alexandria Children's Ctr (6473)	ELC
Arleta High (19647330112045)	EXLP, CE, EL, PE, UCPr
Belvedere Elementary (19647336016018)	EXLP, CE, EL, PE
Bill Cruz Early Education Ctr (6473)	ELC
Budlong Avenue Elementary (19647336016174)	CE, EL
Chester W. Nimitz Middle (19647336057939)	CE, EL, UCPr
Daniel Pearl Journalism & Communications Magnet (19647330120360)	CTE
Dr. Maya Angelou Community High (19647330124479)	CE, EL, SSI
E. Manfred Evans Community Adult (19647331931427)	CTE
Eagle Rock High (19647331932540)	CTE
East Los Angeles Occupational (19647331930858)	AE

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Sites Reviewed	Programs Reviewed
East Los Angeles Skills Center (19647331932458)	AE
El Sereno State Preschool (6473)	ELC
Elizabeth Learning Center (19647336016885)	CTE
Foshay Learning Center (19647336061451)	CE, EL
Francisco Bravo Medical Magnet High (19647331995448)	CTE
Gardena Senior High (19647331933241)	CTE
Glassell Park EEC (6473)	ELC
Gulf Avenue Elementary (19647336017404)	EXLP, CE, EL
Harbor Occupational Center (19647331930114)	CTE
Helen Bernstein High (19647330117069)	CTE
Hillcrest Drive Elementary (19647336017586)	EXLP, CE, EL
Hollywood Senior High (19647331934033)	EXLP, CE, EL
Huntington Park EL CSPP (6473)	ELC
James A. Garfield Senior High (19647331933381)	CTE
John F. Kennedy High (19647331939941)	CTE
John Marshall Senior High (19647331935568)	CE, EL
Los Angeles Academy Middle (19647336115794)	CE, EL, SSI
Los Angeles Technology Center (19647330110312)	CTE
Magnolia Elem Sch CSPP (6473)	ELC
Maxine Waters Employment Prep Center (19647331932490)	CTE
Maywood Academy High (19647330109462)	CTE
New Open World Academy K-12 (19647330119685)	EXLP, CE, EL
Ninety-Fifth Street Elementary (19647336018337)	CE, EL
Normandie Avenue Elementary (19647336018410)	EXLP, CE, ELC, EL, SSI

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North Valley Occupational Center (19647331930841)	AE
Panorama City ES CSPP (6473)	ELC
Panorama High (19647330112052)	EXLP, CTE, CE, EL, SSI
Phineas Banning Senior High (19647331930650)	CTE, CE, EL
Reseda Charter High (19647331937226)	CTE, UCPr
Richard N. Slawson Southeast OC (19647330135699)	CTE
Rosa Parks Learning Center (19647330109371)	CE, ELC, EL
Santee Education Complex (19647330109447)	CE, EL, SSI
Seventy-Fifth Street Elementary (19647336019137)	CE, EL
Sherman Oaks Center for Enriched Studies (19647331933233)	CTE
Sotomayor Arts and Sciences Magnet (19647330124412)	CTE
STEM Academy at Bernstein High (19647330125989)	CTE
Sun Valley Magnet (19647336061600)	CTE
Susan Miller Dorsey Senior High (19647331932383)	CTE
Taft Charter High (19647331938612)	CTE
Thirty-Second Street USC Performing Arts (19647336019475)	CTE
Toluca Lake Children's Ctr (6473)	ELC
Union Avenue Elementary (19647336019624)	EXLP, CE, EL
Van Nuys Middle (19647336058333)	CE, EL, SSI
Venice Skills Center (19647331995638)	CTE
Virgil Middle (19647336058341)	EXLP, CE, EL, PE
West Valley Occupational Center (19647331932474)	AE

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Sites Reviewed	Programs Reviewed
William Mulholland Middle (19647336058184)	EXLP, CE, EL
Wisdom Elementary (19647330122150)	CE, EL, UCPr
Woodrow Wilson Senior High (19647331939859)	CTE

Monitoring Results by Program

Adjusted Cohort Graduation Rate

No program findings resulted from this monitoring review. No further action is required.

Adult Education

1. AE 03: Data Collection and Program Effectiveness

Agencies must maintain a high quality information management system that has the capacity to report measurable participant outcomes and to monitor student performance.

