



LAUSD
UNIFIED

Opening of Schools 2023–2024 School Year

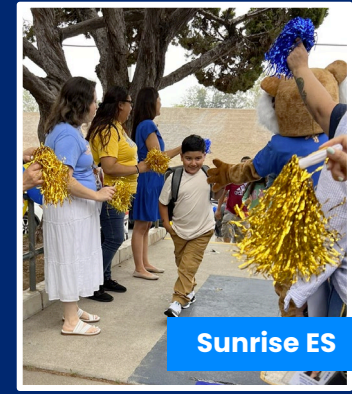
Board of Education Meeting
August 22, 2023

2023-2024 First Day of School



Welcome #BacktoSchool

Warm and welcoming environments, school site admins, staff, and classroom teachers prepared to greet students and begin the teaching and learning.



Successful Opening Of Schools



93% Average attendance rate



97.2% Teacher fill rate and just 11 vacancies



15,163 UTK students



1,360 Bus routes covered



More than 2.3 Million Meals Served



669 Staff deployed



6,610 Students received their devices

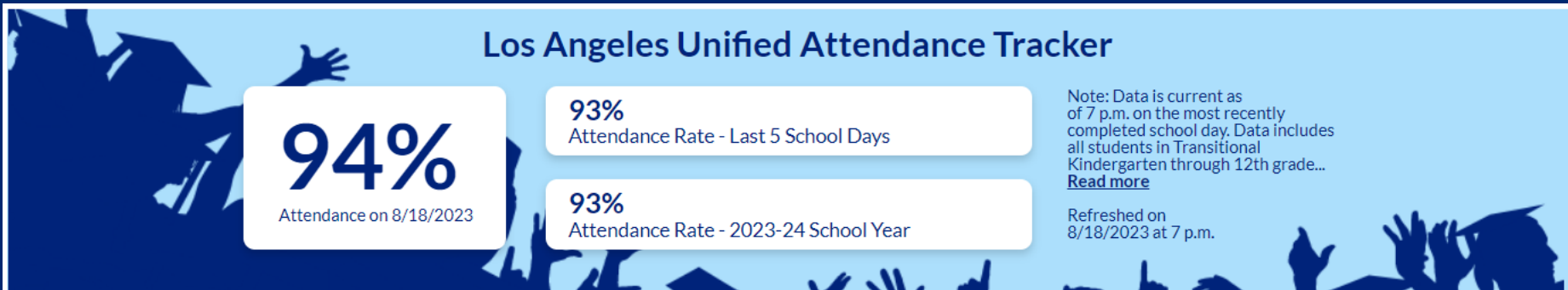


969 Portable HVAC units deployed



4,446 Calls to helpdesk
Wait time 1 min 26 sec

Launch of Live Attendance Tracker



Note: Data is current as of 7 p.m. on the most recently completed school day. Attendance rates are calculated as the total count of students in attendance for one or more periods, divided by the total number of students enrolled. Data includes all students in Transitional Kindergarten (TK) through 12th grade, with the exception of students enrolled in virtual academies, City of Angels independent studies, home & hospital programs, early education centers and state pre-schools. TK counts also include Early Transitional Kindergarten (ETK) students at traditional elementary sites, but not ETK students at early education centers or state pre-schools.

All attendance rates are considered preliminary and are subject to adjustments due to changes in student enrollment and class assignments.

Attendance – Highlights

Table 1. Preliminary Attendance 2023–24, by Grade Span

	Monday, August 14 (as of 3:30pm 8/14)	Tuesday, August 15 (as of 3pm 8/15)	Wednesday, August 16 (as of 3pm 8/16)	Thursday, August 17 (as of 3pm 8/17)	Friday, August 18 (as of 3pm 8/18)
Expanded TK and TK*	88%	91%	93%	94%	91%
Grades K–5	90%	93%	95%	96%	94%
Grades 6–8	88%	92%	94%	94%	94%
Grades 9–12	90%	95%	94%	94%	93%
District Average	90%	93%	94%	95%	94%

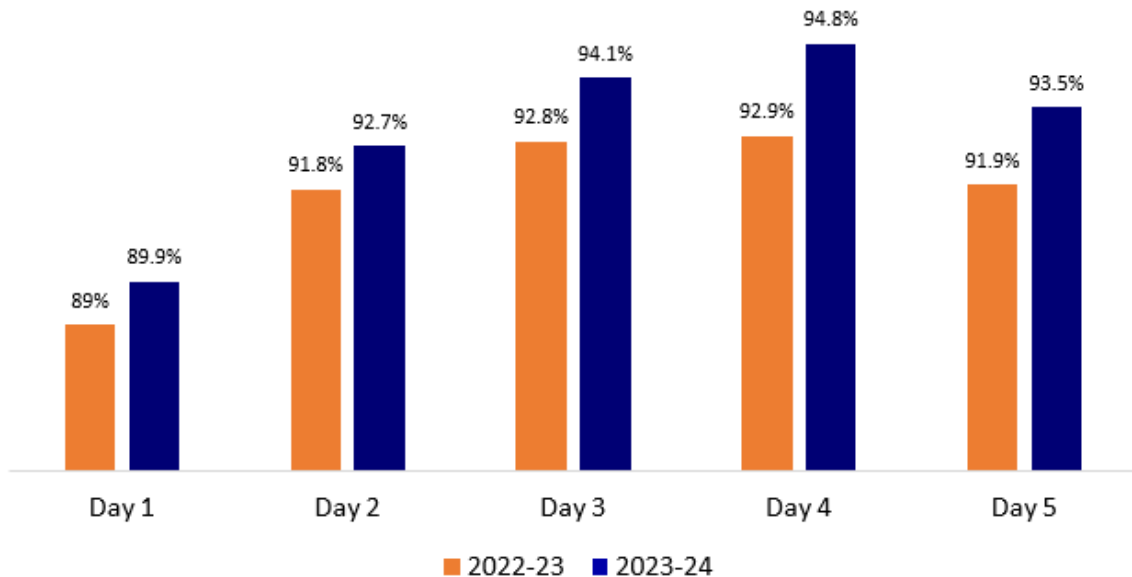
*ETK/TK attendance here only reflects students at elementary school site and does NOT include ETK/TK students at early education centers.

