



Early Language & Literacy Plan

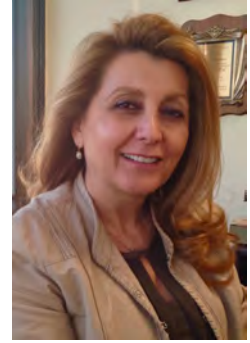


**Annual Report
January 2018**

Los Angeles Unified School District
Vivian Ekchian, Interim Superintendent

Division of Instruction
Frances Gipson, Ph.D., Chief Academic Officer

Superintendent's Message



Dear L.A. Unified Family,

Our school district is home to students who speak nearly 100 different languages and who bring many cultural and linguistic assets into the classroom. Diversity is our strength!

I am proud to present the Early Language and Literacy Plan Report, which outlines the District's efforts to build upon these linguistic assets so that all students read on grade level by the end of second grade.

Early literacy is a game-changer. It is a gateway to graduation, rigorous colleges, rewarding careers, and life success. Having served many roles within L.A. Unified, including teacher and principal, I am keenly aware that the potential of our students and staff is unparalleled. We stand resolute in the conviction that it is our shared responsibility to ensure *all* students have the ability to read grade level text with comprehension from an early age.

Thank you for working shoulder-to-shoulder with me to realize this vision.

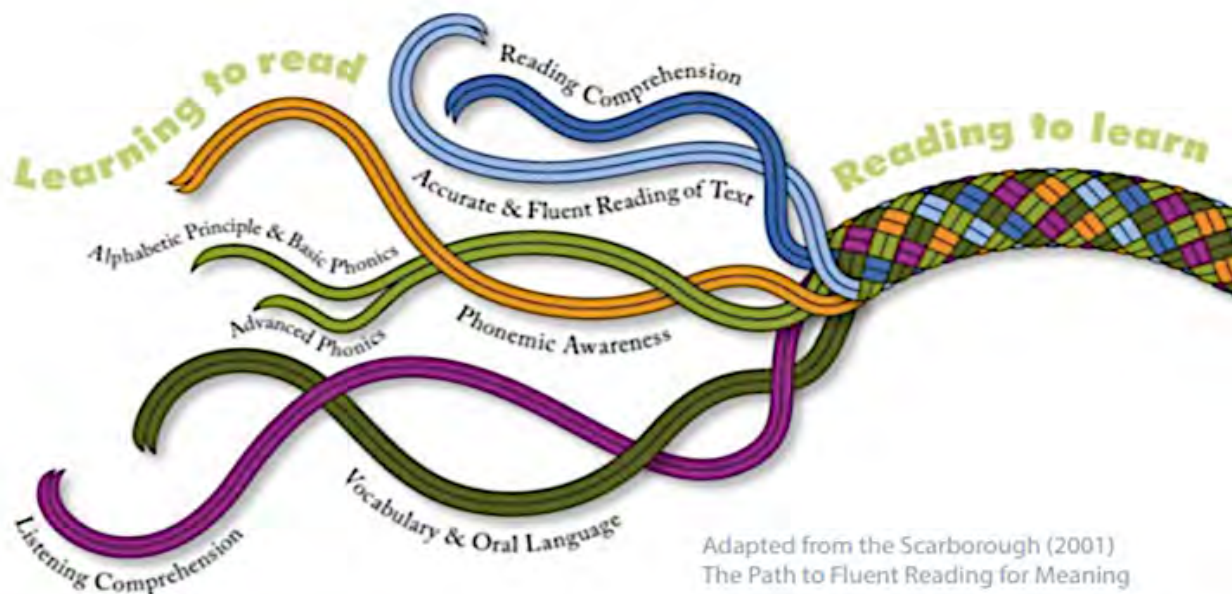
Sincerely,

A handwritten signature in blue ink that reads "Vivian Ekchian". The signature is written in a cursive, flowing style.

Vivian Ekchian
Interim Superintendent

“In today’s schools, too many children struggle with learning to read. As many teachers and parents will attest, reading failure has exacted a tremendous long-term consequence for children’s developing self-confidence and motivation to learn, as well as for their later school performance. While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure.”

Put Reading First (2001)



Here's What Teacher Survey Responses Say About ELLP Professional Development:

"I loved the opportunity that we had to engage in the various learning center stations. I learned a variety of ways to engage students. I also liked the time that we spent going deeper into differentiating, learning about progress monitoring assessments, and skills to be taught for small group instruction."

"I enjoyed dissecting student data and reflecting with my colleagues on how we could better meet the students' needs."

"I appreciated learning more about the phonological awareness continuum and how to use the small group learning centers to specifically address my students' needs with the different skills on the continuum."



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“The point is that instruction in foundational skills should be appropriate for the learners and neither delay their progress nor overlook their needs and proceed too rapidly.”

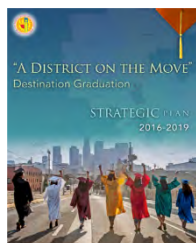
Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p. 18



INTRODUCTION

The Early Language and Literacy Plan (ELLP) is Los Angeles Unified School District's (L.A. Unified's) initiative to develop an effective multi-tiered system of supports at all elementary schools to address the needs of early emergent to fluent readers, so all students read, write, speak and listen with efficiency and accuracy by the end of second grade.

Why Focus on Early Language and Literacy?



A focus on early language and literacy is an integral component of L.A. Unified's 2016-2019 Strategic Plan. The plan affirms a commitment to 100% graduation for all L.A. Unified students. Among the major objectives towards attaining this goal are **Build a Solid Foundation for Early Learners** and **Proficiency for All**. These two objectives encapsulate the importance that L.A. Unified places on early literacy.

Build a Solid Foundation for Early Learners

L.A. Unified is closing the achievement gap in the early years by ensuring that all students have access to high-quality and developmentally appropriate preschool programs. As a result, State Preschool, Expanded Transitional Kindergarten (ETK) and Transitional Kindergarten (TK) programs are being supported and grown. Students in these programs receive a comprehensive, balanced curriculum that emphasizes the development of the whole child, including the development of oral language skills. Based on the L.A. Unified 2016-2019 Strategic Plan, the District's Local Control and Accountability Plan (LCAP) goal for the percentage of students who meet or exceed in literacy and language will increase to 95% in 2018-2019.

	2016-17	2017-18	2018-19
Percentage of students who meet or exceed benchmark in literacy and language (Desired Results Developmental Profile Assessment)	75%	85%	95%

Proficiency for All

L.A. Unified is committed to ensuring that all students graduate equipped with 21st Century skills, among which literacy skills are fundamental. Beginning in the early grades, L.A. Unified's students will receive rigorous standards-based instruction focused on the key shifts of the California English Language Arts (ELA)/English Language Development (ELD) Framework:

1. Regular practice with complex text and academic language
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich nonfiction

Proficiency for All includes a commitment that L.A. Unified’s students who have not reached proficiency shall receive immediate, intensive instruction to help them reach and maintain proficiency and beyond.

Based on the L.A. Unified 2016-2019 Strategic Plan, the District’s LCAP goal for the percentage of second graders who meet early literacy benchmarks as measured by the Dynamic Indicators of Early Literacy Skills (DIBELS) assessment will increase to 81% in 2018-2019.

	2016-17	2017-18	2018-19
Percentage of 2 nd Grade Students Meeting Early Literacy Benchmarks	77%	79%	81%

“Because children who experience difficulty with phonological awareness are likely to have difficulty becoming independent readers and writers, assessment is crucial and should be followed by appropriate additional highly targeted instruction.”