A review of the most recent data collection practices found that the LEA did not maintain proper procedures to accurately track and record required data related to high school diplomas awarded and payment point summaries for the current and prior three program years.

In order to ensure the LEA is properly tracking the number of students who receive a high school diploma and provide accurate data for payment point summaries, the LEA must upload in CMT a signed Corrective Action Plan detailing the processes and internal controls that will be implemented to accurately track the number of high school diplomas awarded.

CARES Act Monitoring

1. CA 04: Procurement

The Local Educational Agency (LEA) must follow appropriate procurement processes for its contracts. In addition, the LEA must demonstrate that it used arm's length bargaining and received a fair price for its contracts in accordance with federal and state requirements. Furthermore, the LEA must document that all procurement through noncompetitive proposals only occurred because the item was only available from a single source, an emergency would

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not permit a delay, the CDE expressly authorized noncompetitive proposals in writing, or after solicitation of sources, competition was deemed inadequate.

The LEA failed to upload all requested procurement documentation with sufficient time for the CDE to review the documents prior to the completion of the review. As a result, CDE was unable to ensure that all expenditures charged to the Coronavirus Relief Funds and the Elementary and Secondary School Emergency Relief Funds were procured in accordance with federal and state requirements, and accordance with the LEA's own procurement procedures.

To determine whether the appropriate procurement processes were followed, CDE will review the documentation provided by the LEA. If the LEA failed to provide sufficient documentation to substantiate the it properly followed procurement requirements or if the documentation does not meet federal or state requirements, the LEA may be required to reimburse CR and ESSER funds with an unrestricted funding source.

Compensatory Education

No program findings resulted from this monitoring review. No further action is required.

Career Technical Education

1. CTE 03: Programmatic Requirements: High Quality CTE Program

The Perkins Act and the Career Technical Education (CTE) Incentive Grant are based on the Federal Perkins V State Plan (formerly known as the California State Plan for CTE) which requires that LEAs meet all of the requirements of a high quality CTE program, including: (1) pathways that are a coherent, non-duplicative sequence of courses of at least 300 hours, and (2) pathways that are correctly coded in CALPADS.

Evidence reviewed for LAUSD's CTE program do not meet requirements in that: (1a) The adult education program funds some pathways that do not meet the minimum threshold of 300hrs; (1b) The secondary program sometimes allows students to skip the first or second course in a sequence in order to fit the needs of the master schedule, rather than because the student already has the prerequisite skills taught by that course, a practice that is enabled in part by (2) incorrectly reporting the first course of a three-year sequence into CALPADS as a concentrator course instead of correctly reporting the first course of a three-year sequence into CALPADS as an introductory course. Correct reporting into CALPADS is the way to affirm through accounting that pathways are a coherent sequence of courses, i.e., that no courses in a pathway are optional and that all students being promoted to the next course in a sequence have the prerequisite skills taught in the course before it.

To resolve this finding, LAUSD must upload to CMT within 45 calendar days a written plan that: (1a) Describes the adult education program's plan to assist only those pathways that meet the 300hrs requirement, including a listing for each pathway at each site with the the full course sequence, course titles, teacher, and hours per course. It is recommended that literature and vocabulary advertising these programs be revised to emphasize that students are to select from

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a choice of pathways and must start at the first course of a selected pathway, rather than having free rein to choose from any of the courses offered—"pathways," not "courses." (1b) Describes how the secondary program will ensure that each pathway at each site is coherently sequenced, without allowing some students to skip a course based on the convenience of the master schedule, and (2) Shows correct CALPADS coding by submitting revised course sequence worksheets for each pathway at each site (the template the CDE provides or an Excel file of LAUSD's own making will suffice, as long as it includes: site name, sector, pathway, local course title, number of credits/hrs, teacher name, CALPADS label of "introductory," "concentrator," or "capstone").

Education Equity

No program findings resulted from this monitoring review. No further action is required.

English Learner

1. EL 01: English Learner Advisory Committee (ELAC)

A school site with 21 or more English Learners (ELs) must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements: (a) Parent members are elected by parents or guardians of ELs. (b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body. (c) The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. (d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the Single Plan for Student Achievement (SPSA). (e) The ELAC receives training and materials, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. A school may designate an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b" above. Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate regional representation scheme when there are 31 or more ELACs in the LEA.