Source: MiSiS Ad-Hoc Reporting. Date: August 18, 2023. Notes: Tables 1 and 2 includes all students in Transitional Kindergarten (TK) through 12th grade, with the exception of students enrolled in virtual academies, City of Angels independent studies, home & hospital programs, early education centers and state pre-schools. TK counts also include Early Transitional Kindergarten (ETK) students at traditional elementary sites, but not ETK students at early education centers or state pre-schools.

All attendance rates are considered preliminary and are subject to adjustments due to changes in student enrollment and class assignments.

Attendance – Highlights

District-Wide Daily Cumulative Attendance Rate Comparison



The District has averaged a higher cumulative attendance rate when compared to the first 5 school days from 2022-23

Note: Graph includes all students in Transitional Kindergarten (TK) through 12th grade, with the exception of students enrolled in virtual academies, City of Angels independent studies, home & hospital programs, early education centers and state pre-schools. TK counts also include Early Transitional Kindergarten (ETK) students at traditional elementary sites, but not ETK students at early education centers or state pre-schools.

First Week of School Preparations



School Operations

Convened meetings of Divisions/Departments in month leading up to opening, in which teams identified:

- Key deliverables
- Timelines
- Resources still needed

Provided principals with critical resources, including:

- Opening communications to parents, students, and staff
- Best practices for preparing campus for opening
- Relevant bulletins/district policies for review with stakeholders
- 669 deployed staff to support a smooth opening

Attendance – Preparations

- LAUSD rolled out the iAttend 2.0 plan which is a district-wide effort aimed to promote coherency and a shared responsibility to improve student attendance and ultimately prepare our students to be 'Ready for the World'
- This initiative provides schools with a roadmap to enact a multi-tiered system of support aimed to remove barriers to student attendance.
- iAttend 2.0 calls for the implementation of 7 elements to improve student attendance



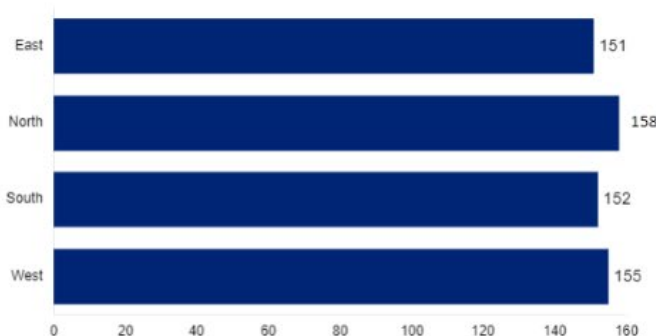
Attendance – Preparations

- Targeted home visits were made to chronically absent students from 2022-23 prior to the start of school year to:
 - welcome them to the 2023-24 school year
 - increase student-school connectedness
 - provided resources
- Schools that were not selected for home visits, engaged in phone banking efforts
- The graph depicts the number of total home visits and those that resulted in contact with students and families by Region

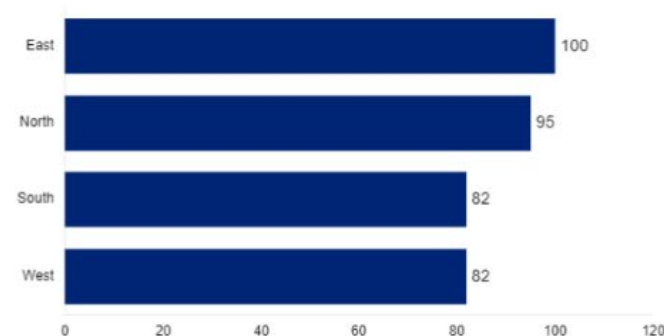


iAttend 2.0 Student Outreach Days August 10th and 11th, 2023

Total Number of Home Visits by Region



Total Number of Home Visits with Contact by Region



School Safety Initiatives / Incidents

Over the past year, LA Unified has collaborated with the City of Los Angeles and the Mayor's Office to improve pedestrian safety around our schools. Improvements include the following initiatives that slow down school zone traffic:

- At 45 schools - Additional School Slow Zones using 576 signs
- At 10 schools - "Quick-build" safe street improvement to improve roadway safety (uses low-cost, short-term materials like paint and plastic bollards)
- At 28 schools - 78 individual speed humps



We will continue to collaborate with the City to ensure safe conditions around for our schools

HVAC Preparedness and Readiness

- All K-12 school sites surveyed and tested to ensure HVAC systems were operational and ready for students and staff
- HVAC repairs elevated to urgent status; Maximized all available resources
 - District crews worked overtime
 - Local contractors executed work when District resources were fully engaged
- Secured cooling/ventilation equipment for deployment as needed to school sites
 - 2,800+ portable air conditioning units
 - 1,150+ box fans
 - 1,650+ high-efficiency air cleaning devices



Cafeteria Kitchen Cooling Relief

- \$30 million Districtwide Program at 682 schools
- Commercial Grade A/C
- 361 Schools Complete, Equivalent to More than 50% of the Program



Van Nuys Middle School



Fulton College Preparatory School

Deep Cleaning of Schools

- All classrooms, offices, restrooms and other campus spaces used by students and staff were deep cleaned over summer recess.
 - Removing and wiping down furniture
 - Scrubbing and re-coating floors
 - Vacuuming carpeted areas
 - Washing walls and fixtures
- Schools with extensive summer programs received day-to-day cleaning during summer session with deep cleaning completed toward the end of summer school.



