

Los Angeles Unified School District 2013/2014 Local Education Agency Plan (CA Dept of Education)

The LEA plan is required of all LEAs that receive funds under the No Child Left Behind (NCLB) Act of 2001.

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

**mail original and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Los Angeles Unified School District

County/District Code: 1964733

Dates of Plan Duration (should be five-year plan): July 1, 2011 – June 30, 2014

Date of Local Governing Board Approval:

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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dr. John E. Deasy

June 24, 2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

Dr. Richard A. Vladovic

June 24, 2014

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting four **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**

- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the

Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
√	Title I, Part C, Migrant Education		State Migrant Education
√	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology	√	Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants	√	Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education	√	Healthy Start
√	IDEA, Special Education	√	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$11,206,860	\$290,409,038	\$283,622,385	94%
Title I, Part B, Even Start	----	----	----	----
Title I, Part C, Migrant Education	\$8,000	\$1,695,984	----	----
Title I, Part D, Neglected/Delinquent	\$230,489	\$1,068,849	\$1,151,300	89%
Title II Part A, Subpart 2, Improving Teacher Quality	\$5,418,383	\$41,942,088	\$29,614,555	71%
Title II, Part D, Enhancing Education Through Technology	----	----	----	----
Title III, Limited English Proficient	\$4,882,363	\$15,062,128	\$19,553,423	98%
Title III, Immigrants	----	----	----	----
Title IV, Part A, Safe and Drug-free Schools and Communities	----	----	----	----
Title V, Part A, Innovative Programs – Parental Choice	----	----	----	----
Adult Education	\$36,937	\$16,274,364	\$15,179,402	93%
Career Technical Education	\$58,226	\$2,071,299	\$1,967,734	95%
McKinney-Vento Homeless Education	----	\$210,537	----	0%

IDEA, Special Education**	\$3,493,286	\$127,698,897	\$111,136,229	85%
21 st Century Community Learning Centers	\$2,276,171	\$16,001,890	\$15,536,352	85%
Other (describe)				
Child Development	\$0	\$25,975,558	\$25,456,047	98%
IDEA, Special Education: Coordinated Early Intervening Services**	\$16,063,629	\$0	\$12,682,815	79%
TOTAL	\$43,674,344	\$538,410,632	\$515,900,242	89%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	----	----	----	----
EIA – Limited English Proficient	\$61,396,666	----	\$59,608,414	97%
State Migrant Education	----	----	----	----
School and Library Improvement Block Grant	----	----	----	----
Child Development Programs	----	\$69,478,289	\$68,088,723	98%
Educational Equity	----	----	----	----

Gifted and Talented Education	----	----	----	----
Tobacco Use Prevention Education – (Prop. 99)	\$1,404,636	\$1,996,326	\$3,264,924	96%
High Priority Schools Grant Program (HPSG)	----	----	----	----
School Safety and Violence Prevention Act (AB 1113)	----	----	----	----
Tenth Grade Counseling	----	----	----	----
Healthy Start	\$181,170	----	\$181,170	100%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	----	----	----	----
Other (describe)				
Common Core Implementation Funds	----	\$114,015,361	\$99,366,954	87%
TOTAL	\$62,982,472	\$185,489,976	\$230,510,185	93%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 5

Additional Mandatory Title I Description

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district’s vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Los Angeles Unified School District:

VISION

Every Los Angeles Unified School District (LAUSD) student will receive a state-of-the-art education in a safe, caring environment, and every graduate will be college-prepared and career-ready.

MISSION

The teachers, administrators and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

**DISTRICT PROFILE
NEEDS ASSESSMENT**

The LAUSD is the nation’s second largest public school system with a total K-12 enrollment of 582,190 students (including 20,800 Pre-Kindergarten and Transition Kindergarten students). Within the district there are five Local Educational Service Centers (LESC). The number of schools and centers within the five LESC is 1,309. This includes 457 elementary, 84 middle, 103 senior highs, 249 charter schools, 56 Options schools, 44 magnets, 23 multi-level schools, and 15 special education schools. In addition the District houses 138 K-12 Magnet Centers on regular campuses and offers access to 10 community adult schools, 1 regional occupational center, 26 skills centers, and 85 early education centers.

The student ethnic breakdown is as follows:

American Indian/Alaskan Native	.04%
Asian	3.9%
African American	10.0%
Filipino	2.2%
Latino	73.4%
Pacific Islander	.04%

White, not Latino	8.8%
Two or more races, not Latino	1.0%

The District employs 27,813 regular certificated teachers, 26,534 classified personnel, 3,657 school support staff and 2,135 certificated administrators.

The District needs assessment is based upon three types of data: demographic data, outcome data, and process data. Demographic data helps identify students and staff and their characteristics (i.e., student enrollment by ethnicity and gender). Outcome data answers questions about how students did and what scores they earned (i.e., CST scores and grades). Process data is qualitative and takes into account the school culture, attitudes, and beliefs that may have contributed to the outcomes (examples include experiences and perceptions). The list below provides examples of the three types of data that are available and used in the District:

Demographic Data Sources

- Fingertip Facts
- School Profiles
- School Report Card
- Data Summary Sheet
- Data Summary Sheet
- DataQuest
- School Accountability Report Card (SARC)
- My Team (Human Capital Warehouse)

Outcomes Data Sources

- Academic Performance Index (API)
- Data Summary Sheet
- MyData (LAUSD Data Reporting System)
- Academic Growth over Time (AGT)
- Adequate Yearly Progress
- California High School Exit Exam (CAHSEE)
- DataQuest (CDE)
- Office of Discipline Referral (ODR)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
- California English Language Development Test (CELDT)
- Integrated Student Information Systems (ISIS)
- SARC
- Standardized Testing and Reporting
- School Report Card
- Welligent
-

Process Data Sources

PERFORMANCE GOAL 1: READING AND MATHEMATICS

2012-13 Academic Performance Index (API) -- State Accountability

The Districtwide API grew by 3 points in 2013, continuing the District’s trend of positive API gains. LAUSD's API growth was 749 in 2013, up 3 points from the base of 746. LAUSD has demonstrated double-digit growth in the API in seven out of the nine years of API implementation, and has never experienced a zero or negative API growth/loss.

Table 1: *API Base and Growth for LAUSD*

Year	Base	Growth	Growth Points
2002-03	595	626	31
2003-04	622	634	12
2004-05	633	649	16
2005-06	649	658	9
2006-07	655	664	9
2007-08	662	683	21
2008-09	681	694	13
2009-10	693	709	16
2010-11	709	728	19
2011-12	729	745	16
2012-13	746	749	3

In contrast with the state and other urban districts, LAUSD was one of the few districts with gains in API points this year. Statewide, API points fell by two points. San Diego was the only urban district with gains higher than LAUSD with nine points. San Bernardino gained by two points and most other urban districts had negative growth points.

Table 2: API Base and Growth for Urban Districts in California

School District	2011 API Base	2012 API Growth	2011-12 Growth Points	2012 API Base	2013 API Growth	2012-13 Growth Points
San Diego	797	808	11	808	817	9
LAUSD	729	745	16	746	749	3
San Bernardino	711	726	15	727	729	2
Long Beach	771	781	10	784	783	-1
San Francisco	796	807	11	807	805	-2
STATE	778	788	10	791	789	-2
Fresno	714	724	10	726	723	-3
Pomona	724	731	7	731	728	-3
San Jose	797	805	8	805	798	-7
Oakland	726	730	4	728	721	-7
Sacramento	760	768	8	770	760	-10
Pasadena	758	761	3	762	751	-11
Santa Ana	742	754	12	755	742	-13

In LAUSD, Growth API scores decreased for the first time for Asian, Pacific Islander and White students. However, African-American and Latino students gained one and four points, respectively. English learners had the highest gains of all subgroups with an increase of 28 API Growth points. Economically disadvantaged students grew by 8 points and students with disabilities grew by 17 points.

In contrast with subgroup data for the state, all major subgroups except for Asian, Pacific Islander and White students outperformed the state average. API Growth points for all ethnicity groups decreased statewide or remained at zero. LAUSD's growth points for English learners, economically disadvantaged students and students with disabilities exceeded the state average.

Table 3: API Growth by Subgroup, LAUSD and California

	LAUSD			California			
	# of Students in LAUSD	2012 Base	2013 Growth	2013 Growth Points	2012 Base	2013 Growth	2013 Growth Points

ALL STUDENTS	407,861	746	749	3	791	789	-2
African American	34,994	697	698	1	709	707	-2
American Indian or Alaska Native	1,557	756	756	0	745	742	-3
Asian	17,001	910	908	-2	906	906	0
Filipino	9,841	864	864	0	870	866	-4
Hispanic or Latino	304,751	724	728	4	743	743	0
Pacific Islander	1,544	792	786	-6	777	773	-4
White (not of Hispanic origin)	36,642	875	871	-4	855	852	-3
Socio-economically Disadvantaged	345,147	728	731	3	740	743	3
English Learners	162,554	678	706	28	719	720	1
Students with Disabilities	52,461	556	573	17	610	615	5

The 28 growth points gain for English Learners was the highest since 2005-06 when API scores first included this subgroup.

Growth Targets

The 2013 growth target for a school and each significant subgroup is 5% of the difference between the school's or subgroup's 2012 Base API and 800. The minimum growth target is five points until the school or subgroup reaches 800. Schools with a Base API of 800 or above must maintain a Growth API of at least 800. All significant subgroups at a school must meet their growth targets for a school to meet its API growth target.

Of the schools with API targets and scores, 41% of LAUSD schools met all API targets, both schoolwide and for all significant subgroups, compared to 56% in the previous year. Among elementary schools, 43% met all targets compared to 62% the year before. For middle schools, 29% met all targets compared to 43% the previous year. At high schools, the percentage of schools meeting all targets increased from 37% to 43%.

A smaller percentage of independent charter schools met all API targets this year, decreasing from 52% last year to 48% this year. There were decreases among elementary, middle and high schools.

2013 Adequate Yearly Progress (AYP) -- Federal Accountability

While the API presents a comprehensive composite measure of year-to-year improvements in school performance, the measures for Adequate Yearly Progress (AYP) focus solely on whether students are scoring proficient or advanced on state assessments. At elementary and middle school grades, proficiency is measured using the California Standards Tests (CST) in English language arts and math, as well as assessments for students with disabilities (CAPA and CMA). At the high school level, proficiency is measured by performance of only 10th graders on the California High School Exit Exam (CAHSEE) and CAPA for students with disabilities. There are four main components to meeting AYP:

1. Participation rate in English language arts and Mathematics of 95% or greater
2. Percent proficient in English language arts and Mathematics
3. API as an additional indicator
4. Graduation rate (high schools only)

In the 2012-13 school year, the targets for percent proficient and the minimum API requirement increased. The Districtwide target for proficiency increased from 78% to 89% in English language arts and from 78.2% to 89.1% in Mathematics. The targets will increase to 100% in 2013-14.

To meet the API requirement for AYP purposes, the school or district must demonstrate growth of at least one point or have a minimum score of at least 770. The graduation rate (based on data for 2011-12) must be at least 90% or the district can meet graduation rate by using a variable growth target or fixed growth target.

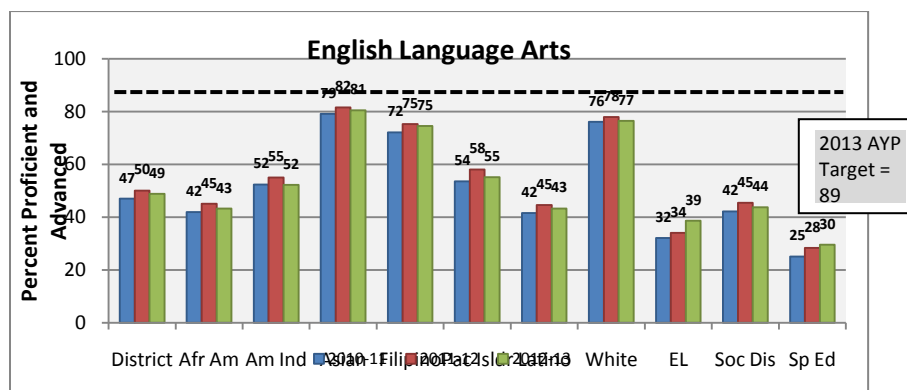
A school district may have up to 50 requirements to meet all AYP criteria. In 2013, LAUSD met 24 of its 50 AYP criteria. The following criteria were not met:

- AYP target of 89% proficient in English language arts -- The District did not meet this criterion across all students or for any subgroup.
- AYP target of 89.1% proficient in Mathematics – The District did not meet this criterion. The only subgroup that met this criterion was English learners through the Safe Harbor provision. Proficiency in math for English learners increased from 44% in 2012 to 49% in 2013.

- Graduation Rate – The 2013 target graduation rate for District was 68.3%. LAUSD’s graduation rate in 11-12 of 66% fell short of this target. The District did not meet this criterion.

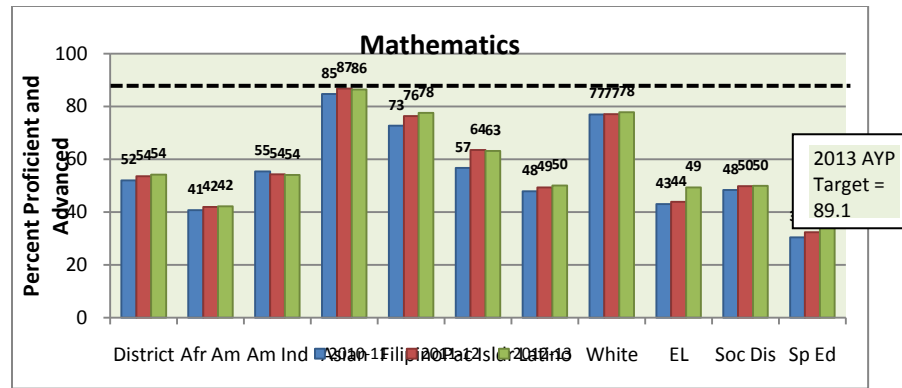
Districtwide, AYP proficiency in English language arts decreased from 50% to 49% in 2013. There were slight decreases in every subgroup except for English learners and students with disabilities. Proficiency in English Language Arts for AYP purposes includes the California Standards Tests (CST) in grades 2-8 and the California High School Exit Exam (CAHSEE) for 10th Grade only. Assessments for students with disabilities (CMA and CAPA) are also included. For AYP purposes, the English Learner subgroup includes reclassified English learners who have not scored proficient or above for three years.

Figure 1: AYP Proficiency Rates in English Language Arts



In Mathematics, Districtwide proficiency for AYP purposes remained at 54%. Proficiency increased for most subgroups with the exception of Asian and Pacific Islander students. English learners increased by five percentage points and students with disabilities increased by three percentage points. Proficiency for AYP purposes includes CST, CMA and CAPA scores for grades 2-8. For Grade 8, tests in Algebra, Geometry or any other end-of-course Math test are included. For Grade 10, the Math portion of the CAHSEE and grade 10 CAPA scores are included.

Figure 2: AYP Proficiency Rates in Mathematics



All schools, regardless of whether they receive Title I funding, are expected to meet AYP. As the targets for AYP increased, fewer schools met AYP. Across all schools in LAUSD, 10% of the schools met all AYP criteria, compared to 18% last year. No middle school met AYP while 9% of elementary schools did and 17% of high schools did.

Program Improvement Status

With the approval of the CORE Waiver by the United States Department of Education in August 2013, the District is allowed to immediately implement an alternative accountability system. As such, LAUSD is no longer classified as a being in Program Improvement.

This new accountability system gives participating districts more flexibility and accountability in how they measure student performance and raise academic performance at the district level. However, the waiver does not relieve the District of the obligation to identify schools for improvement, corrective action, or restructuring. By continuing to identify schools for improvement, corrective action and restructuring, schools will remain eligible to receive funds that are contingent upon identification. It does however relieve the District and schools of the obligation to take required actions associated with those identifications. The waiver is based on the research of Michael Fullan and 7 Turnaround Principles of reform. Priority Schools must adopt all strategies associated with the Turnaround Principles.

While LAUSD has certain flexibilities granted to it from this waiver, in exchange LAUSD has agreed to participate in activities put forth in the CORE waiver. The implementation expectations of the waiver are divided across three principles, which will roll out over multiple years:

Principle I. College- and Career-Ready Expectations for All Students.

This principle requires that we adopt and transition to college- and career-ready standards, and that we develop high-quality assessments that measure student growth.

Principle II. Differentiated Recognition, Accountability and Support.

This principle focuses on the development and design concepts of a new accountability system driven by the new "School Quality Improvement Index" (SQII). While the SQII will be developed more fully over the next couple of years, it will eventually take into account indicators across Academics, Social/Emotional factors, and School/District Culture factors.

Using the SQII, CORE has identified schools having great success in increasing student achievement while closing achievement gaps ("Reward" schools). Those schools have been paired to provide collaborative technical assistance to schools that are not making their School Quality Improvement Goals ("Priority" schools).

Principle III. Supporting Effective Instruction and Leadership

This principle focuses on the development of an educator evaluation system, with common effectiveness indicators across CORE districts. For this principle, CORE requires a framework that defines both effective teaching and effective school leadership. In addition to evaluating educators using these frameworks, CORE requires the use of student data for a percentage of the evaluation and also requires that the final evaluation be on a four-level rating system.

This flexibilities granted to the CORE districts along with the greater district accountabilities embedded within the three principles are detailed in full in the CORE Waiver application, which can be found online at:

<http://www2.ed.gov/policy/eseaflex/approved-requests/corerequestfullredacted.pdf>.

PERFORMANCE GOAL 2: ENGLISH LEARNERS

The number of English learners in LAUSD has declined from the all-time high of nearly 327,000 students (43%) in 2003-04 during the peak of District enrollment to 152,781 (27%) in 2012-13. ELs represented roughly less than a third of the total student population in 2012-13. Among LAUSD schools, the decrease in the number of ELs paralleled the overall decline in District enrollment. Among LAUSD schools, the number of ELs decreased by nearly one half between 2003-04 and 2012-13.

The California English Language Development Test (CELDT) is administered initially to all English learners to determine proficiency levels and then on an annual basis to determine their progress towards proficiency in English. Annual CELDT results are used to determine what types of services and classroom instruction ELs should receive. CELDT results are also one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

The CELDT assesses four skill areas in kindergarten through grade 12: listening, speaking, reading, and writing. Overall CELDT scores are reported in five performance levels of English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced.

In the 2012-13 school year, the percentage of ELs that scored at Early Advanced or Advanced increased by one percentage point, from 39% to 40%. The percentage increased among elementary grade levels from 38% to 40% and decreased by four percentage points among middle school grade levels. Among high school grade levels, the percentage remained at 38%.

Percentage of English Learners Scoring at Early Advanced or Advanced on CELDT*

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Elementary (K-5)	30	34	38	36	34	38	40
Middle Schools (6-8)	40	40	40	40	40	41	37
High Schools (9-12)	33	35	38	38	32	38	38
All Schools	33	35	38	37	34	39	40

*Includes independent charter schools

All school districts that receive Title III-Limited English Proficient (LEP) funds are required to meet English language proficiency AMAOs, as well as an academic achievement AMAO based on Adequate Yearly Progress (AYP) information. The three annual measureable achievement objectives are:

1. increase the percentage of English learners making progress in learning English,
2. increase the percentage of English learners attaining proficiency in English,
3. increase the percentage of English learners scoring proficient or advanced on the state mandated test in English Language Arts and Mathematics.

LAUSD met one of the AMAO targets, as shown in the table below. The percent of English learners with less than five years of instruction attaining English proficiency was 26.6%, higher than the state target of 21.4%.

AMAO Targets Met by LAUSD

	Title III AMAOs	State Target	LAUSD	Target Met
AMAO 1	Percent of ELs Making Annual Progress in Learning English	57.5	53.4	No
AMAO 2	Percent of ELs with less than 5 years of instruction attaining the English Proficient Level	21.4	26.6	Yes
	Percent of ELs with 5 or More Years of Instruction Attaining English Proficient Level	47	34.9	No
AMAO 3	Meeting AYP Requirements for Proficiency for EL Subgroup , English Language Arts	89	38.7	No
	Meeting AYP Requirements for Proficiency for EL Subgroup, Mathematics	89.1	49.3	Yes, via Safe Harbor
	Meeting Graduation Rate Target for EL subgroup		46.6	Yes
	Meeting all AMAO 3 targets			No

AMAO 1 – Progress in Learning English

To measure progress in learning English, AMAO 1 uses the percentage of ELs that improve one or more performance levels on CELDT each year. The growth target is dependent upon the overall performance level from the previous CELDT. ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, are expected to achieve the English proficient level on the CELDT in the following year. ELs at the English proficient level are expected to maintain that level.

The statewide target for AMAO 1 in 2012-13 was 57.5%. In LAUSD, 53.4% of English learners made progress on CELDT which was short of the state target.

AMAO 2 – Attaining Proficiency in English

AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. A student is defined as meeting the English proficient level on the CELDT if both of the following criteria are met:

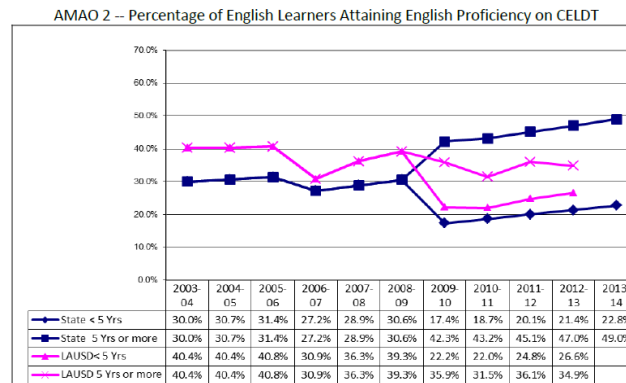
- Overall performance level of Early Advanced or Advanced, and
- Domain performance level scores of Intermediate or above in listening, speaking, reading and writing.
 - For K–1, only the listening and speaking domains need to be at the Intermediate level or above
 - For grades two through twelve, all four domains need to be at the Intermediate level or above

AMAO 2 has different targets for different cohorts:

- English learners who have been in language instruction educational programs for less than five years. The target for CELDT proficiency in 2012-13 was 21.4.

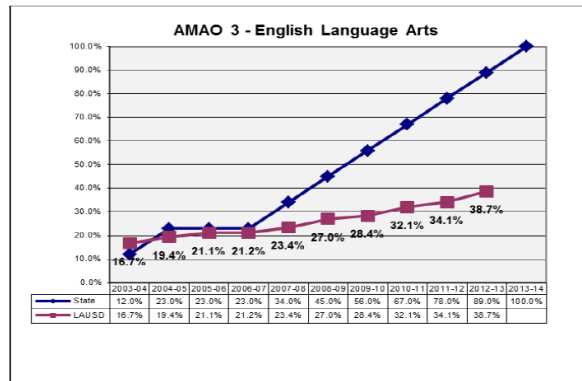
- English learners who have been in language instruction educational programs for five years or more. The target for CELDT proficiency for this group was 47.0 in 2012-13.

In LAUSD, 26.6% of English learners with less than five years of language instruction were proficient on CELDT, exceeding the state target of 21.4%. Among English learners with more than five years of language instruction, 34.9% met the CELDT proficiency criteria, which was below the state target of 47%.



AMAO 3 –Meeting AYP Proficiency Criteria for the English Learner Subgroup

Adequate Yearly Progress for English learners is measured by proficiency on state tests for the English learner subgroup. For AYP purposes, the English learner subgroup includes reclassified English learners who have not scored proficient or above for three years. LAUSD did not meet the proficiency target for English learners in English Language Arts. Proficiency was 38.7% for English learners and was not high enough to reach the Safe Harbor target.



PERFORMANCE GOAL 3: HIGHLY QUALIFIED TEACHERS

As of 11/18/13, 99.2% of LAUSD teachers are fully credentialed. The remaining .8% are interns and are considered highly qualified according to NCLB requirements.

The District requires all teachers to hold an authorization to teach English Learners. As of 11/18/13, only 13 teachers do not hold an EL Authorization.

The District provides a wide array of professional development to teachers, counselors and administrators in order to improve instructional effectiveness, student placement and school leadership capabilities. This professional development is outlined throughout this plan.

The District’s Teacher Growth and Development Cycle (TGDC) monitors teacher effectiveness across a wide variety of instructional and professional elements as measured by the Teaching and Learning Framework (TLF). Use of the TGDC is being piloted this year, and system-wide results are not yet available.

