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SBA Insights:

From Data to Action - Driving
Growth and Accelerating
Success

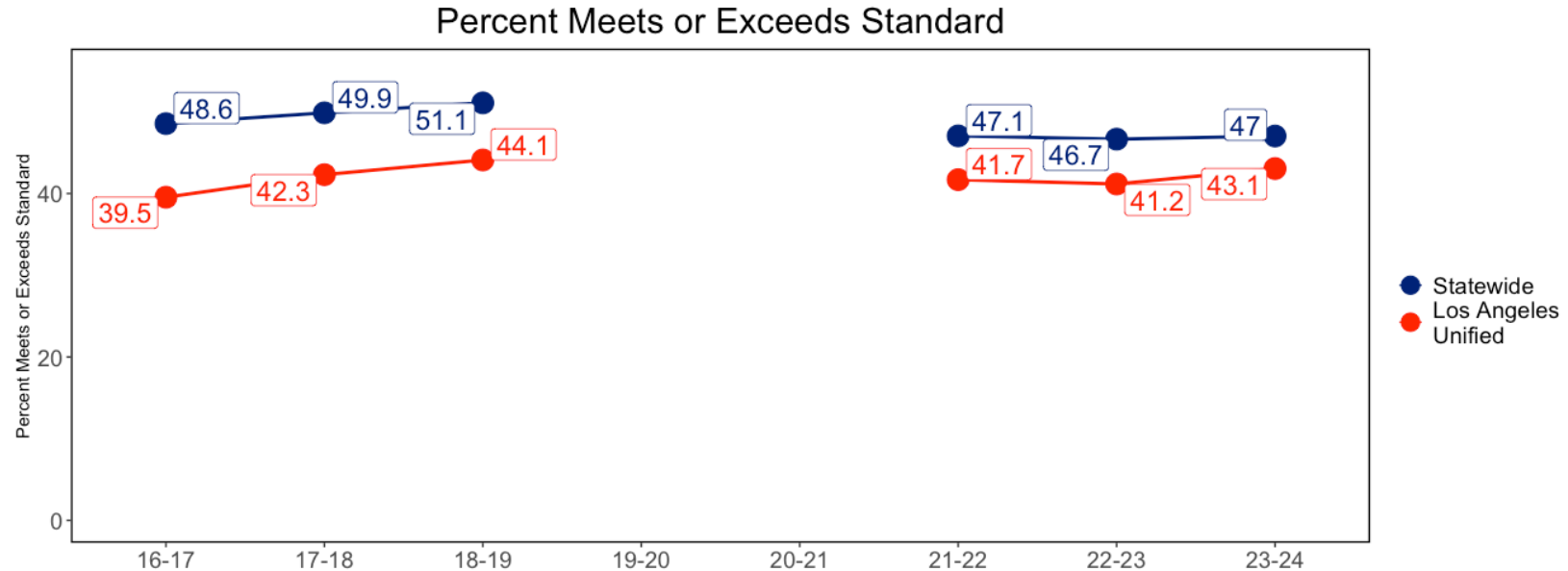


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SBA Results Across Grade Spans

LAUSD vs. Statewide ELA Achievement

All Grades



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 2940237) compared to all tested students in LAUSD (N = 208993). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

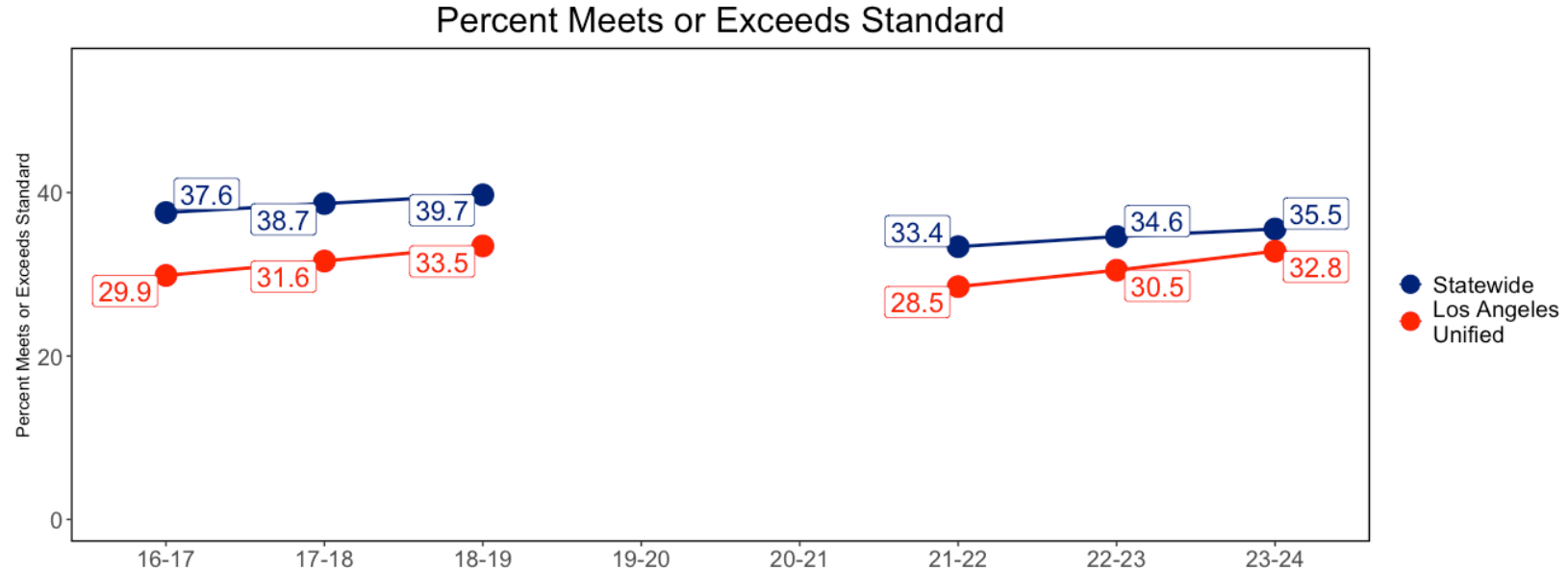
ELA Results Summary

	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
<i>Grade Level</i>	<i>2022- 23 Results</i>	<i>2023- 24 Results</i>	<i>Change Since 2022- 23</i>	<i>2022- 23 Results</i>	<i>2023- 24 Results</i>	<i>Change Since 2022- 23</i>
ALL GRADES	- 28.42	- 24.33	↑ 4.09	41.17%	43.06%	↑ 1.89
3	- 28.38	- 24.90	↑ 3.48	40.05%	41.21%	↑ 1.16
4	- 30.4	- 27.12	↑ 3.28	39.93%	41.34%	↑ 1.41
5	- 24.11	- 18.57	↑ 5.54	41.54%	44.17%	↑ 2.63
6	- 33.96	- 27.55	↑ 6.41	38.62%	41.55%	↑ 2.93
7	- 33.14	- 28.61	↑ 4.53	40.83%	42.71%	↑ 1.88
8	- 36.71	- 32.58	↑ 4.13	38.90%	41.20%	↑ 2.30
11	- 11.89	- 11.26	↑ 0.63	48.92%	49.55%	↑ 0.63

Data Source: CAASSPP student score file. Rounding may result in slight discrepancies in results across platforms.

