

SCHOOL INNOVATION FUNDS - UPDATED INFORMATION

Salcido, Pedro

Thu 9/14/2017 5:47 PM

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 4 attachments (1 MB)

SCHOOL INNOVATION FUNDS PLAN FINAL 091417.docx; Innovation Fund PD Waiver_Attachment A.docx; SIF FlowChart 91217.pdf; School Innovation Fund Guidance and Planning Guide FINAL 09142017.pdf;

Good Evening Principals,

As promised, attached you will find additional information regarding the allocation of School Innovation Funds. You should have received a recent notification of an additional budget allocation for program 10359. We understand this information will generate questions that may be of interest to all principals in the settlement schools. As such we will be collecting and consolidating questions to provide comprehensive responses by this coming Wednesday, September 20, 2017 . Should you have any questions, please contact Pedro Salcido or your fiscal specialist.

Best,

Pedro Salcido

Director of Finance Policy

Los Angeles Unified School District

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SCHOOL INNOVATION FUND

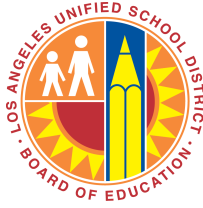
PLANNING AND IMPLEMENTATION GUIDE

2017-2020



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ADMINISTRATIVE OFFICES
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MICHELLE KING, Ed.D.
Superintendent of Schools

September 14, 2017

Greetings Principals,

On July 17, 2017, you were informed that your school would potentially be receiving additional resources as a result of a pending settlement authorized by the Board of Education. Over the last several weeks, the District finalized a settlement agreement on September 14, 2017. We are excited to be able to provide our schools with additional resources aimed at improving academic and school climate outcomes for the students served.

This targeted investment furthers our commitment to fulfilling our District's Strategic Plan objectives to reach our goal of achieving 100% graduation for all students. As such, we are asking that schools move forward with a planning phase in which you will submit action plans intended to address various needs at your school site utilizing the "School Innovation Funds." Most pressing from the data analysis of the fifty schools named in the settlement, is a need to intensely focus in the areas of mathematics and English language arts/English language development, and school-climate.

As a contingency of your plan approval, we will provide a package of student-focused resources to your site to support attendance and student engagement efforts. In addition, a minimum amount of your allocated funds are to be spent on professional development in the areas of mathematics and English language arts/English Language Development.

These minimum requirements ensure there is a continuity of supports for schools and yet, allows for a significant level of autonomy with the remaining funds provided. We ask that you approach the work through the following lens to ensure resources are planned thoughtfully.

As you plan, please consider the following:

- **Expectations and Accountability:** Data-driven decisions should be front and center on assigning resources and supports within the required plan that are intended to produce results in 2-3 years. In particular, use of the state accountability dashboard, including subgroup data, should be used to target low performing subgroups.
- **Capacity:** Consider what staff support will be necessary to implement the strategies outlined in your required plan.
- **Sustainability:** These are not "Forever" funds; they are available for a limited time. How will actions funded by these resources have a long-lasting impact? How will you sustain commitments after the 3rd year? (3rd year allocations may vary due to changes in enrollment, which dictate per-pupil allocations).

You are encouraged to submit plans **as soon as possible** to your Local District Instructional Director. In order to ensure plans are reviewed and approved in a timely manner, please submit your plans to your Local District no later than **October 31, 2017**. We look forward to supporting your many endeavors through this work. Should you have any questions, please contact Pedro Salcido, Director of Finance Policy at 213-241-8695 or email at pedro.salcido@lausd.net.

Sincerely,

Michelle King, Ed.D.
Superintendent of Schools

Requirements Overview:

As noted in the previous communication, the use of the “School Innovation” funds must be aligned to District Goals as described in the LCAP, and must be expended on services that support one or more of the following areas:

- Significant increases in investment in high need schools, including academic support and mental health, social and emotional support
- Increasing A-G and AP access and completion for high need students, including A-G Intervention and Recovery
- Linked Learning
- School climate initiatives including Restorative Justice
- High school graduation and student recovery from dropout prevention for high need students
- Parent and community engagement, particularly for those from high need communities

District-level Plan Requirement:

A designated level of school climate support must be reflected in a school-level plan as part of the plan approval process, which will require obligating funds to fulfill the requirement. After fulfilling the school climate obligation, at least 10 percent of the remaining School Innovation funds must be obligated to professional development in English language arts/English Language Development and mathematics. Certain exceptions and requirements may apply for designated focus schools in each of the local districts. In addition to the District-level plan requirement, the Local District Superintendent may designate additional program or staff contingencies before final plan approval.

Plan Requirement #1:

A tiered, integrated team of student support will be a requirement for plan approval. The staffing level will be predicated on school enrollment and funding availability. These tiered school climate bundles, known as *Achievement through Support Teams (ATS)*, referenced in Table 1, will be integral in providing wellness, restorative, child welfare and attendance, dropout prevention, intervention, and recovery, and trauma-informed supports to schools. These teams will conduct a comprehensive needs assessment, resource mapping, and data review, and will utilize evidence-based, data-driven approaches to build capacity and tailor multi-tiered systems of support and interventions to address the identified needs of each school community.

Table: 1

SCHOOL TIER	ACHIEVEMENT THROUGH SUPPORT TEAM
1	1-Restorative Justice Teacher Advisor (RJ)
2&3	Schools must at a minimum select between 1-Pupil Services and Attendance (PSA) Counselor or 1-Psychiatric Social Worker (PSW), AND 1-RJ Plus Resilience Classroom Curriculum
4	1-PSA, 1-PSW, 1-RJ Plus Resilience Classroom Curriculum

Integrated Team Focus:

Tier 2 and 3 schools that select a PSW for their ATS team and all Tier 4 schools will implement the Resilience Classroom Curriculum, which will focus on essential resiliency screenings, teacher trauma-informed professional development, and family resiliency education in afterschool. The curriculum will address the individualized needs of students through the screening, resilience-building, and staff/teacher training described below. PSWs will use the evidence-based, non-punitive Resilience Classroom Curriculum to address the serious need to help students develop resiliency skills to cope with trauma. LAUSD PSWs have used this curriculum in District schools, demonstrating evidence of effectiveness in developing resiliency skills.

Pupil Services and Attendance (PSA) Counselors will support child welfare services and attendance improvement by providing evidence-based, tiered absence and dropout prevention and early intervention strategies, including data monitoring and sharing, attendance awareness campaigns, targeted and intensive child welfare and attendance services for identified students.

Restorative Justice Teacher Advisers will support school community building efforts, including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students, staff, parents/caregivers, and families.

We anticipate that the comprehensive approach implemented by the ATS team will result in even greater supports for students who have experienced trauma/stress, and which negatively affects school attendance and engagement in learning. School-specific, data driven goals and objectives, as well as strategies and activities for each ATS team member will be developed collaboratively, involving Student Health and Human Services and school-site leadership. All ATS efforts will be strategically designed and implemented to focus on systemic, capacity building to ensure success beyond Year 3 of this effort.

Objective:

Increased attendance and school-climate outcomes as measured by District indicators (School Experience Survey, LCAP and Strategic Plan)

- Percentage of students attending school 96% or higher during the school year
- Percentage of students chronically absent: missing more than 16 days of school
- Number of students suspended: single student suspension rate (includes in and out of school suspensions)
- Percentage of students who state they feel safe on school grounds

Resilience Classroom Curriculum:

- Measure outcomes as reported by students
- Learn ways to feel less stressed
- Learn ways to communicate better with others
- Learn to set personal goals
- Learn how to solve problems that may come up in life

ATS Deliverables Roadmap

Deliverable	Personnel Responsible
<p>Initial plan (Fall 2017) Revisited a minimum of once each semester, along with school site data and indicators to inform revisions/new/additional strategies</p> <p>Annual review and report for school site leadership on services provided, capacity building efforts, and progress toward achieving objectives</p>	<p>ATS team</p>
<p>Comprehensive Needs Assessment and Resource Map; Resource Guide for distribution to school/community stakeholders</p>	<p>ATS team</p>
<p>Comprehensive Data Review report</p> <p>Presentation of school site data for school site leadership, SSPT, parents/caregivers, faculty/staff, and others as identified/requested</p> <p>Regularly scheduled data review and presentations for parents/caregivers, faculty/staff, and others as identified/requested</p> <p>Implemented strategy to increase data awareness and regular data sharing with all stakeholders</p>	<p>ATS team, in collaboration with school site leadership team</p>
<p>Annual survey assessing stakeholder needs with plan to address identified highest need areas</p> <p>Annual survey assessing stakeholder needs with plan to address identified highest need areas</p>	<p>ATS team</p>
<p>Assess/Increase capacity of school-site SSPT members, increase fidelity to MTSS model related to Student Attendance, Trauma Informed Practices, Restorative Practices, Resource Coordination and Crisis Response</p>	<p>ATS team in collaboration with school site leadership</p>
<p>Develop a toolkit to support school site with implementing best practices related to student orientation, engagement, attendance, resiliency/restorative classroom strategies with tools geared to each stakeholder group</p>	<p>ATS team in collaboration, SSPT, parents/caregivers, and classroom teachers</p>
<p>Increase staff knowledge and use of:</p> <ul style="list-style-type: none"> • attendance improvement/monitoring strategies • family engagement strategies trauma informed and restorative practices • building resilience in students knowledge of resources to address students' basic needs, health and mental health • resource identification/referral 	<p>ATS team in collaboration with school site leadership, SSPT, and classroom teachers</p>
<p>Increase parent/caregiver knowledge and use of:</p> <ul style="list-style-type: none"> • attendance improvement/monitoring strategies • utilization of school site resources, trauma awareness, restorative practices • building resilience in students, school-site and community resources to address students' basic needs, health and mental health, resource identification and utilization <p>Workshops and modules developed to address parent/caregiver needs, interests, and topic related to District LCAP goals, Targeted Student Population data/needs/rights, etc. Child Welfare and Attendance, Dropout Prevention Child/Adolescent Development, Growth Mindset, Mental Health/Warning Signs/Crisis, Restorative Practices (Community Building and Repairing the Harm), Basic needs and Resources for Students/Families, special student populations, etc.</p>	<p>ATS team in collaboration with PCS representatives, school site leadership, SSPT, and classroom teachers</p>

IMPORTANT NOTE:

It is recommended that school sites purchase the entire complete ATS team to ensure a comprehensive, multi-tiered, complimentary, multi-disciplinary, and data driven focus on improvement efforts. ATS team efforts will include a school-specific needs and resource assessment, data driven objectives, with aligned monitored strategies and activities, and will include support from Local District and/or Central office Student Health and Human Services personnel. If schools opt to/request to be credited for the purchasing of any of the identified itinerant positions within the ATS team framework, it should be expected that the strategies and activities of existing school-purchased personnel (e.g., PSW, PSA Counselor, RJ Teacher Advisor,) will be reviewed and may be realigned or redirected in support of the ATS multi-disciplinary team’s goals and objectives.

Plan Requirement #2

A focus on Math and English Language Arts (ELA)/English Language Development outcomes for students is essential to ensuring better graduation rates and college and career readiness for students in the schools supported by the school innovation fund. As such, a minimum of 10% of the remaining school innovation funds¹ must be allocated to provide foundational professional development in mathematics or English Language Arts (ELA)/English Language Development (ELD), including disciplinary literacy across content areas.

IMPORTANT NOTE:

If a school wishes to deviate from the minimum allocation towards professional development then it requires appropriate written justification and the approval of the Local District superintendent and the director that supervises the school (see Attachment A of the school plan to complete the appropriate waiver request).

Professional Development Focus:

The District has offered a number of various Professional development opportunities in the areas of mathematics or ELA and ELD; however, these areas continue to be areas of critical need for student success and teacher and administrator professional development. Specifically, professional development that builds and lifts promising practices in the effective use of data and collaborative planning aimed at equipping school teams with multi-tiered systems of support for accelerating the learning for students in need of support. For secondary schools, we encourage multidisciplinary teams to engage in professional development focused on mathematics, ELA, including disciplinary literacy across content areas, and ELD (both integrated and designated) for students.

Objective:

Increased outcomes aligned with the state accountability dashboard and measured by District academic indicators in the areas of mathematics and English language arts (Strategic Plan and LCAP)

- Distance from meeting standards on the SBA ELA
- Distance from meeting standards on the SBA Mathematics
- Percent of students improving one CELDT level a year
- Percent of students meeting reclassification criteria as measured by CELDT, DIBELS/RI and grades

¹ Schools selected as a PELP/Focus School in their Local District must set aside \$60,000 for Professional Development. This amount will count towards a school’s minimum professional development requirement

- For High Schools:
 - o Students meeting/exceeding standards on the SBA ELA and Mathematics
 - o Passing scores on two Advanced Placement or two International Baccalaureate exams
 - o A-G on track progress
 - o CTE pathway completion

Timeline:

REQUIRED ACTION	TIMELINE
Schools notified that they will receive Innovation Funds and will need to write a 2-year plan	July 2017
Schools receive additional guidance on the planning process, template and allowable budget items	September 2017
Schools write plans with the support of their Local District	Schools may submit immediate expenditure plans, which may be approved after September 25, 2017 . Plans will be approved on a rolling basis based on the dates they are submitted. Schools must submit plan for approval no later than October 31, 2017 .
Schools implement 2-year plans	Upon Superintendent's Approval and No later than November 28, 2017

Support Resources:

Your Local District will guide you throughout the planning process, and to support you, please consider the attached resources noted below:

- 1) **Sample Menus to Support School Planning**
 - a. Includes Appendix of Approved Vendors
- 2) **List of Approved Budget Items**
- 3) **School Tier Assignment**
- 4) **School Innovation Plan Template**
 - a. Includes Attachment A – Professional Development Waiver

ATTACHMENT 1

MENU SAMPLES TO SUPPORT SCHOOL PLANNING

BACKGROUND:

Fifty LAUSD secondary schools will be receiving additional funding over the next three years as part of a settlement. Those schools will each be asked to write a plan that describes how the funds will be used in alignment with the following focus areas:

- Significant increases in investment in high need schools, including academic support and mental health, social and emotional support
- Increasing A-G and AP access and completion for high need students (EL, Foster Youth, Low Income), including A-G Intervention and Recovery
- Linked Learning
- School climate initiatives including Restorative Justice
- High school graduation and student recovery from dropout prevention for high need students (EL, Foster Youth, Low Income)
- Parent and community engagement, particularly for those from high need communities

Local Districts will assist schools as they review current plans and consider the best strategies to support their students. Central Office will provide guidance and resources that can be used in the planning process.

PURPOSE OF MENU SAMPLES:

The purpose of this resource is to support school planning. The menus are intended to be a user-friendly and a quick reference for a school to consider various programs or strategies that may support improvement. Each menu is aligned to at least one of the focus areas of the settlement, and offers basic information as well as a list of items that a school would need to include in the budget for implementation. Each menu also includes a contact person who can answer questions. These menus are not exhaustive, but rather are intended to offer a springboard of ideas for schools as they plan for school improvement.