Transportation

- 3 Dry Run days -- Confirming routes, corrections, contact with families, checking equipment
- 23 Electric School Buses (ESB) on route
- 44,383 planned riders
- All hands-on deck
 - Supervisors, trainers covering routes
 - Managers at school loading zones



Food Services

- Collaborated with Culinary Institute of America to train trainers and develop new recipes.
- Trainers and Supervisors will train all managers and Food Services staff on basic kitchen skills and techniques to incorporate scratch cooked meals on menus.
- Held in-person annual training for managers and employees.
- Hosted a food tasting event for students with Phil Rosenthal that received extensive and positive media coverage.
- Worked with PC to staff schools and have an active sub-pool to support schools.



Technology Readiness

Preparations began in early summer:

- IT Support Technicians visited school sites to ensure all devices were updated and working properly.
 - Families can go to [Device.lausd.net](https://device.lausd.net) if students need a device or internet
- ITS staff tested and validated all business and instructional applications to ensure proper function and performance (e.g., *MiSiS, Schoology, Parent Portal/Mobile App, Welligent, SAP, Transportation*)
- IT networks proactively monitored at 100% of schools to ensure communications services available



Staffing

Classified School-Based Positions

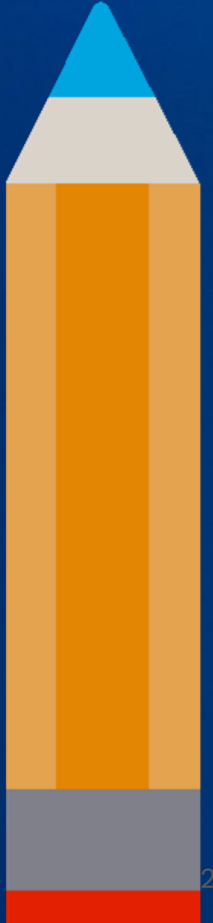
- 93% Overall Fill Rate
- 95% Fill Rate for SENI – High and Highest Schools
- Opened new Employment Office in Region South
- Over 1,500 Candidates from Summer Recruitment Efforts
- 89.1% School Climate Advocate Fill Rate

Certificated Classroom Teacher Positions

- 99.9% Overall Fill Rate
- 99.9% Fill Rate for SENI – High and Highest Schools
- 1,308 teachers hired (as of 8/15/23)
- Launched Cohort 3 of the hiring/retention stipend



Preparing Principals for Day 1





LAUSD
UNIFIED

PRINCIPALS' LEADERSHIP INSTITUTE

IMAGINE | BELIEVE | ACHIEVE

JULY 26-28, 2023
EAST LA COLLEGE – MONTEREY PARK, CA



Principals' Leadership Institute

**175
sessions**

Instruction, Operations,
Data, Community
Engagement, Finance,
and more

**225
presenters**

Central office, Region
leads, school principals,
and other content
experts

**~1,500
attendees**

School principals,
Region teams, Central
office teams, and
assistant principals

PLI Sessions → Principals' Meetings

Assessment

Attendance

**Black Student
Achievement Plan**

Budget & Finance

**Coaching &
Feedback**



**Data Driven
Instruction**

Every School Safe

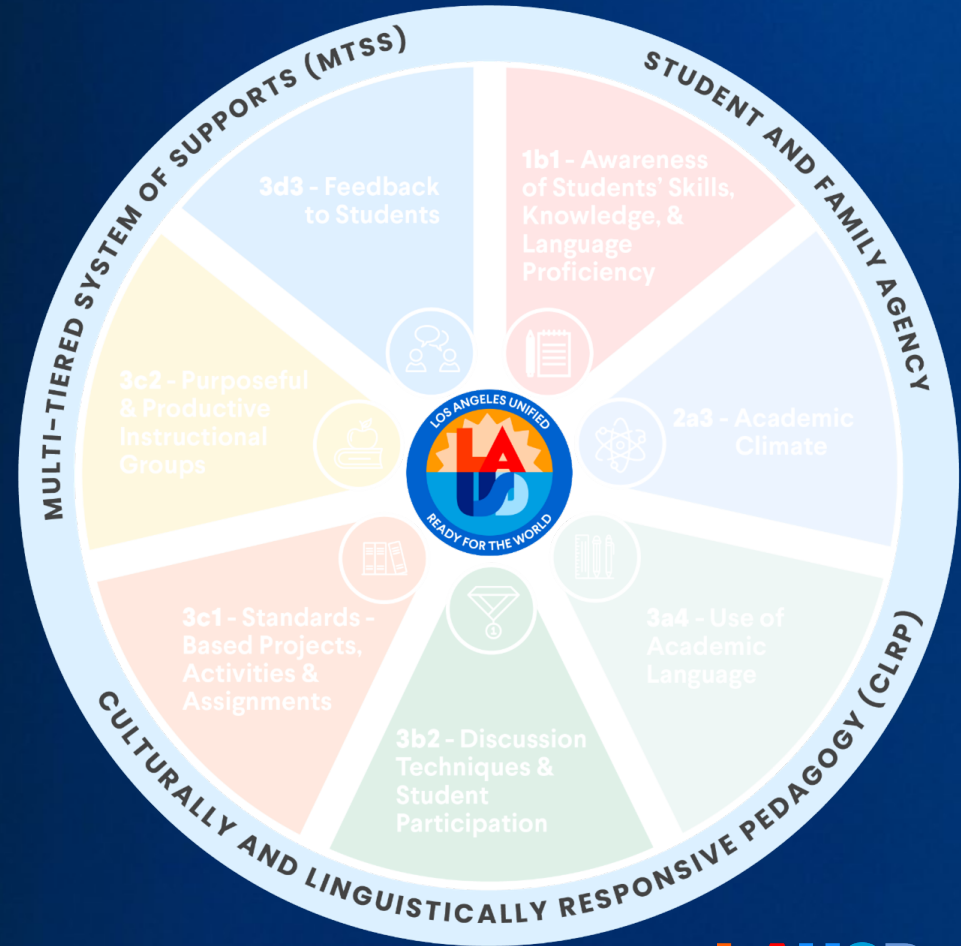
**Least Restrictive
Environment**

PDSA Cycles

**Tiered Fidelity
Inventory (SWPBIS)**

Teaching and Learning Framework

Focus Elements



High-Quality Instructional Framework

Informal Observation on Tuesday, May 30
Teacher: LD Cansel, Test

Teaching and Learning Framework Elements

2a3 - Academic Climate (2a3)