California ELA/ELD Framework
Chapter 3, p. 248



The Social Justice Aspect of Early Literacy

L.A. Unified’s mission is to provide **Equity and Access** for all students to high-quality schools and instructional programs as well as to ensure that all stakeholders share in the core belief of **Excellence and High Expectations** for student achievement. Together these principles articulate the District’s pledge to equip all student subgroups with a solid foundation of language and literacy skills.

Nearly two-thirds of America’s fourth graders, 64%, read at levels below proficiency based upon the National Assessment of Educational Progress (NAEP 2015). Nationwide, reading achievement is particularly low for Latino and African-American fourth graders.

Several research studies have demonstrated that early cognitive and linguistic development predict later achievement in reading. Various measures administered at the preschool and kindergarten levels reveal that patterns of preschool learning are closely linked with reading achievement in the primary grades (Scarborough, 1998). Young children who demonstrate oral language proficiency and early abilities in processing print do better in learning to read in first, second, and third grades (Scarborough, 2001). This means that learning achieved during these early years is likely to be sustained throughout the primary school years and is an important basis for successful early performance in school.



“Success in literacy learning during the primary grades is even more indicative of later literacy achievement. Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school, further underlining the importance of preparing children to enter school ready to learn (Fletcher & Lyon, 1998).”

National Institute for Literacy, Developing Early Literacy Report of the National Early Literacy Panel, 2008, p. xiv

“The sooner children understand and can use the alphabetic system for their own purposes, the more they can engage with text, which is the very point of learning the foundational skills.”

California ELA/ELD Framework
Chapter 2, p. 85



ELLP Goals

- All L.A. Unified students will read, write, speak and listen with efficiency and accuracy by the end of second grade;
- The percentage of second grade students meeting early literacy benchmarks will increase to meet the District’s goal of 81% and beyond;
- 100% of elementary school teams will engage in a series of differentiated literacy professional learning courses designed to expand teacher knowledge of foundational literacy instruction and language development;
- The number of inappropriate student referrals to special education will be reduced;
- The number of English learners achieving one year’s language growth in one year’s time will increase as measured by the English Language Proficiency Assessments for California (ELPAC).

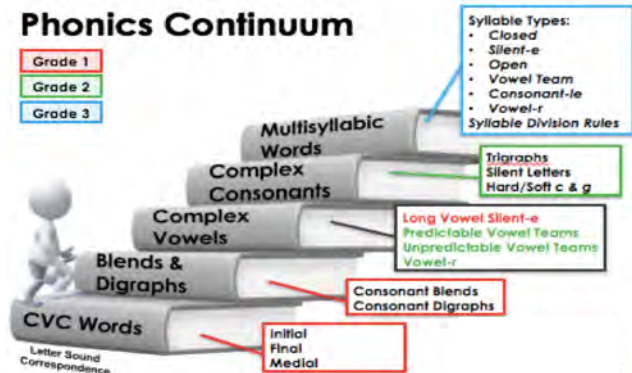
ELLP Guiding Principles

Preschool and Transitional Kindergarten programs:

- Provide instruction via developmentally appropriate and differentiated practices;
- Focus on oral language development, listening comprehension, pre-literacy and numeracy skills;
- Instruct using both the Preschool Learning Foundations and the California content standards;
- Provide an emphasis on developing children’s self-regulation, engagement, and focused attention.

Kindergarten through second grade are the foundational grades for language and literacy development. K-2 programs:

- Utilize assessment data in language and literacy to ensure students are on track for meeting early literacy benchmarks;
- Explicitly teach oral language, phonological awareness, phonics and word study, fluency, and comprehension throughout the day;
- Use a multi-tiered system of supports to respond to student learning through systematic core and intervention programs.



THE EARLY LANGUAGE AND LITERACY PLAN MODEL

In the Early Language and Literacy Plan model, students receive targeted, differentiated instruction in the California content standards, with an emphasis on foundational reading skills and oral language development. This is accomplished through teacher collaboration to provide skills-based instruction within flexible small student groupings across classrooms. Foundational skills instruction is personalized for students based on individual need for acceleration and intervention as determined by multiple measures. ELLP calls for the restructuring of how time and instruction are used at the primary level in elementary schools.

“...instruction should be well organized, carefully sequenced, engaging, and appropriately paced for the individual learners. Moreover, it should be adapted on an ongoing basis to address students’ existing needs and secure their progress toward learning goals....Teachers use what they know about the learners to plan and modify instruction.”

Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p. 18



ELLP is data-driven and builds the capacity of educators to provide a multi-tiered system of supports (MTSS). MTSS is defined as a systemic, continuous framework predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system, to align resources and supports necessary for each student’s academic, behavioral and social success.

In addition to supporting teachers with professional development and materials for foundational skills instruction, Title I ELLP sites receive a guided reading leveled bookroom, plus classroom libraries with 250 leveled

fiction and non-fiction titles per classroom in grades kindergarten through third grade. Transitional kindergarten teachers also receive 25 titles for dialogic read aloud. These resources provide the means for students to learn the mechanics of reading as well as apply their foundational skills in books at their “just right” level during small group reading instruction and independent practice to promote the joy of reading.

ELLP Fosters Increased Stakeholder Engagement

In the spirit of MTSS, schools are encouraged to leverage all stakeholders in collaborative, focused early literacy work using the Academy Model of differentiated instruction across classrooms. Resource specialist program (RSP) and special day program (SDP) teachers share their expertise in strategies to support the most struggling readers and may participate in academies as appropriate by co-teaching with their general education peers in small group rotations. In addition, some ELLP schools have developed highly trained cadres of paraprofessionals who are adept at facilitating foundational skill review through learning activities. ELLP schools consistently communicate literacy learning targets and progress to parents, often providing parent training to support students at home and in the classroom.



“The greater the variation of the student population, the richer the learning opportunities for all and the more assets upon which teachers may draw.”

**California ELA/ELD Framework
Chapter 9, p. 881**

ELLP Support for Diverse Student Groups

In alignment with L.A. Unified's core belief of *Equity and Access* for all students, ELLP provides support to schools in differentiating instruction for all student subgroups.



English Learners

In collaboration with the Multilingual and Multicultural Education Department (MMED), ELLP provides school teams with professional development and resources to deepen understanding of the unique needs of English learners (ELs). Teaching resources are provided to promote ELs' language and literacy transfer, and help teachers identify and address the specific linguistic needs of ELs during foundational skills and reading comprehension instruction.



Standard English Learners

In collaboration with the Academic English Mastery Program (AEMP), ELLP provides school teams with professional development to address the cultural and linguistic needs of Standard English learners (SELs), which includes African-American students and other populations who have traditionally been underserved. ELLP provides resources, strategies, and culturally responsive literature to support vocabulary development, phonological awareness skills, contrastive analysis, academic discussion, and affirmative bridging of home language to academic language.



Students with Disabilities

In collaboration with the Division of Special Education, ELLP provides school teams with professional development on data analysis, tiered supports, targeted strategies for intensified instruction, and multi-sensory, evidence-based teaching materials and strategies to address the diverse needs of students, including those showing signs of dyslexia. For students with deaf and hard-of-hearing disabilities, classroom library materials to support language development in American Sign Language and transfer to English are provided.



Dual Language and Bilingual Students

In collaboration with the Dual Language/Bilingual Programs Office, ELLP strategies are implemented in English and target language instruction. Materials and professional development are provided to support foundational skills instruction in both languages. ELLP dual language schools receive leveled bookrooms and classroom libraries in both English and target language(s) for every TK through third grade classroom.