HOW TO USE THE SAMPLE MENUS:

- 1) Consider which focus areas of the settlement might be most relevant and high-leverage at the school site after a review of the school's existing plans and data.
- 2) Review the menu items aligned to that focus area (noted in the table of contents).
- 3) For any clarification, call the contact person listed on the menu item.
- 4) If a menu item is of interest, determine which of the budget items are already addressed in the current school plan, then add the budget items that have not yet been addressed into the School Innovation Fund plan.
- 5) If a school selects any of the menu items, call the listed supporting office contact to let them know. This will ensure that the school will be included on communications related to the program, and will support effective use of central office resources.

It is important to note that central offices and vendors may have limited capacity to support schools, so principals should ensure that they communicate with the relevant support office or provider before including an item in their school plan. Similarly, as schools plan, day-to-day substitutes are subject to availability. For general questions about this menu, please contact Pedro Salcido, Director of Finance Policy at (213) 241-8695 or pedro.salcido@lausd.net.

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Academic English Mastery Program (AEMP)- Responsive Vocabulary		✓				13
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Menu Item	Focus Areas of Investment and Support					Page
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ACADEMIC ENGLISH MASTERY PROGRAM – CLASSROOM MANAGEMENT

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this professional development is 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 by way of infusing Culturally Linguistically Responsive (CLR) pedagogy and use of CLR signature practices to engage students in all content areas and reduce management issues. Practitioners will explore:

- The definition of culturally responsive classroom management and how to implement it in any classroom
- The importance of establishing the Three Rs and Ps for effective classroom management
- The use of purposeful attention signals and protocols
- Strategies for diffusing disruptive classroom behavior

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

100% Graduation: % of high school students On-Track for A-G

Suggested Budget Items

Budget Item Description	Budget Item	Cost	Comment
PROF DEV TCHR X-Time	10375	\$466.41 per teacher	Two three-hour sessions for ELA and Math teachers
IMA	40267	\$400 - \$500 Per classroom	<ul style="list-style-type: none"> • Culturally and Linguistically Responsive Teaching and Learning • Culturally and Linguistically Responsive Teaching and Learning Binder • Notice and Note Nonfiction • Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom • CLR Protocol Posters
TCHR X-TIME OR ADMIN X-TIME	10371 OR 11458	\$466.41	6 hours of X-Time for Facilitators to deliver PD (evening or Saturday). Admin X vs. Teacher X depends on the assigned facilitator.
PROF DEV TCHR X-TIME OR ADMIN X-TIME	10375 OR 11458	\$466.41	6 hours of Facilitator Preparation Time. Admin X vs. Teacher X depends on the assigned facilitator.

Additional Related Resources

<https://achieve.lausd.net/page/12050>

<https://achieve.lausd.net/AEMP>

Academic English Mastery Program
 Kandice McLurkin, Administrative Coordinator
kandice.mclurkin@lausd.net

Access, Equity, and Acceleration
 Angela Hewlett-Bloch, Administrator
angela.hewlett@lausd.net

ACADEMIC ENGLISH MASTERY PROGRAM – NOTICE AND NOTE

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this professional development is 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 by way of infusing Culturally Linguistically Responsive pedagogy and use of Culturally Responsive Non-Fiction leveled libraries. The training will identify evidence-based interlocking scaffolds that students can use to go beyond a superficial reading. Practitioners will explore:

- 3 essential questions that set students up for closer, more attentive readings of nonfiction texts
- 5 *Notice & Note* nonfiction signposts that cue students to apply the skills and processes that sophisticated readers use instinctively
- 7 proven strategies readers can use to clear up confusions when the text gets tough

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBA

100% Graduation: % of high school students On-Track for A-G

Suggested Budget Items

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PROF DEV TCHR X-Time	10375	\$466.41 per teacher	Two three-hour sessions for ELA and Math teachers
IMA	40267	\$400 - \$500 Per classroom	<ul style="list-style-type: none"> • Notice and Note Nonfiction Text • Sign Posts Posters • Culturally Responsive Leveled Libraries • CLR Protocols Posters • Common Rules Posters • Reprographic Services • Training Materials
TCHR X-TIME OR ADMIN X-TIME	10371 OR 11458	\$466.41	6 hours of X-Time for Facilitators to deliver PD (evening or Saturday). Admin X vs. Teacher X depends on the assigned facilitator.
PROF DEV TCHR X-TIME OR ADMIN X-TIME	10375 OR 11458	\$466.41	6 hours of Facilitator Preparation Time. Admin X vs. Teacher X depends on the assigned facilitator.

Additional Related Resources

<https://achieve.lausd.net/page/12050>

<https://achieve.lausd.net/AEMP>

Academic English Mastery Program
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 Angela Hewlett-Bloch, Administrator
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ACADEMIC ENGLISH MASTERY PROGRAM – RESPONSIVE VOCABULARY

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this professional development is 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 by way of infusing Culturally Linguistically Responsive pedagogy and use of signature teaching strategies that affirm and build on students' existing conceptual knowledge base. The training will identify research-based strategies that assist students in enlarging their vocabulary, and notice, understand and use new words. Practitioners will explore:

- Selecting words in all content areas for instruction
- Introducing the various shades of meaning
- Creating engaging learning activities that promote both word knowledge and reading comprehension

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBA

100% Graduation: % of high school students On-Track for A-G

Suggested Budget Items

Budget Item Description	Budget Item	Cost	Comment
PROF DEV TCHR X-Time	10375	\$4932.81 per teacher	Three four-hour sessions for teachers of all content areas.
IMA	40267	\$400 - \$500 Per classroom	<ul style="list-style-type: none"> • Bringing Words to Life Text • Vocabulary for the Common Core Text • CLR Protocols Posters • Shades of Meaning Poster • Personal Thesaurus • Reprographic Services • Training Materials
TCHR X-TIME OR ADMIN X-TIME	10371 OR 11458	\$466.41	6 hours of X-Time for Facilitators to deliver PD (evening or Saturday). Admin X vs. Teacher X depends on the assigned facilitator.
PROF DEV TCHR X-TIME OR ADMIN X-TIME	10375 OR 11458	\$466.41	6 hours of Facilitator Preparation Time. Admin X vs. Teacher X depends on the assigned facilitator.

Additional Related Resources

<https://achieve.lausd.net/page/12050>

<https://achieve.lausd.net/AEMP>

Academic English Mastery Program
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ACADEMIC ENGLISH MASTERY PROGRAM – SEL2

Grades

6 7 8
9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this professional development is 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 by way of infusing Culturally Linguistically Responsive pedagogy and use of trauma informed practices that assist students in owning their learning. Practitioners will explore:

- Trauma-Informed practices and ways to respond to the Social-Emotional needs of their students and school community in order to ensure every student has access to high-quality instruction
- Application of Culturally and Linguistically responsive pedagogy to ensure that all learners share ownership and have active roles in their learning

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBA

100% Graduation: % of high school students On-Track for A-G

Suggested Budget Items

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PROF DEV TCHR X-Time	10375	\$932.81 per teacher	Three four-hour sessions for teachers of all content areas.
IMA	40267	\$400 - \$500 Per classroom	<ul style="list-style-type: none"> • Culturally and Linguistically Responsive Teaching and Learning • Culturally and Linguistically Responsive Teaching and Learning Binder • Notice and Note Nonfiction • Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom • CLR Protocol Posters
TCHR X-TIME OR ADMIN X-TIME	10371 OR 11458	\$466.41	6 hours of X-Time for Facilitators to deliver PD (evening or Saturday). Admin X vs. Teacher X depends on the assigned facilitator.
PROF DEV TCHR X-TIME OR ADMIN X-TIME	10375 OR 11458	\$466.41	6 hours of Facilitator Preparation Time. Admin X vs. Teacher X depends on the assigned facilitator.

Additional Related Resources

<https://achieve.lausd.net/page/12050>

<https://achieve.lausd.net/AEMP>

Academic English Mastery Program
 Kandice McLurkin, Administrative Coordinator
kandice.mclurkin@lausd.net

Access, Equity, and Acceleration
 Angela Hewlett-Bloch, Administrator
angela.hewlett@lausd.net

ACADEMIC ENGLISH MASTERY PROGRAM –VISIBLE LEARNING

Grades

6 7 8
9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this professional development is 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 by way of infusing Culturally Linguistically Responsive pedagogy and implementation of interdisciplinary lessons. The training will identify evidence-based practices that accelerate student learning. Practitioners will explore:

- How to use the right approach at the right time
- Which routines are most effective during specific phases of learning?
- Why the 10 mind frames for teachers apply so well to curriculum planning

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBA

100% Graduation: % of high school students On-Track for A-G

Suggested Budget Items

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PROF DEV TCHR X-Time	10375	\$466.41 per teacher	Two three-hour sessions for ELA and Math teachers
IMA	40267	\$400 - \$500 Per classroom	<ul style="list-style-type: none"> • Visible Learning for Literacy Text • Visible Learning for Mathematics Text • CLR Protocols Posters • Common Rules Posters • Reprographic Services • Training Materials
TCHR X-TIME OR ADMIN X-TIME	10371 OR 11458	\$466.41	6 hours of X-Time for Facilitators to deliver PD (evening or Saturday). Admin X vs. Teacher X depends on the assigned facilitator.
PROF DEV TCHR X-TIME OR ADMIN X-TIME	10375 OR 11458	\$466.41	6 hours of Facilitator Preparation Time. Admin X vs. Teacher X depends on the assigned facilitator.

Additional Related Resources

<https://achieve.lausd.net/page/12050>

<https://achieve.lausd.net/AEMP>

Academic English Mastery Program
 Kandice McLurkin, Administrative Coordinator
kandice.mclurkin@lausd.net

Access, Equity, and Acceleration
 Angela Hewlett-Bloch, Administrator
angela.hewlett@lausd.net

Advanced Placement (AP) and AP Readiness (APR)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

The Advanced Placement (AP) Readiness program supports the District's goal that all students have equitable access to instructional support that ensures that they graduate prepared for college and career success. The AP Readiness program provides rigorous, supplemental instructional support to current and potential Advanced Placement (AP) students in select AP courses in STEM and the humanities, i.e., Biology, Chemistry, Environmental Science, Physics, Calculus, Statistics, Computer Science, English, Psychology, Spanish, U.S. Government, U.S. History, and World History.

APR sessions occur on designated Saturdays from September to April at UCLA during the 2017-2018 academic year.

Outcome Areas and Measures

Proficiency for All: Percentage of AP Exam takers with a qualifying score or "3" or higher

Suggested Budget

Total for one year: \$77,834 (assuming maximum participation per recommendations below)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Curricular trips	50174	\$11,200	\$700 per Saturday session (16 buses). Transportation for students to attend AP Readiness.
AP or Pre-AP College Board Workshop	_____	\$275 (non-member) \$240 (member) Per person	Registration for a one-day public AP professional development College Board workshop (up to 10 participants)
Prof Dev Teacher Regular	10370	\$467 per person	1 day of training at College Board workshops (up to 10 participants) Teacher compensation for attending AP Professional Development
Staff Conference Attendance	50080	\$1,000 per teacher	4-6 teachers are recommended to participate in College Board Conference. Workshop fees for AP training.
Teacher Auxiliary	10420	\$13,991 per auxiliary	1-4 are recommended for 180 Instructional Days Auxiliary can be used to support AP classes with low student enrollment

Prerequisites for Participation

Supports are available to all schools offering classes in any grades 9-12

Additional Related Resources

MEM-6533.2 - 2017-2018 Advanced Placement Readiness (APR) Program UCLA, Center X

Advanced Learning Options

Arzie Galvez, Director

arzie.galvez@lausd.net

Michael Lovelady

michael.lovelady@lausd.net

(213) 241-8220

ADVANCED PLACEMENT (AP) WORLD LANGUAGE SUPPLEMENTAL SUPPORT CLASS

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this program is to increase the amount of students at the school site who pass an AP World Language Exam. Students will receive supplemental support in world language to increase their proficiency in the selected world language in the areas of listening, speaking, reading and writing.

Outcome Areas and Measures

Proficiency for All: % of Advanced Placement Exam Takers with a qualifying score of “3” or higher

Suggested Budget

Total: Varies based on # of participating teachers

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Teacher X time	10376	\$2772 per teacher	Teachers will work with students in small groups after school or on Saturdays. It is recommended to provide 36 hours of support (e.g. twice per week for 90 minutes for 12 weeks).

Prerequisites for Participation

Students must be enrolled in an AP World Language course.

Additional Related Resources

This program could be done before school, afterschool, as a Saturday series, or during Winter break/Spring break/Summer break

Multilingual and Multicultural Education Department
 Mara Bommarito, Dual Language / Bilingual Programs Director
mbommant@lausd.net
 213-241-5582

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

To support A-G completion and achievement by building a culture and infrastructure that prepares students for college and career success.

Outcome Areas and Measures

- **100% Graduation:** % of high school students on track for A-G completion with C or Better; % of AP exam takers with a qualifying score of “3” or better
- **Attendance:** % of students attending 172-180 days each school year (96% or higher)

Suggested Budget

Total for one year: \$147,351 (assuming 8 participating teachers)

Budget Item Description	Budget Item	Cost	Comment
AVID Ed Aide III/AVID Tutors	22601	\$18,515 per aide	5 aides are recommended to provide tutorial support.
STAFF CONF ATTENDANCE	50080	\$400 per person for registration	6-8 participants are recommended for the AVID LACOE training, including AVID Center-approved Path training to meet AVID Certification requirements.
Day to Day Subs	10559	\$364 per person	6-8 participants are recommended to attend a 1 day (6 hour) AVID LACOE training.
STAFF CONF ATTENDANCE	50080	\$1,400 per person	6-8 participants are recommended for the AVID Summer Institute, which provides continuous AVID training and professional learning to teachers and school administrators.
PD TCHR X TIME	10375	\$1,848 per person	Compensation for the 6-8 participants that are recommended to participate in the three-day (8 hour day) AVID Summer Institute.
Day to Day Subs	10559	\$7,280	20 substitute days (dependent on the size of your AVID team) to enable teachers to attend AVID Path training, observe AVID Demonstration sites, and engage in onsite collaboration.
AVID Auxiliary (1 period)	10420	\$17,000	Provides planning time to AVID Coordinator to support AVID Elective teachers and core content teachers.

Prerequisites for Participation

Must be a current AVID School.