☐ Element Look-Fors

- ☐ ~Students freely share ideas & opinions
- ☐ ~Students are willing to take risks in learning
- ☐ ~Student mistakes are "teachable moments"
- ☐ ~No evidence for Academic Climate "Look-Fors" observed

Evidence for Academic Climate

2c1: Management of Routines, Procedures, and Transitions Skills

☐ Demonstrate

- ☐ Manage materials and resources effectively
- ☐ Engage students in the learning process
- ☐ Respond to the needs of individual students

Guidelines for Management of Routines, Procedures, and Transitions

Informal Classroom Observations



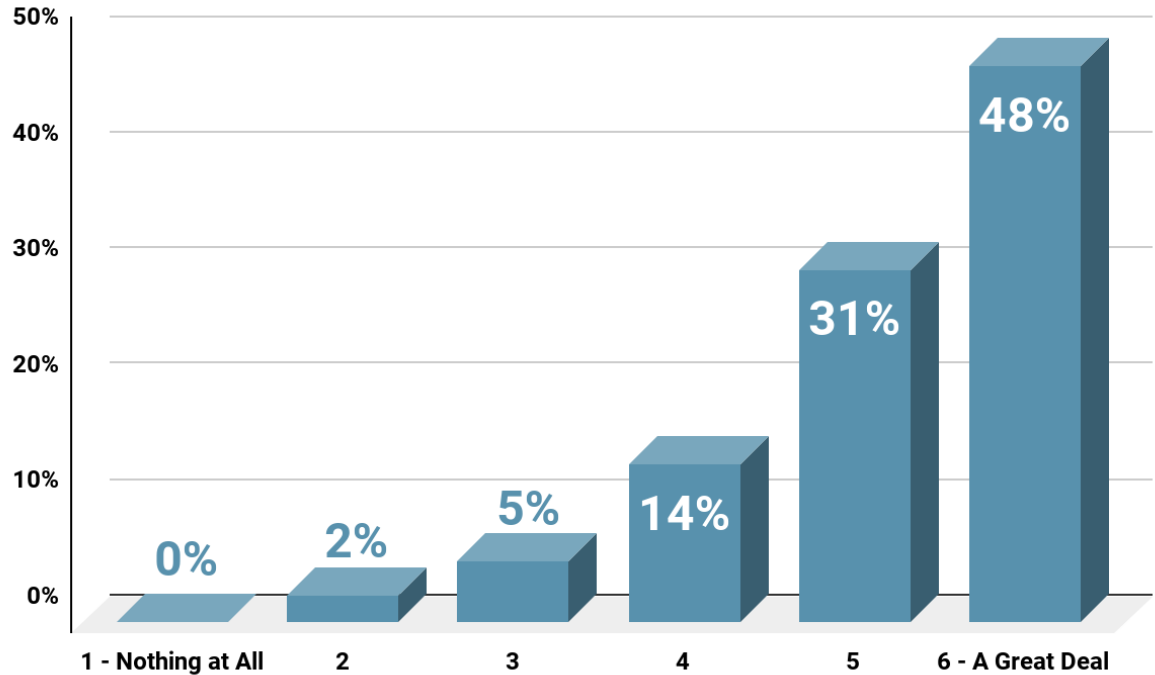
PDSA Cycles

Safe, Healthy, Welcoming, and Affirming Schools



PLI 2023: Participant Survey

How **applicable to your job** is the content presented during these sessions?

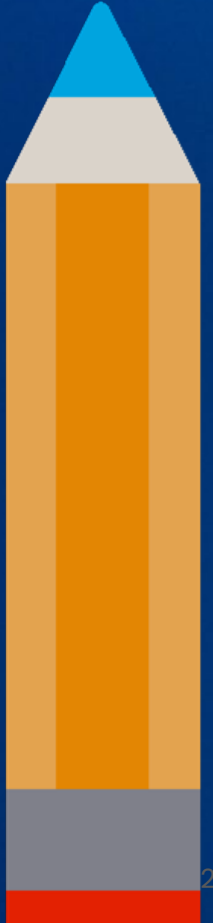


PLI 2023: Takeaways & Comments



- ✓ Coherence
- ✓ Wealth of resources & tools shared
- ✓ Previews vs. workshops
- ✓ Small group sessions ➤ whole group

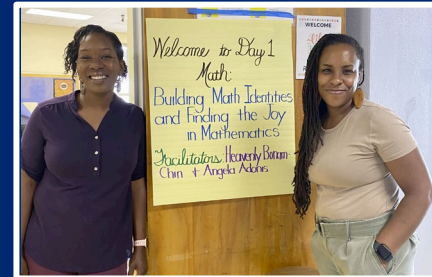
Preparing Teachers for Day 1



Summer Professional Development for Teachers



August 7-10, 2023




Professional learning experiences across the District that provided teachers with the tools and strategies to support students.

