Local Control & Accountability Plan (LCAP) Annual Update Part 1 100% Graduation and Proficiency for All

District English Learner Advisory Committee

Objectives

1. To review the Local Control Accountability Plan (LCAP) purpose and requirements

2. To receive feedback on the Annual Update Actions in the 100% Graduation and Proficiency for All Goals that focus most on English Learners

Local Control Funding Formula

Base Funding

All districts receive based on per pupil funding

+

Supplemental and Concentration Funds

- Based on unduplicated count of low income, foster youth and English learners
- +20% for all undupl. students
- +50% for >55% undupl. students
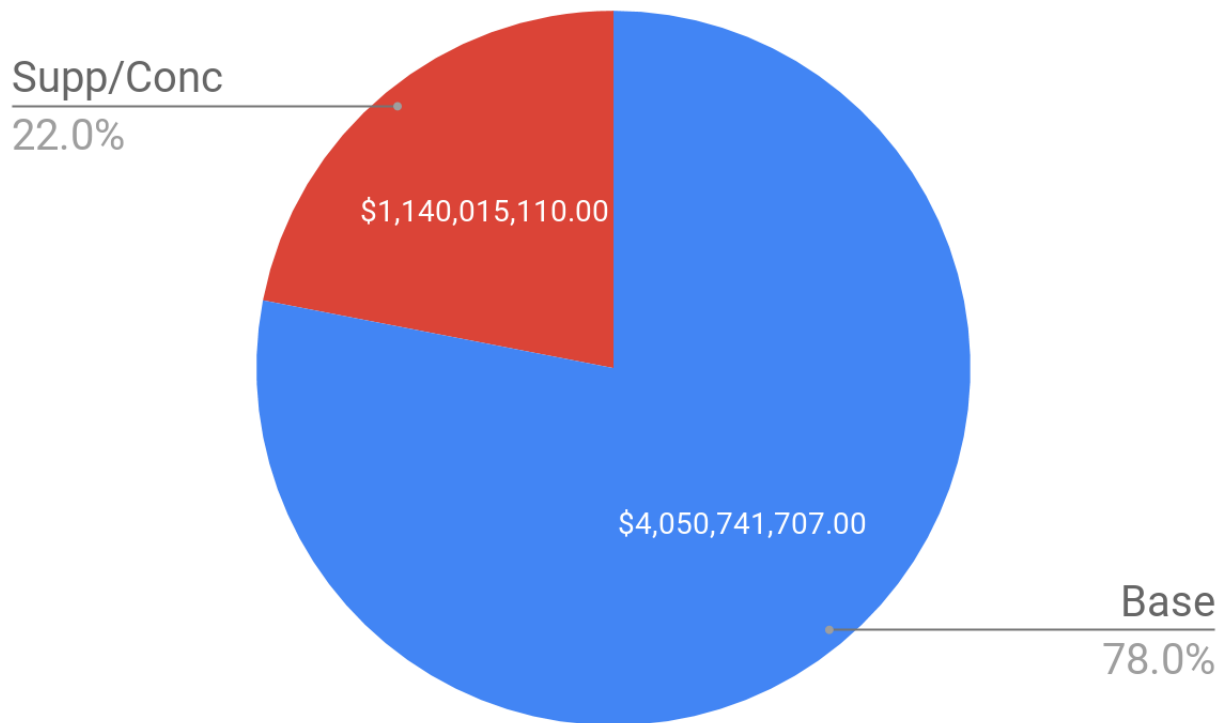- Funds must be used to support increased or improved services for these students