Additional Related Resources

AVID is a college and career readiness system that ensures that middle or high school students who are "in the middle" academically and are not performing to their potential receive the intensive support needed to succeed in rigorous college preparatory courses and graduate from four-year colleges and universities. Students at AVID schools benefit from intentional practices--Writing, Collaboration, Organization and Reading (WICOR)—strategies that explicitly support students' academic achievement in A-G courses. The benefits of the program are heightened by support students receive through the AVID Tutorials. In AVID Tutorials, AVID Ed. Aide III's (AVID tutors) facilitate student learning through inquiry and collaboration. It is recommended that AVID elective classes have a 7:1 student to tutor ratio. AVID Tutorials help AVID students and schools increase their A-G completion, AP qualifying scores and college acceptance rate.

To help spread the success of AVID Tutorial Collaborative Study Groups (CSG), a modified AVID Tutorial, is available for all content classes. With the same philosophy as AVID Tutorials, CSGs help students build understanding through group inquiry. Content teachers would benefit from CSG training, observations and collaboration. Schools implementing CSGs schoolwide help strengthen students' critical thinking, collaboration, communication, organization and researching skills leading to a college and career ready students.

Advance Learning Options, Division of Instruction

Arzie Galvez, Director

arzie.galvez@lausd.net

Alberto Alvarez, Coordinator

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Guadalupe Arellano, Coordinator

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Gloria Martinez, Coordinator

gloria.m.martinez@lausd.net

ALGEBRA I INTERVENTION PATHWAY PROGRAM

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The Algebra I Intervention Pathway Program is a failure prevention, mastery learning based program that provides teachers with resources, tasks, assessments and textbook aligned practice through the Schoology platform. Using the digital content and resources, students receive personalized lessons and assignments that have a direct, real-time impact on their grade in CC Algebra I.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in Math.

Suggested Budget

Total for one year: \$258,164

Budget Item Description	Budget Item	Cost	Comment
IMA	40227	\$2,000 per year	Website licenses to access curriculum for language development and understanding of academic vocabulary
NON-CAP EQUIP	40125	\$8,600 per classroom for 40 devices	Technology to access digital content from Schoology (Tablets, computers, laptops, etc.)
PROF DEV TCHR X	10375	\$2,310 per teacher	30 hours per teacher of ongoing professional development. Recommended to include 3 teachers.
INSTR AIDE Or TCHR AST	20750 Or 107762	\$10,493 for an Instructional Aide \$18,413 for a Teacher Assistant	Classroom Aides or Teaching Assistant in each CC Algebra I and/or math tutorial class to provide one-on-one instruction, assist with small group learning and implement strategies to help EL students access academic content
PROF DEV TCHR X	10375	\$2,310 per teacher	30 hours of professional development per participant. Professional development offered through the office of A-G Intervention Support. <i>A-G Math advisors</i> Math advisors to monitor, support, demo lessons and co-teach
INTRVN SUP COORD	13193	\$115,897.00	Intervention Coordinator and/or Instructional Coach will provide instructional support, co-teaching, demo lessons, pull outs, parent and student contacts, monitor student progress and supports teacher development
PROF DEV TCHR X	10375	\$2310 per teacher	30 hours of professional development.

			Recommend 3 teachers participate. <i>Schoology Training</i> Specific Schoology training for Algebra I and Algebra I Math Tutorial Lab Teachers
STAFF TRNG RATE	n/a	\$535 per teacher	It is recommended that all Algebra teachers participate. <i>Mastery Learning Training – Initial Certification</i> Mastery Learning training for Algebra I and Algebra I Math Tutorial Lab Teachers (See initial cert series)
MICRO SUP AST C1T	25691	\$73,127.00 for technician	Technology Support staff to provide instruction (projectors, speakers, computer/laptop, Smartboard, document camera, Apple TV, etc.)
NON-CAP EQUIP	40125	\$6,000 for 3 devices	Technology to provide instruction (projectors, speakers, computer/ laptop, Smartboard, document camera, Apple TV, etc.)
TCHR X TIME Or COORD X TIME	10371	\$2,332 per teacher or coordinator	30 hours of Parent Meetings and/or Parent information sessions
General Supplies	40227	\$6,000	<i>Hard Copies</i> Funding for hard copies and printed material for students who cannot access a computer
DAY TO DAY SUBS	10559	\$3,641.70 for 10 days of substitute pay	Payment for substitutes for teachers to attend training, participate in lesson studies, classroom observations and demo lessons. Support provided by A-G Intervention Support.

Prerequisites for Participation

None

Additional Related Resources

It may be worth having a Learning Management System champion, intervention coordinator, EL coordinator or other personnel to provide assistance.

LaDonna Oduwole

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213-241-5218

STUDENT HEALTH & HUMAN SERVICES ATTENDANCE IMPROVEMENT PROGRAM (AIP)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The Attendance Improvement Program (AIP) Pupil Services and Attendance (PSA) counselors support schools in achieving attendance improvement targets in Grade 9. Increasing student attendance, a critical factor to improving academic achievement, is our top priority. The goal is to increase the percentage of students with 96% or higher attendance and decreasing the percentage of students with 91% or lower attendance in the targeted grade level. Data has shown an increase in attendance rates for this program because of the targeted prevention and intervention strategies for Grade 9.

Outcome Areas and Measures

100% Attendance: % of students attending 172-180 days each school year; % of students with chronic absence (missing 16 days)

Suggested Budget

Total for one year: \$121,026 for C-basis PSA Counselor

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
ITIN COUNS PSA C	12103	\$121,026	C-basis PSA Counselor

Prerequisites for Participation

None

Additional Related Resources

<http://achieve.lausd.net/pupilservices>

Pupil Services
 Michelle Castelo Alferes, Assistant Director
mvc9944@lausd.net

BOOK STUDY OF COMMON CORE STANDARDS IN DIVERSE CLASSROOMS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

To support English Learners (ELs) and other academic language learners in the content areas, content teachers will conduct a book study and action cycle on the book *Common Core Standards in Diverse Classrooms* by Zwiers, Pritchard, and O'Hara. Content teachers will understand how to use the high impact practices of Using Complex Text, Fortifying Complex Output, and Fostering Academic Interactions to accelerate ELs academic language. Teachers will meet once a week to discuss their learning and plan on using one idea/strategy during their content lessons. Each week, teachers will bring back student work, reflect on their practice, and continue implementing new learnings from the book study into their practice.

Outcome Areas and Measures

Proficiency for All: % of English Learners Making Annual Progress on the California English Language Development Test (or equivalent)

Suggested Budget

Total for one year: \$15,796 (for 10 teachers to participate)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Teacher X-time	10376	\$1,554 per teacher	\$77.73/hr. example: (10 teachers, 20 hrs. per teachers = \$15,546)
IMA	40267	\$25 per teacher	\$25/book (10 teachers = \$250) Common Core Standards in Diverse Classrooms by Jeff Zwiers, Robert Pritchard, and Susan O'hara ISBN-13: 978-1571109972 ISBN-10: 1571109978

Prerequisites for Participation

Reading Chapter 1 of *Common Core Standards in Diverse Classrooms* by Zwiers, Pritchard, and O'hara
Department level planning structures. Afterschool or Saturday meeting structures.

Additional Related Resources

Central office can support with program design and materials.

Multilingual and Multicultural Education Department.

Veronica Arevalo, Coordinator

vareva1@lausd.net

213-241-5582

BUILDING RELATIONS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

These trainings were developed to enable parents to build positive and effective relationships with their child's school. Participants will receive information on what this looks like and how to partner alongside the school in their advocacy and support of their child and the school community.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state “my school provides resources to help me support my child’s education.

Suggested Budget

Total Budget for one year: \$0-\$122,000, depending on staffing needs

Budget Item Description	Budget Item	Cost	Comment
Existing Health and Human Services Staff and other out of classroom staff OR Itinerant Psych Soc Wrk C OR Itinerant Psych School C	13114 13114 13222	Approximately \$122,000	Certificated Staff to coordinate, deliver initial Professional Development (PD): Building Relationships with your Child’s School. This staff can provide additional PD’s to support the Schools’ TSP plan and provide information or trainings to parents to build a partnership with the school site to support student success. PD’s are already created.
General Supplies OR Non-Cap Equip (if unit is over \$500)	40227 40125	Varies based on equipment needed	Presentation equipment, if needed (e.g., purchase computer and projector).

Prerequisites for Participation

Professional Developments are self-directed with presenter’s notes.

School site selected presenters are advised to review the PowerPoints and talking notes prior to presenting.

Additional Related Resources

LAUSD Student Health and Human Services: Resource & Information Guide for Students & Families ([click here](#))

Contact intervention coordinators listed below for PowerPoint Professional Developments

Division of Special Education Intervention Coordinators – varies by Local District (LD)

- Arvin Garcia (Local Districts East and Central)
arvin.garcia@lausd.net
- Susan Mora, Intervention Coordinator (supports LD West)
susan.mora@lausd.net
- Kashmiri Sidhu, Intervention Coordinator (supports LD Northeast and Northwest)
kashmiri.sidhu@lausd.net
- Annmarie Serrano, Intervention Coordinator (supports LD South)
annmarie.serrano@lausd.net

CULTURALLY RESPONSIVE COUNSELING PROFESSIONAL DEVELOPMENT

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Being able to bridge the gap between our own cultural background and the cultural background of the students we serve will: strengthen, support, and facilitate our role in assisting students academically, socio-emotionally and as they plan their preferred future.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of students who feel a part of their school

Attendance: % of students attending 172-180 days of each school year (96% or higher)

Suggested Budget

Total for one year: \$70,161

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
COUNS SEC X TIME	11087	\$468 per counselor	It is recommended to budget for 3-5 counselors per school. High School Counselors, A-Counselor, College Counselor, College Empowerment Coaches, DOTS, Foster Youth, PSA, School Psychologists, on Health Start Coordinator, Dean and APSCS will attend a 6 hour Saturday PD on culturally responsive counseling
ADMIN X	11458	\$624 per admin	It is recommended to budget for 3 administrators. District Administrators from the office of A-G Intervention and the office of Access, Equity & Acceleration will facilitate a 6 hour Saturday PD at the school site.
CONTR INSTRL SVS	50002	Varies based on provider	Guest Speaker Fee
CURRICULAR TRIPS	50174	\$370 per bus	Museum of Tolerance Tools for Tolerance for Educators LAUSD Counselor Program Time and Day TBD Free of Charge Set in our immersive learning environment, Tools for Tolerance® for Educators introduces new paradigms toward building capacity for safe and respectful schools.

SUPPLEMENTAL MATERIALS	40227	\$122 per teacher	<p>Counselors will disseminate the PD to the teaching staff during school day PD and/or a faculty meeting and offer culturally responsive instructional pedagogy supplemental materials.</p> <p>Supplemental Materials: Ready, Willing and Able A Developmental Approach to College Access and Success by Mindy Savitz-Romer and Suzanne Bouffard ISBN-13: 978-1612501321 ISBN-10: 161250132X</p> <p>Expanding College Access for Urban Youth by Tyrone Howard, Jonli d. Tunstall and Terry Flennaugh ISBN-10: 0807757640 ISBN-13: 978-0807757642</p> <p>Culturally Responsive Teaching & the Brain by Zaretta Hammond ISBN-13: 978-1483308012 ISBN-10: 1483308014</p> <p>The Art of Critical Pedagogy: Possibilities for Moving From Theory to Practice in Urban Schools ISBN-13: 978-0820474151 ISBN-10: 0820474150</p>
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Prerequisites for Participation

None

Additional Related Resources

Culturally Responsive Education

<https://achieve.lausd.net/Page/12337>

http://www.dds.ca.gov/Publications/docs/Culturally_Responsive.pdf

Culturally Responsive Counseling

http://www.psysr.org/jsacp/ahmed-v3n1-11_17-28.pdf

Tools for Tolerance for Educators

http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5052721/k.1D69/Free_Professional_Development_for_Educators.htm

Office of Instruction, A-G Intervention

Carol Alexander, Director

carol.alexander@lausd.net

Office of Access, Equity & Acceleration

Angela Hewlett, Director

Angela.hewlettblock@lausd.net

Dr. Robert Whitman, Director of Special Projects
Rdw5302@lausd.net

A-G Intervention
Heather Brown, College Counseling Coordinator
hhb7405@lausd.net

ELA INTENSIVE LITERACY INTERVENTION

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Similar to the Division of Special Education Intensive Diagnostic Educational Center (IDEC), this ELA intensive literacy intervention has been adapted for use in secondary General Education (GE) programs to provide intense, evidence-based literacy interventions for struggling learners, who have not responded to previous GE interventions to accelerate learning with quality curriculum and instruction and facilitate successful lifelong learning. Within an intensive model of instruction, students are provided daily individualized and small group instruction in foundational literacy skills. This ELA intensive literacy program targets struggling readers with severe and pervasive reading difficulties. High school interventions include Wilson’s Just Words, Anita Archer’s REWARDS and Technology from Achieve 3000, and Learning Ally.

Outcome Areas and Measures:

Proficiency for All: % of students meeting or exceeding standards in ELA

Suggested Total Budget for one year

Total budget for one classroom 3 double block periods of ELA core class (20 students per double block) \$278,503 * for one teacher and 2 paraprofessionals, a coach and trainings and materials.

***Schools will need to analyze existing resources and student needs to determine what to purchase from the attached resource menu. Total budget will vary from site to site.**

****Subsequent years will have reduced materials costs, as only student consumables need to be purchased.**

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
INSTRL COACH SEC C1T	13297	\$115,000	The Instructional Coach will be trained in all programs and strategies used in the intervention classroom. The Instructional coach will work collaboratively with school staff to identify students and will assist in screening students. The Instructional Coach will support the intervention teacher in all areas of instruction, as well as with the gathering and analyzing of data. The Coach will be responsible for monitoring program fidelity and progress of students enrolled in class, including holding data meetings with intervention staff.
CSR TCHR SEC EKA 1TK	13641	\$11,873	Teacher will be responsible for attending trainings and teaching intervention programs with fidelity, screening students, analyzing data, progress monitoring students, developing intervention plans for students based on data results, supervising paraprofessionals as they implement instructional strategies, meeting with

			instructional coach to review data.
TCHR AST DEGK NW/2 (2 may be needed)	107762	\$18,413	Paraprofessionals will assist intervention teacher with small group instruction. Paraprofessionals will receive training in Fluency, Multisensory strategies, Grammar and Composition, Multisyllabic Reading strategies and Achieve 3000.
PROF DEV TCHR REG	10370	\$2,407 per teacher	31 hours of training <ul style="list-style-type: none"> • Just Words 2-day training • Online training of intervention programs required: Fluency, Metacognitive Strategies, Multisensory Grammar and Composition, Multi-syllabic Reading Strategies
INSTRAL AIDE RELIEF	20839	\$709.75 per paraprofessional	25 hours of trainings in preparation to launch the program
MAIN/OPER SUPPLIES	40183	\$800 per laptop	Laptops will be needed to implement Achieve 3000 and 1 cart to store them
SOFTWARE LICNS MAINT	50243	\$4,519	Achieve 3000, Learning Ally and Aimsweb for progress monitoring

Auxillary period may be needed to meet contractual obligations.