Summer Professional Development for Teachers


- Literacy (Science of Reading and Science of Writing)
- Numeracy
- Arts
- Social Studies
- Science
- Physical Education
- Health
- School Librarians
- Counseling Coordinators
- Special Education (Alternate Curriculum)

Instructional "Look Fors"



"Look Fors"

Summer Institute 2023



Content Area: English Language Arts-Writing

Look Fors- Observable Evidence Seen with Student Moves

- ❑ Process writing (e.g., thinking, planning, writing, revising)
- ❑ Students engaged in a variety of writing tasks
- ❑ Opportunities for content learning and writing
- ❑ Writing in different content areas
- ❑ Opportunities for students to collaborate in writing tasks and throughout the writing phases
- ❑ Peer conferencing
- ❑ Use mentor texts for emulation and reference


Look Fors- Observable Evidence Seen with Teacher Moves

- ❑ Explicit and systematic writing instruction of elements and skills for the grade level
- ❑ Modeling of skills and strategies using mentor texts
- ❑ Provide procedural scaffolds
- ❑ Opportunities for collaboration throughout the writing phases
- ❑ Conferencing
- ❑ Provide actionable feedback
- ❑ Use writing analysis to identify, determine, and plan additional targeted instruction in writing

Look Fors- Observable Evidence in the Room Environment


- ❑ Visual Aids
 - ❑ Anchor charts
 - ❑ Posters
 - ❑ Graphic organizers
 - ❑ Vocabulary lists
 - ❑ Sentence frames
 - ❑ Discussion protocols
 - ❑ Other visual aids visible for student reference
- ❑ Student work displayed with feedback
- ❑ Genre/task specific rubrics
- ❑ Writing tools (checklists, writing materials, folders/journals)
- ❑ Book Mentor sets

Elementary ELA



"Look Fors"

Summer Institute 2023



Content Area: Secondary English Language Arts

Look Fors- Observable Evidence Seen with Student Moves

Critical Media Literacy

- Incorporation of the CML Framework of conceptual understanding and questions
- Inquiry-based writing prompts or discussions, i.e. finding credible news
- Media analysis and promotion of nuanced perspectives, i.e. corroboration
- Fostering a holistic understanding and adoption of thinking about and questioning media and society, i.e. biases

Small Group Instruction & Station Rotation Model

- Collaborative groups
- Shared output of learning
- Engagement in various roles and duties that promote high engagement and learning
- Structured station activities
 - Literature circles
 - Collaborative assignments on Schoology
 - Independent learning using digital platforms, i.e. Canvas LEdiscuss


Look Fors- Observable Evidence Seen with Teacher Moves

- Frontloading the Critical Media Literacy Framework, conceptual understanding and questions the framework
- Evidence of media message analysis through memes, billboards, commercials, etc.
- Layering Critical Media Literacy within existing learning objectives, i.e. publishing for real-world audiences
- Multimedia resources: Teachers integrate a variety of multimedia resources such as news articles, documentaries, videos, and online platforms to engage students in critical media analysis.
- Socratic discussions: Teachers facilitate Socratic discussions where students actively participate in analyzing media texts, discussing the impact of media on society, and sharing their perspectives. They encourage critical thinking, evidence-based arguments, and respectful dialogue among students.
- Lesson & activities are tied to a theoretical foundation such as Cattlin Tucker, Harvey Daniels, or Thomas Gunkley
- Reflection and self-assessment: Teachers incorporate opportunities for students to reflect on their media consumption habits, biases, and media literacy growth. They provide self-assessment tools or reflective journals for students to document their learning progress and set personal goals for improvement.
- Authentic assessments: Teachers design assessments that evaluate students' critical media literacy skills. This may include analyzing and critiquing media advertisements, identifying propaganda techniques, or creating multimedia presentations that debunk media myths.
- Integration across disciplines: Teachers collaborate across subject areas to integrate critical media literacy into various curricular areas. They incorporate media analysis and small group instruction techniques in subjects like English, social sciences, health, and technology classes.
- Flexible and differentiated learning, i.e. small group instruction, station rotation:
 - Grouping by strategy or skill tied to daily, weekly, or monthly learning target
 - Grouping by expertise or interest tied to the learning objective
 - Grouping by pre-assessment data tied to the learning target

Look Fors- Observable Evidence in the Classroom Environment


- Anchor chart with the CML conceptual understanding and questions framework.
- Anchor chart with clear examples explaining audience and purpose of media and texts.
- Sentence starters posted or available for download to promote academic conversations.
- Student work posted that is focused on making media and synthesizing audience and purpose.
- Posting of menus of station activities available for students to follow.
- Furniture set-up to foster and cultivate collaboration, i.e. pods of desks, tables, flexible seating.

Secondary ELA



P12 Math "Look Fors"

Summer Professional Development 2023



Content Area: Mathematics

Look Fors- Evidence Seen with Student Moves

- ❑ Communicate learning goal for the day (TLF 1d1, 3a4)
- ❑ Provided choices in how they gain information and how they demonstrate understanding (i.e. verbal, written, drawing, physical demonstration, technology) (TLF 2a3, 3d2)
- ❑ Explain their ideas and reasoning in small groups and with the entire class (TLF 2a3, 3a4, 3c2)
- ❑ Listen to the reasoning of others (TLF 2a3)
- ❑ Ask questions of others to make sense of their own ideas (TLF 2a3)

Look Fors- Evidence Seen with Teacher Moves

- ❑ Positions students as authors of ideas and honors student responses (TLF 2a3, 3b2, 3d3)
- ❑ Presents information using multiple modalities (i.e. read alouds, digital resources, audio, video, pictures, charts, demonstration, written, manipulatives, etc.) (TLF 2a3, 3b2)
- ❑ Engages students in explaining their math reasoning in small group and classroom situations (TLF 2a3, 3a4, 3b1, 3b2, 3c2, 3d3)
- ❑ Facilitates discussion amongst students that support making sense of a variety of strategies and approaches (TLF 2a3, 3a4, 3b1, 3b2)
- ❑ Scaffolds classroom discussions so that connections between representations and math ideas take place (TLF 2a3, 3a4, 3b1, 3b2, 3c3)

Look Fors- Evidence in the Room Environment

- ❑ Student work posted/displayed includes various strategies and pathways (TLF 1d1, 2a3, 3c1)
- ❑ Standards-aligned learning objective written in student friendly language (TLF 1a2, 1d1, 3a4, 3c1)
- ❑ Cognitively engaging, standards-aligned task that offers multiple entry points. Task selected promotes reasoning and problem solving (TLF 1a2, 1d1, 2a3, 3c1)

UTK-12 Math

Thought Exchange Feedback

How do you plan to apply your learnings from the summer PD sessions, and what will be the biggest impact on your work with students?