Supplemental/ Concentration Funds

=

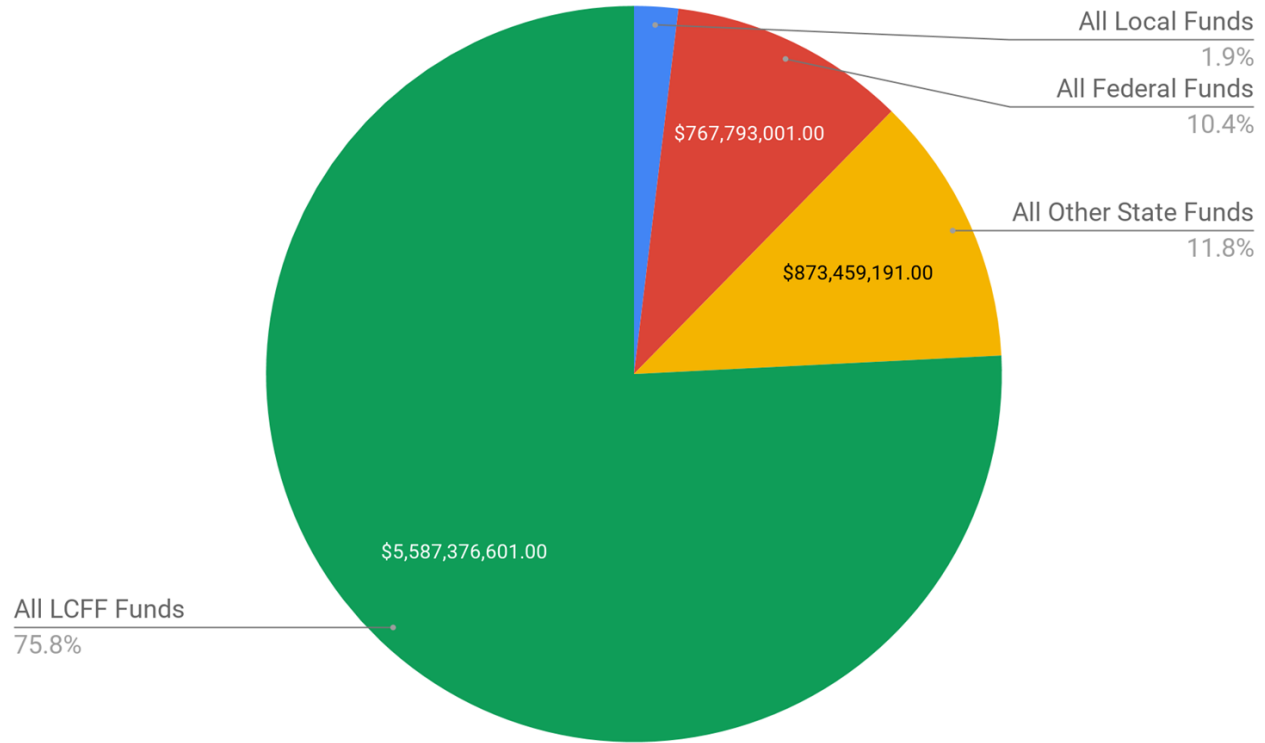### Increased/Improved Services for

Foster Youth
English Learners
Low Income Students

2019-20 Distribution of District LCAP Funding

Supp/Conc
22.0%

$1,140,015,110.00

$4,050,741,707.00

Base
78.0%

Note: Does not include affiliated charters

5

2019-20 All District Revenues

All Local Funds
1.9%

All Federal Funds
10.4%

All Other State Funds
11.8%

$767,793,001.00

$873,459,191.00

$5,587,376,601.00

All LCFF Funds
75.8%

Note: Includes affiliated charters

6

State Continuous Improvement Cycle

Local Control Accountability Plan (LCAP)

Student Equity Needs Index

LCAP Outline

- **6 District Goals**
  - 100% Graduation
  - Proficiency for All
  - 100% Attendance
  - Parent, Community & Student Engagement
  - Ensure School Safety
  - Provide Basic Services
- **35 Actions**
  - 13 Base funded
  - 22 Suppl/Conc funded
- **250+ pages**

Summary of Actions and Expenditures

District LCAP Goals	#1 100% Graduation	#2 Proficiency for All	#3 100% Attendance
	#4 Parent, Community & Student Engagement	#5 Ensure School Safety	#6 Provide Basic Services

Funding Type indicates whether Actions utilize Local Control Funding Formula base or supplemental/concentration funding.