LAUSD vs. Statewide Math Achievement

All Grades



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students in California (N = 2961543) compared to all tested students in LAUSD (N = 212131). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.







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Math Results Summary

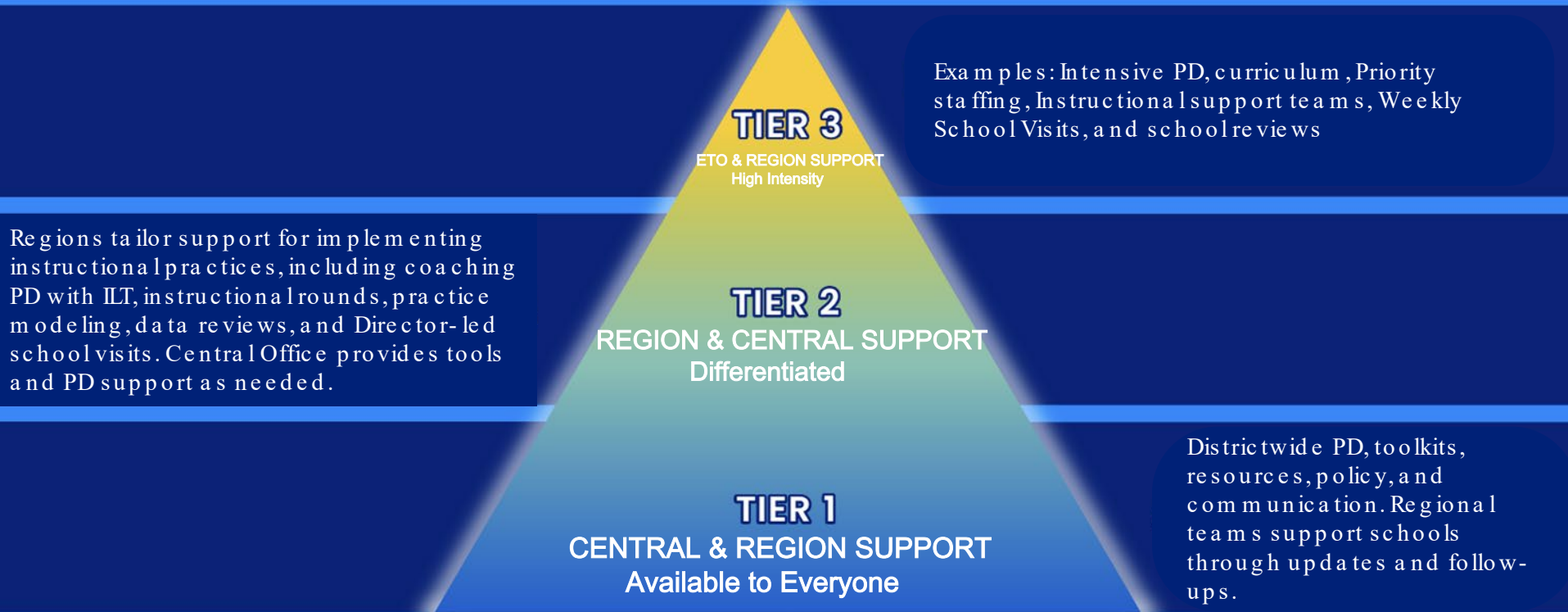
	Distance from Standard (DFS)			% Meeting or Exceeding Standard		
<i>Grade Level</i>	<i>2022 - 23 Results</i>	<i>2023 - 24 Results</i>	<i>Change Since 2022 - 23</i>	<i>2022 - 23 Results</i>	<i>2023 - 24 Results</i>	<i>Change Since 2022 - 23</i>
ALL GRADES	- 64.02	- 56.94	↑ 7.08	30.50%	32.83%	↑ 2.33
3	- 19.75	- 13.78	↑ 5.97	42.79%	45.43%	↑ 2.64
4	- 33.22	- 27.88	↑ 5.34	37.60%	39.16%	↑ 1.56
5	- 58.39	- 49.08	↑ 9.31	30.53%	33.75%	↑ 3.22
6	- 72.06	- 66.98	↑ 5.08	28.08%	30.09%	↑ 2.01
7	- 75.75	- 68.09	↑ 7.66	27.50%	30.07%	↑ 2.57
8	- 92.46	- 80.66	↑ 11.80	23.71%	27.14%	↑ 3.43
11	- 110.61	- 103.47	↑ 7.14	19.99%	21.42%	↑ 1.43

Data Source: CAASSPP student score file. Rounding may result in slight discrepancies in results across platforms.

K- 12: To what do we attribute the growth?

 Literacy <ul style="list-style-type: none"> • Science of Reading / writing professional development • Literacy Interventionists & small group instruction 	 Numeracy <ul style="list-style-type: none"> • Emphasis on number sense & problem solving • Numeracy Interventionists & small group instruction 	 Science <ul style="list-style-type: none"> • Emphasis on Science and Engineering Practices • Integrated curriculum & professional development
 Assessments Informing Instruction <ul style="list-style-type: none"> • i- Ready implementation & progress monitoring • Focused acceleration 	 Professional & Leadership Development (ILTs) <ul style="list-style-type: none"> • Curriculum coherence & leadership support • Professional development focus 	 Plan - Do - Study - Act Cycles <ul style="list-style-type: none"> • i- Ready PDSA instructional guidance • Tiered support tools

SCHOOL BASED SUPPORTS



Actions & Strategies

K - 2nd Grade ELA/Literacy

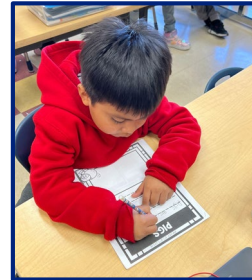
Reading

- Develop decoding skills
- Build academic vocabulary
- Apply comprehension strategies