PERFORMANCE GOAL 5: GRADUATION RATES

The four-year cohort graduation rate uses a unique student identifier to determine first time 9th graders, then tracks individual students to determine which students graduated four years later. Students who transferred to other schools (in the state or out of the state) and

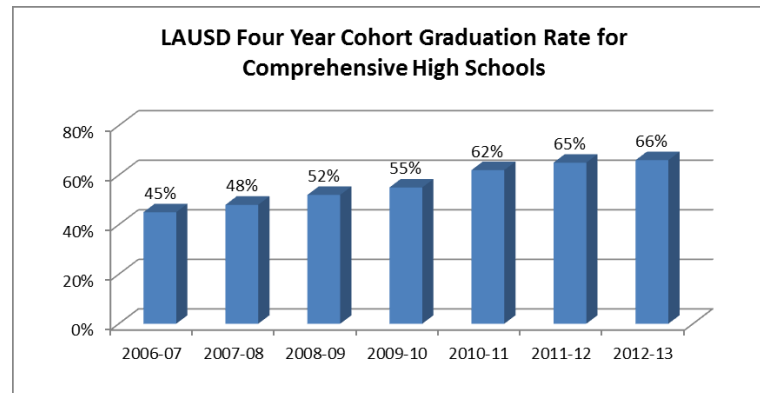
re-enrolled are subtracted from the cohort. Students who transfer in are added to the cohort. At the end of four years, the graduation rate includes the number of students who began as first time 9th graders and the number of students that received a diploma.

The cohort graduation rate for the 2012-2013 school year was 66% and includes summer 2013 graduates and any corrections schools may have made in graduation coding as of October 2013.

2012-2013 Final Cohort Graduation Rates

School Year	Graduation Rate
2010-11	62
2011-12	65
2012-13	66

Since 2006-07, LAUSD's four-year graduation rate has increased from 45% to 66% in 2012-13, as displayed below.



Four Year Cohort Graduation Rates by Subgroups

Graduation rates were highest for Asian and White students at 78% and 72% respectively and lowest for African-American students at 56%. Thirty-one percent of English Learners graduated in four years in 2013, while 80% of reclassified English Learners graduated in four years. Economically disadvantaged students had a graduation rate of 69%.

Compared to last year’s data, Latino and Economically disadvantaged students increased by one percentage point. Students with disabilities decreased by seven percentage points from the previous year. All other subgroups (White, African-American, Asian, English Learners and Reclassified English Learners) remained at the same percentage from the previous year.

Four Year Cohort Graduation Rate by Subgroups

	10-11 Final	11-12 Final	12-13 Final	One Yr. Change
All Students	62	65	66	+1
Latino	57	65	66	+1
African-American	53	56	56	0
Asian	82	78	78	0
White	67	72	72	0
English Learners	39	31	31	0
Reclassified English Learners	76	80	80	0
Economically Disadvantaged	60	68	69	+1
Students with Disabilities	42	50	43	-7

Although the graduation rate for students with disabilities decreased by six percentage points, the Division of Special Education is working toward three targets for high school students as part of the Modified Consent Decree (MCD): graduation with a diploma, completion of 230 credits and a certificate of completion, and reducing dropouts. The District has already met its MCD outcomes in all three of these areas and continues to make progress and report findings to the Office of the Independent Monitor.

District Instructional Priorities

In the 2012-13 school year the District will begin the transition to the Common Core State Standards (CCSS). This transition is scheduled to phase in over 3-years at which time the State will implement a new assessment in 2014/15 developed by the SMARTER Balanced Assessment Consortium (www.smarterbalanced.org). Additionally, in the 2013-2014 school year the district will also begin to transition to California's newly adopted English Language Development standards. The CCSS supports the District goal that every student, pre-school through adult, receives quality, standards-based instruction that enables all students to graduate college prepared and career ready. The District will began the transition to the CCSS in kindergarten, 1st and 6th and 9th for the 2012-13 school year and phase in grades 2-5, 7-8 and 10-12 over the course of the following two years.

The District serves a diverse student population that includes a substantial percentage of English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWD), Gifted and Talented Education (GATE) students, and Socioeconomically Disadvantaged Students. Many of these students have not met NCLB student achievement benchmarks over the past four years. Of the ELs there is a significant population of students who have not met reclassification criteria after 5 or more consecutive years of instruction and will be targeted as Long Term English Learners (LTELs) beginning in the 2013-2014 school year. To reach the goal of all students demonstrating proficiency, the District has established the following instructional priorities:

1. Use of multi-tiered system of support driven by data-to improve core instruction and move all students to proficiency;
2. Alignment of instruction to the Common Core State Standards and the new ELD standards with a focus on literacy and numeracy across all content areas;
 - a. 1st Year: Begin with targeted grade levels: Kindergarten, 1st, 6th and 9th grades
 - b. 2nd Year: Continue supporting the 1st year's targeted grades and begin the work with 2nd, 3rd, 4th, 5th, 7th, 8th and 10th grades.
 - c. 3rd Year: Implement and support all grade levels. Intensive support on grade levels not yet targeted
3. Begin the instructional shifts to the Common Core State Standards as follows:
 - English Language Arts (ELA)/Literacy
 - Building knowledge through content-rich nonfiction and informational texts
 - Reading and writing grounded in evidence from both literary and informational text
 - Regular practice with complex text and its academic vocabulary
 - Mathematics
 - Focus strongly where the Standards focus on key content, skills and practices at each grade level
 - Coherence: Builds across the grades and major topics are linked within grades
4. Rigor: Conceptual understanding procedural skills and fluency, and application of standards-aligned instructional materials and strategies (CCSS and ELD standards) differentiated to meet the needs of diverse student groups and provide access to core

- instruction while students acquire more sophisticated academic language proficiency;
5. Systemic implementation and consistent use of Academic Engaged Time (AET) that results in improved student outcomes;
 6. Professional development and collaboration that ensures the use of multi-tiered, data-based instruction and targeted intervention to improve instruction;
 7. Monitoring of program effectiveness through student-centered, data-based decision making;
 8. Increased involvement of staff, parents, and community;
 9. Increased use of technology integrated into instruction including use of technology and 21st Century Skills and online assessments and digital curriculum;
 10. Targeted services and use of evidence-based programs to the lowest-performing student groups;
 11. Provision of equitable access to the core curriculum for English learners, Long Term English learners and Standard English learners to improve English language proficiency and increase their academic language;
 12. Increased successful completion of A–G requirements for all students;
 13. Increased integration of literacy and numeracy to improve access and success in the core curriculum; increased use of interdisciplinary instruction;
 14. Provision of equitable access and improved outcomes in the core curriculum for students with disabilities, including increasing opportunities to receive core instruction in the general education classroom.

Multi-Tiered, Data-Based Instruction and Intervention

Response to Instruction and Intervention (RtI²) is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction (e.g., literacy, numeracy, language development, and positive behavior support across content areas), and provides intervention that is matched to student need and directed by student outcome data from multiple measures. RtI² embraces evidence-based instruction and the District's Discipline Foundation Policy. It provides the structure within which all efforts of LAUSD fit to ensure that the instructional, academic, and behavioral/social emotional needs of all students are the highest priority, including ELs, LTELs, SELs, SWDs, and GATE.

The RtI² framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively, and high performing students have access to accelerated learning. The RtI² framework is based on the provision of good, quality, first instruction grounded in the State Standards and the Common Core Standards and the use of data to identify students for appropriate acceleration and interventions.

RtI² implementation is everyone's responsibility and advances academic achievement through frequent progress monitoring, ongoing data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it.

The RtI² model embraces the importance of involving families and the community in collaborative partnerships in culturally relevant ways. Effective partnerships include students, parents, families, community members and educators. A culturally relevant school environment fosters parent involvement, improves student outcomes, and is conducive to accelerated learning.

Through the District's Coordinated Early Intervening Services plan aimed at reducing significant disproportionality, the Office of Curriculum, Instruction and School Support is working in conjunction with the Division of Special Education and other district departments to increase the use, implementation, and fidelity of RtI² at 60 targeted schools. The intent of the plan is to improve outcomes at the targeted schools and to develop a plan for taking RtI² to scale.

Academic Engaged Time

Academic Engaged Time (AET) is the number of minutes each day/week during which students receive quality academic instruction and demonstrate behaviors that reflect student engagement in that instruction. Effective use of instructional time, specifically, academic engaged time, is the strongest predictor of student success and achievement at all levels.

Student-Centered, Data-Based Decision Making

Early identification of student needs can prevent learning gaps, provide additional time for instruction/intervention, and develop student potential. Data are first collected early in the year and utilized to inform teacher and support staff decisions at each of the multi-leveled tiers. Fluent and ongoing use of data allows the teacher and support staff to determine if the student should remain with current program supports, modify current supports within a tier, lessen supports by moving to a lower tier or intensify supports by moving up a tier. Data is also used to monitor student growth and acceleration through the provision of strategic and intensive interventions.

Access Goals for English Learners and Standard English Learners

LAUSD is committed to improving services for the District's ELs and SELs by promoting academic excellence, equity and access to core content. Systemic implementation of standards-based instructional practices includes English Language Development (ELD), Mainstream English Language Development (MELD), Access and Access to Core strategies, Culturally Relevant and Responsive Education (CRRE). Consistent monitoring of effective delivery of instruction and student achievement indicators is critical to ensure that ELs and SELs develop proficiency in ELA and Math. To achieve equitable access to high quality instruction and learning, the following access goals will be addressed:

- Continue to meet and exceed English Language Development (ELD) targets as measured by the California Language Development Test (CELDT)
- Increase the number of ELs and SELs who demonstrate proficiency on the California Standards Test (CST) in the core curriculum (English language arts, mathematics, science and history/social science)

- Increase rates of ELs attaining Reclassified to Fluent-English-Proficient (RFEP) status
- Provide intervention services for ELs not advancing on CELDT level per year
- Provide intervention services for ELs scoring Basic or below on the CST
- Provide intervention services for all SELs scoring Basic or below on the ELA CST
- Provide intervention services and design intervention classes for Long Term English Learners

Literacy and Numeracy across All Core Content Areas

The District's instructional priorities are not centered exclusively on reading and math. Rather the priority is literacy and numeracy across content areas. To this end, all content areas (science, history/social science, English language arts, mathematics, and the arts) are essential core instructional areas.

PreK-12/Literacy/Language Arts

The District will continue the transition to the CCSS with full implementation of the standards in grades Kindergarten through grade 12 the 2013-14 school year. As part of the overall district ELA/literacy implementation of the CCSS there will be a continued emphasis across grade levels on the increased use of **text dependent questions**. In addition, there will be a focus on the **integration of reading, writing, speaking and listening**.

A first step in implementing the CCSS for ELA/Literacy is to focus on identifying, evaluating, and creating **text dependent questions**. The standards focus on students' ability to read closely to determine what a text says explicitly and to make logical inferences from it. Rather than asking students questions about their prior knowledge or experience, the standards expect students to wrestle with text dependent questions: questions that can only be answered by referring explicitly back to the text in front of them. In a shift away from today's emphasis on narrative writing in response to decontextualized prompts, students are expected to speak and write to sources – to use evidence from texts to present careful analyses, well-defended claims, and clear information.

The CCSS for ELA/Literacy reflects the interconnectedness of the reading, writing, speaking and listening, and language strands. Some of the writing standards require students to write about the texts that they have read. Classroom discussion is a critical component of close reading. When students are provided with the opportunity to share their insights and pose questions to construct meaning about the texts that they are reading, they are better equipped to write clear and coherent essays.

The overall goal of the PreK-12/Literacy/Language Arts program is to provide all students with rigorous, content-based instruction in the four domains of literacy: reading, writing, listening, and speaking across all content areas. This will be achieved through the use of a balanced and comprehensive use of curriculum, assessment, instruction that provides for a coherent and a systematic mastery of skills. Literacy across content areas is an important and critical goal to achieving student success.

The curriculum for grades PreK-3 focuses on explicit and systematic instruction and diagnostic support in phonemic awareness, phonics and decoding, fluency, comprehension, writing skills, and listening and speaking skills.

The curriculum for grades 4-12 provides explicit and systematic instruction in word-attack skills, spelling, vocabulary, comprehension, and fluency, strategic reading skills, writing skills and strategies, and listening and speaking. The curriculum is designed with an emphasis on critical thinking and developing requisite skills for content area literacy.

All students are afforded the opportunity for frequent diagnoses to determine specific instructional needs, and those needs are addressed to meet and accelerate student learning.

Key Components of the Literacy/Language Arts Program include:

1. Implementation of a standards-based curriculum allowing mastery of foundational skills and knowledge
2. Professional Development
 - Professional development for teachers and administrators focusing on data collection, analysis, and appropriate intervention
 - Professional development includes both on-line and face-to-face formats
3. Coaching
 - School sites may choose to allocate funds for coaching support to assist staff with the development of research-based practices that support instruction
4. Periodic Assessments
 - In grades K-5/6 student progress is monitored through the use curriculum based measurement (CBM), district created periodic assessments, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - In grades 6-10 the teachers administer periodic assessments, which are aligned with CCSS
 - All data gathered serves the purpose of informing instruction through the Plan, Deliver, Reflect, Refine cycle
5. Strategies for English Language Development (ELD) and Mainstream English Language Development (MELD) are used with ELs and SELs to assure that academic vocabulary is developed and explicitly taught.
6. Access to Core Strategies will be used with ELs, LTELs and SELs as determined by analysis of assessments results in relation to ELD standards.
7. CCSS ELA Fellows
 - Common Core Fellows provide opportunities for teachers to build their capacity and leadership around the Common Core State Standards. CCSS Fellows serve to help ensure a successful transition to Common Core language arts. Continue to determine what the CCSS will look like in the classroom by reviewing, implementing, and debriefing CCSS lessons.

8.

Pre-K-12 Mathematics

The District will continue the transition to the CCSS in Kindergarten, through 12th grades for the 2013-14 school year. As part of the overall district mathematics transition to the CCSS there will be a greater emphasis across grade levels on developing greater focus, coherence and rigor across grade levels. The District will complete the development of common core state standards curriculum maps for grades K through Algebra 2 during the 2013-2014 school year. Teachers and their administrators would be trained on how to use the curriculum maps for planning and lesson delivery as part of the common core state standards transitioning. The District also put into the system a set of new performance assessments to replace the old periodic assessments to be administered in all K- Algebra 2 classrooms in the fall and spring. In preparation for full implementation of the common core state standards in 2014-2015 school year, the secondary mathematics unit has written new high school courses as well as accelerated courses aligned to the common core state standards.

A first step in implementing the CCSS for mathematics is to focus strongly where the standards focus. Rather than racing to cover everything in today's mile-wide, inch-deep curriculum, educators are encouraged to use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. Focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

The overall goal of the PreK-12 Mathematics instruction is to ensure that all students, including those in underperforming groups, have access to a rigorous, standards-based mathematics education that enables them to meet District and state requirements and prepares them for college and post-secondary career options. The program is based on explicit instruction in grades K-8 in the five mathematics strands identified in the California Mathematics Content Standards:

- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Statistics, Data Analysis and Probability
- The strand of Mathematical Reasoning embedded throughout the other four strands.

In grades 9-12, the standards are discipline specific and are identified for each grade-level course (Algebra I through Calculus). Numeracy across content areas is an important and critical goal to achieving student success in mathematics.

Key components of the PreK-12 Mathematics Plan include:

1. **Standards-based curriculum and quality instruction:** Curricular and instructional resources have been collaboratively selected and developed to support student access to rigorous standards-based mathematics curriculum and quality instruction that provides a balanced emphasis on conceptual understanding, procedural fluency and problem solving. These resources include the following:
 - Standards-based adopted textbooks, grades K-8
 - Standards-aligned, district-approved textbooks for high school courses— Algebra 1 and above
 - Standards-based Mathematics Instructional Guide (MIG), for Kindergarten through Geometry
 - Standards-based Concept Lessons, for grades 3–7, which are strategically designed to strengthen support for ELs, SELs and SWD by highlighting evidence-based and culturally relevant and responsive access methodologies
 - A comprehensive District directory of the secondary mathematics courses (grades 6–12) that includes standards, descriptions, prerequisites, academic outcomes, required assessments and recommended instructional resources (Guidelines for Standards-based Instruction for Secondary Mathematics).
2. **Periodic Assessments:**

The District administers mathematics periodic assessments for grades K– Algebra 2. These formative assessments:

 - Are directly aligned to the common core state standards and they are grade-level/course specific.
 - Are administered two times per year (fall and spring semester).
 - Assist teachers in determining appropriate extensions, interventions and differentiation to strengthen instructional support to students.
3. **Algebra Readiness Assessment to be administered to Grades 6 and Algebra 1.**
 - The assessment will be used for placement and to provide information to parents, students, and teachers regarding student readiness for Algebra 1.
4. **Professional Development for Teachers and Administrators**
 - Mathematics professional development includes both online and face-to-face formats.
 - Improved instructional practice that meets the needs of all students, including ELs, SWD, SELs, and GATE students.
5. **Coaching**
 - School sites may choose to allocate funds for coaching support to assist staff with the implementation of research-based practices that support mathematics
6. **CCSS Mathematics Fellows**
 - a. Common Core Fellows provide opportunities for teachers to build their capacity and leadership around the Common Core State Standards. CCSS Fellows serve to help ensure a successful transition to Common Core mathematics. Continue to determine what the CCSS will look like in the classroom by reviewing, implementing, and debriefing CCSS lessons.

PreK-12 Science

The goal of the PreK-12 Science program is to provide all students with challenging, standards-based science instruction that promotes fulfillment of District and state requirements while preparing college-ready, career-ready high school graduates. 25% of science instruction should be hands-on according to the California Science Framework. Activities in the science classroom provide students with multiple opportunities to practice reading, writing, listening and speaking skills thus promoting the four domains of literacy within the science classroom. Since mathematics is the language of science, occasions to practice numeracy are frequent. Instruction is based on explicit instruction in the earth, life, and physical science strands in grades K-12; high school students may expand on these strands by completing elective courses (e.g., Marine Biology, Physiology, etc.) or opt to enroll in Advanced Placement courses (e.g., AP Biology, AP Chemistry, etc.). All Kindergarten - 12 courses embed the Investigation and Experimentation standards throughout the instruction and these serve to address the scientific process skills associated with thinking and acting like a scientist. In addition, in California the State has adopted new standards that we will transition into in the next two years. As a result, much of the work is focusing on the major shifts in content and pedagogy for K-12 Science.

Key components of the K-12 Science Plan include:

1. Implementation of high quality, culturally relevant standards-based District adopted curriculum and District-developed Instructional Guides.
2. Standards-based Science Instructional Guides for grades 6, 7, 8, Biology, Chemistry, Physics, and Integrated Science. In addition, the use of Standards-based model lessons for grades 6, 7, 8, Biology and Chemistry that are designed to support good science practices and the K-12 Science Plan
3. Periodic Assessments used as formative district benchmark assessments that are administered in grades 6-8, biology and chemistry in high school. These assessments are aligned to the Common Core State Standards and the California Science Standards.
 - Are aligned to state grade-level standards and are correlated to the California Standards Test for grades 8 and 10
 - Assist teachers in determining appropriate extensions, interventions and differentiation to strengthen instructional support to students
 - A CCSS Content Integration Unit for 5th grade administered as a performance task that focuses on 5th Grade Science and History standards immersed in the Common Core State Standards and 21 Century Skills.
4. Science professional development in its face-to-face format are designed to improve instructional practice using Common Core State Standards, District-adopted curriculums, and the Next Generation Science Standards to meet the needs of all diverse learners including those identified as ELs, SELs, SWDs, and GATE.

Pre-K-12 History/Social Sciences

The goal of the PreK-12 History/Social Science program is to provide all students with access to a rigorous, standards-based

history/social science education that enables them to meet District and state requirements, and prepares them for college and multiple post-secondary career options. The History/Social Science program stresses the use of primary sources, secondary sources, and writing. As primary and secondary sources encompass written text, maps, photographs, charts and graphs students have multiple opportunities to incorporate and practice both literacy and numeracy skills in the history/social science classroom. Furthermore, it is our mission to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society. The History/Social Science program is based on explicit instruction in the three broad categories identified in the History/Social Science Framework for California Public Schools:

1. Knowledge and Cultural Understanding, incorporating learning from history and the other humanities, geography, and the social sciences
2. Democratic Understanding and Civic Values, incorporating and understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities
3. Skills Attainment and Social Participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

Key components of the PreK-12 History/Social Science Plan include:

1. Standards-based Curriculum and Instruction: Curricular and instructional resources have been collaboratively selected and developed to support student access to rigorous standards-based history/social science curriculum and instruction that provides an emphasis on the use of primary and secondary sources and writing in the history/social science classroom. These resources include the following:
 - Standards-based adopted textbooks, grades K-12;
 - Standards-based, Common Core aligned, History/Social Science Instructional Guides for grades 5, 7, 8, 10, and 11;
 - Standards-based, Common Core aligned model lessons for grades K, 1, 5, 6, 7, 8, 10, and 11 which are strategically designed to strengthen support for ELs, SELs and SWD by highlighting evidence-based and culturally relevant and responsive access methodologies;
 - A comprehensive district directory of the secondary history/social science courses (grades 6-12) that includes content and Common Core standards, course descriptions, prerequisites, academic outcomes, required assessments and recommended instructional resources (Guidelines for Standards-Based Instruction Secondary History/Social Science Grades 6-12).
2. Periodic Assessments:

The District administers history/social science assessments for grades 6-8, 10 and 11. These formative assessments:

 - Are aligned to state grade-level standards and are aligned to the Common Core English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.
 - Are administered two times per year
 - Assist teachers in determining appropriate extensions, interventions and differentiation to strengthen instructional support to

students

- Provide information to parents, students and teachers regarding student progress towards proficiency of the history/social science standard

In addition, teachers have access to short standards-based assessments to frequently monitor student progress.

3. Professional Development for Teachers and Administrators:

- History/Social Science professional development includes both online and face-to-face formats and is designed to improve instructional practice that meets the needs of all students, including ELs, SELs, SWD and GATE students.

PreK-12 Arts Education

The goal of Arts education is to provide all students with access to a rigorous, standards-based arts education that enables them to meet District and state requirements, and prepares them for college and career. Arts education should be integrated throughout the curriculum.

- Arts Integration is instruction combining two or more content areas, wherein the arts constitute one or more of the integrated areas.
- The integration is based on shared or related concepts, and instruction in each content area has depth and integrity reflected by embedded assessments, standards, and objectives.
- Integrated instruction is often designed, implemented, and evaluated in collaboration with other teachers, arts specialists, community artists, and institutions; and delivered, experienced and assessed through a variety of modalities: artistic process, inquiry methods, and intelligences.

The Arts department supports this goal in two ways:

- By providing all students with literacy and numeracy through the arts strategies – services and materials to enhance initial instruction, provide differentiated instruction, and subsequent interventions as necessary,

By providing all students access to community- based arts experiences (e.g., teaching artists in schools, visits to museums, theatre performances, etc.) to establish high standards of critical and creative thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

Focused Professional Development

Professional development is essential to ensure that teachers are prepared and supported to meet the needs of all students through assessment, instruction, and intervention within the RtI² framework. Professional development for teachers and staff should be appropriately differentiated in order to access the talents and strengths found within the professional learning community. All professional development must integrate differentiated strategies for all students including ELs, SELs, SWDs, and GATE students. It is imperative that culturally relevant and responsive instructional strategies and access to core strategies that are embedded into all

professional development. Professional development will embed the use of technology and 21st Century Learning skills to be more efficient and to model appropriate technology skill use for teaching and learning.

Parent Engagement

- Parent engagement is linked to learning results in improved performance and achievement for individual students and schools.
- Parent voices are valuable in informing the development of key schools and District policies which impact their children’s education.
- Teacher commitment to parental engagement motivates parents to promote learning at home and to support their children’s learning at school.
- All school staff play an important role in ensuring parents are welcomed and respected as partners in the life of the school and in their children’s education.
- Parent involvement contributes to their children’s education at every level and is a key factor in ensuring students graduate high school college prepared and career ready.

Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

The District's Comprehensive Assessment Program began with English/Language Arts in 1998 in collaboration with CRESST/UCLA (the National Center for the Evaluation of Standards and Student Testing) and was expanded to include Mathematics, Science and History/Social Science for grade levels 3 through 8.

However, this year, in anticipation of the new Common Core State Standards standardized assessment program (Smarter Balanced Assessment Consortium) the California Department of Education suspended the existing California Standards Tests (CST) in English language arts and mathematics to which the content assessments of the Comprehensive Assessment Program for those subjects were chiefly aligned, and the LAUSD Periodic Assessment program was also suspended. LAUSD has nevertheless maintained an assessment framework aimed at providing schools and teachers information about student achievement progress, identification of students in need of additional instructional and intervention services and for making effective student course assignments:

Early Literacy: DIBELS Next

DIBELS Next is a research based assessment that provides accurate information to teachers, schools and district leaders about the progress of students in grades Kindergarten through grade 3 toward learning to read. DIBELS Next is required to be administered district wide three times a year—beginning, middle and end of year—so that teachers will have regular checks of student progress and for teachers to identify students who may be falling behind in literacy attainment. Teachers are required to administer DIBELS Next weekly as an intervention progress monitoring tool for students who score at the Well Below Benchmark proficiency level.