Goal	Action and Title	Funding Type	2017-18 Budget	2018-19 Budget	2019-20 Budget	Action Description
1	1 - Programs & Interventions/ College & Career Ready	Base	$48,134,454	$44,802,099	$76,227,605	Various programs including Options Program (From Action 1.6), Arts Central Office, Summer Term, Enrichment Programs and Career Technical Education and Linked Learning
1	2 - General Adult and Career Education	Base	$2,805,686	$765,776	$2,240,496	Staff to support Division of Adult and Career Education
1	3 - Adult and Career Education for Targeted Youth	Supp	$19,210,369	$19,143,100	$18,254,099	Adult Education programs to support credit recovery
1	4 - Teacher Retention and Support Program (REED)	Supp	$32,136,548	$28,821,386	$2,024,002	Increased support for 37 schools from 2014-2019, remaining funding for Beginning Teacher Support Program
1	5 - School Autonomy	Supp	$711,024,603	$666,575,106	$649,370,459	Various programs that allow schools to determine funding priorities including Student Equity Needs Index as well as District-wide supports for schools (e.g., nurses, counselors)
1	6 - Options Program	Supp	$49,968,905	$49,767,497	$1,500,000	Per pupil allocations to support personalized supports in Options schools
1	7 - Realigned After-School Program	Supp	$7,322,309	$7,321,142	$7,338,940	Classified staffing to support alignment of Beyond the Bell programs with school initiatives to support targeted student populations
1	8 - A-G Diploma Program	Supp	$2,186,558	$2,190,106	$2,308,675	Counselors at Title 1 high schools and 20 middle schools to assist students to be on-track toward graduation
1	9 - A-G Immediate Intervention Plan	Supp	$15,219,738	$15,054,197	$10,273,750	Local District and Central Office staffing and resources for schools to support graduation and college readiness
1	10 - School Innovation Funds	Supp	$0	$50,416,960	$0	$50,416,440 was allocated in 2017-18 and 2019-20 for 50 secondary schools identified as high needs (in Action 1.5 for 2017-18 and 2019-20)
2	1 - Foster Youth Support Plan and Family Source Centers	Supp	$15,569,732	$15,562,200	$16,479,767	Counseling and additional supports for foster youth district-wide
2	2 - Professional Development	Base	$1,851,621	$10,132,848	$8,899,831	Beginning Teacher Growth and Development Induction and STEP UP and Teach program to support teacher pipeline
2	3 - Curriculum	Base	$180,750,623	$158,159,301	$146,105,242	Instructional materials for schools
2	4 - Instruction	Base	$1,886,043,472	$2,001,305,001	$1,796,692,924	School site staffing, dual language program supports, magnet school support staff
2	5 - Assessment	Base	$1,347,921	$11,826,612	$1,352,448	Expenses related to district-wide assessments (Central Office staffing moved to Action 6.3)
2	6 - Early Childhood Expansion/Transitional Kindergarten Expansion Plan	Supp	$85,144,339	$89,588,828	$99,116,932	Expansion of programs to additional elementary schools
2	7 - Special Education	Base	$916,590,461	$958,406,929	$1,026,039,620	Staffing and resources to support mandatory services and resources for students with disabilities
2	8 - Supporting Integrating Special Education Students into General Education	Supp	$22,363,459	$22,230,000	$0	Staffing to assist school transitions of students with disabilities to general education classrooms (moved to Action 2.7)
2	9 - English Learner Supports	Supp	$39,283,622	$37,514,018	$7,825,484	Staffing and professional development for English Learner/Standard English Learner Master Plan (some funds shifted to Action 1.5)
2	10 - Instructional Technology Support	Supp	$14,629,833	$14,680,748	$15,587,489	Staffing to support school instructional technology integration
2	11 - Targeted Instructional Support	Supp	$21,285,354	$18,530,212	$8,840,618	School site funding for elective teachers to support class size reduction (funds shifted to Action 1.5)
2	12 - Arts Program	Supp	$33,887,449	$32,692,066	$39,310,167	Arts program funding through Arts Equity Index to all schools
3	1 - Student Health and Human Services	Base	$5,357,156	$5,361,320	$7,787,552	Staffing resources for whole child services (e.g., health) in schools
3	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Supp	$23,247,232	$36,461,854	$24,957,986	Additional school site Pupil Services and Attendance (PSA) Counselor and Psychological Social Workers (PSW)
3	3 - Homeless Youth Program	Supp	$2,325,360	$2,288,521	$2,400,690	Targeted PSA and PSW resources to support schools serving homeless youth
3	4 - Districtwide Student Engagement Plan	Supp	$249,527	$250,000	$249,263	Staffing for enrollment supports and Student Involvement, Development and Empowerment engagement
4	1 - Targeted Parental Involvement	Supp	$4,594,011	$7,915,096	$4,254,296	School-selected staffing to support parent engagement
4	2 - Parental Involvement	Base	$201,295	$202,680	$201,862	Central Office staffing to coordinate engagement efforts
5	1 - School Climate and Restorative Justice	Supp	$11,027,099	$11,028,708	$3,191,334	Central Office staffing to support school implementation of Restorative Justice (school-based funding to Action 1.5)
5	2 - District Safety Operations	Base	$57,358,346	$57,784,452	$46,124,571	Los Angeles School Police Department staffing and resources
6	1 - School Personnel/Staffing/Support	Base	$59,451,133	$33,592,912	$37,335,587	Human Resources Division staffing
6	2 - Districtwide Supports	Base	$630,976,296	$643,912,297	$685,250,504	Operational costs including transportation, facilities, utilities, etc.
6	3 - Central Office and Local Districts	Base	$188,711,996	$174,014,491	$236,483,667	Central Office and Local District staffing resources (some allocations previously identified in other Actions have been added)
6	4 - On-Going Major Maintenance	Supp	$33,009,005	$33,009,005	$33,009,005	Maintenance and Operations teams prioritizing schools with targeted student populations
6	5 - Expanded Access to Meals	Supp	$1,600,000	$1,600,000	$2,215,000	Resources to support Breakfast in the Classroom and Hot Supper programs

100% Graduation

100% Graduation Indicators

- Four Year Cohort Graduation Rate

- Cohort Dropout Rate - High School

- Cohort Dropout Rate - Middle School

- % Graduating Cohort Completing A-G with C or better

- % Students Exceeding Standards on 11th Grade Smarter Balanced Assessment - English Language Arts

- % Students Exceeding Standards on 11th Grade Smarter Balanced Assessment - Mathematics

- % Graduating Cohort Scoring 3 or higher on at least 2 Advanced Placement Exams

100% Graduation - Actions

Action	Funding
1 - Programs & Interventions/College & Career Ready	Base
2 - General Adult and Career Education	Base