A word cloud of responses to the survey question. The words are arranged in a circular pattern, with larger words indicating higher frequency. The words include: sessions, resources, iready, math, writing, strategies, better, literacy, instruction, teaching, plan, critical, engaging, rotations, data, lessons, self, work, group, apply, practice, small, media, implement, reading, collaboration, learning, prepare, station, important, assessment, information, classroom, time, good, help, summer, new, and day. The words are in various colors and sizes, with 'instruction', 'plan', 'critical', 'engaging', 'lessons', 'self', 'work', 'group', 'collaboration', 'important', and 'implement' being the most prominent.

Thought Exchange Feedback cont.

The professional development these last few days was very productive in the sense that I learned a lot and collaborated with my colleagues.

The most important learning I've had will be critical media literacy and how to teach our students.

😊 Positive

👥 Middle

★★★★☆ 4.4

Ranked #1 of 780



I think that integrating social and emotional learning (SEL) into a high school physical education class can be highly beneficial for all students.

Establish a positive and inclusive classroom environment: Create a safe and supportive space where students feel respected and valued.

😊 Positive

👥 Secondary

★★★★☆ 4.2

Ranked #93 of 780



I plan to prioritize the idea that my students are doers and knowers of Math and offer them extensive opportunities to reach their potential

As 6th graders become more and more convinced that they are powerful knowers and doers of Math, they will continue to build a positive math identity

😊 Positive

👥 Middle

★★★★☆ 4.2

Ranked #40 of 780



I got a better understanding of the simple view of reading. Language comprehension and word recognition must come together for reading comprehension.

It's important because comprehension skills are crucial in all aspects of a students academic career.

😐 Neutral

👥 Elementary

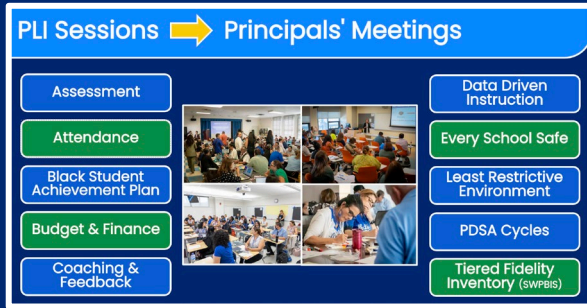
★★★★☆ 4.3

Ranked #31 of 780



What's Next – Leveraging Coherence

Common Focus



Principals

Relevant meeting topics & layered support



Teachers

PD Care packages,
Banked Time Tuesdays support, &
Collaboration time

Opening Instructional Focus Areas: Literacy and Numeracy

Dr. Frances Baez



Literacy and Numeracy Direction Based on Evidence Based Practices

- California Department of Education Standards and Frameworks
- Achieve the Core
- Evidence Based Practices
- LAUSD Strategic Plan
- Graduate Student Profile

Literacy Strategy

By the end of **fifth grade**, all Los Angeles Unified students will be able to:

READING

Apply requisite decoding skills to read grade level texts (both narrative and informational) independently and with proficiency in order to gain meaning and engage in text-based collaborative conversations, referring to text as evidence.



WRITING & RESEARCH

Produce writing for a range of purposes and audiences (e.g., share information, tell stories and express opinions supported by evidence) using the writing process and research.



SPEAKING & LISTENING

Apply language conventions and build academic vocabulary to communicate effectively in speaking and writing.



By the end of **eighth grade**, all Los Angeles Unified students will be able to:

READING

Engage with a variety of texts across genres, cultures, perspectives, and topics for various purposes (i.e., literary analysis, gathering information and/or supporting evidence, etc.), including learning about new ideas and oneself and building independent reading capacity.



WRITING & RESEARCH

Produce writing for specific purposes and audiences (e.g., share information, present arguments, and develop narratives) utilizing evidence that supports central ideas and/or themes and use appropriate language conventions and vocabulary (i.e., academic language).



SPEAKING & LISTENING

Participate as speakers and/or as listeners in specific contexts (i.e., discussions, presentations, etc.) understanding audience, purpose, and task and applying appropriate language conventions and vocabulary (i.e., academic language).



By the end of **twelfth grade**, all Los Angeles Unified students will be able to:

READING

Engage with a variety of texts across genres, cultures, perspectives, and topics for a multitude of purposes (i.e., literary analysis, gathering information and/or supporting evidence, etc.) including learning about new ideas and oneself and immersing oneself in the pleasure of reading.



WRITING & RESEARCH

Produce writing for a range of purposes and audiences (e.g., share information, present arguments, and develop narratives) utilizing evidence that supports and expands central ideas and/or themes and using appropriate language conventions and vocabulary (i.e., academic language).



SPEAKING & LISTENING

Actively participate as speakers and/or as listeners in various contexts (i.e., discussions, presentations, etc.) paying attention to audience, purpose, and task and applying appropriate language conventions and vocabulary (i.e., academic language).