Teachers and administrators have direct access to DIBELS Next results through the online Amplify reporting platform.

Mathematics

Students in grade 6 were administered a mathematics placement assessment to determine mathematics placement in grade 7.

All 8th grade students enrolled in Algebra I are required to take an End of Course Algebra I examination. The results of this course are used to 1) in conjunction with the academic mark the students receive in the course, determine whether students will receive A-G credit for completing the course, and 2) determine mathematics course placement for students as they enter the 9th grade in high school.

Placement and End of Course assessment results are made available to teachers and schools through the District's online data reporting platform, *MyData*.

Performance Assessments

District-designed Common Core aligned task oriented performance assessments were administered two or three times a year (depending on subject and grade level) in ELA, Math, Science and Social Studies in grades Kindergarten through grade 9. While aggregate data generated from these assessments were not collected at the school or district level, student results were directly available to teachers for purposes of informing lesson planning and instructional decisions.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Provide LAUSD Common Core professional development for ESC CCSS Experts and Directors in order to support them to plan with and continue to build school leadership team members' abilities to transfer knowledge of the CCSS to build capacity in their staff by assisting the implementation of the following PD phases:</p> <ul style="list-style-type: none"> ▪ Introduction to the CCSS Reading and Writing: <ul style="list-style-type: none"> Organization/Structure and Anchor Standards & Grade Level Progressions ▪ Follow-Up I, Complex Text & Student Engagement: Speaking & Listening and Lesson Planning for Close Reading using Text Dependent Questions ▪ Follow-Up II, Complex Text & Academic Language Development <p>Develop Curriculum Maps for grades K-5 to guide CCSS lesson planning and reflection, to address:</p> <ul style="list-style-type: none"> ▪ Foundational Reading, Writing, and Language Skills ▪ Thematic connections across content areas ▪ CCSS and ELD standards alignment to current instructional resources ▪ Appropriate accommodations for students with disabilities 	<p>OCISS, ESC ELA Coordinators, CCSS Experts and Directors School Leadership Team Members</p> <p>January 2014-June 2014 and ongoing</p> <p>Office of Curriculum, Instruction, and School Support Division of Special Education MMED</p> <p>July 2013-December 2015</p>	<p>PD Teacher Regular Cert Training Rate Administrator X-Time Clerical Overtime/Relief Custodial Overtime PD Materials Instructional Materials Non-Cap Equipment Conf Attendance/Travel PD Contract</p> <p>Professional Expert Administrator X-Time Teacher X-Time Instructional Materials PD Materials</p>	<p>\$980,000 ("ESC PD")</p> <p>\$300,000 ("CCSS Infrastructure")</p>	<p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Support the implementation of the Common Core State Standards (CCSS) in Grades Kindergarten-5/6th elementary by developing:</p> <ul style="list-style-type: none"> ▪ CCSS planning template for close reading ▪ Treasures CCSS-aligned lessons <p>Develop and align interim assessment tools to the Common Core Standards, (Kindergarten – 5th grade writing assessments)</p>	<p>Office of Curriculum, Instruction and School Support, Division of Special Education ELA CCSS Fellows June 2013-Dec. 2014 OCISS Aug. 2013- March 2014</p>			
<p>Continue use of DIBELS Next (Dynamic Indicators of Basic Early Literacy) to support instruction of the CCSS Foundational Skills by:</p> <ul style="list-style-type: none"> ▪ Utilize BURST lessons to focus instruction and to provide additional support with targeted intervention for all students ▪ Enable teachers to identify student progress towards standards-based goals ▪ Provide student data reports for teacher professional development and/or instructional planning in a multi-tiered framework ▪ Utilize “Now What” tools to match student need to core and supplemental instructional resources 	<p>Division of Special Education Office of Instruction and School Support All elementary instructional staff MMED Teachers (Grades K-6) Elementary administrators</p>	<p>Amplify Contract (DIBELS Next) includes cost of licensing, web-based reporting, school based coaching, and PD.</p> <p>Cert Training Rate Administrator X-Time Custodial Overtime Custodial Supplies</p>	<p>\$500,000</p> <p>\$5,648</p> <p>\$53,276</p>	<p>CEIS</p> <p>CCSS Implementation Funds</p> <p>Title I</p>
<p>Continue with the full implementation of the Common Core State Standards as of the 2013-14 school year. English Language Arts teachers in grade 6-10 will continue to receive professional development on the Common Core State Standards with an emphasis on how to align the current instructional materials to the Common Core standards using the Anthology Alignment Project framework.</p>	<p>Office of Curriculum, Instruction, and School Support Division of Special Education Teachers (Grades 6-12) Administrators July 2013-June 2014</p>	<p>PD Teacher Regular Cert Training Rate Administrator X-Time Custodial Overtime PD Materials Instructional Materials Non-Cap Equipment Conf Attendance/Travel PD Contract</p>	<p>\$1,000,000 (“CCSS-ELA PD”)</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>In addition to the CCSS Instructional Shifts, implementation will focus on the following effective practices:</p> <ul style="list-style-type: none"> ▪ Engaging students in close readings of complex texts ▪ Developing text-dependent questions that are aligned to a key understanding and build to a culminating task ▪ Using writing as a means for students to improve reading comprehension and to demonstrate proficiency ▪ Weaving the speaking and listening standards throughout curriculum and instruction in order to connect reading to writing and to deepen understanding of complex texts and concepts <p>Select secondary schools teams of teachers will participate in the Literacy Design Collaborative where teachers will work in interdisciplinary teams to develop lessons aligned to the Common Core State Standards for literacy and content standards.</p> <p>Revise the “Guidelines for Standards-Based Instruction” to align to the Common Core State Standards.</p> <p>Develop interim assessment tools that are aligned to the Common Core State Standards for grades 6-10.</p> <ul style="list-style-type: none"> • Revise Short Constructed Responses to address the Common Core State Standards in grades 6-10 • Develop Common Core Aligned Writing Tasks for grades 6-10 that assess CCSS reading and writing standards 	<p>Office of Curriculum, Instruction, and School Support Teacher teams from select high schools December 2013-June 2014</p> <p>Office of Curriculum, Instruction, and School Support Spring 2014</p> <p>Office of Curriculum, Instruction, and School Support Division of Special Education ESC Secondary Literacy Coordinators September 2013-January 2014</p>	<p>\$600 stipend for LDC Fellows PD Teacher Regular Administrator X-Time PD Materials</p> <p>PD Teacher Regular Administrator X-Time PD Materials</p>	<p>Included in CCSS-ELA PD</p> <p>Included in CCSS Infrastructure</p> <p>Included in CCSS Infrastructure</p>	<p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop instructional units that are aligned to the Common Core Standards for grades 6-8 that support the transition from Persuasion to Argument</p> <ul style="list-style-type: none"> Ensure appropriate accommodations and modifications for students with disabilities and English Learners are reflected in the instructional units. <p>Develop Curricular Maps that outline the scope and sequence of the CCSS for English Language Arts</p> <p>Support the implementation of CCSS-aligned instruction by developing and/or updating ELA curricular resources to include evidence-based differentiated strategies that support the unique and diverse needs of advanced and gifted/talented learners.</p> <p>CORE Waiver Coaching Support</p> <ul style="list-style-type: none"> Provide one ELA and/or math coach to 22 Priority Schools, that did not have coaches, to engage teachers in school-based, job-embedded professional learning. Provide coaching support through Instructional Contracts with: <ul style="list-style-type: none"> Los Angeles Education Partnership (LAEP) Linda Kovaric Joanne Allain Rain Power Education Consulting Growing Educators Insight Education Group PLAS UCLA Center X Houghton Mifflin Harcourt 	<p>Office of Curriculum, Instruction, and School Support Division of Special Education ESC Secondary Literacy Coordinators September 2013-January 2014</p> <p>Advanced Learning Options-GATE (OCISS)</p> <p>GATE teachers/coordinators (July 2014-June 2015)</p> <p>Educational Services Centers:</p> <ul style="list-style-type: none"> East North South West ICIC 	<p>PD Teacher Regular Administrator X-Time Clerical Support Custodial Support PD Materials</p> <p>X-time or prof-expert</p> <p>Instructional resources (print and online)</p> <p>Instructional Coaches Instructional Contracts</p>	<p>Included in CCSS-ELA PD</p> <p>\$ 52,000</p> <p>\$2,263,430</p>	<p>CCSS Implementation Funds</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>District will provide lessons and resources to support the implementation of the Common Core State Standards (CCSS) in Grades Kindergarten-5/6th:</p> <ul style="list-style-type: none"> ▪ CCSS planning template for close reading (K-1: close reading for universal theme connections and 2nd-6th: close reading for content, craft, and structure) ▪ LAUSD Treasures-aligned CCSS lessons ▪ Treasures CCSS Teacher Resource and Snap-Ins ▪ Basal Alignment Project Treasures-aligned CCSS lessons ▪ Pearson Common Core System of Courses drop-in lessons <p>Support implementation of the CCSS across content through the use of informational text by developing History-Social Science model lessons in Grades K, 1, 2, 3, 4.</p> <p>Develop CCSS integrated History-Social Science content units using informational text for Grades 3, 4, and 5.</p> <p>Develop CCSS integrated History-Science content units using informational text for Grades 3, 4, and 5. ?</p> <p>Support the implementation of the Common Core State Standards in grades 6-10 with an emphasis on the following effective practices:</p> <ul style="list-style-type: none"> • Close Reading • Use of text-dependent questions • Building Tier II vocabulary • Using speaking and listening to support reading comprehension and build writing proficiency • Using writing as a means for students to improve reading comprehension and to demonstrate proficiency 	<p>Office of Curriculum, Instruction and School Support, ELA CCSS Fellows CCTP Pearson June 2013-Dec. 2014</p> <p>Office of Curriculum, Instruction and School Support</p> <p>Elementary Content Fellows</p> <p>Sept. 2013- Dec. 2015</p> <p>Office of Curriculum, Instruction, and School Support Division of Special Education ESC Secondary Literacy Coordinators July 2013-June 2014</p>	<p>Elementary- 50 fellows with a stipend of \$150</p> <p>100 – Elementary (Grade Specific Fellows) \$600 stipend</p>	<p>Included in CCSS-ELA PD</p> <p>Included in CCSS-ELA PD</p> <p>Included in CCSS-ELA PD</p>	<p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Pilot the integrated 6 th grade ELA/History 10-day River Systems lesson that is aligned to the Common Core State Standards	Office of Curriculum, Instruction, and School Support Teachers October 2013-January 2014	Sub coverage for 10 teachers participating in the pilot 2 hours training rate for each teacher participating in the pilot for debrief	Included in CCSS-ELA PD	CCSS Implementation Funds
Pilot the lessons and tasks developed by teachers participating in the Literacy Design Collaborative which will include reflection and refinement of the lessons and tasks to align to the CCSS	Office of Curriculum, Instruction and School Support LDC Fellows December 2013-June 2014	The expense related to this item is covered by the LDC Fellows stipend	Included in CCSS-ELA PD	CCSS Implementation Funds
Support implementation of the CCSS across content through the use of informational text by developing History-Social Science model lessons in Grades 6,7,8,10,11.	Office of Curriculum, Instruction and School Support LDC Fellows		Included in CCSS-ELA PD	CCSS Implementation Funds
Develop CCSS integrated content units using informational text for Grades 6,7,8,10,11.	December 2013-June 2014		Included in CCSS Infrastructure	CCSS Implementation Funds

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Coordinated Early Intervening services in collaboration with Academic English Mastery Program to conduct two 3-day Equal Access workshop series (Fall/Spring) that focuses on MELD strategies and culturally relevant classroom management.</p>	<p>EIS Admin Coordinator AEMP coordinator</p>	<p>6 Hours training rate for 3 days for 150 teachers to participate in 3 Saturday workshops.</p>	<p>\$76,896</p>	<p>CEIS</p>
<p>Provide CCSS-aligned instructional resources (online and print) that: (1) explicitly expand teacher knowledge, skills and effectiveness in the identification of underrepresented populations in gifted and talented and (2) support the delivery of instruction designed to develop the full potential of the District’s linguistically and culturally diverse advanced learners and gifted/talented students.</p>	<p>Advanced Learning Options-GATE (OCISS) (July 2014-June 2015) K-12 School sites/ over 64,000 gifted/talented students</p>	<p>X-time or prof-expert Contract services Instructional resources (print and online)</p>	<p>\$54,000</p>	<p>GF-Unrestricted</p>
<p>Support the effective implementation of CCSS-aligned ELA instruction with the provision of AVID weekly to all District AVID schools.</p>	<p>Grades 6-12 (AVID sites) Advanced Learning Options- (OCISS)</p>	<p>Supplemental teacher resources</p>	<p>\$30,000</p>	<p>GF-Unrestricted</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide evidence-based SpringBoard instructional resources that accelerate high quality CCSS implementation in ELA.	Grades 6-12 (Select secondary sites) Advanced Learning Options (OCISS)	Supplemental instructional materials	\$80,000	GF-Unrestricted
Support the effective implementation of CCSS and IB programs (PYP, MYP and DP) by providing instructional materials that expand teacher knowledge, skills and effectiveness in leading District's diverse learners (K-12) to academic success.	Advanced Learning Options (OCISS)	Supplemental instructional materials Clerical support Contract services (IBO) annual fees	\$160,000	Title II