We will be exploring these actions today

Action	Funding
3 - Adult and Career Education for Targeted Youth	S/C
4 - Teacher Retention and Support Program (REED)	S/C
5 - School Autonomy	S/C
6 - Personalized Learning in Options Schools	S/C
7 - Realigned After-School Program	S/C
8 - A-G Diploma Program	S/C
9 - A-G Immediate Intervention Plan	S/C
10 - School Innovation Funds	S/C

Annual Updates on Actions

For each Action, you will hear:

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Action 3 Adult and Career Education for Targeted Youth (S&C)

1. **Planned Action**:
   - Increase Credit Recovery partnerships to expand student access
   - Provide Winter Plus and Spring Plus programs for off-track students

2. **Implementation Update**:
   - Promoted Credit Recovery Services, Identified Partner Schools
   - Collaborated with K-12 Partners, Created Program Plan, Identified Host Sites

3. **Outcomes**:
   - Credit Recovery: Increased from 15 to 20 Sites, Currently 1000+ Students
   - Winter/Spring Plus: Increased from 18 to 20 Sites

13

Action 4 Teacher Retention and Support Program (REED) (S&C)

Beginning Teacher Growth and Development Induction

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

What does Beginning Teacher Growth and Development Induction (BTGDI) do?

- Offers a free 2-year, job-embedded accredited program

- Supports beginning LAUSD teachers who hold preliminary credentials

- Provides one-to-one mentor support

- Promotes collaboration with administration and colleagues

———

How?

To support the growth of teachers, Mentors...

guide teachers in establishing goals based on individual student needs that impact student achievement

encourage continual collaboration and coordinated support with site administrator and colleagues

———

16

Outcomes

- **Almost 1,200 candidate teachers are enrolled supported by over 400 trained mentors**

- **Over 100,000 students have direct benefits from this mentor support**

- **90% of teachers surveyed felt working with their mentor improved their teaching practice considerably**

17

Action 5 School Autonomy (S&C)

Derrick Chau

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

2019-20 SENI Implementation

715 Elementary, Middle and High Schools

Total $284 Million

Allocation per TSP student

Support for Norm-Based Secondary AP

All Schools Held Harmless

Higher Funding for Middle and High Schools

Budgeted SENI Expenditures 2019-20

CAMPUS AIDE — 1.0%
OTH NON INSTRL CONT — 1.1%
PSYCHOLOGIST — 1.2%
COMMUNITY REPRESENTATIVE — 1.3%
COUNSELOR - PSA — 1.5%
PSYCHIATRIC SOCIAL WORKER — 1.7%
LIBRARY AIDE — 1.8%
INSTRUCTIONAL COACH — 2.0%
GENERAL SUPPLIES — 2.9%
SCHOOL SUPERVISION AIDE — 2.9%
TEACHER ASSISTANT — 3.1%
OFFICE TECHNICIAN — 3.2%
COUNSELOR — 4.0%
POTENTIAL FNDING VAR — 4.3%
ASSISTANT PRINCIPAL - — 4.6%

ADMINISTRATOR - ASSISTANT — 25.8%
COORDINATOR — 16.4%
TEACHER — 12.6%

Action 5 School Autonomy - School Example

- **Each school has written a Targeted Student Population plan for the use of these funds (see LAUSD LCAP website)**
- **Example: Clinton MS**
  - **Received $830,285**
  - **Focus on Early Warning Indicators and interventions along with EL reclassification**
  - **Additional Staffing:**
    - **2 Assistant Principals**
    - **Counselor**
    - **TSP Program Advisor**
    - **2 Teachers, after school tutoring**
  - **EL reclassification rates continue to rise**

Action 6 Personalized Learning in Options Schools (S&C)

$1,500,000 is allocated to the 55 options schools to personalize learning. Funds are to be used for:

1)   Designing Instruction

2)   Early Literacy and Reading in the Content Areas

3)   Individualizing Instruction

4)   Using Assessments to Support Learning

5)   Career Readiness

Monies are allocated to the schools based on student enrollment.

Thirty-one (31) of the 55 options schools have submitted their plans for their allocation of funds. Most schools indicate their goal is 100% graduation as measured by number of courses recovered to get back on track to graduate.

Action 6 Personalized Learning in Options Schools (Cont.)

The table below shows where schools are spending the majority of the $969,223 allocated thus far:

Provide intervention and tutoring for students after school and on Saturdays (personnel salaries)	$435,483
Instructional Service Contracts (Arts programs, science experts, professional development providers, etc.)	$121,101
Additional Clerical overtime to support the after school programs	$90,331
Career/Technical Education Teacher	$86,098
Provide additional opportunities for students to meet with an academic counselor to review graduation plans after school and on Saturdays	$79,142

Action 6 Personalized Learning in Options Schools (Cont.)

$120,000 was used to purchase Renaissance STAR Reader and STAR Math for all options schools. These programs assess student learning and provide teachers with necessary information to address gaps in learning. The assessments are also used to monitor growth and progress in reading and math.