Prerequisites for Participation

- English core class (e.g., English 7A, English 9A, etc.) must be double- blocked with the intensive intervention course: Literacy for Success (middle school) or Strategic Literacy (high school)
- The Instructional Coach or Administrator must be knowledgeable of programs used in the intervention class to support the intervention teacher. The Instructional Coach must be assigned to support this class at least 10% of their time and may be shared with up to 10 sites with similar programs
- All staff must complete training prior to implementation
- Intervention teacher must be familiar with the use of data for ongoing progress monitoring to assess student progress and create instructional plans for each student
- All students must demonstrate need and it is recommended there be an establish criteria (Division of Special Education can make suggestions), and that the Multi Tiered System of Support or Student Support and Progress Team process be used to assist in determining students to enroll

Prior to starting program required training:

Program	Time	Training cost	Trainer	Trainer fee	Staff attending
REWARDS/ 6 minute solutions	2 hours	N/A if done during PD time	Online training during PD time	No fee if school day or Tuesday afternoon	Teacher Paraeducator(s) Instructional Coach optional
Wilson Just Words	2 days	\$728 per teacher (substitute pay)	District Certified Trainers	\$1457 for two trainers (substitute costs)	Teacher Paraeducator(s) Instructional Coach optional

		\$15.00 /per teacher for training materials			
Achieve 3000	1 day of in classroom coaching provided by company for Teacher and paraeducators	N/A Achieve coach to do in class training with students	Company	Included with license fees	Teacher Paraeducator(s)
Learning Ally	Two hours	No cost	Company and available on webinar	Included with license fees	Teacher Paraeducator(s) Instructional Coach optional
Neuhaus-Multi sensory Grammar	1 hour	\$314 per teacher (sub)	Online through the company	\$115 per person	Teacher Paraeducator(s) Instructional Coach optional
Metacognitive Comprehension	Online training during PD time	N/A if done during PD time	District online training	N/A	Teacher Paraeducator(s) Instructional Coach optional
Diagnostic Teaching training	1	\$364 per teacher (sub)	District Trainers	\$728 for substitute costs	Teacher Paraeducator(s)
AIMSWEB	1	No cost	On line Company webinars	Included with license fees	Teacher Instructional Coach optional

Additional Related Resources

<https://www.neuhaus.org/>

<https://store.wilsonlanguage.com/just-words/?sort=featured&page=1>

<http://store.voyagersopris.com/rewards-intermediate-and-secondary/>

Division of Special Education

Kaliah Barr, Specialist

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*Please note that there are limited Certificated District Trainers. Trainers will be available approximately 4 times per month during the first semester. Limited Space is available; please arrange trainings as soon as possible.

ELA/MMED: INTEGRATED ELA/ELD

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

To support English Learners (ELs) in the English teachers in grades 6-11. Through a book study and action cycle, English teachers will read sections of Chapters 2, 6, and 7 of the ELA/ELD Framework on Integrated and Designated ELD as well as the CA ELD Standards. Given their learning, they will explore their newly-adopted ELA/Integrated ELD textbooks to identify supports for English Learners per the Framework. Teachers will study and amplify the supports and strategies built in to the curriculum. If the supports are not sufficient, then teachers will plan appropriate supports to meet the needs of English Learners. Teachers will meet on a weekly basis to review and reflect on lessons and student work to make necessary adjustments to instruction to continue to meet the language needs of ELs.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA

Suggested Budget

Total for one year: \$16,746 (assuming 20 teachers)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Teacher X-time	10376	\$1,540 per teacher	20 hrs. per teacher
Instructional materials	40267	\$120 per teacher	Estimated: \$30/book (4 books) through Reprographics (10 teachers = \$1,200) <i>ELA/ELD Framework Executive Summary ELA/ELD Framework Chapters 2,6, and 7</i>

Prerequisites for Participation

Reading Chapter 2 of *the ELA/ELD Framework*

Department level planning structures. Afterschool or Saturday meeting structures.

Additional Related Resources

Multilingual and Multicultural Education Department.

Veronica Arevalo vareva1@lausd.net

213-241-5582

Limited central office can support with program design and materials ordering.

Division of Instruction

Dharma Hernandez dth3022@lausd.net

213-241-6603

Limited central office can support with program design and materials ordering.

ELA: UNIVERSAL READING ASSESSMENT

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

To assist schools in better understanding their students' reading strengths and challenges, the Reading Inventory assessment, a 45-minute online assessment, will provide lexile scores for students. This assessment can be used three to four times during the school year to measure students' reading comprehension growth. Using this program, teachers will be able to better target students' instructional reading needs.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in 3rd through 8th, 11th grade English Language Arts (ELA)

Suggested Budget

Reading Inventory licenses for 700 students would cost approximately \$8,000; 1000 students would cost approximately \$11,000. This fee would be a one-time fee if LAUSD continues to pay the data hosting fees (more details provided in the "Additional Related Resources.").

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
IMA	40267	\$1500	Reading Inventory Classroom Plan 1 Administrator Kit; 2 Teacher Kits 50 student licenses
Software licenses	50243	\$499 per pack of 50 licenses	Reading Inventory Expansion Pack for additional students

Prerequisites for Participation

None

Additional Related Resources

This budget is dependent on LAUSD continuing to pay the data hosting fees every year. This contract is renewed on a yearly basis. The District has renewed the contract for 2017-18. If the contract is not renewed in subsequent years, then the pricing structure would change to a web subscription, which for a school of 700 students would possibly cost an annual renewal of \$3,850. In this model, the school would be paying this fee every year.

Dharma Hernandez, Secondary Literacy/ELA Coordinator
dth3022@lausd.net

GIFTED AND TALENTED PROGRAMS- ADVANCED LEARNING OPTIONS

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of Gifted/Talented Programs is to develop a comprehensive, articulated approach for identifying all gifted and talented students, including those from diverse cultural, linguistic, and socioeconomic backgrounds, and for providing them with educational opportunities and academic support that develops their potential and leads to exceptionally high levels of academic performance. This includes effectively screening and referring for identification and providing services for gifted and talented learners that meet their complex and varied needs.

Increased efforts must be made to ensure access and equity in Gifted/Talented Education (GATE) services/support for Targeted Student Populations (e.g., low-income, foster youth, RFEP, and English learners) as well as underserved populations (e.g., African American and Latino students) per the Gifted/Talented Programs agreement with the Office for Civil Rights (OCR). LAUSD recommends that teachers of gifted learners complete 16 hours of “recency of training” each year to effectively meet the academic and social-emotional needs of gifted learners through differentiated instructional and management strategies

Outcome Areas and Measures

- **Proficiency for All:** % of students meeting or exceeding standards on ELA and Math
- **100% Graduation:** % of high school students on track for A-G completion with C or Better; % of AP exam takers with a qualifying score of “3” or better
- **Attendance:** % of students attending 172-180 days each school year (96% or higher)

Suggested Budget

Total for one year: \$6,274

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
GATE Teacher Coordinator Differential	11622	\$1,513 per year	GATE Coordinator assists with screening, referral, & GATE program development for gifted and talented learners to improve academic support.
Staff Training Rate	10375	\$89 per person	3 hours of training recommended for 10 people GATE professional development (after school hours).
Day-to-day Substitute	10559	\$3,640	This assumes 10 substitute days, which can be utilized to send teachers to GATE professional development, provide planning time, and observation of model differentiated instruction.
Curricular Trips for Off-Campus Instruction	50174	\$370 for 5 hours (50 miles)	Provide enrichment opportunities to gifted and talented learners that are integral to classroom instruction <u>and</u> ensure students have differentiated learning experiences that support increased academic outcomes.

Conference Attendance	50080	Registration Fees: \$100 Early Bird on or before December 12/16/17 and \$125 (12/17/17-5/2/18)	The Annual City/County Conference on Gifted Education provides high-quality professional development to teachers, coordinators, administrators, and psychologists who work with gifted and talented learners. Participants attend a keynote and plenary session as well as two self-selected workshops on various topics related to gifted education. The theme this year is: Whole New Ballgame: Revolutionizing Gifted Education. A focus of the conference will be exploring innovative teaching strategies (e.g. Project-Based Learning) to improve academic support to students.
IMA	40267	Varies	Instructional materials used to support differentiated instruction for gifted and talented learners to improve academic support to students.

Prerequisites for Participation

There are no prerequisites for this program.

Additional Related Resources

BUL-267.4: Transportation Procedures for Curricular Trips, Gifted/Talented Programs Schools for Advanced Studies

BUL-269.9: Policy for Identifying Students for Gifted/Talented Programs

MEM-6244.3: 2016-2017 Annual GATE Report

Advanced Learning Options (ALO), Gifted/Talented Programs

Arzie Galvez, Director

arzie.galvez@lausd.net

(213) 241-8220

INTERDISCIPLINARY COLLABORATIVE PLANNING

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Using Building Educator Assessment Literacy (BEAL) assessment scoring protocols and tools, ELA, history and/or science teachers work together to score Interim Assessment Blocks (IAB) ELA Performance task to better target students’ literacy needs across the curriculum. The session(s) would be facilitated by an assigned and trained teacher facilitator. After scoring assessment, teachers would plan lesson(s) and participate in a lesson study model to across disciplines to better align literacy instruction.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBAC in ELA

Suggested Budget Items

Total for one year: \$34,780

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PROF DEV TCHR X TIME	10375	\$933 per teacher	12 hours per teacher at \$77/hour (teacher facilitator training provided by Division of Instruction)
PROF DEV TCHR X TIME	10375	\$933 per teacher	12 hours per teacher at \$77/hour (scoring sessions)
PROF DEV REG	10370	\$1,866 per teacher	Four 6 hour days of training (lesson observations)
PROF DEV REG	10370	\$933 per teacher	12 hours (lesson planning)
IMA	10359	\$300	(Reprographics)

Prerequisites for Participation

None

Additional Related Resources

Protocol and Resources: <https://achieve.lausd.net/Page/11035>

Dharma Hernandez, Secondary Literacy/ELA Coordinator
dth3022@lausd.net

INTERNATIONAL BACCALAUREATE (IB) IMPLEMENTATION (MIDDLE YEARS PROGRAMME, DIPLOMA PROGRAMME, CAREER-RELATED)

Grades

6 7 8
9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

International Baccalaureate (IB) programs is a proven program for supporting student aspirations for college and career and a viable educational model for retaining and attracting students to LAUSD. IB, which explicitly addresses the state priority areas, has an established reputation for high academic standards and for preparing students for success in a globalized 21st century.

IB, a recognized leader in the field of international education, is a non-profit foundation that offers three challenging programs for pupils aged 3 to 19.

- IB Primary Years Programme (PYP; grades Pre-K-5) focuses on the development of the whole child as an inquirer, both in the classroom and the world outside. (Not applicable.)
- IB Middle Years Programme (MYP; grades 6-10) provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers.
- IB Diploma Programme (DP; grades 11-12) is an academically challenging and balanced program of education with final examinations that prepares students for college and career success and a qualification that is recognized by leading universities around the world.
- IB Career-Related Programme (CP; grades 11-12) is a program that addresses the needs of students engage in career-related education.

Outcome Areas and Measures

- **100% Graduation:** % of high school students on track for A-G completion with C or Better; % of AP exam takers with a qualifying score of “3” or better
- **Attendance:** % of students attending 172-180 days each school year (96% or higher)
- **Parent, Community and Student Engagement:** % of parents who state “my school provides resources to help me support my child’s education

Suggested Budget Items

Total for one year: Approximately \$270,519 (assuming 10 participating teachers)

Budget Item Description	Budget Item	Cost	Comment
1 FTE Teacher or AUXILIARY TCHR	13844	\$111,873	To support school site meeting the IB Programme Model requirement that stipulates all Middle Years Programme (MYP) students must take a world language course in every year of the program.
INST COACH	13454	\$115,897	To coordinate applicable IB programme and facilitate teacher collaboration and planning
DAY-TO-DAY SUBS	10559	\$1,092 per teacher	8-10 people recommended for 3 days. Provides teachers at interested IB schools with opportunities to engage in IB professional development, visit other IB school sites and school-site collaboration.

			Depends on availability of substitutes.
STAFF TRNG	11316	\$713 per person	4 days of training/collaboration/planning for 8-10 people. Collaboration is at the heart of IB schools. Teachers will implement the program standards by departments and grade-level teams to calibrate teaching and learning that meet the subject criteria over the course of the year.
CONF ATTENDANCE	50080	\$1,900 per person	California World IB School (CAWS) Conference. Recommend 6-8 people (per person estimate includes travel, registration fees and accommodations). Authorization and reauthorization of the IB program is contingent on attending IBO professional development.
IB Annual fees	-----	\$9,500	IB Annual Fee (Candidate)

Prerequisites for Participation

Schools are to contact Arzie Galvez, Director, Advanced Learning Options, if interested in becoming an International Baccalaureate Authorized school.

Additional Related Resources

www.ibo.org

<https://achieve.lausd.net/Page/1414>

Arzie Galvez, Director
 Advance Learning Options
 Division of Instruction
arzie.galvez@lausd.net

LANGUAGE! 4TH EDITION FOCUS ON ENGLISH LEARNERS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English Learners Foster youth
 Low-income students All students

Purpose of the Program

LANGUAGE! 4th Edition is an intensive, comprehensive literacy curriculum for students in grades 4-12 who are substantially below grade level expectations. With an explicit, systematic approach that is proven to accelerate the growth of struggling readers and nonreaders, LANGUAGE! integrates instruction in foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.

Outcome Areas and Measures

Proficiency for All: % of students meeting or exceeding standards in ELA

Suggested Budget

Total budget for one classroom of 28 students in a double block period of ELA core class and intervention class is \$240,000 (*Subsequent years will have reduced materials costs, as only student renewal materials need to be purchased*).

Budget Item Description	Budget Item	Cost	Comment
Instructional Coach C1T Secondary	13297	\$115,897	Instructional coach will be responsible for data collection, monitoring of program fidelity, training teachers in data-driven intervention methods, progress monitoring
8 th Grade Eng- Auxilary (Middle Schools only)	14144	\$111,873	Double block for intensive ELA intervention
9 th Grade Eng- Auxilary (High Schools only)	13297	\$111,873	Double block for intensive ELA intervention
Day to Day Subs	10559	\$728.34	2 days of sub time for training per teacher. Training for up to 30 teacher from company included in materials cost.
IMA	40269	\$11,550.25	Materials and training included

Prerequisites for Participation

English core class (e.g., English 7A, English 9A, etc.) must be double-blocked with the intensive intervention course: Literacy for Success (middle school) or Strategic Literacy (high school).