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>Credit Recovery Summer School/Intersession Program will provide specific support for District students that have failed to meet A-G course and credit requirements for graduation. The part of the program funded by Common Core State Standard funds will provide students entering school in the fall as 9th (class of 2017) the opportunity to retake up to two courses in which they received a D or F grade. Students entering school in the fall as 10th, and 11th graders (classes of 2016 and 2015) the opportunity to replace failing grades of F in two courses. Credit Recovery Summer School courses will be offered across the District only at fifty selected senior high school sites. One year round calendar high school will offer credit recovery courses during Intersession. The other part of the program funded by General Funds will provide 12th grade students with the opportunity to recover up to two course in which they have received a D or F grade.</p> <ul style="list-style-type: none"> Highly qualified teachers will provide Common Core State Standards instruction to students in grades 9, 10, 11 in English and science courses. Highly qualified teachers will provide standards based instruction to 12th grade students not subject to Common Core State Standards Employ part time counselors to support students in accessing credit recovery courses to ensure eligible students are enrolled in needed courses to receive appropriate credits toward graduation requirements. <p>Provide specialized professional development to teachers assigned to teacher Common Core classes and grade levels. PD will focus on Common Core State Standards and teaching supports necessary for student success.</p> <ul style="list-style-type: none"> Allocate funds for preplanning to schools to support the 	<p>Staff from Beyond the Bell, school site administrators, teachers, students, parents, and supervision aides</p> <p>June 2014 to June 2015</p>	<p>Teacher salaries</p> <p>Counselor Salaries (70 hours of support for each summer school site to ensure proper enrollment, placement, and academic counseling.)</p> <p>Teacher Salaries PD Pay</p>	<p>\$3,817,800</p> <p>\$245,000</p> <p>\$114,900</p>	<p>General Funds and Common Core State Standards Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>organization of summer school master schedules, the identification and enrollment of eligible students, hiring of summer school staff, and the necessary sharing of student data between hosting and sending summer schools. Funds will be used to pay individuals that perform the necessary extra duties required in hosting summer school beyond their regular assignment.</p> <ul style="list-style-type: none"> • Provide administrators compensation to supervise and perform the required organization, operation and instructional oversight necessary to ensure a safe and educationally appropriate program. • Provide specialized professional development to administrators to be able to supervise the implementation of Common Core State Standards in the classrooms • Provide funds for summer school office and custodial staff to perform the duties and responsibilities required to support the successful operation and management of a summer school program. • Ensure a safe and secure Summer School and Intersession program by employing School Supervision Aides to support students before, during and after summer school or intersession hours. • Provide Extended School Year for eligible students with disabilities in grades PK-12 to address learning regression and recoupment capacity in the area of reading, including the purchase of curriculum materials <p>Provide professional development to support schools in developing a multi-tiered approach toward meeting all students' needs based on</p>	<p>Division of Special ED</p> <p>OCISS, ESC Coordinators</p>	<p>To Be Determined</p> <p>Administrator Salaries (Z-time)</p> <p>Administrator PD Pay</p> <p>School administrative assistant/office technician</p> <p>School supervision aide Salaries</p> <p>Teacher salaries (X-time) Administrative support salaries (X-time)</p> <p>Cert Training Rate Administrator X-Time</p>	<p>\$ 84,000</p> <p>\$588,000</p> <p>\$ 5,000</p> <p>\$ 488,400</p> <p>\$ 216,000</p> <p>TBD</p> <p>Included in CCSS-ELA PD</p>	<p>TBD</p> <p>CCSS Implementation</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
effective analysis of student data with targeted instructional support		PD Contract Clerical/Custodial Support Instructional Materials General/Custodial Supplies		Funds
Implement instructional and curricular guidelines for the Academic Literacy course (Tier 2 Intervention grades 6-10) Implement problem-solving guidelines for Academic Literacy course Vetting of new Academic Literacy course guidelines with various teachers, instructional coaches, and administrators Create and deliver professional development online sessions for the new Academic Literacy course guidelines.	Office of Curriculum, Instruction, and School Support Select teachers	Auxiliary Period	\$4,000,000	GF-Unrestricted
Provide hosting of Reading 180 licenses for middle and high school reading intervention.	Division of Special Education	Instructional Materials		
Provide training on the use of either Language! Focus on English Learning, 4 th Edition reading or Read-180 for elementary, middle, and high school reading intervention to targeted schools who are not meeting API/AYP targets and/or district benchmarks for the students with disabilities subgroup. We will host the licenses for schools that opt for Read-180.	Office of Curriculum, Instruction and School Support Spring 2014	Cert Training Rate PD Teacher Regular Administrator X-Time Custodial Support Custodial Supplies PD Contract	\$59,085 \$11,596	Title I CEIS
Provide coaching support in Language!, 4 th Edition for elementary and middle schools	OCISS	Contract with Voyager	\$86,000	CEIS
CORE Waiver Spring Intervention - Extended Learning Opportunities, Spring <ul style="list-style-type: none"> • Provide increased learning time for students not meeting grade level standards in core subjects – before school, after school, or Saturdays • Opportunity was provided to students at 137 CORE Waiver schools (27 Priority schools, 70 Focus schools, and 40 Support schools) 	Beyond the Bell Branch	All	\$5,012,930	Title I
CORE Waiver Summer Intervention – Extended Learning Opportunities, Summer	Beyond the Bell Branch	All	Credit Recovery ELOS =	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide increased learning time for students not meeting grade level standards in core subjects or credit recovery for high school students in the core subjects. • Opportunity was provided to students at the 208 CORE Waiver schools (63 Reward schools, 8 Collaborative Partner schools, 27 Priority, 70 Focus, and 40 Support) 			<p>\$25,500,119</p> <p>ES/MS ELOS= \$11,000,000</p> <p>For a total of \$36,500,119</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Continue to provide access to online data and lesson resource platforms in elementary schools to enable teachers/administrators to monitor student progress and identify areas for focused instruction.</p> <p>Provide increased access to technology for elementary schools in 2013-14 and beyond through the following initiatives:</p> <ul style="list-style-type: none"> — Continued development of best practices videos with distribution for on demand PD through LAUSD on iTunes U. — Target Grant for Early Literacy Academies providing students and teachers of 6 schools tablets and PD around the use of technology for instruction in the classroom. — PD supporting the creation of Early Literacy Academies using technology to support instruction and assessment in the classroom. (including the use of tablets at K-3) <p>Incorporate technology into PD, modeling use of technology strategies and applications that support student learning.</p> <p>Include strategic integration of technology in a number of courses at the secondary level to scaffold student access to rigorous standards-based instruction, particularly as outlined in the Common Core Standards and support the development of content knowledge and skills and assessment in English/Language Arts.</p> <p>Foster incorporation of technologies such as e-texts, audio books,</p>	<p>Instructional Technology Division (ITD) Technology Specialists Teachers Parents Literacy Coaches RtI² Experts Site Administrators Coordinators ELA Central Staff</p> <p>6 selected schools (K-3) Amplify</p> <p>O CISS</p> <p>Office of Curriculum, Instruction and School Support July 2013-June 2014</p>	<p>Computer hardware and software for schools</p> <p>Software License PD Contract</p> <p>Cert Training Rate PD Teacher Regular Administrator X-Time Instructional Materials PD Materials Conf Attendance/Travel PD Contracts 3-Hr Library Aides</p>	<p>\$195,421</p> <p>\$419,340</p> <p>\$1,248,769 ("Target Grant")</p> <p>Included in CCSS-ELA PD</p>	<p>Grant</p> <p>Grant</p> <p>Grant</p> <p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>online content, access to media through LAUSD on iTunes U, and use of iPads and laptops.</p> <p>Support the implementation of the CCTP by modeling effective use of technology during professional development.</p> <ul style="list-style-type: none"> • (Provide students and teachers with individual digital devices for schools identified in Phase 2. • Continue to install robust wireless networks in all LAUSD schools to enable the support for one-to-one solutions. • Teachers will effectively utilize the technology components of the District-adopted English language arts to enhance the teaching and learning of reading including supplemental lesson provided by Pearson Education. • Teachers will receive professional development opportunities and coaching on strategies to integrate technology in the teaching of reading standards. • Provide access to technology for Phase 1 and Phase 2 <p>Students and parents will be given access codes to utilizing on-line lessons and activities in reading and vocabulary within the District-adopted English language arts programs.</p> <ul style="list-style-type: none"> — Continued development of best practices videos with distribution for on demand PD through LAUSD on iTunes U. — Revision the LAUSD Educational Technology plan to include technology use planning and implementation of blended learning environments using cloud-based applications and online content. — Continue to seek grant/funding programs such as the ITD’s Virtual Learning Complex proposal to provide needed hardware and professional development. <p>Technology Access in Secondary Schools</p>	<p>Common Core Technology Project ITD</p>	<p>Cert Training Rate PD Teacher Regular Administrator X-Time Instructional Materials PD Materials Conf Attendance/Travel PD Contracts</p>	<p>\$8,125,344 ("CCTP PD")</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Include strategic integration of technology in a number of courses at the secondary level to scaffold student access to rigorous standards-based instruction, particularly as outlined in the upcoming Common Core Standards and support the development of content knowledge and skills and assessment in English/Language Arts.</p> <p>Foster incorporation of technologies such as e-texts, audio books, online content, access to media through LAUSD on iTunes U, and use of tablet computing devices.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Continue supporting the transition to the Common Core State Standards. Provide follow-up training for 2nd-5th grade teachers with a focus on text-complexity highlighting the connection between the Reading and the Speaking and Listening standards in order to unpack complex text.</p> <p>A second follow-up training will be provided to K-5/6th grade teachers in the spring (building on CCSS follow-up I) focusing on complex text through the lens of the Language standards and differentiation for EL, SEL, SWD, and GATE students.</p> <p>This transition will focus on the following English/Language Arts Literacy shifts:</p> <ul style="list-style-type: none"> • Building knowledge through content-rich nonfiction and informational texts • Reading, writing and speaking grounded in evidence from text • Regular practice with complex text and its academic vocabulary 	<p>Office of Curriculum, Instruction, and School Support Division of Special Education Teachers (Grades K-12) Administrators</p> <p>July 2013-June 2014</p>	<p>Cert Training Rate PD Teacher Regular Administrator X-Time Instructional Materials PD Materials Conf Attendance/Travel PD Contracts</p>	<p>Included in CCSS-ELA PD</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Within District PD, build connections to the Educator Growth and Development Cycle (Teaching and Learning Framework) that defines, supports, and measures evidence-based pedagogy and teacher practice district-wide.</p> <p>Support the District adoption of the K-5/6 reading series, <i>Treasures</i>. This reading series will support the needs of all learners in the acquisition of the components of reading: phonemic awareness, decoding skills, vocabulary development, fluency, and comprehension. In order to implement this program:</p> <p>Provide all new K-5/6 teachers with a 2-day summer professional development and all teachers switching grade spans K-2/3-5 with a 1-day summer professional development designed to support the pedagogy needed to maximize student learning. The professional development will prepare teachers to:</p> <ul style="list-style-type: none"> • Provide structured reading instruction to students using the Treasures program • Effectively use supplemental materials to meet the needs of English Learners and Students with Disabilities • Use data to drive a multi-tiered system of support 	<p>K-5/6 teachers including special educators, resource specialists, intervention teachers, coaches, administrators, and classified support staff August 2013</p>	<p>Cert Training Rate PD Teacher Regular Administrator X-Time Instructional Materials PD Materials Conf Attendance/Travel PD Contracts</p>	<p>\$73,661</p>	<p>Title I</p>
<p>Organize and continue building online resources to support professional development on the implementation of the CCSS at all grades with focus on major shifts from the current standards to the CCSS.</p>	<p>July 2013-June 2014, and ongoing Office of Curriculum, Instruction, and School Support, Learning, Communications, and Web Solutions (LCW)</p>	<p>Cert Training Rate Administrator X-Time Multi-Media Designer</p>	<p>Included in CCSS Infrastructure \$114,000</p>	<p>CCSS Implementation Funds Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide Treasures CCSS Teacher Resource Webinar --Teachers' Edition supplement highlighting CCSS covered each week --Common Core teacher resource book providing supplemental instruction to access complex text</p> <p>Provide CCSS Online Teacher PD Resources --Identify and/or create CCSS online module resources for upload to the LAUSD Elementary Literacy website</p>	<p>Elementary administrators Selected School site personnel July 2013 – June 2014 and ongoing</p>		<p>Included in Target Grant</p>	<p>Grant</p>
<p>Provide Transitional Kindergarten teachers training aligning TK curriculum with the Preschool Learning Foundations, the CCSS, and the California Content standards</p>	<p>Transitional Kindergarten teachers September 2012</p>	<p>Preschool Learning Curriculum Framework, Standards alignment document</p>	<p>\$10,427</p>	<p>Title I</p>
<p>Provide training for K-3 Literacy Academies on oral language development and reading comprehension</p>	<p>Select Teachers MONDO Rtl² Experts</p>	<p>Cert Training Rate PD Teacher Regular Administrator X-Time PD Contract</p>	<p>\$80,000 \$51,000</p>	<p>Grant CEIS</p>
<p>Provide training to 3rd grade teachers on data-driven instruction and small group instruction</p>	<p>Select Teachers 95% Group September 2012- February 2013</p>	<p>Cert Training Rate PD Teacher Regular Administrator X-Time PD Contract</p>	<p>Included in Target Grant \$31,834 \$23,654</p>	<p>Grant Grant CEIS</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue to support the implementation of the Common Core State Standards by providing teachers in grades 6-10 professional development to support the alignment of current materials to the CCSS with an emphasis on:</p> <ul style="list-style-type: none"> • Using text dependent questions to engage in close reading • Creating text dependent questions that build to a culminating writing task and that connects to a big idea • Using speaking and listening to support reading and writing <p>Continue intensive professional development on the Common Core State Standards for the secondary English Language Arts CCSS Fellows. The professional development will focus on the alignment of current instructional resources to the CCSS with an emphasis on the Anthology Alignment Project framework.</p> <p>Continue working with existing and new CCSS Fellows to build curricular and instructional capacity around the CCSS.</p> <p>Select secondary teachers in high school will receive professional development on the Literacy Design Collaborative framework. The professional development will focus on the development of interdisciplinary lessons that address both the CCSS literacy standards and content standards.</p>	<p>Office of Curriculum, Instruction and School Support July 2013-June 2014</p> <p>Office of Curriculum, Instruction and School Support September 2013-May 2014</p> <p>Office of Curriculum, Instruction, and School Support LDC Fellows December 2013-June 2014</p>	<p>2 days of professional development for 500 teachers with a stipend of \$102 per day</p> <p>20 Professional development facilitators for 16 hours at x time</p> <p>\$600 stipend for 60 CCSS Fellows</p> <p>This expense is covered by the \$600 LDC Fellows stipend.</p>	<p>Included in CCSS-ELA PD</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Pearson is providing professional development around content related to ELA including modeling of lessons and classroom coaching.</p> <ul style="list-style-type: none"> • Apple Professional Development provides teachers with tools to access and enhance lesson to elevate the Common Core Standards. • Identified Schools for Pilots that include: Project Base Learning, CGI, Reading and Writing Workshop, Robotics • Device Training in the preset applications to integrate into instructional practices. • PD to assist teachers us of technologies to communicate with parents • Support the implementation of the Common Core through technology that strengthens core instruction for the District’s diverse students, particularly ELs, SWDs and SELs, focuses on data to inform instruction resulting in increased student achievement and guides the use of progress monitoring and formative assessments to inform instruction. 	Common Core Technology Project	Cert Training Rate PD Teacher Regular PD Materials Clerical/Custodial Support Custodial Supplies Conf Attendance/Travel Instructional Materials Prof Services Contract	\$8,125,344	CCSS Implementation Funds
<p>Coordinated Early Intervening Services to implement <i>Literacy Project</i>, a common core standard based culturally and linguistically responsive supplemental curriculum to selected secondary schools part of CEIS.</p>	CEIS Admin Coordinator RtI Experts –CEIS	<p>Purchase of 60 instructional kits of ID and On The Record for secondary schools that are part of CEIS.</p> <p>Contract with Scholastic Inc. to conduct professional services (training and support for schools implementing Literacy Project)</p>	<p>\$105,921</p> <p>\$7,500</p>	<p>CEIS</p> <p>CEIS</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Support the implementation of the International Baccalaureate (IB) programmes (Primary Years Programme, Middle Years Programme and Diploma Programme) with highly qualified professional development that (1) strengthens core instruction for the District’s diverse students, particularly ELs, SWDs and SELs (2) supports the development of inquiring, knowledgeable students through an emphasis on international, intercultural understanding and respect (3) focuses on data to inform instruction resulting in increased student achievement and guides the use of progress monitoring and formative assessments to inform instruction.</p>	<p>Office of Curriculum, Instruction and School Support (OCISS) Division of Special Education</p> <p>Principals and staff of the following schools: Downtown Business Magnet, Eagle Rock Jr./Sr. HS, El Sereno MS, Farmdale ES, Foshay LC, Meyler ES, Wilson HS, and White MS</p>	<p>Teacher X time for on-track or training rate for off track teachers, up to 6 days for approximately 250 teachers</p> <p>IB coordinator auxiliaries in order for coordinators to work and train teachers</p>	<p>\$ 323,183</p> <p>\$ 182,817</p>	<p>71Q78 (Title II)</p> <p>71Q178 (Title II)</p>
<p>CORE Waiver Professional Development for Priority, Focus, and Support schools</p> <ul style="list-style-type: none"> • Provide professional development to teachers and administrators from the CORE Waiver schools to build their capacity to assist students in accessing grade level standards • Administered by the Educational Service Centers • Examples of activities <ul style="list-style-type: none"> - Houghton Mifflin Harcourt - CSUN with Wendy Muraski - Growing Educators for reading and writing - Kagan - Kate Kinsella 	<p>July 2013—June 2014</p>	<p>Contract with International Baccalaureate Organization for professional services (training and consultants and application fees)</p> <p>PD Teacher Regular</p> <p>Day to Day Subs</p> <p>PD Teacher X-time</p> <p>Custodial Overtime (Saturday only)</p> <p>Instructional Contract</p> <p>Other Books for lesson study</p>	<p>\$ 99,000</p> <p>\$10,178,560</p>	<p>7C178 (Title II)</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - Thinking Maps - West Ed - ST Math - ASCD with Sue Beers - Teachers College & Literacy Partners (Writer’s Workshop) - UCLA Center X – Adaptive Schools and Cognitive Coaching - USC Rossier with Eugenia Mora - Development Studies Contract - Karen Patino - USC Dornsife: Center for Active Learning in International Studies (CALIS) - Wesley Hall – educating Boys of Color - <p>CORE Waiver PD for Focus Schools Administered by Central Office (Division of Special Ed, MMED)</p> <ul style="list-style-type: none"> • MMED provided targeted professional development to the teachers at five schools that were identified as Focus schools because English Learners or African American students were the lowest performing sub groups • Division of Special Education provide targeted professional development to the teachers and special education assistants at 65 schools that were identified as Focus schools because Students with Disabilities were the lowest performing subgroup 	<p>Division of Special ED</p> <p>Multilingual Multicultural Education Division</p>	<p>PD Teacher Regular Day to Day Subs PD Teacher X-time Custodial Overtime (Saturday only) Instructional Contract Other Books for lesson study</p>	<p>\$1,575,000 for Special Education</p> <p>\$125,000 for MMED</p> <p>for a total of \$1,700,000</p>	<p>Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The Parent Community Student Services Branch and Educational Service Center (ESC) Parent Staff will provide school teams with targeted training to develop school compacts that reflect SPSA reading improvement targets and strategies.</p>	<p>Five ESC parent administrators, seven parent educator</p>	<p>Certificated Salaries Classified Salary PD Materials</p>	<p>\$498,226 \$21,435 \$2,000</p>	<p>LCFF(EIA-LEP) and General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Parent Community Student Services Branch will invest in the renovation of 50 Parent & Family Centers District-wide to support parent trainings and learning opportunities that increase the capacity of parents to support reading instruction.</p> <p>The District will reorganize and repurpose Central parent advisory committees to align their goals to support parent engagement strategies that support student achievement. Activities include:</p> <ul style="list-style-type: none"> • Revision of a District-wide policy bulletin outlining new parent advisory committees' compositions, purposes and goals • Parent/community feedback sessions • New Central parent advisory committees' training and orientation sessions • Training and ongoing technical assistance to the District English Learner Advisory Committee (DELAC) to ensure successful functioning <p>Create parent and school staff tools that increase the capacity of parents to support literacy at home, including, but not limited to the following:</p> <ul style="list-style-type: none"> • Updated Families website, ESC parent unit website, LAUSD Common Core State Standards website and other online tools for parents and schools to support reading instruction • District-wide learning opportunities that promote the building of 	<p>coaches, one PCSB administrator, one translator/ July 2013 to June 2014</p> <p>PCSB administrator, ESC parent administrator/ July 2013 to June 2014</p> <p>Two PCSB administrators, two Sr. Parent Facilitators, MMED coordinator, SpEd administrator, two translators/ October 2013 to June 2014</p> <p>Two PCSB administrators, five ESC parent administrators, 22 parent educator coaches, five translators/ July 2013 to June 2014</p>	<p>Reprographic Services A/V (translation) equipment</p> <p>Certificated Salaries</p> <p>Certificated Salaries Classified Salaries Advisory Committee Expenses PD Materials Reprographic Services A/V (translation) equipment KLCS contract cost</p> <p>Certificated Salaries Classified Salaries Advisory Committee Expenses PD Materials Reprographic Services A/V (translation) equipment</p>	<p>\$2,000 N/A</p> <p>\$64,993</p> <p>\$40,621 \$30,600 \$3,000 \$2,000 \$5,000 N/A \$3,000</p> <p>\$889,184 \$64,300 \$5,000 \$2,500 \$5,000 N/A</p>	<p></p> <p>LCFF(EIA-LEP)</p> <p>LCFF(EIA-LEP) and General Fund</p> <p>LCFF(EIA-LEP), Title I, General Fund and Special Ed</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>literacy skills at home, such as:</p> <ul style="list-style-type: none"> — Common Core English Language Arts training materials — Common Core Technology training materials — <i>Abriendo Puertas</i> parent education program in targeted schools <ul style="list-style-type: none"> • Workshops on the changing LAUSD high school graduation requirements, which require the passing of additional “a-g” English classes, and include training on understanding grade point averages and CAHSEE ELA results • Workshops on the School Accountability Report Card Training, which includes interpreting ELA standardized test results • Provide translation services (written and oral) of all new tools, resources and events (noted above) that support reading improvement • Provide professional development to PCSB staff in working with parents of students with disabilities • Provide certificated staff to PCSB to coordinate outreach efforts to parents of students with disabilities including Community Advisory Council (CAC) • Provide online and print resources to parents requesting assessment for special education services and to parents of students with disabilities <p>Garner philanthropic resources for school sites that support literacy in the classroom and at home.</p>	<p>Division of Special Ed</p> <p>PCSB administrator/ July 2013 to June 2014</p>	<p>Certificated Salary</p>	<p>\$12,186</p>	<p>LCFF(EIA-LEP)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Distribute “Now What” tools letters to regarding assessment results and what parents can do with their children based on goal and current levels of performance.</p> <p>Provide and maintain information to parents on the Common Core State Standards though the LAUSD CCSS website.</p> <p>Parent awareness of the CCSS develop and find resources for support, develop and provide training on the CCSS</p> <p>Explore and develop Parent Access Support System Portal</p>	<p>Office of Curriculum, Instruction and School Support</p>	<p>Contract with Amplify/Wireless Generation</p>	<p>\$33,000</p> <p>\$5,648</p>	<p>CEIS</p> <p>CCSS Implementation Funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Collaborate to design summer professional development to prepare teachers to teach summer school.</p> <p>Develop summer school curriculum and instructional guide.</p> <p>Develop summer transitional courses that would be used to ramp up and bridge the gap from the 1997 standards which some of the students were instructed with to the new common core state standards.</p>	<p>Office of Curriculum, Instruction and School Support Beyond the Bell Division of Special Education ITD</p>	<p>Salary Cost of Instructional Materials</p>	<p>Included in CCSS Infrastructure</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>Provide teachers and administrators with supplemental tools that correlate with the Common Core State Standards and provide teachers and students with the opportunity to experience Common Core assessment items:</p> <ul style="list-style-type: none"> ▪ Provide grades K-5 ELA CCSS aligned periodic assessments to be administered 2 times a year ▪ Provide 3-5 sample Smarter Balanced assessment items ▪ Provide K-5 CCSS aligned narrative writing assessment tool ▪ Support schools using periodic assessments to engage in the Plan-Implement-Reflect-Revise/Revise cycle ▪ Provide tools to support the collaborative analysis of student work <p>Continue use of DIBELS Next (Dynamic Indicators of Basic Early Literacy) to:</p> <ul style="list-style-type: none"> ▪ Assess student progress toward foundational literacy skills <ul style="list-style-type: none"> ♦ using benchmark assessments three time per year plus progress monitoring as needed ♦ grades TK-3 general education ♦ grades TK-6 special education students in general education setting ▪ Maintain an online platform for recording student benchmark and progress monitoring data ▪ Utilize BURST assessments to identify students with needs in basic early literacy skills ▪ Enable teachers to identify student progress towards standards-based goals. 	<p>Office of Data and Accountability OCISS All instructional support staff Teachers (Grades 2-10) Administrators</p> <p>August 2012 – June 2013</p> <p>Office of Curriculum, Instruction and School Support</p> <p>Division of Special Education</p> <p>Teachers (Grades K-6) Administrators (Elementary)</p>	<p>Assessment Contract</p> <p>Contract with Amplify/Wireless Generation (BURST Intervention for General and Special Education)</p> <p>Voyager Learning (Passport Intervention Grade K-6)</p>	<p>\$1,300,000 ("CCSS Assessment")</p> <p>\$206,421 (For General Ed)</p>	<p>CCSS Implementation Funds</p> <p>CEIS</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide teachers and administrators with supplemental tools that correlate with the Common Core State Standards and provide teachers and students with the opportunity to experience Common Core assessment items:</p> <ul style="list-style-type: none"> ▪ Provide grades 6-10 ELA periodic assessments aligned to the CCSS to be administered 2 times a year. ▪ Provide grades 6-10 ELA Short Constructed Responses that are aligned to the CCSS ▪ Support schools with using the periodic assessments to engage in the Plan- Deliver-Reflect-Refine/Revise cycle ▪ Provide tools to support the collaborative analysis of student work 	<p>Office of Curriculum, Instruction, and School Support September 2013-June 2014</p>	<p>Assessment Contract</p>	<p>Included in CCSS Assessment</p>	<p>CCSS Implementation Funds</p>
<p>Provide supplemental intervention to meet the needs of struggling students and students already identified with disabilities based upon benchmark assessment data, use of diagnostic assessment tools, and progress monitoring.</p>	<p>Office of Curriculum, Instruction, and School Support Division of Special Education</p>	<p>Amplify BURST reading intervention Learning A-Z (RazKids/ Reading A-Z/Vocabulary A-Z) JustWords (Wilson Language System) Language! (Voyager/Cambium Learning) Read 180 (Scholastic) Voyager Learning Passport Intervention Grades K-6</p>		
<p>Establish Problem Solving Teams in the 60 schools that are part of the Coordinated Early Intervening Services. Schools will appoint a Problem Solving Team Coordinator to monitor school implemented intervention programs (academic and behavior) through monthly Problem Solving Team Meetings. Problem Solving Team Coordinators will be provided with a coordinator differential for their responsibilities.</p>	<p>School Principal PST Coordinator CEIS Admin Coordinator</p>	<p>Differential Coordinator for Problem Solving Team Coordinators at 60 CEIS Schools</p> <p>Professional Development X-Time to release PST</p>	<p>\$124,584</p> <p>\$12,154</p>	<p>CEIS</p> <p>CEIS</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
		Coordinators to attend monthly CEIS meetings.		
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Ensure the effective use of Tier 3 instruction and intervention for K-3 through the use of more intensive use of the supplemental programs aligned with the Treasures curriculum.</p> <p>Provide professional development on the effective use of Tier 3 intervention programs including Language! 4th edition and Read 180 for grades 4-10.</p> <p>Provide professional development on the use of the Tier 2 program aligned with Treasures-Triumphs.</p> <p>Provide professional development on the effective use of Tier 3 intervention programs including Language! 4th edition and Read 180 for grades 4-10.</p> <p>Coordinated Early Intervening Services to provide RtI Expert support to CEIS schools that are need intensive support with Tier I instruction and universal access time. Identification of these schools were done through extensive data analysis using the following data, DIBELS, CST, and district 2012-2013 periodic assessments.</p>	<p>Office of Curriculum, Instruction, and School Support July 2013-June 2014</p> <p>Division of Special ED</p> <p>Selected K-10 grade teachers July 2013-June 2014</p> <p>Office of Curriculum, Instruction, and School Support Select Language! and Read 180 teachers</p> <p>CEIS Admin Coordinator RtI Expert –CEIS</p>	<p>95% Group (3rd grade teachers)</p> <p>Voyager (LANGUAGE!) Scholastic (Read 180)</p> <p>Sub coverage for approximately 50 teachers</p> <p>Site licenses and professional development by vendor</p> <p>(2) RTI Expert Positions</p>	<p>Included in Target Grant</p> <p>\$247,282</p>	<p>Grant</p> <p>CEIS</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
Provide hosting of LANGUAGE! Focus on English Learners licenses for 100 schools in grades 4, 5 and 6.	Selected school sites	Voyager (LANGUAGE!)	\$86,000	CEIS
Provide hosting of Reading 180 licenses for middle school reading intervention.	Selected school sites	Certificated Salaries PD Materials Classified Overtime Custodial Supplies to replenish supplies used at training site (school)	\$136,250	CEIS
Provide training on the use of the Language! Focus on English Learning, 4th Edition reading intervention program to middle and high schools and provide training and hosting of Read-180 licenses for elementary, middle, and high school reading intervention to targeted schools who are not meeting API/AYP targets and/or district benchmarks for the students with disabilities subgroup.	Division of Special Education	Teacher and student materials and professional development for 30+ elementary, middle and high schools using collaborative integrated model between general education and special education teachers 20,000 Student licenses for LAS Links assessments.	\$1,785,000	IDEA
Coordinated Early Intervening Services in collaboration with the Academic English Mastery Program to pilot LAS links, a assessment to measure the academic English level of Standard English Learners in selected CEIS Schools	CEIS Admin Coordinator AEMP Coordinator	Contract with McGraw Hill for Professional Services (training and support at school sites on the administration of LAS links assessment)		CEIS
Migrant Education Program (MEP) will provide the following supplemental services to address the academic and health needs of migrant children:	Migrant Education Program Staff, Teachers,			

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Extended Day Programs, Summer and Saturday school classes for migrant students in grades K – 12th rigorous, research-based instruction will emphasize the development of ELD and ELA. Transportation and nutrition will be provided. 	Teacher Assistants, Parents, Students Summer School July 2012 to August 2012 Saturday School/Extended Day October 2012 to June 2013	Site Administrator Teachers' salaries Teacher Assistant Salaries Instructional Aid Professional Service Clerical Staff Custodial Staff Food Service Staff Transportation Instructional Materials	\$21,060 \$232,115 \$13,585 \$19,200 \$38,403 \$14,976 \$17,952 \$14,850 \$57,600 \$12,844	
<ul style="list-style-type: none"> The PASS (Portable Assisted Study Sequence) 9-12th grade migrant students enroll in needed English courses and receive appropriate credits towards graduation requirements. 	Summer School July 2012 to August 2013 Saturday School October 2012 to June 2013	Teachers' Salaries Teacher Assistants Instructional Aid Professional Service	\$31,980 \$2,530 \$4,200 \$16,962	
<ul style="list-style-type: none"> Establish and maintain functioning Migrant Parent Advisory Council. Provide workshops on literacy enriched environments and the importance of the role of parents in the education of their children. 	July 2012 to June 2013	Parents Snacks Consultant Materials	\$1,000 \$2,500 \$1,250	
<ul style="list-style-type: none"> Migrant Education School Readiness Program (MESRP), for migrant pre-school students. The family education model is designed to assist migrant parents by enhancing parents understanding of Language & Literacy Development. The objective is to provide parents the necessary tools and strategies to strengthen the literacy development of their children. 	October 2012 to June 2013	Pre-School Staff Materials Nutrition	\$11,382 \$1,250 \$1,000	
<ul style="list-style-type: none"> Facilitate dental and health referrals, in addition to other 	Los Angeles County Office of Education,	Migrant Technician Mileage	\$8,054	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>school/community resources.</p> <p>Migrant Education Program counselor will monitor the progress of migrant students in grades 9-12 and ensure that they receive the academic assistance they need.</p> <p>Prompt identification and assessment of migratory children is required. Migrant student eligibility is established through an interview conducted by a Migrant Education Technician. The Migrant Program coordinator collaborates with the Title I office regarding Federal Program Monitoring and provides assistance on insuring that services for migrant students are addresses in the Single Plan for Student Achievement. The school is responsible for the following:</p> <ul style="list-style-type: none"> • Providing the MEP Family Questionnaire (identification tool which is required to be part of the school enrollment packet) • Designating a staff member to be the MEP school contact person • Conducting the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP). • Providing a Parent/Teacher conference to discuss the student’s MEP ILP. • Record keeping of the MEP ILP in the student cumulative record. • Addressing the individual student needs through the recommended services noted on the MEP ILP. 	<p>Migrant Education Program, Region 10, District Nurses Migrant Technicians</p> <p>Migrant Counselor Parents, Students</p> <p>Federal and State Program Office, Local District Superintendents Local District Directors Instructional Support Local District Directors School Services Principals/Assistant Principals School Coordinators School Administrative Assistants, Migrant Education Program</p>	<p>Migrant Counselor</p>	<p>\$54,720</p>	<p>21st CCLC and ASSETs Funding</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Before and After-School ASES and 21st CCLC/ASSETs programs provide enrichment programs for K-12 grade students throughout the District. Presently, LAUSD operates 580 after-school and 99 before-school programs in Elementary, Middle/Junior High, and High Schools under its jurisdiction.</p> <p>The programs are delivered by an extensive network of District divisions, and community partners that collaborate in both local communities and throughout the larger District. Partners include Service Delivery Agencies, Community-Based Organizations, Governmental agencies, Faith-Based Organizations.</p>	<p>LAUSD - Beyond the Bell Branch Staff, School Site Administrators, Community Partners Staff, Services Delivery Agencies Staff, and Community-Based Organizations Staff</p> <p>July 2013 to June 2014</p>	<p>After-School Program Staff Salaries</p>	<p>\$16,000,000.00</p> <p>\$79,000,000.00</p>	<p>ASES Funding</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The following desired outcomes have been established:</p> <ul style="list-style-type: none"> • For After-School Education and Safety (ASES): Create incentives for establishing locally driven before and after-school enrichment programs during school days and summer, intersession, or vacation days that provide academic enrichment, educational enrichment activities for students. • For 21st CCLC, ASSETS: Assist students to meet state and local academic achievement standards in core academic subjects and/or pass the High School exit examination. • For 21st CCLC, ASSETS: Provide students with educational enrichment activities to complement their regular academic programs. • For 21st CCLC, ASSETS: Provide families of students with learning opportunities to improve their literacy and educational development. <p>The Before and After School Programs provide the following opportunities for supplemental services to eligible Elementary School, Middle School/Junior High School and High School students participating in the grant-funded After-School programs:</p> <ul style="list-style-type: none"> • Academic Enrichment to help students meet state and local academic standards in core academic subjects such as reading and mathematics. • Educational Enrichment services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students. 				