As of November 22, 2019, 19 schools are actively using the assessments.

Action 7 Realigned After-School Program (S&C)

Beyond the Bell

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

The estimated count of students who participated in summer term is 32,622

112,611 students have participated in BTB extended day program this fiscal year, (Jul-Oct).

Action 8 A-G Diploma Program (S&C)

Student Health and Human Services

Pupil Services and Attendance Counselors continue to support our students in 20 middle schools who are identified as at-risk for non-culmination from 8th grade (based on attendance, behavior, and academic performance) and

to support our high school students who are furthest off track from meeting the A-G graduation requirements.

Action 8 A-G Diploma Program (S&C)

Specialized support services include:

- individual check-ins/counseling/social-emotional support
- caregiver consultation and support
- academic progress and attendance monitoring (including credit recovery)
- educational advocacy (e.g., eligibility for graduation exemptions)
- service/resource coordination

Action 8 A-G Diploma Program (S&C)

Student Outcomes:

- A-G graduation rates have continued to improve District-wide, including outcomes for our students in foster care and/or experiencing homelessness

- Over 4,000 (about 1:4) students served by the program in 2018-19 did not fall further behind that academic year <u>and</u> were able to graduate or move closer to "on track" status (moving from Tier III - 5+ classes off track- to Tier II -3-4 classes off track, or to Tier I or on-track)

Action 9 A-G Immediate Intervention Plan (S&C)

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

A-G Grade Level Benchmarks

Indicators for On-Track

9th grade		10th grade		11th grade		12th grade	
1	• B English	1	• A World History	2	• A US History	3	• A Prin Am Dem • G Economics
1	• C Math	2	• B English	3	• B English	4	• B English
1	• PE	2	• C Math	3	• C Math	1	• F Vis & Perf Art
✔	• Career Pathway	1	• D Bio or Phys Sci	2	• D Bio or Phys Sci	1	• G Elective
		1	• E LOTE	2	• E LOTE	✔	• Service Learning
		2	• PE				
		½	• Health				
50 Credits		**105 Credits**		**160 Credits**		**210 Credits**	

Students have space in their schedules for enrichment and credit recovery courses.

A-G Credit Recovery Pathways

Adult Education

Community College Courses

Independent Study

Online Learning

Performance Assessment Student Support (PASS)

Recovery + Intervention = Graduation (RIG)

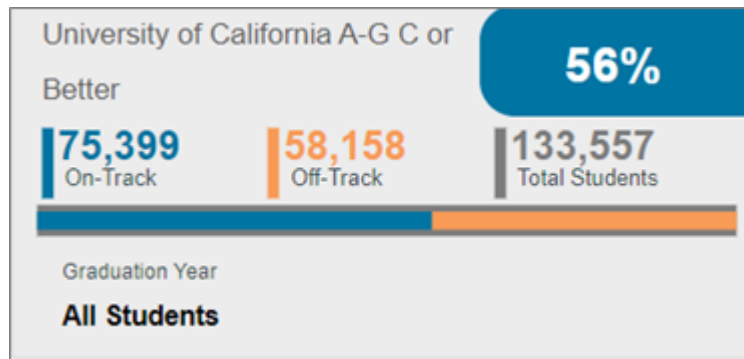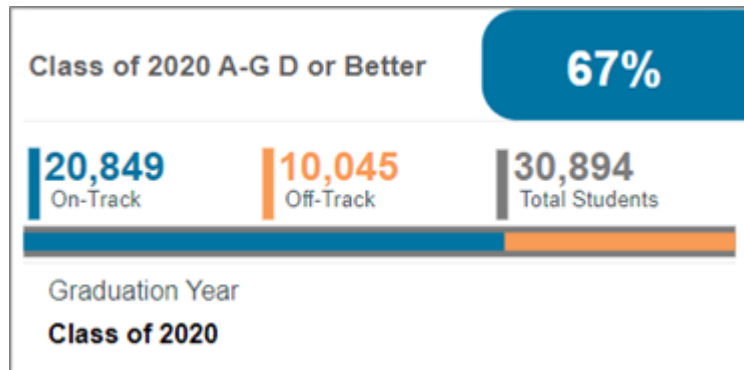Summer School

5th Year of High School

Graduation Progress by Grad Year

Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track
2020	10%	5%	17%	67%
2021	12%	8%	20%	60%
2022	5%	9%	16%	70%
2023	0%	0.97%	9%	90%
Grand Total	7%	6%	15%	72%

Focus Dashboard 11-25-19

Graduation Progress by Grad Year (English Learners)

Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track
2020	31%	11%	25%	33%
2021	39%	16%	24%	20%
2022	24%	25%	21%	29%
2023	0%	3%	38%	59%
Total	20%	13%	28%	38%

