



INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

RESOLUTION IMPACT STATEMENT

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: 12/5/24

FROM: Frances Baez, PhD
Chief Academic Officer

**SUBJECT: READER TO LEADERS: ADVANCING LITERACY FOR EVERY CHILD IN
LOS ANGELES (RES 031-24/25)**

VERSION: 1

PRESENTED BY: [OBJ] Kelly Gonez

Date Noticed:	11/7/2024	Date Presented to Board for Action:	12/10/2024
----------------------	------------------	--	-------------------

- ☐ After reviewing the resolution mentioned above our office/division has determined that an impact statement is **NOT** applicable.
- ☒ After reviewing the resolution mentioned above our office/division is providing the following impact statement.

If you have any questions, please contact the following staff:

Name & Title: Maricela Sanchez, Executive Director, Elementary Instruction

Telephone: 213-760-5443 **Email:** Msanch27@lausd.net

RESOLUTION IMPACT

Please complete the sections applicable to your impact statement and **delete non-applicable areas.**

Type of Impact Statement:

☒ OPERATIONAL POLICY & STUDENT IMPACT

OPERATIONAL IMPACT:

The resolution specifies that the District will provide an annual progress report on student performance, based on Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessments across all student groups.

- The Division of Instruction will collaborate with the Office of Data and Accountability (ODA) to provide progress reports on student data for BOY, MOY, and EOY interim assessments.

- For the 24/25 school year, the EOY is optional for grades 3-8 and 11. For these grades the report will measure progress from BOY to MOY.

The resolution also requires the District to provide updates on the following:

- Implementation of evidence-based literacy instruction, including curriculum changes, staffing changes, percentage of teachers and principals receiving professional development on evidence-based literacy instruction, percentage of schools with a coach to support teachers, and percentage of schools using evidence-based literacy instruction;
 - These updates can be shared at a macro level through implementation of ELA adopted curriculum.
 - The District's MyPLN dashboard can be used to share data of teachers and principals receiving professional development on evidence-based literacy instruction. However, data cannot be captured at a micro level by individual school sites or individual teachers.
 - There isn't a current system to track the percentage of teachers using evidence-based literacy instruction, unless it's tracked by a school's implementation of the core ELA program by the principal. The Division of Instruction will work with Human Resources.
- Implementation of the Interventionist Program: Tutoring opportunities, participation rates, and effectiveness; Implementation of the 2017 resolution on Dyslexia;
 - These requested updates have no operational impact, as this information is currently being provided.
- Family engagement on literacy, including efforts to ensure families understand the data on their child's reading proficiency levels, build parent/caregiver knowledge on how children, including children with disabilities and multilingual learners, learn to read and how to support their children's literacy at home;
 - The Division of Instruction will collaborate with the Office of Student, Family and Community Engagement to provide these updates. Further information would be needed to determine operational policy impact.

The resolution also requires families to be active participants in their students' learning, and:

- (1) ensure families receive timely updates on their students' beginning-of-year, middle-of-year, and end-of-year data after each assessment period in an accessible and culturally/linguistically responsive way
 - The Parent Portal provides updates to student BOY, MOY, and EOY data after each assessment.
 - The Division of Instruction will work with the Office of Student, Family and Community Engagement to determine what further information is needed for parents. Further information would be needed to determine operational policy impact.
- (2) develop a family-friendly guide that shares information on how to support their students' language and literacy development at home and includes components of the literacy progress reports noted above in a manner that is accessible and digestible to parents in their home language.
 - Currently, the test scores report for each child provides family-friendly information. The Division of Instruction will work with Office of Student, Family and Community Engagement to determine what further information is needed for parents. Further

information would be needed to determine operational policy impact, as well as budget impact.

POLICY IMPACT:

There is no policy impact.

STUDENT IMPACT:

The additional support and resources to engage families as active participants in students' education can have a positive impact on student academic outcomes as research indicates strong family-school partnerships can contribute to increased graduation rates, and students with involved families are likely to experience higher grades and better test scores.

The section below applies to all impact statements.

Please indicate if the proposed actions above will be completed with current resources or if additional resources will be required, i.e., staff, funding, etc. (Please connect with Budget if funding will be impacted)

The proposed actions may be completed with current resources – however, should the resolution necessitate the development of additional tracking reports, parent portal enhancements, release of parent printed guides, etc., additional funds may be required, and policy(ies) may be impacted. Further information would be needed to determine any potential impact(s).