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Begin full implementation of the Common Core State Standards in the 2013-14 school year. These standards will provide the foundation of mathematics instruction for all students. Teacher leaders will receive professional development on the Common Core State Standards.</p> <p>Assessments will be aligned to CCSS for use in a Plan-Deliver-Reflect-Refine/Revise cycle. Teachers will access the assessments through ccss.lausd.net. They will deconstruct the assessments in grade-level teams (plan for delivery), give the assessments (deliver), reflect on the student work and the instructional process, and determine next steps for instruction. Schools may use professional development banked time or grade-level meeting time to support the analysis of student work.</p> <p>Implement K-2nd CCSS aligned curriculum in Kinder-2nd grade. Implement 3-5th CCS aligned Fraction Topics to teach prior to Performance Task Assessments.</p> <p>Targeted professional development provided to middle and high school special education teachers in teaching CCSS Algebra 1 to students with disabilities</p>	<p>Office of Curriculum, Instruction, and School Support</p> <p>Division of Special Education</p> <p>Teachers (Grades K-12) Administrators ESC Secondary and Elementary Math Coordinators October 2013-June 2014</p> <p>Division of Special Ed</p>	<p>Professional development for administrators, teachers, and parents</p> <p>Professional Development materials</p>	<p>\$1,000,000 (“CCSS-Math PD”)</p>	<p>CCSS Implementation Funds</p> <p>IDEA</p> <p>CCSS</p>
<p>Implement the Teaching and Learning rubric—the District’s tool</p>	<p>Office of Curriculum,</p>	<p>Integration of the Teaching</p>	<p>Included in</p>	<p>CCSS</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>used to define and measure evidence-based pedagogy and teacher practice.</p> <p>Develop CCSS mathematics curriculum maps align to the Math Common Core State Standards. The mathematics instructional guide will reflect the Common Core State Standards; connect Common Core State Standards to current instructional tools; develop scope and sequence.</p> <ul style="list-style-type: none"> • High School CCSS Courses Development (core and intervention) • The District is engaging a working group to develop and redesign high school courses aligned to the CCSS. Submit courses for UCOP Approval. • Accelerated Course development and curriculum map • Develop CCSS curriculum maps and courses for acceleration pathway • Middle School Course Writing • Intervention Courses for Middle School and High School courses <p>Continue to align assessment tools to the Common Core State Standards. Adapt and modify Smarter Balanced Assessments released items and adoption of MARS Shell tasks formative assessment purposes. Adopt K-5 performance task assessments from the New York Department of Education.</p>	<p>Instruction, and School Support</p> <p>Teachers (Grades K-12) Administrators Talent Management</p> <p>Office of Curriculum, Instruction, and School Support Educational Service Centers ESC Elementary and Secondary Math Coordinators CCSS Secondary Math Fellows and teacher leaders</p> <p>Office of Curriculum, Instruction, and School Support Educational Service Centers Link Learning ESC Secondary Math Coordinators</p>	<p>and Learning Framework into the work of the CCSS</p> <p>Professional development for administrators, teachers, and parents</p> <p>Professional Development materials Working sessions salaries</p> <p>X-time for personnel</p>	<p>CCSS-Math PD</p> <p>Included in CCSS Infrastructure</p> <p>Included in CCSS Assessment</p>	<p>Implementation Funds</p> <p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Support the implementation of CCSS-aligned instruction by developing and/or updating mathematics curricular resources to include evidence-based differentiated strategies that support the unique and diverse needs of advanced and gifted/talented learners.</p> <p>Align International Baccalaureate (IB) instructional and curricular resources that support the effective implementation of IB programs—Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) and accelerate high-quality CCSS implementation.</p> <p>CORE Waiver Coaching Support</p> <ul style="list-style-type: none"> • Provide one ELA and/or math coach to 22 Priority Schools, that did not have coaches, to engage teachers in school-based, job-embedded professional learning. • Provide coaching support through Instructional Contracts with: <ul style="list-style-type: none"> - Los Angeles Education Partnership (LAEP) - Linda Kovaric - Joanne Allain - Rain Power Education Consulting - Growing Educators - Insight Education Group - PLAS - UCLA Center X - Houghton Mifflin Harcourt 	<p>Advanced Learning Options-GATE (OCISS)</p> <p>GATE teachers/coordinators (July 2014-June 2015)</p> <p>Advanced Learning Options-International Baccalaureate (OCISS)</p> <p>IB teachers/coordinators (July 2014-June 2015)</p> <p>Educational Services Centers:</p> <ul style="list-style-type: none"> - East - North - South - West - ICIC 	<p>X-time or prof-expert Instructional resources (print and online)</p> <p>X-time or prof-expert Instructional resources (print and online)</p> <p>Instructional Coaches Instructional Contracts</p>	<p>Cost provided in Reading Section</p> <p>Cost provided in Reading Section</p> <p>\$2,263,430</p>	<p>Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>As the District focuses on the transition to the CCSS in mathematics the emphasis will be on three critical shifts;</p> <ol style="list-style-type: none"> 1. Focus strongly where the Standards focus 2. Coherence: Think across grades, and link to major topics within grade 	<p>Site-based administrators, teachers, and local educational service centers staff</p>	<p>Professional development including face-to-face and classroom CCSS modeling and demonstration</p>	<p>Included in CCSS-Math PD</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Rigor: Require fluency, application, and deep understanding</p> <p>These shifts provide the foundation for the professional development and will support the alignment of current instructional materials to the CCSS.</p> <p>Beyond the shifts in instruction are the CCSS content standards and the standards for mathematical practices. Effort would be geared towards training all secondary teachers on the deep dive into deconstruction of the standards as well as developing teachers' rapporteurs of the processes and practices that these standards require.</p> <p>Effort will be geared toward training elementary teachers on the new CCSS aligned curriculum (enVision Math Common Core) for K-2nd grade. Teachers will also be trained on planning tools, including the Thinking Through the Lesson Protocol for use with CCSS aligned concept lessons. Teachers in K-5 will use the planning tool--Before, During, and After—with weekly problem solving lessons. Provide content knowledge on CCSS Domain-Number and Operations-Fractions.</p> <p>A major focus of professional development will be on CCSS Math Practices, with a focus on MP1, MP3, and MP4.</p> <p>Support the implementation of the International Baccalaureate (IB) with highly qualified professional development that (1) strengthens core instruction for the District's diverse students, particularly ELs, SWDs and SELs (2) supports the development of inquiring, knowledgeable students through an emphasis on international, intercultural understanding and respect (3) focuses on data to inform instruction resulting in increased student achievement and guides the use of progress monitoring and formative assessments to inform</p>	<p>ESC Elementary Mathematics Coordinators Elementary CCSS Fellows</p> <p>Persons involved and timeline are similar to the reading section of the LEA plan.</p>	<p>Included as part of the related expenditures listed in the Reading section of the LEA plan.</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
instruction.				
Development of Performance Tasks and Formative Assessment s	Office of Curriculum, Instruction, and School Support Educational Service Centers ESC Secondary Math Coordinators	Professional development Salaries Contractual Costs	Included in CCSS-Math PD	CCSS Implementation Funds
The primary curriculum the district will use would be to the current materials. Due to the CCSS transition, the district would continue to explore option to address the materials. Also the district would be supporting the Pearson Curriculum adopted as part of Phase 1 of the Common Core Technology project.	Office of Curriculum, Instruction, and School Support Educational Service Centers Common Core Technology Project	Professional development for administrators, teachers, and parents Professional Development materials Working sessions salary	Included in CCSS-Math PD	CCSS Implementation Funds
Provide CCSS-aligned instructional resources (online and print) that (1) explicitly expand teacher knowledge, skills and effectiveness in the identification of underrepresented students in gifted and talented and (2) support the delivery of instruction that develops the full academic potential of advanced learners and gifted/talented students.	Advanced Learning Options-GATE (OCISS) (July 2014-June 2015) K-12 School sites/ over 64,000 gifted/talented students Grades 6-12	X-time or prof-expert Contract services Instructional resources (print and online)	Cost provided in Reading Section	
Provide evidence-based SpringBoard mathematics instructional resources that accelerate high quality CCSS implementation in mathematics	Advanced Learning Options (OCISS) Advanced Learning Options (OCISS)	Supplemental instructional materials	Cost provided in Reading Section	
Support the effective implementation of CCSS and IB programs by providing instructional materials that expand teacher knowledge, skills and effectiveness in leading District’s diverse learners (K-12) to academic success	Select District IB	Supplemental instructional materials Clerical support	Cost provided in Reading Section	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	authorized and candidate schools	Contract services (IBO annual fees)		
<p>3. Extended learning time: (Support students that have not met A-G course and credit requirements for graduation by offering Credit Recovery Summer School/Intersession. The program provides specific support for District students that have failed to meet A-G course and credit requirements for graduation. The program provides students entering school in the fall as 9th (class of 2017) may retake up to two courses in which they received a D or F grade. Students entering school in the fall as 10th, and 11th graders (classes of 2016 and 2015) the opportunity to replace failing grades of F in two courses. Credit Recovery Summer School courses will be offered across the District only at fifty selected senior high school sites. One year round calendar high school will offer credit recovery courses during Intersession. Carlson Hospital school will provide credit recovery opportunities for eligible students enrolled in their program as appropriate to meet their individual student’s needs.</p> <ul style="list-style-type: none"> • Highly qualified teachers will provide Common Core State Standards instruction to students in grades 9, 10, 11 in English and science courses. Highly qualified teachers will provide standards based instruction to 12th grade students not subject to Common Core State Standards • Employ part time counselors to support students in accessing credit recovery courses to ensure eligible students are enrolled in needed courses to receive appropriate credits toward graduation requirements. • Provide specialized professional development to teachers assigned to teacher Common Core classes and grade levels. PD will focus on Common Core State Standards and teaching supports necessary 	Persons involved and timeline are the same as the Reading section of the LEA plan.	<p>Teacher salaries</p> <p>Counselor Salaries (70 hours of support for each summer school site to ensure proper enrollment, placement, and academic counseling.)</p> <p>Teacher Salaries PD Pay</p>	Included as part of the total cost is listed in the Reading section of the LEA plan.	Same as listed in the Reading section of the LEA plan.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • for student success. • Allocate funds for preplanning to schools to support the organization of summer school master schedules, the identification and enrollment of eligible students, hiring of summer school staff, and the necessary sharing of student data between hosting and sending summer schools. Funds will be used to pay individuals that perform the necessary extra duties required in hosting summer school beyond their regular assignment. • Provide administrators compensation to supervise and perform the required organization, operation and instructional oversight necessary to ensure a safe and educationally appropriate program. • Provide specialized professional development to administrators to be able to supervise the implementation of Common Core State Standards in the classrooms • Provide funds for summer school office and custodial staff to perform the duties and responsibilities required to support the successful operation and management of a summer school program. • Ensure a safe and secure Summer School and Intersession program by employing School Supervision Aides to support students before, during and after summer school or intersession hours. <p>Provide Extended School Year for eligible students with disabilities in grades PK-12 to address learning regression and recoupment capacity in the area of mathematics including the purchase of curriculum materials</p>	<p>Division of Special ED</p>	<p>To Be Determined</p> <p>Administrator Salaries (Z-time)</p> <p>Administrator PD Pay</p> <p>School administrative assistant/office technician</p> <p>School supervision aide Salaries</p> <p>Teacher salaries (X-time) Administrative support salaries (X-time)</p>		<p>IDEA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue to use a variety of intervention materials to support increased time, intensity, and frequency including computer based programs for grades 6-12. Also explore and adopt the SBE approved CCSS aligned instructional materials suitable for extended learning. Explore and adopt the SBE approved CCSS aligned instructional materials suitable for extended learning in Elementary. Multi-tiered systems of support based on ongoing data analysis are used to support students in achieving the expected benchmarks.</p> <p>CORE Waiver Spring Intervention - Extended Learning Opportunities, Spring</p> <ul style="list-style-type: none"> • Provide increased learning time for students not meeting grade level standards in core subjects – before school, after school, or Saturdays • Opportunity was provided to students at 137 CORE Waiver schools (27 Priority schools, 70 Focus schools, and 40 Support schools) <p>CORE Waiver Summer Intervention – Extended Learning Opportunities, Summer</p> <ul style="list-style-type: none"> • Provide increased learning time for students not meeting grade level standards in core subjects or credit recovery for high school students in the core subjects. • Opportunity was provided to students at the 208 CORE Waiver schools (63 Reward schools, 8 Collaborative Partner schools, 27 Priority, 70 Focus, and 40 Support) 	<p>Site based administrators Teachers</p> <p>Office of Curriculum, Instruction, and School Support Division of Special Education</p> <p>ITD—Instructional Technology Specialists</p> <p>Beyond the Bell Branch</p> <p>Beyond the Bell Branch</p>	<p>Professional development for teachers</p> <p>All</p> <p>All</p>	<p>Included in CCSS-Math PD</p> <p>\$5,012,930</p> <p>Credit Recovery ELOS = \$25,500,119</p> <p>ES/MS ELOS= \$11,000,000</p> <p>For a total of \$36,500,119</p>	<p>CCSS Implementation Funds</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Continue to provide technology support and instructional support to the common core technology project including training elementary and secondary mathematics teachers on the use of iPads, curriculum maps, and district approved curricula materials, such as Pearson Digital curriculum. Continue to support the mathematics technology instruction used in the mathematics instruction and intervention classrooms.</p> <p>Provided K-12 special education teachers an opportunity for professional development and supplemental supports through participation “Technology Tools for Success” and “RtI Toolkit for Resource Specialist Teachers.” Teachers using the Netbook provided in either of these trainings will be able to: monitor and document student progress, create intervention and supplemental instructional tools and materials, and research best practices for meeting the individual needs of students with disabilities.</p> <p>Implement technology integration aligned to the Common Core Standards. In addition to the core district curriculum, the K-8 Pearson mathematics digital program will provide supplemental technology-based lessons for schools in Phase 1 and Phase 2.</p> <p>Develop online courses for credit-recovery and credit acceleration to enhance and increase student achievement in mathematics using differentiated online methodologies.</p>	<p>Office of Curriculum, Instruction, and School Support</p> <p>Division of Special Education</p> <p>ITD—Instructional Technology Specialists</p> <p>CCTP</p>	<p>Technology Certificated Trainers and classified salaries</p>	<p>Included in CCSS-Math PD</p> <p>Included in CCSS-Math PD</p>	<p>CCSS Implementation Funds</p> <p>CCSS Implementation Funds</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Pearson is providing professional development around content related to Math including modeling of lessons and classroom coaching. • Apple Professional Development provides teachers with tools to access and enhance lesson to elevate the Common Core mathematical practices. 	<p>CCTP</p>		<p>Included in CCTP PD</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Identified Schools for Pilots that include: Project Base Learning, CGI, Hour of Code, Robotics Device Training in the preset applications to integrate into instructional practices. Setup and post math tool links on Educational Services website. Provide integrated technology math lessons aligned to the District adopted technology standards and mathematics standards. <p>Provide professional development district wide to transition and implement the Common Core State Standards adopted by the California Department of Education through face-to-face model (K-12).</p> <p>The professional development efforts are geared around these:</p> <ul style="list-style-type: none"> CCSS Fellows Common Core Fellows provide opportunities for teachers to build their capacity and leadership around the Common Core State Standards. CCSS Fellows serve to help ensure a successful transition to Common Core mathematics. Continue to determine what the CCSS will look like in the classroom by reviewing, implementing, and debriefing CCSS lessons. Strengthening Math Instruction Teachers would learn how to identify and use cognitively complex problem, deconstruct cognitively complex problems, and the structures of cognitively complex problems that are aligned to the CCSS. Math Design Collaborative This is a collaboration between the Secondary Mathematics Program and ConnectEd on Mathematics Design Collaborative to train teachers on the strategies to implement the Formative Assessment Lessons (FAL), question techniques when implementing lessons, and EL strategies with FAL. 	<p>Office of Curriculum, Instruction, and School Support</p> <p>Educational Service Centers</p> <p>School Administrators</p> <p>Division of Special Education</p> <p>Teachers (Grades K-12)</p> <p>University Partners: UCLA, CSU LA, CSU San Diego, UC San Diego</p> <p>ConnectEd</p>	<p>Professional development for administrators, teachers, and parents</p> <p>Professional Development materials</p> <p>Facilitators salaries</p>	<p>Included in CCSS-Math PD</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • California Math and Science Partnership Middle school teachers are trained on pedagogical content knowledge and language and pedagogy necessary to help EL students access the core mathematics content. • Statistics and Probability with UCLA Teachers experience the statistics and probability content knowledge necessary for CCSS statistics and probability standards instruction. • Summer Institute / Follow-Up Institutes School teacher leaders are trained in CCSS standards and tasks that are common core aligned as well as introduced to the curriculum maps. Every secondary school was expected to send in a representative to be trained so that they would go back to their schools to train the other teachers. <p>Development of online courses to support effective mathematics instruction for all learners.</p> <p>Develop online professional development around performance tasks and formative assessments strategies to support teachers as they engage in the implementation for the CCSS.</p> <p>Provide professional development to secondary teachers to ensure implementation of Formative Assessment through content based webinars. Training will include: —How to Access the Performance Tasks —Planning, Delivery, Reflection, and Revision of Performance Assessment and/ or Formative Assessments —Development of Collaborative Professional Learning —Analysis of Students work sample</p> <p>Develop a parent letter outlining the changes in the students’ placement policy as we transition to the Common Core State</p>	<p>Office of Instruction, Local District Superintendents, Administrators of Instruction, Principals, certificated school site staff</p> <p>Office of Instruction, ESC Superintendents,</p>	<p>Professional development for administrators, teachers, and parents</p> <p>ITD personnel Development of professional development online learning</p>	<p>Included in CCSS-Math PD</p> <p>Included in</p>	<p>CCSS Implementation Funds</p> <p>CCSS</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Standards. Engage parents and the community in dialogues regarding acceleration and compacting of CCSS standards in the middle school. Development an effective strategy to communicate mathematics course offering sequences and pathways.	Administrators of Instruction, Principals, certificated school site staff Counseling Coordinators		CCSS-Math PD	Implementation Funds
Provide professional development for parent organizations on A-G, Algebra 1 criteria, and Common Core State Standards.	Completed by June 2014			
Support the effective implementation of the International Baccalaureate (IB) with professional development support that (1) strengthens the alignment of the IB curricular and instructional framework to CCSS; (2) strengthens core standards-based instruction for the District’s diverse students, e.g., ELs, SWDs, SELs and gifted/talented; (3) supports the development of inquiring, knowledgeable students through an emphasis on international, intercultural understanding and respect (4) focuses on data to inform instruction resulting in increased student achievement and (5) guides the use of progress monitoring and formative assessments to inform instruction.	Advanced Learning Options (OCISS) Select District IB authorized and candidate schools	3 certificated FTEs (1 FTE for each of the 3 IB Diploma schools) .5 certificated FTEs for each PYP and MYP site	Cost included in Reading Section	Title II
Support the effective implementation of the International Baccalaureate (IB) program and effective CCSS-aligned practices by providing professional development (online and face-to-face) that results in effective CCSS-aligned instructional practices and increased student achievement.	Advanced Learning Options (OCISS) IB teachers, administrators and coordinators	IB conferences and workshops (online and face-to-face) fees	Cost included in Reading Section	
Provide CCSS-aligned professional development that explicitly expands teacher knowledge, skills and effectiveness in the identification of underrepresented students in gifted and talented and ensures the delivery of instruction that develops the academic, potential of advanced and gifted/talented learners.	Advanced Learning Options-GATE (OCISS) (July 2014-June 2015)	Teacher/staff compensation X-time or prof-expert Contract services	Cost included in Reading Section	Title II
	K-12 School sites/ over 64,000 gifted/talented students	Clerical relief		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Support continued implementation of AVID at all AVID sites and their access to curricular and instructional resources, including AVID Center-approved professional development that advances evidence-based, high quality instructional practice.</p> <p>Support the effective implementation of the District’s AVID program by providing instructional guidance and support to the District’s 74 AVID sites.</p> <p>Provide ongoing professional development that supports the effective implementation of the CCSS-aligned Advancement Via Individual Determination (AVID) programs and ensures that AVID students who are in the academic middle receive high quality curricular and instructional support that elevates their achievement in CCSS-aligned courses, including rigorous courses, i.e., honors, A-G and AP.</p> <p>Provide instructional support and professional development that ensures that pre-AP and AP teachers engage culturally and linguistically diverse students in high-quality, challenging learning experiences that ensure their success in rigorous A-G courses and result in students graduating prepared for success in college and career.</p> <p>Engage STEM AP teachers in professional development that is</p>	<p>Advanced Learning Options (OCISS)</p> <p>AVID teachers AVID coordinators Counselors</p> <p>AVID secondary sites (middle and high schools)</p> <p>Advanced Learning Options (OCISS)</p> <p>AVID teachers AVID coordinators Counselors</p> <p>AVID secondary sites (middle and high schools)</p> <p>Advanced Learning Options (OCISS)</p> <p>Select secondary sites AVID teachers, AVID coordinators and administration AP teachers (34 AP courses) AP Coordinators Counselors Site Administrators</p> <p>AP teachers</p>	<p>Contract services</p> <p>2 AVID Coordinators</p> <p>AVID conferences and workshops and compensation</p> <p>AP/Pre-AP professional development workshops</p> <p>AP Readiness workshops</p>	<p>Cost included in Reading Section</p> <p>Cost included in Reading Section</p> <p>Cost included in Reading Section</p> <p>Cost included in Reading Section</p> <p>\$ 220,000</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>deliberately intended to be continuous, collaborative, classroom focused, CCSS aligned and designed to support pedagogical expertise that results in increased student engagement, learning and academic success in AP.</p> <p>Provide second and third grade intervention to targeted needs. Concept lessons for second grade will be made available on the math website, three modules to support Thinking Through the Lesson Protocol (TTLP) and two modules to support English Learner strategies for second and third grades for school sites. Professional development around intervention with PLC model of teacher-leader training teachers at their own school sites. Support and monitoring of the use and implementation of intervention to support student learning through school visits, collected student work samples, PA data analysis.</p> <p>CORE Waiver Professional Development for Priority, Focus, and Support schools</p> <ul style="list-style-type: none">• Provide professional development to teachers and administrators from the CORE Waiver schools to build their capacity to assist students in accessing grade level standards• Administered by the Educational Service Centers• Examples of activities<ul style="list-style-type: none">- Houghton Mifflin Harcourt- CSUN with Wendy Muraski- Growing Educators for reading and writing- Kagan- Kate Kinsella- Thinking Maps- West Ed- ST Math- ASCD with Sue Beers- Teachers College & Literacy Partners (Writer's Workshop)	<p>(STEM) AP Coordinators Site Administrators</p> <p>Elementary math coordinator, LESC math coordinators, elementary teachers</p>	<p>(September 2014- April 2015)</p> <p>Development of professional development modules</p> <p>PD Teacher Regular Day to Day Subs PD Teacher X-time Custodial Overtime (Saturday only) Instructional Contract Other Books for lesson study</p>	<p>\$185,130</p> <p>\$10,178,560</p>	<p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - UCLA Center X – Adaptive Schools and Cognitive Coaching - USC Rossier with Eugenia Mora - Development Studies Contract - Karen Patino - USC Dornsife: Center for Active Learning in International Studies (CALIS) - Wesley Hall – educating Boys of Color - <p>CORE Waiver PD for Focus Schools Administered by Central Office (Division of Special Ed, MMED)</p> <ul style="list-style-type: none"> • MMED provided targeted professional development to the teachers at five schools that were identified as Focus schools because English Learners or African American students were the lowest performing sub groups • Division of Special Education provide targeted professional development to the teachers and special education assistants at 65 schools that were identified as Focus schools because Students with Disabilities were the lowest performing subgroup 	<p>Division of Special ED</p> <p>Multilingual Multicultural Education Division</p>	<p>PD Teacher Regular Day to Day Subs PD Teacher X-time Custodial Overtime (Saturday only) Instructional Contract Other Books for lesson study</p>	<p>\$1,575,000 for Special Education</p> <p>\$125,000 for MMED</p> <p>for a total of \$1,700,000</p>	<p>Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The Parent Community Student Services Branch (PCSB) and Educational Service Center (ESC) Parent Staff will provide school teams with targeted training to develop school compacts that reflect SPSA mathematics improvement targets and strategies.</p> <p>The Parent Community Student Services Branch will invest in the renovation of 50 Parent & Family Centers District-wide to support</p>	<p>Five ESC parent administrators, seven parent educator coaches, one PCSB administrator, one translator/ July 2013 to June 2014</p>	<p>Certificated Salaries Classified Salary PD Materials Reprographic Services A/V (translation) equipment</p>	<p>\$498,226 \$21,435 \$2,000 \$2,000 N/A</p>	<p>LCFF(EIA-LEP) and General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>parent trainings and learning opportunities that increase the capacity of parents to support mathematics instruction.</p> <p>The District will reorganize and repurpose Central parent advisory committees to align their goals to support parent engagement strategies that support student achievement. Activities include:</p> <ul style="list-style-type: none"> • Revision of a District-wide policy bulletin outlining new parent advisory committees' compositions, purposes and goals • Parent/community feedback sessions • New Central parent advisory committees' training and orientation sessions • Training and ongoing technical assistance to the District English Learner Advisory Committee (DELAC) to ensure successful functioning <p>Create parent and school staff tools that increase the capacity of parents to support mathematics at home, including but not limited to the following:</p> <ul style="list-style-type: none"> • Updated Families website, ESC parent unit website and other online tools for parents and schools to support mathematics instruction • District-wide learning opportunities that promote the building of numeracy skills at home, such as: <ul style="list-style-type: none"> — Common Core mathematics training materials — Common Core Technology training materials — <i>Abriendo Puertas</i> parent education program in targeted schools 	<p>PCSB administrator, ESC parent administrator/ July 2013 to June 2014</p> <p>Two PCSB administrators, two Sr. Parent Facilitators, MMED coordinator, SpEd administrator, two translators/ October 2013 to June 2014</p> <p>Two PCSB administrators, five ESC parent administrators, 22 parent educator coaches, five translators/ July 2013 to June 2014</p>	<p>Certificated Salaries</p> <p>Certificated Salaries Classified Salaries Advisory Committee Expenses PD Materials Reprographic Services A/V (translation) equipment KLCS contract cost</p> <p>Certificated Salaries Classified Salaries Advisory Committee Expenses PD Materials Reprographic Services A/V (translation) equipment</p>	<p>\$64,993</p> <p>\$40,621 \$30,600 \$3,000 \$1,500 \$2,000 N/A \$3,000</p> <p>\$889,184 \$64,300 \$5,000 \$2,500 \$5,000 N/A</p>	<p>LCFF(EIA-LEP)</p> <p>LCFF(EIA-LEP) and General Fund</p> <p>LCFF(EIA-LEP), Title I, General Fund and Special Ed</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Workshops on the changing LAUSD high school graduation requirements, which require the passing of additional “a-g” math classes, and include training on understanding grade point averages and CAHSEE math results Workshops on the School Accountability Report Card Training, which includes interpreting math standardized test results Provide translation services (written and oral) of all new tools, resources and events (noted above) that support math improvement <p>Garner philanthropic resources that support mathematics in the classroom and at home.</p> <p>Work collaboratively with the Parent Unit to ensure information is shared with parents in a timely manner.</p> <p>Provide instructional training materials on the common core state standards to parents and community.</p> <p>Design and deliver professional development and trainings to parents through the community liaison office, ELAC, and CELAC.</p>	<p>PCSB administrator/ July 2013 to June 2014</p> <p>Office of Curriculum, Instruction and School Support Parent and Community Office</p>	<p>Certificated Salary</p>	<p>\$12,186</p> <p>Included in CCSS-Math PD</p>	<p>LCFF(EIA-LEP)</p> <p>CCSS Implementation Funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Collaborate to design summer professional development to prepare teachers to teach summer school.</p> <p>Develop summer school curriculum and instructional guide.</p> <p>Develop summer transitional courses that would be used to ramp up and bridge the gap from the 1997 standards which some of the</p>	<p>Office of Curriculum, Instruction and School Support Beyond the Bell Division of Special Education ITD</p>	<p>Salary Cost of Instructional Materials</p>	<p>Included in CCSS Infrastructure</p>	<p>CCSS Implementation Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
students were instructed with to the new common core state standards.				
<p>8. Monitoring program effectiveness:</p> <p>The program effectiveness will be monitored through the following:</p> <p>Professional development feedback form – A new online/ digital professional development link has been created to monitor the effectiveness of the training.</p> <p>Classroom visits and observation grounded on the Teaching and Learning Framework rubric will be used to gather information regarding the effectiveness of instruction.</p> <p>Performance dialogue</p> <p>Students report cards and class marks</p>	<p>Office of Curriculum, Instruction and School Support Education Service Centers Directors Principals and school administrators Talent Management</p>	Materials	Included in CCSS-Math PD	CCSS Implementation Funds
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Intervention programs will be designed to target the lowest-performance students.</p> <p>Multi-tiered support would be provided through the use of effective strategies that are grounded on research.</p>	<p>Office of Curriculum, Instruction and School Support Division of Special Education</p>		Included in CCSS-Math PD	CCSS Implementation Funds