- The English core class and intervention class must be taught by the same teacher- credentialed in English
- An evidence-based replacement curriculum such as *Language! 4th Edition* must be used that meets the intensive intervention needs of the students

Additional Related Resources

MEM 6487.0 Placement Guidelines Language Arts Tier 2 and Tier 3 Intervention Programs in Grades 6 and 9

Division of Special Education

Sonia Flores, Specialist

sonia.flores@lausd.net

LINKED LEARNING (GRADES 6-8)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Linked Learning engages students in integrated, authentic, real-world projects centered around a career themed pathway that build students' skills, knowledge and dispositions. This approach also embeds a continuum of relevant work-based learning experiences throughout the year, providing students and faculty with opportunities to interact with career professionals in the classroom and in professional settings. Learning becomes relevant and meaningful and both college and career readiness are achievable.

The Linked Learning instructional approach has been demonstrated through independent research to improve student outcomes across a spectrum of student outcome metrics. A summary of the research, which includes LAUSD Linked Learning schools, is located here: <http://www.linkedlearning.org/wp-content/uploads/2017/06/Talking-Points-for-LL-Y7-Report.pdf>.

The research demonstrates Linked Learning's ability to:

- Increase student attendance rates,
- Improve student retention,
- Better engage students in their learning,
- Increase dual credit course participation,
- Increase graduation rates, and
- Increase college enrollment and completion.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Attendance: \$ of students who attend 172-180 days each school year (96% or higher)

100% Graduation: four-year cohort graduation rate; cohort dropout rate.

Suggested Budget Items

Basic Implementation Year 1 (Essential Items Only): \$304,642

Full Fidelity Implementation (Essential + Highly Recommended Items): \$438,588

Each career-themed pathway within the school can apply to be Linked Learning or the whole school can apply. The pathway(s) should have cohorted students and it is optimal to have cohorted teachers to provide both an intensive academic and a personalized learning environment (Costs are per pathways assuming there are 15 teachers in a pathway and 1 administrator, unless otherwise indicated.)

Budget Item Description <i>E: Essential Item</i> <i>H: Highly Recommended Item</i>	Budget Item	Cost	Comment
E - Each pathway must have a minimum of 1 full-time CTE teacher and preferably 2 (Year 1) TCHR,ROC/ROP	14440	\$94,034	Our office can assist you with a hiring pool

E - 0.25 FTE Linked Learning Coach who will work with faculty & administration in creating and implementing integrated curriculum (academic and CTE) (Years 1,2,3) INSTRL COACH SEC C1T at A BASIS OR EQUIVALENT Z-TIME	14080	\$37,198	The coach will provide PD and work in classrooms with teachers the equivalent of 2 days a week
E - Linked Learning Summer Bridge Coach for 6 th graders (Years 1,2,3)	See above	Included Above	Sixth graders are welcomed to the school/pathway and work collaboratively with other students and professionals on a project
E - 0.20 FTE Linked Learning Work-Based Learning Coordinator who will work with the faculty and lead teacher to develop connections with HS feeder program INSTRL COACH SEC C1T at A BASIS OR EQUIVALENT Z-TIME	14080	\$29,759	Work-based Learning Coordinator will support the school in the development of a sustainable advisory board and work-based learning experiences connected to classroom activities
E - 5 Day Linked Learning Onboarding from the Linked Learning Office— school administrators and faculty (Year 1) STAFF TRNG R 1 CERT at \$77.90 per hour— 1 Admin, 4 Single Subject Teachers, and 1 CTE Teacher per Grade Level x 3 Grade Levels x 5 days x 7 hours per day – breakout below	10371	\$51,803 at x/z rate	Professional Development planned and implemented by LL Office
E - Professional Development pay for faculty for onboarding (Year 1) 5 days x 15 faculty X/Z rate at \$77.90 hourly	See above	\$40,897 included above in x/z	
E - Professional Development pay for administrators for onboarding (Year 1) 5 days x 1 administrator – up to 4 administrators and counselors should attend X/Z rate at \$77.90 hourly	See above	\$ 8,180 included above in x/z	
E - Lead Teacher (for each pathway) Period Off (Years 1,2,3)	10853	Individual Rate	Coaching support offered during additional planning time
E - Buck Institute 101—3 Day training in Project Based Learning Development for faculty and administrators (Year 1)	Contract Services	\$11,500 per session	
E - Professional Development pay for faculty for Buck Institute (Year 1) 3 days @ 7 hours per day, 15 faculty X/Z rate at \$77.90 hourly	10371	\$24,539 at x/z rate	
E - Professional Development pay for administrators for Buck Institute (Year 1) 3 days @ 7 hours, 1 administrator	10371	\$1,636 at x/z rate	

X/Z rate at \$77.90 hourly			
E - Mastery Learning & Grading Training 3-Day training & Support (<i>Year 2</i>) (Either in-house or contracted out) 3 days x 15 staff x 7 hours x X/Z rate at \$77.90 hourly	10371	\$29,447 at x/z rate	Professional Development planned and implemented by LL Office
E - Professional Development pay for faculty for Mastery Learning & Grading (<i>Year 2</i>) 3 days x 15 faculty x 7 hours x X/Z rate at \$77.90 hourly	See above	\$29,447 at x/z rate included above	
E - Professional Development pay for administrators for Mastery Learning & Grading (<i>Year 2</i>) 3 days x 1 administrator x 7 hours x X/Z rate at \$77.90 hourly	See above	\$1,636 at x/z rate included above	
E - 5- Day Portfolio and Defense Professional Development training (<i>Year 2</i>) STAFF TRNG R 1 CERT at \$77.90 per hour– 1 Admin, 4 Single Subject Teachers, and 1 CTE Teacher per Grade Level x 3 Grade Levels x 5 days x 7 hours per day – breakout below X/Z rate at \$77.90 hourly	10371	\$49,077 at x/z rate	Professional Development planned and implemented by LL Office
E - Site-Administrator Implementation Support: Linked Learning Director at service ratio of 1 Director per 3 new Linked Learning sites.	<i>COFE Job #</i> 13200515	\$56,900 per year	
H - Linked Learning Master Schedule Assistance (<i>Years 1,2</i>) 2 days per site per year	10601	\$700 per year	An experienced, retired APSCS can assist with cohorting (up to 16 hours)
H - College and Career Counselor	110195	\$124,596	
H - EduCare Contracted Supplemental Services: Core College Access Services High School Module and One-on-One College Access Support	50002	\$85,000	
H - College and Worksite Tours	50174	\$1,500	

Supporting Office(s) and Contacts

Linked Learning, CTE and Work Experience Office

Esther Soliman, Administrator

esther.soliman@lausd.net

213-241-8754

Prerequisites for Participation

Administration and Faculty must agree to implement Linked Learning with fidelity. The Linked Learning office will be happy to come to your school and discuss what Linked Learning is, what is required to implement it with fidelity, how we will support you. We will also ask current practitioners to attend this meeting to share why they adopted Linked Learning. We require a staff vote of 75%+ in favor of implementing Linked Learning Pathways at your site.

Additional Related Resources

Please see attachment "Why Linked Learning": <http://bit.ly/WhyLinkedLearning> (to view access LAUSD google drive account)

We require a staff vote of 75%+ in favor of implementing Linked Learning Pathways at your site. Please contact us to schedule a staff informational introduction to Linked Learning for your faculty. For more information, please connect to our website: <https://achieve.lausd.net/linkedlearning>.

The following are LAUSD's first Linked Learning Middle Schools:

- STEM Academy at Bancroft Middle School (Year 2)
- STEM Academy at Hollenbeck Middle School (Year 2)
- STEM Academy at Nightingale Middle School (Year 2)
- Studio Middle School (STEAM) (Year 1)
- Sutter Middle School (Year 1)

LINKED LEARNING (GRADES 9-12)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Linked Learning engages students in integrated, authentic, real-world projects centered on a career themed pathway that builds students' skills, knowledge and dispositions. This approach also embeds a continuum of relevant work-based learning experiences throughout the year, providing students and faculty with opportunities to interact with career professionals in the classroom and in professional settings. Learning becomes relevant and meaningful and both college and career readiness are achievable.

The Linked Learning instructional approach has been demonstrated through independent research to improve student outcomes across a spectrum of student outcome metrics. A summary of the research, which includes LAUSD Linked Learning schools, is located here: <http://www.linkedlearning.org/wp-content/uploads/2017/06/Talking-Points-for-LL-Y7-Report.pdf>.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Attendance: % of students who attend 172-180 days each school year (96% or higher)

100% Graduation: four-year cohort graduation rate; cohort dropout rate.

Suggested Budget

Basic Implementation (Essential Items Only): \$433,879 at X/Z Rate

Full Fidelity Implementation (Essential + Highly Recommended Items): \$646,675 at X/Z Rate

Each career-themed pathway within the school can apply to be Linked Learning. The pathway should have cohorted students and it is optimal to have cohorted teachers to provide both an intensive academic and a personalized learning environment (Costs are per pathway, assuming there are 20 teachers in a pathway and 1 administrator, unless otherwise indicated.)

***E= Essential Item; H= Highly Recommended Item**

Budget Item Description <i>E: Essential Item</i> <i>H: Highly Recommended Item</i>	Budget Item	Cost	Comment
E* - Each pathway must have a minimum of 1 full-time CTE teacher and preferably 2 (Year 1) TCHR,ROC/ROP	14440	\$94,034	Our office can assist you with a hiring pool
E - 0.25 FTE Linked Learning Coach who will work with faculty & administration in creating and implementing integrated curriculum (academic and CTE) (Years 1,2,3) INSTRL COACH SEC C1T at A BASIS OR EQUIVALENT Z-TIME	14080	\$37,198	The coach will provide PD and work in classrooms with teachers the equivalent of 2 days a week

E - Linked Learning Summer Bridge Coach for 9 th graders (<i>Years 1,2,3</i>)	See above	Included Above	Ninth graders are welcomed to the school/pathway and work collaboratively with other students and professionals on a project
E - 0.20 FTE Linked Learning Work-Based Learning Coordinator who will work with the faculty and lead teacher to develop an Industry Advisory INSTRL COACH SEC C1T at A BASIS OR EQUIVALENT Z-TIME	14080	\$29,759	Work-based Learning Coordinator will support the school in the development of a sustainable advisory board and work-based learning experiences connected to classroom activities
E - 5 Day Linked Learning Onboarding from the Linked Learning Office— school administrators and faculty (<i>Year 1</i>) STAFF TRNG R 1 CERT at \$77.90 per hour— 1 Admin, 4 Single Subject Teachers, and 1 CTE Teacher per Grade Level x 4 Grade Levels x 5 days x 7 hours per day – breakout below	10371	\$65,436 at x/z rate	Professional Development planned and implemented by LL Office
E - Professional Development pay for faculty for onboarding (<i>Year 1</i>) 5 days x 20 faculty X/Z rate at \$77.90 hourly	See above	\$54,530 included above in x/z	
E - Professional Development pay for administrators for onboarding (<i>Year 1</i>) 5 days x 1 administrator – up to 4 administrators and counselors should attend X/Z rate at \$77.90 hourly	See above	\$ 10,906 included above in x/z	
E - Lead Teacher (for each pathway) Period Off (<i>Years 1,2,3</i>)	10853	<i>Individual Rate</i>	<i>Coaching support offered during additional planning time</i>
E - Buck Institute 101—3 Day training in Project Based Learning Development for faculty and administrators (<i>Year 1</i>)	Contract Services	\$11,500 per session	
E - Professional Development pay for faculty for Buck Institute (<i>Year 1</i>) <i>3 days @ 7 hours per day, 20 faculty</i> X/Z rate at \$77.90 hourly	10371	\$32,718 at x/z rate	
E - Professional Development pay for administrators for Buck Institute (<i>Year 1</i>) <i>3 days @ 7 hours, 1 administrator</i> X/Z rate at \$77.90 hourly	10371	\$1,636 at x/z rate	
E - Mastery Learning & Grading Training 3-Day training & Support (<i>Year 2</i>) (Either in-house or contracted out) 3 days x 24 staff x 7 hours x X/Z rate at \$77.90 hourly	10371	\$39,262 at x/z rate	Professional Development planned and implemented by LL Office

E - Professional Development pay for faculty for Mastery Learning & Grading (Year 2) 3 days x 23 faculty x 7 hours x X/Z rate at \$77.90 hourly	See above	\$37,626 at x/z rate included above	
E - Professional Development pay for administrators for Mastery Learning & Grading (Year 2) 3 days x 1 administrator x 7 hours x X/Z rate at \$77.90 hourly	See above	\$1,636 at x/z rate included above	
E - 5- Day Portfolio and Defense Professional Development training (Year 2) STAFF TRNG R 1 CERT at \$77.90 per hour– 1 Admin, 4 Single Subject Teachers, and 1 CTE Teacher per Grade Level x 4 Grade Levels x 5 days x 7 hours per day – breakout below X/Z rate at \$77.90 hourly	10371	\$65,436 at x/z rate	Professional Development planned and implemented by LL Office
E - Professional Development pay for faculty for Portfolio & Defense (Year 2) 5 days x 20 faculty X/Z rate at \$77.90 hourly	See above	\$54,530 included above in x/z	
E - Professional Development pay for administrators for Portfolio & Defense (Year 2) 5 days x 1 administrator – up to 4 administrators and <u>counselors</u> may attend X/Z rate at \$77.90 hourly	See above	\$ 10,906 included above in x/z	
E - Site-Administrator Implementation Support: Linked Learning Director at service ratio of 1 Director per 3 new Linked Learning sites.	COFE Job # 13200515	\$56,900 per year	
H - Linked Learning Advisory Materials for College & Career Preparation (Years 1,2,3)	40183	\$500	9 th –12 th grade workbooks to explore self, college and career as well as work-readiness materials
H - Linked Learning Master Schedule Assistance (Years 1,2) 2 days per site per year	10601	\$700 per year	An experienced, retired APSCS can assist with cohorting (up to 16 hours)
H - Advisory Board Committee Expense	40169	\$500	
H - College and Career Counselor	110195	\$124,596	
H - EduCare Contracted Supplemental Services: Core College Access Services High School Module and One-on-One College Access Support	50002	\$85,000	
H - College and Worksite Tours	50174	\$1,500	

Prerequisites for Participation

Administration and Faculty must agree to implement Linked Learning with fidelity. The Linked Learning

office will be happy to come to your school and discuss what Linked Learning is, what is required to implement it with fidelity, how we will support you and we will ask current practitioners to attend to share why they adopted Linked Learning. We require a staff vote of 75%+ in favor of implementing Linked Learning Pathways at your site.