Focus Dashboard 12-6-19

A-G Graduation Progress

Class of 2020 A-G D or Better — 67%

20,849 On-Track	10,045 Off-Track	30,894 Total Students

Graduation Year
Class of 2020

Class of 2020 All Academic Requirements Met — 40%

12,366 On-Track	18,528 Off-Track	30,894 Total Students

Graduation Year
Class of 2020

University of California A-G C or Better — 56%

75,399 On-Track	58,158 Off-Track	133,557 Total Students

Graduation Year
All Students

Cal-State University A-G C or Better — 58%

77,096 On-Track	56,461 Off-Track	133,557 Total Students

Graduation Year
All Students

Focus Dashboard 11-25-19

Action 10 School Innovation Funds

Additional $50.4M for 30 high schools and 20 middle schools to be used to support high needs students to:

- Provide academic support and mental health, social and emotional support
- Increase A-G and Advanced Placement course access and completion
- Implement Linked Learning
- Implement school climate initiatives including Restorative Justice
- Improve graduation rates and prevent dropouts
- Increase parent and community engagement

Action 10 School Innovation Funds

- **Each school has written a plan for the use of these funds**
- **Example: Roybal Learning Center**
  - Focus on English/Math/ELD professional development, intervention program to based on state SBA and ELPAC data
  - Additional Staffing:
    - Instructional Coach
    - Assistant Principal
    - Intervention Support Coordinator
    - 5 Additional Class Size Reduction Teachers
    - 2 Counselors

Edward R. Roybal Learning Center

Los Angeles Unified School District
2019-2020 School Innovation Funds Plan

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Edward R. Roybal Learning Center	Central	Jared DuPree

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
882 duplicated-1087	95.57%	22%	1.0%	Total $ 1,119,866/year

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth. **NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level.** *Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.*

To create additional rows, click outside a row on the right side then press enter.

Questions/Comments and Feedback/Advice

Proficiency for All

Proficiency for All Indicators

- Average Distance from Standard Met for Smarter Balanced Assessment - English Language Arts

- Average Distance from Standard Met for Smarter Balanced Assessment - Mathematics

- % 2nd Grade Students Meeting Early Literacy Benchmarks

- % English Learners Meeting Kindergarten and 2nd Grade Early Literacy Benchmarks

- % English Learners Who Reclassify as Fluent English Proficient

- % English Learners Who Have Not Reclassified in 5 Years

- % English Learner Students Making Progress on State English Learner Proficiency Assessment (ELPAC)

- % Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day

Proficiency for All - Actions

Action	Funding
2 - Professional Development	Base
3 - Curriculum	Base
4 - Instruction	Base
5 - Assessment	Base
7 - Special Education	Base

We will be exploring these actions today

Action	Funding
1 - Foster Youth Support Plan and Family Source Centers	S/C
6 - Early Childhood Expansion Plan	S/C
~~8 - Supporting Integrating Special Education Students into General Education~~	~~S/C~~
9 - English Learner Supports	S/C
10 - Instructional Technology Support	S/C
11 - Targeted Instructional Support	S/C
12 - Arts Program	S/C

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

Student Health and Human Services continues to provide specialized support services for our students in foster care district-wide. Supports include:

- comprehensive academic assessments and individual success plans
- individual check-ins/counseling/social-emotional support
- caregiver, school-site, and agency personnel consultation and support
- academic progress and attendance monitoring (including credit recovery)
- educational advocacy (e.g., access to services, eligibility for graduation exemptions, timely record transfer, school of origin rights)
- service/resource coordination

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

- Realigned staffing to increase time spent in schools (versus travelling); overall, increasing the number of SHHS staff supporting our students in foster care, experiencing homelessness, and/or involved in the juvenile justice system
- Increased Foster Youth Leadership and Empowerment councils in secondary schools; currently 53 secondary schools with 350 students/members
- Established an agreement with Los Angeles County to share cost and ensure transportation for students in foster care (school of origin)
- Increased college access efforts; trained over 200 staff on FAFSA this year;

Action 1 Foster Youth Support Plan and Family Source Centers (S&C)

- Expanding Pathways to College initiative, providing more college tours for students; planning for tours to CSUDH, CSULB, UCLA, USC; over 300 students will attend tours specific to their needs, including a former foster youth student panel, Guardian Scholars/EOP, financial aid, etc.

- FamilySource Partnership continues to co-locate PSA Counselors who provide specialized support services, counseling, educational workshops, social-emotional support, educational advocacy and linkage to partner agency resources; diversion partnership with LASPD has prevented hundreds of district students with minor infractions from involvement in the juvenile justice system, instead providing supportive services, psycho-social assessments, and advocacy

Action 6 Early Childhood Expansion (S&C)

Expand Early Education Programs

5 New California State Preschool Programs

13 New Early Education Dual Language Programs

3 New STEAM programs

Opening of all 10 Nature Explore Outdoor Classrooms with expansion for 10 more that begin in Summer 2020

Action 9 English Learner Supports (S&C)

MMED

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

EL Program LCAP Targets

Goal	Annual Targets and Outcomes				
	2017-18	Outcome	2018-19	Outcome	2019-20
Percent of ELs who reclassify as Fluent English Proficient (RFEP)	20%	20.6%√	22%	23.1 √	22%
Percent of English Learners that did not reclassify within 5 years (LTEL rate)	17%	16% √	15%	14% √	13%