Transitional Kindergarten Students

In collaboration with the Division of Early Childhood Education, ELLP provides school teams with professional development to address the earliest skills that are the cornerstone of literacy development, with emphasis on oral language development and phonological awareness.

HISTORY AND TIMELINE

2013 L.A. Unified Adopts a Board Resolution Focused on Early Learning

In September 2013, L.A. Unified’s Board of Education passed a resolution requiring the “development of a framework based on educational standards, curricula, assessment and professional development that are strongly aligned across high-quality pre-kindergarten, kindergarten, first, second and third grades.” The goal of this resolution is to seamlessly align a high-quality system of early learning across early childhood and elementary education.

2014 California English Language Arts (ELA)/English Language Development (ELD) Framework

In July 2014, California adopted a new ELA/ELD framework that calls for the strands of reading, writing, language, and speaking and listening to be integrated across all disciplines. It also calls for the seamless linking of the ELD standards to ELA standards across all disciplines, recognizing that language and literacy are interwoven and provide the foundation for all learning.

2014-15 L.A. Unified’s Early Language and Literacy Plan Developed

The ELLP plan was developed collaboratively with local district leadership working closely with central office staff that included the Division of Special Education – Coordinated Early Intervening Services (CEIS) and the following Division of Instruction departments: Elementary Instruction, Multilingual and Multicultural Education, Dual Language, Early Childhood Education, and Access, Equity and Acceleration.

2015-16 ELLP (Year 1) Cohort 1 Launched with 85 Schools

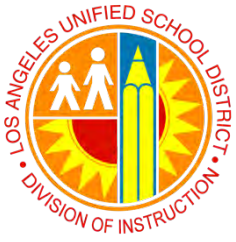
In July 2015, ELLP was funded for an initial cohort of 85 schools. Implementation plans were developed, and the sites identified in each local district. Each school established an ELLP leadership team with a lead teacher designee, and that team participated in a 4-day January 2016 Symposium to launch the learning. School teams then began the work toward implementing the model at their site. ELLP Designees, Principals and other site leaders participated in a learning series across the year to share with site colleagues.

2016-17 ELLP (Year 2) Expands to Include 180 Additional Schools in Cohort 2

In year two of implementation, 265 schools representing 48% of all elementary schools in L.A. Unified received supports and services through participation in ELLP. During this second year of implementation, 1,350 educators and 265 administrators engaged in the ELLP Symposium in July-August 2016, and in the learning series across the year.

2017-18 ELLP (Year 3) Expands to Include 255 Additional Schools in Cohorts 3 & 4

ELLP is in year 3 of implementation, with the inclusion of 185 more schools in cohort 3, beginning with a Symposium in June 2017, and 70 more schools in cohort 4, with a Symposium in January 2018. Participation in ELLP now numbers 520 schools across all six local districts.



ELLP: Implementation Status

L.A. Unified has provided resources and professional development (PD) to support administrator and teacher teams in developing the capacity at their schools to deliver targeted and differentiated instruction in foundational literacy skills. By June 2018, 100% of elementary schools will have received training in the implementation of the ELLP model.



Dual Language/Bilingual Programs Office



ACADEMIC ENGLISH MASTERY PROGRAM



	2015-16	Cohort 1: 85 Schools		450 teachers	
				<ul style="list-style-type: none"> • ELLP Kick Off, Setting the Stage: Designee(s) and Administrator • 3-Day TK-2 Teacher Symposium: Menu of Professional Learnings • Designee PDs: Systems & Structures, Designing Instruction, Refining Instruction • Guided Reading PD offered to all K-3 teachers 	
	2016-17	Cohort 2: 180 Schools		900 teachers	
				<ul style="list-style-type: none"> • School teams received PD series provided to cohort 1 • Support and supplemental PD offered to additional teachers at cohort 1 schools 	
	2017-18	Cohort 3: 185 Schools		925 teachers	
				<ul style="list-style-type: none"> • School teams received PD series provided to cohort 2 • Support and supplemental PD offered to additional teachers at cohorts 1 and 2 schools 	
	Spring 2018	Cohort 4: 70 Schools		350 teachers	
				<ul style="list-style-type: none"> • School teams receive PD series provided to other cohorts 	

ELLP Schools Cohort 1

Central	East	Northeast	Northwest	South	West
20th St	2nd St	Broadous	Alta California	112th St	54th St
28th St	Albion	Camellia	Anatola	68th St	59th St
49th St	Anton	Cardenas	Bassett	93rd St	74th St
Atwater	City Terrace	Columbus	Cantara	Barrett	95th St
Aurora	Elizabeth LC	Fernangeles	Chatsworth Park	Barton Hill	Bradley GAM
Buchanan	Escalante	Kittridge	Cohasset	Flournoy	Hillcrest
Lake St. PC	Heliotrope	Korenstein	Emelita Chtr	Graham	Lawson
Lexington PC	Holmes	Lankershim	Gault	Gulf	Marvin
Lockwood Ave	Huntington Dr.	Obama	Granada CC	McKinley	Saturn
Los Angeles	Madison	San Fernando	Langdon	Meyler	Virginia Rd
Mariposa-Nabi	Malabar	Sharp	Lassen	Miller	
Menlo Ave	Maywood	Strathern	Panorama City	Miramonte	
Rosemont	Montara	Sylmar	Santana Arts	Weigand	
San Pedro St	Pacific Bl	Telfair	Serrania Charter		
White	Park	Van Nuys			
	Sheridan				
	Willow				

ELLP Schools Cohort 2

Central	East	Northeast	Northwest	South	West
24th St	1st St	Apperson	Blythe	107th St	42nd St
Aldama	Breed	Arminta	Canoga	109th St	52nd St
Alexandria	Brooklyn	Beachy	Capistrano	118th St	Angeles Mesa
Allesandro	Corona	Bellingham	Chase	135th St	Arlington Hts
Aragon	Eastman	Brainard	Danube	15th St	Brockton
Ascot	El Sereno	Burton	Darby	186th St	Budlong
Bushnell Way	Escutia PC	Canterbury	Dearborn	66th St	Carson-Gore
Estrella	Fishburn	Coldwater	Fullbright	75th St	Carthay
Glassell Pk	Florence	Coughlin	Garden Grove	92nd St	Charnock
Gratts	Garza PC	Dyer	Germain Acad	96th St	Cienega
Harmony	Glen Alta	El Dorado	Gledhill	99th St	Cimarron
Hobart	Hamasaki	Erwin	Hart	Annalee	Crescent Hts
Hooper	Harrison	Glenwood	Haskell	Baca Acad	Grand View
Hooper PC	Hughes	Haddon	Knollwood	Bandini	Grant
Huerta	Latona	Hazeltine	Liggett	Broad	Harvard
Jones	Liberty	Herrick	Limerick	Cabrillo	Kingsley
LaMotte	Marianna	Hubbard	Napa	Compton	La Salle
Lizarraga	Murchison	Morningside	Nevada	Dominguez	Loyola Village
Logan	Rowan	Noble	Newcastle	Figuroa	Ramona
Mack	Roybal-Allard	O'Melveny	Parks	Fries	Shenandoah
Main	San Antonio	Osceola	Parthenia	Gardena	Stoner
Mayberry	Sierra Park	Oxnard	Plummer	Grape	Van Ness
Normandie	Soto	Plainview	Pomelo	Griffith Joyner	Vine St
Norwood	Stanford	Roscoe	Primary Acad	Hawaiian	West Athens
RFK ASGE	Stanford PC	Sendak	Reseda	Knox	Western
Sally Ride	State	Stonehurst	San Jose	Manchester	Wilshire Crest
Trinity	Sunrise	Sylvan Park	Sunny Brae	Moore MST	Wilshire Park
Vermont	Tweedy	Vena	Superior	Ritter	Woodcrest
Wadsworth	Utah	Victory	Vanalden	Russell	YES Academy
Weemes	Vernon City	Vista del Valle	Winnetka	South Park	