Additional Related Resources

Please see attachment “Why Linked Learning”: <http://bit.ly/WhyLinkedLearning> (to view access LAUSD google drive account)

In 2018, “college & career readiness” will include Career, Technical Education (CTE) pathway completion as an indicator for student preparedness for life after high school. Linked Learning will ensure student access to CTE completion (<http://www.cde.ca.gov/ta/ac/cm/cci.asp>)

We require a staff vote of 75%+ in favor of implementing Linked Learning Pathways at your site. Please contact us to schedule a staff informational introduction to Linked Learning for your faculty. For more information, please connect to our website: <https://achieve.lausd.net/linkedlearning>.

The following are practitioners of Linked Learning and have successfully become certified Linked Learning pathways and are willing to dialogue with you about their experience:

- STEM Academy of Hollywood at Bernstein, *Principal: Mr. Paul Hirsch, Phone: (323) 817-6461*
- Business and Tourism at Miguel Contreras Learning Complex, *Principal: Mr. Dalton Cole, Phone: (213) 240-3841*
- Sylmar Biotech & Health Academy, *Principal: Ms. Maria Herrera, Phone: (818) 833-3723*
- Los Angeles High School of the Arts (LAHSA) at Robert F. Kennedy Complex, *Principal: Ms. Susan Canjura, Phone: (213)480-4600*
- Los Angeles School of Global Studies at Miguel Contreras Learning Complex, *Principal: Mr. Christian Quintero, Phone: (213) 240-3850*

Linked Learning, CTE and Work Experience Office

Esther Soliman, Administrator

esther.soliman@lausd.net

213-241-8754

LONG TERM ENGLISH LEARNER (LTEL) TEACHING FOUNDATIONAL LITERACY SKILLS

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

After completing the *Assessing Foundational Literacy Skills* online module developed by the Multilingual and Multicultural Education Department (MMED) (available through My PLN starting August 31, 2017), teachers will meet to analyze the results of the assessments. They will plan intensive tier 1/2 intervention lessons on specific literacy skills. They will follow a structure that assists teachers to plan lessons that include an approach that addresses both language and literacy. Teachers will conduct 10-minute intervention lessons in class daily, or at least three times week, depending on their class schedule. Students will be progress monitored through formative assessments weekly to create additional lessons and supports.

Outcome Areas and Measures

Proficiency for All: % of English Learners who have not reclassified in 5 years (LTELs)

Suggested Budget

Total for one year: \$9,283 (assuming 5 teachers)

Budget Item Description	Budget Item	Cost	Comment
Teacher X-time	10376	\$1,554 per teacher	\$77.73/hr. (5 teachers, 20 hrs. per teacher = \$7,773)
IMA	40267	\$1,510	Resources to support teaching of foundational literacy skills. Assessing Reading Multiple Measures for All Educators Working to Improve Reading Achievement, 2nd Edition; Teaching Reading Sourcebook; Words Their Way with Struggling Readers: Word Study, Vocabulary, and Spelling Instruction, Grades 4-12, 1st Edition

Prerequisites for Participation

Assessing Foundational Literacy Skills: An Online Module for Secondary Teachers of English Learners
Department level planning structures.

Additional Related Resources

Multilingual and Multicultural Education Department.
Veronica Arevalo, Coordinator
vareva1@lausd.net
213-241-5582

**Limited Central office staff can support on Saturdays and afterschool. For additional support you may also reach out to the Local District EL program staff.

MASTERY LEARNING AND GRADING- INITIAL CERTIFICATION PD SERIES

Grades

6 7 8
9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning that refocuses grading, assessment, instruction, and lesson planning on clear learning targets and honors students' variables necessary for learning. It helps to ensure that ALL students succeed academically and are able to take charge of their own learning.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Suggested Budget Items

Total: \$535 per teacher

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
STAFF TRNG RATE	11316	\$297 per teacher	10 hours of in-person workshops per teacher participant, minimum of 8 teachers. MLG is an all subject/all content/all grade level initiative. PDs can be scheduled inclusively.
STAFF TRNG RATE	11316	\$238 per teacher	8 hours of online learning. Access to tablets or computers and wi-fi is necessary.

Prerequisites for Participation

School sites must have eight or more committed participants and allocate time for the full PD series. This or Facilitator Training is recommended as a first step, semester one option.

Additional Related Resources

If you'd like to learn more about Mastery Learning and Grading, please go to:

<https://gradingforlearning.wordpress.com>

For information on scheduling a school-site PD series, please contact one of the Division of Instruction Mastery Learning and Grading Instructional Coaches:

Melissa Guice (mjg7290@lausd.net) 213-241-6741

Chris Grounds (christopher.grounds@lausd.net) 213-241-6739

Roseanne Hill (rmh9976@lausd.net) 213-241-6739

*NOTE: We schedule workshops on a first-come, first-served basis based on calendar availability.

MASTERY LEARNING AND GRADING- IMPLEMENTATION SUPPORT

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

These working sessions provide teachers with an opportunity to create new Mastery Learning and Grading (MLG) instructional materials such as standards-based learning targets, syllabi, rubrics, tiered assessments, to set up mastery grade books, to share implementation successes or challenges, and to advance their MLG implementation through informed feedback from either a Mastery Learning and Grading Instructional Coach or a certified Mastery Learning and Grading facilitator.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Suggested Budget

Total: \$594 per teacher

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
STAFF TRNG RATE	11316	\$594 per teacher	10 hours of PD per teacher participant per semester (20 hours per year). This is a second step after engaging in the initial PD series. It is recommended to schedule monthly two-hour implementation support sessions

Prerequisites for Participation

The Prerequisite for Participation in Mastery Learning and Grading: Implementation Support is Mastery Learning and Grading certification through the Initial PD series.

Additional Related Resources

For information on how to enroll school-site instructional leaders in the Mastery Learning and Grading: Facilitator Training or to check on facilitator certification status, please contact above Mastery Learning and Grading Instructional Coaches.

For information on scheduling Mastery Learning and Grading Implementation Support with one of the Division of Instruction Mastery Learning and Grading Instructional Coaches, please contact:

Melissa Guice (mjg7290@lausd.net) 213-241-6741

Chris Grounds (christopher.grounds@lausd.net) 213-241-6739

Roseanne Hill (rmh9976@lausd.net) 213-241-6739

*Implementation Support may be facilitated by a Division of Instruction Mastery Learning and Grading Instructional Coach (above) or a school-site certificated Mastery Learning and Grading facilitator. If support from Division of Instruction is needed, capacity may be limited based on availability.

MASTERY LEARNING & GRADING- WINTER/SUMMER IMPLEMENTATION SUPPORT

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

These winter or summer break working sessions provide teachers with an opportunity to create new Mastery Learning and Grading instructional materials such as standards-based learning targets, syllabi, rubrics, tiered assessments, to set up mastery grade books, to share implementation successes or challenges, and to advance their Mastery Learning and Grading implementation through informed feedback from either a Mastery Learning and Grading Instructional Coach or a certified Mastery Learning and Grading facilitator.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Suggested Budget

Total for one year: \$594 per teacher

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
STAFF TRNG RATE	11316	\$594 per teacher	20 hours recommended, though if time or funding is unavailable, 10 hours would be beneficial. This is a second step after engaging in the initial PD series. It's recommended to schedule ten hours of implementation support over winter and/or summer break.

Prerequisites for Participation

The Prerequisite for Participation in Mastery Learning and Grading: Winter/Summer Implementation Support is Mastery Learning and Grading certification through the Initial PD series.

Additional Related Resources

For information on how to enroll school-site instructional leaders in the Mastery Learning and Grading: Facilitator Training or to check on facilitator certification status, please contact above Mastery Learning and Grading Instructional Coaches.

For information on scheduling Mastery Learning and Grading Implementation Support with one of the Division of Instruction Mastery Learning and Grading Instructional Coaches, please contact:

Melissa Guice (mjg7290@lausd.net) 213-241-6741

Chris Grounds (christopher.grounds@lausd.net) 213-241-6739

Roseanne Hill (rmh9976@lausd.net) 213-241-6739

*Implementation Support may be facilitated by a Division of Instruction Mastery Learning and Grading Instructional Coach (above) or a school-site certificated Mastery Learning and Grading facilitator.

MATH- BUILDING TEACHER CAPACITY PROGRAM (SECONDARY)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The goal of this program is to develop teacher growth mindset, identify and explore good first teaching in mathematics, and to explore and utilize methods for planning instruction that are adaptive to the needs of the students. Teachers will also develop and utilize reflective practices to build teacher capacity as “adaptive experts”. Teachers will receive nine days of professional development, including student work analysis and collaborative planning. Teachers will also participate in peer observation, and twice-monthly planning meetings.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards on Math SBAC

Suggested Budget

Total for one year: \$10,914 per participating teacher; (it is recommended you have a team of 3 teachers per school)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
IMA	40267	\$150	Books
Day to Day Subs	10559	\$1200	To provide time for peer observations
Professional Development Teacher “X” time Hourly	10370	\$7,116	Monthly meetings, after school planning, observation debriefs, and orientation/closing meetings
Professional Expert Independent Contractor	50035	\$2,448	Contracted services from Professional Development provider

Prerequisites for Participation

None

Additional Related Resources

The foundation of this professional learning and collaboration will involve two books: Principles to Action (from the National Council for Teachers of Mathematics) and Mathematical Mindsets (by Jo Boaler). You can read more about the [eight Math Teaching Practices](#) (Note: these are not the same as the math practices for students described in the standards) and explore ideas and activities related to growth mindset in math on youcubed.org.

Erin Cuenca, Secondary Mathematics Coordinator – Division of Instruction

Phone: 213-241-2071 Email: erin.cuenca@lausd.net

**NOTE: Central Office Program Capacity is 30 teachers across the district for the year.

MATH/MMED: INTEGRATED ELD/MATH

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

To support English Learners (ELs) in the English teachers in grades 6-11. Through a book study and action cycle, English teachers will read sections of Chapters 2, 6, and 7 of the ELA/ELD Framework on Integrated and Designated ELD as well as the CA ELD Standards. Given their learning, they will explore their math textbooks/curriculum to identify supports for English Learners per the Framework. Teachers will study and amplify the supports and strategies built in to the curriculum. If the supports are not sufficient, then teachers will plan appropriate supports to meet the needs of English Learners. Teachers will meet on a weekly basis to review and reflect on lessons and student work to make necessary adjustments to instruction to continue to meet the language needs of ELs.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in ELA and Math

Suggested Budget

Total for one year: \$16, 750 (assuming 10 teachers)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Teacher X-time	10376	\$1555 per teacher	20 hrs. per teacher
IMA	40267	\$120 per teacher	Estimate: \$30/book for 4 books through Reprographics ELA/ELD Framework Executive Summary ELA/ELD Chapters 2,6, and 7

Prerequisites for Participation

Reading Chapter 2 of *the ELA/ELD Framework*

Department level planning structures. Afterschool or Saturday meeting structures.

Additional Related Resources

Multilingual and Multicultural Education Department

Veronica Arevalo vareva1@lausd.net

213-241-5582

Division of Instruction

Erin Cuenca erin.cuenca@lausd.net

213-241-2071

**Limited central office staff can support with program design and materials ordering.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The Multi-tiered System of Support Framework uses three tiers of research-based interventions and strategies for instructional support and service delivery, a problem solving method (i.e., the Student Support and Progress Team), and an integrated data collection system that informs decisions at each tier of support.

Outcome Areas and Measures

100% Graduation: % of High School students on track for A-G with a “C” or better

Proficiency for All: % of students who meet or exceed standards in SBAC in ELA and Math; % of English Learners who reclassify; % of AP exam takers with qualifying score of “3” or higher

Attendance: % of students attending 172-180 days each school year (96% or higher)

Safety: Single student suspension rate

Parent, Community and Student Engagement: % of parents who state “my school provides resources to help me support my child’s education; % of students who feel a part of their school

Suggested Budget

Total for one year: \$115,897

Budget Item Description	Budget Item	Cost	Comment
Data Coordinator (MTSS Coach)	1329	\$115,987	The MTSS Coach will work collaboratively with the school’s principal and leadership team to provide MTSS Training to Staff and develop, align, and improve systems of academic and behavioral supports.*

* Depending on the school’s needs, additional professional development may be required to implement the MTSS work.

Prerequisites for Participation

Commitment of the principal to release coordinator to participate in professional development.

Additional Related Resources

California Department of Education MTSS Framework

<http://www.cde.ca.gov/ci/cr/ri/>

California Scale Up MTSS Initiative

<https://www.lacoe.edu/SchoolImprovement/StateFederalPrograms/MTSS.aspx>

MTSS Related Professional Developments/Workshops Through the Los Angeles County of Education

<https://www.lacoe.edu/Portals/0/SchoolImprovement/LiveBinder%20TA%20calendar%206-28-17.pdf>

<https://achieve.lausd.net>

Implementation Science

<http://implementation.fpg.unc.edu/>

Resources - SWIFT Schools

<https://www.lacoe.edu/SchoolImprovement/StateFederalPrograms/MTSS/tabid/1237/ItemId/4774/Default.aspx>

Featured Services - Multi-Tiered Systems of Support: An Introduction Webinar

<https://www.lacoe.edu/SchoolImprovement/RegSystemofDistSchoolSuppt/tabid/339/ItemId/4199/Default.aspx>

Multi-Tiered Systems of Support, Introduction

<https://www.lacoe.edu/Home/Videos/PlayVideo/tabid/202/VideoId/446/Default.aspx>

Division of Instruction: Equity, Access, and Acceleration

Robert Whitman, Director, Special Projects

rdw5302@lausd.net

(213)241-1750

NEWCOMER PROGRAM SUPPORT

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

- Provide professional development to enhance secondary ELD and content teachers' practice and capacity to accelerate the English Language Development of the growing Newcomer student population
- Implement a one-week Newcomer program during the Winter break and or Spring break, 4 classes with 15 Newcomer students each (other options: Saturdays: 5 days or more, sunshine group 7-8am or afterschool)
- Hire a counselor to support Newcomer students and parents/guardians throughout the academic year

Outcome Areas and Measures

Proficiency for All: % of English Learners making annual progress on the CELDT (or equivalent)

Parent, Community and Student Engagement: % of students who feel part of their school

Suggested Budget

Total for one year: \$139,587

Budget Item Description	Budget Item	Cost	Comment
Coun Sec C1T	110161	\$115,897	1.0 FTE (optional) to provide counseling to newcomer students. The FTE could be shared between two schools
PD Teacher X-Time	10375	\$462 per teacher	6 hour training- recommended that a school train 20 teachers if the school has 50 or more newcomer students.
Teacher X-Time	10371	\$9,329	120 hours of direct service before or after school, Saturdays, or during break.
General Supplies	40227	\$2,000	To purchase chart paper, markers, and memory sticks
IMA	40267	\$5,000	To purchase Oxford Picture Dictionaries and ELD Links Curriculum (one binder per teacher)

Prerequisites for Participation

- Participating students include ELs born outside the USA, enrolled in LAUSD schools for less than 24 months
- Select teachers with an EL authorization and experience in providing ELD instruction to ELs
- Implement established curriculum lessons with fidelity

Additional Related Resources

- MMED created Newcomer Lessons
- Constructive Conversation Skills and Norms Posters
- ELD Constructive Conversation Skills Companion Cards

Multilingual and Multicultural Education Department

Rafael Escamilla, Coordinator

rafael.escamilla@lausd.net

213-241-5582

*Central office staff can support for professional development and program design. For additional support you may also reach out to the Local District EL program staff.