Writing & Research

- Gradual release of responsibility
- Leveraging mentor texts & explicit writing instruction
- Differentiation & scaffolding



Speaking & Listening

- Use academic language in speaking and writing
- Engage in authentic peer - to - peer constructive conversations
- Listen and respond to read alouds



Actions & Strategies

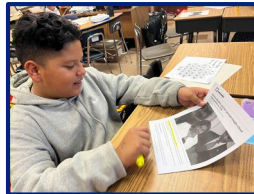
3rd - 5th Grade ELA/Literacy

Reading

- Close reading and annotation
- Language structures
- Background knowledge & vocabulary routines
- Small group differentiated instruction (decoding & comprehension)

Writing & Research

- Using exemplars & direct writing techniques



Speaking & Listening

- Engage in authentic peer - to - peer constructive conversations
- Oral rehearsal opportunities
- Structures for academic discourse
 - Sentence frames
 - Conversation starters

Actions & Strategies

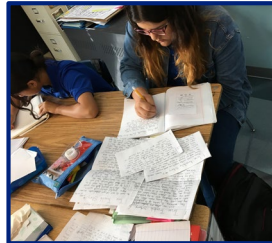
6th – 8th Grade ELA/Literacy

Reading

- Targeted tiered support & foundational skills
- Building background knowledge & academic vocabulary
- Annotation, note - taking, & media literacy

Writing & Research

- Claim Evidence Reasoning (CER)



Speaking & Listening

- Collaborative conversations
- Structures for academic discourse
 - Socratic seminar



Actions & Strategies

9th - 12th Grade ELA/Literacy

Reading

- Coherent K - 12 Strategies
- Culturally Relevant Curriculum
- New courses:
 - Foundational Literacy



Writing & Research

- New courses
 - AP Seminar / 10th Grade ELA
 - ERWC expanded to 11th grade
- Use of Tutor.com for feedback
- Focus of professional development: Writing Across the Curriculum

Speaking & Listening

- Tiered supports for English Learners:
 - ELPAC task type instruction



Actions & Strategies

K – 2nd Grade Math/Numeracy

Conceptual Understanding

- Use objects and visuals to represent math ideas
- Transition from concrete to abstract symbols
- Apply math through real - world tasks



Procedural Skill & Fluency

- Build procedural skills through hands - on activities
- Use visual models to deepen understanding
- Connect solutions through counting and guided questions

Communicating Reasoning

- Ask “how” and “why” questions
- Capture students’ thinking as they explain steps
- Encourage sharing of observations and reasoning

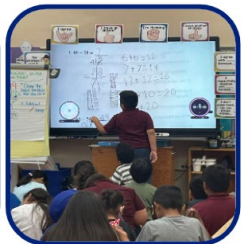


Actions & Strategies

3rd - 5th Grade Math/Numeracy

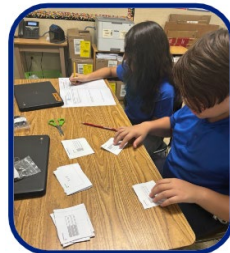
Conceptual Understanding

- Structured student - driven problem solving
- Conceptual models
- Culturally relevant and real - world application



Procedural Skill & Fluency

- Real - world problem solving
- Use of visual models
- Pattern recognition & structural analysis



Communicating Reasoning

- Construct and critique
- Connect solution pathways
- Justify and evaluate



Actions & Strategies

6th - 8th Grade Math/Numeracy

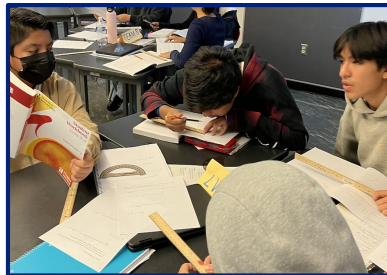
Concepts & Procedures

- High quality instructional materials and real - life application
- Multiple solution pathways & tiered support
- Utilization of digital tools & tutoring



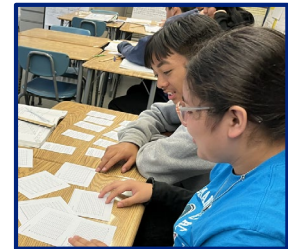
Problem Solving & Modeling with Math

- High quality instructional materials
- IM modeling prompts
- Smarter Balanced problem - solving tasks



Communicating Reasoning

- Claim Evidence Reasoning (CER) graphic organizer to support written explanations
- Math discourse – sentence starters
- Math Language Routines



Actions & Strategies

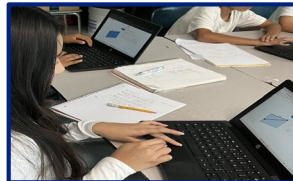
9th - 12th Grade Math/Numeracy

Concepts & Procedures

- Implement alternative scheduling to increase dedicated time for math instruction
- New courses A - G
 - Foundational Algebra 1
 - Foundational Geometry
 - Foundational Algebra 2

Problem Solving & Modeling with Math

- Single concept booster modules
- College and career readiness:
 - Fourth year of math recommended
 - Transition to college mathematics and statistics