English Language Arts Learning Progressions

Print Concepts

Key Ideas and Details

**Text Types and
Purposes**

Comprehension and Collaboration

**Conventions of Standard
English**

Reading, Writing, Listening & Speaking and Language Standards

English Language Arts Learning Progressions



Elementary: English Language Arts Curriculum and Intervention

TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Strategies
- On Demand Homework Help



Additional Programs and Tools

- 95% Group Lessons Libraries & Chip Kits
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Amplify Intervention
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Constructive Conversations
- Equipped for Reading Success
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring

TIER 3 Small Group

TIER 2 Small Group

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Strategies
- On Demand Homework Help
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Amplify Intervention
- Equipped for Reading Success
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring



Even More Programs and Tools

- Locally Designed
- High-Dose In-person / Virtual Tutoring
- Intensive Diagnostic Educational Centers (IDEC) Lab
- Interventionist Support

DURATION, FREQUENCY, AND INTENSITY INCREASES

Grades 6–12: English Language Arts Curriculum and Intervention

TIER 1

- StudySync
- SpringBoard
- MyPerspectives
- On Demand Homework Help
- Smarter Tools for Teachers
- Evidence Based Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- StudySync
- SpringBoard
- MyPerspectives
- On Demand Homework Help
- Smarter Tools for Teachers
- Evidence Based Strategies
- On Demand Homework Help



Additional Programs and Tools

- Read 180
- Achieve 3000
- Digital Tools
- Academic Course Extension
- Locally Designed
- High-Dose In-Person / Virtual Tutoring
- Literacy Interventionist Model
- Smarter Tools for Teachers

TIER 3 Small Group

TIER 2 Small Group

- StudySync
 - SpringBoard
 - MyPerspectives
 - On Demand Homework Help
 - Smarter Tools for Teachers
 - Evidence Based Strategies
 - On Demand Homework Help
- +
- Additional Programs and Tools
- Read 180
 - Achieve 3000
 - Digital Tools
 - Academic Course Extension
 - Locally Designed
 - High-Dose In-Person / Virtual Tutoring
 - Literacy Interventionist Model
 - Smarter Tools for Teachers



Even More Programs and Tools

- **Corrective Reading**
- **Achieve 3000**
- **Locally Designed**
- **Literacy Interventionist Model**
- **High-Dose In-person / Virtual Tutoring**

DURATION, FREQUENCY, AND INTENSITY INCREASES

Numeracy Strategy

Math Content Standard Progressions K–12

Coherence: Think Across Grade Levels

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Numbers & Operations in Base Ten						Ratios & Proportional Relationships		Number & Quantity	
			Number & Operations - Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

Elementary: Math Curriculum and Intervention

TIER 1

- Great Minds / Eureka
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- Great Minds / Eureka
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help



Additional Programs and Tools

- Building Fact Fluency
- Cognitively Guided Instruction
- US Math Recovery Early Numeracy
- Digital Math Programs
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring

TIER 3 Small Group

TIER 2 Small Group

- Great Minds / Eureka
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help

+ Additional Programs and Tools



Even More Programs and Tools

- Locally Designed
- High-Dose In-person / Virtual Tutoring
- Interventionist Support

DURATION, FREQUENCY, AND INTENSITY INCREASES

Grades 6–12: Math Curriculum and Intervention

TIER 1

- CPM
- Big Ideas
- Springboard
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- CPM
- Big Ideas
- Springboard
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help



**Additional
Programs
and Tools**

- Building Fact Fluency
- Cognitively Guided Instruction
- US Math Recovery Early Numeracy
- Digital Math Programs
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring

TIER 3 Small Group

TIER 2 Small Group

- CPM
 - Big Ideas
 - Springboard
 - Illustrative Mathematics
 - Evidence Based Strategies
 - On Demand Homework Help
- Additional
Programs
and Tools**
- Building Fact Fluency
 - Cognitively Guided Instruction
 - US Math Recovery Early Numeracy
 - Digital Math Programs
 - Interventionist Support
 - Locally Designed
 - High-Dose In-person / Virtual Tutoring



**Even More
Programs
and Tools**

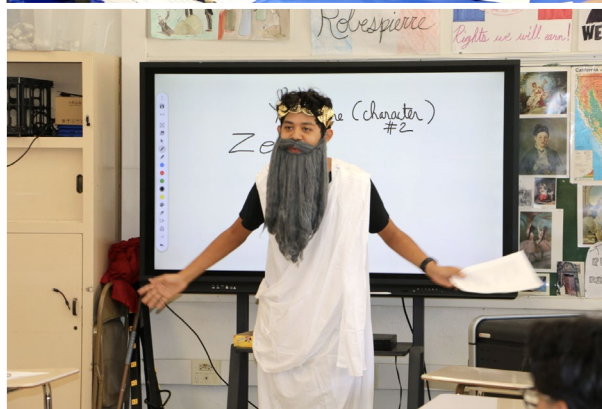
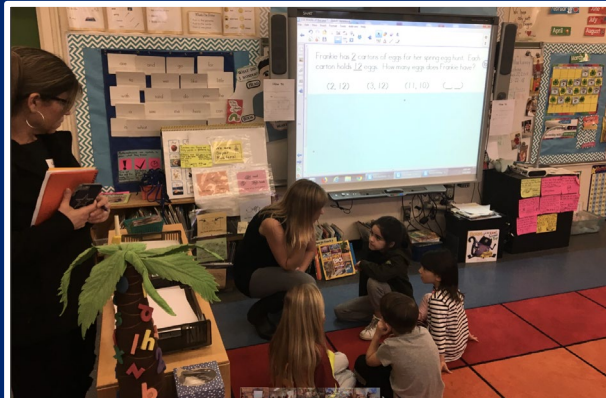
- Locally Designed
- High-Dose In-person / Virtual Tutoring
- Interventionist Support

FREQUENCY AND INTENSITY INCREASES

New California Math Framework

- ✓ Structures that promote **"Big Ideas"**
- ✓ Connection to the **real world**
- ✓ Expert teaching focused on **deep understanding** of concepts:
 - personalized learning
 - strategic grouping
 - advanced courses
- ✓ Strategies to promote achievement for students who have been **underrepresented in STEM fields**