PARENTS: PARENT SKILL DEVELOPMENT

Grades

- 6 7 8
9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

Support and create the context in which parents can learn the skills of public life – which include the ability to organize and move into collaborative action. In this particular setting, parents and other family members are provided an opportunity to develop grounded understandings of what is reasonable to expect in a good school, and the roles of public schools and the public sector in a democratic society.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state “my school provides resources to help me support my child’s education.

Suggested Budget

Total for one year: \$2,000-\$24,500, depends on services selected

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Other Non-Instructional Contract	50003	Depends on services selected	Vendors are available to support these efforts

Prerequisites for Participation

None

Additional Related Resources

Parent and Community Services
 Diane Panossian, Director
dpanossi@lausd.net
 213-481-3350

PARENTS: PARENT SEMINARS/WORKSHOP SERIES

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Develop a workshop series focused on parent empowerment designed to improve parents' understanding of the education system so they can become informed advocates for their children's education and college/career pathway. A number of available vendors offer consulting services for schools and families of schools who are interested in implementing their own program in an effort to develop a college-going culture and boost student outcomes in the realm of college and career readiness.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state "my school provides resources to help me support my child's education."

Suggested Budget

Total for one year: \$34,000-\$63,000, depending on services selected

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Other Non-Instructional Contract	50003	\$34,000-\$63,000 depending on services selected	Vendors are approved under the College Access bench of contract providers in December of 2015.

Prerequisites for Participation

The school should have out-of-classroom staff members (community representative or coordinator) willing to coordinate the program. Certificated staff should be available to teach the program after hours.

Additional Related Resources

Directory of LAUSD contracted College Access and Parent Support Service Providers: [click here](#)

Parent and Community Services

Diane Panossian, Director

dpanossi@lausd.net

213-481-3350

PARENTS: COLLEGE KNOWLEDGE OR TRANSITIONS PROGRAMS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Numerous vendors offer parent engagement programs across the Pre-K-12 continuum, ensuring that parents have the skills to support their children's success throughout their educational journey. The program offers specific college awareness programming through the College Knowledge Academy and has developed programs for parents at each key transition point that are infused with information that builds parents' knowledge and capacity and help ensure that parents understand the critical role that they play at each step of their child's educational path.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state "my school provides resources to help me support my child's education."

Suggested Budget

Total for one year: \$650-\$10,000, depending on services selected

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Other Non-Instructional Contract	50003	\$650-\$10,000	This vendor is approved under the College Access bench of contract providers in December of 2015.

Prerequisites for Participation

None

Additional Related Resources

Directory of LAUSD contracted College Access and Parent Support Service Providers: [click here](#)

Parent and Community Services

Diane Panossian, Director

dpanossi@lausd.net

213-481-3350

PARENTS: EDUCATIONAL ACHIEVEMENT SERVICES

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

The Family Leadership Institute teaches parents and caregivers the art and skills of family leadership in support of academic achievement and life success for their children by using a practical, ten-step approach.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state “my school provides resources to help me support my child’s education.

Suggested Budget

Total for one year: \$25,000-\$75,000, depending on services selected

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Other Non-Instructional Contract	50003	\$25,000-\$75,000	This vendor is approved under the College Access bench of contract providers in December of 2015.

Prerequisites for Participation

The school should have out-of-classroom staff members (community representative or coordinator) willing to deliver the program to parents.

Additional Related Resources

Directory of LAUSD contracted College Access and Parent Support Service Providers: [click here.](#)

Parent and Community Services

Diane Panossian, Director

dpanossi@lausd.net

213-481-3350

ACHIEVING PERSONALIZED LEARNING WITH TECHNOLOGY

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The purpose of this program is to support personalized learning initiatives District-Wide by hiring staff--an Instructional Technology Facilitator (ITF) and at least one Information Technology Support position, leveraging professional development (PD) opportunities, and upgrading outdated computing equipment to improve resources available to students and help build instructional technology capacity of staff.

Outcome Areas and Measures

Proficiency for All: % of students who meet or exceed standards in SBAC in ELA and Math

Attendance: % of students attending 172-180 days each school year; % of staff attending 96% or above

School Safety: % of students who feel safe at school

100% Graduation: four-year cohort graduation rate

Suggested Budget

Total for one year - \$190,610-214,733 (for 1 to 4 teachers)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
INSTRL COACH EL C1T INSTRL COACH SEC C1T	13454 13297	\$115,897	Receive instructional support from a school based Instructional Technology Facilitator
Information Technology Support Assistant (ITSA) – class code 1083 OR Information Technology Support Technician (ITSA) – class code 2210	25691	\$65,951- \$73,172 per position	Receive school based technical support to ensure seamless classroom technology use (C-basis). The following staffing is recommended: Fewer than 500 students = 1 technician 500-1500 = 2 technicians More than 1500 = 3 technicians
DAY TO DAY SUBS	10559	\$3,278	This assumes 9 days total, and pending availability of substitute Provide teacher relief time for professional learning Provide teacher relief time to observe best practices at other school sites
STAFF CONF ATTEND	50080	\$1750 per participant	Approximate cost for 1 person to attend the International Society of Technology in Education (ISTE) conference: Hotel: \$600; Registration: \$550; Airfare: \$600.
PROF DEV TCHR X-TIME	10375	\$3,736 per participant	5 PD Days per participant (after school hours, 6 hours/day) 3 days per participant to attend ISTE conference

COMPUTING EQUIPMENT	-----	\$200-800 (per computer based on device selected)	Replace outdated computing equipment: Desktop computers older than 6 years Laptop computers older than 4 years Tablets older than 3 years
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Prerequisites for Participation

None

Additional Related Resources

Professional learning/professional development training opportunities offered by the Instructional Technology Initiative (ITI) are open to all certificated staff. For this proposed program, if a school chooses to hire an ITF, their school-based ITF could also take advantage of all ITI professional learning offerings in order to share learnings at their school site. For more information, visit the following link: <https://achieve.lausd.net/Page/8052>.

For instructional questions:

Instructional Technology Initiative
Sophia Mendoza, Director
sophia.mendoza@lausd.net
213-241-5532

For technical questions:

Information Technology Division
Shahryar Khazei, Chief Information Officer
shahryar.khazei@lausd.net
213-241-4906

Information Technology Division
IT Customer Services
Themy Sparangis, Senior Director, Information Technology
themy.sparangis@lausd.net
213-241-4906

SCIENCE- ACTIVATE LEARNING (SECONDARY)

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Provide a complete year-long NGSS aligned curriculum with all instructional materials and professional development to support implementation

Outcome Areas and Measures

Proficiency for All: Percentage of high school students on track for A-G with a “C”.

Suggested Budget

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
IMA	40267	The costs below are on a per student basis by grade and content: Grade 6 (IQWST): \$123.73 Grade 7 (IQWST): \$126.28 Grade 8 (IQWST): \$110.14 HS Active Biology: \$ 40 HS Active Chemistry: \$106.66 HS Active Physics: \$106.66 Engineering The Future: \$44.36 HS Earth COMM: \$105.66	Activate Learning Science Curriculum, Professional Development included
Day to Day Sub	10559	\$934 per teacher	2 days of training per teacher; full grade levels should participate together.
OR			
PD TCHR REG	10370		Substitutes are Depending on availability of substitutes.

Prerequisites for Participation

Click here to enter text.

Additional Related Resources

You may access the spreadsheet for details on what is included in the [price per student](#)

SOCIAL EMOTIONAL LEARNING: BUILDING SOCIAL EMOTIONAL SKILLS IN OUR STUDENTS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Health Education Programs created four social-emotional learning trainings to help school staff build social emotional learning competencies in our students. The trainings are based on four critical topics of social-emotional learning: Growth Mindset, Self-Efficacy, Self-Management and Social Awareness.

Outcome Areas and Measures

School Safety: Single student suspension rate; percentage of students who feel safe at school

Suggested Budget

Total for one year: \$624 per teacher to complete 4 trainings (assumes 2 hours per topic)

\$365 per sub per day (recommend 1 per participating department per semester)

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PD-X time	10375	\$624 per teacher	Four 2-hour trainings are available on MyPLN and labeled as follows: <ul style="list-style-type: none"> • Growth Mindset 101 (2 hours) • Self-Efficacy 101 (2 hours) • Self-Management 101 (2 hours) • Social Awareness 101 (2 hours)
Day to Day Subs	10559	\$365 per sub per day	For peer observations and debriefing time to assess implementation and identify areas of growth. Schools might assume one sub day per department per semester. This is based on availability of subs.

Prerequisites for Participation

There are no prerequisites for the courses, however if a school plans to have all teachers complete these trainings, it is recommended that following the trainings, schools set aside some time on Bank Tuesdays to come to agreement about which of the learned practices all school staff will commit to implementing.

Additional Related Resources

Health Education Programs

Lori Vollandt, Coordinator

213-241-2554

Lori.vollandt@lausd.net

STEAM- CURIOSITY MACHINE TEACHER TRAINING

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Parents and guardians will understand how to foster growth mindset to support student learning in STEM/STEAM. Positive learning environment and attitude will promote creativity and innovation necessary in STEM/STEAM fields.

Outcome Areas and Measures

Parent, Community and Student Engagement: % of parents who state “my school provides resources to help me support my child’s education”

Suggested Budget Items

Total for one year: \$1500 per session or \$5,000 for the series of 5 sessions

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
PRS SER CONT NON INS	50161	\$1500 per 90-minute session or \$5000 for the series of 5 sessions	Sessions include: <ol style="list-style-type: none"> 1. What is a Growth Mindset? 2. How to Make and Use Open-Ended Questions 3. Intro to the Engineering Design Process 4. Finding Teachable Moments 5. Creating a Positive Learning Environment

Prerequisites for Participation

None

Additional Related Resources

These 90 minute parent workshops can be held for up to 50 parents.

STEAM Coordinators Division of Instruction:

Karen Jin – 213-241-5521, Karen.jin@lausd.net

Jaspreet Sandha –213-241-5358, Jaspreet.sandha@lausd.net

Iridescent Learning

Judith Ahumada- 213-746-4453, judith@iridescentlearning.org

Directory of LAUSD contracted College Access and Parent Support Service Providers: [click here](#)

STEAM- CURIOSITY MACHINE TEACHER TRAINING

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Teachers will use resources and strategies from CuriosityMachine.org to engage students in engineering and design challenges.

Outcome Areas and Measures

Proficiency for All: Percentage of students who met or exceeded standards in 6th-8th, 11th grade English Language Arts; Percentage of students who met or exceeded standards in 6th-8th, 11th grade Math

100% Attendance: Percentage of students attending 172-180 days each school year (96% or higher attendance rate)

Suggested Budget Items

Total for one year: \$3500 plus \$467 per teacher

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
CONTR INSTRL SVC	50002	\$3500	For 4 hours that can be split to be conducted during banked time.
PD Teacher Regular	10370	\$467 per teacher	6-hour day

Prerequisites for Participation

None

Additional Related Resources

STEAM Coordinators Division of Instruction:

Karen Jin – 213-241-5521, Karen.jin@lausd.net

Jaspreet Sandha – 213-241-5358, Jaspreet.sandha@lausd.net

Iridescent Learning

Judith Ahumada- 213-746-4453, judith@iridescentlearning.org

Directory of LAUSD contracted College Access and Parent Support Service Providers: [click here](#)

STEM- DISCOVERY EDUCATION

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

STEMFormation is a multi-year program for building a culture of STEM teaching and learning at individual school sites. *STEMFormation* provides the professional development, job embedded coaching and administrative leadership to support rigorous learning for students

Outcome Areas and Measures

Proficiency for All: Percentage of students who met or exceeded standards in 6th-8th, 11th grade English Language Arts; Percentage of students who met or exceeded standards in 6th-8th, 11th grade Math

100% Attendance: Percentage of students attending 172-180 days each school year (96% or higher)

Suggested Budget

Total for one year: \$92,000 plus \$467 per teacher

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
CONTR INSTRL SVC	50002	TBD	Each school can tailor the contract to meet the needs of the school. A sample proposal for Local District Central was quoted as \$92,000 for year one and \$71,000 each for years two and three (based on 2,500 students).
PD Teacher Regular	10370	\$467 per teacher	For a 6-hour day

Prerequisites for Participation

Participating school must commit to a multi-year process and develop their vision for STEM education.

Additional Related Resources

Local District Central has partnered with Discovery Education to build a vertically articulated system in a pilot that involves 1 high school, 1 middle school, and 6 elementary schools. In the secondary schools, a cohort of 25 teachers and 1 administrative leader will undergo a minimum of 5 sessions of experiential professional development each year. 4 teachers and administrators will participate in coaching sessions with a Discovery Education Specialist to apply new skills related to STEM and effective integration of digital content and technology tools.

Interested schools can contact Gold Chim, Manager of Urban Partnerships, to discuss school needs and build a professional development system for the school or a cluster of schools.

STEAM Coordinators Division of Instruction:

Karen Jin – 213-241-5521, Karen.jin@lausd.net

Jaspreet Sandha – 213-241-5358, Jaspreet.sandha@lausd.net

Discovery Education

Gold Chhim- 562-608-5428, Gold_Chhim@Discovery.com

STEM- LEGO MINDSTORMS EDUCATION

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English learners Foster youth
 Low-income students All students

Purpose of the Program

The LEGO® MINDSTORMS® Education EV3 Comprehensive Solution is a complete teaching solution comprised of materials designed to support different teaching styles. It provides the basis for a comprehensive start to teaching STEM subjects and computer science in the 21st century classroom. The materials include teaching methodologies, and evaluation tools to help ensure accurate and effective assessment of your students' creative development.

Outcome Areas and Measures

Proficiency for All: Percentage of students who met or exceeded standards in 6th-8th grade English Language Arts ; Percentage of students who met or exceeded standards in 6th-8th grade Math

100% Attendance: Percentage of students attending 172-180 days each school year (96% or higher)

Suggested Budget Items

Total for one year: \$11,000 includes tax and shipping plus Teacher or Sub Salaries for up to 30 students

Budget Item Description	Budget Item	Cost	Comment
CONTR INSTRL SVC	50002	\$11,000	Contract with LEGO Education Purchase Comprehensive Solution Includes: <ul style="list-style-type: none"> • 1-Day PD for Ten Teachers • 15 LEGO EV3 Robots, which is enough for 30 students • LEGO Curriculum • Note: LDNE will receive a 5% discount for purchase before January 2018
IMA	40267 (IMA)	\$417.25 per additional robot	If extra robots are needed, the \$417.25 includes tax and shipping Note: LDNE will receive a 5% discount for purchase before January 2018
PD Teacher Regular OR Day to Day Subs	10370 OR 13834	\$4,670 per teacher	6-hour training day (10 teachers) Depending on availability of substitutes.