Communicating Reasoning

- Math Language Routines:
 - Stronger and clearer

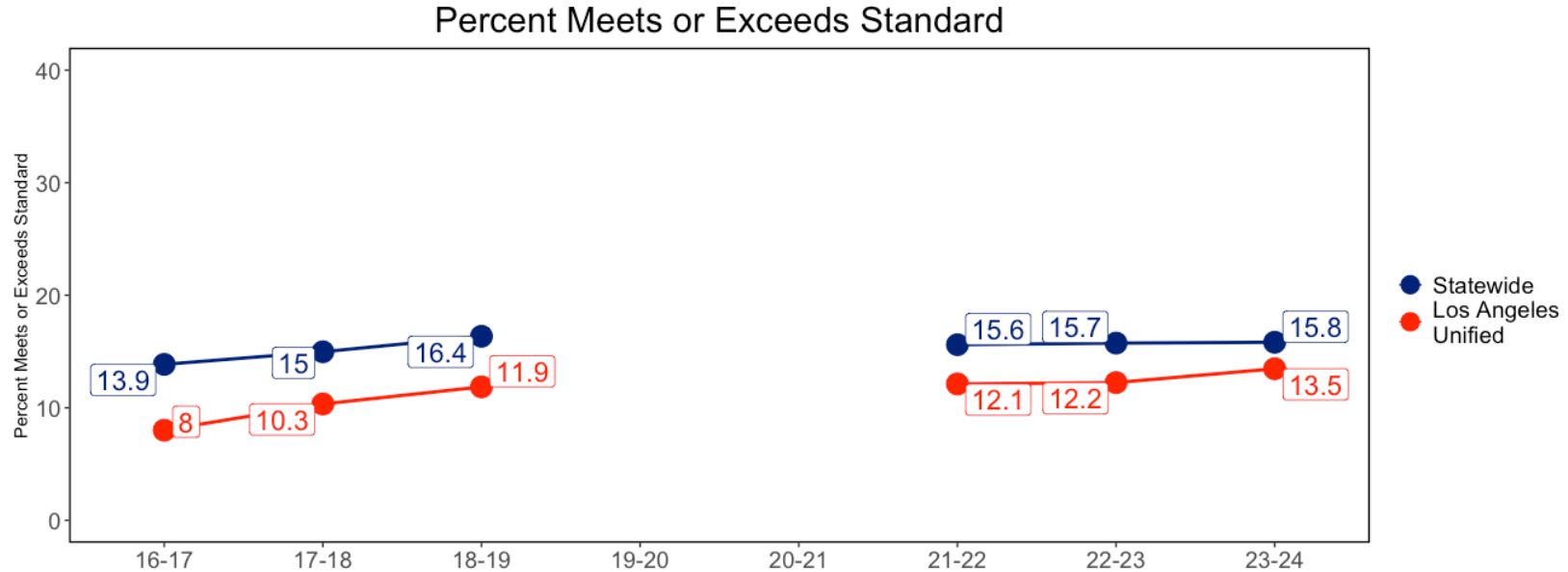




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Results Across Student Populations

Students with Disabilities – ELA

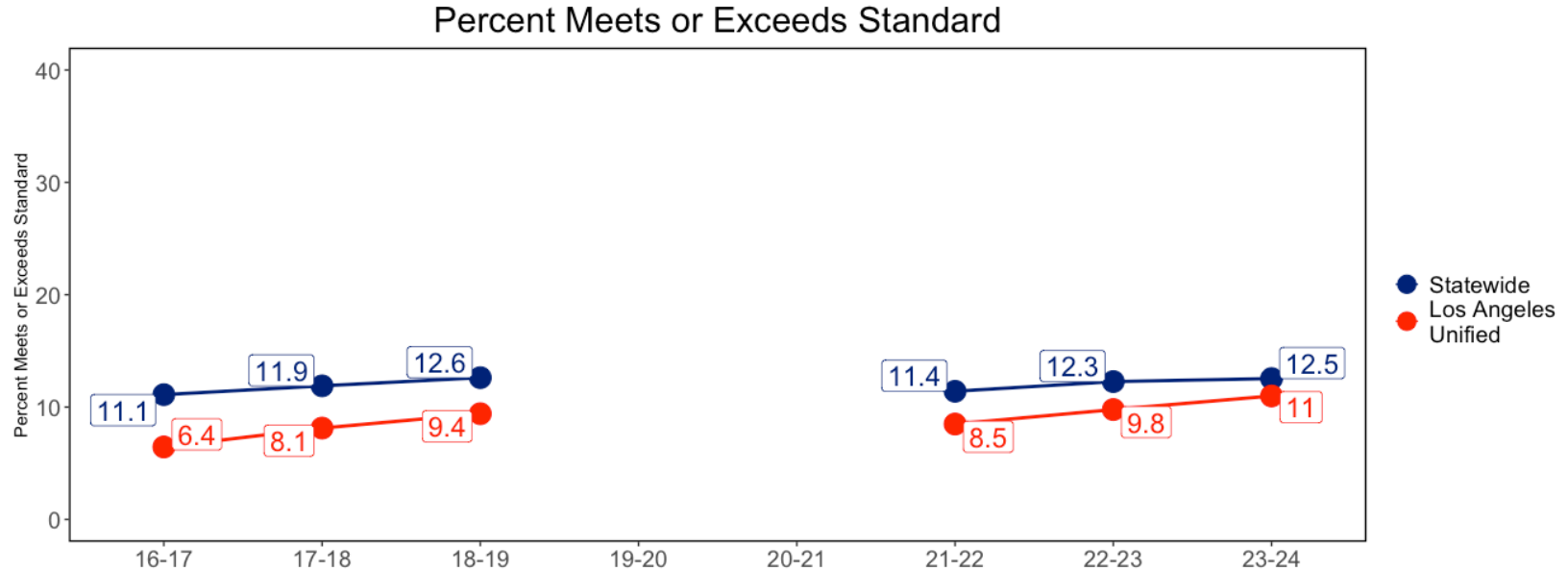


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students with disabilities in California (N = 375038) compared to all tested students with disabilities in LAUSD (N = 29500). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