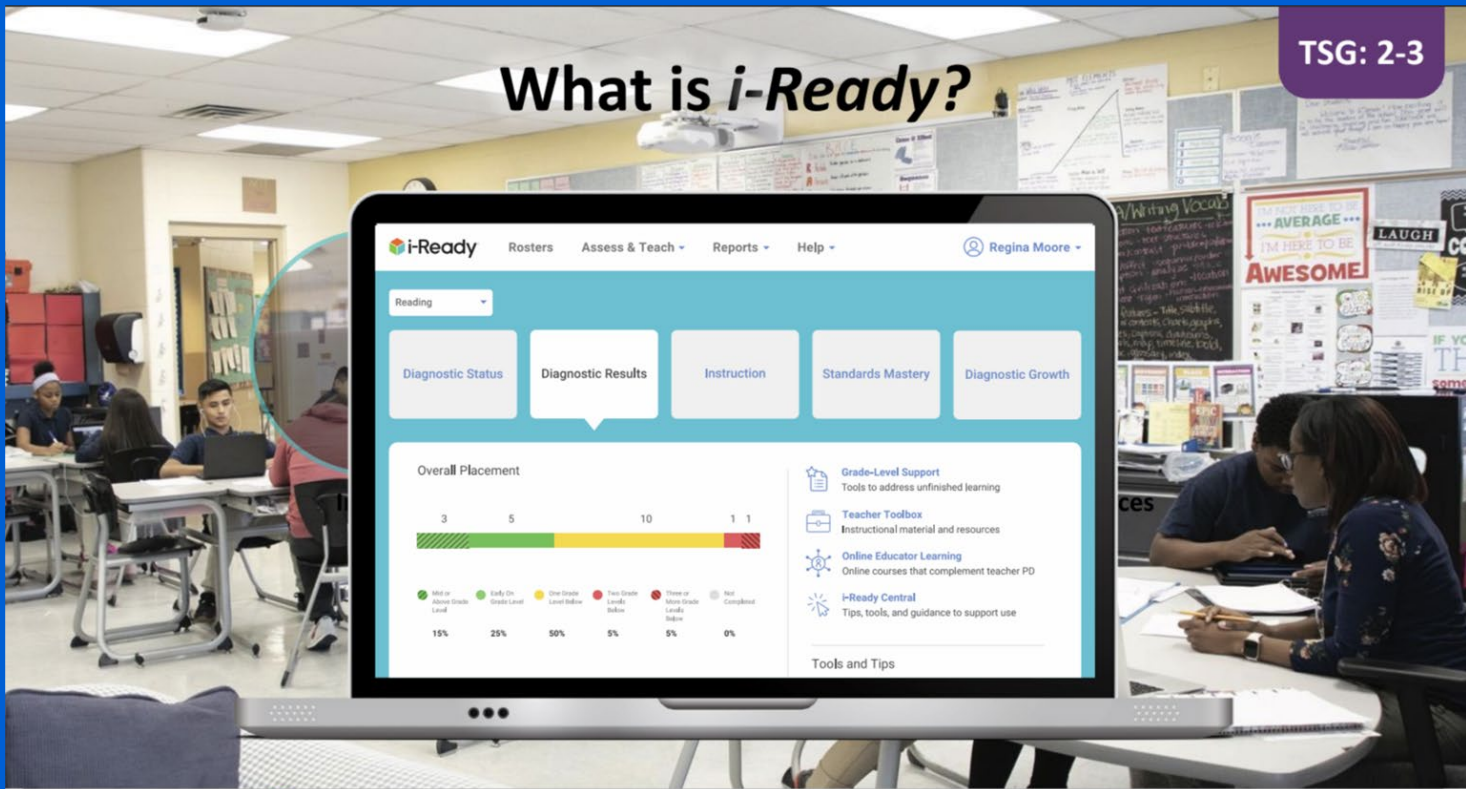
Literacy and Numeracy Strategies



Literacy and Numeracy Assessment

What is *i-Ready*?

TSG: 2-3



The background image shows a classroom with several students sitting at their desks. In the foreground, a large monitor displays the i-Ready diagnostic results interface. The interface is titled 'What is i-Ready?' and includes a navigation bar with 'Rosters', 'Assess & Teach', 'Reports', and 'Help'. The user is logged in as 'Regina Moore'. The main content area shows 'Diagnostic Results' selected, with tabs for 'Diagnostic Status', 'Diagnostic Results', 'Instruction', 'Standards Mastery', and 'Diagnostic Growth'. The 'Overall Placement' section features a horizontal bar chart with segments for 'Mid or Above Grade Level' (15%), 'Early On Grade Level' (25%), 'On Grade Level' (50%), 'Two Grade Levels Below' (5%), 'Three or More Grade Levels Below' (5%), and 'Not Completed' (0%). A legend below the chart explains the color coding: green for 'Mid or Above Grade Level', light green for 'Early On Grade Level', yellow for 'On Grade Level', orange for 'Two Grade Levels Below', red for 'Three or More Grade Levels Below', and grey for 'Not Completed'. To the right of the chart, there are links to 'Grade-Level Support', 'Teacher Toolbox', 'Online Educator Learning', and 'i-Ready Central'. At the bottom, there is a 'Tools and Tips' section.

Curriculum Associates

Prepared for Los Angeles Unified School District

i-Ready

Literacy and Numeracy Intervention and Family Academy

Literacy and Numeracy Intervention

- ✓ Professional Development in small group instruction for all teachers.
- ✓ The Interventionist Academy has launched.
- ✓ Intervention Implementation Guide for Elementary, Middle and High School have been drafted.
- ✓ All administrators and teachers have been offered training in the use of i-Ready to begin grouping students for intervention.

Family Academy and Community Partners

- **August 14:** TK–12th grade Literacy and grade level Standards
- **August 21:** TK–12th Numeracy and grade level Standards
- Community Based Organization Partnerships
 - Science of Reading and Writing
 - Supporting Reading at Home



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READY FOR THE WORLD