ELLP Schools Cohort 3

Central	East	Northeast	Northwest	South	West
Alexander Sci Ctr	4th St ES	Burbank	Acad Enriched Sci	116th	61st Street
Cahuenga	4th St PC	Carlson	Andasol	122nd	6th Ave
Castelar	Amanecer	Carpenter	Balboa Magnet	153rd	Alta Loma
Commonwealth	Ann Street	Chandler	Beckford	156th	Brentwood
Del Olmo	Belvedere	Colfax	Bertrand	232nd	Castle Heights
Delevan	Bridge	Dixie Canyon	Calabash	Ambler	Century Park
Dorris Place	Bryson	Fair	Calahan	Amestoy	Cheremoya
Elysian Heights	Chavez	Gridley	Community Chtr	Avalon Gardens	Community
Fletcher Drive	Dena	Harding	Calvert	Bonita	Cowan
Foshay LC	Euclid	Kester	Castlebay	Broadacres	Hancock Park
Franklin	Evergreen	Monlux	El Oro	Caroldale	Hollywood PC
Jones PC	Farmdale	Mountain View	Enadia	Carson	Manhattan
Kim	Ford	Pinewood	Encino	Catskill	Melrose
King Jr	Gates	Plainview	Hamlin	Chapman	Mid City
Lafayette PC	Griffin	Ranchito	Haynes	Crestwood	Palms
Magnolia	Hillside	Rio Vista	Hesby Oaks	De La Torre	Paseo Del Rey
Maple PC	Hope	Riverside	Justice St	Del Amo	Playa del Rey
Micheltorena	Humphreys	Saticoy	Lanai	Denker	Queen Anne
Monte Vista	Huntington Park	Sherman Oaks	Lemay	Dolores	Raymond
Nevin	Independence	Sunland	Lockhurst	Eshelman	Richland
Olympic PC	Kennedy	Sylmar	Lorne	Halldale	Roscomare
RFK: NOW	Lillian	Leadership	Mayall	Harbor City	Selma
Riordan PC	Loma Vista	Toluca Lake	Melvin	Leapwood	Sterry
Rockdale	Lorena	Valerio	Mosk	Leland	Westminster
Sammy Lee	Loreto	Vinedale	Nestle	Lomita	Westport Heights
West Vernon	Middleton ES		Porter Ranch	Normont	Wilton Place
Yorkdale	Middleton PC		Shirley	President	
	Miles		Stagg	Purche	
	Multnomah		Tarzana	Towne	
	Nueva Vista		Topeka	Van Deene	
	San Gabriel		Tulsa		
	San Miguel		Valley Alternative		
	Sierra Vista		Van Gogh		
	Solano		Vintage		
	Victoria		Welby Way		
	Walnut Park		Wilbur		
	Woodlawn		Woodlake		
			Woodland Hills		

ELLP Schools Cohort 4

Central	East	Northeast	Northwest	South	West
10th St 32nd St Annandale Arroyo Seco Clifford Dahlia Heights Dayton Heights Eagle Rock Elysian Heights Esperanza Garvanza Glenfeliz Hoover Ivanhoe Los Feliz MacArthur Park Mt Washington Plasencia Politi RFK: UCLA San Pascual Toland Way Union	Ochoa LC			7th St Bakewell PC Harry Bridges Park Western Parmelee Pt Fermin South Shores Taper Washington PC White Point Wilmington Park Wisdom	Kenter Canyon Topanga Westwood 3rd Street 61st Street 6th Avenue Baldwin Hills Beethoven Braddock Bright Broadway Canfield Canyon Clover Coeur d'Alene Coliseum Fairburn Gardner Kentwood Laurel Span Mar Vista Marlton Marquez Open Charter Overland Palisades Playa Vista Rosewood Short Ave Stoner Valley View Walgrove Warner West Hollywood Westside Global Windsor Hills Wonderland

ELLP Professional Development and Resources

ELLP professional development fosters the expertise of L.A. Unified teachers in implementing an effective early literacy program. Adult learning experiences promote a strong understanding of the foundation of literacy instruction, including oral language development, phonological awareness and print knowledge. This development of teachers' knowledge of the foundational skills continuum is reinforced by the provision of evidenced-based pedagogical practices in teaching struggling readers. ELLP provides learning opportunities to schools in a menu of tiered support and training.

For Administrators and Designees

Four full-day trainings develop understanding of MTSS, enabling administrators and designees to more effectively support the organization and planning of intervention structures; analyze data and make connections to instruction along the foundational skills continuum; and monitor resource allocation and distribution in support of teachers and students.

For Teacher Teams

The symposium courses provide L.A. Unified educators with an in depth understanding of the effective pedagogy required for successful targeted foundational skills instruction and intervention. The courses improve teachers' ability to utilize data driven instructional cycles by centering each session on a deep analysis of student data. Through these learning sessions, teachers better understand phonological awareness and phonics. They also study evidenced-based strategies for use with ELs and SELs.

For Individual Teachers

A suite of guided reading courses is offered to all teachers, providing a variety of entry points to begin their study of guided reading and the use of leveled texts for small group instruction as well as for independent and collaborative student reading. During guided reading, teachers allow students many opportunities to apply their newly learned foundational skills in "just right" level text so that even in the earliest stages of learning to read, students are making meaning from text.

Connections to Core Curriculum

With the implementation of the new ELA/ELD programs, Benchmark Advance and Wonders, ELLP professional development has focused on supporting teachers in aligning the spectrum of intervention resources in the core programs with students' needs. Small-group instruction is essential to the expectations of the ELA/ELD Framework. ELLP supports teachers in using data to select the most appropriate targeted instructional activities for students by incorporating both core materials and the supplemental resources provided through ELLP.

Scan the QR code to see a demonstration phonemic awareness lesson.



Learning Opportunities for School Teams in ELLP

1. Collaborative study of student data to guide grouping and instruction
2. Study of the *CORE Teaching Reading Sourcebook*
3. Foundational skills continuum standards and pedagogy
4. Small group intervention strategies using foundational skills supplemental materials
5. Learning stations and centers to support phonological awareness
6. Developing school infrastructures incorporating a multi-tiered system of supports
7. English learner strategies and pedagogy and CA ELD Standards Part III
8. Text Reading Comprehension (TRC) assessment and reading behavior/miscue analysis
9. Culturally and Linguistically Responsive Teaching strategies and resources
10. Literacy and language support resources for SELs
11. Music integration to support phonological awareness and language development
12. Guided reading instruction in small groups to support language development
13. Management strategies for guided reading and small-group instruction