Ongoing EL Supports: Professional Development and Parent Trainings

MMED, in collaboration with Local District Leadership teams, have invested in the following professional development:

- EL Program Training for EL Designees
    - Monthly Trainings
    - Summer Master Plan Institute
- K-12 Designated ELD
- K-12 Integrated ELD
- Foundational Literacy Skills
- New English Language Proficiency Assessments for California (ELPAC)
- Master Plan training modules for parents
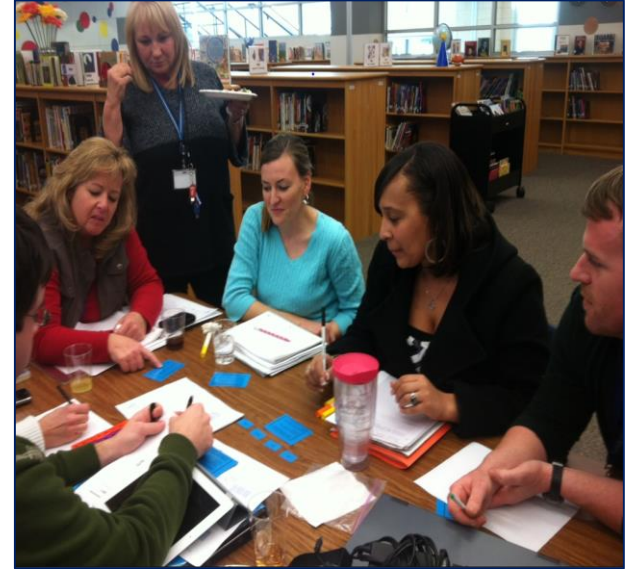
EL Supports: Initiatives and Investments

MMED, in collaboration with Local District Leadership teams, support the following initiatives and investments:

- Expansion of Dual Language Education Programs
- Increase Supports for Seals of Biliteracy
- EL Instructional Coaches (elementary and secondary)
- Enrichment/Intervention
- Supplemental Instruction Materials
- MMED/LD EL Program Support Staff

Reclassification Trend

New EL Supports (2019-20)

- **English Learner Typology Monitoring Report**
- **Online Training Modules**
- **Accelerated Responsible Reclassification Pilot**
- **EL Micro-Credential Program for Teachers**
- **Integrated ELD Cadre**
- **Expanded Professional Development offering**
  - **Designated ELD &**
  - **Integrated ELD**
  - **Dual Language Education**
  - **ELPAC Instructional Implications**

Other EL Program Supports
(Funded with Title III as part of LCAP Addendum)

- Title III Newcomer Coaches/Counselors
- Monthly Newcomer Coach/Counselor PD and Support
- Title III Immigrant Newcomer Summer Program
- Newcomer Student Leadership Conference
- Professional Development for teachers of Newcomers or LTELs SWD
- Winter/Spring Enrichment Program

Planned Actions for 2019-2020

The Academic English Mastery Program (AEMP) is a comprehensive, research-based program designed to address the language and literacy needs of African American, Mexican American, Hawaiian American, and American Indian students for whom Standard English is not native. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students.

- Strategically place SEL Coaches at 24 AEMP schools
- CLR Online Training Modules
- Provide CLR materials for all AEMP schools
- Master Plan Institute for ELs and SELs
- CLR Summer, Fall, Winter & Spring Institutes
- Fall Equal Access Series (Districtwide)
- Academic Language Development Training: Elementary & Secondary
- Technology Institute/Training

ACADEMIC ENGLISH
MASTERY PROGRAM

doi
Division of Instruction
Los Angeles Unified School District

Implemented Actions in 2019-2020

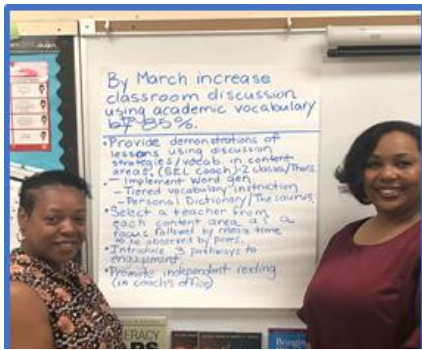**Ongoing Professional Development for**

Teachers and Administrators on Culturally and Linguistically Responsive (CLR) Teaching Practices

- CLR **Coaching at school sites**
- **CLR Summer and Fall Institute**
- **Fall Equal Access Series**
- **CLR Fall, Winter & Spring Institutes**
- **Academic Language Development Training: Elementary & Secondary**
- **Technology Institute/Training (Spring)**
- **Best Practices Symposium (Spring)**

"Literacy is the Power-Tool for Equity!"