A review of evidence submitted and interviews during the review of Los Angeles Unified School District (LAUSD) demonstrated that ELACs at Arleta High School (AHS), Chester W. Nimitz Middle School (NMS), Gulf Avenue Elementary (GAE), and Hillcrest Drive Elementary (HDE) did not meet all requirements above during the 2020-21 school year. Specifically, Arleta High School's ELAC delegated authority to the School Site Council (SSC) but no SSC EL parent members attended any of the SSC meetings during which ELAC responsibilities and legal tasks were being completed; thus the composition requirement was not met. At Gulf Avenue Elementary, there were not sufficient EL parent members to meet the composition requirement throughout the year when all ELAC legal tasks were completed; a committee meeting composition requirements was elected in May 2021 for the upcoming 2021-22 school year. At Chester W. Nimitz Middle School and Hillcrest Drive Elementary, staff and/or parents/guardians

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of students who are not ELs voted to elect ELAC parent members.

LAUSD must provide the following evidence in CMT for resolution: (1) AHS: (a) Documentation of EL parents voting to elect parent members of ELAC and a roster of those elected members and their student's current English language acquisition status (ELAS) to demonstrate the composition requirement has been met. (b) Evidence from a future ELAC meeting where at least one legally required task has been completed with sufficient EL parents present. (2) GAE: Evidence from a future ELAC meeting where at least one legally required task has been completed with sufficient EL parents present. (3) NMS: (a) Documentation of EL parents voting to elect parent members of ELAC and a roster of those elected members and their student's current English language acquisition status (ELAS) to demonstrate the composition requirement has been met. (4) HDE: Documentation of EL parents voting to elect parent members of ELAC and a roster of those elected members and their student's current English language acquisition status (ELAS) to demonstrate the composition requirement has been met. Evidence for these requirements may include, but is not limited to, election announcements and a record of the recipients of the announcements, nomination forms, ballots, voting rosters, rosters of elected members with their child or children's ELAS status, agendas, meetings, and attendance records.

2. EL 11: Teacher EL Authorization

Teachers assigned to provide English language development and instruction in subject matter courses for English learners (ELs) must be appropriately authorized or actively in training for an appropriate EL authorization.

The review of spreadsheets, which align all teachers with California Commission on Teacher Credentialing approved EL authorization codes, revealed that thirty seven teachers do not possess appropriate EL authorization and two teachers' EL authorizations were expired.

The LEA must submit evidence into the CDE Monitoring Tool evidence of emergency clearances for EL authorization or a plan to address the thirty nine misassigned teachers either through replacement or side-by-side instruction until the teachers are able to obtain appropriate EL authorization.

3. EL 14: ELD

As part of the standard instructional program provided through general funds, all identified English learners (ELs) must receive a program of English Language Development (ELD) instruction, which shall include designated and integrated ELD. (a) Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (b) Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English. ELD instruction must be designed for ELs to develop proficiency in English as rapidly and effectively as possible and to meet state priorities. Each LEA must take appropriate action to

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overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and, after a trial period, evaluated for its effectiveness in overcoming language barriers.

A review of evidence provided by Los Angeles Unified School District (LAUSD) for New Open World (NOW) Academy and Dr. Maya Angelou Community High School (MACHS) demonstrated some ELs in twelfth grade do not receive a designated ELD class and evidence was not provided substantiating they are receiving designated ELD instruction as described above.

LAUSD must provide the following evidence in CMT for resolution: Documentation that all twelfth-grade students at MACHS and NOW Academy receive designated ELD. Evidence may include, but is not limited to, master schedules, student schedules, course descriptions, syllabi, schedules demonstrating protected time, scope and sequence, unit and lesson plans.

Early Learning and Care

No program findings resulted from this monitoring review. No further action is required.

Expanded Learning Programs

No program findings resulted from this monitoring review. No further action is required.

Fiscal Monitoring

No program findings resulted from this monitoring review. No further action is required.

Homeless Education

No program findings resulted from this monitoring review. No further action is required.

Physical Education

1. PE 06: Pupil Exemptions

LEAs that maintain a high school and elect to exempt pupils from required attendance in PE have three distinct options: (1) Temporary Exemption (2) Two Year Exemption (3) Permanent Exemptions. The Two Year and the Permanent Exemptions from PE require the LEA to offer a variety of elective PE courses of not less than 400 minutes every 10 school days, taught by an appropriately credentialed teacher.