	<p>95 PERCENT GROUP PD: Part I Launching Interventions & Part II Deeper Dive</p> <p>Teachers learn to use 95 Percent Group materials; develop their ability to use universal screening, diagnostic assessments and progress monitoring tools to form intervention groups; and utilize the continuum of foundational skills for instruction. Part II is a deeper dive into 95 Percent Group materials and strategies.</p>
	<p>ENGLISH LEARNERS: Foundational Skills & Literacy – ELD Standards Part III</p> <p>Teachers learn about ELD Standards Part III/Using Foundational Skills as part of Comprehensive ELD. Learning to read in a second language is significantly different from learning in one’s primary language; distinct knowledge as well as auditory and visual strategies are required to address the needs of EL students.</p>
	<p>STANDARD ENGLISH LEARNERS: Literacy and Language Support for SELs</p> <p>Participants deepen their understanding of SEL students: who they are, how to identify them, and strategies to meet their instructional needs. Participants explore using data sources to improve literacy instruction, identify appropriate learning center activities, and also discover research-based, culturally responsive discussion and participation protocols to improve student engagement and outcomes.</p>
	<p>RESOURCES: CORE Teaching Reading Sourcebook</p> <p>Teachers dig into the <i>CORE Teaching Reading Sourcebook</i> to deepen their understanding of the content and pedagogy necessary for developing solid foundational literacy skills for all children to become successful readers. <i>Attendees receive: Teaching Reading Sourcebook (CORE).</i></p>
	<p>LEARNING STATIONS: Lessons & Centers for Phonological Awareness</p> <p>Participants deepen their understanding of the Foundational Skills needed for all students to be successful readers and writers. They also take an in depth look at the phonological awareness continuum, analyze DIBELS data for purposeful grouping, and explore effective learning stations. <i>Attendees receive: Learning Stations Masters & Resources.</i></p>
	<p>ELLP ACADEMIES: Data Walls & Collaboration for Student Success</p> <p>Participants get an overview of the Early Language and Literacy Plan with emphasis on Literacy Academies and data walls. They learn how the Literacy Academy Model can be implemented to address the foundational skills needs of all learners, and practice creating a data wall. <i>Attendees receive: Making the Most of Small Groups-Differentiation for All.</i></p>
	<p>PRINCIPAL & DESIGNEE MEETING: On-Boarding/Academy Launch</p> <p>Participants get an overview of ELLP and the Academy Model, including a walk-through of the phases of successful implementation: Setting the Stage, Systems & Structures, Designing Instruction, and Refining instruction. Participants also develop an Academy Model intervention plan for their schools. <i>Attendees receive: Academy Launch Guide.</i></p>
	<p>PRINCIPAL & DESIGNEE MEETING: Constructing Academies</p> <p>Participants take a deep dive into developing data walls, examining student data, and developing data-based intervention lessons for three sample students. This course provides opportunities for participants to engage in a mock literacy academy including three demonstration lessons based on sample student data and accompanying learning stations.</p>

	<p>PRINCIPAL & DESIGNEE MEETING: Instructional Content</p> <p>Participants receive additional instruction in the use of 95 Percent Group materials and other strategies to provide targeted instruction for EL and SEL students. Topics include: hands on practice with materials and routines, review of blending strategies, data analysis, and structuring groups.</p>
	<p>PRINCIPAL & DESIGNEE MEETING: Reflection and Planning</p> <p>The final principal and designee meeting of the series is designed to support schools in reflecting on the work they have accomplished during the year. Time is also provided for school teams to plan next steps for refining literacy instruction and intervention at their schools during the coming school year.</p>
	<p>PHONOLOGICAL AWARENESS: Dr. Heggerty</p> <p>Teachers receive instruction on phonological awareness: what it is, how to teach it and the research behind it. Each school receives a set of nine Heggerty phonemic awareness teacher resource books. Teachers bring these books to this session and are provided training and practice on the lessons.</p>
	<p>GUIDED READING: Part I and Part II</p> <p>Part I provides teachers with a grounding in the foundations of guided reading such as the characteristics of text levels, the structure of lessons, and how to lesson plan for guided reading groups. Part II provides teachers with structures and strategies for setting up classroom routines to support guided reading, including strategies for teaching students to work independently & collaboratively.</p>
	<p>CLASSROOM LIBRARIES: Independent and Collaborative Reading</p> <p>Participants learn structures and routines for setting up a classroom library, leveling texts, and promoting independent and collaborative reading. Teachers also learn strategies for implementing accountability systems, the continuum of independent reading, approaches to choosing books, and procedures for conducting reading conferences.</p>
	<p>TEXT READING COMPREHENSION (TRC): Part I and Part II</p> <p>Part I informs participants how to administer the Amplify TRC to assess students' reading levels and place them in guided reading leveled text. Part II guides participants in using assessment results to inform instruction, including monitoring students' application of meaning, syntax and visual cues in their decoding.</p>
	<p>PLANNING GUIDED READING: For EL & SEL Students</p> <p>These two 3-hour sessions provide teachers an opportunity to take a deeper dive into planning guided reading lessons for targeted student populations. Sessions review language and literacy characteristics of students and highlight what teachers need to consider when lesson planning.</p>
	<p>DIALOGIC READING: TK-K</p> <p>Participants learn how to provide small-group dialogic reading lessons to students to build their oral language and story-telling skills, which are essential pre-reading skills for TK and K students.</p>

According to L.A. Unified's Employees, Learning Academies....

"... provide targeted instruction."

Emma Arteaga, 1st Grade Teacher

"... build a community of teacher collaboration and commitment."

Phally Ry, 2nd Grade Teacher

"... provide top notch differentiated instruction in the academic areas of need."

Amalia Soto, 2nd Grade Teacher

"... expose students to different teaching styles and techniques."

Albina Gerardo, 2nd Grade Teacher

"... identify best practices to explicitly teach to students' deficits."

Nicholas Camonte, Instructional Coach

"... create a culture based on the belief of a shared responsibility for the academic achievement of all students within one grade level."

Isabel Perez, Principal



DATA AND TRENDS

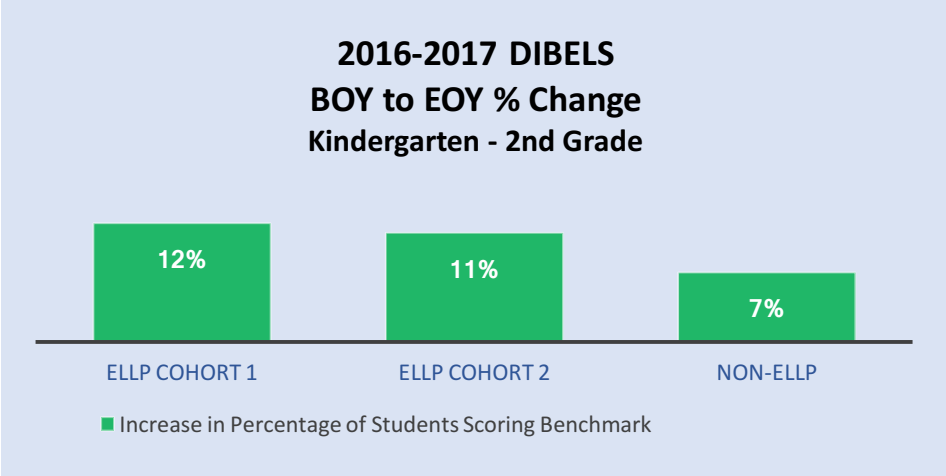
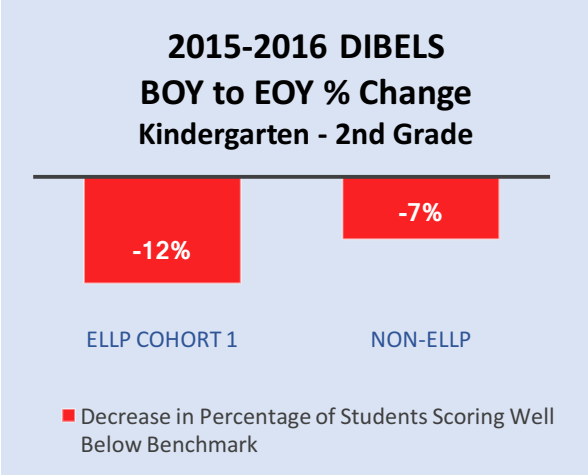
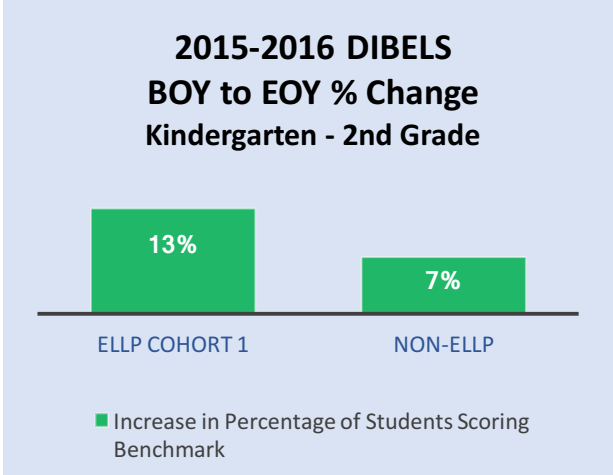
During 2012-2015, early literacy data Districtwide had demonstrated minimal improvement. With the launch and expansion of ELLP over the past two years, literacy data trends are encouraging.