Students with Disabilities – Math

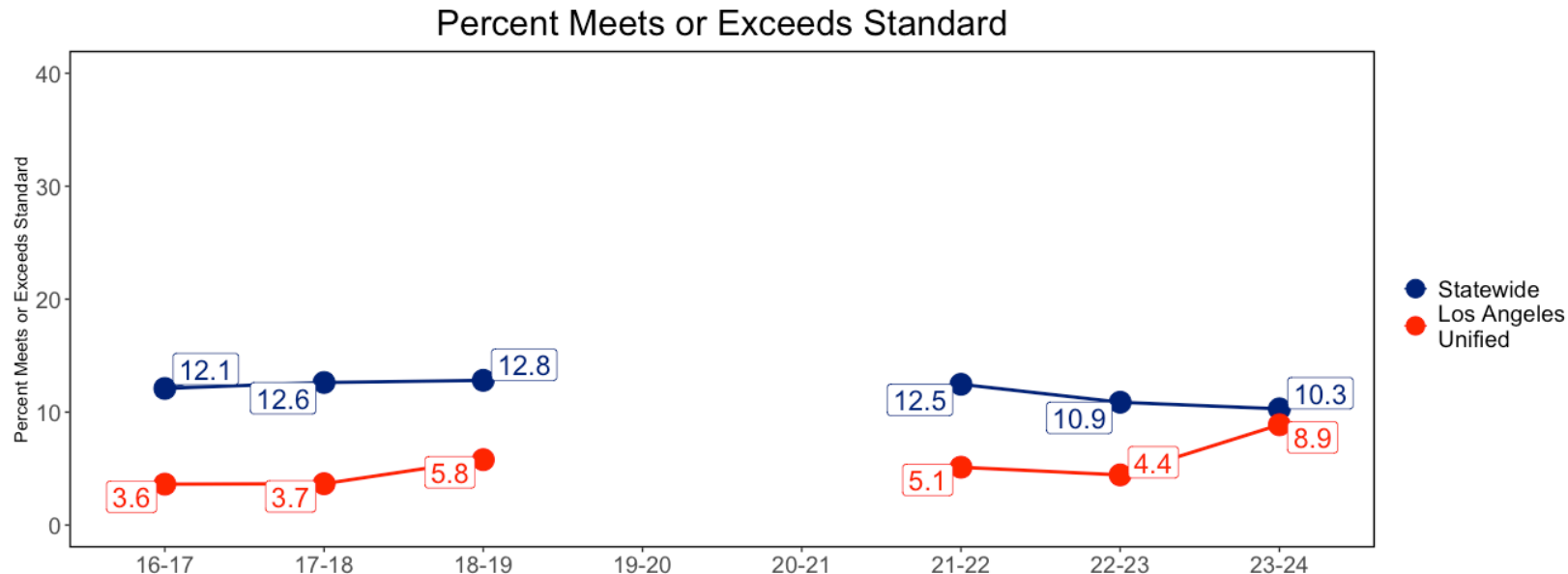


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested students with disabilities in California (N = 373712) compared to all tested students with disabilities in LAUSD (N = 29392). LAUSD totals include affiliated charters but not independent charters.

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English Learners – ELA

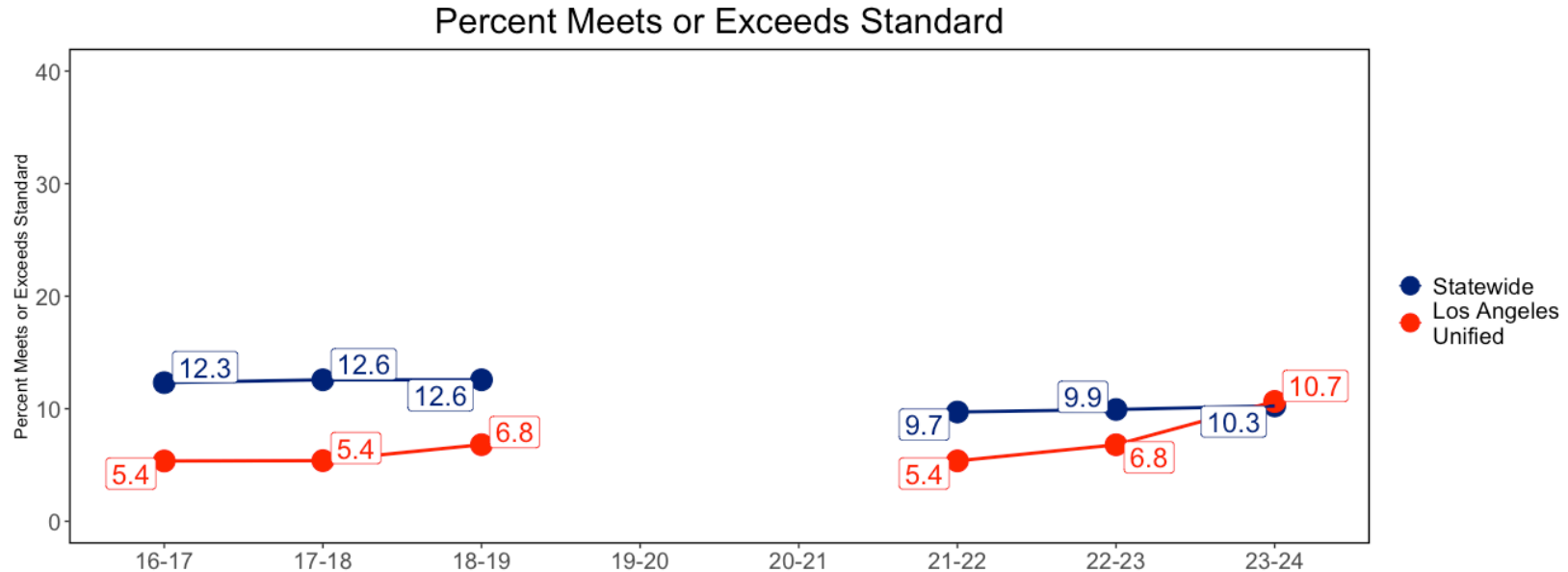


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 479762) compared to all tested English Learners in LAUSD (N = 33636). LAUSD totals include affiliated charters but not independent charters.

