

FAMILY GUIDE

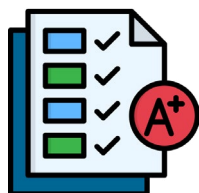
Instructional Supports for
Grades of "C" or Better



Introduction

This guide is designed to introduce middle and high school families to the tiered instructional support programs provided by LAUSD secondary schools.

You will find information about:



The importance of “C”
or better



The three tiers of
support



How schools provide
instructional supports



How the instructional supports
benefit all learners



How families can support
academic growth at home

In June 2021, the LAUSD Board of Education approved a set of four goals outlining student outcomes to achieve by 2026. These goals establish a strong focus on areas of success – Postsecondary, Literacy, Numeracy, and Social-Emotional Wellness – to ensure that our students are ready for the world.

The first goal, Postsecondary, states: “The percentage of students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A-G approved courses will increase to 70% by June 2026.” To reach this goal, the District is dedicated to support all students with access to personalized instruction leading to attainment of grades of “C” or better.

All secondary schools provide various programs for intervention, academic course extension, and credit recovery that directly support LAUSD’s Strategic Plan in Pillars I, II and III. This approach ensures that our diverse learners have opportunities to attain grades of “C” or better.



LAUSD Strategic Plan Pillars

Pillar I:

Academic Excellence - Ensure high-quality, differentiated instruction for every student.

Eliminate Opportunity Gaps: Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need.

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar II:

Joy & Wellness - Create welcoming learning environments where students feel confident, supported, and successful.

Create asset-based and culturally responsive classrooms and curricula.

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar III:

Engagement & Collaboration - Strengthen relationships between families, students, and their schools to improve student success.

Provide opportunities for robust stakeholder engagement.

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Key Milestone:

The Importance of “C” or Better

While grades of “D” are accepted to pass courses in high school, attaining grades of “C” or better shows that students have reached a higher level of learning. This has positive impact, as academic success can influence the whole-school experience.

During school, grades of at least “C” indicate these milestones:

Readiness for the next course in sequence

Ability to take on higher-level course pathways

Increased confidence in subject-area ability



Post-high school, having grades of at least “C” influence these milestones

Eligibility to apply for public or private 4-year college admission

Increased financial aid options, including scholarships

Strong preparation to enter a rewarding career



Tiers of Instructional Support

LAUSD is dedicated to providing personalized resources for students to stay on track in their classes, pass with grades of “C” or better, and graduate from high school ready for college and career. The following information highlights tiered supports that increase in intensity, to meet learning needs.

Tier 1 Instructional Intervention

Additional instructional resources provided to students whenever they need help gaining proficiency on learning targets or standards.

Some examples of instructional intervention resources are:

Just-in-Time resources (ELA and Math) developed by the Division of Instruction

Edgenuity Single-Standard Concept Recovery Lessons and Blended Resources

Practice resources using Schoology Apps or online sources including IXL, Khan Academy, etc.

Tutoring

Tier 2 Academic Course Extension (ACE)

Opportunity for students to have additional time and assignments to improve a low end of course grade. The student’s teacher can recommend students for ACE, and determine their learning needs based on performance during the semester. Instructional tasks will be assigned for completion within a specific time. Upon successful completion of all tasks, the student’s new grade will replace the prior grade on their transcript.

Some examples of ACE are:

ELA and Math ACE resources developed by the Division of Instruction

Edgenuity Winter and Spring Booster Modules and Blended Resources

Teacher-created ACE resources approved by the school site

Tier 3 Credit Recovery

The most intensive tier of support for high school students who have a grade of “F” or “D” recorded on their transcript in a course required for graduation. Students can re-take the course, and the new grade will be added to their transcript.

Some examples of credit recovery programs are:

PASS (ELA, Math, Social Studies)

Edgenuity virtual or blended courses

Re-take the course in independent study, at a continuation high school, or a community college

How Schools Provide Instructional Supports

Teachers and counselors will use various data sources including grades and test scores to identify students for instructional support. Absences or low attendance rates are also data points that indicate a need for support.