District Level Progress Towards LCAP Goals

After two years of ELLP implementation with 265 participating schools, 70% of L.A. Unified’s students scored Benchmark or above on the end-of-year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, doubling the prior average District growth. By the end of 2016-17, the number of second graders scoring Well Below Benchmark decreased by the largest margin in the past five years to total 19% of all L.A. Unified students.

ELLP Schools Are Closing the Achievement Gap

In 2015-16, after one year of implementation, ELLP cohort 1 schools demonstrated greater improvement in the percentage of students scoring Benchmark and above from the beginning-of-year (BOY) to the end-of-year (EOY). They also exhibited a greater decline in the percentage of students scoring Well Below Benchmark.



After the second year of implementation, ELLP schools continued to demonstrate greater improvement in DIBELS data from BOY to EOY.

L.A. Unified's Cohort Data Analysis

When students attain an Above Benchmark score on EOY DIBELS, they consistently maintain proficiency in literacy during the following school year.

Kindergarten 2015-16 to First Grade 2016-17

- Of kindergarten students who scored Above Benchmark in EOY 2015-16, 90% scored Benchmark and above in EOY 2016-17 as first graders.
- Of kindergarten students who scored Benchmark at EOY in 2015-16, 66% scored Benchmark and above in EOY 2016-17 as first graders.

First Grade 2015-16 to Second Grade 2016-17

- Of first grade students who scored Above Benchmark in EOY 2015-16, 98% scored Benchmark and above in EOY 2016-17 as second graders.
- Of first grade students who scored Benchmark in EOY 2015-16, 82% scored Benchmark and above in EOY 2016-17 as second graders.

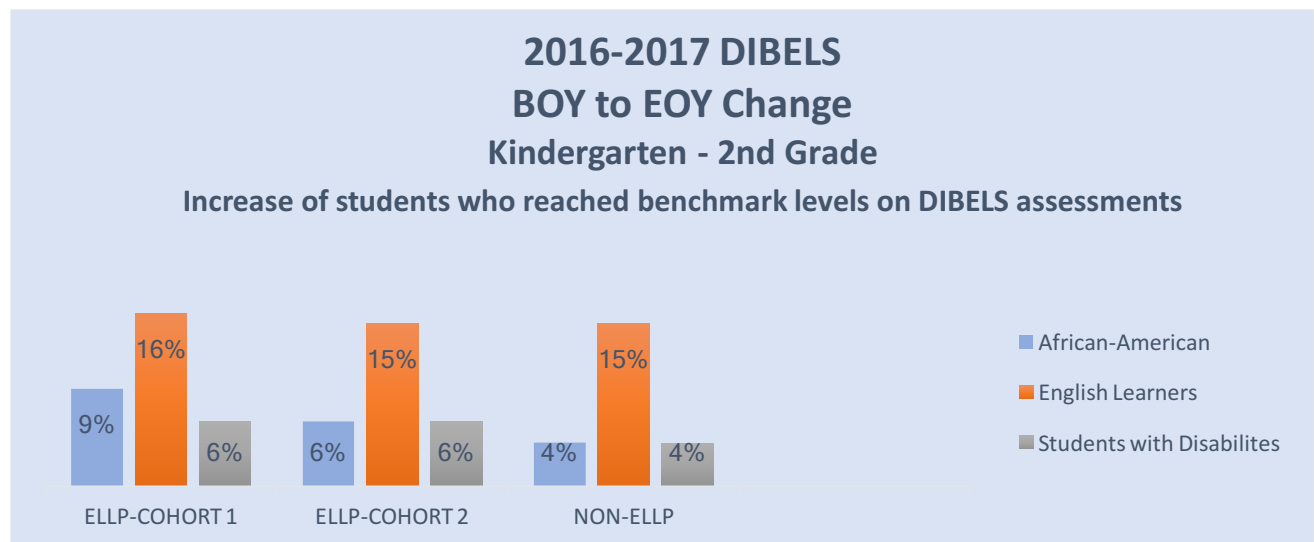
Second Grade 2015-16 to Third Grade 2016-17

- Of second grade students who scored Above Benchmark in EOY 2015-16, 92% scored Benchmark and above in EOY 2016-17 as third graders.
- Of second grade students who scored Benchmark in EOY in 2015-16, 73% scored Benchmark and above in EOY 2016-17 as third graders.

Note: The complexity of reading passages on the DIBELS assessment increases by grade level. Starting in third grade, students are assessed on an additional comprehension measure to determine the overall score.

Data by Subgroup

African-American students and Students with Disabilities are improving at an increased rate at ELLP schools. English learners are making similar rates of progress at all schools.



A Special Note on Early Education

Early Education is a valuable part of all comprehensive learning programs. To ensure that all children are on the path to college and career readiness, we must establish a foundation that prepares children not only for kindergarten, but for life in the 21st Century. A compelling body of evidence, compiled by respected experts over decades, confirms that high-quality early learning can substantially improve children's cognitive and social skills, and foster a lifelong love of learning, for greater success in K-12 that will set them on a path to college and careers.

A child's early language environment plays a critical role in their listening and spoken language development. For children living in poverty, there is a well-documented inequity in their early language experience. By age three, disadvantaged children have heard approximately thirty million fewer words than their more affluent counterparts. Without early education programs, children growing up in low-income households lose ground to their more affluent peers. In the early years of a child's life, young children have the ability to develop core academic knowledge in pre-literacy and early math, while also developing important learning skills such as paying attention, managing emotions, problem solving, and building resiliency towards task completion.

These cognitive and social-emotional skills that are fostered through the District's early education programs help prepare them for their future educational journey.



L.A. UNIFIED'S CONNECTED INSTRUCTIONAL INITIATIVES



Preschool Initiatives

Curricular alignment between the preschool years and the early elementary grades is critical because strong alignment establishes student readiness as preschoolers enter kindergarten. In the 2016-2017 school year, a new curriculum was implemented for all of the Early Education Centers (EEC), California State Preschool Programs (CSPP), and Expanded Transitional Kindergarten/Preschool Collaborative Classrooms (ETK/PCC). “Creative Curriculum for Preschool” is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. The curriculum is also aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, and is a good match to the Desired Results Developmental Profile 2015 (DRDP 2015), which is used as the assessment tool in all L.A. Unified early education programs.

The new curriculum helps teachers create a high-quality learning environment and builds a thorough understanding of promising practices. The curriculum also helps teachers plan and manage every moment of their day. Rather than theme-based approaches that may last a week, the new curriculum employs “units of study,” which are hands-on, project-based investigations that encompass a 6-week period.