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Coordinated Early Intervening Services to provide RtI Expert support to CEIS schools that are need intensive support with Tier I instruction and universal access time. Identification of these schools were done through extensive data analysis using the following data, DIBELS, CST, and district 2012-2013 periodic assessments.</p> <p>Support the equitable identification of underrepresented students in gifted and talented, i.e., African American, Latino, English learners, low-income with the administration of a supplemental, culture and linguistic free identification tool.</p> <p>Migrant Education Program (MEP) will provide the following supplemental services to address the academic and health needs of migrant children:</p> <ul style="list-style-type: none"> Extended Day Programs, Summer and Saturday school classes for migrant students in grades K – 12th rigorous, research-based instruction will emphasize the development of Mathematics skills. Transportation and nutrition will be provided. The PASS (Portable Assisted Study Sequence) 9-12th grade migrant students enroll in needed Mathematics courses and receive appropriate credits towards graduation requirements. 	<p>CEIS Admin Coordinator RtI Expert –CEIS</p> <p>Advanced Learning Options-GATE (OCISS) (July 2014-June 2015)</p> <p>Migrant Education Program Staff, Teachers, Teacher Assistants, Parents, Students Summer School July 2012 to August 2012 Saturday School/Extended Day October 2012 to June 2013</p> <p>Summer School July 2012 to August 2013 Saturday School</p>	<p>(2) RTI Expert Positions (Same positions listed in ELA)</p> <p>3 FTE (Psychologists)</p> <p>GATE assessment</p> <p>Site Administrator Teachers’ salaries Teacher Assistant Salaries Instructional Aid Professional Service Clerical Staff Custodial Staff Food Service Staff Transportation Instructional Materials</p> <p>Teachers’ Salaries Teacher Assistants Instructional Aid Professional Service</p>	<p>\$247,282</p> <p>Cost included in Reading Section</p> <p>\$21,060 \$232,115 \$13,585 \$19,200 \$38,403 \$14,976 \$17,952 \$14,850 \$57,600 \$12,844</p> <p>\$31,980 \$2,530 \$4,200 \$16,962</p>	<p>CEIS</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Establish and maintain functioning Migrant Parent Advisory Council. Provide workshops on mathematics in the home environment and other educational issues that promote parent involvement. 	October 2012 to June 2013	Parents Snacks Consultant Materials	\$1,000 \$2,500 \$1,250	
<ul style="list-style-type: none"> Migrant Education School Readiness Program (MESRP), for migrant pre-school students. The family education model is designed to assist migrant parents by enhancing parents understanding of developmentally appropriate mathematical activities. Parents are encouraged to work together through activities that are child-centered. 	July 2012 to June 2013	Pre-School Staff Materials Nutrition	\$11,382 \$1,250 \$1,000	
<ul style="list-style-type: none"> Facilitate dental and health referrals, in addition to other school/community resources. 	October 2012 to June 2013	Migrant Technician Mileage	\$8,054	
<ul style="list-style-type: none"> Migrant Education Program counselor will monitor the progress of migrant students in grades 9-12 and ensure that they receive the academic assistance they need. 	Los Angeles County Office of Education, Migrant Education Program, Region 10, District Nurses Migrant Technicians	Migrant Counselor	\$54,720	

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
<p>R E Q U I R E D A C T I V I T I E S</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1a. Provide and administer K-12 Instructional Programs for English Learners (ELs) under this sub-grant including:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI) • Alternative Programs <ul style="list-style-type: none"> ▪ Dual Language Immersion –Korean, Mandarin and Spanish ▪ Transitional Bilingual Education ▪ Maintenance Bilingual Education • Newcomer Program • Mainstream English • Long Term English Learner Program <p>The District will use Title III funds to provide the following activities and supplemental services to improve all instructional programs for ELs. The District will:</p> <ul style="list-style-type: none"> • Provide ongoing support for the comprehensive Title III Initiative designed to increase the capacity of instructional staff at each level of the district to understand and use standards-based differentiated instruction and assessment for ELs. • Continue to fund ESC EL Coordinators to provide training and support for ELD, Access to Core, and all EL programs. • Continue to fund elementary and secondary EL Instructional Experts and Specialists to provide coordination, articulation, training (including training materials), and technical support to the Educational Service Centers (ESC) and schools. • Continue to produce training videos to demonstrate effective ELD strategies and Access to Core strategies, such as Specially-Designed Academic Instruction in English (SDAIE), to be utilized for lesson study at all grade levels. • Continue to update the Multilingual and Multicultural Education web site in order to make available model ELD and SDAIE lessons and provide access to support materials, products, and information relevant to programs, including additional professional development opportunities.

		Description of how the LEA is meeting or plans to meet this requirement.
R E Q U I R E D A C T I V I T I E S		<ul style="list-style-type: none"> • Continue to utilize ELD assessments and rubrics that will inform instruction by analyzing results to identify students’ strengths and needs in acquiring academic English. • Continue to support implementation of new policy on the effective use of the Language Appraisal Team. • Collaborate with the Special Education Office to provide professional development, appropriate support and services for ELs with disabilities. <p>1b. The District plans to use Title III funds to help ELs meet the State’s annual measurable achievement objectives. The District will:</p> <ul style="list-style-type: none"> • Continue to fund Title III Instructional coaches at schools with significant EL populations to build teacher capacity in the areas of ELD and Access to Core. • Embed the following four Access Strategies into SDAIE professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum: <ol style="list-style-type: none"> 1. Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). 2. Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high-frequency, high-utility academic words). 3. The use of graphic organizers/visual tools (e.g., Thinking Maps®, <i>Pull Out and Talk/Write</i>, and Communication Guides). 4. Cooperative learning (structured group activities that promote student interaction and accountability). • Emphasize the clear differentiation between ELD and Access to Core instructional time for EL students • Continue to provide professional development to EL instructional staff to build a common understanding of Master Plan programs and services for ELs. • Provide professional development to Parent Education Coaches to help parents understand program options, compliance requirements and instructional services and how to help their children at home • Provide ESC and school site training to paraprofessionals with specific strategies designed to improve the academic achievement of ELs. • Continue to focus on high quality standards-based instruction through the use of the K-12 SDAIE Lesson Design Template • Continue to build the capacity of school site EL Coordinators to expand their role as instructional leaders through the areas of ELD and Access to Core (SDAIE) professional development.

		Description of how the LEA is meeting or plans to meet this requirement.
R E Q U I R E D A C T I V I T I E S		<ul style="list-style-type: none"> • Continue to build the capacity of teachers in ELD instruction and Access to instruction through professional development. • Provide training for intervention teachers of ELs not making adequate progress in ELD, English Language Arts (ELA), or math. <p>1c. The District’s expectation for ELs is to advance one ELD level per year and reclassify (RFEP) within five years. Growth in ELD is measured and monitored by the following:</p> <ul style="list-style-type: none"> • California English Language Development Test (CELDT) <ul style="list-style-type: none"> ▪ AMAO 1 and 2 • ELD Assessment Portfolios and progress reports (progress profile??) • Individualized Education Program (IEP) Goals and Objectives <p>Academic achievement is measured by the following state and local assessments:</p> <ul style="list-style-type: none"> • CST or CMA–English Language Arts & Math, • CAHSEE • Standard Test in Spanish (STS) <p>Results are analyzed in the following areas:</p> <ul style="list-style-type: none"> • Domains of listening, speaking, reading, and writing • Time in district • Grade level • Instructional program • Language proficiency levels <p>The academic progress of reclassified students is monitored for two years after reclassification. ELs and RFEP students not making adequate progress are provided with appropriate in-class and extended day interventions.</p> <p>The District will support school accountability for student achievement. The District will:</p> <ul style="list-style-type: none"> • Require each ESC ELD Compliance Coordinator to monitor and inform the ESC Superintendent of Instruction regarding the: <ul style="list-style-type: none"> o <i>EL Online Accountability System</i> o <i>Annual Master Plan Survey,</i> • Hold all schools accountable to show annual academic improvement in the Performance Meter Targets • Require all schools to meet federal and state EL requirements for the English learner program. • Use MyData at the Central District, Local ESC and school site level to monitor student

		Description of how the LEA is meeting or plans to meet this requirement.
R E Q U I R E D A C T I V I T I E S		<p>achievement</p> <ul style="list-style-type: none"> • Continue to ensure that the <i>California English Language Development Test (CELDT)</i> is administered annually to all ELs within the testing window. • Continue to ensure that each school's <i>Single Plan for Student Achievement</i> addresses the linguistic and academic needs of ELs, aligns with the school's budget and is implemented as documented in the plan • Continue to conduct the District's annual <i>Evaluation of Master Plan Programs for English Learners</i>. • Ensure that ELs with disabilities have appropriate goals and objectives in the Individualized Education Plan (IEP), receive appropriate instruction based on identified need and progress monitoring is ongoing. <p>1d. The District will promote parent, family and community participation in EL programs at the central, local ESC, and school site level. The District will continue to:</p> <ul style="list-style-type: none"> • Provide supplemental funds for parent involvement activities that address the role of parents in assisting their children to increase English proficiency and achieve grade level standards. • Establish and maintain functioning English Learner Advisory Committees (ELAC) for parents and community at the central and school site levels. • Inform parents annually of their rights and responsibilities in choosing instructional programs for their children through training in collaboration with Parent Community Services Branch, including District English Learner Advisory Committee (DELAC) conferences and meetings. • Provide translated district publications and resources for parents on the MMED web site. • Build the capacity of parents through trainings designed to develop communication, advocacy, and leadership skills. • Implement culturally and linguistically appropriate parent outreach and training activities that are designed to assist parents to become active participants in their children's education. • Support the Parent Community Services Branch (PCSB) in providing training, technical support, and resources to parents. • Provide opportunities for parents to attend conferences that address EL issues.

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center;">R E Q U I R E D A C T I V I T I E S</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>2. Title III funds will be used to enhance the quality of language instruction in the District’s EL programs. The District will:</p> <ul style="list-style-type: none"> • Provide ongoing high quality, research-based professional development for all EL instructional staff, including Title III instructional coaches, administrators, teachers, site EL Coordinators and special education staff through the following: • Deepen the implementation of the ELD curriculum through the use of ELD strategies in enhancement of Treasures ELD lessons • Implement effective ELD instructional strategies through the use of the High Point program for grades 6-12 • Provide ELD/accelerated literacy courses at the secondary level targeted to EL and LTEL student needs • Continue to provide SDAIE Methodology with the use of the K-12 SDAIE Lesson Design Template and the embedding the following four access strategies to address the linguistic and academic needs of ELs: <ul style="list-style-type: none"> ○ Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). ○ Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high-frequency, high-utility academic words). ○ The use of graphic organizers/visual tools (e.g., Thinking Maps®, <i>Pull Out and Talk/Write</i>, and Communication Guides). ○ Cooperative learning (structured group activities that promote student interaction and accountability). ○ Emphasize the clear differentiation between ELD and Access to Core instructional time for EL students • Provide opportunities for teachers to observe model ELD lessons and differentiated instruction in core academic subjects, and practice peer coaching. • Provide Administrator trainings that focus on: <ul style="list-style-type: none"> ○ Organizing and staffing classes for ELs according to district policy and ○ Monitoring the skillful implementation of ELD and access to core curriculum strategies. ○ The implementation and use of assessment tools to effectively measure language proficiency levels for ELs and LTELs • Provide training for Dual Language, Maintenance Bilingual and Transitional Bilingual Program administrators, teachers and ESC staff on bilingual education methodologies around the use of primary language/target language arts instruction and the role of transferability between the languages of the

		Description of how the LEA is meeting or plans to meet this requirement.
RE Q U I R E D A C T I V I T I E S		program.
	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	3. The District plans and develops the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs. <p>The process for setting priorities for professional development is based on an analysis of state and district student assessments, the District’s annual program evaluation report , Master Plan Evaluation Report, Federal Program Monitoring (FPM) findings, classroom observations and professional development evaluations.</p> <p>The District has identified the need to continue to provide training for teachers on how to utilize research-based ELD strategies and enable ELs to access core curriculum. To address this need the District will implement the following:</p> <ul style="list-style-type: none"> • a coordinated and comprehensive approach to implementing both CCSS and ELD standards to strengthen ELA and Math achievement. • the use of effective ELD strategies to increase language proficiency <p>The plan to deliver this differentiated training will include the following components:</p> <ul style="list-style-type: none"> • Effective strategies for ELs designed to strengthen the use of District adopted programs for ELD, ELA, and other content areas • Examination of the connections between the new ELD and CCSS standards. • Supervision of instruction that focuses on implementation of effective strategies • Grade level and/or department meetings focusing on data analysis to inform instruction, identify intervention needs, and needed professional development. • Monitoring of student achievement utilizing MyData • Maximizing the effectiveness of ELD instruction and integrating research-based

		Description of how the LEA is meeting or plans to meet this requirement.	
R E Q U I R E D A C T I V I T I E S		<p>strategies across content areas (i.e., ELA, Math, Science, and Social Studies). Specific strategies will include:</p> <p>Access to Core strategies in CCSS and ELD strategies for ELD with a focus on four access strategies to address the linguistic and academic needs of ELs:</p> <ul style="list-style-type: none"> • Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). • Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high-frequency, high-utility academic words). • The use of graphic organizers/visual tools (e.g., Thinking Maps®, <i>Pull Out and Talk/Write</i>, and Communication Guides). • Cooperative learning (structured group activities that promote student interaction and accountability). <ul style="list-style-type: none"> • Emphasizing the differentiation between ELD and Access to Core instructional time for EL students <p>In addition, EL instructional staff, Title III instructional coaches, EL Coordinators, and teachers will be provided opportunities to attend national and statewide conferences that address current research, strategies, and materials to support ELs, including:</p> <ul style="list-style-type: none"> • NABE (National Association for Bilingual Education) • CABE (California Association for Bilingual Education) • AT/DLE (Association of Two-Way/Dual Language Education) • Two-Way CABE (for teachers in Dual Language Programs) • IRA (International Reading Association) • CRA (California Reading Association) • CATESOL (California Association of Teachers of English for Speakers of Other Languages) • CGCS (Council of Great City Schools) • CDE Accountability Institute 	
A L L O W A	4. Upgrade program objectives and effective instruction strategies.	Yes	<p>If yes, describe:</p> <p>4. Title III funds will be utilized to upgrade program objectives and instructional strategies by supporting the District's efforts to address consistency and coherence in the following programs and activities:</p> <p>ELD Program Professional development in ELD designed to deepen the understanding of</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
B L E A C T I V I T I E S A L L O W A B L E A C T I V I T I E S			<p>effective strategies through:</p> <ul style="list-style-type: none"> — Training for administrators, Title III Instructional coaches, EL Coordinators, other District Instructional staff and teachers on how to support the achievement of ELs and effectively monitor the use of ELD strategies — Development of ELD videos to include model lessons and the effective use of strategies — Development of ongoing training to refine the use of effective instructional strategies for English learners. — The use of state and district assessment results to monitor student progress and inform instruction <p style="text-align: center;">—</p> <ul style="list-style-type: none"> • Access to core content areas <ul style="list-style-type: none"> — Development of training for standards-based differentiated instruction in the core content areas. — Ongoing training for all EL instructional staff, including Title III instructional coaches, and special education staff, regarding K-12 SDAIE lesson design which facilitates standards-based differentiated instruction. • Dual Language Program and Maintenance Bilingual Education Programs will continue to: <ul style="list-style-type: none"> — develop appropriate curriculum and assessment tools. — train school leadership teams. — provide supplemental materials in target languages. — provide support for additional planning time. — provide release time for teachers to observe classroom demonstrations. — Select and provide training for Program Lead teachers and Grade-Level Span Anchor Teachers to serve as an instructional liaison between the schools and Central Office DLP/MBE staff • Transitional Bilingual Programs <ul style="list-style-type: none"> — Development of appropriate curriculum and assessments. — Development of teacher and administrator professional development and materials for the transition from primary language literacy to English literacy. — Use of benchmarks to assess achievement

		Description of how the LEA is meeting or plans to meet this requirement.	
A L L O W A B L E A C T I V I T I E S	5. Provide <ol style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	Yes	If yes, describe: 5. Elementary and secondary intervention programs will be developed targeting specific students' English language proficiency and academic needs based on CELDT results, ELD standards, CST, CMA and/or STS. Schools are encouraged to use site Title III allocations to provide targeted intervention services utilizing standards- and research-based materials, strategies and assessments for ELs. Program effectiveness is evaluated by multiple measures: pre/post assessments, MyData school, classroom and student level data and EL Monitoring Rosters
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe: 6 MMED coordinates supplemental activities with other District offices that provide services to ELs. Collaboration and articulation ensures that the academic and linguistic needs of ELs are addressed. The following offices will be included: <ul style="list-style-type: none"> • Special Education • Office of Curriculum, Instruction, and School Support • Parent Community Services Branch • Beyond the Bell • Specially Funded Programs • Office of Data and Accountability • GATE • Migrant Education • Translations Unit • Performance Management • Talent Management

		Description of how the LEA is meeting or plans to meet this requirement.	
A L L O W A B L E A C T I V I T I E S			<ul style="list-style-type: none"> • Collaborative discussions with the MMED in process to address appropriate applications and Pearson lessons related to the needs of our English Language Learners.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	<p>If yes, describe:</p> <p>7. The District will improve the English proficiency and academic achievement of ELs. The District will:</p> <p>Utilize Access to Core Methodology with coordinated and comprehensive approach to implementing both ELD standards and CCSS standards along with the Teaching and Learning Framework and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum</p> <ol style="list-style-type: none"> 1. Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). 2. Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high-frequency, high-utility academic words). 3. The use of graphic organizers/visual tools (e.g., Thinking Maps®, <i>Pull Out and Talk/Write</i>, and Communication Guides). 4. Cooperative learning (structured group activities that promote student interaction and accountability). <ul style="list-style-type: none"> • Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs. • Provide training to parent community facilitators and community representatives to help parents understand their student’s progress in ELD and Core classes along with the requirements for reclassification, EL compliance requirements and how to advocate for their children. • Continue to focus on high quality standards-based instruction in ELD and core content by ensuring all teachers understand the difference between ELD and Access to Core instructional time. • Continue to build the capacity of school site EL program coordinators to expand their role as instructional leaders. • Continue to build the capacity of teachers to act as peer coaches for EL instruction and provide funds for release time for collaboration. • Provide ongoing high quality professional development for all EL instructional

		Description of how the LEA is meeting or plans to meet this requirement.	
			<p>staff, including instructional coaches and special education staff, regarding the instructional strategies (referenced above) that will provide access to ELs.</p> <ul style="list-style-type: none"> • Work closely with OCISS content staff to coordinate instructional guides and professional development to ensure common understanding of the difference between ELD and Access to Core instructional time.
A L L O W A B L E A C T I V I T I E S	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	<p>If yes, describe:</p> <p>8. The education and engagement of parents and families of ELs are essential to academic success. Title III funds will be used by the District, ESCs, and school sites to support the following:</p> <ul style="list-style-type: none"> • Training parent education coaches to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home. • Training for DELAC on the legal responsibilities and budget process. • Needs assessments for planning appropriate parent training activities and conferences. • Parent education conferences that include sessions on issues relevant to the education of ELs/LTEs and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills. • Additional support for family education programs conducted for migrant families and families of recently arrived immigrants. • Parent institutes in each ESC to provide in-depth information to parents on standards-based instruction and expectations in learning English and grade level content. • Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CAFE). • Additional support for parents of LTEs through twice a year meetings on the expectations of students for reclassification and progress in both ELD and Core classes.