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English Learners – Math

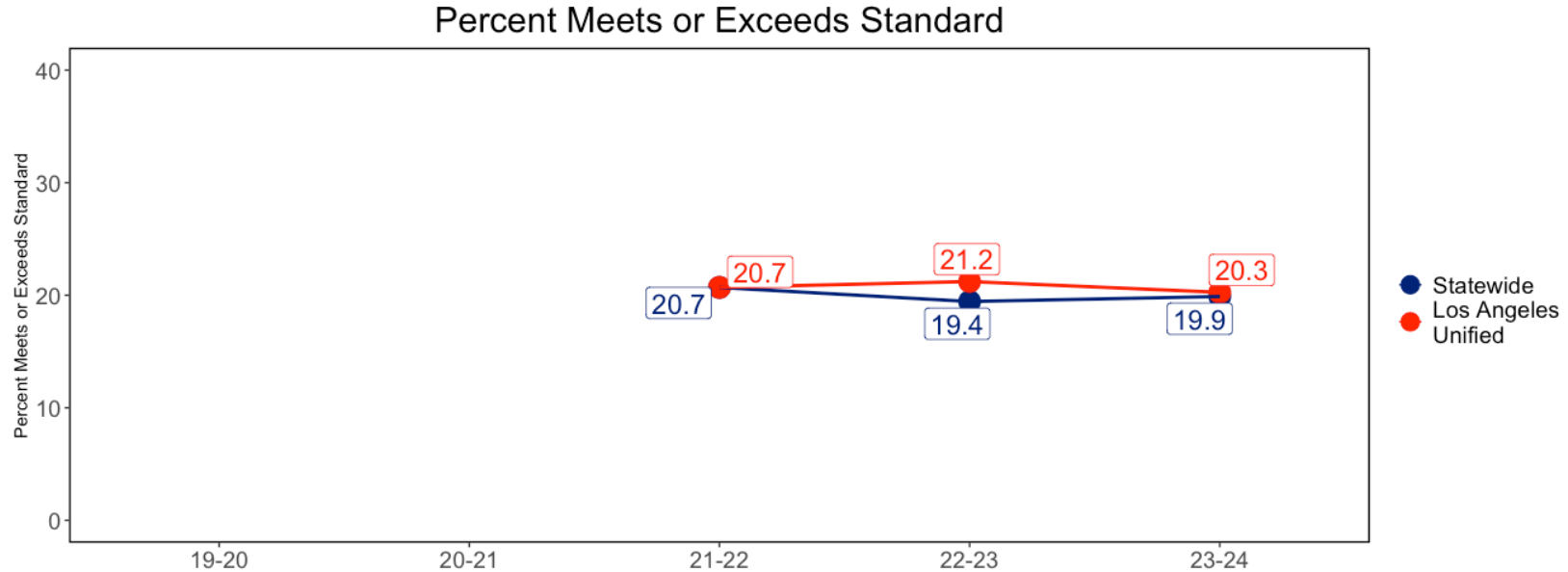


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested English Learners in California (N = 505948) compared to all tested English Learners in LAUSD (N = 37001). LAUSD totals include affiliated charters but not independent charters.

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Students in Foster Care – ELA

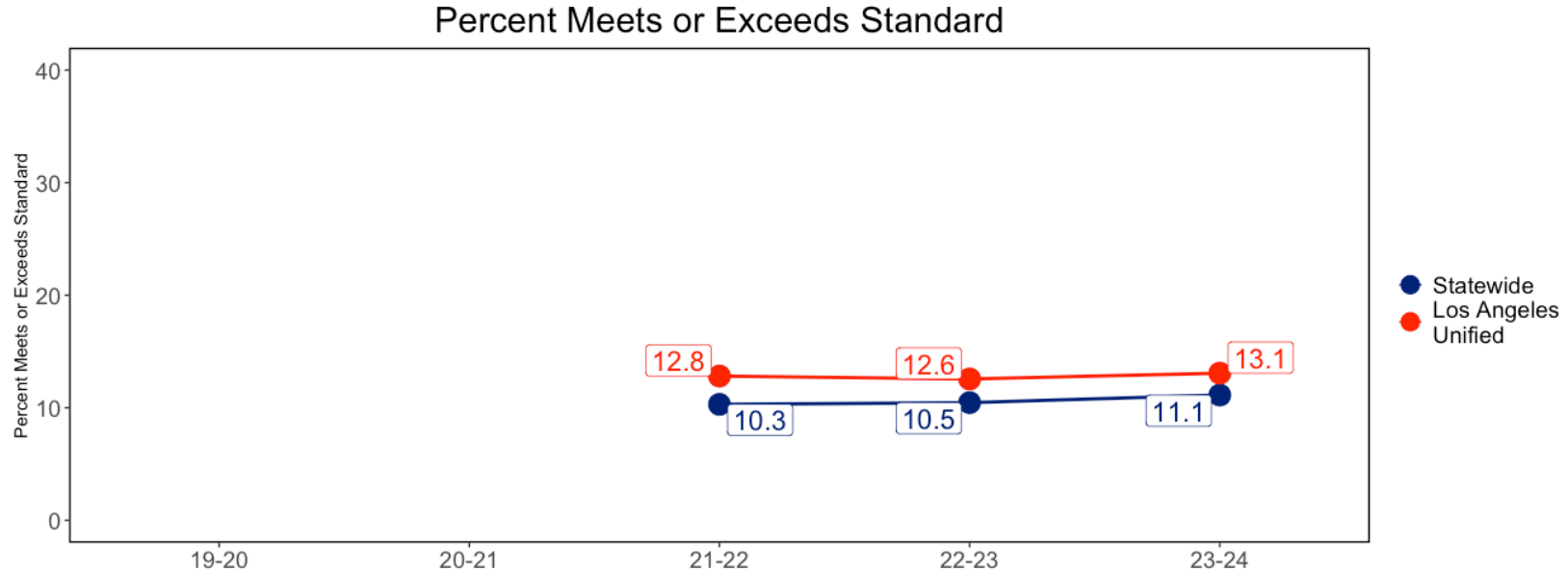


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 10028) compared to all tested Students in Foster Care in LAUSD (N = 844). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

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Students in Foster Care – Math