The following sequence for units of study allows educators to continue to learn from one another in this second year of implementation. It also furthers opportunities for common dialogue that will enhance the instruction for our students.

Sequence for units of study during a school year:

- Beginning of the Year (4-5 weeks)
- Clothing (6 weeks)
- Trees (6 weeks)
- Reduce, Reuse, Recycle (6 weeks)
- Buildings (6 weeks)
- Balls (6 weeks)



This course of study establishes the foundation for cognitive, social, and physical development in age appropriate ways for 3-4 year-olds.



Quality Rating and Improvement System (QRIS) & Quality Start Los Angeles (QSLA)

Ways that QRIS & QSLA are benefitting the District’s center-based programs to prepare students for kindergarten:

- **An effort to increase children enrolled in high-quality preschool programs.**
- **Early Education Center (EEC) professionals receive quality training and professional development that helps prepare young children for success in school and life.**
- **QRIS and QSLA use a validated rating system (CLASS and ECERS) to show families and the community the work that is being done at each of the participating EECs.**
- **Each EEC receives a specialized coach to improve the quality of each classroom.**
- **Qualified EECs receive materials, libraries, content kits, and incentives to enhance programs.**

The Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs every three years. Similar to rating systems used for high school accreditation, QRIS awards quality ratings to early and school-age care and education programs that meet a set of defined program standards. The ratings are based on a tiered scale of 1-5 with 1 being low, 2 being low-average, 3 being average, and 4-5 above average. The Early Childhood Education Division has set improvement targets such that 50% of the Early Education Centers will receive a tiered rating of 4-5 by the 17-18 school year. By 2020, the ECED has set a goal for 75% of the EECs to receive a QRIS rating of 4 or 5.

Year	QRIS Tier 1	QRIS Tier 2	QRIS Tier 3	QRIS Tier 4	QRIS Tier 5
2014-2015	1	67	11	2	0

QRIS Ratings for 2017 – 2018 are currently in the process of being assigned. To date, L.A. Unified EECs have received 17 QRIS Tier 3 ratings and 14 QRIS Tier 4 ratings.

Senate Bill 858 (Chapter 32, Statutes of 2014) authorized \$50 million of Proposition 98 funds for a QRIS Block Grant for the support of local early learning QRIS that increase the number of low income children in high-quality state preschool programs that prepare our children for success in their early school years and life beyond.

During the 2014-2015 and 2015-2016 school years, the Early Childhood Education Division participated in the QRIS Race to the Top – Early Learning Challenge Pilot Grant, funded through the Los Angeles County Office of Child Care and the Los Angeles County Office of Education. The District’s commitment is that all of the children leaving our programs will be academically, cognitively and socially ready for kindergarten.

The “early learning quality rating and improvement system” or “QRIS” is also defined as “a locally determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality, monitors and evaluates the impacts on child outcomes, and disseminates information to parents and the public about program quality.”

As part of the District’s commitment to providing the highest quality preschool programs, QSLA provides funding for Los Angeles Universal Preschool coaches, Classroom Assessment Scoring System (CLASS) training, and professional development in 81 of our 86 Early Education Centers. These are some ways that QSLA is benefitting the District’s center-based programs to prepare students for kindergarten.

Coordinated Early Intervening Services and Division of Special Education

The ELLP focus on TK-2 grade foundational skills instruction has brought about a collaboration between the Division of Special Education and Division of Instruction in the work around Coordinating Early Intervening Services (CEIS) and AB 1369 Dyslexia legislation.

Coordinated Early Intervening Services are supports provided to children who are not currently identified as needing special education or related services, but who need additional academic or behavioral instruction and intervention to succeed in general education. Research indicates that when early research-based intervention is given, learning outcomes are improved for struggling learners.

In the 2013-2014 school year, L.A. Unified was identified as significantly disproportionate in the number of African-American students in more restrictive settings, such as special day programs, non-public schools, or other separate settings. In the development of CEIS priorities in L.A. Unified, four focus areas were identified: accelerating early literacy, addressing behavioral/social-emotional needs, engaging in culturally and linguistically responsive practices, and strengthening connections made between schools and families/homes.

In partnership with the Division of Instruction, the Division of Special Education’s CEIS leadership made the decision to align the four focus areas of the CEIS priorities to the Early Language and Literacy Plan. As a result, during the 2016 – 2017 school year, a significant portion of funding for ELLP cohorts 1 and 2 was provided through CEIS. This included CEIS funded MTSS coaches in each local district and training for teachers in Culturally and Linguistically Responsive Teaching. Finally, CEIS parent and behavior facilitators provided parent workshops and offered staff training on a variety of behavior-related topics. Extending far beyond just funding, CEIS staff regularly collaborated with the ELLP development team to bring needed support to students.

English Learners

“LAUSD recognizes that English learners have a double curricular load—they must become proficient in academic English, and they must master all the academic content required of all students in California. This means that English learners require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. English learners are given excellent first teaching in the content and given services above the core instruction to ensure that their linguistic and academic needs are met.”

English Learner Master Plan (2012), p. 1

Comprehensive ELD

A Comprehensive ELD program is an essential companion to effectively addressing the needs of ELs in the ELLP model. At the core of the ELLP model are the pedagogical practices and assessments that are informed by the ELD standards and the ELA/ELD Framework. For EL students, the emphasis on language is developed through both Designated and Integrated ELD. In ELLP for ELs, Designated ELD accelerates oral language development and is provided daily; the ELD standards are taught in order to amplify the ELA standards.

English Learner Initiatives

L.A. Unified’s California English Language Development Implementation Plan defines Districtwide outcomes for the implementation of the ELD standards and how they work in tandem with the California content standards. These outcomes are designed to ensure equity and access for English learners across the District as we build a shared vision of inclusivity and collaboration. A critical principle of the ELD standards is that while advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, content, and disciplinary literacy tasks.

- Part I: “Interacting in Meaning Ways” focuses on the modes of communication (collaborative, interpretative, productive), explicitly teaching students how to engage to support their literacy development.
- Part II: “How English Works” helps students to analyze language at the discourse, syntactical, and word level in order to develop literacy.
- Part III: “Using Foundational Skills” primarily addresses the print concepts, phonological awareness, phonics and word recognition, and fluency that are critical for English learners who need to learn basic literacy.

These standards address the proficiency levels in an ELD continuum of increasing proficiency in language learning and use: Emerging, Expanding, and Bridging.

English Learner Master Plan

The Master Plan provides guidance to implement consistent, effective systems and instructional practices that support all English learners. At its core is student learning and achievement. It describes the systems used for monitoring, evaluation, and accountability, and how students



can become proficient in English to access challenging curriculum. One criterion for becoming proficient in English is meeting literacy benchmarks. The goals of the Master Plan and ELLP are aligned in literacy and language goals for ELs. MMED is partnering with the Center for Applied Linguistics to develop a comprehensive rewriting of the programs and services for English learners to be published in 2018.

Click on the links to review current versions of the Master Plan:

[Master Plan \(English\)](#) [Master Plan \(Spanish\)](#)

For additional information on English learner programs, visit the MMED website at <https://achieve.lausd.net/mmed#spn-content>

A Special Note on Dual Language Programs

Dual Language and Bilingual Programs are growing in an effort to offer pathways for multilingual and multiliteracy skills for all students. “California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and

multiliteracy in students whose home language is English” (CA ELA/ELD Framework, 2014, pg. 2). Dual Language and Maintenance Bilingual Program students are studying to be bilingual and biliterate in English and the target language.