		Description of how the LEA is meeting or plans to meet this requirement.	
			<p>The education and engagement of parents and families of ELs are essential to academic success. Title III funds will be used by the District, ESCs, and school sites to support the following:</p> <ul style="list-style-type: none"> • Training parent education coaches to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home. • Needs assessments for planning appropriate parent training activities. • Parent academies that include sessions on issues relevant to the education of ELs/LTELs and how to support social and academic achievement, health services, high school graduation requirements, college preparedness and career readiness requirements, and parenting skills. • Additional support for family education programs conducted for migrant families and families of recently arrived immigrants. • Parent workshops in each ESC to provide in-depth information to parents on standards-based instruction and expectations in learning English, reclassification and grade-level content. • Attendance at trainings relevant to EL issues. <p>Additional support for parents of LTELs through twice-a-year meetings on the expectations and progress of students in both ELD and Core classes.</p>
9. Improve the instruction of LEP children by providing for –	<ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes	<p>If yes, describe:</p> <p>7. Title III funds will be utilized to develop additional elementary and secondary training videos that enable teachers to focus on effective ELD strategies and methods to enable students to access the core curriculum. These videos will be accessible on the LAB web site.</p> <p>Teachers can access resources to enhance their instruction, including:</p> <ul style="list-style-type: none"> • rubrics, checklists and anchor papers • teacher-created materials • reteaching options • pacing plans • current research • online courses <p>Additionally, the District’s web site will continue to be updated with information and resources that support ELs and their achievement.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
			<ul style="list-style-type: none"> • Collaborative discussions with the MMED in process to address appropriate applications and Person lessons related to the needs of our English Language Learners. • Integrating technology use into all curriculum areas to assist students in meeting District and State academic content standards. • Assuring that all students and staff use technology as an integral tool to enhance the teaching and learning process. • Using technology to make record keeping and assessment more efficient and supportive of efforts to meet students' academic needs.
	10. Other activities consistent with Title III.	No	If yes, describe:

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R E Q U I R E D A C T I V I T E S</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>The following is a description of the District’s process of informing parents of ELs of their children’s identification, assessment, and ELD progress and academic achievement. Parental notification procedures have been revised to meet Title III requirements.</p> <p>1a. The Home Language Survey identifies students to be assessed with the CELDT. Parents of potential ELs are given a written description of the instructional programs available for their child. A parent information brochure and video explaining the District’s instructional programs for ELs, parents’ rights, and procedures are also made available to parents to assure that they are informed in an unbiased manner. At the time of enrollment, parents are asked to select a program for their child pending results of the CELDT assessment.</p> <p>Students English proficiency is assessed using the CELDT within 30 calendar days at the beginning of the school year or within two weeks if student enrolls during the school year. The Low Verbal/Nonverbal Communication Observation Matrix is used to identify the language needs of students with disabilities who have limited or no language.</p> <p>When CELDT results are calculated, the parent is informed of the reasons for the identification of their child as an EL and confirmation of placement in the language program selected by the parent.</p> <p>Parents and guardians of ELs are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a Parental Exception Waiver for alternative program placement.</p> <p>Each school in which 20 or more pupils of a given grade level have been granted a waiver must provide the requested alternative program. If fewer than 20 waivers have been granted, the pupil may transfer to a</p>

	Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
R E Q U I R E D A C T I V I T I E S		<p>neighboring school with the requested alternative program.</p> <p>1b. A written explanation of the child’s language test results, assessments used, and an explanation of the CELDT must be provided to parents. Parents are informed of their child’s academic achievement through the District’s progress reports, parent conferences, reclassification letters, and other written notifications within 30 days of enrollment.</p> <p>1c. The District’s parent information brochure and parent video/DVD, <i>Instructional Programs for English Learners</i>, describe all programs available for ELs and how they differ in the use of English and the primary language. The parent video shows classroom instruction, materials and methodology used in the Structured English Immersion, Mainstream English, Transitional Bilingual Education, Maintenance Bilingual Education, Dual Language, Secondary English learner Newcomer, & Accelerated Long Term English Learner Program. The video/DVD also describes English proficiency levels and addresses how students are instructed at the various proficiency levels.</p> <p>1d. Parents are given information regarding instructional programs and how each can address the strengths and needs of ELs. This information is provided at district-mandated parent information meetings, which are to be held at least twice annually (at the beginning and end of each school year). Parents also have the opportunity to ask questions and ask for individual conferences with school administrators regarding appropriate program placement for their child.</p> <p>1e. All written and oral parent communication supports the District’s goal of teaching high levels of academic English in order for ELs to master grade level standards and achieve the same academic success as their native English speaking peers. Title III funds will assist by providing additional training opportunities to parents to understand standards-based instruction, curriculum, and assessment for ELs in each program.</p> <p>1f. Parents are notified in writing of reclassification criteria and graduation rate and their child’s progress towards meeting these goals.</p> <p>1g. In the case of a child with a disability, the student’s IEP determines program placement and instructional services. A description of program services and how they meet goals and objectives are described on the IEP. The Report of Progress toward IEP Goals and Objectives is</p>

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>R E Q U I R E D A C T I V I T I E S</p>	<p>used to inform parents of the progress toward language proficiency as indicated in the state goals and objectives.</p> <p>1h. Current District parent information letters, the parent information brochure, and the parent video/DVD all contain guidance to parents regarding their rights to have their child removed from any program upon request and the right to request a waiver from an SEI program. The parent notification process must take place no later than 30 days after the beginning of the school year and includes detailed program descriptions and expectations, achievement progress, procedures for program changes, parental rights, exit criteria, and how program placement meets goals and objectives of the IEP.</p> <p>Additionally, the Master Plan Academy for Parents (Instituto Para Padres) provides sessions targeting parents of English Learners and students newly Reclassified as Fluent in English, to promote awareness of the Master Plan for English Learners.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>The District will continue to comply with all Title III parent notification requirements, including notification for students who enroll after the beginning of the school year.</p>

<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the District fails to make progress on the Annual Measurable Achievement Objectives, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. If such failure has occurred, the school will inform parents in writing and at parent meetings of their option to choose another instructional program for their child.</p>
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Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>No</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>No</p>	<p>If yes, describe:</p>

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	If yes, describe:

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>No</p>	<p>If yes, describe:</p>

Performance Goal 3: *By 2013-14, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

In April 2010, the LAUSD Teacher Effectiveness Task Force called upon the District to create an integrated system of support and development for our teachers and leaders – one that will provide the necessary feedback and information for teachers to improve their craft, be recognized for their work and be supported throughout their careers. Key in its recommendations was the call to create a multiple measure review process for teachers with an aligned system of professional growth and development.

We believe that there are four critical things to include in a multiple measure evaluation system (and this is aligned with national examples and well as the recommendations of the Teacher Effectiveness Task Force):

Observation of Practice: Clinical observation of practice – observing teaching and reviewing artifacts of practices (e.g., lesson and unit plans, student work) – using a new research-based instrument by well-trained administrators and teacher leaders (expert peers).

Contribution to Student Learning Outcomes: Measuring student growth *over time* through various assessments of student learning (both closed-ended and open-ended assessments).

Stakeholder Feedback: Reviewing feedback from both parent/guardian and from students (with appropriate implementation modifications to address age, response rate, training needs, etc.).

Contribution to School Community: Examining how each teacher contributes to his/her school community
Multiple measure reviews act as the anchor for our plans is to develop and implement a comprehensive system for developing the effectiveness of our school site educators. This system will address all stages of an educator’s career from preparation and certification, to recruitment, selection & assignment, to induction, to tenure, and finally to advancement along newly organized career ladders & pathways that will include substantive opportunities for teacher leadership, whereby highly effective teachers will be promoted to enhanced roles as peer reviewers, professional development coaches and the like.

To move these efforts forward, we have developed and begun to implement a three-phase plan:

Phase I – Research & Development (SY 2010-2011): During the Research & Development Phase, we will undergo a series of efforts, including deep *stakeholder engagement, analysis* of existing data and practices, and work to *design and build* new approaches, roles, systems and tools.

Through these efforts, we intend to identify the measures, processes and support mechanisms that will be part of our Initial Implementation Phase.

Phase II – Initial Implementation (SY 2011-2012): The Initial Implementation Phase will test out the multi-faceted review and support system. In this phase, we will work with a subset of schools to field test the model.

Phase III – Scale (SY 2012-2013): The third year of our plan involves scaling those approaches where our Initial Implementation Phase efforts provide evidence of quality, efficacy and scalability.

Implementation: Starting with the 2013-14 school year, we have implemented the Teacher Growth & Development Cycle, an updated performance review system. This is initially for K-12 classroom teachers and Resource Specialist Teachers. Other teacher groups (e.g., out-of-classroom personnel, nurses, psychologists, etc.) are planned for subsequent implementation.

Implementation of this plan will provide the district, and each educator with greater understanding of their strengths and development areas as professionals with the tools and means to address those areas of need.

Regularly scheduled meetings between Central and Education Service Center leadership provide a systematic process for obtaining feedback from those responsible for implementing training and making changes in practices based upon data collected during trainings.

The continuous improvement process of regularly assessing the effectiveness of the training is based upon feedback from school/classroom visits. The analysis of the data from the feedback and the determination of future professional development practices occurs during meetings with leadership representatives including principals from all levels of schools (elementary, middle & senior high) and Education Service Center and Central Office staff.

Following these regularly scheduled meetings, the summary below of the current District’s “Professional Development Strengths and Needs” was developed.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>As of 11/18/13, 99.2% of LAUSD teachers are fully credentialed. The remaining .8% are interns and are considered highly qualified according to NCLB requirements.</p> <p>The District requires all teachers to hold an authorization to teach English Learners. As of 11/18/13, only 13 teachers do not hold an EL Authorization.</p> <ul style="list-style-type: none"> • Based upon this goal to make all employees life long learners, the Superintendent created a Teacher and Administrator Development Branch to ensure coherence, consistency and compliance with all State and Federal professional development (PD) mandates and to provide professional development for all stakeholders. • Opportunities for reflection have become increasingly more embedded in PD. This has led to teachers having more time to collaboratively refine their practice. • PD is increasingly becoming more project based/action based. • All site administrators (approx. 1,200) have been trained in methodologies of classroom observation. • From the period of September 2003 thru June 2006 95% (2224) of all school based K-12 administrators received AB75 training. Documentation is available in Local District Offices. • Input regarding proposed curriculum for PD has been solicited and received from all stakeholder • Joint meetings are held between the Teacher and Administrator Development Branch and subject matter specialists to ensure understanding of each other’s work, to make connections, to provide coherence and consistency, and to develop common language and 	<p>Continued data-driven recruitment to ensure that all students are taught by highly qualified teachers.</p> <p>Continue monitoring teachers’ progress toward earning EL Authorization, and to utilize the dismissal process for teachers who do not comply with this requirement.</p> <ul style="list-style-type: none"> • Develop a system to ensure that the Teacher and Administrator Development Branch works collaboratively with the Office of Curriculum and Instructional Support Services (OCISS) to coordinate PD activities. • Newly assigned administrators who need to complete AB430 requirements are referred to the AB430 Website and encouraged to take advantage of the training offered by our partner, the Los Angeles County Office of Education. • Provide differentiated PD for administrators in instructional leadership and school management. • Teachers: <ul style="list-style-type: none"> — Verification Process for Special Settings (VPSS) for secondary special education teachers and teachers in alternative settings who need to be HQ in various subjects. — CSET Test preparation for Provisional Interns hired in chronic shortage areas. — CSET Test preparation for special education teachers who were accepted into university programs based on the Health CSET. — CSET Test preparation for remaining 250-300 “new” multiple subject teachers who need to pass subject matter exams. • Secondary Administrators: <ul style="list-style-type: none"> — Continued and expanded training opportunities for all secondary

STRENGTHS	NEEDS
<p>tools - all in an effort to ensure that the needs of EL's and SWD's are met and that the graduation rate is increased.</p> <ul style="list-style-type: none"> Aggressive recruitment has led to an increase in credentialed and intern-qualified teachers serving LAUSD students. 	<p>administrators in the development and implementation of master schedules</p> <ul style="list-style-type: none"> A plan to assure the Equitable Distribution of experienced, credentialed teachers is being implemented by Central and Local District offices to ensure that at least 80% of teachers at each school have a minimum of 5 years experience as a credentialed teacher.

Performance Goal 3: *By 2013-14, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Talent Management/Administrator Development Branch (TM/ADB): Support the following TM/ADB programs below that are designed to build the capacity of aspiring, new and continuing site administrators to lead instructional improvement at their schools. Each program will emphasize the State</p>	<p>Michele Shannon Central Office staff</p>	<p>ADB Branch Operating Cost</p>	<p>\$6.0M</p>	<p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>standards, state and district assessments, curricula and the standards-based instructional programs that have been adopted by the District.</p> <ul style="list-style-type: none"> o <i>Aspiring Principal Program</i> o <i>New Principal Support</i> o <i>School Leader Growth and Development</i> o <i>Master Program Institute</i> <p>The Aspiring Principal Program, New Principal Support and School Leader Growth and Development are designed to identify and recruit leaders who understand the importance of focusing their work on improving instruction for all students. The programs will emphasize the importance of instructional leadership that is coherent with the District’s focus on standards-based instruction, on-going assessment, collaboration and reflective practice.</p> <p>The Master Program Institute is designed to build the capacity of those responsible for the development and implementation of the school master program (MS and HS). The focus is to ensure that schools schedule classes and program students to provide all students including English Learners and Students with Disabilities equity and access to the core curriculum and A-G requirements. This is critically linked to the State’s goals. Without appropriate programming, students do not have access to the State’s challenging academic content standards and programs tied to the standards.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Design administrator professional development programs aligned the 5 key behaviors of successful school leaders published by the Wallace Foundation. Research confirms the important roles administrators can play in supporting quality teaching and learning in the classroom.</p> <p>According to research, school leaders provide focus and direction to curriculum and teaching and manage the organization efficiently to support student and adult learning through effective assignment, support, and evaluation of teachers. When classroom instruction is weak significant responsibility rests with the principal.</p>	Michele Shannon Central Office staff	ADB Branch Operating Cost		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Administrator Development Branch programs will focus on the following research based elements:</p> <ul style="list-style-type: none"> ○ Focus on student learning and the specific problems practitioners face; ○ Reinforce and sustain group work and collaboration among teachers, principals, and district personnel; ○ Link directly to day-to-day work in real schools and classrooms; ○ Sustain a consistency of focus over time; and ○ Use feedback from teaching and learning to inform program development and evaluation. 				
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>—Provide strong school leadership and effective teaching to ensure a positive impact on student learning and achievement. Teachers and administrators participating in TM/ADB programs are surveyed and results are used by TM/ADB staff to evaluate program components. On-going revisions are made to the various programs based on:</p> <ul style="list-style-type: none"> ○ Teacher and administrator retention ○ Educational Service Center Instructional Superintendent input ○ Participant feedback ○ Observations by ADB staff ○ New research that becomes available that informs knowledge regarding the development and improvement of school leader 	<p>Michele Shannon and Brian Lucas Central Office staff</p>	<p>ADB Branch Operating Cost</p>	<p>\$4.0M</p>	<p>Title II</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>— Ensure that all teachers who teach in Special Settings receive the required training to demonstrate NCLB High Quality Teacher compliance</p> <p>— Provide professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs). In addition to these two sub-groups of students, the</p>	<p>Michele Shannon, Brian Lucas, Deborah Ignagni</p>	<p>TM/ADB Branch Prof/Content Experts Operating Costs</p>		<p>Title IIA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District needs to address the needs of Standard English learners (SELs) and all other students who are not meeting State standards. Our efforts will be coordinated so that all content-based professional development is designed specifically to highlight pedagogies that meet the needs of the identified students.</p> <p>— Include budget sessions through the administrator development programs to help principals and other new leaders learn how to leverage their local, State, and Federal funds to meet their students’ achievement goals.</p> <p>—</p>	Michele Shannon	TAD Branch Operating Costs		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>—Provide professional development to</p> <ul style="list-style-type: none"> ○ Meet Highly Qualified Teacher requirements ○ Encourage/Support teaching that models the effective/highly effective levels of the LAUSD Teaching & Learning Framework ○ Ensure CSET Test preparation for Provisional Interns in chronic shortage subject areas (math, science, and other subjects for special education) ○ Ensure CSET Test preparation for Multiple Subject credentialed teachers who need the exam to meet subject matter competency ○ Ensure CSET Test preparation for credentialed Special Education teachers who received their credentials based on the Health CSET ○ Ensure VPSS program for special education teachers and teachers in other special settings to meet HQT requirements in other subjects. ○ Provide staff development to administrators responsible for creating master schedules to address the need to assign HQ teachers to core subjects whenever and wherever possible. 	Brian Lucas Deborah Ignagni Ongoing	TM/ADB Branch Prof/Content Experts Operating Costs		Title IIA
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>improve teaching, learning, and technology literacy:</p> <p>Provide Professional Development Opportunities that will continue to build teacher and principal knowledge of enhancing teaching and learning through the use by:</p> <ul style="list-style-type: none"> • Integrating technology use into all curriculum areas to assist students in meeting District and State academic content standards. • Assuring that all students and staff use technology as an integral tool to enhance the teaching and learning process. • Educational applications 	CCSS Coordinator		\$136,922	Title II
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Use expertise from the District’s Educational Technology Group staff to partner with other branches to assist teachers and administrators in the effective use of technology in classrooms.</p> <p>Employ the services of the District’s Educational Technology Group to support the District’s efforts in the integration of technology into the classroom by serving as a continual resource to offices and schools in content (such as mathematics, science, language arts, etc.) specific professional development activities.</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Use expertise from the Common Core Technology Project to partner with other branches to assist teacher and administrators in the effective use of technology in the classrooms.	CCTP			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> — Collaborate in the Planning of Professional Development Activities for teachers and administrators — Use the expertise of the Teacher and Administrator Development Branch to collaborate with OCISS, UTLA, AALA, IHE's, focus groups, parent groups in the development and implementation of professional development courses for teachers and administrators. 	Rachel Bonkovsky	ADB Branch Operating Expenses		Title II
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>— Ensure that all professional development provided to teachers and administrators participating in TAD programs explicitly marks differentiated pedagogy to meet the needs of our diverse learners.</p>	Brian Lucas, Michele Shannon	TM/ADB Branch Operating Cost		Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> — Ensure that all professional development is tied to and supportive of the LAUSD Teaching & Learning Framework. — Provide principals with professional development that builds their capacity to engage parents in their children’s education. — Provide 40 hours of professional development designed to train newly hired provisional , general education, special education and substitute teachers prior to commencement of their classroom duties. Extensive Behavior Management training is provided through a series of courses. The content is agreed upon through collaboration with collective bargaining unit representatives. This training emphasizes the importance of developing and maintaining a positive learning environment by establishing clear expectations of classroom behavior, developing an understanding of the importance of following established protocols and routines, and encouraging positive family involvement with school personnel responsible for the education and development of each student. — Provide professional development to District Interns that focuses on aligning instruction with content standards. Activities and instructional strategies are based on authentic problem solving. Information is provided to ensure understanding of English Language Development levels, SDAIE strategies and characteristics of students with disabilities. Instructional frameworks, guides, standards-aligned instructional materials, and strategies are utilized in the development and delivery of instruction. This ensures each student’s access to a standards-based education and mastery of the California academic content standards. — Provide opportunities for discussion of strategies, problems, and concerns with professional development providers and colleagues in a supportive environment. — Provide professional development to BTSA Participating Teachers that focuses on aligning instruction with content standards. Activities and instructional strategies are based on authentic problem solving. Information 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>is provided to ensure understanding of English Language Development levels, SDAIE strategies and characteristics of students with disabilities. Instructional frameworks, guides, standards-aligned instructional materials, and strategies are utilized in the development and delivery of instruction. This ensures each student’s access to a standards-based education and mastery of the California academic content standards.</p> <p>— Provide opportunities for discussion of strategies, problems, and concerns with professional development providers and colleagues in a supportive environment.</p> <p>Focus curriculum in administrator training programs in the following core areas aligned to the LAUSD School Leadership Framework Standards and Leadership Behaviors:</p> <p>Standard 1: Leadership and Professional Growth Component 1A: Models learning-centered leadership behaviors 1. Uses reflection to inform future decisions and actions 2. Demonstrates personal and professional ethics and integrity 3. Manages time and prioritizes high-leverage activities 4. Builds observation and coaching skills to improve instruction 5. Facilitates, models, and evaluates the quality of professional development 6. Demonstrates professional judgment</p> <p>Standard 2: Change Management Component 2A: Leads and manages change 1. Analyzes data to determine current state of the school 2. Prioritizes issues and needs 3. Creates a sense of urgency and shared responsibility 4. Builds capacity of staff to adapt to and manage change</p> <p>Component 2B: Develops a shared vision around high expectations for student learning 1. Develops, implements, and revises a shared vision of high expectations 2. Communicates shared vision to stakeholders</p> <p>Component 2C: Creates a culture of continuous improvement 1. Uses data to determine school-wide goals 2. Implements plans to accomplish school-wide goals 3. Monitors progress toward school-wide goals</p> <p>Standard 3: Instruction</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Component 3A: Provides support for teachers to improve instruction and build leadership capacity</p> <ol style="list-style-type: none"> 1. Implements individual coaching and support 2. Ensures high-quality professional development 3. Creates collaboration structures that support ongoing development 4. Builds capacity of staff to analyze and utilize student data 5. Creates and maintains distributed leadership opportunities <p>Component 3B: Promotes quality teaching and learning</p> <ol style="list-style-type: none"> 1. Monitors school-wide curriculum in relation to content standards and opportunity to learn 2. Supports the implementation of effective pedagogical approaches 3. Leads school-wide data analysis to inform teaching and learning <p>Component 3C: Manages the performance of all staff</p> <ol style="list-style-type: none"> 1. Conducts formal and informal observations 2. Provides actionable feedback to staff 3. Manages the evaluation process <p>Standard 4: Culture of Learning and Positive Behavior:</p> <p>Component 4A: Creates and maintains a culture conducive to educator growth</p> <ol style="list-style-type: none"> 1. Creates and maintains a collegial school culture 2. Establishes positive workplace conditions for staff 3. Manages respectful conflict resolution in the school community <p>Component 4B: Creates and maintains a culture conducive to student growth</p> <ol style="list-style-type: none"> 1. Establishes and maintains a positive climate for learning and student behavior 2. Creates conditions that promote a shared sense of responsibility for students 3. Creates a culturally responsive and equitable environment 4. Provides opportunities for social-emotional learning 5. Motivates students toward goal attainment and future aspirations <p>Standard 5: Family and Community Engagement:</p> <p>Component 5A: Engages families and community members as partners</p> <ol style="list-style-type: none"> 1. Engages community and family members and involves them in leadership opportunities 2. Provides opportunities for family and community education <p>Component 5B: Communicates with families and community members</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Creates and maintains school-home-community communication structures — 2. Collects and analyzes data related to families and the community</p> <p>Standard 6: Systems and Operations</p> <p>Component 6A: Manages people, time and resources</p> <p>1. Aligns staffing and budget priorities with areas of need, school goals, and data 2. Implements a clear selection and hiring process 3. Designs and implements a strategic staffing plan 4. Develops schedules and allocates space for learning 5. Acquires, allocates and uses technology, materials, and other resources to support learning</p> <p>Component 6B: Creates and maintains a productive school environment</p> <p>1. Ensures a healthy and safe school environment 2. Develops, implements, and reviews a system for school operations and structures 3. Communicates with staff, students, and district leadership</p> <p>Component 6C: Demonstrates legal and policy compliance</p> <p>1. Ensures that school decisions and policies comply with legal requirements 2. Adheres to relevant district, local, state, and federal policies</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>— Provide professional development to:</p> <ul style="list-style-type: none"> ○ Meet Highly Qualified Teacher requirements ○ Ensure CSET Test preparation for Provisional Interns in chronic shortage subject areas (math, science, and other subjects for special education) ○ Ensure CSET Test preparation for Multiple Subject credentialed teachers who need the exam to meet subject matter competency ○ Ensure CSET Test preparation for credentialed Special Education teachers who received their credentials based on the Health CSET ○ Ensure VPSS program for special education teachers and teachers in other special settings to meet HQT requirements in other subjects. ○ Provide staff development to administrators responsible for the development and implementation of the master schedule 	<p>Brian Lucas, Michele Shannon, Deborah Ignagni</p>	<p>TAD Branch Operating Costs</p>	<p>\$0.7 M</p>	<p>Title IIA</p>