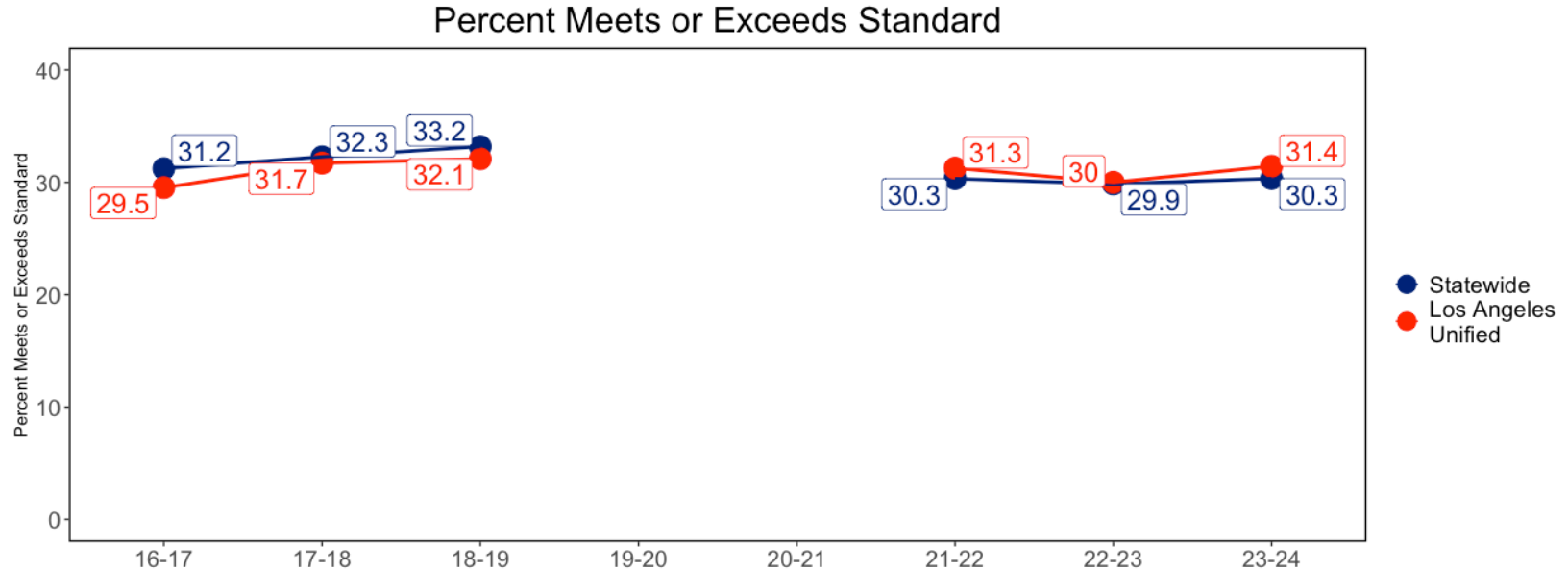


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Students in Foster Care in California (N = 9976) compared to all tested Students in Foster Care in LAUSD (N = 841). LAUSD totals include affiliated charters but not independent charters. Students in foster care is defined by CDE as youth in family maintenance, voluntary placement agreements, out-of-home welfare, or out-of home probation programs, along with non-minor dependents and tribal foster youth. Students are designated as foster if they meet one of these criteria on the date they were tested.

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Black Students – ELA

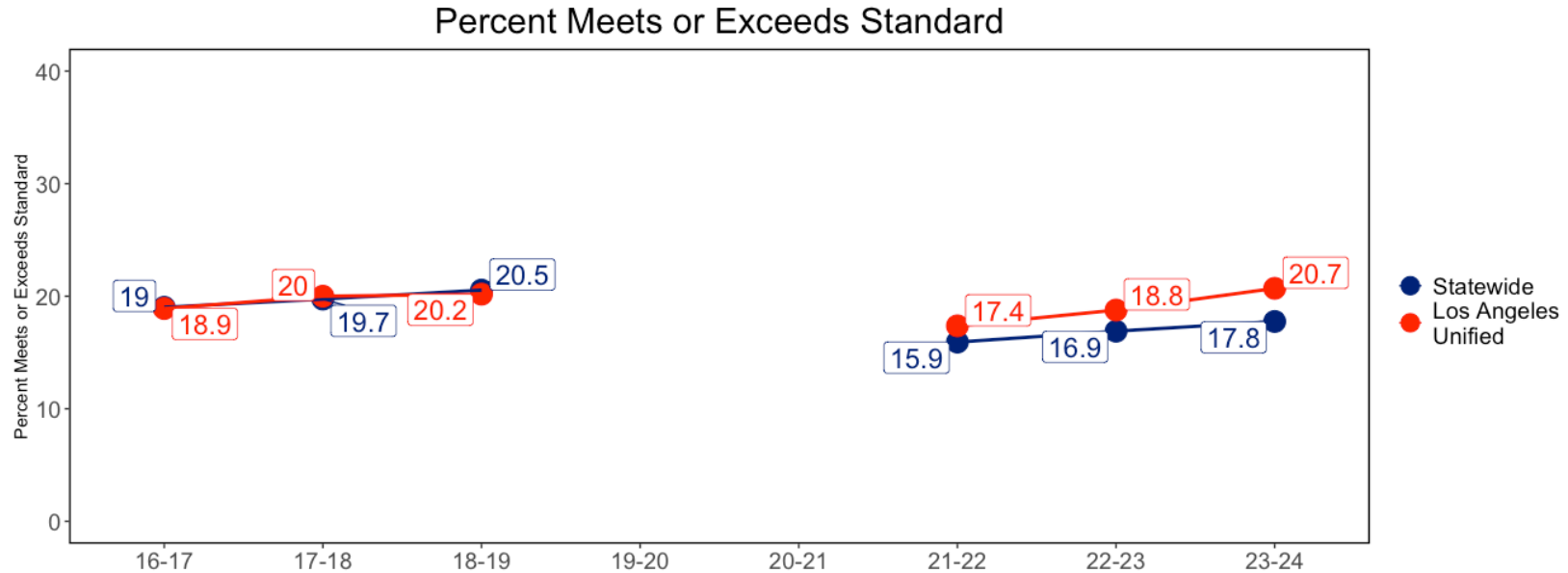


Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Black students in California (N = 144399) compared to all tested Black students in LAUSD (N = 15274). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

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Black Students – Math



Notes: No results reported for 19-20 and 20-21 school years because of disruption in testing due to COVID-19 pandemic. Data reflects all tested Black students in California (N = 144399) compared to all tested Black students in LAUSD (N = 15274). LAUSD totals include affiliated charters but not independent charters.

Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

<https://caaspp-elpac.ets.org/>

What We Are Doing About It

Students with Disabilities

ELA

- CKLA training for special education teachers
- ELA Summer PD: Writing Strategies for All Learners and Progress Monitoring
- UFLI Foundations and 95 Percent Group Phonics Lesson Library PD

Numeracy

- Training on Building Fact Fluency for special education teachers
- Promotion of the use of universal tools, designated supports and accommodations for state assessments
- Inclusive practices to bolster access to core curriculum

Actions and Strategies for Acceleration

Students with Disabilities

- Increase inclusive practices & opportunities for Students with Disabilities
- Tiered support for differentiated instruction
- Professional development & Special Education micro - credential



DIVISION OF SPECIAL EDUCATION

INSTRUCTIONAL PRIORITIES



DIVISION OF SPECIAL EDUCATION

INSTRUCTIONAL STRATEGIES

Rightful Presence

Ensure students with disabilities are educated to their best restitutive environment (LRE) to the maximum extent appropriate

High Ex

Ensure instru students on grade level at every

Differentiation

Continuous improvement cycles based on individualized needs

Instructional Strategies for Students with Disabilities


1. Good setting and monitoring
2. Accommodations (and/or) Modifications that are intentional
3. Productive struggle
4. Small Group Instruction

<https://www.lausd.org/Page/1>


Instructional Priorities for Students with Disabilities

1. Rightful Presence
2. High Expectations
3. Differentiation

<https://www.lausd.org/Page/16729>



Classroom Look Fors



Classroom Look Fors

Classroom Look Fors: Core Curriculum

Classroom Look Fors: Alternate Curriculum

Good Setting and Monitoring

- 1. Curricular and frequency for students with disabilities
- 2. Individualized instruction
- 3. Student progress monitoring
- 4. Student progress monitoring
- 5. Student progress monitoring
- 6. Student progress monitoring
- 7. Student progress monitoring
- 8. Student progress monitoring
- 9. Student progress monitoring
- 10. Student progress monitoring