Therefore, the curriculum, pedagogy, strategies, and supports must provide students learning in foundational literacy skills in grades K – 5 in both languages.



Standard English Learners

“Culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students’ cultural and linguistic heritage—and all other aspects of students’ identities—while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines.”

**California ELA/ELD Framework
Chapter 9, p. 917**

The Academic English Mastery Program (AEMP) contributes Culturally and Linguistically Responsive (CLR) workshops that help participants provide targeted language support for Standard English learners. Early literacy instruction designed to be responsive to the language needs of Standard English learners contributes to improved outcomes on Districtwide early literacy assessments such as DIBELS, Text Reading Comprehension, and the English Language Arts Interim Assessments. In CLR workshops, participants explore the use of a variety of data sources to improve early literacy instruction for Standard English learners.

AEMP’s workshops are designed to help educators become mindful of the fact that the rules that govern SELs’ home languages are different in structure and form from academic English rules. SELs are often expected to have mastery over academic English because of the English vocabulary words they bring into the classroom. During the three-hour ELLP CLR workshops, educators are taken on early literacy journeys that help them:

1. Identify who the probable SELs are in their classrooms;
2. Gain a greater understanding of the rule-governed SEL languages students bring into the classroom;
3. Analyze multiple academic and language data sources to identify where students’ home languages may impede their academic success; and
4. Engage in “Make-and-Take” activities to create instructional stations they can use to provide targeted academic language support for students who need this type of differentiated instruction.



Educators leave AEMP workshops with knowledge about how SELs' non-standard varieties of English should be validated and affirmed, as bridges are built between students' home languages and the language and culture of the school. Educators should apply the knowledge and resources gained during their ELLP academies and during Mainstream English Language Development at their schools.

Language Assessment Scale (LAS Links) Full Test Administration

In order to obtain an accurate picture of the language proficiency and needs of Standard English learners, the LAS Links performance assessment will be given to second graders to provide an academic English language proficiency level for English Only and Initially Fluent English Proficient students to ensure SELs receive the support they need to acquire academic English at AEMP schools throughout the District.

Visit the AEMP website at <https://achieve.lausd.net/Page/9473#spn-content> for additional information on supports and resources for Standard English learners.



LOOKING AHEAD AT THE EARLY LANGUAGE AND LITERACY PLAN

Despite positive trends in early literacy data throughout L.A. Unified, we continue to strive to have no student score Well Below Benchmark on DIBELS assessments. The current status continues to spur a sense of urgency to expand and sustain implementation of ELLP.

L.A. Unified Board Resolution-Birth to Eight

In December 2017, L.A. Unified’s Board of Education passed a resolution calling for a cross-disciplinary team to spearhead the development of the District’s Birth to Eight strategic plan. This resolution signals a renewed commitment to the strengthening of early language and literacy development Districtwide. Collaboration between the Division of Instruction and the Early Childhood Education Division will continue to improve teacher knowledge of the progression between preschool and the early elementary grades, emphasizing the connections between the Preschool Learning Foundations and the California content standards.

Dyslexia Legislation

In June 2017, the L.A. Unified Board of Education passed a resolution recognizing and addressing the educational implications of dyslexia in L.A. Unified schools. This resolution followed Assembly Bill 1369, the 2015 California law requiring school districts to develop program guidelines for dyslexia to be used by general and special education teachers and parents, to identify and assess pupils with dyslexia, and to plan, provide, evaluate and improve education services to pupils with dyslexia. The Division of Special Education and the Division of Instruction will continue to collaborate, through ELLP and other initiatives, to enhance the awareness and supports for educators as they provide targeted instruction to struggling readers, including our students with dyslexia.

DIBELS: Aiming for Blue

In September 2017, DIBELS assessment result reporting was changed from a three-level scoring system (green for “Benchmark and Above,” yellow for “Below Benchmark” and red for “Well-Below Benchmark”) to a four-level scoring system. “Benchmark” and “Above Benchmark” scores that were previously reported together in one green colored achievement band are now two separate proficiency levels: “Above Benchmark” indicated by blue and “Benchmark” indicated by green.

National data reveals that students who score Above Benchmark have a 90% likelihood of achieving Above Benchmark on their next early literacy assessment. An examination of L.A. Unified’s cohort data reinforces that students who score in the Above Benchmark range sustain their level of proficiency. While in the past we emphasized the importance of moving students into the green Benchmark status with our teachers, going forward our communication and support will encourage teachers to “aim for blue” as an indicator of a more solid literacy foundation at each grade level. We have embarked upon a partnership with the Campaign for Grade Level Reading, a community-based organization that will work collaboratively with L.A. Unified and other organizations to promote the attainment of grade-level reading proficiency by the end of third grade in our neediest communities.

Addressing the Summer Slide

Despite the acceleration of literacy development of our at-risk readers during the school year, many students regress over the summer months; this is often termed as the summer slide. As L.A. Unified embarks on a “Primary Promise” to our youngest learners for a high-quality educational experience, including a solid foundation of early literacy instruction, our kindergarten and first grade students will require differentiated support. Student data shows a greater decline in early literacy proficiency scores when comparing student performance on end-of-year kindergarten assessments to their performance on beginning-of-year assessments in first grade. This summer slide for kindergarten students, along with the fact that many young students begin schooling at first grade, points to the need for high-quality instruction and early intervention for students as well as professional development for teachers and parents.



Expanding the Impact of ELLP

ELLP supports and resources at the transitional kindergarten, kindergarten and first grade levels will be expanded to further oral language development, phonological awareness and foundational skills instruction. The goal now is to include more teachers from each site in the direct in-person ELLP learning sessions, which will provide specialized courses in literacy to TK, K and first grade teachers. Also in the future for ELLP is the identification of high-performing cohort

schools and their promising practices; these are schools that are making well above average progress in intervening for at-risk readers. Another subsequent ELLP action step is the partnering of these high-growth schools with other ELLP schools to encourage them to borrow and build upon models of success.

Additional training opportunities will be provided to cohort 1 and cohort 2 schools to support efforts to augment and reinforce their models. ELLP professional development sessions will further deepen connections to the Benchmark Advance and Wonders ELA core programs as well as the District-provided professional development that supports implementation. To further close the achievement gap, ELLP schools will also receive training and support in foundational skills, standards-based instruction for Potential Long-Term English Learners (PLTEs) and for struggling readers in the upper elementary grades, particularly for third grade which is the last stop on the birth to eight continuum and a grade where reading data is often a predictor of school success in the later grades.



The most effective interventions occur at the first sign of difficulty, whatever the grade level. Teachers should be observant and responsive and [A Multi-Tiered System of Supports] MTSS should be in place in schools. Much can be accomplished with immediate action.

California ELA/ELD Framework
Chapter 9, pg. 920



Scan the QR code
for more
information on
MTSS.





APPENDIX

Attachment A: ELLP Launch Guide

Attachment B: Professional Development Plan

Attachment C: ELLP Informational Packet

Attachment D: TK-K Standards Alignment

Digital Resources

- **Attachments:** <https://tinyurl.com/17-18-ELLP-REPORT-ATTACHMENTS>
- **Tutorial Videos:** <https://tinyurl.com/ELLP-Tutorial-Videos>

For more information, contact:

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68th Street Elementary School
74th Street Elementary School
Loreto Street Elementary School
Leo Politi Elementary School
Valerio Street Elementary School
Western Avenue Elementary School



Supporting all Students from ABC's to A-G's for 100% Graduation



Special gratitude is extended to all Early Language and Literacy Plan schools for their participation.

Division of Instruction
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