Prerequisites for Participation

Must commit to the program for two years

Additional Related Resources

Comprehensive Solutions Link

<https://education.lego.com/en-us/products/lego-mindstorms-education-ev3-comprehensive-solution/prod5005100>

For more information call Rachel Solis at LEGO – (818) 223-7400

STEAM Coordinators Division of Instruction:

Karen Jin – 213-241-5521, Karen.jin@lausd.net

Jaspreet Sandha –213-241-5358, Jaspreet.sandha@lausd.net

STEP UP TO WRITING 4TH EDITION

Grades

- 6 7 8
 9 10 11 12

Focus Population(s)

- English Learners Foster youth
 Low-income students All students

Purpose of the Program

Step Up to Writing 4th Edition is an evidence-based writing curriculum that is aligned to Common Core standards across grade levels and content areas. The program provides multimodal instruction, comprehensive body of research-based writing strategies for all genres including informational/expository, narrative, and argumentative.

Outcome Areas and Measures

Proficiency for all: % of students meeting or exceeding standards in ELA

Suggested Budget

Total for one year: \$119,372-129, 838, depending on number of participating teachers

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Instructional Coach C1T - Secondary	13297	\$115,897	Writing Coach for School site to lead staff workshops on writing strategies, writing rubric calibration, data-driven decision making, monitoring of fidelity of Step Up to Writing intervention and other writing strategies
Day to Day Subs	10559	\$364.17 per teacher	1 sub day for training per teacher. Training for up to 30 teacher from company included in materials cost.
IMA	40267	\$3,021.31 per classroom	Materials and training included for classroom of 28 students

Prerequisites for Participation

None

Additional Related Resources

For more information on Step-Up Writing: <http://www.voyagersopris.com/literacy/step-up-to-writing/overview>

Division of Special Education

Sonia Flores, Specialist

sonia.flores@lausd.net

40 DEVELOPMENTAL ASSETS

Grades

6 7 8
 9 10 11 12

Focus Population(s)

English learners Foster youth
 Low-income students All students

Purpose of the Program

Provide parents and educators with an understanding of the protective factors that children need to thrive. Participants learn how to build resilience with their students through a variety of consistently applied approaches and strategies and nurture positive and growth oriented mindsets.

Outcome Areas and Measures:

Proficiency for All: % of students who meet or exceed standards in SBAC in ELA and Math

Attendance: % of students attending 172-180 days each school year

Suggested Budget

<i>Budget Item Description</i>	<i>Budget Item</i>	<i>Cost</i>	<i>Comment</i>
Itin Psych Soc Wrk C	13222	\$121,022.11	Optional
Contr Instrl Svc	50002	TBD	Seek service provider (using procurement protocols) who offers 40 Developmental Assets and other training resources to support and complement school plan for ages 12-18.
Existing Health and Human Services staff	NA	\$0	A district Professional Development can be delivered by a certificated Health and Human Services staff currently at the school site.

Prerequisites for Participation

None

Additional Related Resources

LAUSD PowerPoints are developed with talking notes and can be delivered by identified site staff.

Division of Special Education- Local District Intervention Coordinators

Arvin Garcia (Local Districts East and Central) arvin.garcia@lausd.net

Susan Mora, Intervention Coordinator (supports LD West) susan.mora@lausd.net

Kashmiri Sidhu, Intervention Coordinator (supports LD NE and NW) kashmiri.sidhu@lausd.net

Annmarie Serrano, Intervention Coordinator (supports LD South) annmarie.serrano@lausd.net

CONTRACT/VENDOR APPENDIX

The links below provide information on service providers that serve on contract benches for Los Angeles Unified School District.

Each directory offers a list of providers, the services, and the cost.

- **For the California State Standards Professional Development directory** [click here](#)
- **For the College Access directory** [click here](#)
- **For the Leveled Reading Collections Director** [click here](#)
- **The School Leadership directory will be ready by September** [click here](#)

ATTACHMENT 2

List of Approved Budget Items					
Budget Description	Budget Item	Budget Description	Budget Item	Budget Description	Budget Item
8TH GRADE ENG AUX	14144	ED RES AIDE Z TIME	20817	PHONE/POSTAGE EXP	50199
8TH GRADE MATH AUX	14143	EDUC.AIDE Z TIME	20805	PROF DEV TCHR REG	10370
9TH GRADE ENG AUX	14148	GENERAL SUPPLIES	40227	PROF DEV TCHR X-TIME	10375
9TH GRADE MATH AUX	14147	HEALTH OFFICE CLK 1T	27656	PRS SER CONT NON INS	50161
ADMINISTRATOR X	11458	IMA	40267	PSA AIDE C1T/05	26901
ADMISSION TICKET	50058	INSTR. AIDE RELIEF	20839	PSYCH SOC WKR C33/05	14562
ADVISORY COMM EXP	40169	INSTR. AIDE I C 1T	20750	REPAIR OF EQUIPMENT	50214
ADVSR REG PREP	10853	INSTR. COACH EL C1T	13454	ROC CONTRACT TEACHER	13572
AP SCS B1T 41/05	13588	INSTR. COACH EL C1T	13454	SCHOOL SPVN AIDE	21628
APEIS B1T 38/55	11401	INSTR. COACH EL XTIM	10362	SEL-PARENT COMM FACS	27681
ASSIGNNON CLA X TIME	11240	INSTR. COACH SEC C1T	13297	SEL-PARENT COMM REP	27717
AST PRN EL B1T 39/54	14165	INSTR. COACH SEC C1T	13297	SOFTWARE LICNS MAINT	50243
AST PRN SC B1T 41/54	14500	INTRVN SUP COORD C1T	13193	SR OFFICE TECH E1T/5	26339
AUXILIARY TCHR	13844	INTVN/PREV SUPC DIFF	11759	STAFF CONF ATTEND	50080
B&G SHIFT DIFF	27641	INTVN/PREV SUPC X TM	13302	STAFF TRNG R 1 CERT	11316
BLDG&GRD WRKR AGC/07	23019	ITIN COUNS PSA C	12103	STD&FAM RSC NAV C/5	27765
CLERICAL OVERTIME	21427	ITIN NURSE	12106	TCHR AST RELIEF	10701
CLERICAL RELIEF	21477	ITIN PSYCH SCHOOL C	13222	TCHR AST DEG TK NW/1	10600
CLERICAL Z TIME	21467	ITIN PSYCH SOC WKR C	13114	TCHR AST DEG TK NW/2	107762
CLERICAL-BIL DIFF	22970	ITIN SEC COUNS,OPTN	13451	TCHR AUXILIARY	10420
CLERK E 1TRK/5	22124	ITIN SS APSEC 40/3B1	13990	TCHR MATH C1T 27/09	121117
COL&CAREER COACH DIF	14190	ITIN SS B&G WRKR-A/7	27249	TCHR S LIB C1T 27/11	109026
COMMUNITY REP.	21720	ITIN SS CLERK-E	26890	TCHR X TIME	10371
CONTR INSTR. SVC	50002	ITIN SS LIBAIDE C/05	26899	TSP PRG AD C1T 27/10	11353
COORD DIFF TCHR	11622	ITIN SS LIBMED 27/14	14526	TSP PROG AD X DRECT	11327
COUNS ELEM X TIME	11062	ITIN SS OFFTECH-E	27660	TUTOR TCHR X TIME	10376
COUNS PSA C33/05	14563	ITIN SS SEC COUNS C	13456		
COUNS SEC C1T 27/10	110161	ITIN SS SR OFFTECH-E	26896		
COUNS SEC X TIME	11087	ITIN-STD&FAM RSC NAV	27644		
COUNSELING ASST	11825	ITINSS AP,SEC B140/5	13570		
CRD DIFF TSP ADV	11377	ITINSS MICSUP ASTC/5	27764		
CSR TCHR ELEM 27/10	119305	ITN-ST&FAMRSCNAV-XTM	27688		
CSR TCHR SEC ELA 1TK	13641	ITSUPPORT TECH C1T/5	25691		
CSR TCHR SEC MTH 1TK	13644	LIBRARY AIDE C1T/05	21021		
CURRICULAR TRIPS	50174	LTD CONTRACT TEACHER	10601		
CUSTODIAL OVERTIME	21532	MAIN/OPER SUPPLIES	40183		
DAY TO DAY SUBS	10559	MS COL & CAREER COACH	14188		
DDSUB CSR T BEN ABSC	10562	ITIN SS LIBMED 27/14	14526		
DDSUB TCHLIB BENABSC	13984	ITIN SS OFFTECH-E	27660		
DEAN	14507	ITIN SS SEC COUNS C	13456		
DIFF INSTL COACH ELM	10247	NON-CAP EQUIP CLSRM	40124		
DIFF INSTL COACH SEC	10246	NON-CAP EQUIP-OTHER	40125		
DIFF, LONGEVITY-COUN	13576	NONREGC TCHR EL 1TK	13280		
DIFF, LONGEVITY-TCHR	13575	NONREGC TCHR SEC 1TK	13646		
DIFF, TCHR S LIB MED	14112	NURSE SCH Z TIME	11190		
DIFF,LONGEVITY-CLAS	22670	OFFICE TECH E1T/07	26288		
ED ADE 3 AVID C1T/4	22601	OFFICE TECH KO E1T/4	27651		
ED AIDE II C1T/05	24460	OTH NON INSTR. CONT	50003		
ED RES AIDE X TIME	20818	PENDING DISTRIBUTION	40261		

ATTACHMENT 3

School Tier Designation	
Tier 1	Los Angeles River at Sonia Sotomayor Learning Acad
	Sylmar Biotech Health Academy
	Horace Mann Junior High
	Sal Castro Middle
	Eng and Tech at Esteban E. Torres High No. 3*
	HAAT at Esteban E. Torres High No. 4
Tier 2	Augustus F. Hawkins - RISE
	Sun Valley High*
	Audubon Middle
	Dr. Julian Nava Learning Academies-SBT
	Public Service Community at Diego Rivera Learning
	Performing Arts Community at Diego Rivera Learning
	David Starr Jordan Senior High
	Communication and Technology at Diego Rivera
	Augustus F. Hawkins High A Critical Design and Gaming
	Dr. Julian Nava Learning Academies-Arts and Culture
	Barack Obama Global Preparation Academy
	Samuel Gompers Middle*
	Augustus F. Hawkins High B Community Health Advoc
	NAVA College Preparatory Academy
	East Valley Senior High
	RFK Community Schools-Ambassador-Global Leadership
	Bret Harte Preparatory Middle
	Helen Bernstein High*
	AMAS at Mervyn M. Dymally High
	Charles Maclay Middle
Thomas Jefferson Senior High	
Johnnie Cochran, Jr., Middle	
Berendo Middle	
Tier 3	Edwin Markham Middle
	Crenshaw STEM Magnet*
	George Washington Preparatory High
	Charles Drew Middle
	William Jefferson Clinton Middle
	George Washington Carver Middle*
	Susan Miller Dorsey Senior High
	John Muir Middle
	John H. Liechty Middle
	Dr. Maya Angelou Community High
Mary McLeod Bethune Middle	
Tier 4	Los Angeles Academy Middle
	Vista Middle
	Edward R. Roybal Learning Center
	Panorama High
	Gardena Senior High
	Manual Arts Senior High
	Theodore Roosevelt Senior High
	Robert Fulton College Preparatory
	Foshay Learning Center
Santee Education Complex	

* Focus School identified in each Local District

ATTACHMENT 4

Please see the accompanying “School Innovation Fund” Plan. It is attached to the email communication as a separate document in Microsoft word format for editing and completion purposes.

**School Innovation Funds
Request for a Professional Development Waiver**

Please provide complete and detailed information for this waiver. (The electronic version will allow expanded responses in each textbox.)

School: _____ **Local District:** _____ **Date:** _____

<p>A. Waiver Description:</p> <p>Briefly describe what percentage and amount of School Innovation Funds do you intend to direct toward professional development and what the focus of this professional development will be:</p>
<p>B. Current Procedures:</p> <p>Briefly describe what other current professional development and anticipated expenditures are for the 2017-2018 school year (identify funding source) and 2018-2019, if known.</p>
<p>C. Rationale:</p> <p>What evidence supports the need to have flexibility to spend less than your required amount of School Innovation Funds on mathematic and ELA/ELD, including disciplinary literacy professional development?</p>
<p>D. Accountability: Evidence must exist in order for the waiver to be considered for future approval.</p> <p>What benchmarks will be used to measure the success of your waiver?</p>

Return completed form to your Local District Director with your plan.

LOCAL DISTRICT DIRECTOR: [Provide reason(s) if denied]		
<input type="checkbox"/> Approved	<input type="checkbox"/> Approved with Conditions	<input type="checkbox"/> Denied
_____	_____	_____
Local District Director (Printed Name)	Local District Director (Signature)	Date Signed
LOCAL DISTRICT SUPERINTENDENT: [Provide reason(s) if denied]		
<input type="checkbox"/> Approved	<input type="checkbox"/> Approved with Conditions	<input type="checkbox"/> Denied
_____	_____	_____
Local District Superintendent (Printed Name)	Local District Superintendent (Signature)	Date Signed

School Innovation Fund (SIF)

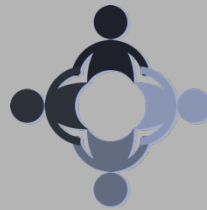
Planning Flow-Chart



Immediate Data Review &
Needs Assessment



Professional Development
For Math & ELA



Integrated Student
Support Team (ATS)

See SIF Plan Requirements and Recommendations



Complete 2-Year School Plan
(SIF Plan Template)



Submit Plan to your
Local District for Review*



Plan Approved By
Local District**

*Submit plans as soon as possible. No later than **October 31, 2017**

Local Districts must approve the plan no later than **November 28, 2017

(Name) School

**Los Angeles Unified School District
2017-2019 School Innovation Funds Plan**

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal

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
				Total \$

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.**

(Name) School

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

<p>Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19			<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics - EL reclassification rate - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19			<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% • EL reclassification rate: 22%

(Name) School

				<ul style="list-style-type: none"> • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
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<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19			<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78%

<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19			<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%

(Name) School

Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Single student suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy - Percentage of students who feel safe at school 	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19			<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88% • Percentage of students who feel safe at school: 80%

I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Typed name of School Principal
Signature of School Principal
Date

The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation.

Typed name of Local District Superintendent / Designee
Signature of Local District Superintendent / Designee
Date