There are many options for tiered programs provided at schools. Programs vary in delivery; for example, small group instruction, online or blended (part online, part teacher-led) and fully teacher-led options.

LAUSD and the Division of Instruction supports schools to provide the program that students need, when they need it, in order to achieve grades of “C” or better.

Tier 1

Intervention resources are assigned during the student’s class as part of their teacher’s instruction. This tier may also be provided in a learning lab during the school day, or in Saturday sessions.

Tier 2

ACE must be completed in the semester immediately after the low final grade was recorded. It is not a mid-semester option. Students can be enrolled in Winter Break (after final Fall grades are recorded), in Summer Term (after final Spring grades are recorded), or during the following semester.

Tier 3

Credit recovery is for high school students who have a “F” or a “D” in a course required for graduation. This tier is scheduled at various times including before/after school, on Saturdays, and in Winter, Spring and Summer Term. Some students may opt to re-take the course as part of their school schedule.

Social-Emotional Learning (SEL) Supports

Schools integrate academics with social-emotional learning (SEL) supports to meet students' needs to gain proficiency and increase a sense of belonging at school. LAUSD uplifts four primary SEL competencies into the school experience:

Self-Awareness

The ability to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.



Self-Management

The ability to regulate emotions, thoughts, and behaviors effectively in different situations.



Growth Mindset

The belief that one's abilities can grow with effort.



Self-Efficacy

The belief in one's own ability to succeed in achieving an outcome or reaching a goal.



Tiered instructional support programs especially focus on the competencies of self-efficacy and growth mindset. Whether they participate in intervention, ACE, or credit recovery, students will regain confidence and success as they work through challenging materials and build proficiency.

Instructional Supports Benefit All Learners

Regardless of their ability, students might have difficulty consistently maintaining grades of “C” or better during the secondary school journey. For example, they might:

For example, students might:

- > **Struggle to gain proficiency on learning targets or standards**
- > **Have missed some curriculum due to absence**
- > **Need help with time management and motivation**



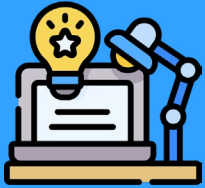
Every student learns at different rates and in different ways, and several factors can influence student success; for example, the pace of curriculum delivery and types of resources provided in class. The classroom situation and students’ connections to a subject can also affect their performance. Some might struggle in certain subject areas through the year, or their achievement in one class may not be consistent.

Providing students with timely access to intervention, ACE, or credit recovery is a shared district goal. Therefore, all LAUSD schools offer programs that students need, when they need it, in order to achieve grades of “C” or better.



How Families Can Support Academic Growth At Home

Research shows that students' success is increased when their families are engaged with the school experience. Older students may seem to need less family support, but it's important to stay involved through the secondary grades as they prepare for postsecondary success.



Create work space at home:

Set positive routines and expectations for home study.



Talk about classes:

Ask your student about their learning, and together discuss areas where they need extra help. Relate learning in class to future college and career goals. Create safety for your student to communicate openly about any concerns they may have.



Build advocacy:

Encourage your student to speak out when they need support at school. Follow up with their teachers and counselors when needed.



Seek support:

Connect with the school to learn what instructional support programs are available. Build a partnership with the school community.



Celebrate success:

Praise progress, not perfection. Uplift the principles of growth mindset and recognize your student's effort in overcoming challenges and working towards goals.

Resources

Click these online family-friendly information sources to learn more:

**A-G Intervention and
Support**



**Student, Family, and
Community Engagement**

**Division of Instruction
Secondary Literacy**

LAUSD SEL Competencies

**Division of Instruction
Secondary Math**

**California Teachers
Association**

These brief videos capture key points of SEL Competencies:



Hector, an 8th grader, tells us about the importance of self-efficacy in helping him reach his goals.



**Transforming Education: Self-Efficacy in
Students' Everyday Lives**

GROWTH MINDSET

EVERYTHING TAKES:

- TIME



- EFFORT



- PRACTICE



BELIEVE IN
YOURSELF!



UNC learning Center: Growth Mindset