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>Professional Development Educational Service Center Counseling Coordinators (ESCCC) will continue to provide professional development (PD) and support for school counseling teams including APSCS or AP over counseling to increase their skills and abilities to meet the needs of all students. The strategic plan for ESCCC includes:</p> <p>ESCCC will provide on-going professional development that will include sessions designed specifically towards accurate student placement and construction of the master schedule. Topics will include:</p> <ul style="list-style-type: none"> • Access to and achievement in A–G • Identification of at-risk students for intervention • Placement of English learners and Long Term English learners • Placement of students with special needs • Assignment of highly effective teachers to most at-risk students, in particular EL and African American students <p>ESCCC will provide</p>	<p>All Secondary students</p>	<p>ESCCC Instructional Directors Instructional Area Superintendents Principals APSCS Counselors 2013-14</p>	<ul style="list-style-type: none"> • Administrators will build master schedules that are based on student data and meet the needs of all students. • Administrators will assign highly effective teachers to most at-risk students, in particular EL and African American students. • Counselors will appropriately program students into A – G and intervention courses. Counselors will group English learners (EL) and Long Term English learners appropriately and program them into the proper ELD or sheltered classes, Counselors will program all 	<p>General and Categorical Funds</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>Professional Development and sharing of best practices for counselors and Administrators regarding intervention and support for 9th grade students</p> <p>Individual Graduation Plans Monitor completion of annual Individualized Graduation Plans (IGP) for each student, ensuring that counselors and parent/guardian work collaboratively to develop and adjust the plans based on the individual student needs.</p> <p>Meeting the needs of at-risk students Using multiple data measures, identify at-risk</p>	<p>All Secondary students</p> <p>All Secondary students with an intentional</p>	<p>ESCCC Instructional Directors Instructional Superintendents Principals APSCS Counselors 2013-14</p> <p>ESCCC, Instructional Directors, Instructional</p>	<p>students using multiple data measures. Counselors will group students with special needs appropriately and provide the services for which they are eligible.</p> <ul style="list-style-type: none"> School progress to be monitored in conjunction with Instructional Directors and Instructional Superintendent Each student and parent/guardian will have an annual IGP conference. ESCCC will run reports to monitor the completion of IGP conferences at each school site. ESCCC will work with Instructional Directors to follow up with schools and provide support. In collaboration with instructional directors, 	<p>General and Categorical Funds</p> <p>General and Categorical Funds</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>students to provide a formalized plan for credit recovery and CAHSEE passage. Increase the IGP to twice annually and include the credit recovery plan as part of the IGP.</p>	<p>focus on students at risk of not graduating</p>	<p>Superintendents, Principals, APSCS, Counselors 2013-14</p>	<p>ESCCC will work with schools to identify credit recovery options and CAHSEE support classes available to their student population (both internal and external options)</p> <ul style="list-style-type: none"> • Counselors and administrators will provide students with increased access to credit recovery opportunities. Counselors and administrators will provide students and parents with a formalized individual credit recovery plan. • Counselors and administrators will develop college readiness pathways that will increase access to AP and other rigorous courses. • Increase in college acceptances for targeted populations (as defined by the OCR report) 	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>Increase Access to college preparatory classes including Advanced Placement In collaboration with College Board, ESCCC will provide administrators and counselors with data regarding college readiness (AP, PSAT, and SAT participation). ESCCC will lead schools in exploring ways to provide pathways that provide opportunities to increase college readiness.</p>	All Secondary students	ESCCC, Instructional Directors, Instructional Superintendents, Principals, APSCS, Counselors, College Board 2013-14	Evaluation of professional development will show increased competency ESCCC will work with Directors of Instruction, School Administrators, and Counselors to monitor graduation benchmark data.	General and Categorical Funds
	<p>Increase awareness of alternative pathways to meet the graduation requirements of 2016 and beyond ESCCC will lead professional development at all levels where appropriate.</p>	All	2013-2014		

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Support equitable access to advanced courses, including Advanced Placement, by providing College Board District Integrated Summary Report to all District high schools and ESCs. The detailed data analysis of AP, PSAT, SAT and SAT Subject Tests guides school sites decisions that increase AP participation through increased AP course offerings, job-embedded professional development, staff collaboration, and student/ parent/family outreach	High school students	Advanced Learning Options (OCISS)	Increased number of students prepared for academic and college/career success Increased student eligibility in 4-year colleges	
5.1 (High School Graduates)	Administer PSAT to provide high school access to College Board Web-based tool, AP Potential, which generates rosters of students likely to score 3 or better on AP Exam.	10 th grade and above	District High Schools Advanced Learning Options (OCISS)	Increased student participation and success in rigorous advanced courses, including AP	
5.1 (High School Graduates)	Implementation of Advancement Via Individual Determination (AVID) at select secondary sites.	6-12 grade students	Select District sites	Increased number of students prepared for academic and college/career success Increased student eligibility in 4-year colleges	
5.1 (High School Graduates)	Credit Recovery Summer School/Intersession Program will provide specific support for District students that have failed to meet A-G course and credit requirements for graduation. The program provides students entering	Students in grades 9 th through 12 th who need to recover credits in order to graduate	2013-2014 and 2014-2015 Beyond the Bell Branch, Educational Service Center Counseling Coordinators,	Enrollment will be monitored to ensure all available seats are filled. Implementation of Common Core	General Funds, Common Core State Standards Funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>school in the fall as 9th (class of 2017) may retake up to two courses in which they received a D or F grade. Students entering school in the fall as 10th, and 11th graders (classes of 2016 and 2015) the opportunity to replace failing grades of F in two courses. Credit Recovery Summer School courses will be offered across the District only at fifty selected senior high school sites. One year round calendar high school will offer credit recovery courses during Intersession..</p> <p>Additional summer school courses will be provided at identified schools by funds from the California Office of Reform Education (CORE) Waiver from NCLB requirements. Students at 54 high schools will opportunities at take courses to meet graduation requirements. Students will have lower class sizes so that teachers can provided direct support to students. The courses provided will be based on individual school plans.</p> <p>The Migrant Education Program offers The PASS (Portable Assisted Study Sequence) program to 9-12th grade migrant students. Migrant students enroll in needed courses and receive appropriate credits towards graduation requirements.</p>	<p>All identified Migrant Education High School students in grades 9-12</p>	<p>Instructional Director, Instructional Superintendents, Principals, Teachers, APSCS, Counselors</p> <p>July 2013 to June 2014</p> <p>One Migrant Education Program Counselor</p>	<p>State Standards will be monitored by central office administrators and ESC directors.</p> <p>Course enrollments and improvements in course marks will be analyzed and reported to ESC superintendents</p> <p>Enrollment will be monitored to ensure all available seats are filled.</p> <p>Implementation of the schools' CORE Waiver summer school plans will be monitored</p> <p>The Migrant Education Counselor advocates for students at home school to ensure: Referrals to District services, conducts home visits to meet with students and parents. The Migrant Counselor will monitor progress</p>	<p>CORE NCLB Waiver Funds</p> <p>Title IC</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
				<p>via High School Portfolio which includes; Credit Tracking Form, Copy of Transcripts, Graduation Check List, and Individual Graduation Plan.</p> <p>Counselor will develop a credit recovery plan for students that are credit deficient and not on track to graduate.</p>	
<p>5.2 (Dropouts)</p>	<p>The Migrant Education Out of School Youth (OSY) population is currently participating in of three educational and work related opportunities: 1).Project Avanzando, a GED educational option 2. Los Angeles Reconnections Career Academies, are career development programs designed to provide direct service, resource and educational support for youth 16-24 who have dropped out of HS. 3. Youth Source Centers are sponsored by LAUSD Pupil Services Counselors focusing on reengaging out-of-school youth with school and or work, improving student retention and bolstering academic proficiency.</p> <p>The Migrant Education Program offers contact information to health care agencies and other community resources e.g. Food banks, shelters.</p> <p>Greater exposure to adult</p>	<p>All identified Migrant Education Out of School Youth</p>	<p>July 2013 to June 2014</p> <p>One Migrant Education Program Counselor</p>	<p>Migrant Education Counselor collects data on students that did not graduate high school. On a yearly basis The Los Angeles County Office of Education, Migrant Education Program, and Region X provides a list of students that have been identified as Out of School Youth. The Migrant Education Counselor is responsible for maintaining a continuous monthly log documenting progress in the area of referrals, Phone Contact, Home Visits; completion of Individual Needs Assessment (INA'S) and Migrant Learning</p>	<p>Title IC</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	schools, community and technical colleges. OSY students would receive information and become motivated to return to school.			Action Plan (MLAP). Migrant Education Program counselor maintains a continuous monthly log and submits completed INA's and MLAP's to Region 10 on a quarterly basis. All 48 OSY students with INA's were provided a MLAP's.	
5.3 (Advanced Placement)	<p>AP Exam Fee Reimbursement Program (2013-2014):</p> <ul style="list-style-type: none"> AP student who meets the federal poverty criteria is eligible for an AP fee waiver which removes financial barrier <p>AP Professional Development</p> <ul style="list-style-type: none"> Ongoing training and support <p>PSAT/NMSQT Administration</p> <ul style="list-style-type: none"> Utilizing PSAT data, schools have access to AP Potential, a web-based tool that enables schools to generate rosters of students likely to score a 3 or better on a given AP exam <p>Supplemental College Readiness Programs</p> <ul style="list-style-type: none"> Advancement Via Individual Determination 	<p>Secondary income-eligible AP students</p> <p>Secondary AP students</p> <p>District 10th graders</p> <p>Secondary students</p>	<p>Central (Advanced Learning Options, OCISS)</p> <p>Site AP Coordinators and high school principals</p> <p>Advanced Learning Options (OCISS)</p> <p>AP teachers, site instructional staff (AP Coordinators, administrators, etc.)</p> <p>Advanced Learning Options (OCISS)</p>	<p>AP exam participation of low-income students</p> <p>AP student participation and success (AP courses and exams)</p> <p>Student participation and success in A-G and AP courses and exams</p>	<p>State and federal funds (program 4198) LCFF (program 10166)</p> <p>(program 11150)</p> <p>LCFF (program 10166)</p> <p>Title II (program C178)</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>(AVID)</p> <ul style="list-style-type: none"> • International Baccalaureate (IB) • College Board's Springboard • Each supports underachieving secondary students prepare for and succeed in high school and college/careers <p>AP Readiness Program participation (UCLA Science Outreach):</p> <ul style="list-style-type: none"> • Supplemental academic support program designed to ensure student success in AP science and math courses and exams 	<p>Secondary AP students (math and science)</p>	<p>Teachers, site instructional staff members (counselors, administrators, AP/IB/PSAT coordinators, etc.)</p> <p>Advanced Learning Options (OCISS)</p> <p>AP teachers (math and science)</p> <p>AP students (math and science)</p>	<p>AP exam participation and success in math and science courses</p>	

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."							
	Description of how the LEA is meeting or plans to meet this requirement:						
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<table border="1"> <thead> <tr> <th colspan="2">Composite of CalWorks and Free and Reduced Lunch</th> </tr> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2012-2013</td> <td>413,753</td> </tr> </tbody> </table>	Composite of CalWorks and Free and Reduced Lunch		Year	Number of Students	2012-2013	413,753
Composite of CalWorks and Free and Reduced Lunch							
Year	Number of Students						
2012-2013	413,753						
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>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 were 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 received a higher per-pupil allocation than schools between 50-64.99% poverty percentages. Continuation schools, Options, and Special Education Centers above 50% poverty were skipped and fully funded with Economic Impact Aid resources.</p>						

**Additional Mandatory Title I Descriptions
(continued)**

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>The following assistance is provided by Federal and State Educational Programs (FSEP) in collaboration with the local education service centers to support schools to become part of the schoolwide program (SWP):</p> <ul style="list-style-type: none"> • Assist schools in identifying eligible Title I students using multiple measures • Collect an “Intent to Operate a SWP” form from school who elect to become SWP. Form is submitted to FSEP and must have approving signatures from School Site Council chairperson and principal • Provide a <i>Single Plan for Student Achievement</i> (SPSA) template that addresses all ten required elements needed to upgrade the entire school’s academic program • Provide technical assistance to principals and their school staff, and resources by conducting, on the 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 10 Components for SWP • Provide schools a checklist to ensure that the ten 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 plan annually based on current student academic achievement data • Monitor through the local education service centers the effective implementation of the plan • Disseminate the SPSA Annual Evaluation to determine effectiveness of the

	Description of how the LEA is meeting or plans to meet this requirement:
<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> • SPSA. • Submit to CDE the documentation to verify SWP status of schools
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>The following assistance is provided by FSEP in collaboration with the local education service centers to support Targeted Assisted Schools (TAS):</p> <ul style="list-style-type: none"> • Provide technical assistance and resources to 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 • Assist schools in identifying eligible Title I students using multiple measures • Provide SPSA template containing all of the required activities of TAS schools • Provide a checklist to ensure that the required TAS activities are addressed in the plan • Monitor through the local education service centers the effective implementation of the TAS plan • Disseminate the SPSA Annual Evaluation to determine effectiveness of the SPSA.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>In Targeted Assistance Schools, a student is Title I eligible based on academic multiple measures 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:</p> <ul style="list-style-type: none"> ▪ Attended Head Start at any time in the two years preceding the year of identification. ▪ Identified on a Special Education Individualized (IEP) as functioning below grade level. ▪ Identified migrant children coded in the District’s School Information System (SIS) with Certificates of Eligibility. ▪ Identified Homeless students coded in SIS <p>Procedures for identifying Title-I eligible students:</p> <ul style="list-style-type: none"> ▪ Use test results from <u>a minimum of two reading/language arts and two mathematics assessment measures</u> 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

	Description of how the LEA is meeting or plans to meet this requirement:
	<p>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.</p> <p>Document the school's Title I student identification procedures and submitting the assessment measures used and roster of students identified to the local district.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The Student Residency Questionnaire is an identification tool that is required to be in the school enrollment packet and additionally distributed to all students annually. Once a family is identified as meeting the federal definition of homeless, the children are immediately enrolled and referred to the Designated School Site Homeless Liaison for referrals to appropriate educational and/or support services.</p> <p>LAUSD Homeless Education Program personnel work closely with the Designated School Site Homeless Liaison to provide the following assistance:</p> <ul style="list-style-type: none"> ▪ Facilitate the school enrollment process to ensure equal access to educational and meal programs, as well as tutoring and other services available at the school site or within the community. ▪ Conduct professional development trainings for school personnel, parents and community agencies regarding the rights and responsibilities of the homeless population. ▪ Provide technical assistance regarding the proper identification, enrollment, and service needs of homeless students and their families. ▪ Provide assistance with transportation to ensure homeless students remain in the school of origin, if feasible. ▪ Provide assistance with backpacks, school supplies, and school clothing. ▪ 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, school placement options, and retrieval of immunization records. ▪ Provide advocacy services for parents and students during school related educational meetings, such as Student Study Team (SST), Individualized Educational Program (IEP), and Student Attendance Review Team (SART) or School Attendance Review Board (SARB). ▪ Participate in the mediation of school enrollment disputes. ▪ Assist schools in providing supplementary programs and field trips as appropriate for homeless students.

	Description of how the LEA is meeting or plans to meet this requirement:
	<p>The Program coordinator works closely with the Title I office regarding Federal Program Monitoring and provides training on embedding the services for homeless students in the <i>Single Plan for Student Achievement</i>.</p> <p>The Homeless Education Program coordinator and staff offers professional development for school staff on implementing District policy, state and federal law pertaining to homeless students; how school administrators, teachers and support staff can make a difference in the lives of homeless students; and on the sensitivity and awareness of the plight of the homeless. The coordinator and staff conducts parent outreach at schools, shelters and various community agencies to ensure that parents understand the rights and educational responsibilities related to homeless families.</p> <p>The goal of the LAUSD Homeless Education Program is to remove barriers to educational access and to effectively serve students and families in transition, providing advocacy and referral services that foster a sense of empowerment and stability.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>The Neglected or Delinquent program provides an extended day program to community group homes that focuses on closing the achievement gap for children who are wards of either the delinquency or dependency court. These students require twenty-four hour supervision and live in county/state licensed children’s institutions.</p> <p>Highly Qualified Extended Day teachers in the Neglected or Delinquent program work with students who are at risk of failing classes in core academic subjects providing one-on-one tutoring in reading, language arts, and mathematics. Students are pre-tested within thirty (30) days of entering the group home, and post-tested every ninety (90) days thereafter.</p> <p>Teacher Assistants and Counselor Aides are assigned to Licensed Children’s Institutions and/or Community Day Programs to provide N or D students with additional instructional support, and to assist neglected/delinquent youth with college admission and/or job preparation and placement.</p> <p>Quarterly meetings are conducted with Group Home Owners, Administrators</p>

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
	<p>and/or caregivers to provide needed resources and to provide training aimed at enhancing educational outcomes for foster and probation youth.</p> <p>In addition, PSA Counselors work with schools, students, parents, and community agencies to ensure that delinquent youth successfully transition back to school upon release from juvenile camps.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p><i>Elementary and Secondary Education Act (ESEA)</i> section 1116 (b) was waived because of the granting of the CORE Waiver by the United States Department of Education in August 2013. Therefore, schools were relieved of the obligation to take the required actions associated with the PI identification.</p> <p>That said, the district will continue to identify schools for improvement, and the waiver outlines a system for identification and subsequent processes which identifies schools as “Priority,” “Focus,” “Reward” and “Support”. The new accountability system called School Quality Improvement System (SQIS) will continue to hold Title I schools accountable for academic growth and subsequent CORE mandated improvement efforts. The following assistance will be provided to identified CORE Waiver schools:</p> <ul style="list-style-type: none"> ▪ Provide technical assistance to identified CORE Waiver schools (Priority, Focus and Support) to revise the existing SPSA to address the specific issues that caused the school to be identified as a CORE Waiver school ▪ Provide a SPSA template that addresses the required elements of the CORE Waiver ▪ Provide technical assistance to identified CORE Waiver schools as the

	<p>differentiated support are implemented</p> <ul style="list-style-type: none">▪ Collaborate with School Information Branch to provide schools with data analysis training <p>Please see the CORE Waiver document for more detailed information: http://www2.ed.gov/policy/eseaflex/approved-requests/corerequestfullredacted.pdf.</p>
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Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p><i>Elementary and Secondary Education Act (ESEA) section 1116 (b) was waived because of the granting of the CORE Waiver by the United States Department of Education in August 2013. This section is no longer a required action t under the CORE Waiver</i></p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><i>Elementary and Secondary Education Act (ESEA) section 1116 (b) was waived because of the granting of the CORE Waiver by the United States Department of Education in August 2013. This section is no longer a required action under the CORE Waiver</i></p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<ul style="list-style-type: none"> ▪ It is the District’s policy to hire highly qualified teachers in all core academic areas in all schools. Each school site has the capability to hire teachers for their core academic subject areas. All schools are provided with listings of teachers who are fully credentialed or interns, who are subject matter competent. Additionally, all schools work closely with their Recruitment Specialist in order to fill vacancies with fully credentialed or intern eligible HQ teachers. ▪ Each school has the capability to view a roster of all teachers with their HQ status through the District’s online human resources database (MyTeam). The principals are integrally involved in the advisement of teachers, as outlined in Memorandum MEM-6161.0. They refer them to the District’s test preparation and VPSS classes and actively participate in the HOUSSE process for “not new” teachers in order to make them highly qualified in accordance with the federal regulations. ▪ LAUSD is in its first year of implementing the Teacher Growth and Development Cycle (TGDC), a multiple measure performance review system that was developed from several years of stakeholder collaboration, piloting, educator feedback, training, and consultation with national experts in the educator effectiveness field. With a rigorous and evidence-based observation measure at its core, the TGDC also incorporates goals for impacting student progress as well as student feedback surveys (for information only in 2013-14). The TGDC requires a minimum of two formal classroom observations that are rated on four different levels of performance (Highly Effective, Effective, Developing, and Ineffective) and at least two unannounced, informal observations. The process also includes multiple opportunities for teacher reflection, growth planning, and conferencing with their administrators, in which conversations are focused directly on evidence collected

	<p>from the observation.</p> <p>The foundation of the TGDC is the LAUSD Teaching and Learning Framework (TLF), aligned to the California Standards for the Teaching Profession and the Common Core State Standards, and adapted to reflect the LAUSD context. LAUSD representatives have attended all CORE-hosted evaluation system seminars and meetings to date and will continue to do so. Thus far, we have determined that the TLF is fully aligned to the CORE waiver common educator effectiveness guidelines. The Exhibit below demonstrates how the District has aligned its Educator Effectiveness System to CORE waiver common factors, waiver requirements, and our progress to date.</p> <p>Teacher development activities are largely described under the Goal 3 section.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>District and Educational Service Center Strategies:</p> <ul style="list-style-type: none"> ▪ Parent and Community Services Branch (PCSB): PCSB supports the District’s parent engagement and knowledge-building. This branch will support the dissemination of information, and collection of input and recommendations from our families and the community. ▪ Title I Focus Group: This committee has been in place for the past 15 years. It meets quarterly and is composed of bargaining units, California School Employees Association, Local 99, Private School Officials, Title I Parent Representatives, and District administrators. The Title I Focus Group receives updates from staff on program implementation and provides input and recommendations to senior staff. ▪ Parent And Community Engagement teams (PACE): All ESCs are equipped with an administrator and four parent educator coaches who are tasked with building the capacity of school sites to create and maintain effective school-to-home partnerships. This team provides monthly professional development to schools, and ensures parents’ voices are heard through the School Site Council. PACE also provides support to Parent Center staff at schools. ▪ Title I Parent Study Groups: Four focus groups of parents are convened quarterly, and cover the District’s four geographic areas to provide feedback related to Title I activities.. ▪ Parent Advisory Committee (PAC): Beginning in January of 2014, a Parent Advisory Committee will be created to meet the mandates of California’s new Local Control Funding Formula (LCFF). ▪ District English Learners Advisory Committee (DELAC): This is a district-wide committee of parents of identified English Learners that advises the District on programs for English Learners. ▪ Magnet Focus Group: The District convenes a focus group to disseminate information and receive feedback from families related to magnet schools.

LAUSD will expand this group to include high-performing or gifted-student constituencies.

- LAUSD TV Channel: LAUSD operates a television station, KLCS, which can be used to disseminate information to families and the public.
- Electronic and Social Media Communications: LAUSD operates a frequently updated website, which includes a master calendar of district activities and of parent specific activities. All principals also receive a bi-monthly electronic communication called “LAUSD Brief for School Leaders”. LAUSD also uses Twitter and EdConnect to reach staff and families via social media and phone regarding important updates

School-Level Communication and Feedback Strategies

- School Site Council (SSC): School Site Councils, comprised of the principal, teachers and other classified staff, parents, community members, and students (at secondary schools only) meet monthly to support key decisions at school sites pertaining to the Single Plan for Student Achievement and categorical resources. LAUSD can disseminate information and seek feedback through this council.
- Family Engagement Action Team (FEAT): The PACE team will begin work this year to pilot FEATs, which are designed to be a team of school stakeholders, including parents, who are supported by parent educator coaches to implement school parent engagement plans. Priority and Focus schools will be prioritized in the roll-out of this new program.
- Additional Councils: Most schools have additional councils that represent a variety of stakeholders. Examples include, but are not limited to: Leadership Council, Expanded School-Based Management Model (ESBMM) or Pilot Councils, which oversee school governance. Some schools may also have a Student Council, Parent Teacher Student Association (PTSA) or Parent Teacher Organization (PTO), all additional groups that may be included the broad approach to consultation we envision for this work.

The District will generally utilize the above structures to support effective stakeholder consultation and engagement related to the Waiver, to build knowledge, gain input and receive recommendations. That said, each Principle within the Waiver will likely require unique stakeholder engagement.

Multiple instances of parent engagement and capacity building are cited in the plan above. Pages: 59, 65-70, 75, 83, 88-89, 93-95, 98, 100, 102, 108-110, 112-114, 128, 136, 137

Additional Mandatory Title I Descriptions

(continued)

<p><i>Coordination of Educational Services</i></p>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<ul style="list-style-type: none"> • At the district level, preschool children are provided high quality early childhood education programs addressing the social-emotional, physical, cognitive and language skills they need to be successful in k-12 and beyond. Teachers and administrators work together with parents to plan for a seamless transition from preschool to kindergarten which includes linking the California Preschool Curriculum Foundations to the Kindergarten Standards and developing positive relationships between parents and district programs • Teacher recruitment and training programs are in place to increase the number of high quality, highly qualified teachers in all preschool programs. • The LEA will continue to implement strategies to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. The following strategies will be incorporated: <ul style="list-style-type: none"> — Articulation between preschool programs and receiving Kindergarten programs will occur to ensure that all students receive equal access to the curriculum and all parents are informed of the district’s transitional options. — Meeting of the District Title I Focus Group, including stakeholder representatives of the administrative staff, certificated staff, Title I

	<p>parents, classified staff, central office staff, ESC staff, and community at large to receive recommendations on the programs.</p> <ul style="list-style-type: none">— LEA federal and state programs representatives will attend meetings of the Title I Study Group and the District English Learner Advisory Committee to share information and seek input.— Analysis of program effectiveness utilizing data from the State mandated Desired Results Developmental Profile.— Technical assistance to local district support staff, by Budget Services to ensure that programs comply with federal mandates regarding the allocation of funding to avoid supplanting the District core funding requirements.— Provisions of highly-qualify professional development to ensure that teachers, paraprofessionals, administrators, and other school stakeholders have the necessary skills to provide effective instruction to students participating in program such as:<ol style="list-style-type: none">1. Limited English Proficiency2. Special Education3. Migratory Children4. Neglected or Delinquent youth5. Native American (Indian) students served under Part A of Title VII6. Homeless children7. Immigrant children
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B