doi
Division of Instruction
Los Angeles Unified School District

SMART Goals Developed to help schools reach goals they set for themselves

Immediate Analysis of CLRP Classroom Walk Through Data with Principal

Outcomes for 2019-2020

- Culturally and Linguistically Responsive Trainings completed at schools by teachers and administrators
- LAS Links Assessment administered to assess academic English proficiency levels for PSELs at 90 schools
- Coordinators provided professional development on targeted language support districtwide
- CLR staff including central office provides technical assistance district wide

Provided 115 schools with CLR instructional materials to support language and literacy

- Provided CLR Summer and Fall Institutes
- Fall Equal Access Series
- Ongoing data analysis using MTSS framework
- Academic Language Development training at 100 schools

Action 10 Instructional Technology Support (S&C)

1. What was the planned Action for 2019-20?
   - Direct support to 16 school sites
   - Deliver small group instruction to students on technology resources
   - Provide small group instruction to students (50% with students, 50% with teachers)
   - Model, teach and guide leadership teams, teachers and students in use of digital tools and resources for teaching and learning
   - Facilitate and support ITI district-wide professional learning sessions
   - Support schools in implementing an Instructional Technology Plan
   - Support schools, educators and Local Districts in achieving Digital Citizenship Certification

Action 10 Instructional Technology Support (S&C)

2. What has been implemented so far?

- Schools have an Instructional Technology Facilitator providing direct support daily

- ITFs are modeling, teaching and guiding leadership teams, teachers and students in use of digital tools and resources for teaching and learning

- ITFs provided over 300 differentiated individual and/or group coaching and support for teachers on technology integration

- Facilitate and support district-wide professional learning sessions

Action 10 Instructional Technology Support (S&C)

3. What are any outcomes so far?

- 16 schools have an Instructional Technology Facilitator providing direct support daily
- Over 4,000 hours of small group instruction to students on how to leverage technological resources and construct knowledge
- Model, teach and guide 16 leadership teams, teachers and students in use of digital tools and resources
- Modeled over 200 learner-driven lessons through co-planning and co-teaching
- Provided over 300 differentiated individual or group coaching and support for teachers on technology integration
- Facilitated and supported over 25 district-wide professional learning sessions

Action 11 Targeted Instructional Support (S&C)

Report on Elective Teachers

- Schools allocated **$10.3M** for elective teachers to support class size reduction
- These positions have been filled
- Resulted in reduced class sizes in schools and additional elective courses for students in secondary schools

Action 12 Arts Program (S&C)

Steven McCarthy - Arts Education

1. What was the planned Action for 2019-20?
2. What has been implemented so far?
3. What are any outcomes so far?

Arts Education Program Plan 2019-20

The Arts Education Branch (https://achieve.lausd.net /arts) continues to implement a targeted Arts program that utilizes the District's Arts Equity Index (AEI) to determine areas of need. The LCFF targeted populations of Low-Income, Foster Youth and English Learners students are used to populate the AEI. The AEI has identified arts programming gaps in high need schools. The intent is to increase the level of arts programming beyond the minimum statutory requirements. The effort brings parity to school-sites throughout the District while enhancing access to the arts in areas of the District that have historically not had access to a broad offering of arts curriculum and programs.

The Arts Education Branch provides professional development in arts integration to teachers to meet the learning modalities of all students outlined in Gardner's Theory of Multiple Intelligences to include musical, interpersonal, intrapersonal, and spatial-visual. These learning opportunities are made available to elementary multiple subject teachers, as well as to secondary teachers of language arts, mathematics, science, and social studies/history. The Arts Education Branch believes that all students have the right to learn, but realize that all students learn differently.

Arts Education Branch Implementations

All schools in the district receive allocations based on the AEI.
Additional information about the AEI allocations may be found at:
https://achieve.lausd.net/Page/13400.

Professional development in arts integration for the 2019-20 school
year has been provided in regional forums at Fremont HS, Rockdale
EL, Hesby Oaks EL serving nearly 600 credentialed teachers.
Upcoming trainings include regional forums at Van Nuys SH,
Sotomayor, Rockdale EL, and Hesby Oaks EL to service another 600
elementary and secondary teachers.

Arts Education Program Outcomes

The effectiveness of this use of supplemental funds because a comparison of the AEI for the years 2015-16 and 2017-18 shows that there is an improvement in AEI quartiles for schools, especially those in these lowest two quartiles of schools (quartiles 1 and 2). The basis of these changes directly connects to evidence from the school site that the quality of arts education programs have improved by the factors used on the AEI including student access to arts instructional time, the number students receiving additional arts instruction, and the number of arts disciplines offered.

Every school in the district provided arts classes from highly qualified certificated teachers. The list of programs at every school are listed in the LA Unified Arts Programs 2019 document that may be downloaded at the following website: https://achieve.lausd.net/Page/13308.

The Arts Education Branch has provided professional development in arts integration for nearly 3,000 teachers since 2017. Within the 2019-20 school year, 600 teachers have been trained with approximately 600 more scheduled for professional development in spring of 2020.

Questions/Comments and Feedback/Advice