Accommodations (and/or) Modifications with Intention

- 1. Individualized instruction
- 2. Individualized instruction
- 3. Individualized instruction
- 4. Individualized instruction
- 5. Individualized instruction
- 6. Individualized instruction
- 7. Individualized instruction
- 8. Individualized instruction
- 9. Individualized instruction
- 10. Individualized instruction

Productive Struggle

- 1. Student progress monitoring
- 2. Student progress monitoring
- 3. Student progress monitoring
- 4. Student progress monitoring
- 5. Student progress monitoring
- 6. Student progress monitoring
- 7. Student progress monitoring
- 8. Student progress monitoring
- 9. Student progress monitoring
- 10. Student progress monitoring

Small Group Instruction

- 1. Student progress monitoring
- 2. Student progress monitoring
- 3. Student progress monitoring
- 4. Student progress monitoring
- 5. Student progress monitoring
- 6. Student progress monitoring
- 7. Student progress monitoring
- 8. Student progress monitoring
- 9. Student progress monitoring
- 10. Student progress monitoring

Active Struggle

- 1. Student progress monitoring
- 2. Student progress monitoring
- 3. Student progress monitoring
- 4. Student progress monitoring
- 5. Student progress monitoring
- 6. Student progress monitoring
- 7. Student progress monitoring
- 8. Student progress monitoring
- 9. Student progress monitoring
- 10. Student progress monitoring

Small Group Instruction

- 1. Student progress monitoring
- 2. Student progress monitoring
- 3. Student progress monitoring
- 4. Student progress monitoring
- 5. Student progress monitoring
- 6. Student progress monitoring
- 7. Student progress monitoring
- 8. Student progress monitoring
- 9. Student progress monitoring
- 10. Student progress monitoring

What We Are Doing About It

English Learners

ELA

- Maximizing academic discourse
- Strengthening receptive and expressive skills
- Targeted language support through MMALC

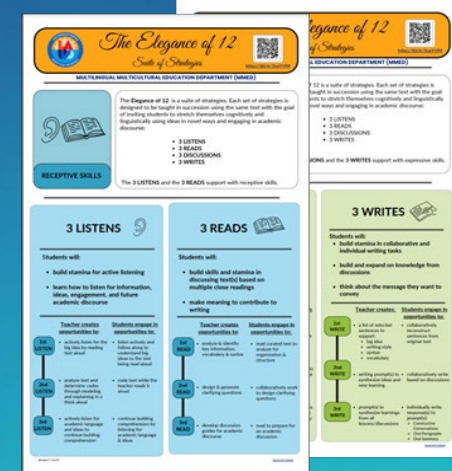
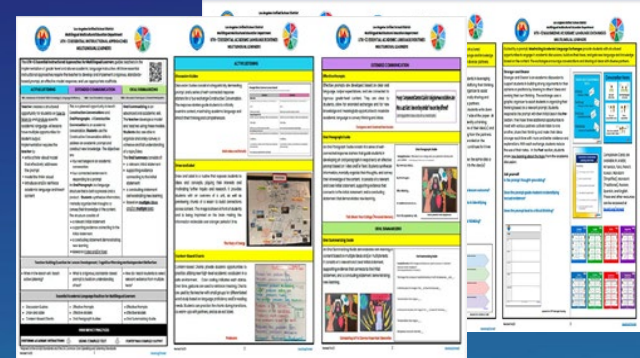
Numeracy

- Maximizing academic discourse in math
- Targeted instruction through i-Ready & Comprehensive ELD
- Professional development & math protocols

Actions and Strategies for Acceleration

English Learners

- Regular monitoring of English Learner progress
- Data - driven instruction through PDSA cycles
- Individual reclassification acceleration plans



What We Are Doing About It

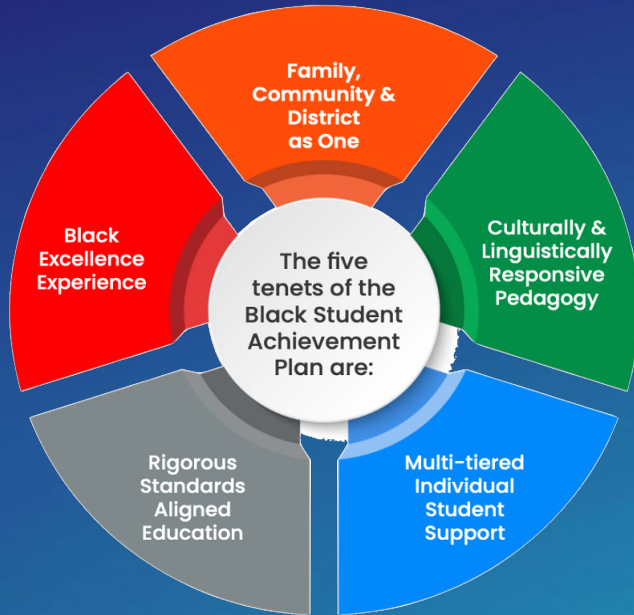
Students in Foster Care

ELA and Numeracy

- Case worker to hold individual progress monitoring meetings:
 - Individual progress monitoring
 - Remove barriers & enhance access
 - Enrichment & extracurricular opportunities
 - Ensure that each student has a device and provide them with digital tools to make up missed lessons and close achievement gaps

What We Are Doing About It

Black Students



Family, Community, & District as One

Black Family Reunions (Every Region)
Black Family Committees (17 BSAP Schools)
Quarterly Black Family Townhall Meetings (Every Region)

CLRP & Rigorous Standards - Aligned Education

Ongoing District - wide Professional Development
Increasing Access to Advanced Placement
AP African American Studies (39 Sections)

Multi - Tiered Student Support

Small - Group Math Intervention
School - based Wraparound Supports (131 Schools)
Community - based Partnerships (Mentorship & Enrichment)

Black Excellence Experience

STEAM Experiences
College Tours (e.g., Local and Historically Black Colleges & Universities)
Gifted and Talented Identification

Actions & Strategies for Acceleration Black Students

BSAP Priority Schools

Impact Reviews (i.e., School Reviews)

- Ensuring teachers' use of District-adopted curriculum & standards-aligned Culturally Responsive Pedagogy

In-School Interventions

- ELA & Math Interventionist small group pull-out
- StudySmart tutors deployment (math) & trained resident substitutes (foundational literacy)

All BSAP Schools

BSAP K-12 Coordinators

- Support to Group 1 & 2 Schools
- Provide professional development at schools
- Data monitoring

BSAP Region Academic Coordinators

- Support all Region schools
- Support Culturally Responsive Pedagogy within Region
- STEAM enrichment opportunities



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Questions