Note: Senate Bill 820, Section 68, continued the suspension of the PFT for the 2020-21 school year. Pupils will not be eligible for a PE exemption in the 2021–22 school year.

The Los Angeles Unified School District (LAUSD) does not meet the legal requirements for student PE exemptions based on staff interviews and insufficient evidence of exemption forms,

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process, and records of LAUSD School Board Approval of student exemptions. The description of the Two Year (PFT) PE Exemption is misstated in LAUSD Board Policy 6142.7.

To demonstrate the legal requirements for PE exemptions have been met, the (LAUSD) must submit via the CMT the following items:

- 1) Agenda and minutes from a training/review of the legal PE requirements for high school students, including student PE exemptions. Include the date of the training, the names of the attendees, and their role of responsibility. PE staff should review the purpose of any fitness testing, specifically if the results continue to connect to student PE exemptions and an LEA chooses to utilize as one to grant PE exemptions.
- 2) Communication to LAUSD students and parents that includes PE requirements and the purpose for PE exemptions, the criteria that students must meet to be exempted from PE, and the process for students to follow to apply for a PE exemption.
- 3) Arleta staff procedures and roles of responsibility to process, monitor, and record student PE exemptions.
- 4) A process for student PE Exemption submittal to the LAUSD School Board to determine approval.
- 5) Course descriptions for at least three PE electives (see legal requirement) that will be offered to all students for the school year of 21–2022.
- 6) A timeline for the exemption process and submittal dates for the 21–2022 school year in order to offer PE exemptions, meet legal requirements such as the required student age, and meet the school year timelines based on the School Board determination of approval.

2. PE 07: Teaching and Evaluation—High School

LEAs that maintain a high school shall provide a course of study in PE to pupils in any of grades nine to twelve, inclusive, where instruction and evaluation of pupil progress is delivered in a developmentally appropriate sequence that includes: the effects of physical activity upon dynamic health, the mechanics of body movement, combatives, individual and dual sports, team sports, gymnastics and tumbling, rhythms and dance.

Review of the Arleta High School (AHS) master schedule for 2020–21, physical education (PE) course descriptions, staff interviews, and PE class outlines/syllabi, revealed that all students are not receiving instruction and evaluation in all eight of the PE content areas either consistently or not at all within the two PE courses to meet the minimum graduation requirement. This is a result of allowing all grade levels enroll in all PE classes available and repeat those same classes.

There is inconsistent documentation regarding the type of credit that students are receiving for Cheer and specific dance classes. There is documentation that states PE credit and other

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documentation that states VAPA credit.

The LAUSD must submit via the CMT the following documentation:

- 1) A meeting/training agenda that includes; the date of the meeting, a list of staff in attendance, their role of responsibilities, and the meeting minutes.
- 2) The meeting/training shall include: Review of the high school PE course requirements for instruction and evaluation. (The following are resources you may use during the review of the course requirements: Informational text from Education Code sections 33352[b][7], 51014, 51220[d]; Title 5 California Code of Regulations, (5 CCR) sections 10060[a], 10060[g], and the California PE Framework)
- 3) Course descriptions that meet the legal requirements and reflect the PE instruction provided. The eight required content areas must be taught as a unit activity, per the legal requirement. The length of the unit is flexible.
- 4) The eight content PE areas must be accessible to all students in order to complete the minimum graduation requirement within the mandated two courses.
- 5) The course descriptions must clearly identify: [a] the type of PE credit granted, [b] the grade level of the student to enroll, [c] each of the eight PE focus areas as a specific unit activity, (there are no requirements for length of unit or combining units) [d] the format/sequence for instruction, and how students are evaluated in each content area.
- 6) A sample student evaluation for each of the eight PE focus areas.
- 7) A table/chart of the unit activities included with each of the eight PE focus areas. The table/chart shall include: [a] the name of the course, [b] the PE content, [c] the unit activities per focus area, [d] per class period, and teacher.
- 8) A statement of assurance to include: The process and accomplished work has consisted of a collaborative effort between the district office and AHS. The implementation of the mandated PE course requirements will be for the 2021-22 school year, signed by the PE Department Staff, the site Principal of AHS and the LAUSD K-12 Physical Education Specialist.

Supporting Effective Instruction

No program findings resulted from this monitoring review. No further action is required.

School Support and Improvement (SSI)

No program findings resulted from this monitoring review. No further action is required.

Uniform Complaint Procedures-effective 7-1-2020

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